Overview of the 2024-2029 Five-Year Planning Perspectives

Executive Summary

Every other year, campuses submit to the Office of the President their *Five-Year Planning Perspectives* (*Perspectives*), which list the anticipated actions to establish, transfer, consolidate, disestablish, or discontinue undergraduate and graduate degree programs, schools, colleges, and other academic units. The 2024-29 *Perspectives* cycle began with a call to the Chancellors in February 2024, asking campuses to submit their *Perspectives* to the Office of the President by June 2024.

The 2024-29 *Perspectives* showed:

- The total number of planning items reached its highest point in the current cycle across the *Perspectives*, surpassing the 500-item mark for the first time.

- There were a total of 274 proposals to establish academic programs, a number that exceeds all previous *Perspectives* cycles and reflects steady growth in academic program proposals over the last decade.

- Health Professions, Engineering, Biological and Biomedical Sciences, and Multi/Interdisciplinary Studies were prominent disciplinary categories for academic program establishment proposals. The Health Professions category reached its highest mark in the current cycle since 2014.

- Over a quarter of academic program items were planned as either partially or fully online, with programs having an online dimension concentrated at the graduate level and among professional master programs. Ten undergraduate degree programs with an online dimension were proposed compared to four in the 2022-27 cycle.

- The number of proposals to establish schools/colleges fell to its lowest point in the 2024-29 cycle—one school was proposed, Merced's Gallo School of Management, with the others listed having completed the approval process during Summer 2024.

- Graduate professional proposals continued to make up the majority of degree program proposals, having surpassed the number of graduate academic proposals in the last four cycles and having exceeded undergraduate proposals since 2011.

- The sharpest contrast to the increase of professional master programs, a third of the total in 2024, remains the decline of academic doctorates: academic doctorate proposals were only 9% of the total in the 2024 cycle after having been 41% of the total in the 2007-12 cycle.

- Undergraduate program planning items reached their highest proportion in the current cycle across the *Perspectives*, a third of the degree program total, and the portfolio of undergraduate and hybrid undergraduate-graduate programs has grown more complex.

- The pattern of the number of self-supporting program planning items surpassing the number of state-supported planning items continued, and there was the same numerical gap—12 planning items—between self-supporting and state-supported graduate programs in the current cycle as in the previous cycle.

- Trends for dispensed items are primarily in the form of program discontinuances and approvals, particularly at the undergraduate level.

Background and Introduction

Every other year, campuses submit to the Office of the President their *Five-Year Planning Perspectives*, which list the anticipated actions to establish, transfer, consolidate, disestablish, or discontinue undergraduate and graduate degree programs, schools, colleges, and other academic units. Individually, the *Perspectives* contain information that can be useful to campus long-range planning efforts; collectively, they offer an informative snapshot of UC's academic program pipeline. These biennial snapshots can be organized to identify and assess trends. In addition, integrating lists from all 10 campuses allows for systemwide analysis of plans, creating opportunities to promote coordination, synergy, and specialization.[1] The *Perspectives* are also useful in responding to inquiries from state policymakers, state agency staff, external entities or the press.

The 2024-29 *Perspectives* cycle began with a call to the Chancellors in February 2024, asking campuses to submit their *Perspectives* to their Divisional Senate Chair for review by April 2024 and to then submit the list to the Office of the President by June 2024.[2] This overview was drafted Summer 2024 and, along with campus *Perspectives*, is distributed for review and comment to select administrative leaders and the Academic Senate (campus divisions as well as systemwide committees, including the Coordinating Committee on Graduate Affairs, the University Committee on Educational Policy, and the University Committee on Planning and Budget).[3] The Academic Planning Council, a joint Academic Senate/Administration committee, will review the comments received and discuss the *Perspectives* during the remainder of Academic Year 2024-25.[4]

This report is divided into five parts:

I.   **Trends among all planning items and academic program establishments**. The total number of planning items is currently at its highest point, as is the number of academic program establishments. Graduate programs in Health, Engineering, Biological Sciences, and Multi/Interdisciplinary Studies continue to play important roles, as did the Merced, San Diego, Los Angeles, and Berkeley campuses, in reaching the greatest number of establishment proposals across the *Perspectives*.

With over a quarter of academic program establishment items for partially- or completely-online programs, interest in online programs is strong: if programs marked as having an online dimension are combined with those marked as "TBD" regarding an online dimension, over half of proposed academic programs could conceivably have an online dimension based on the last two *Perspectives* cycles.

II.   **School/College establishment plans**. The single "active" school establishment proposed in the 2024-29 cycle—compared to the 11 school/college establishment planning items in the 2016-21 cycle—could be interpreted as UC having succeeded in completing its school/college establishment plans over the past decade.

III.   **Trends by degree type**. There continues to be more graduate professional proposals than graduate academic proposals with the numerical gap between these two broad degree types being practically

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[1] As written in the *Compendium*, "Compendium processes, most notably the Five-Year Planning Perspective, are also intended to promote the coordination, synergy, and trade-offs possible when UC operates as a system of campuses in one university while simultaneously recognizing the vigor and individuality of the campuses. Intercampus communication and systemwide perspectives are most valuable early in the campus process of developing a proposal. Compendium processes strive to frame each anticipated proposal in the context of UC as a whole and to do so early in the proposal development process."

[2] Individual campus 2024-29 *Perspectives* can be found at:
https://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/five-year-planning-perspectives.html

[3] Unless noted otherwise, the source for all data presented in this report is Institutional Research and Academic Planning's *Five-Year Planning Perspectives* database.

[4] For reference, the final report on the previous *Perspectives* cycle, the 2022-27 cycle, can be found at:
https://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/five-year-planning-perspectives.html

the same as it was in the 2022-27 cycle. The 2022-27 *Perspectives* saw a spike in undergraduate programs and this incline continued in the current cycle. The number of undergraduate major programs, hybrid undergraduate-graduate programs, and undergraduate minor programs all increased in 2024, reflecting progressive complexity at this level. Across all degree types, Merced proposed the most programs overall, roughly a fifth of the total.

IV. **Trends by graduate program funding strategy**. The number of self-supporting and state-supported graduate program planning items approached parity in the 2018-23 cycle and self-supporting program planning items have surpassed state-supported planning items since the 2020-25 cycle. Added to this is a steady presence of programs with Professional Degree Supplemental Tuition over the last several cycles. This pattern continued in the current cycle with self-supporting programs and programs with PDST making up over half of the total number of establishment planning items for graduate degree programs. Los Angeles has proposed the most self-supporting programs across the *Perspectives* and in 2024, all campuses except for Santa Barbara and Santa Cruz proposed at least one self-supporting program.

V. **Trends in actions other than establishment and among dispensed items**. Discontinuances accounted for the majority of *Compendium*-based actions other than establishment and the majority of these dispensed items were removed as a result of being approved. With 17% of the total planning items in the 2024-29 cycle being actions other than establishment and a third of the total being dispensed items, non-establishment and dispensed items continue to be important factors for programmatic change across the UC.

I. Trends among all planning items and academic program establishments

Among the *Perspective* cycles, the total number of planning items reached its highest point in the 2024-29 cycle, 517. This reflects a steady rise in the total volume of planning items since the low point of the 2007-12 cycle, which had 265 items. The number of planning items surpassed the 300 mark in the 2009-14 cycle, the 400 mark in the 2016-21 cycle, and now the 500 mark in the current cycle. Of the campuses, Irvine and Los Angeles have listed the most planning items, each 16% of the total. Together with Berkeley (14%), San Diego (13%), and Merced (11%), these five campuses account for 70% of the total planning items across the *Perspectives*. Of the possible program actions in the *Compendium*, academic unit establishments constitute the majority, both in the current cycle (83%) and across all cycles since 2004 (87%)—see Figure 2.[5]

Figure 1: Total number of planning items
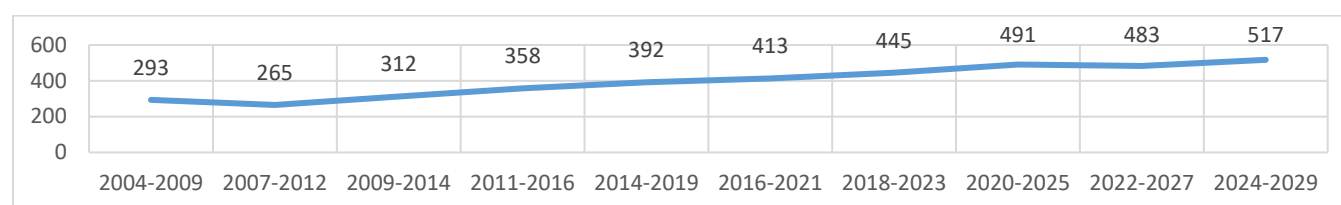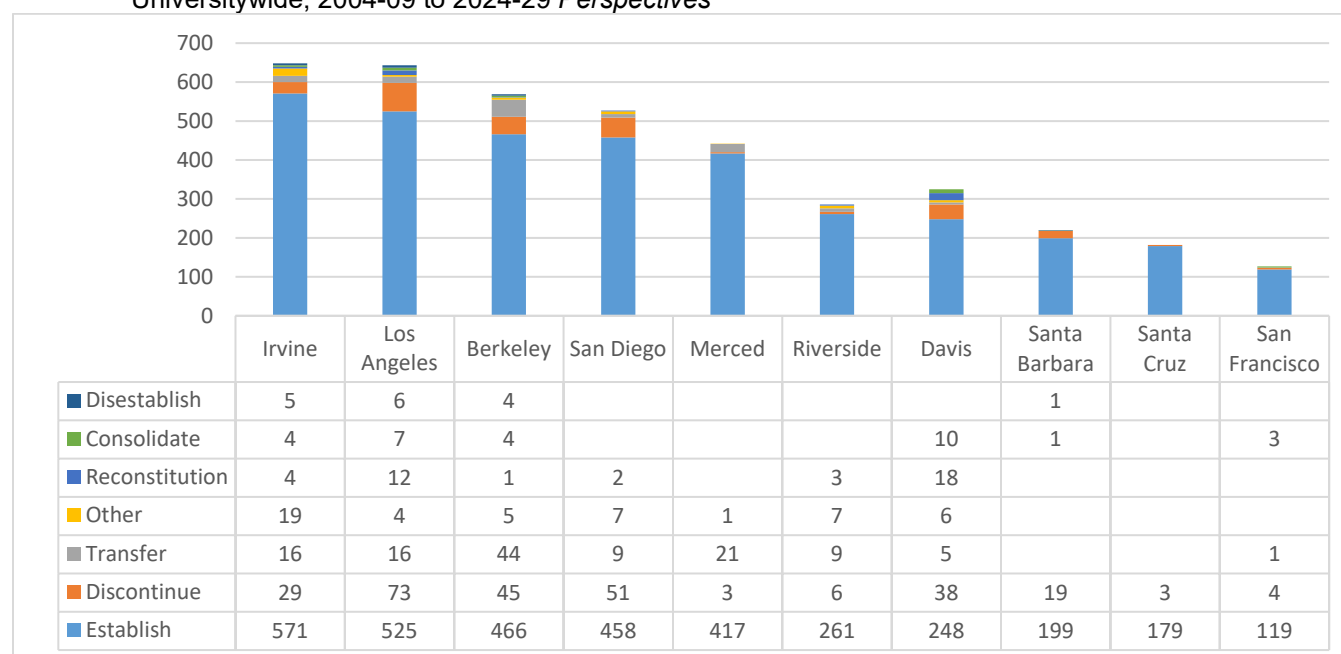Universitywide, 2004-09 to 2024-29 *Perspectives*

Figure 2: Total number of planning items, by campus and *Compendium* program action (including dispensed planning items)[6]
Universitywide, 2004-09 to 2024-29 *Perspectives*

	Irvine	Los Angeles	Berkeley	San Diego	Merced	Riverside	Davis	Santa Barbara	Santa Cruz	San Francisco
Disestablish	5	6	4					1		
Consolidate	4	7	4				10	1		3
Reconstitution	4	12	1	2		3	18			
Other	19	4	5	7	1	7	6			
Transfer	16	16	44	9	21	9	5			1
Discontinue	29	73	45	51	3	6	38	19	3	4
Establish	571	525	466	458	417	261	248	199	179	119

[5] The *Compendium: Universitywide Review Processes for Academic Programs, Academic Units, and Research Units* can be found at: https://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/compendium/index.html. Here, "academic programs" includes certificate/credential programs and undergraduate minors. "Academic units," as used in Figures 1 and 2, includes academic programs as well as departments, research units, and schools/colleges.

[6] In addition to "active" planning items, the *Perspectives* includes the disposition of planning items from previous lists that are no longer pending because they have been approved, withdrawn, or postponed.

After having dropped to its lowest mark in the 2011-16 cycle, which corresponded to dramatic cuts in state funding resulting from the Great Recession, the total number of planning items for academic program establishments rebounded and has remained above 200 items since the 2016-21 cycle. In the 2024-29 cycle, there were a total of 274 planning items for academic program establishments, the highest to date. Across all cycles, 72% of academic program establishment items were for graduate-level programs or programs that include a graduate component and in the 2024-29 cycle, 64% of the total were graduate-level items. This is the lowest percent of graduate-level items for any cycle, with the percent of graduate-level items dropping from a high of 78% in 2018-23 down to 67% in the 2022-27 cycle and now 64%.

