

**Academic Programs, Innovations and Faculty Development**

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**April 2022**

**Elevating Options, Emphases or Concentrations to a Full Degree Program  
Template**

As with proposals for new degree programs, elevating an option, emphasis or concentration to a full degree program should reflect the needs of the students and the state, be broadly based, and demonstrate depth, relevancy and applicability to the real world of work. Board of Trustees guidelines prohibit proliferation of degrees and degree terminology. The elevation process requires system-level review and approval. To merit approval, the new degree program must not have significant overlap with the requirements of the existing full degree program from which it was derived. The existing option, emphasis or concentration shall be discontinued when the degree elevation is approved.

**Please Note:**

- Campuses may mention proposed new degree programs (including option, emphasis and concentration elevations to full programs) in recruitment material if it is specified that enrollment in the proposed program is contingent on authorization from the CSU Chancellor's Office.
  - All approved degree programs, including options, emphases and concentrations, will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
  - Policy 1071, [Delegation of Authority to Approve Options, Concentrations Special Emphases \(and Similar Subprograms\) and Minors](#) sets systemwide policy on establishing options, emphases and concentrations.
  - Use this template only if the campus is proposing an elevation of a previously authorized option, emphasis or concentration (found in the CSU Degrees Database) to a full stand-alone degree program.
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*Elevating Options, Emphases or Concentrations to a Full Degree Program*

**1. Program Type (Select all that apply):**

- a. State-Support
- b. [Self-Support](#) (also complete #8 below)
- c. Elevation Type:
  - Option
  - Emphasis
  - Concentration
- d. Delivery Format:
  - Fully face-to-face
  - Hybrid
  - Fully online

**2. Program Identification**

- a. Campus

Cal Poly Pomona

- b. Existing full and exact degree designation, degree title and option, emphasis or concentration title (*e.g., Bachelor of Science in Computer Science, Computer Networks Concentration*).

Master of Science in Agriculture, Option Nutrition and Food Science

- c. Proposed full and exact degree designation and title (*e.g., Bachelor of Science in Computer Networks*).

Master of Science in Applied Nutrition

- d. Term and academic year of intended implementation (*e.g., fall 2024*).

Fall 2025.

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

36 semester units

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- e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

Nutrition and Food Science Department, Don B. Huntley College of Agriculture

- f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option, emphasis or concentration elevation to a full degree program.

Dr. Emily J. Kiresich, Assistant Professor of Nutrition  
Dr. Kellene A. Isom, Assistant Professor of Nutrition

- g. Substantive Change Screening Form:

- i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.
- ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

This proposed program is not subject to WSCUC Substantive Change.

- h. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor's Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide

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degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs (CIP) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official “generic” CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

CSU Degree Program Code 13061  
Generic Name Dietetics/Food Admin/Nutrition  
Paired CIP Code: 30.1901

- i. Teach out. Please provide teach-out policy language to accommodate those students who will complete the original program with the option, emphasis or concentration.

Students currently enrolled in the Master of Science in Agriculture, Option in Nutrition and Food Science will be allowed to transfer to the new program. The courses in the elevated Master of Science in Applied Nutrition have similar content to those of the older option, except for three core classes that will continue to be offered by the remaining options in the MS Agriculture program. So, those students who decide to remain in the old program will be able to graduate without disruption through course substitution petitions.

Similarly, returning students can graduate under the new curriculum if they decide to do so or under their original curricula.

We anticipate no issues meeting the needs of the currently enrolled students in the Master of Science in Agriculture, Option in Nutrition and Food Science.

- j. Discontinuance. Provide evidence that the current option, emphasis or concentration will be discontinued once all existing students exit the program.

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An Academic Senate referral parallel to this proposal will be submitted for the discontinuation of the MS Agriculture, Option in Nutrition and Food Science.

### **3. Program Overview and Rationale**

- a. Provide a rationale for option, emphasis or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option, emphasis or concentration to a full degree program at this time.

