AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **2:30 p.m., Tuesday, September 12, 2023**
Glenn S. Dumke Auditorium

Diego Arambula, Chair
Christopher Steinhauser, Vice Chair
Diana Aguilar-Cruz
Raji Kaur Brar
Jack Clarke, Jr.
Mark Ghilarducci
Leslie Gilbert-Lurie
José Antonio Vargas

Consent 1. Approval of Minutes of the Meeting of May 23, 2023, *Action*
Discussion 2. Chancellor's Strategic Workgroup on Black Student Success, *Information*
3. Academic Planning, *Action*

MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY

Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, California

May 23, 2023

Members Present

Romey Sabalius, Chair
Diego Arambula, Vice Chair
Douglas Faigin
Jean Picker Firstenberg
Leslie Gilbert-Lurie
Maria Linares
Julia I. Lopez
Yammilette Rodriguez
Christopher Steinhauser

Wenda Fong, Chair of the Board
Jolene Koester, Interim Chancellor

Trustee Sabalius called the meeting to order.

Approval of the Consent Agenda

A motion to approve the consent agenda without discussion passed. The minutes from the meeting on March 21, 2023 were approved as submitted.

Professional and Continuing Education (PaCE)

Executive Vice Chancellor of Academic and Student Affairs Sylvia A. Alva introduced how PaCE programs have succeeded in expanding access and opportunity to adult learners. Dr. Alva invited California State University, Long Beach President Jane Conoley and California State University, Northridge President Erika Beck to highlight the opportunities for PaCE programs to grow enrollment and expand access to the CSU. President Conoley serves as chair and President Beck serves as vice chair of the CSU's Commission on Professional and Continuing Education.

President Conoley gave an overview of how PaCE programs meet current workforce needs through industry partnerships, flexible course schedules and a variety of learning modalities including face-to-face, hybrid and online formats. Several university-specific programs were highlighted to demonstrate the application of these offerings and other ways PaCE supports life-long learners.

President Beck continued the presentation by outlining how California's competitive landscape and current trends in workforce gaps are key factors in shaping PaCE's strategic plans. She recommended several strategies to help the CSU extend, expand and elevate its vision of providing greater access to a broader market of higher education learners, including leveraging the unique strengths of PaCE into a broadened "all enrollment" strategy for the CSU, removing barriers that prevent PaCE's ability to meet the growing needs of adult learners and creating additional educational pathways and opportunities.

Trustees posed questions regarding opportunities to scale PaCE programs to generate increased profit and how participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA) can help make PaCE and the CSU more competitive nationally. Several trustees applauded the strategies for advocacy shared in the presentation and voiced their support for implementing those strategies in the future.

Trustee Sabalius adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Chancellor's Strategic Workgroup on Black Student Success

Presentation By

Dilcie D. Perez
Deputy Vice Chancellor, Academic and Student Affairs
Chief Student Affairs Officer

Thomas A. Parham
President
California State University Dominguez Hills
Co-chair, Chancellor's Strategic Workgroup on Black Student Success

Summary

Graduation Initiative 2025 has contributed to increasing graduation rates systemwide, yet equity gaps still persist. Specifically, Black student enrollment and persistence continues to decline precipitously in the CSU. A strategic workgroup was formed by Interim Chancellor Jolene Koester last fall to address supporting and advancing Black student success. Members met regularly as a full workgroup as well as in smaller teams centered around such key topics such as attracting more Black students to the CSU, supporting student retention and persistence for Black students, examining campus culture and belonging, and exploring the role of faculty and staff in Black student success. The culmination of the workgroup's efforts was a report published in June 2023 – one year following the CSU's inaugural Juneteenth Symposium – articulating a set of 13 recommendations. The report urged the CSU and its 23 universities to think broadly and act boldly in a collective manner to lead institutional change. Download a copy of the report at Advancing Black Student Success and Elevating Black Excellence | CSU (calstate.edu).

Background

In October 2022, Interim Chancellor Jolene Koester urged CSU leadership to redouble efforts in supporting and advancing Black student success and to answer the call of the inaugural Juneteenth Symposium hosted by the system in 2022. A workgroup was convened that encompassed representatives selected intentionally for both their expertise and knowledge in the areas of student success, and specifically Black student success, and who worked at a wide range of universities throughout the system. The Black Student Success Workgroup's charge was to draft recommendations to advance a strategic plan to position the CSU as a nationwide leader in Black student outreach, recruitment, enrollment, persistence, success and graduation. Following their

work to establish the strategic direction and action steps to advance Black student success, the implementation of the workgroup's recommendations is to involve collaboration with a broad and inclusive cross-section of institutional stakeholders from across the system.

Specifically, the workgroup's recommendations were to focus on strategies to:

- Establish a definition of and framework for Black student success in the CSU. The framework should identify how we will operationalize and measure Black student success at the system and university levels.
- Examine and revise policies and practices that inhibit rather than facilitate progress in supporting Black student success in the CSU, while exploring opportunities to expand those found to be effective.
- Disaggregate underrepresented minority (URM) data to reveal and address disparities in educational outcomes and the Black student experience.
- Identify, disrupt and address the macro and micro aggressions, biases and assumptions that are brought into academic and co-curricular spaces.
- Increase faculty and employee development for equity-minded pedagogy, engagement with and support of Black students.

