

ACADEMIC PLAN
Existing and Projected Degree Programs
2017-18 through 2027-28
California State University, San Bernardino

| School or Division and Degree Program Title | Existing Degree type | | | | Expected Implementation Year of Projected Program (Planned Future Degree) | Academic Year for Scheduled Program Review |
|---|----------------------|----------|----------|-------|---|--|
| | Bachelor's | Master's | Doctoral | Other | | |
| College of Business and Public Administration | | | | | | |
| <u>Information Systems and Technology</u> | BS | | | | | 2020-21 |
| <u>Information Systems and Technology cont.</u> | | MS | | | 2016 | |
| <u>Accountancy</u> | | MSA | | | | 2020-21 |
| <u>Administration</u> | BA, BS | | | | | 2020-21 |
| <u>Business Administration</u> | | MBA | | | | 2020-21 |
| Finance | | MSF | | | 2017 | |
| <u>Public Administration</u> | | MPA | | | | 2023-24 |
| Entrepreneurship and Innovation | | MS | | | 2018 ¹ | |

Note: Underlined programs are nationally accredited subject areas.

¹ Projection Proposal follows after the tables.

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| | Bachelor's | Master's | Doctoral | Other | | |
| College of Education | | | | | | |
| Educational Leadership | | | Ed.D | | | 2023-24 |
| Counseling | | MS | | | | 2023-24 |
| Education | | MA | | | | 2023-24 |
| Educational Administration | | MA | | | | 2023-24 |
| Rehabilitation Counseling | | MA | | | | 2023-24 |
| School Psychology | | Ed.S ² | | | | 2023-24 |
| Special Education | | MS | | | | 2023-24 |
| Career and Technical Studies | BS | | | | | 2023-24 |
| STEM Education | | MA | | | | 2023-24 |

² Implemented in Fall 2016.

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| | Bachelor's | Master's | Doctoral | Other | | |
| Arabic | BA | | | | | 2020-21 |
| <u>Art</u> | BA | MA, MFA | | | | 2020-21 |
| Communication | BA | MA | | | | 2018-19 |
| English | BA | MFA | | | | 2022-23 |
| English Composition | MA | | | | | 2022-23 |
| French | BA | | | | | 2017-18 |
| <u>Music</u> | BA, BM | | | | | 2019-20 |
| Philosophy | BA | | | | | 2017-18 |
| Spanish | BA | MA | | | | 2017-18 |
| <u>Theatre Arts</u> | BA | MA | | | | 2020-21 |

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| | Bachelor's | Master's | Doctoral | Other | | |
| College of Natural Sciences | | | | | | |
| Bioinformatics | BS | | | | | 2020-21 |
| Biology | BA, BS | MS | | | | 2020-21 |
| <u>Chemistry</u> | BA, BS | | | | | 2019-20 |
| Computer Engineering | BS | | | | | 2019-20 |
| <u>Computer Science</u> | BS | MS | | | | 2019-20 |
| <u>Computer Systems</u> | BA | | | | | 2020-21 |
| Earth and Environmental Sciences | | MS | | | | 2021-22 |
| Geology | BA, BS | | | | | 2021-22 |
| <u>Health Science</u> | BS | | | | | 2018-19 |
| Health Sciences Administration | | MS | | | | 2020-21 |
| Kinesiology | BS | | | | | 2022-23 |
| Kinesiology cont. | | MS | | | 2015 | |
| Mathematics | BA, BS | MA, MAT | | | | 2021-22 |
| <u>Nursing</u> | BS | | | | | 2023-24 |
| <u>Nursing cont.</u> | | MS | | | | 2017-18 |
| Nutrition and Food Sciences | BS | | | | | 2020-21 |
| Physics | BA, BS | | | | | 2020-21 |
| Public Health | | MPH | | | | 2023-24 |

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| | Bachelor's | Master's | Doctoral | Other | | |
| College of Social and Behavioral Sciences | | | | | | |
| Anthropology | BA | | | | | 2022-23 |
| Applied Archaeology (Pilot, since 2015) | MA | | | | | 2019-20 |
| Criminal Justice | BA | | MA | | | 2022-23 |
| Economics | BA | | | | | 2022-23 |
| Geography | BA | | | | | 2020-21 |
| History | BA | | | | | 2020-21 |
| National Security Studies | | | MA | | | 2021-22 |
| Political Science | BA | | | | | 2021-22 |
| Psychology | BA | | MA, MS | | | 2021-22 |
| Social Science | BA | | | | | 2018-19 |
| Social Science cont. | | | MA | | | 2019-20 |
| World History and Comparative Civilizations | | | MA | | 2017 | |
| <u>Social Work</u> | BA | | | | | 2017-18 |
| <u>Social Work</u> cont. | | | MSW | | | 2019-20 |
| Sociology | BA | | | | | 2020-21 |
| Child Development | MA | | | | | 2021-22 |

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| | Bachelor's | Master's | Doctoral | Other | | |
| Interschool and Interdisciplinary Studies | | | | | | |
| American Studies | BA | | | | | 2019-20 |
| Environmental Studies | BA | | | | | 2020-21 |
| Human Development | BA | | | | | 2021-22 |
| Interdisciplinary Studies | | MA | | | | 2018-19 |
| Liberal Studies | BA | | | | | 2021-22 |
| Special Major | BA | | | | | 2018-19 |

**Program Projection Proposal
MS in Entrepreneurship and Innovation**

1. **Delivery Mode:** Face-to-face.