The pathway to becoming a Registered Dietitian (RD) changes in 2024, requiring a master's degree and 1000 hours of supervised practice. Our Bachelor of Science in Nutrition: Dietetics produces a diverse group of successful pre-professionals amenable to seek RD registration. However, our Master of Science in Agriculture degree is difficult to market to RD hopefuls providing the longest pathway to professional practice (seven years, minimum including the BS) at the maximum cost. Our recent program review encouraged us to split from the overall MS in Agriculture and consider a Blended (BS+MS) program, allowing students to double count 12 units of graduate studies during the undergraduate degree. Our goal is to create a blended program with our current BS and the new MS in Applied Nutrition, which would provide our diverse student population with a fast, equitable, and inclusive option at a lower cost than most existing programs.

We think elevating the current program to the new MS in Applied Nutrition will increase its visibility and the number of students seeking a Registered Dietitian goal by providing a consistent and affordable, simple pathway from a Bachelor's to a Master's degree and registration.

- b. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For Master's degrees, please also include catalog copy describing the culminating experience requirement(s).

The Master of Science in Applied Nutrition serves a diverse student population pursuing applied learning in nutrition fields. Students have the option to immerse themselves in dietetics, preparing them to become Registered Dietitians/Registered Dietitian Nutritionists (RD/RDNs), nutrition leadership and industry, community nutrition, or research. Upon completion of a degree, students are equipped to address challenges and critical issues that impact the field of nutrition and their specialization. Guided by faculty

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with years of leadership and research in their professions, students gain essential skills that promote life-long learning, critical thinking, and career readiness through Cal Poly Pomona’s learn-by-doing approach.

- c. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor’s degree programs or an appropriate year major roadmap for Master’s degree programs that outlines the suggested coursework students should complete each semester.

<b>ROADMAP MS Applied NUTRITION</b>					
<b>Year 1</b>					
<b>FALL</b>			<b>Spring</b>		
<b>Course</b>	<b>Code</b>	<b>U</b>	<b>Course</b>	<b>Code</b>	<b>U</b>
<b>Foodservice Administration</b>	<b>NTR4260</b>	<b>2</b>	<b>Medical Nutrition Therapy 2 (Dual Listed)</b>	<b>NTR4440/NTR 5240</b>	<b>3</b>
<b>Medical Nutrition Therapy 1</b>	<b>NTR4430</b>	<b>3</b>	<b>Community Nutrition and Activity</b>	<b>NTR4460/A</b>	<b>3</b>
<b>Medical Nutrition Therapy 1 Lab</b>	<b>NTR4430L</b>	<b>1</b>			
<b>TOTAL</b>		<b>6</b>	<b>TOTAL</b>		<b>6</b>
<b>Total Units 4000-level</b>		<b>9</b>			
<b>YEAR 2</b>					
<b>FALL</b>			<b>Spring</b>		
<b>Course</b>	<b>Code</b>	<b>U</b>	<b>Course</b>	<b>Code</b>	<b>U</b>
<b>Class 1 - Critical Evaluation of NTR Practice and Research</b>	<b>NTR 5230</b>	<b>3</b>	<b>Class 3 - Program Leadership and Entrepreneurship</b>	<b>NTR 6230</b>	<b>3</b>
<b>Super 1 (DI<sup>1</sup>) or Internship (non DI)</b>	<b>NTR 5600</b>	<b>2</b>	<b>Super 3 (DI) or Internship (non DI)</b>	<b>NTR 5610</b>	<b>2</b>
<b>Super 2 (DI) or Elective</b>	<b>NTR 5600 or Elective</b>	<b>2</b>	<b>Super 4 (DI) or Elective</b>	<b>NTR 5610 or Elective</b>	<b>2</b>
<b>Class 2 - A Life Course Approach to Nutrition, Disease Prevention and Treatment (Functional NTR as well)</b>	<b>NTR 5250</b>	<b>3</b>	<b>Culminating Experience Project (New) 6950 (can be 2 unit)</b>	<b>NTR 6950</b>	<b>2</b>
<b>Pre-work for Culminating Experience (New) 6240</b>	<b>NTR 6240</b>	<b>1</b>	<b>NTR5450 Adv Seminar in NTR (for CRDNs) or Elective</b>	<b>NTR 5450 or Elective</b>	<b>2</b>
<b>NTR 5450 Adv Seminar in NTR (for CRDNs) or Elective</b>	<b>NTR 5450 or Elective</b>	<b>2</b>			
		<b>13</b>			
<b>TOTAL =</b>		<b>36</b>			