Approach

The workgroup determined it could not offer recommendations without first consulting the stakeholders these strategies were designed to serve. As a result, three virtual listening forums were hosted in February 2023. Each session focused on a specific stakeholder group: CSU Black students, CSU Black faculty and CSU Black staff. More than 250 stakeholders were engaged, with each listening forum averaging 80 or more participants from all 23 universities. Each forum included smaller break-out discussions hosted by a facilitator. In addition, the workgroup participated in an off-site retreat in March 2023, which included guest speakers providing additional perspectives from their lived experiences. They included a Project Rebound student, community college Umoja Success Program representatives and an executive from a nonprofit focused on Black student success.

As part of the overall charge to consider the framework for Black student success in the CSU, the workgroup chose to organize into smaller groups focused on specific levers that support Black excellence. Each group was encouraged to be bold in their aspirations and recommendations to reimagine Black excellence in the CSU and potentially for higher education as a whole.

These four groups included:

The Recruitment Cycle (Recruitment/ Application/Admission/Yield)
This group explored trends and opportunities for Black students beginning in K-12 that could lead to a greater percentage of eligibility, application, admittance and, ultimately, enrollment in a CSU. Specific attention was placed on technology enhancements, early interventions in academicpreparation and enrollment supports. There was ongoing discussion of marketing the CSU from the lens of Black excellence and what would make a Black student say "yes" to the CSU.

Student Retention, Persistence and Academic Success

This group evaluated strategies targeted specifically at Black students to increase retention after the first year and promote a higher percentage at the four-year and six-year graduation mark. Building on existing Graduation Initiative 2025 equity priority work, members explored what activities could bring back students who had left and what institutional supports are needed to ensure a student's academic success.

Campus Culture, Community and Belonging

This group considered what conditions create a campus culture where Black students feel like they matter and belong. Conversely, the group also considered what conditions within campus cultures are hindering student success. What obstacles (macro- and microaggressions, biases and assumptions) are brought into the academic and cocurricular spaces that the CSU needs to dismantle? Are there programs and services that should be implemented systemwide?

The Role of Faculty and Staff on Black Student Success

This group focused on strategies to support the recruitment and retention of Black faculty and staff, including helping to foster a community of care with access to peers with shared cultural values. From this framework, the group also discussed professional development opportunities for faculty and staff to engage in culturally specific activities; strategies to increase the development for equity-minded pedagogy; and practices that strengthen faculty and staff engagement with, and in support

13 Recommendations

The following 13 recommendations shift priorities and resources from an institutional perspective to one that centers Black excellence in Black students realizing their own potential and success.

1. Create and implement a CSU early outreach plan.

To advance a college-going culture across all regions of California, all 23 universities must establish a comprehensive early outreach plan for students, including Black students, to promote academic preparation and the pathway to a college degree, in partnership with K-12 schools and communities.

2. Develop a comprehensive enrollment strategy for Black students.

The percentage of Black students enrolled in the CSU is significantly less than the percentage of Black students in the system's prospective student pool. To address this gap, every university will develop an enrollment plan that specifies recruitment goals for Black students and strategies to achieve these goals.

3. Develop a comprehensive retention and persistence strategy for Black students.

Data show there remains a growing gap between Black student retention and persistence and their peers. To address this, each university will create a plan for personalized student support, enhanced advising, reenrollment and reengagement, and other practices and services that support retention.

4. Create welcoming and affirming spaces.

The ability for students to feel a sense of safety, belonging and affirmation is fundamental to their success. The CSU will invest in creating Black-designed and inspired campus spaces, living-and-learning residences in CSU housing, Black Resource Centers and culturally competent support on every campus.

5. Develop and implement inclusive and culturally relevant curriculum.

The CSU will provide professional development and support instructional faculty from all racial and ethnic backgrounds in developing inclusive, culturally relevant curriculum, evidence-based pedagogical methods and exemplary classroom management practices designed to support Black student success.

6. Standardize and increase Black faculty and staff recruitment and support.

The CSU will develop and implement a systemwide search criteria and process for hiring to ensure that selected candidates have a demonstrated knowledge, commitment and record of success in teaching, service and research with students who mirror the profile of the CSU's diverse students.

7. Invest in Black faculty and staff support.

To create a sense of belonging and community, all 23 universities will be expected to develop more opportunities for Black faculty and staff to gather and collaborate, including dedicated spaces, funded affinity groups and resources devoted to scholarly work and professional development.

8. Incorporate Black student success in faculty and staff evaluations.

Each university will partner with faculty and Academic Senate leaders to deeply embed student success and equity measures into the recruitment, tenure and promotion (RTP) process for faculty and the evaluation process for staff and administrators in both academic and student affairs divisions.

9. Implement a comprehensive enrollment marketing campaign.

As the CSU engages in its first comprehensive enrollment marketing campaign in more than a decade, the workgroup has identified that a necessary phase should be an enrollment campaign focused on prospective Black students and their families, by an agency that specializes in diverse communities.

10. Develop a structure and process for systemwide data-driven practices.

In alignment with Graduation Initiative 2025 and informed by existing institutional data, the CSU will create a comprehensive and cohesive infrastructure for CSU presidents and other university leaders to regularly consult disaggregated data and campus climate data to improve academic outcomes.