2. **Brief Description of the Program**

The MS in Entrepreneurship program is designed to offer students with technical or other non-business degrees a comprehensive education that prepares them to launch entrepreneurial ventures or new business ventures in large organizations. Students will be exposed to the key concepts of entrepreneurship including creativity and ideation, evaluation and screening of business concepts, business model formulation, startup models and the entrepreneurial process, team formation, marshaling resources, planning techniques and launch strategies.

3. **Program Fit with CSUSB Mission and Strategic Plan**

The proposed MS in Entrepreneurship degree supports the CSUSB mission of cultivating the professional, ethical and intellectual development of our students so that they are able to thrive and contribute to both the local and global economy. Entrepreneurs, whether in new companies or in corporate and non-profit organization contexts, are often catalysts for both industry and societal change, bringing forward innovative new products, services and processes that contribute significantly to economic vitality and growth. Further, the program specifically addresses the **CSUSB Strategic Plan, Goal 3 (Resource Sustainability and Expansion), Objective 2, strategy 1** by providing a specific graduate program that contributes to cultivating a culture of entrepreneurship and innovation that will lead to the incubation and launch of new business and social enterprises.

4. **Support Mode:** State support.

5. **Anticipated Student Demand**

Increasingly, students are seeking specialized graduate programs rather than the traditional Masters in Business Administration (MBA), according to the Association to Advance Collegiate Schools of Business (AACSB). The proposed program taps into that trend, offering students an immersive experience focused on the entrepreneurship specialization. According to the Kauffman Foundation, entrepreneurship is on the rise in the US and a recent survey of the field by *Inc.* magazine noted that the U.S. now has 27 million entrepreneurs. This is significant in that it encompasses nearly a fifth of all working adults. Nationally, MS programs in Entrepreneurship are on the rise, and we anticipate many of our local peer institutions will be implementing similar programs in the near term. Lastly, while we can't predict growth rates, we can look at similar growth rates in Entrepreneurship enrollment at the undergraduate level, which have grown 27% over the last three years.

6. Workforce Demands and Employment Opportunities

Essentially, the MS in Entrepreneurship program will prepare students for:

- a. **Launching a new venture as founder-owner.** In general, Entrepreneurship is an employment strategy that can lead to economic self-sufficiency, and according to data from the *Global Entrepreneurship Monitor* (GEM) survey, “The probability of being an owner-manager in a nascent or new business increases with levels of educational attainment.” According to the Kauffman Foundation, the long term rate of entrepreneurship is expected to increase in the near term, partly due to demography. As they note, “the United States is about to experience a surge of labor market entry thanks to the millennial generation, and as millennials approach the “peak age” for business creation—their late 30s and early 40s—there’s likely to be a boost in startup activity.” Further, as Kauffman notes, “the barriers to entrepreneurship are going to continue falling, driven by the spread of software, higher computing power and cheaper server storage. Further waves of technological change in robotics and artificial intelligence suggest that even greater entrepreneurial opportunities await us.” These trends point to a need to educate this next generation of entrepreneurs so that the often low rates of business survival are offset by better preparation.
- b. **Working in a wide range of corporate and non-profit contexts as an employee that brings unique skills in innovation, entrepreneurship and “thinking like an owner.”** More established organizations provide an alternative to students who seek to use their entrepreneurial knowledge to help existing firms thrive and grow. According to *Fortune Magazine*, the need for entrepreneurial employees, or “intrapreneurs,” is increasing as established corporations look to battle ever-escalating competition from overseas rivals and the pace of technological change. The use of intrapreneurs has been found to spur new corporate ventures and strategic renewal (Guth & Ginsberg, 1990; Kemelgor, 2002) and overcome the lack of innovation and staleness that affects many larger organizations (Thornberry, 2002). As such, graduating students that possess both technical knowledge (an undergrad degree in technical or non-business areas) and entrepreneurial knowledge present employers with a formidable asset to remain competitive in the marketplace.

7. **Other Relevant Social Needs:** None

8. **Resources:** No additional resources are needed beyond what the department currently has. The entrepreneurship discipline is staffed with three (3) tenured and tenure-track faculty, 2 full-time lecturers, and is currently recruiting an additional full-time tenure-track faculty position. From a curriculum standpoint, the proposed program will leverage many of our existing 500 and 600-level entrepreneurship courses to keep program efficiency high. The Entrepreneurship program operates its own learning lab that is part of the Inland Empire Center for Entrepreneurship, which has ample capacity to host the program.

9. **Other:** Not applicable.