Figure 3: Proposals for academic program establishments, by broad program type (not including dispensed planning items)
Universitywide, 2011-16 to 2024-29 *Perspectives*
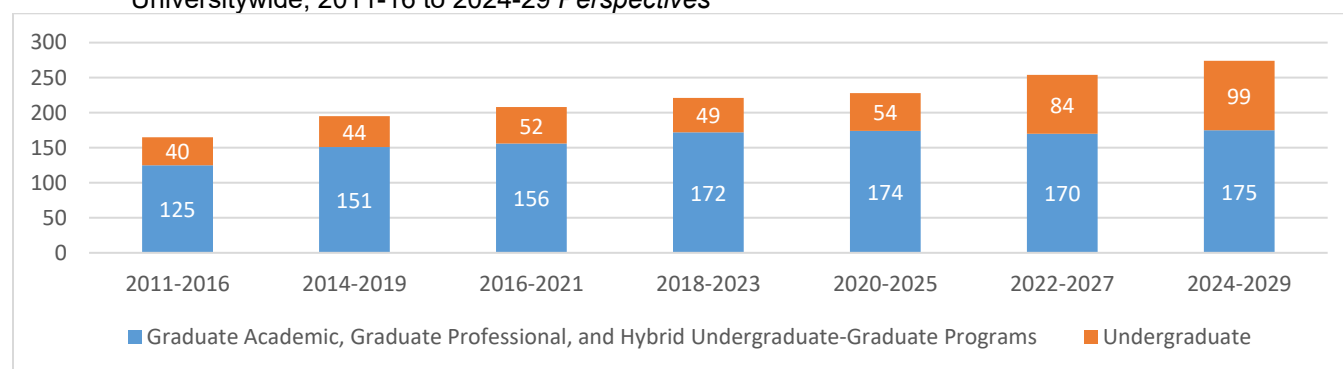
Throughout the *Perspectives*, the number of academic program establishment planning items has varied by campus. In the 2024-29 *Perspectives*, four campuses accounted for 64% of program establishment items: Merced (20%), San Diego (17%), Los Angeles (15%), and Berkeley (12%). Each of the remaining campuses were at or below the 10% mark. To contextualize the number of proposals for academic program establishment in the 2024-29 *Perspectives*, data from the previous three cycles are included in Figure 4 and total campus enrollment and active academic programs in Figure 5. Figure 5 shows, for example, Merced as the only campus proposing more academic programs than the number of its currently active academic programs.

Figure 4: Proposals for academic program establishments, by campus
2018-2023 to 2024-29 *Perspectives*

Campus	2018-2023		2020-2025		2022-2027		2024-2029	
Berkeley	39	18%	49	21%	49	19%	33	12%
Davis	14	6%	13	6%	19	7%	22	8%
Irvine	24	11%	20	9%	17	7%	23	8%
Los Angeles	54	24%	67	29%	55	22%	40	15%
Merced	23	10%	21	9%	43	17%	54	20%
Riverside	13	6%	17	7%	17	7%	27	10%
San Diego	24	11%	18	8%	23	9%	47	17%
San Francisco	1	0%	3	1%	10	4%	12	4%
Santa Barbara	13	6%	11	5%	9	4%	12	4%
Santa Cruz	16	7%	9	4%	12	5%	4	1%

Figure 5: Total enrollment, total active academic programs, and *Perspectives* proposals for academic program establishments, by campus[7]

Campus	Total enrollment		Total active academic programs		2024-2029 *Perspectives*	
Berkeley	45,699	15%	207	13%	33	12%
Davis	39,707	13%	191	12%	22	8%
Irvine	36,582	12%	183	12%	23	8%
Los Angeles	46,678	16%	277	18%	40	15%
Merced	9,147	3%	41	3%	54	20%
Riverside	26,426	9%	129	8%	27	10%
San Diego	42,376	14%	294	19%	47	17%
San Francisco	3,126	1%	39	2%	12	4%
Santa Barbara	26,068	9%	103	7%	12	4%
Santa Cruz	19,764	7%	97	6%	4	1%

Since the 2018-23 *Perspectives* report, four disciplinary categories have predominated: Health Professions and Related Programs; Engineering; Biological and Biomedical Sciences; and Multi/Interdisciplinary.[8] In the 2024-29 cycle, these categories continued in importance, with half of academic program proposals falling into one of these four categories. Within the Classification of Instructional Programs (CIP) framework, Computational and Data Science programs are categorized under Multi/Interdisciplinary Studies but given their increasing importance for the UC this subcategory is included as a standalone category below.[9] In the current cycle, Health Professions had 15% of the total, Engineering had 14%, Biological and Biomedical Sciences had 9%, and Multi/Interdisciplinary Studies plus Computational and Data Science had a total of 12%.

In Figure 7 on the following page, STEM programs are highlighted in the academic program pipeline, including disciplines that align with the definition of STEM in the May 2022 Multi-Year Compact between the Newsom Administration and the UC. STEM programs are defined here as including Health, Engineering, Computational and Data Science, Biological Sciences, Physical Sciences, Architecture-based, Computer and Information Sciences, Math and Statistics, and Engineering Technologies programs. In the last four *Perspectives* cycles, STEM programs have made up roughly half of the proposals for academic program establishments.

Figure 6: Proposals for academic program establishments, by STEM and non-STEM disciplines
Universitywide, 2018-23 to 2024-29 *Perspectives*

	2018-2023		2020-2025		2022-2027		2024-2029	
STEM	105	48%	127	56%	144	57%	144	53%
non-STEM	116	52%	101	44%	110	43%	130	47%

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[7] Enrollment figures represent Fall 2023 enrollment.

[8] This report used the U.S. Department of Education's Classification of Instructional Programs for its disciplinary categories: https://nces.ed.gov/ipeds/cipcode.

[9] It is unknown what CIP code will ultimately be assigned to these programs as CIP code assignment takes place only after program establishment and is the responsibility of the campus. We are forced to make an educated guess here based on the experience of considering CIP codes for the widest range of programs.

Figure 7: Proposals for academic program establishments, by 20 largest disciplinary categories
Universitywide, 2018-23 to 2024-29 *Perspectives*

Disciplinary Category	2018-2023		2020-2025		2022-2027		2024-2029	
Health Professions and Related Programs	*25*	*11%*	*32*	*14%*	*37*	*15%*	*40*	*15%*
Engineering	*25*	*11%*	*26*	*11%*	*32*	*13%*	*39*	*14%*
Biological and Biomedical Sciences	*21*	*10%*	*24*	*11%*	*18*	*7%*	*24*	*9%*
Multi/Interdisciplinary Studies	18	8%	13	6%	15	6%	18	7%
Area, Ethnic, Cultural, Gender, and Group Studies	7	3%	9	4%	8	3%	10	4%
Visual and Performing Arts	14	6%	8	4%	9	4%	7	3%
Social Sciences	14	6%	12	5%	12	5%	19	7%
Physical Sciences	*9*	*4%*	*8*	*4%*	*12*	*5%*	*12*	*4%*
Business, Management, Marketing, and Related Support Services	11	5%	11	5%	9	4%	11	4%
Computational and Data Science	*13*	*6%*	*29*	*13%*	*26*	*10%*	*15*	*5%*
Education	11	5%	9	4%	11	4%	17	6%
Computer and Information Sciences and Support Services	*4*	*2%*	*3*	*1%*	*5*	*2%*	*6*	*2%*
Natural Resources and Conservation	7	3%	7	3%	9	4%	11	4%
Public Administration and Social Service Professions	7	3%	8	4%	10	4%	8	3%
Foreign Languages, Literatures, and Linguistics	3	1%	3	1%	3	1%	3	1%
Communication, Journalism, and Related Programs	4	2%	3	1%	6	2%	7	3%
Mathematics and Statistics	*4*	*2%*	*1*	*0%*	*2*	*1%*	*3*	*1%*
Philosophy and Religious Studies	3	1%	3	1%	3	1%	5	2%
Engineering Technologies and Engineering-Related Fields	*2*	*1%*	*3*	*1%*	*2*	*1%*	*1*	*0%*
English Language and Literature/Letters	6	3%	2	1%	2	1%	1	0%

With 40 planning items, Health Professions and Related Programs reached their highest mark in the current cycle since the 2014-19 cycle. All campuses submitted planning items for Health Professions in the 2024-29 cycle with Merced and San Francisco submitting the most, eight programs each. Of the total 40 Health Professions programs in the 2024-29 cycle, 12 were for professional master programs, six for academic master programs, six for professional doctorates, six for undergraduate majors, with the remaining degree types having four or less. The majority (30%, 12 programs) were for Public Health, with the remaining Health Professions subdisciplines—including Nursing and Pharmacy—having five or fewer program proposals in 2024.

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Figure 8: Proposals for health-based academic program establishments, by campus
Universitywide, 2011-16 to 2024-29 *Perspectives*

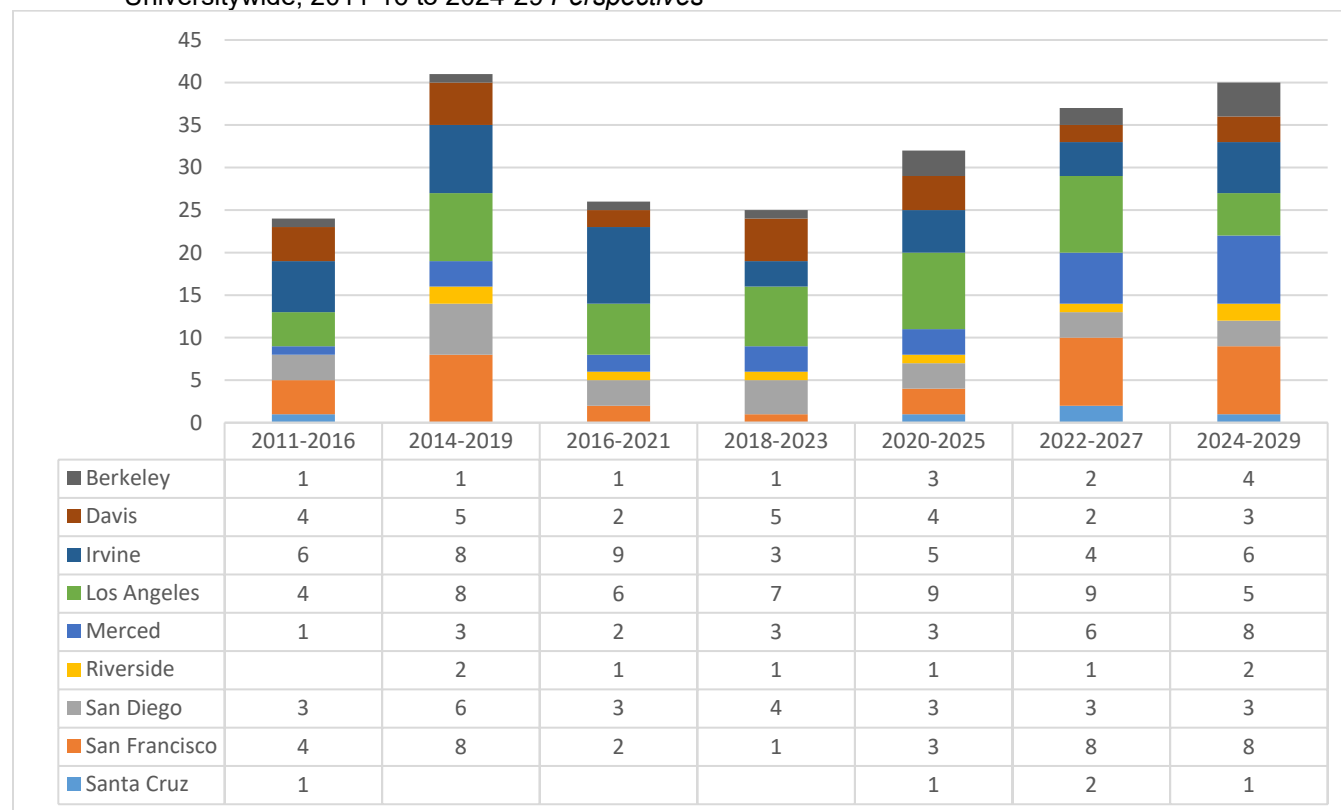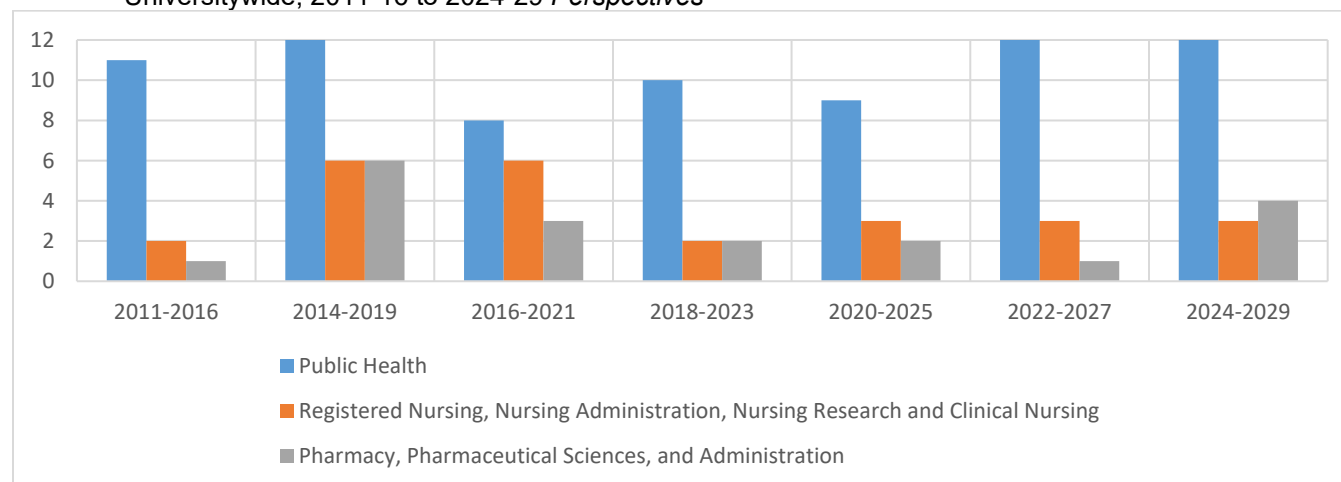|	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
Berkeley	1	1	1	1	3	2	4
Davis	4	5	2	5	4	2	3
Irvine	6	8	9	3	5	4	6
Los Angeles	4	8	6	7	9	9	5
Merced	1	3	2	3	3	6	8
Riverside		2	1	1	1	1	2
San Diego	3	6	3	4	3	3	3
San Francisco	4	8	2	1	3	8	8
Santa Cruz	1				1	2	1

Figure 9: Proposals for health-based academic program establishments, by three largest health subdisciplines
Universitywide, 2011-16 to 2024-29 *Perspectives*

Public Health
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing
Pharmacy, Pharmaceutical Sciences, and Administration

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Online programs

Since the 2020-25 *Perspectives* cycle, campuses have been asked if proposed academic program establishments were planned to be online and what percentage of the program would be online. In the 2024-29 cycle, over a quarter (26%, 70 of 274 academic program establishment items) were for partially- or completely-online programs compared to 23% of the total in the 2022-27 cycle and 15% in the 2020-25 cycle. Campuses, however, have increasingly relied on "TBD" as their response to if programs will have an online dimension. In the 2020-25 cycle, 21% of programs were noted as TBD and this percent jumped to 28% in the 2022-27 cycle and 27% in the 2024-29 cycle. If "Yes" responses to an online dimension are combined with TBD's, over half of programs could conceivably have an online dimension based on the last two *Perspectives* cycle.