11. Create systemwide policies on addressing unprofessional conduct.

The CSU will articulate consistent policies and interventions that address student, staff and faculty conduct that diminishes Black student success but which falls short of the Title IX or discrimination, harassment and retaliation (DHR) thresholds, including macro- and micro-aggressions.

12. Launch the CSU Statewide Office for the Advancement of Black Excellence.

Supporting the recommendations in this report, the statewide office can serve as an organizational catalyst for all 23 universities by identifying promising practices, investing in their growth through CSU Black Community Grants and amplifying their impact within the system and potentially nationwide.

13. Create structures for systemwide accountability.

The system will have all CSU faculty, staff and administrators participate in an in-person professional development training on addressing anti-Blackness in higher education; undertake an audit to evaluate Black faculty and staff representation; and publish an annual progress report.

Next Steps

Following the publication of the report in June, workgroup co-chairs President Parham and Jiménez-Sandoval with Deputy Vice Chancellor Dilcie Perez have begun to meet with key stakeholders regarding the report recommendations. In addition, efforts have begun to advance a number of recommendations listed under systemwide commitments. For example, to support the implementation of a comprehensive enrollment marketing campaign cited in Recommendation 9, a Request for Proposal will seek out a marketing agency that specializes, and has a proven record, in communicating with culturally diverse communities. An additional Request for Proposal will be issued to universities inviting them to submit proposals for their respective campus to serve as the home for the new CSU Statewide Central Office for the Advancement of Black Excellence as directed in Recommendation 12.

The Chancellor's Office has also issued a self-assessment/inventory tool for universities to evaluate themselves based on the report's recommendations. This evaluation is designed to help inform actionable steps for all 23 campuses over the next 18 months with the support of one-time funding provided by the Chancellor's Office.

Conclusion

Advancing Black student success in the CSU requires that the system re-evaluate and, when necessary, reimagine long-held assumptions around student success. Stated simply and clearly, a one-size-fits-all approach to student success does not work. The CSU community must disrupt policies and procedures that inhibit rather than support the progress of Black students in the CSU. These recommendations are designed to be actionable and presume sufficient resources to provide for sound and sustainable programmatic implementation that will affect systemwide cultural change. The workgroup calls upon the 23 universities, faculty, staff, the Chancellor's Office and the Board of Trustees to actively engage in the implementation of the report.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Nathan S. Evans
Deputy Vice Chancellor, Academic and Student Affairs
Chief Academic Officer

Laura J. Massa
Interim Associate Vice Chancellor
Academic & Faculty Programs

Summary

In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes academic program planning activity that has taken place since March 2023 and reflects a new summer review to help expedite campuses' ability to project new degree programs. The proposed resolution approves projections for academic degree programs and their addition to the Ten-Year Overview of Planned Programs as part of the CSU Academic Master Plan. Additionally, this item reaffirms the importance of the CSU Office of the Chancellor's work with campuses to support strategic degree program review and efforts to "assess periodically both the quantitative and qualitative viability of each undergraduate and graduate program in the total context of [their] offerings" and strengthen the role that performance review of all existing programs plays in the academic planning process to bolster innovation and reduce proliferation of degrees. This role was originally articulated in a foundational CSU policy document, AP 71-32 (**Attachment A**).

Background

Core to the mission of the CSU, the academic planning process ensures quality academic programs that advance diverse learners and serve regional and statewide skilled workforce needs. The CSU now must navigate through substantive enrollment and fiscal declines by setting its compass on long-term strategic innovation and appropriate growth of academic programs. Such long-range academic planning begins with well-informed ideas for new degree programs and is sustained by robust, periodic review of approved programs.

The objectives of this item are twofold: (1) to highlight a new summer projection cycle, in which 13 projections for new degree programs await Board of Trustees approval, and (2) to request that the Board re-affirm the role of the Chancellor's Office to work closely with campuses to support strategic program review and their efforts to assess the viability of all undergraduate and graduate programs, particularly those with sustained low enrollment and/or degrees awarded.

Degree Program Projections for Summer 2023

To further support the academic planning process and expand the opportunity for campuses to move their ideas forward for new academic degree programs, the CSU Office of the Chancellor added a summer submission cycle for new degree program projections. A new degree program proposal may be developed only after the Board of Trustees approves the degree program projection, which is a long-range plan to develop a degree program.

By June 30, 2023, campuses submitted their degree program projections and Ten-Year Overview of Planned Programs updated to reflect the addition of new projections (provided in **Attachment B**). The Ten-Year Overview details the campus' intention to develop the specified degree programs within the coming decade. New degree programs are planned in response to student demand, workforce need, faculty interest and licensure and accreditation requirements. Hence, degree program projection proposals are reviewed based on the explanations/evidence campuses provide in support of the following:

- A compelling rationale explaining how the projected subject areas constitute a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level;
- The projected program's fit with the campus mission and strategic plan;
- Anticipated student demand;
- Workforce and societal needs;
- Employment opportunities for graduates; and
- Assessment of the required resources and campus commitment to allocating those resources at the start, after three years, and after five years from program implementation.

Projected Academic Degree Programs for Summer 2023

This summer, the Office of the Chancellor received 13 new proposals for degree program projections (eight bachelor's, four master's and one doctoral level) from six campuses, as summarized in the following table.