- d. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as an option, emphasis or concentration.

As part of our recent MS in Agriculture program review, the College accepted a proposal and action plan that outlined the elevation of the options under the existing MS in Agriculture, including Nutrition and Food Science, to degrees

<sup>1</sup> Dietetics Internship

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(see attachment Signed MS in AG Program Response and Action Plan signed by all Departments in the College of Agriculture supporting separation of their Master's programs from the MS in Agriculture. The College Dean has also approved the plan).

[MS in Agriculture Program Response and Action Plan](#)

[In addition, this elevation will be approved by the University Academic Senate, the Office of Academic Programs and the University's President.](#)

**4. Curriculum** – *(These requirements conform to the WSCUC 2013 Handbook of Accreditation)*

Campuses are to maintain the degree requirements associated with a degree program approved by the Chancellor's Office. Substantive curricular changes are to be approved by the campus curriculum-approval process. To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the major may be achieved through the use of a subprogram (an option, emphasis or concentration), as noted in [Policy 1071](#). An option, emphasis or concentration must constitute less than one half of the units required in the major core to ensure that the program's student learning outcomes can be achieved by all enrolled students, regardless of subprogram pursued. For more information on the meaning, quality, and integrity of degrees, please see the [WASC Senior College and University Commission \(WSCUC\) 2013 Handbook of Accreditation, Component 3 of the Institutional Report guidelines](#).

- a. Provide a side-by-side comparison showing the course requirements of the existing degree program and subprogram on one side and the proposed new degree program on the other.

Old MS in Agriculture, nutrition	U	New MS in Applied Nutrition	U
Year 1		Year 1	
AG 5100	3	NTR 4430	3
AG 5200	3	NTR 4430L	1
NTR 5330	2	NTR 5240	3
NTR 5360	3	NTR 4460	2
AG 5300	3	NTR 4460A	1
NTR 6930	2	NTR 4260	2
NTR 5100	3		
NTR 5350	2		
	21		12
Year 2		Year 2	

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NTR 5350	2	NTR 5230	3
NTR 5700	2	NTR5600	2-4
NTR 5710	2	NTR 5250	2
NTR 6940	1	NTR 6240	3
NTR 6940	2	NTR 5450	1
NTR 6960		NTR 6230	2-4
		NTR 5610	3
		NTR 6950	2
		NTR 5450	2
	9		24
<b>Total</b>	<b>30</b>		<b>36</b>

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements; [PLOs Matrix Timeline MSAN](#)
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M); [Curriculum Matrix Draft](#)

A key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule.

Please see attached.

**5. Evidence of Potential Student Demand**

- a. Provide enrollment numbers in the current option, emphasis or concentration for the past three to five years to provide evidence of sustained and possible future interest in the program.