Figure 10: Proposals for partially- or completely-online academic program establishments, by Yes/To Be Determined and No responses
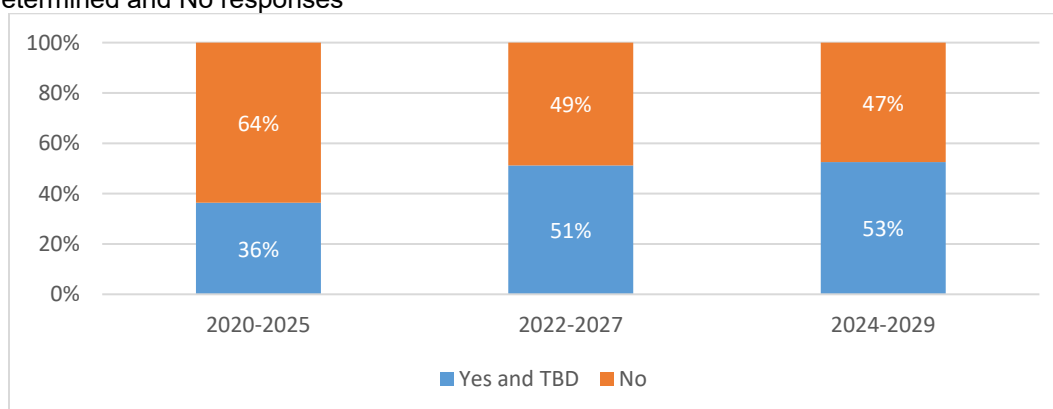
TBD's are also prevalent among responses to the percent online for proposed academic programs. If the items across the last three cycles for planned percent online are taken together, 43% or 107 items are TBD; 31% or 76 items are planned to be in the range of 76-100% online; 14% or 35 items are in the range of 10-25% online; 10% or 25 items are in the range of 26-50% online; and 2% or six items are in the 51-75% range.

Of the 70 programs marked as "Yes" for having a planned online dimension in the 2024-29 cycle, 81% (57) were graduate or post-baccalaureate programs, with nearly half of the total (49%, 34 programs) for professional master programs. 65% of the total were either Self-Supporting Graduate Professional Degree Programs (SSGPDPs), programs with Professional Degree Supplemental Tuition (PDST), or marked as possibly being either a SSGPDP or having PDST.

In 2024, there were ten undergraduate degree programs proposed with an online dimension:
- B.S. in Communication Sciences and Disorders at Irvine, 20% online;
- B.S. in Applied and Computational Mathematics at Irvine, 10% online;
- B.A. in Black Study at Riverside, 25% online;
- B.A. in Global and Community Health at Riverside, 25% online;
- B.A. in Environmental Studies at Riverside, 25% online;
- B.A. in Foundations of Biological Sciences at San Diego, 10% online;
- B.A. in Neuroscience and Behavior at San Diego, 10% online;
- B.A. in Biotechnology at San Diego, 10% online;
- B.A. in Medicine and Society at San Diego, 10% online; and
- B.A. in Environmentalism and Climate Change at San Diego, 10% online.

Additionally, there were three undergraduate minors proposed with an online dimension: Information, Technology, and Society; Labor Studies; and User Experience, all at Berkeley.

Figure 11: Proposals for partially- or completely-online academic program establishments, by degree type
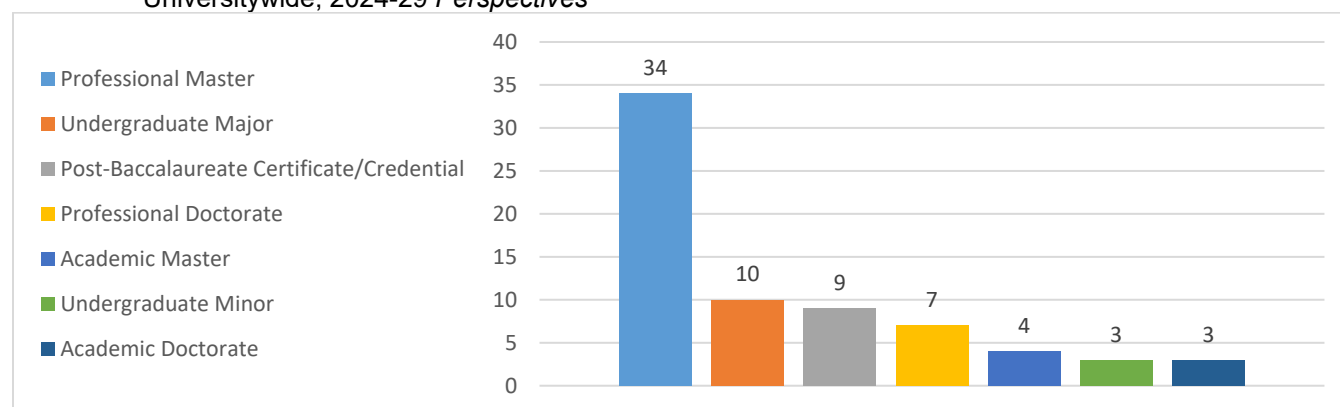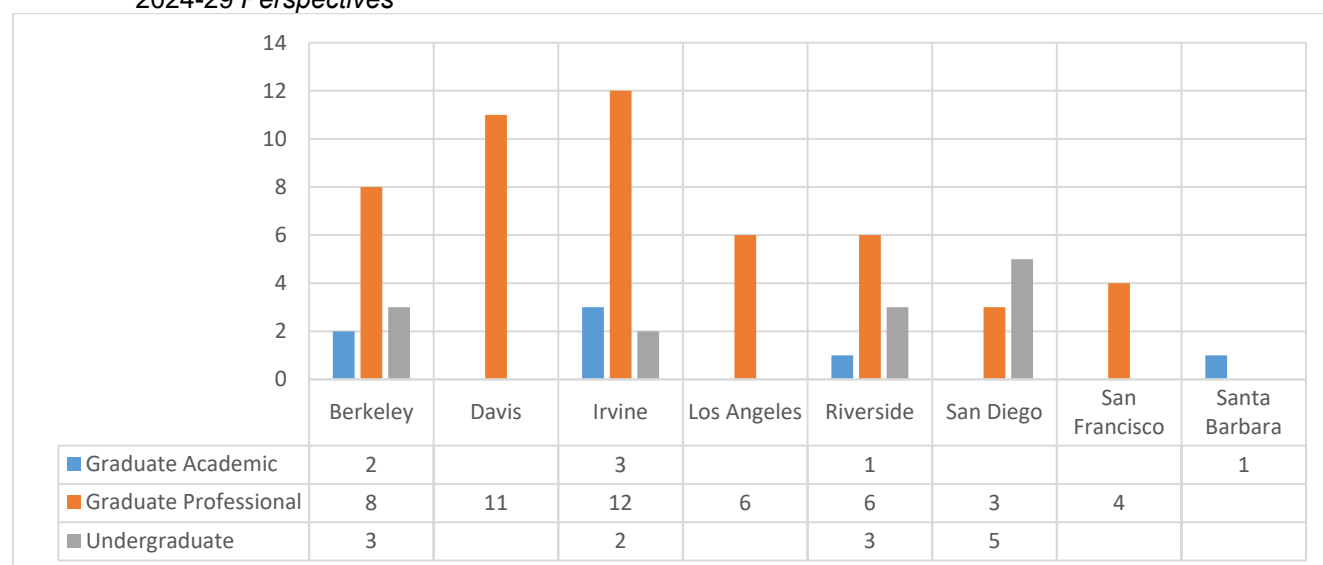Universitywide, 2024-29 *Perspectives*

Figure 12: Proposals for partially- or completely-online academic program establishments, by campus and broad program type
2024-29 *Perspectives*

|	Berkeley	Davis	Irvine	Los Angeles	Riverside	San Diego	San Francisco	Santa Barbara
■ Graduate Academic	2		3		1			1
■ Graduate Professional	8	11	12	6	6	3	4	
■ Undergraduate	3		2		3	5		

Appendix B

Appendix B lists 2024-29 degree programs organized by the Classification of Instructional Programs, whether or not they are planned to be online. This list cuts across all campuses and only includes disciplinary categories with ten or more planning items. The intent of Appendix B is to show how some campuses are considering programs in similar fields—the list offers guidance on opportunities for collaboration or cooperation, such as combining two programs into a single cross-campus program or allowing students to enroll for credit in another campus' program.

II. School/College establishment plans

The number of proposals to establish schools/colleges fell to its lowest point in the 2024-29 cycle—three schools/colleges. While this reflects a downward trend since the 2016-21 cycle, it can also be interpreted as the system's success in completing school/college establishments over the past decade.

Figure 13: Proposals to establish schools/colleges
          Universitywide, 2004-09 to 2024-29 *Perspectives*
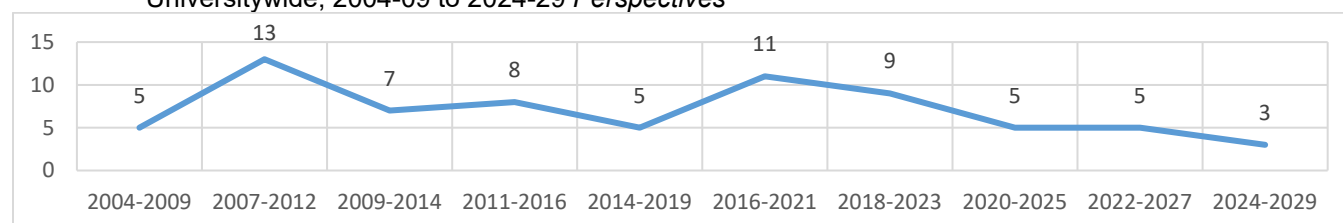
Two of the three school/college establishment items from the 2024-29 *Perspectives* completed the approval process in Summer 2024: San Diego's School of Computing, Information, and Data Sciences and Irvine's School of Population and Public Health were approved by the UC Regents in July 2024. This leaves Merced's Gallo School of Management as the only active school/college establishment item in the 2024-29 cycle.

III. Trends by degree type

In the 2024-29 *Perspectives*, there were 249 degree program proposals: 98 (39%) for graduate professional programs, 63 (25%) for graduate academic programs, and 88 (35%) for undergraduate programs.[10] The number of graduate professional proposals first surpassed the number of graduate academic proposals in the 2016-21 cycle and graduate professional proposals rose in the next two cycles, moving past the 100 mark for the first time in the 2020-25 cycle. Since then, the number of graduate professional programs have hovered around the 100 mark. Graduate academic proposals remained relatively unchanged in the 2024-29 cycle, with 63 proposals compared to 61 in the 2022-27 cycle and 58 in the 2020-25 cycle. In contrast to the stagnation for graduate academic proposals, proposals for undergraduate programs continue to rise. Their number has doubled since the 2020-25 cycle; there were 44 undergraduate programs in the 2020-25 cycle and 88 in the current cycle. At 35% of the total, undergraduate program proposals reached their highest proportion in the 2024-29 cycle across the *Perspectives*.

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[10] "Degree programs" here do not include certificate/credential programs or undergraduate minors. Relatedly, see Appendix A for a description of the broad categories "graduate academic" and "graduate professional" and how they were disaggregated.

Figure 14: Proposals for degree program establishments, by broad degree type
Universitywide, 2004-09 to 2024-29 *Perspectives*

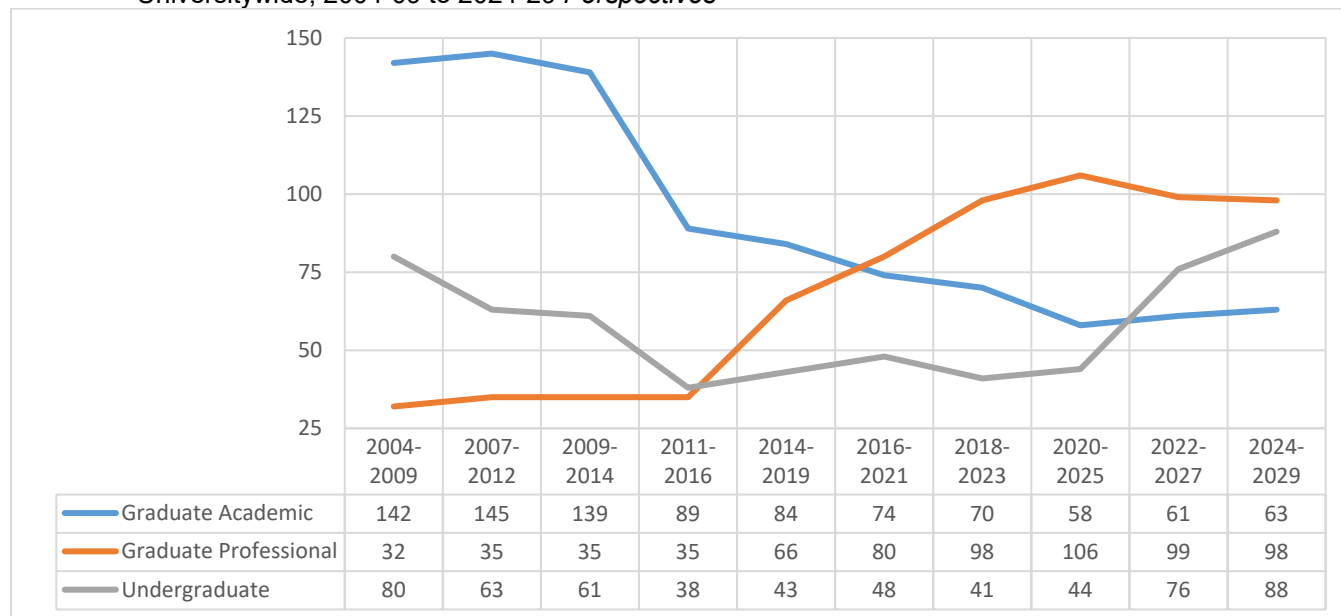|	2004-2009	2007-2012	2009-2014	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
Graduate Academic	142	145	139	89	84	74	70	58	61	63
Graduate Professional	32	35	35	35	66	80	98	106	99	98
Undergraduate	80	63	61	38	43	48	41	44	76	88