CAMPUS	DEGREE DESIG-NATION	PROJECTED PROGRAM TITLE	SUPPORT MODE	DELIVERY MODE	PROJECTED IMPLEMEN-TATION
Channel Islands	BA	Asian American Studies	State	Face-face	2027
	BA	Emerging Media and Social Change	State	Hybrid	2025
	BS	Sustainable Agriculture	State	Face-face, Hybrid	2027
	MA	Early Childhood Studies	State	Online	2025
	DNP	Nursing Practice	State	Hybrid	2026
Chico	BA	Interdisciplinary Studies	State	Face-face	2024
	BS	Interdisciplinary Studies	State	Face-face	2024
	MS	Mathematics	State	Face-face	2024
~~**East Bay**~~	~~BA~~	~~Emergent Inclusive Performance~~	~~State~~	~~Face-face~~	~~2024~~
Sacramento	MA	Ethnic Studies	State	Face-face	2025
San José	BA	Music Technology	State	Face-face	2024
San Luis Obispo	BA	Women's, Gender and Queer Studies	State	Face-face	2026
	MS	Computer Engineering	State	Face-face	2026

As was documented most recently in the March 2023 Board of Trustees item, the current degree program projections map to similar priorities:

- Workforce Needs (particularly in STEM, education and health disciplines)
  - Channel Islands | BS Sustainable Agriculture, MA Early Childhood Studies, DNP Nursing Practice
  - Chico | MS Mathematics
  - San José | BA Music Technology
  - San Luis Obispo | MS Computer Engineering
- Multidisciplinary Perspectives, Equity and Social Justice
  - Channel Islands | BA Asian American Studies, BA Emerging Media and Social Change
  - Chico | BA, BS Interdisciplinary Studies
  - East Bay | BA Emergent Inclusive Performance
  - Sacramento | MA Ethnic Studies
  - San Luis Obispo | BA Women's, Gender and Queer Studies

When new degree programs are projected, campuses must revise their Ten-Year Overviews of Projected Programs to include the new projections. The updated Ten-Year Overviews for each of the six campuses proposing new degree program projections are found in **Attachment B**.

After the Board of Trustees approves a degree program projection, the campus may begin developing a full degree implementation proposal, which is submitted to the Office of the Chancellor for review and final approval by the Chancellor as a program. A flowchart of the full degree program and approval process is shown in **Attachment C.**

Performance Review of Existing Major Programs

In light of challenging enrollment trends and the need for greater financial sustainability, we request that the Board of Trustees re-affirm the tenets of a foundational policy document entitled, the "Performance Review of Existing Major Programs" which is found in **Attachment A.** This memo requires that:

- All existing degree programs are reviewed periodically every 5-10 years to maintain and improve quality, and
- All low-enrolled and low-graduating programs are closely reviewed by the offering university--these are bachelor's programs conferring less than 10 degrees and master's programs conferring less than 5 degrees annually.

With the re-affirmation of this systemwide role, the Chancellor's Office will emphasize the function program performance review plays in the academic planning process, and this will be reflected in the next regular submission of the CSU Academic Master Plan to be presented to the Board in March 2024. Universities will use data provided by the Chancellor's Office on programs with low enrollment and degrees awarded to conduct additional analyses. We recognize that a number of programs conferring limited numbers of degrees may predominantly provide courses in service to general education or other university requirements. We will pre-identify some programs which may fall into these categories for the purpose of assisting universities in expediting the process. In line with these efforts, universities will also be asked to revisit their institutional policies on suspension and discontinuation of degree programs as part of their strategic academic planning.

Future Planning

The presentation of the summer projections to the Board of Trustees at this time advances the opportunity to explore how program development in the CSU can continue to meet workforce needs and student interest while being responsive to the pressing demands for increased enrollment and financial sustainability.

In the coming 2024 Academic Master Plan cycle, in addition to the traditional Campus Academic Plan components, the Office of the Chancellor will request and review two additional items:

- Credit-bearing credential programs
- All suspended and discontinued programs which will include full degrees and subprograms (e.g., concentrations, options, emphases)

Further, the Office of the Chancellor will reaffirm the value and importance of ongoing, periodic program review with attention to strategic enrollment planning and management, fiscal sustainability and workforce needs to minimize proliferation while optimizing growth of degree programs. Furthermore, the use of program review to facilitate strategic academic planning in the CSU is congruent with WSCUC standards of accreditation, which ensure the meaning and quality of degree programs through evidence-based continuous improvement.

Action Requested

The following resolutions are recommended for adoption and refer to a change in the CSU Academic Master Plan pertaining to new degree program projections and to the re-affirmation of the Chancellor's Office memo on performance reviews of existing degree programs, as described in this agenda item.

> **RESOLVED,** by the Board of Trustees of the California State University, that the academic degree program projections proposed to be included in the Ten-Year Overview of Planned Programs as part of the Campus Academic Plans (as identified in Agenda Item 3 of the September 10-13, 2023 meeting of the Committee on Educational Policy) be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

> **RESOLVED,** that the 1971 California State University document, "Performance Review of Existing Major Programs" (AP 71-32) be re-affirmed to reinforce and strengthen the role program performance review plays in the strategic academic planning process, appropriate resource allocation and realistic goals for growth and innovation.