Enrollment in the MS in Agriculture, Nutrition Option has been low for several years and includes fewer than 10 admissions to start each Fall, at

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times as low as five new admits in a cycle. The current Dietetic Internship program hosts 15 students in Fall each year and will be incorporated into the new MS in Applied Nutrition, making annual new student enrollment at least 15. Additionally, we anticipate some students joining who will not be participating in the Dietetic Internship, but only completing the MS in Applied Nutrition. Between 40 and 60 students are graduating from the Bachelor of Science in Nutrition, option Dietetics, each year. Many of these students will be eligible and interested in the projected program, and we anticipate filling every space we can offer. Additionally, as the Master's degree requirement is a mandate from the Commission on Dietetic Registration (CDR), it is likely that outside applicants from neighboring Dietetics programs (CSULA, CSUSB, Pepperdine) would also be interested in our new MS in Applied Nutrition. We expect to have at least 20 students start each year so that over the next three years (or the first three years of the program), we will have at least 60 students.

- b. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

For nutrition, much like a credential program, there is a barrier to entry into the profession that requires two types of post-baccalaureate work: 1) 1000 hours of internship, and 2) starting January 1, 2024, a graduate degree. This MS along with our existing BS offer numerous advantages that align with the evolving needs and preferences of today's students and the requirements of the dietetics profession. Below are some of the key indicators that the change we propose should be made and will support students:

1. Accessibility: The CSU offers affordable education to local residents that reflect the demographics of our region. The number of non-traditional students who cannot move to go to graduate school or complete an internship is growing. This program will allow us to extend educational opportunities to a broader range of students, including those who may not be able to move or cannot afford options at private institutions or corporations.
2. Personalized Learning: Students who stay at Cal Poly for a graduate degree can build critical mentoring relationships with faculty and staff. Additionally, the internship experiences in which they participate are local, improving their networking and likelihood of employment opportunities in our communities, serving our residents.
3. Enhanced Engagement: Students who enroll in this program, especially those who started as undergraduates at CPP, can start small projects that grow into graduate projects, providing sustainability and continuity

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through completion. Our students can enhance the local environment by partnering with our resources, local businesses, and services while gaining valuable learn-by-doing experiences.

4. Prepared for the Future: The Commission on Dietetics Registration has adopted our profession's 2024 graduate-level entry requirements. By offering an efficient and affordable pathway, we serve the students and meet industry standards.

In our recent Advisory Committee meeting for the Dietetics Option (DPD program) and Dietetic Internship, representatives from our graduate program, outside 2-year educational institutions and internships, and members of the professional community enthusiastically supported the new program concept. They emphasized the need for students to have affordable and approachable educational options to meet the new entry-level requirements. For students starting at the community college level, the thought of finishing a four-year degree, +two years Master's Degree, +10 months internship (seven+ years), is too daunting. Our proposed program with a 5 year completion will be within reach and a reasonable commitment for those students. Student and alumni focus groups and individual interviews indicate a feverish need and interest in enrolling in this program.

More information about the new entry-level education requirements can be found at the Commission on Dietetic Registration (CDR) website: <https://www.cdrnet.org/GraduateDegree>. Important to interpretation, the language states this will be imposed on ‘Only those seeking to become eligible for the registration examination for dietitians for the first time, on or after January 1, 2024.’ This includes every student who has not yet finished their post-baccalaureate internship program; meaning every student currently enrolled in our BS in Nutrition, Dietetics.

- c. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

The department of Nutrition and Food Science (NFS) currently reflects the mission of the CSU, serving the local community and “Seek[ing] out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers and assist[ing] them in advancing to the highest educational levels they can reach.” Our department is home to students who reflect the surrounding community. According to our Tableau, in fall of 2023 we are 68% female, 58% first generation, 57% ethnic minority [53% Hispanic/Latino, 26% Asian], 49% Pell Grant recipients. We have created this program to meet the accessibility needs of our students where the existing program was lacking. As part of the CSU, CPP offers affordable education to local

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residents that reflect the demographics of our region. The number of non-traditional students who cannot move to go to graduate school or complete an internship is growing. This MS in Applied Nutrition can more easily partner with our and other Dietetic Internship programs, thereby expanding educational access to more students, especially those unable to relocate or afford the expensive programs at private institutions and corporations.