Figure 15: Proposals for degree program establishments, by degree type
Universitywide, 2004-09 to 2024-29 *Perspectives*

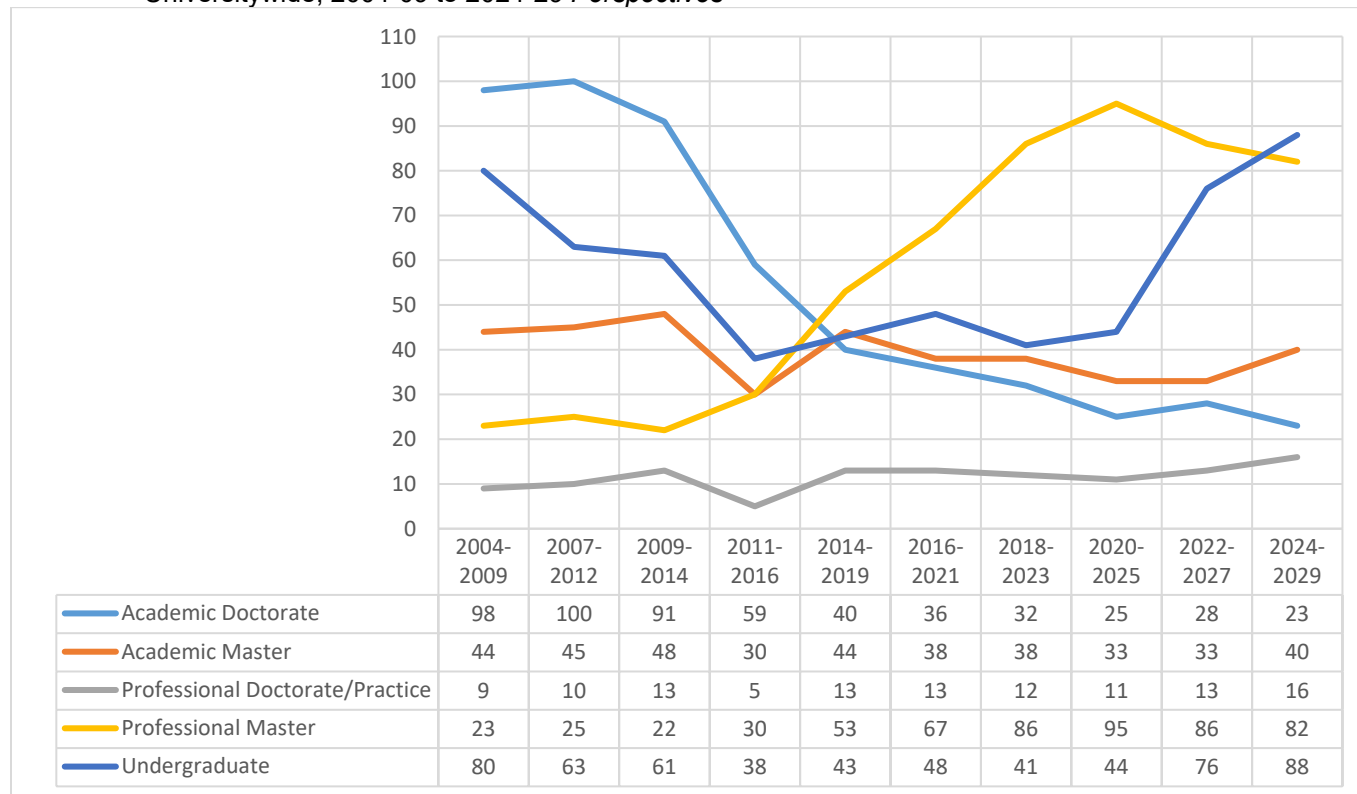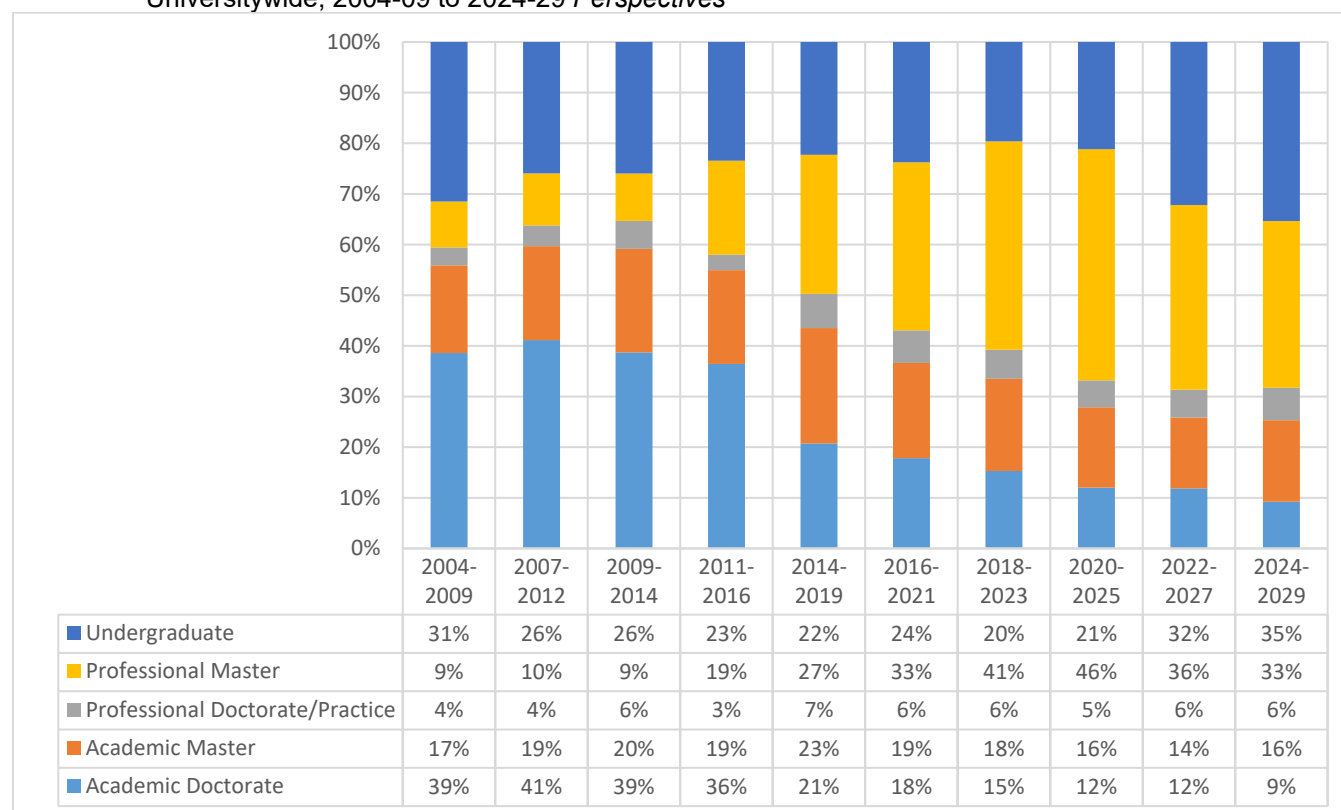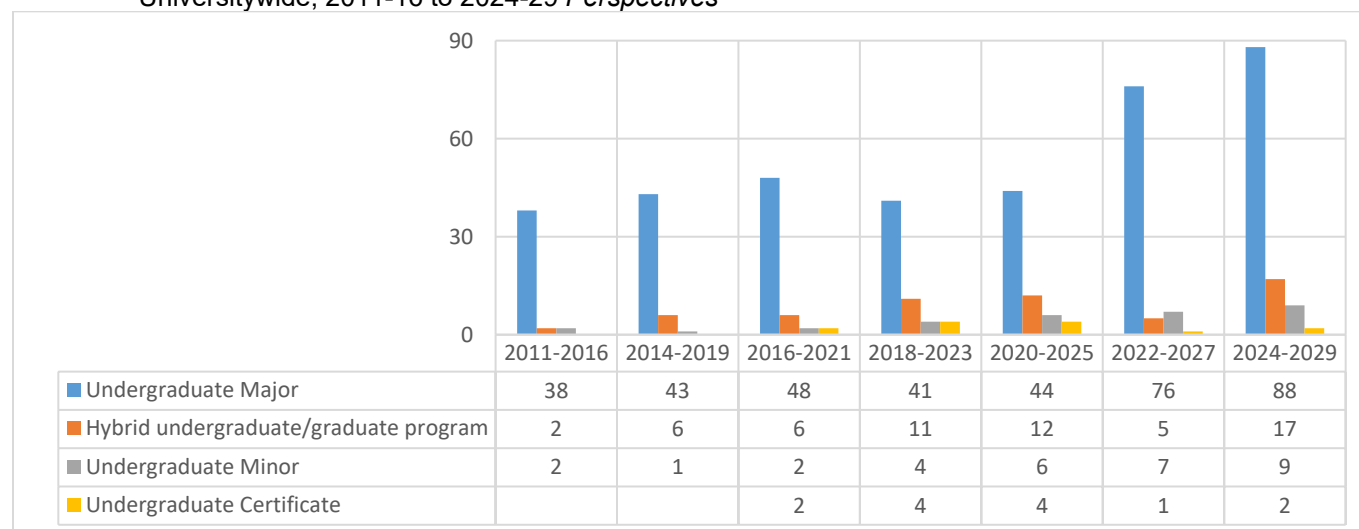|	2004-2009	2007-2012	2009-2014	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
Academic Doctorate	98	100	91	59	40	36	32	25	28	23
Academic Master	44	45	48	30	44	38	38	33	33	40
Professional Doctorate/Practice	9	10	13	5	13	13	12	11	13	16
Professional Master	23	25	22	30	53	67	86	95	86	82
Undergraduate	80	63	61	38	43	48	41	44	76	88

Figure 16: Distribution of proposals for degree program establishments, by degree type
Universitywide, 2004-09 to 2024-29 *Perspectives*

	2004-2009	2007-2012	2009-2014	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
Undergraduate	31%	26%	26%	23%	22%	24%	20%	21%	32%	35%
Professional Master	9%	10%	9%	19%	27%	33%	41%	46%	36%	33%
Professional Doctorate/Practice	4%	4%	6%	3%	7%	6%	6%	5%	6%	6%
Academic Master	17%	19%	20%	19%	23%	19%	18%	16%	14%	16%
Academic Doctorate	39%	41%	39%	36%	21%	18%	15%	12%	12%	9%

As discussed in prior *Perspectives* reports, one striking observation is the rise of professional master proposals. In the 2009-14 cycle, there were 22 professional master proposals (9% of the total) and in the 2020-25 cycle there were 95 of these programs, 46% of the total. This percent declined in the current cycle to a third, slightly more than the percent of professional doctoral/practice, academic master, and academic doctorate programs combined. The sharpest contrast to the increase of professional master programs remains the decline of academic doctorates: there were 100 academic doctorate proposals in the 2007-12 cycle—41% of the total—and 23 in the most recent cycle, only 9% of the total. In the 2022-27 cycle, academic master proposals dropped to their lowest point across all cycles, 14% of the total, and in the current cycle there was a minimal rebound to 16%.

The spike in undergraduate planning items that began in the 2022-27 cycle continued in the current cycle, resulting in these items constituting over a third of degree program establishment proposals in the 2024-29 cycle and exceeding the number of all other degree types, including professional master proposals. Figure 17 expands on the undergraduate results in Figures 14, 15, and 16 to show planning items for undergraduate program types since the 2011-16 *Perspectives*. For most of this period, the number of planning items for undergraduate majors hovered around the 40 mark but then jumped in the 2022-27 and 2024-29 cycles while the portfolio of undergraduate and hybrid undergraduate-graduate programs progressively grew more complex.

Figure 17: Proposals for undergraduate and hybrid undergraduate-graduate program establishments, by program type
Universitywide, 2011-16 to 2024-29 *Perspectives*

	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
■ Undergraduate Major	38	43	48	41	44	76	88
■ Hybrid undergraduate/graduate program	2	6	6	11	12	5	17
■ Undergraduate Minor	2	1	2	4	6	7	9
■ Undergraduate Certificate			2	4	4	1	2

Of the four largest disciplinary categories for all academic programs (Health Professions, Engineering, Biological and Biomedical Sciences, and Multi/Interdisciplinary), Engineering and Biological and Biomedical Sciences emerged as dominant for undergraduate and hybrid undergraduate-graduate programs. Across the *Perspectives* since 2004 and in the 2024-29 cycle, these two categories together accounted for almost a quarter of proposals at this level. Across the *Perspectives*, these disciplinary categories were followed by Area, Ethnic, Cultural, Gender, and Group Studies and Social Sciences as each holding 7% or more of the total.