THE CALIFORNIA STATE COLLEGES
Office of the Chancellor
5670 Wilshire Boulevard
Los Angeles, California 90036

March 30, 1971

AP 71-32

TO: Vice Presidents for Academic Affairs
         Deans of Academic Planning

FROM: Gerhard Friedrich
         State College Dean, Academic Planning

SUBJECT: <u>Performance Review of Existing Degree Major Programs</u>

In his memo of July 24, 1970, to the State College Presidents,
on the "Impact of Budget Allocations on Existing and Proposed
Curricular Programs," the Chancellor requested "that each
college undertake to review its complement of existing degree
programs and courses to determine which of these are not
performing at viable levels and should thus be phased out,
in line with previous mandates from the Board of Trustees
and the Coordinating Council for Higher Education. The Division
of Academic Planning will consult with and assist you in this
matter." The Trustees, in approving the revised Academic
Master Plans on November 23-24, 1970, also resolved "that
the Colleges review their existing and projected programs in
line with the declared policy of the Board to encourage
broadly based degrees of high academic quality and to avoid
unnecessary proliferation of degrees and terminologies."

Further, the Coordinating Council for Higher Education, by
resolution adopted on March 2, 1971, advised the California
State Colleges as follows: "Each current program leading
to a graduate degree or a credential should be reviewed
periodically at intervals of from five to ten years in order
to ascertain what is needed both to maintain and improve
quality, and whether or not the program has sufficient
priority of demand upon resources to warrant its continuance."
The Coordinating Council also recommended that the California
State Colleges consider delaying the implementation of any
new graduate programs until the performance of existing
graduate programs has been appraised.

While considerable progress has been made in reassessing the structure and productivity of degree major programs, current and prospective support conditions make imperative a systematic and stringent review of all existing degree major programs which show low degree production and are thus likely to be high cost. I am therefore sending you attached a list of those bachelor's degree major programs currently existing at your college which were approved for implementation prior to the 1967-68 academic year but produced fewer than 10 degrees in 1969-70, and also those master's degree major programs approved for implementation prior to the 1967-68 academic year but producing less than 5 degrees in 1969-70. The list does not include programs which the colleges are already phasing out, although most of those do fall into the categories identified above. This is to request that you undertake immediately a performance review of each program so identified in the attached chart and submit with your proposed revision of the Academic Master Plan a detailed explanation as to why the respective low-degree-production program should not be phased out on your campus, or consolidated with other existing programs, or on what grounds it should be retained.

Specifically, any undergraduate or graduate degree programs which are currently producing less than the minimal number of degrees per year indicated above may qualify for retention if:

1. There is evidence in terms of increasing numbers of students enrolled in the major that the production of degrees is soon to increase considerably;

2. There is evidence that low degree production in 1969-70 represents a temporary fluctuation rather than a downward trend;

3. The program requires no courses for the major which are not also required for some other viable major or for fulfillment of General Education requirements; or

4. The program is a unique one not available to students at other State Colleges and is essential for the State Colleges to offer.

Also, following up on the preliminary discussion at the most recent meetings of the Deans of Academic Planning and the Vice Presidents for Academic Affairs, this is to request that you establish a formal performance review procedure for all existing

degree programs on your campus, in order to assess periodically both the quantitative and qualitative viability of each under-graduate and graduate program in the total context of your offerings. Please inform this office of any policies, pro-cedures, and criteria developed on your campus for this purpose.

Review of existing degrees and degree terminologies has of course long been part of the annual Academic Master Planning process. We must now recognize the performance review of all ongoing programs as a major planning function at the campus and system levels.

GF:pz

Copies to: State College Presidents
             Deans of Undergraduate Studies
             Deans of Graduate Studies
             Chancellor's Staff

CSU Academic Master Plan
Ten-Year Overview of Planned Programs

Projections Proposed to the CSU Board of Trustees
Planned for Implementation between 2023-24 and 2032-33

Planned degree programs ("program projections") appear in bold red font and are proposed for board approval at the September 2023 meeting. Existing, previously approved program projections appear in black font. Projected degree programs may remain on the CSU Academic Master Plan for five years after the year approved by the Board of Trustees, which appears in the second column from the left. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree designation. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the chancellor's approval in order for a program to enroll students.

Campus	Year Approved By BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Bakersfield	2018	2019	2024	BA	Latina/o Latin American Studies
	2018	2019	2024	MS	Applied Economics and Analytics
	2018	2020	2023	MS	Accounting
	2018	2020	2024	MS	Finance
	2018	2021	2024	MS	Technology Management
	2018	2022	2024	MS	Logistics and Supply Chain Management
	2020	2021	2024	BS	Environmental Sciences
	2020	2022	2024	BM	Music
	2020	2022	2024	MS	Behavioral Neuroscience
	2021	2023	2024	DNP	Nursing