- d. For Master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

The Nutrition program has a total of 367 undergraduate students enrolled with 200 students enrolled in Dietetics option, 84 students enrolled in Nutrition and Health option and 83 enrolled in Nutrition option. A total of 82 students graduated in 2021-22, 85 students graduated in 2020-2021 and 107 students graduated in 2019-2020.

- e. Describe professional uses of the proposed degree program.

This program creates a bridge between our existing program (dietetics undergraduate) with the NEW graduate degree entry-level requirements to practice as a Registered Dietitian. Without making this change, our program no longer produces students who meet the entry-level requirements of the Registered Dietitians. Registered Dietitians are employed in the following areas, a non-exhaustive list:

- Clinical Nutrition (Hospitals, Clinics, Nursing Facilities, Dialysis Centers, and specialty care).
- Community Nutrition (Counties, Cities, Departments of Public Health, Government programs such as SNAP-Ed, WIC, and Head Start), Senior Centers
- Food Service for school districts, Hospitals, employee dining, and other patient and client-centered locations.
- Industry in food-related organizations like the Beef Council, Dairy Council, Walnut Board, CA Strawberry Commission, corporations like General Mills, Herbalife, Kroger and other grocery store chains, PepsiCo, McDonalds and other restaurant chains, fitness companies and educational companies and publishers.
- Private practice and with physicians in surgical centers, specialty practices such as weight management, disordered eating, metabolic disorders, endocrinology, oncology, neurodiverse children, and many others.

- f. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

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We can anticipate a *minimum* of 15 new students admitted each Fall semester for the dietetic internship track, while upwards of 40 (goal admission over five years) students may be admitted between the dietetic internship and non-dietetic internship tracks.

	'25-26	'26-27	'27-28	'28-29	'29-30	Total
# students admitted	20	20	20	30	30	120 (over 5-years)
Continuing	19	19	19	28	28	113 (over a 5-year period)
Graduate	0	19	19	19	28	85 (over 5-years)
Active Enrollees	19	19	19	28	28	113 (over a 5-year period)

Historically, attrition on CPPs DI (Dietetics Internship) has been very low. We had only one student drop out of the program since its establishment in 1987. We do not anticipate any dropouts from the DI track. However, based on the MS in Agriculture student retention data, we can conservatively estimate a 5% drop out rate from the non-DI track. This means we can expect at least one student will drop out of the program or delay their graduation each year in the first three years. Then we can anticipate at least two students will drop out of the program in years four, five and later.

After the first three years of growth and the potential for growing our number of dietetic internship sites (our long-term goal), we hope to increase new student enrollments to 30 students each Fall. This will require contracts with more dietetic internship sites. However, we can recruit non-DI track students in unlimited numbers since they will not be limited by the number of DI sites. Realistically we expect anywhere from 5 to 10 non-dietetic internship track students enrolled each year, given the number of graduate programs available has increased over the last few years.

**Note:** Sections 6 and 7 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

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**6. Existing Support Resources for the Proposed Degree Program**

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. *Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)*

Name, Credentials	Rank/Position	Degrees/Experience
Bonnie Burns-Whitmore, DrPH, MPH, RDN, MCHES®	Professor of Nutrition	DrPH (2005), MPH (1996), RD (1996), MCHES (2019)
David Edens, PhD, MHA	Associate Professor of Nutrition	PhD (2012), MHA (1992), AOC-Culinary Arts
Marcus Elam, PhD	Associate Professor of Nutrition	PhD (2015)
Rachel Flores, MS, RDN	Lecturer, Director Dietetic Internship, MS in Dietetics	MS (2015), RDN (2000)
Erik Froyen, PhD	Associate Professor of Nutrition	PhD (2008)
Kellene A. Isom, PhD, MS, RD, CAGS	Assistant Professor of Nutrition, Didactic Program in Dietetics Coordinator	PhD (2020), MS (2009), RD (2009)
Emily Kiresich, PhD, MPH, MS, RDN	Assistant Professor of Nutrition, Didactic Program in Dietetics Director	PhD (2019), MPH (2017), MS (2010), RDN (2007)
Fatheema Subhan, MSc. M.Phil, PhD, RDN	Assistant Professor of Nutrition	RDN (2020), PhD (2013), M. Phil (2002), MSc (2000)
Lisa Kessler, DrPH, MPH, RDN	Professor Emerita	DrPH (1994), MPH (1987), RDN (1987)
Abigail Clarke, DPh, RDN	Assistant Professor of Nutrition (starting Fall 2025)	DrPH (2023), MPH (2014), RDN (2014)