Figure 18: Proposals for undergraduate and hybrid undergraduate-graduate program establishments, by 15 largest disciplinary categories
Universitywide, 2018-23 to 2024-29 *Perspectives*

Disciplinary Category	2018-2023		2020-2025		2022-2027		2024-2029	
Engineering	4	7%	6	9%	8	9%	15	13%
Biological and Biomedical Sciences	8	13%	8	12%	9	10%	13	11%
Area, Ethnic, Cultural, Gender, and Group Studies	4	7%	8	12%	7	8%	7	6%
Social Sciences	5	8%	6	9%	6	7%	11	9%
Physical Sciences	5	8%	4	6%	6	7%	7	6%
Visual and Performing Arts	5	8%	1	2%	4	4%	2	2%
Health Professions and Related Programs	2	3%	5	8%	7	8%	12	10%
Multi/Interdisciplinary Studies	3	5%	2	3%	3	3%	10	9%
Business, Management, Marketing, and Related Support Services	3	5%	3	5%	5	6%	6	5%
Computational and Data Science	4	7%	6	9%	10	11%	6	5%
Foreign Languages, Literatures, and Linguistics	0	0%	1	2%	1	1%	2	2%
Computer and Information Sciences and Support Services	1	2%	2	3%	2	2%	2	2%
Philosophy and Religious Studies	2	3%	2	3%	2	2%	2	2%
Mathematics and Statistics	0	0%	1	2%	1	1%	2	2%
Communication, Journalism, and Related Programs	1	2%	2	3%	4	4%	5	4%

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Lastly, there were campus differences in proposals by degree type. In the 2024-29 cycle, Merced proposed the most graduate academic programs—26, or 41% of the total—which follows the 2022-27 cycle in which Merced also proposed the most graduate academic programs (33% of the total). All other campuses listed fewer than ten graduate academic programs. For graduate professional programs, Los Angeles listed the most (25 or about a quarter of the total), followed by San Diego, Davis, and Irvine. In past *Perspective* cycles, Los Angeles, Berkeley, and Irvine have accounted for the majority of graduate professional program proposals; in the 2024-29 cycle, this list changed with Los Angeles, San Diego, Davis, and Irvine collectively accounting for about 70% of the total. For undergraduate programs, San Diego had the highest percentage of planning items, 30%, and was followed by Merced at 24% of the total. Across all degree types, Merced proposed the most programs overall, roughly a fifth of the total. San Deigo also accounted for about a fifth while Los Angeles accounted for 15% of the total across the system.

Figure 19: Proposals for degree program establishments, by broad degree type and campus
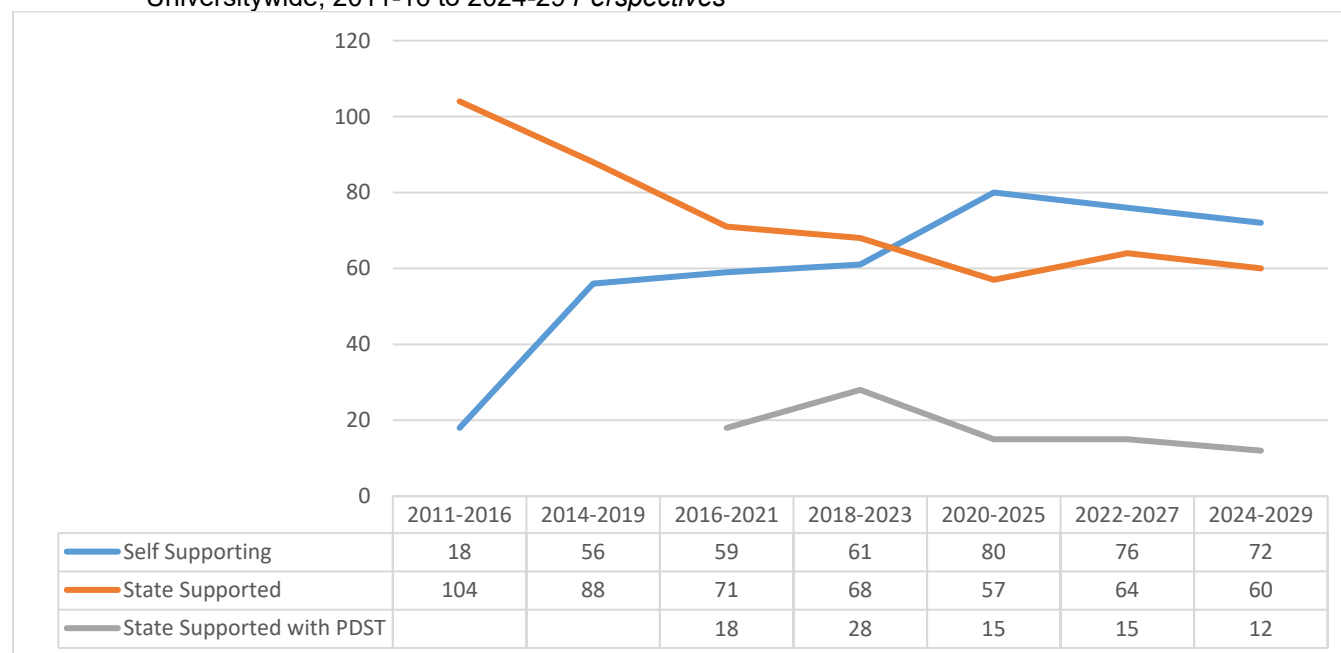2024-29 *Perspectives*

Campus	Graduate Academic		Graduate Professional		Undergraduate		Total
Berkeley	4	6%	3	3%	7	8%	6%
Davis	1	2%	14	14%	6	7%	8%
Irvine	4	6%	14	14%	5	6%	9%
Los Angeles	5	8%	25	26%	8	9%	15%
Merced	26	41%	7	7%	21	24%	22%
Riverside	9	14%	11	11%	6	7%	10%
San Diego	4	6%	17	17%	26	30%	19%
San Francisco	3	5%	7	7%	0	0%	4%
Santa Barbara	5	8%	0	0%	7	8%	5%
Santa Cruz	2	3%	0	0%	2	2%	2%

IV. Trends by graduate program funding strategy

The number of Self-Supporting Graduate Professional Degree Programs (SSGPDPs) planning items increasing while the number of state-supported graduate planning items decreases has been recorded in the past four *Perspectives* reports, dating back to 2016. The number of self-supporting and state-supported graduate program planning items approached parity in the 2018-23 cycle and self-supporting program planning items have surpassed state-supported planning items since the 2020-25 cycle. The 2024-29 cycle continues this general pattern, with practically the same gap as in the 2022-27 cycle. In that cycle, there were 76 SSGPDPs and 64 state-supported graduate planning items and in the current cycle there were 72 SSGPDPs and 60 state-supported graduate planning items.[11]

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[11] For context, in Fall 2023, total SSGPDP enrollment across the UC system was 12,183, 20% of total graduate enrollment.

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Figure 20: Proposals to establish graduate degree programs, by funding strategy (not including hybrid undergraduate-graduate programs)[12]
Universitywide, 2011-16 to 2024-29 *Perspectives*

	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
Self Supporting	18	56	59	61	80	76	72
State Supported	104	88	71	68	57	64	60
State Supported with PDST			18	28	15	15	12

In the 2011-16 cycle, SSGPDPs accounted for 15% of all graduate degree programs and throughout the following three *Perspectives* cycles, about 40% of graduate degree programs. Beginning in the 2020-25 cycle and up to the present, SSGPDPs have made up about half of graduate degree planning items. State-supported graduate planning items, however, have not solely been the remaining half. State-supported programs with Professional Degree Supplemental Tuition (PDST) were almost a fifth of graduate degree planning items in the 2018-23 cycle and have roughly made up 10% of the total in the last three *Perspectives* cycles.[13] In the 2024-29 cycle, SSGPDPs and PDST-based programs combined were 58% of the total.

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[12] To avoid double counting, the few cases in which campuses proposed a single degree program establishment item as either self supporting *or* state-supported with PDST were added to the self-supporting category.
[13] The 2016-21 cycle was the first *Perspectives* cycle to collect information about plans to charge PDST.

Figure 21: Proposals to establish graduate degree programs, by funding strategy (not including hybrid undergraduate-graduate programs)
Universitywide, 2011-16 to 2024-29 *Perspectives*
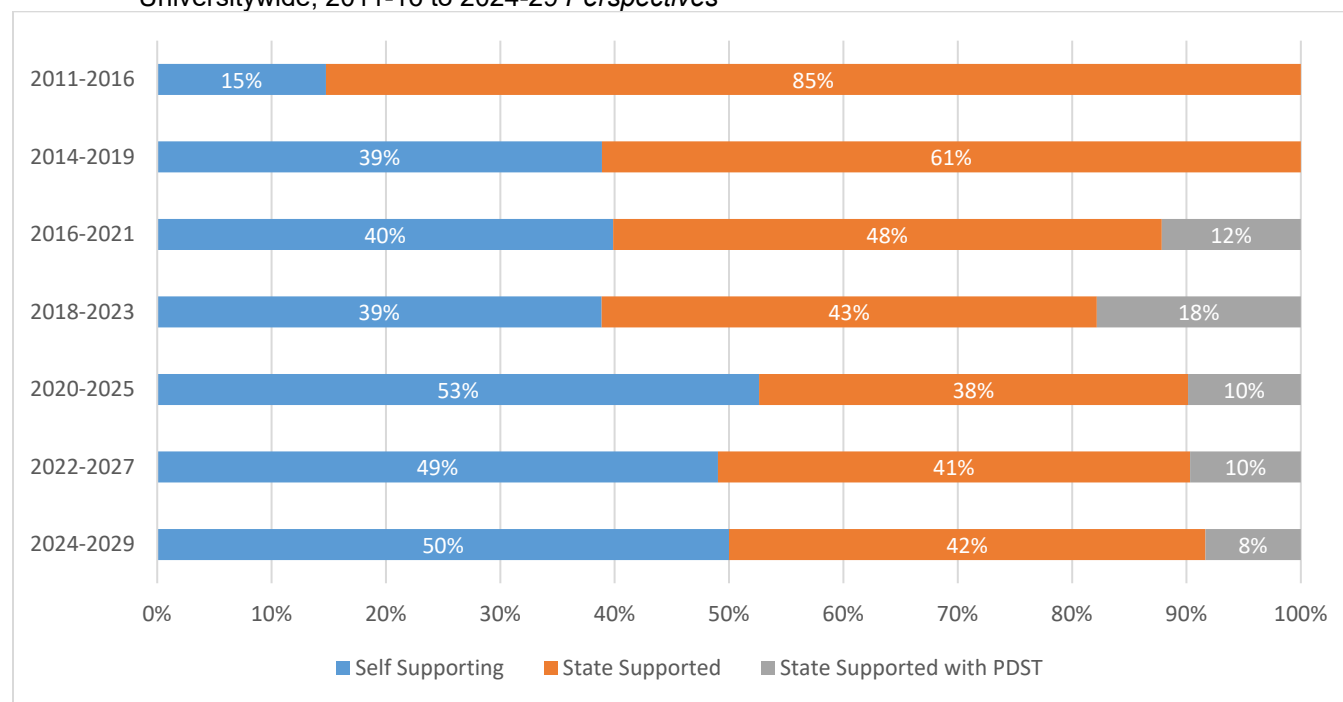
Across the *Perspectives* since 2011, 422 SSGPDP planning items have been listed. Of this number, Los Angeles has proposed the most, 154 or 36% of the total. Irvine has proposed the second most (70 or 17%) and Berkeley the third most (67 or 16%) since 2011, with each of the remaining campuses falling below the 9% mark.[14] In the 2024-29 cycle, Los Angeles proposed 19 SSGPDPs, its least across the *Perspectives* and only 26% of the 2024-29 total (although it still had the highest proportion of SSGPDPs for a single campus). Irvine (13 items, 18% of the total), Davis (12 items, 17%), San Diego (11 items, 15%), and Riverside (7 items, 10%) composed the bulk of SSGPDP planning items in the current cycle. In the 2018-23 cycle, all UC campuses proposed at least one SSGPDP for the first time in the *Perspectives* and in the 2020-25 cycle, all campuses except for Santa Barbara proposed at least one SSGPDP. In the 2024-29 cycle, all campuses except for Santa Barbara and Santa Cruz proposed at least one SSGPDP.

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[14] In Fall 2023, SSGPDP enrollment accounted for 28% of total graduate enrollment at Los Angeles, 24% of total graduate enrollment at Irvine, and 27% of total graduate enrollment at Berkeley.

Figure 22: Self-Supporting Graduate Professional Degree Program establishment planning items, by campus
2011-16 to 2024-29 *Perspectives*
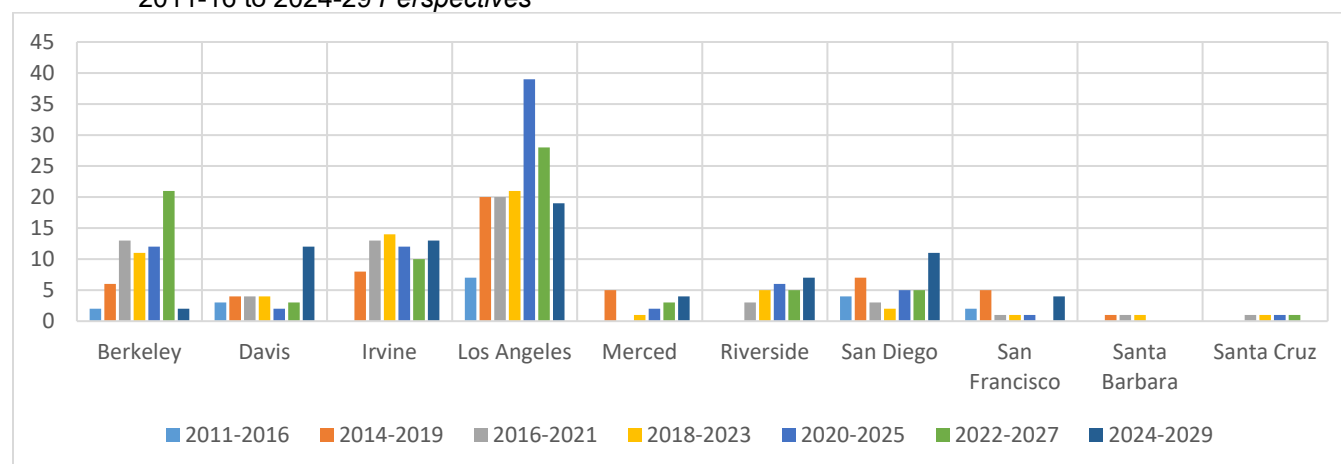
Finally, although Business and Management make up half of SSGPDP enrollment across the system, Health Professions and Related Programs and Engineering were the two largest disciplinary categories for all SSGPDPs across the *Perspectives*, combining to be 37% of the total.[15] Only Business and Management and Computational and Data Sciences each equaled around 9% of the total with the remaining disciplinary categories falling at 5% or below.