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Channel Islands	2014	2014	2025	BA	Philosophy
	2023	2023	2024	BA	Black Studies and Africana Studies
	2023	2023	2024	MS	Business Analytics
	2023	2023	2024	MA	Psychology
	2023	2023	2024	MPA	Public Administration
	2023	2023	2024	MS	Counseling
	2023	2023	2024	EdD	Educational Leadership
	2023	2023	2025	MS	Biology
	2023	2023	2025	BA	Cinema and Creative Media Arts
	2023	2023	2025	BA	Spanish/English Translation and Interpretation
	2023	2023	2025	BS	Data Science
	2023	2023	2025	MS	Digital Marketing
	2023	2023	2025	MA	English
	2023	2023	2025	MHA	Health Administration
	2023	2023	2026	BS	Cybersecurity
	2023	2023	2026	BS	Forensic Science
	2023	2023	2027	BS	Statistics
	2023	2023	2027	BA	Native American Indigenous Studies
	2023	2023	2027	MPH	Public Health
	2023	**2027**	**2027**	**BA**	**Asian American Studies**
	2023	**2025**	**2025**	**BA**	**Emerging Media and Social Change**
	2023	**2027**	**2027**	**BS**	**Sustainable Agriculture**
	2023	**2025**	**2025**	**MA**	**Early Childhood Studies**
	2023	**2026**	**2026**	**DNP**	**Nursing Practice**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Chico	2018	2020	2024	BS	Geography
	2020	2021	2024	MS	Business Analytics
	2022	2023	2024	MS	Data Science and Analytics
	2022	2023	2024	Ed.S.	Education Specialist in School Psychology
	2023	**2024**	**2024**	**MS**	**Mathematics**
	2023	**2024**	**2024**	**BA**	**Interdisciplinary Studies**
	2023	**2024**	**2024**	**BS**	**Interdisciplinary Studies**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Dominguez Hills	2018	2019	2023	MS	Accounting
	2018	2019	2024	MS	Business Analytics
	2019	2020	2024	BM	Music
	2019	2020	2027	BS	Orthotics and Prosthetics
	2019	2020	2026	MA	Teaching of the Spanish Language
	2020	2024	2025	MS	Bioanalytical Chemistry
	2020	2021	2024	MPH	Public Health
	2020	2023	2023	OTD	Occupational Therapy
	2021	2022	2024	BS	Biophysics
	2021	2022	2027	BS	Public Health
	2021	2022	2025	MS	Financial Economics
	2021	2022	2025	MS	Management of Information Systems and Technology
	2022	2023	2024	EDD	Leadership for Justice in Education
	2022	2024	2024	BS	Environmental Science
	2022	2024	2025	DNP	Family Nurse Practitioner

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
East Bay	2022	2023	2024	BA	History-Social Science Studies
	2022	2023	2023	BS	Civil Engineering
	2023	2024	2024	BS	Business Analytics
	2023	2024	2024	MS	Marketing Analytics
	~~2023~~	~~2024~~	~~2024~~	~~BA~~	~~Emergent Inclusive Performance~~

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Fresno	2020	2021	2023	BS	Biomedical Engineering
	2020	2022	2023	BFA	Studio Art
	2022	2022	2023	BA	Asian American and Asian Studies
	2023	2023	2023	MS	Environmental Sciences
	2023	2023	2023	BS	Neuroscience
	2023	2023	2023	BA	Native American Studies
	2023	2024	2024	BS	Wine Business
	2023	2023	2023	BA	Sports Administration

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Fullerton	2019	2020	2024	MS	Applied Computer Science
	2019	2020	2024	MS	Construction Engineering & Management
	2022	2023	2023	BFA	Theatre Arts-Design and Production
	2022	2024	2024	BA	Urban Learning
	2023	2025	2025	DrPH	Doctor of Public Health

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Humboldt	2021	2022	2023	BA	Cannabis Studies
	2021	2023	2023	BS	Data Science
	2022	2026	2026	BA	Digital Arts and Media
	2022	2026	2026	BA	Health Advocacy
	2022	2023	2023	BS	Applied Fire Science and Management
	2022	2026	2026	BS	Biotechnology
	2022	2026	2026	BS	Computer and Information Technology
	2022	2023	2023	BS	Energy Systems Engineering
	2022	2023	2023	BS	Geospatial Science and Technology
	2022	2026	2026	BS	Indigenous Science and the Environment
	2022	2023	2023	BS	Mechanical Engineering
	2022	2023	2023	BS	Software Engineering
	2022	2023	2023	MS	Engineering and Community Practice
	2022	2026	2026	MS	Nursing
	2023	2024	2024	MA	Applied Anthropology

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Long Beach	2018	2017	2024	BS	Geography
	2020	2022	2024	BA	Multi-Disciplinary Science
	2020	2022	2026	MAT	Special Education
	2021	2022	2024	MS	Biomedical Engineering
	2022	2023	2023	BS	Dance Science

	2023	2024	2024	BS	Applied Data Science
	2023	2024	2024	DrPH	Doctor of Public Health
	2023	2024	2024	MS	Applied Nutrition and Dietetics
	2023	2024	2024	MA	Comparative Racial and Ethnic Studies

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Los Angeles	2017	2018	2024	MS	Business Analytics
	2019	2019	2024	MS	Marketing
	2022	2024	2024	BA	American Indian and Indigenous Studies
	2023	2024	2024	BS	Environmental Science
	2023	2024	2024	BA	Environmental Studies
	2023	2025	2025	EdS	School Psychology

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Maritime Academy					

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Monterey Bay	2015	2015	2024	MS	Accounting
	2016	2016	2024	BS	Mechatronics Engineering
	2017	2018	2023	MPH	Public Health
	2021	2025	2025	MS	Applied Behavior Analysis