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

The CPP campus and College of Agriculture can support our existing MS in Agriculture, Nutrition and Food Science option students as well as the 15 annual Dietetic Interns. We do not anticipate the need for additional spaces to accommodate this program. In addition to campus, students completing the dietetic internship will spend time at those sites and are likely to complete industry projects in the spaces provided during those practice experiences.

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- c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

The University Library holds over 2.5 million books, microfilms, maps and some 3,000 periodicals and 2,800 online journals and databases. The library provides a dedicated librarian for every program who can answer student questions regarding the library's resources. The librarian is also able to produce Course Guides in consultation with the department and faculty in support of students' work. For more information about librarians dedicated to nutrition, [click here](#). In addition to the existing online Library Chat, which is available 24/7, The subject librarian holds workshops, has online and in-person office hours, and is available through a chat feature for student inquiries.

- d. Describe available academic technology, equipment, and other specialized materials.

For this new MS in Applied Nutrition, courses will be taught Face-to-Face, similar to our existing undergraduate and graduate programs. Students taking their internship classes can meet with advising preceptors in person and on-site.

All rooms come with sufficient technology, smart boards, computers, applications for curricular programs, and internet use. Instructors have access to the Canvas learning management system.

### **7. Additional Support Resources Required**

*Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.*

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

As this program will replace existing courses and utilize courses for the internship portion, we do not anticipate the need to hire additional faculty or staff. This program is not expected to increase the burden of tracking or analyzing data, nor is it expected to have such high enrollment that it would tax existing support services such as the Library. Of note is that we are in the process of hiring a Tenure Track RD with a terminal degree. Upon successful hiring, we will have additional support to bolster the program and add sections, should the need arise.

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- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

Students will collaborate in groups, focusing on a culminating capstone project that will be project-based and for which much of the work will be completed at internship rotations. We do not anticipate the need for additional spaces to accommodate this program. In addition to campus, students completing the dietetic internship will spend time at those sites and are likely to complete industry projects in the spaces provided during those practice experiences.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

We do not anticipate the need to purchase additional resources not currently available in the CSU Library system. Please reference 6c above.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

We do not anticipate the need to purchase additional resources directly related to the elevation of this option to a degree. The faculty are working on grants to update our facilities independent of this program request.

### **8. Self-Support Programs**

#### **Not Applicable**

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
  - i. The courses or program are primarily designed for career enrichment or retraining;

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- ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
  - iii. The course or program is offered through a distinct technology, such as online delivery;
  - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
  - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

\* Basic Cost Recovery Budget Elements  
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

\*Additional line items may be added based on program characteristics and needs

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**Submit completed proposal packages to:**

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

Academic Programs, Innovation and Faculty Development  
CSU Office of the Chancellor  
401 Golden Shore, 6<sup>th</sup> Floor  
Long Beach, CA 90802-4210

**Contact Us**

**Academic Programs, Innovation and Faculty Development**

Brent M. Foster, Ph.D.

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Academic Programs, Innovation and Faculty Development is on the Web:

<http://www.calstate.edu/APP/>

**Extended Education (Professional and International Education)**

*Elevating Options, Emphases or Concentrations to a Full Degree Program*

Mr. Leo Van Cleve

Assistant Vice Chancellor, Professional and International Education

Phone (562) 951-4790

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