Figure 23: Proposals for Self-Supporting Graduate Professional Degree Programs, by 15 largest disciplinary categories
Universitywide, 2011-16 to 2024-29 *Perspectives*

Disciplinary Category	Number of planning items	Percent
Health Professions and Related Programs	87	21%
Engineering	66	16%
Business, Management, Marketing, and Related Support Services	39	9%
Computational and Data Science	34	8%
Biological and Biomedical Sciences	19	5%
Multi/Interdisciplinary Studies	18	4%
Natural Resources and Conservation	18	4%
Education	17	4%
Social Sciences	17	4%
Public Administration and Social Service Professions	16	4%
Physical Sciences	14	3%
Computer and Information Sciences and Support Services	10	2%
Visual and Performing Arts	10	2%
Engineering Technologies and Engineering-Related Fields	10	2%
Legal Professions and Studies	9	2%

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[15] See the "Self-Supporting Instructional Programs" section of the *2024-25 UC Budget for Current Operations* for SSGPDP enrollment figures.

V. Trends in actions other than establishment and among dispensed items

Included in the *Perspectives* are plans to change academic programs or units through one of the following actions, as defined in the *Compendium*:

- Transfer: Moving a program or unit into another one that subsumes it;
- Consolidation: Combining two or more programs or units to form a new unified program or unit;
- Disestablishment: Eliminating an academic unit or research unit; and
- Discontinuance: Eliminating an academic program.

Also included are actions categorized as "other," which includes program conversions, renaming, reorganization, evaluation, suspension, and similar program actions, and as "reconstitution," which is used as a catch-all category when the action does not align with another given category.

Throughout the *Perspectives*, non-establishment action items have been dominated by discontinuances. Of the 254 non-establishment action items during the 2004-09 to 2024-29 period, 120 or 47% of the total were discontinuances. These discontinuances began a noticeable increase in the 2014-19 cycle then jumped to their highest mark—25 discontinuances—in the 2016-21 cycle. Since the 2016-12 cycle (but not including the 2022-27 cycle) the number of discontinuances has hovered around the 20 planning items mark. In the 2024-29 cycle, almost 60% of discontinuances were for undergraduate programs.

Figure 24: *Compendium* program actions other than program establishment
Universitywide, 2014-19 to 2024-29 *Perspectives*

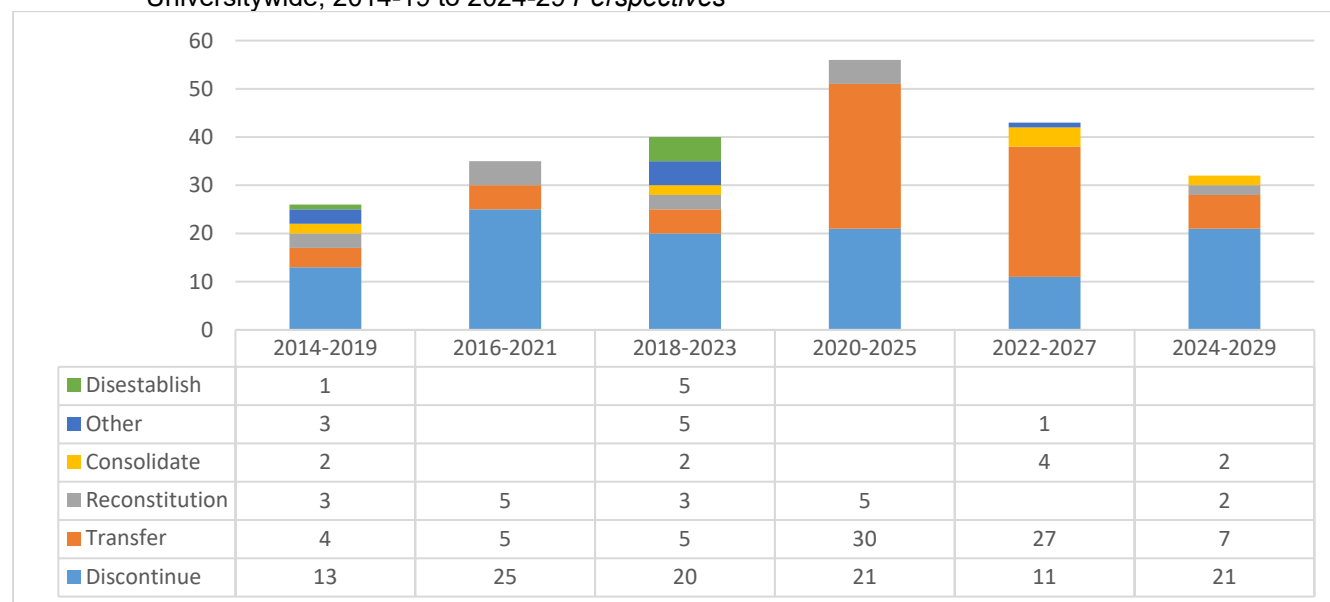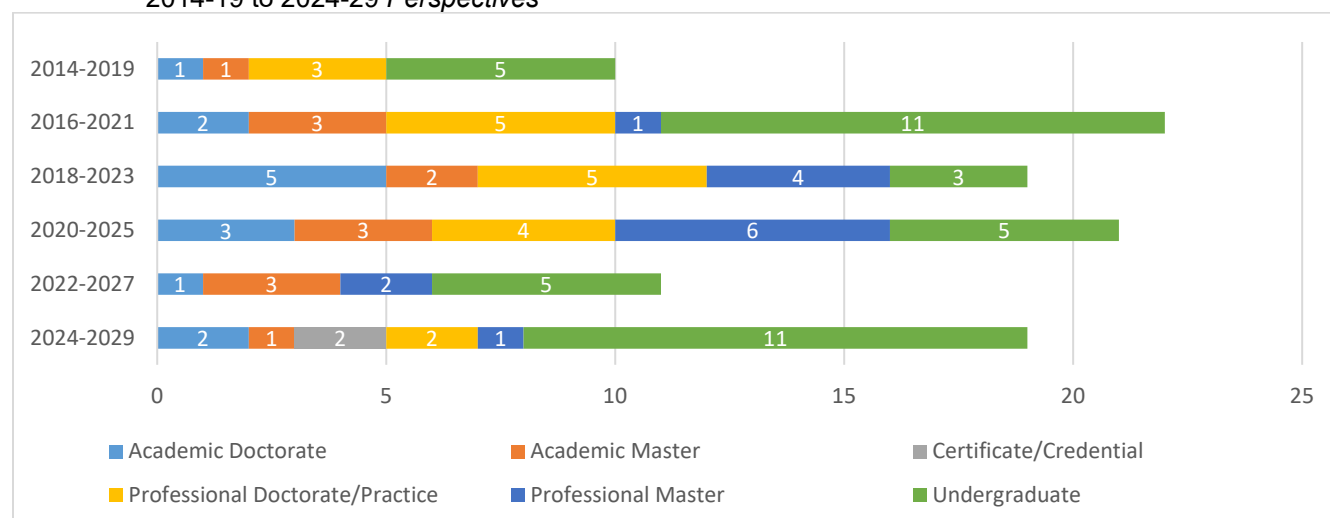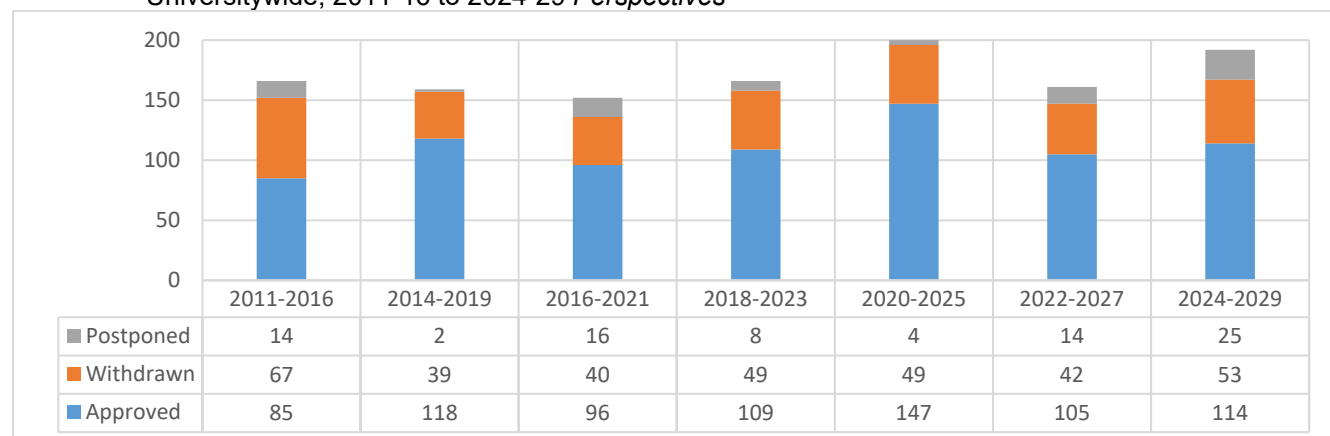|	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
■ Disestablish	1		5			
■ Other	3		5		1	
■ Consolidate	2		2		4	2
■ Reconstitution	3	5	3	5		2
■ Transfer	4	5	5	30	27	7
■ Discontinue	13	25	20	21	11	21

Figure 25: Program discontinuances, by degree type
2014-19 to 2024-29 *Perspectives*

Transfers followed discontinuances as the second largest group of non-establishment planning items, 31% across the *Perspectives* and 22% of the total in the 2024-29 cycle. After more transfers than discontinuances in the past two cycles, in the 2024-29 cycle the number of transfers dropped down to below ten, its historical range.
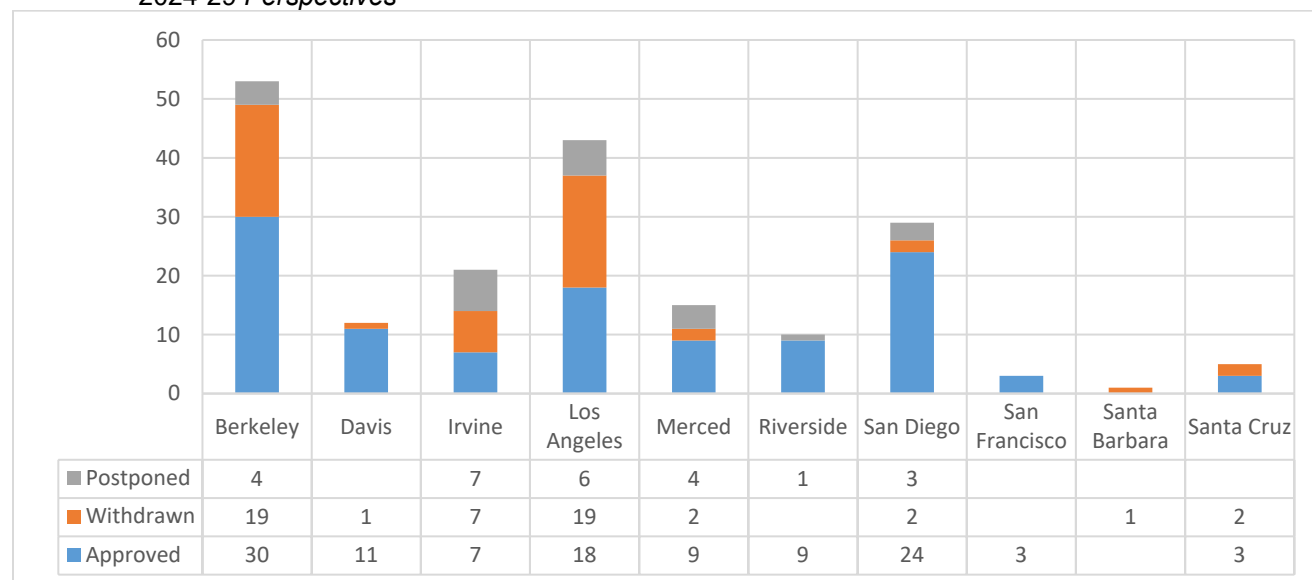
Finally, included in the *Perspectives* is the removal of proposals from previous lists that are no longer pending because they have been approved, withdrawn, or postponed.[16] Across all *Perspectives* cycles, 63% of these dispensed items have fallen into the approved category, 28% have fallen into the withdrawn category and 8% have fallen into the postponed category. The number of items dispensed through approval reached 85 items in the 2011-16 cycle and then 118 in the 2014-19 cycle. Since the 2018-23 cycle, dispensed items through approval have exceed the 100 mark. In the 2024-29 cycle, 59% (114) of dispensed items fell into the approved category, 28% (53) fell into the withdrawn category, and 13% (25) fell into the postponed category. In the current cycle, Berkeley and Los Angeles submitted the most dispensed items, 28% and 22% respectively. San Diego accounted for 15% and Irvine was 11% of the total.

Figure 26: Dispensed planning items, by disposition status
Universitywide, 2011-16 to 2024-29 *Perspectives*

	2011-2016	2014-2019	2016-2021	2018-2023	2020-2025	2022-2027	2024-2029
Postponed	14	2	16	8	4	14	25
Withdrawn	67	39	40	49	49	42	53
Approved	85	118	96	109	147	105	114

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[16] Figures 26 and 27 include all academic units, including undergraduate programs, hybrid undergraduate-graduate programs, graduate programs, academic departments, research units, and schools/colleges.

Figure 27: Dispensed items, by campus
2024-29 *Perspectives*

	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	San Francisco	Santa Barbara	Santa Cruz
■ Postponed	4		7	6	4	1	3			
■ Withdrawn	19	1	7	19	2		2		1	2
■ Approved	30	11	7	18	9	9	24	3		3

When the 2024-29 *Perspectives* is limited to dispensed items that were approved degree program establishments (n=88), 40 approvals were for undergraduate majors, 18 for academic masters, 15 for professional masters, 11 for academic doctoral programs, three for professional doctoral programs, and one was for a professional doctorate/practice program.

As has been the case across the *Perspectives*, these trends in actions other than establishment and dispensed items suggest programmatic change primarily in the form of discontinuances and approvals. With 17% of the total planning items in the 2024-29 *Perspectives* being actions other than establishment and a third of the total being dispensed items, non-establishment and dispensed items continue to be important factors for programmatic change across the UC.