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Northridge	2020	2025	2025	MS	Accounting Analytics
	2021	2022	2024	MA	Entertainment Media Management
	2021	2023	2024	MS	Data Science
	2022	2023	2024	MS	Construction Management
	2023	2024	2024	BA	Dance
	2023	2025	2025	MA	Design and Innovation
	2023	2026	2026	MS	Autonomous Technologies and Systems Design and Development

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Pomona	2017	2017	2023	BS	Regenerative and Sustainable Studies
	2017	2017	2023	MS	Mechatronic and Robotics Engineering
	2018	2020	2023	BS	Materials Engineering
	2018	2020	2023	MS	Bioengineering
	2018	2020	2023	MUD	Urban Design
	2020	2022	2024	MS	Financial Analysis
	2021	2022	2023	MS	Digital Marketing
	2021	2022	2024	MS	Management of Architectural Practices
	2022	2023	2023	MS	Statistics and Applied Mathematics
	2023	2024	2024	MS	Human Resources Leadership

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Sacramento	2019	2020	2022	MS	Power Engineering
	2020	2022	2022	BA	Public Policy and Administration
	2020	2022	2024	MS	Environmental Studies
	2022	2024	2024	BA	Japanese
	2022	2024	2024	MS	Physics
	2023	2024	2024	BFA	Architectural Studies
	2023	2024	2024	BS	Statistics
	2023	2024	2024	MA	Education, Equity and Social Justice
	2023	2024	2024	MS	Human Resources
	2023	**2025**	**2025**	**MA**	**Ethnic Studies**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San Bernardino	2018	2019	2024	DNP	Nursing Practice
	2020	2021	2026	MA	Speech-Language Pathology
	2020	2022	2024	MS	Material Science
	2022	2022	2024	BS	BioHealth Science
	2022	2022	2023	BS	Natural Science
	2022	2023	2024	BS	Design
	2022	2023	2023	MS	Applied Data Science
	2022	2022	2023	MS	Business and Data Analytics
	2022	2024	2025	MS	Physician Assistant
	2023	2024	2024	MS	Human Resources Management
	2023	2024	2024	DrPH	Public Health

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San Diego	2020	2021	2023	MA	Critical Studies in Music
	2021	2022	2023	BA	Brazilian Studies
	2021	2022	2023	MS	Finance
	2021	2022	2024	MS	Quality Management
	2022	2023	2023	BS	Civil Engineering (Georgia)
	2022	2023	2023	BS	Computer Engineering (Georgia)
	2022	2023	2023	BS	Computer Science (Georgia)
	2022	2023	2023	BS	Electrical Engineering (Georgia)
	2022	2023	2024	MS	Health Informatics
	2022	2023	2023	MS	Supply Chain Innovation
	2022	2024	2025	DNP	Nursing
	2023	2023	2023	BS	Child and Family Development, Child Observation and Early Childhood Development
	2023	2023	2023	MS	Food Science
	2023	2023	2023	BS	Leadership Studies
	2023	2024	2024	MM	Music Education, Elementary or Secondary Emphasis
	2023	2023	2023	BA	Musical Theatre
	2023	2023	2023	DrPH	Public Health
	2023	2023	2023	MS	Toxicology

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San Francisco	2019	2020	2024	BA	Human Services
	2020	2021	2024	MS	Environmental Science
	2020	2021	2024	AuD	Audiology
	2022	2022	2022	MS	Applied Nutrition
	2023	2023	2023	BA	Child Development-PK to 3rd Grade

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San José	2018	2019	2023	MS	Finance
	2021	2022	2023	MDes	Design
	2022	2023	2023	BS	Geographic Information Science
	2022	2023	2023	MA	Multilingual and Multicultural Literacy Education
	2022	2023	2023	MS	Quantum Technology
	2023	2024	2024	BA	Asian American Studies
	2023	2023	2023	BS	Computer Science and Linguistics
	2023	2024	2024	BA	Mass Communications
	2023	2025	2025	MS	Applied Behavior Analysis
	2023	2024	2024	MS	Geographic Information Science
	2023	2025	2025	MS	Instructional Design and Technology
	2023	2024	2024	PhD	Engineering Sciences
	2023	2024	2024	PhD	Marine Science
	2023	**2024**	**2024**	**BA**	**Music Technology**

	Year Approved by BOT	Year Originally Approved for Implementa-tion	Currently Planned Implementati-on Year	Degree Designation	Title
San Luis Obispo	**2023**	**2026**	**2026**	**BA**	**Women's, Gender and Queer Studies**
	2023	**2026**	**2026**	**MS**	**Computer Engineering**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San Marcos	2008	2016	2025	BA	Philosophy
	2016	2016	2025	BA	Chicano/a Studies
	2016	2019	2024	BS	Computer Engineering
	2018	2019	2025	MS	Applied Behavior Analysis
	2018	2019	2023	MS	Clinical Counseling
	2019	2020	2024	BS	Cybersecurity
	2023	2024	2024	DNP	Doctor of Nursing Practice

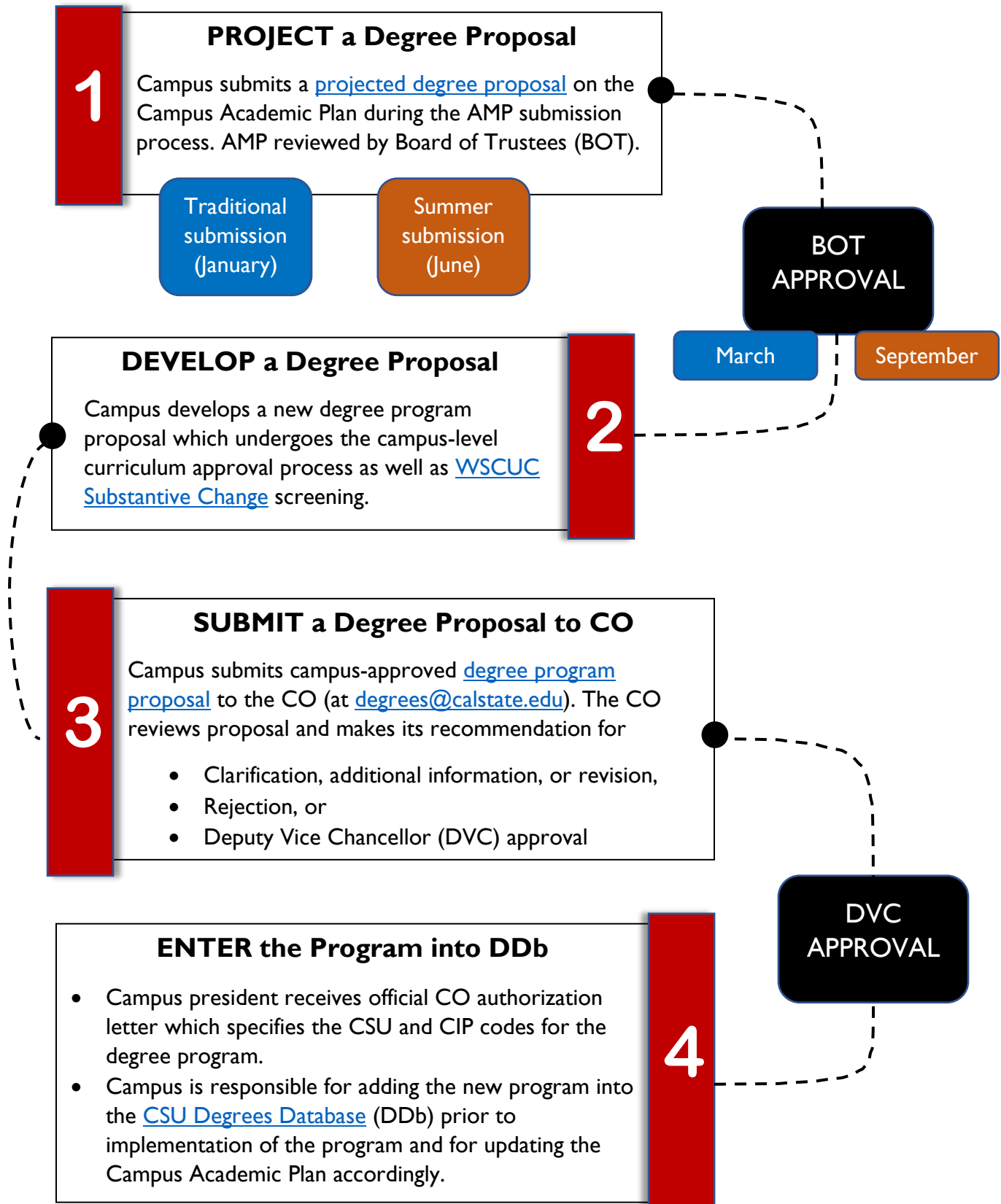| Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Sonoma	2022	2023	2023	BA	Cinematic Arts and Technology
	2022	2023	2024	BA	Native American Studies
	2022	2023	2024	BS	Health Sciences
	2023	2024	2024	MS	Cultural Heritage and Resources Management

Campus	Year Approved By BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Stanislaus	2022	2024	2024	BS	Quantitative Economics
	2022	2023	2024	MA	Mathematics
	2023	2024	2024	BA	Musical Theatre

CSU The California State University
ACADEMIC & STUDENT AFFAIRS

CSU DEGREE PROGRAM PROPOSAL AND APPROVAL FLOWCHART
Bachelor's and Master's Degrees | State Support and Self Support | Excludes Pilot Programs*

1 — PROJECT a Degree Proposal

Campus submits a projected degree proposal on the Campus Academic Plan during the AMP submission process. AMP reviewed by Board of Trustees (BOT).

Traditional submission (January)

Summer submission (June)

BOT APPROVAL

March   September

2 — DEVELOP a Degree Proposal

Campus develops a new degree program proposal which undergoes the campus-level curriculum approval process as well as WSCUC Substantive Change screening.

3 — SUBMIT a Degree Proposal to CO

Campus submits campus-approved degree program proposal to the CO (at degrees@calstate.edu). The CO reviews proposal and makes its recommendation for

- Clarification, additional information, or revision,
- Rejection, or
- Deputy Vice Chancellor (DVC) approval

DVC APPROVAL

4 — ENTER the Program into DDb

- Campus president receives official CO authorization letter which specifies the CSU and CIP codes for the degree program.
- Campus is responsible for adding the new program into the CSU Degrees Database (DDb) prior to implementation of the program and for updating the Campus Academic Plan accordingly.

*Pilot Programs are experimental degree programs that may be offered without prior review and approval by the board.
For more information, guidance, and templates for developing academic programs: Program Development.

Revised 7/26/23