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Appendices

Appendix A: Framework Used for Degree Categories

Appendix B: Degree Program Establishment Proposals by CIP Code, 2024-29 *Perspectives*

Appendix A: Framework Used for Degree Categories

In the charts above, particularly in the "Trends by degree type" section, the broad categories of graduate academic, graduate professional, and undergraduate were disaggregated using the following framework:

Graduate Academic:
- Academic Doctorate includes Ph.D. programs, as well as academic and professional master's programs leading to a Ph.D. (e.g., M.S./Ph.D. and M.P.P./Ph.D. programs).

- Academic Master's includes M.A. and M.S. programs, as well as the M.F.A., and hybrid undergraduate/ graduate degree programs where an academic master's is the highest degree awarded (e.g., B.A./M.A. and B.S./M.S. programs).

Graduate Professional:
- Professional Doctorate/Practice includes professional doctoral programs in business (D.B.A.), education (Ed.D.), and health sciences (Au.D. and Pharm.D.); M.S./Professional Doctorate programs; professional practice degrees, such as J.D., M.D., and related combined degree programs (e.g., M.S./J.D., J.D./M.D, and M.P.P./M.D.).

- Professional Master's includes programs such as M.B.A., M.A.S., M.P.A., M.U.R.P., and M.P.H., as well as a hybrid undergraduate-graduate degree programs where a professional master's is the highest degree awarded (e.g., B.S./M.B.A.). Self-Supporting Graduate Professional Degree Programs and programs charging Professional Degree Supplemental Tuition are considered professional master's programs, even if the program has a M.S. or M.A. title.[17]

Undergraduate includes all programs where the baccalaureate is the highest degree earned (e.g., B.A., B.S., and B.Eng.).

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[17] The categorization of masters programs along academic and professional lines has grown increasingly complicated, even after labeling all SSGPDPs and programs with PDST as professional programs. In the past, most programs could be categorized by their degree title. For example, all M.A., M.S., and M.F.A. programs were considered as academic whereas all M.B.A., Master of Public Health, and Master of Advanced Study programs considered as professional. The rise of unique degree titles at the masters level has complicated quick categorization. Should the Master of Computational Data Science, Master of Energy, Master of Robotics, Master of Music, and Master of International Affairs be considered professional programs because they lack the M.S. or M.A. title while seemingly being oriented towards the academic? Should all "Master of" programs be considered professional because of their (decreasingly) unique degree title, or perhaps it should depend on the nature of discipline? Or perhaps it depends on both the discipline and the audience; what to make of the Master of English, grounded in English while created for high school teachers' professional development? In the 2024-29 cycle, Master of Engineering programs were reconsidered and added to the professional category, leading to further bulking up of the professional master category.

Appendix B: Degree Program Establishment Proposals by CIP Code, 2024-29 *Perspectives*

CIP Code	Campus	Degree	Name of Program	Department	Status [1]	Funding Model	Online?
Area, Ethnic, Cultural, Gender, and Group Studies	Davis	M.A.	Chicana/o Studies Masters	Chicana/o Studies, College of Letters and Science	1	State Supported	No
	Los Angeles	Ph.D.	Asian American Studies	Asian American Studies	1	State Supported	TBD
	Merced	B.A.	Women's Gender and Sexuality Studies	History and CRES (School of Social Sciences, Humanities and Arts)	2	State Supported	No
	Riverside	B.A.	Black Study	Department of Black Study	2	State Supported	Yes
	San Diego	B.A.	Latin American Studies	Latin American Studies Program	2	State Supported	No
	San Diego	B.A.	Chicanx/Latinx Studies	Institute of Arts and Humanities, School of Arts and Humanities	2	State Supported	TBD
	San Diego	B.A.	Asian American Studies	Institute of Arts and Humanities, School of Arts and Humanities	2	State Supported	TBD
	San Diego	M.A.	Latin American Studies	Latin American Studies Program	2	State Supported	No
	Santa Barbara	B.A.	American Indian and Indigenous Studies	Multi/Interdisciplinary Studies - Letters and Science	1	State Supported	No
	Santa Cruz	B.A.	Middle Eastern and North African Studies	Humanities	2	State Supported	No
Biological and Biomedical Sciences	Berkeley	M.S.	Computational Biology	Computational Biology Graduate Group (College Computing of Data Science and Society)	4	State Supported	No
	Irvine	B.S.	Integrative Biology	Inter-Departments/School of Biological Sciences	1	State Supported	No
	Irvine	Ph.D.	Neuroscience	School of Biological Sciences and School of Medicine	1	State Supported	No
	Merced	B.S.	Human Biology/Physiology (Pre-Med)	Molecular and Cell Biology (School of Natural Sciences)	1	State Supported	TBD
	Merced	B.S.	Immunology and Infectious Disease	Molecular and Cell Biology (School of Natural Sciences)	1	State Supported	TBD
	Merced	B.S.	Molecular and Cell Biology	Molecular and Cell Biology (School of Natural Sciences)	1	State Supported	TBD
	Merced	B.S.	Ecology, Evolution, and Conservation Biology	School of Natural Sciences	3	State Supported	No
	Merced	B.S.	Biochemistry	Chemical and Biochemistry (School of Natural Sciences)	3	State Supported	No
	Merced	B.S./B.A.	Neuroscience	School of Social Sciences, Humanities and Arts	2	State Supported	No
	Merced	B.S./M.S.	Biology (hybrid)	School of Natural Sciences	1	State Supported	TBD
	Merced	M.S.	Bioinformatics	School of Natural Sciences	1	State Supported	TBD
	Merced	M.S.	Biotechnology	School of Natural Sciences	1	State Supported	TBD

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[1] Status codes: "1" = Suggested for *Perspectives*; "2" = Under department/school/college review; "3" = Under campus review; "4" = Under CCGA/UCOP review.
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Biological and Biomedical Sciences	Merced	M.S.	Interdisciplinary Bio-Science and Technology	School of Natural Sciences	1	State Supported	TBD
	Merced	Ph.D.	Molecular and Cell Biology	Molecular and Cell Biology (School of Natural Sciences)	1	State Supported	TBD
	Merced	Ph.D.	Ecology and Evolutionary Biology	Life and Environmental Sciences (School of Natural Sciences)	1	State Supported	TBD
	Riverside	B.S.	Genetics and Biotechnology	Botany & Plant Sciences	2	State Supported	No
	Riverside	B.S./M.S.	Genetics, Genomics & Bioinformatics	College of Natural & Agricultural Sciences, Division of Life Sciences	1	State Supported	No
	Riverside	Master of Agricultural Biotechnology	Agricultural Biotechnology	College of Natural & Agricultural Sciences, Division of Agricultural Sciences	1	SSGPDP or PDST	No
	San Diego	B.A.	Foundations of Biological Sciences	Biological Sciences	2	State Supported	Yes
	San Diego	B.A.	Neuroscience and Behavior	Biological Sciences	2	State Supported	Yes
	San Diego	B.A.	Biotechnology	Biological Sciences	2	State Supported	Yes
	San Diego	M.S.	Entrepreneurism and Translational Biology	Biological Sciences	2	SSGPDP	Yes
	San Diego	M.S.	Biological Discovery	Biological Sciences	2	SSGPDP	Yes
	San Diego	M.S.	Biomedicine	Biological Sciences	2	SSGPDP	Yes
Business, Management, Marketing, and Related Support Services	Irvine	M.S.	Business Analytics, Part Time	Paul Merage School of Business	4	SSGPDP	Yes
	Irvine	M.X.	Management	Paul Merage School of Business	4	SSGPDP	No
	Merced	B.A.	Business Administration	Economics and Business Management	1	State Supported	No
	Merced	B.S.	Accounting	Economics and Business Management	1	State Supported	No
	Riverside	B.S.	Business Analytics	School of Business	3	State Supported	No
	Riverside	Master of Business Administration	Business Administration, MBA Online	School of Business	3	SSGPDP	Yes
	San Diego	Doctor of Business Administration	Business Administration Doctorate	UCSD Rady School of Management & Cheung Kong Graduate School of Business	2	SSGPDP or PDST	No
Computational and Data Science	Los Angeles	B.S.	Data Sciences	Math/Physical Sciences	1	State Supported	No
	Los Angeles	M.S.	Applied Data Science	Physical Sciences	1	SSGPDP	No
	Los Angeles	M.S.	Data Science Engineering	Engineering and Applied Science	2	SSGPDP	Yes
	Los Angeles	Master in Data and Society	Data and Society	Social Science IDP	1	SSGPDP	TBD
	Merced	M.S.	Data Science, Professional M.S.	School of Natural Sciences	1	SSGPDP	TBD
	Merced	M.S.	Scientific Computing	School of Natural Sciences	1	State Supported	TBD
	Merced	M.S.	Data Science and Analytics	School of Engineering	2	SSGPDP	TBD

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Computational and Data Science	Merced	Ph.D.	Computational Data Science	School of Natural Sciences	1	State Supported	TBD
	Riverside	B.S./M.S.	Data Science: B.S./M.S. Computer Science	Bourns College of Engineering	1	State Supported	No
	Riverside	B.S./M.S.	Data Science: B.S./M.S. Statistics	Bourns College of Engineering	1	State Supported	No
	Riverside	B.S./M.S.	Data Science: B.S./M.S. Computational Data Science	Bourns College of Engineering	1	State Supported	No
	Riverside	B.S./M.S.	Data Science: B.S/M.S. Business Applications	Bourns College of Engineering	1	State Supported	No
	Riverside	Master of Data Visualization	Data Visualization	College of Natural & Agricultural Sciences, Division of Physical Sciences	1	SSGPDP or PDST	No
	Santa Barbara	B.S.	Data Science	Not given/Does not apply	3	State Supported	No
Education	Berkeley	B.S./M.A. in Education, w/ Teaching Certificate Option	Education Science Dual Degree	Berkeley School of Education	1	State Supported	Yes
	Berkeley	M.A.	Bilingual Education	Berkeley School of Education	1	State Supported	Yes
	Irvine	B.A.	Education Sciences and History	History/School of Humanities & School of Education	2	State Supported	TBD
	Irvine	M.A.	Teaching English to Speakers of Other Languages	Global Languages and Communications/School of Humanities	1	SSGPDP	Yes
	Irvine	M.X.	Education Sciences with a Concentration in Learning Analytics	School of Education	4	SSGPDP	Yes
	Los Angeles	Master of Education	International Education	Department of Education/GSE&IS in collaboration with UCLA Extension/SE&IS	1	SSGPDP	TBD
	Los Angeles	Master of Education	Education and Social Transformation	Department of Education/GSE&IS in collaboration with UCLA Extension/SE&IS	1	State Supported	No
	Los Angeles	Master of Education	Education, Transformative Coaching and Leadership	Department of Education/GSE&IS in collaboration with UCLA Extension/SE&IS	2	State Supported	No
	Merced	M.S.	Science Education	School of Natural Sciences	1	State Supported	TBD
	Merced	Ph.D.	Science Education	School of Natural Sciences	1	State Supported	TBD
	Riverside	Doctor of Education	Education Leadership: K-12 and Higher Education	School of Education	1	SSGPDP or PDST	Yes
	Riverside	Doctor of Education	Educational Leadership and Policy	School of Education	2	PDST	Yes
	Riverside	M.A.	Counseling: Clinical Mental Health & School Counseling	School of Education	1	PDST	Yes
	Riverside	M.A.	STEM Education and Equity	School of Education	3	State Supported	Yes
	Santa Barbara	B.A.	Education and Applied Psychology (title has been changed)	Gevirtz Graduate School of Education	3	State Supported	No
Engineering	Berkeley	B.A.	Materials Physics	Materials Science and Engineering (College of Engineering) and Division of Mathematical and Physical Sciences (College of Letters & Science)	1	State Supported	No
	Berkeley	B.S.	Environmental Engineering	Civil and Environmental Engineering (College of Engineering)	3	State Supported	No

	Berkeley	B.S.	Electrical and Computer Engineering	Department of Electrical Engineering and Computer Sciences (College of Engineering)	3	State Supported	No
	Davis	Master of Engineering	Earthquake Engineering	Civil & Environmental Engineering, College of Engineering	1	SSGPDP	Yes
	Davis	Master of Engineering	Sustainable Transportation	Civil & Environmental Engineering, College of Engineering	1	SSGPDP	Yes
	Davis	Master of Engineering	Power Engineering	Electrical & Computer Engineering, College of Engineering	1	SSGPDP	Yes
	Davis	Master of Engineering	Biomedical Engineering	Biomedical Engineering, College of Engineering	1	SSGPDP	Yes
	Davis	Master of Engineering	Design of Engineering Systems	Mechanical and Aerospace Engineering, College of Engineering	1	SSGPDP	Yes
	Davis	Master of Engineering	Materials for Sustainable Energy Technologies	Materials Science and Engineering, College of Engineering	1	State Supported	No
	Davis	Master of Engineering	Water Resources Engineering	Civil & Environmental Engineering, College of Engineering	2	SSGPDP	Yes
	Davis	Master of Engineering	Medical Device Development	Biomedical Engineering, College of Engineering	4	SSGPDP	No
	Irvine	M.S., Ph.D.	Electrochemistry and Electrochemical Engineering	Electrical Engineering and Computer Science/Henry Samueli School of Engineering	2	State Supported	Yes
Engineering	Los Angeles	M.S.	Environmental & Water Resources Engineering	Engineering and Applied Science	2	SSGPDP	Yes
	Los Angeles	M.S.	Mechanics of Structures	Engineering and Applied Science	2	SSGPDP	Yes
	Los Angeles	M.S.	Reliability Engineering	Engineering and Applied Science	2	SSGPDP	Yes
	Los Angeles	M.S.	Systems Engineering	Engineering and Applied Science	2	SSGPDP	Yes
	Merced	B.A.	Agriculture Technology	Mechanical Engineering (School of Engineering)	1	State Supported	No
	Merced	B.S.	Industrial Engineering	Material Science and Engineering (School of Engineering)	1	State Supported	No
	Merced	B.S./M.S.	Bioengineering or Bioengineering Biotechnology or Bioengineering Biomedical Instrumentation (hybrid)	School of Engineering	1	State Supported	TBD
	Merced	B.S./M.S.	Materials and Biomaterials Science & Engineering (hybrid)	School of Engineering	1	State Supported	TBD
	Merced	Ph.D.	Electrical Engineering	School of Engineering	1	State Supported	TBD
	Merced	Ph.D.	Engineering Systems, CSU Fresno/UC Merced Joint Ph.D.	School of Engineering	1	State Supported	TBD
	Merced	Ph.D.	Engineering Science, SJSU/UC Merced Joint Ph.D.	School of Engineering	2	State Supported	TBD
	Riverside	Master of Bioengineering	Bioengineering	Bioengineering	1	SSGPDP or PDST	No
	Riverside	Ph.D.	Computer Engineering	Dept. of CSE and ECE	1	State Supported	No
	San Diego	B.S.	Aerospace Engineering with a Specialization in Aerospace Structural Mechanics	Department of Mechanical and Aerospace Engineering, Jacobs School of Engineering	2	State Supported	No
	San Diego	B.S.	Structural Engineering with a Specialization in Aerospace Structures	Department of Structural Engineering, Jacobs School of Engineering	3	State Supported	No

Engineering	San Diego	B.S.	Structural Engineering with a Specialization in Civil Structures	Department of Structural Engineering, Jacobs School of Engineering	3	State Supported	No
	San Diego	B.S.	Structural Engineering with a Specialization in Geotechnical Engineering	Department of Structural Engineering, Jacobs School of Engineering	3	State Supported	No
	San Diego	B.S.	Structural Engineering with a Specialization in Structural Health Monitoring/Non-destructive Evaluation	Department of Structural Engineering, Jacobs School of Engineering	3	State Supported	No
	San Diego	M.S.	Aerospace and Composite Structures	Department of Structural Engineering, JSOE	2	SSGPDP	No
	San Diego	M.S.	Microbiome Science & Engineering	Department of Bioengineering, JSOE	2	SSGPDP	No
	San Diego	M.S.	Biomedical Data Science	Department of Bioengineering, JSOE	2	SSGPDP	No
	San Diego	M.S.	Computational and Data-Driven Structural Engineering	Department of Structural Engineering, JSOE	3	SSGPDP	No
	San Diego	Master of Engineering	Biotechnology Specialization	Department of Bioengineering, JSOE	2	State Supported	No
	Santa Barbara	B.S.	Biological Engineering	College of Engineering	2	State Supported	No
Health Professions and Related Programs	Davis	B.A./B.S.	Public Health	Department of Public Health Sciences, School of Medicine	1	State Supported	No
	Davis	Doctor of Nursing Practice	Nurse Anesthesia	Betty Irene Moore School of Nursing	4	SSGPDP	Yes
	Davis	M.S.	Veterinary Medicine, online Master in Preventive Veterinary Medicine - early planning stage	School of Veterinary Medicine	1	SSGPDP	Yes
	Irvine	B.S.	Medicinal Pharmacology	Pharmaceutical Sciences/ School of Pharmacy and Pharmaceutical Sciences	1	State Supported	No
	Irvine	B.A./B.S. + M.P.H.	Public Health 4+1	Inter-Departments/Program in Public Health	1	PDST	Yes
	Irvine	Doctor of Audiology	Audiology	Language Science/School of Social Sciences	1	SSGPDP	Yes
	Irvine	M.S.	Nursing Informatics	Sue & Bill Gross School of Nursing	1	SSGPDP	Yes
	Irvine	M.S.	Nutritional Science	Inter-Departments/Program in Public Health	2	SSGPDP	No
	Irvine	Ph.D.	Health, Society, and Behavior	Health, Society, and Behavior/Program in Public Health	3	State Supported	Yes
	Los Angeles	B.A.	Health Humanities	Comparative Literature	1	State Supported	TBD
	Los Angeles	B.A./B.S. and M.P.H.	Public Health. 3+2/4+1 Bachelors/Masters of Public Health (Accelerated Admission)	Public Health	2	PDST	No
	Los Angeles	M.S.	Physician's Assistant Program	School of Medicine	1	SSGPDP	TBD
	Los Angeles	M.S.	Medical Physiology	IBP, L&S Life Sciences	2	SSGPDP or PDST	No
	Los Angeles	M.S.	Medical Education	Department of Education/GSE&IS in collaboration with UCLA Extension/SE&IS	2	State Supported	No
	Merced	B.S.	Allied Health Science (Interdisciplinary)	School of Natural Sciences	1	State Supported	TBD

	Merced	B.S.	Medical Physics	Physics (School of Natural Sciences)	1	State Supported	TBD
	Merced	B.S./M.D.	Medicine, B.S./M.D. Dual Program	UC Merced/UCSF School of Medicine	1	State Supported	TBD
	Merced	B.S./Pharm.D.	Pharmacy, B.S. to Pharm.D.	School of Natural Sciences (lead)/UCSF School of Pharmacy	1	State Supported	TBD
	Merced	M.S.	Clinical Research	School of Natural Sciences	1	State Supported	TBD
	Merced	M.S.	Healthcare Informatics	School of Natural Sciences	1	State Supported	TBD
	Merced	M.S.	Medical Physics	School of Natural Sciences	1	State Supported	TBD
	Merced	Master of Public Health	Public Health	School of Social Sciences, Humanities and Arts	3	PDST	No
Health Professions and Related Programs	Riverside	B.A.	Global and Community Health	Department of Society, Environment, and Health Equity	2	State Supported	Yes
	Riverside	Master of Medical Education	Medical Education	School of Medicine	3	SSGPDP or PDST	Yes
	San Diego	M.B.A./M.D.	Medicine, M.D./M.B.A. Program (dual degree)	UCSD Medical School & Rady School of Management	2	SSGPDP	No
	San Diego	Master of Advanced Study	Precision Medicine Therapeutics in Oncology	School of Medicine	3	SSGPDP or PDST	No
	San Diego	Ph.D.	Public Health with a concentration in Health Services Research and Implementation Science (HSRIS)	Herbert Wertheim School of Public Health and Human Longevity Science	4	State Supported	No
	San Francisco	B.S./Pharm.D.	Pharmacy, B.S./Pharm.D. Dual Degree, UCSF/UC Merced	School of Pharmacy & UC Merced	1	PDST	No
	San Francisco	Doctor of Nursing Practice	Nursing Practice, Post-Master's with Specialty Application	School of Nursing	4	SSGPDP	Yes
	San Francisco	Doctor of Nursing Practice	Nursing Practice	Graduate Division	4	State Supported	Yes
	San Francisco	M.D.	Medicine, SJV PRIME+ Program, UCSF/UC Merced	School of Medicine	1	PDST	No
	San Francisco	M.S.	Regulatory Science and Health Equity	School of Pharmacy	1	SSGPDP	No
	San Francisco	M.S.	Health Data Science	Graduate Division	4	SSGPDP	Yes
	San Francisco	M.S.	Global Health Sciences	Graduate Division	4	State Supported	No
	Santa Cruz	M.S.	Translational Medicine	Jack Baskin School of Engineering	2	State Supported	No
Multi/Interdisciplinary Studies	Berkeley	B.A.	Humanities and Social Sciences (Dual Degree program with the Uni. of Singapore)	College of Letters and Science	3	State Supported	No
	Berkeley	M.P.H./J.D.	Public Health & Law (concurrent degree)	School of Public Health and School of Law	1	PDST	No
	Davis	B.A.	Medical Humanities	Religious Studies, College of Letters and Science	4	State Supported	No
	Los Angeles	J.D./M.D.	Law and Medicine	Interdepartmental: Law and Medicine	1	PDST	No
	Los Angeles	J.D./Masters	Law and Music Industry Masters	Interdepartmental: Law and Medicine	1	PDST	No

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Multi/Interdisciplinary Studies	Merced	B.A.	Management of Innovation, Sustainability and Technology	Management of Complex Systems (School of Engineering)	3	State Supported	No
	San Diego	B.A.	Medicine and Society	Biological Sciences	2	State Supported	Yes
	San Diego	B.S.	Critical Health and Medical Sciences	Department of Ethnic Studies, Social Sciences	3	State Supported	TBD
	San Diego	B.S./M.P.P.	Oceanic and Atmospheric Science B.S. and Master of Public Policy	Scripps Institution of Oceanography and School of Global Policy and Strategy	2	PDST	No
	San Diego	M.A. (4+1)	Curatorial Studies 4+1 Program	Department of Visual Arts, School of Arts and Humanities	2	SSGPDP	TBD
	San Diego	Ph.D.	Cognitive Science	Department in Social Sciences, TBD	2	State Supported	No
	San Francisco	M.S.	Artificial Intelligence & Computational Drug Discovery	School of Pharmacy	4	SSGPDP	No
	San Francisco	M.S.	Artificial Intelligence & Computational Drug Discovery and Development	Graduate Division	4	State Supported	No
	Santa Barbara	B.A./B.S.	Experimental Major	College of Creative Studies	1	State Supported	No
	Santa Barbara	M.S.	Strategic Areas, online Professional Master's degree in Strategic Areas	TBD/Engineering	2	State Supported	Yes
Natural Resources and Conservation	Los Angeles	M.S.	Environment and Sustainability - Conservation Practice	Institute of the Environment and Sustainability	1	SSGPDP	No
	Los Angeles	M.S.	Engineering and Environmental Sciences	Institute of the Environment and Sustainability	1	SSGPDP	No
	Los Angeles	M.S.	Conservation Practice and Sustainability	Institute of the Environment and Sustainability	1	State Supported	No
	Merced	M.S.	Water Resources	School of Engineering	1	State Supported	TBD
	Merced	M.S.	Environmental Data Science	School of Engineering	1	State Supported	TBD
	Merced	M.S.	Natural Resource Conservation	School of Engineering	1	State Supported	TBD
	Merced	Ph.D.	Life and Environmental Sciences	Life and Environmental Sciences (School of Natural Sciences)	1	State Supported	TBD
	Riverside	B.A.	Environmental Studies	Department of Society, Environment, and Health Equity	2	State Supported	Yes
	Riverside	Master of Sustainability and Climate Resilience	Sustainability and Climate Resilience	College of Natural & Agricultural Sciences, Division of Physical Sciences	1	PDST	No
	San Diego	B.A.	Environmentalism and Climate Change	Biological Sciences	2	State Supported	Yes
	Santa Barbara	M.S.	Environmental Science and Management	Bren School of Environmental Science & Management	4	State Supported	No
Physical Sciences	Berkeley	B.A.	Quantum Science and Technology	Physics, Division of Mathematical and Physical Sciences (College of Letters & Science)	2	State Supported	TBD
	Berkeley	Master of Applied Physics	Applied Physics	Physics, Division of Mathematical and Physical Sciences (College of Letters & Science)	1	SSGPDP	No
	Davis	B.S.	Earth Systems Science	College of Agricultural and Environmental Sciences	2	State Supported	No
	Los Angeles	B.S.	Atmospheric and Oceanic Science/Mathematics Major	Physical Sciences	2	State Supported	No

	Los Angeles	M.S.	Space Science and Technology	Physical Sciences	1	SSGPDP	No
Physical Sciences	Merced	B.S.	Science of Climate Change (Interdisciplinary)	School of Natural Sciences	1	State Supported	TBD
	Merced	B.S.	Science of Climate (Interdisciplinary)	School of Natural Sciences	1	State Supported	TBD
	Merced	B.S.	Astronomy	Physics (School of Natural Sciences)	1	State Supported	TBD
	Merced	M.S.	Analytical Chemistry, Professional M.S.	School of Natural Sciences	1	SSGPDP	TBD
	Merced	M.S.	Analytical Sciences, Professional M.S.	School of Natural Sciences	1	SSGPDP	TBD
	Riverside	Master of Quantum Information Sciences	Quantum Information Sciences	College of Natural & Agricultural Sciences, Division of Physical Sciences	1	PDST	No
Social Sciences	Davis	M.A.	Repatriation Program	Anthropology, College of Letters and Science	1	SSGPDP	TBD
	Irvine	Doctor of Speech and Language Pathology	Speech and Language Pathology	Language Science/School of Social Sciences	1	SSGPDP	Yes
	Irvine	M.S.	Speech and Language Pathology	Language Science/School of Social Sciences	1	SSGPDP	Yes
	Irvine	Ph.D.	Speech and Language Pathology	Language Science/School of Social Sciences	1	State Supported	Yes
	Los Angeles	B.A.	Justice Studies	Social Sciences	1	State Supported	TBD
	Los Angeles	M.S./Ph.D.	Political Science. PhD/Statistics MS Articulated Degree (Political Methodology)	Interdepartmental: Physical Sciences & Social Sciences	2	State Supported	TBD
	Los Angeles	Master in Political Science	Political Science	Political Science	1	SSGPDP	TBD
	Merced	M.A./Ph.D.	Anthropology and Heritage Studies	School of Social Sciences, Humanities and Arts	3	State Supported	No
	Merced	M.S.	Spatial Science	School of Engineering	2	State Supported	TBD
	Riverside	B.S.	Geospatial Science and Public Policy	School of Public Policy	1	State Supported	No
	San Diego	B.A.	Archaeology	Department of Anthropology, Social Sciences	1	State Supported	TBD
	San Diego	B.A.	Philosophy, Politics, and Economics	Department in Social Sciences, TBD	1	State Supported	TBD
	San Diego	B.A.	Social Justice	Department of Sociology, Social Sciences	2	State Supported	No
	San Diego	B.A.	Political Science and Economics "PPE"	Department of Philosophy, School of Arts and Humanities in collaboration with School of Social Sciences	2	State Supported	TBD
	San Diego	B.A.	Environmental Anthropology	Department of Anthropology, Social Sciences	3	State Supported	TBD
	San Diego	B.S.	Economics with Econometrics	Department of Economics, Social Sciences	1	State Supported	TBD
	San Diego	B.S.	Economics: Business + X (TBD)	Department of Economics, Social Sciences	1	State Supported	TBD
	Santa Barbara	B.A.	Social Sciences	College of Creative Studies	2	State Supported	No

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