**BLP: Moving Self-Support Academic Programs to State Support**

***Rationale****: As CSUSM first contemplated opening new academic programs via Extended Learning as fully self-support programs, many asked how such programs might be moved "stateside" once California's budget situation improved and CSUSM could again contemplate enrollment expansion. As we stand now at the cusp of such long-awaited growth, we should examine how such moves might happen. While it is possible to bring self-support programs into the state-supported budget, the benefits and costs (including potential costs to other stateside programs) must be evaluated before any such moves are made. Such a proposal must ultimately be approved by the Chancellor's Office. This document establishes a consistent, consultative process for considering whether existing self-support programs should be moved to the "stateside" budget. We are aware of no such proposals at this time; this document is intended as a preemptive measure to allay possible concerns.*

Definition: Policy and procedure for the moving of self-support, for-credit programs to state support

Authority: The President of the University.

Scope: Self-support, for-credit programs considered for moves to ~~EL~~ the state budget

Principles: Any proposed move of a self-support program to the state-supported budget would require consideration of the following:

1. What potential costs and benefits will accrue to a self-support program moved to the  
 state-supported budget? For example:

a. how would moving the program stateside affect student tuition/fees?

b. can we anticipate any impact on student recruitment?

c. what impact can we anticipate on revenues?

d. how would currently enrolled students be affected?

2. What potential costs and benefits will accrue to other existing state-supported programs   
 and other units if an existing self-support program is moved to the state-supported   
 budget?

a. what is the anticipated effect on FTES?

b. what existing (and new) program costs would be added to the Academic Affairs

budget? These costs should include FTES, FTEF, Library resources, IITS, advising   
 and other staff resources, and lab and any equipment costs.

c. any other potential impacts on existing stateside programs should also be taken   
 into account, including space needs and prioritizations for space assignments.

3. Any other potential costs and benefits, including those to the community and the region,   
 should be addressed.

4. Given the need for thoughtful planning, such programs should be incorporated into the   
 respective unit's 3-year rolling plans in a timely fashion. If the program is not on its   
 respective unit's 3-year plan when the proposal is submitted for review, the proposer should

explain why that is the case.

Process: When the Academic Senate is asked to approve any new program, the Budget & Long-Range Planning (BLP) committee assesses likely resource impacts. Moving existing self-support offerings to the state-supported budget requires a re-assessment of resource impacts. Before any existing self-support program moves to the state-supported budget, a proposal addressing all of the points noted above shall be developed by a current CSUSM faculty member. The review of that proposal, submitted by a faculty member from within the program in question, will include the following steps:

1. review by any appropriate College-level committees;

2. review by the Dean of the appropriate College(s) as well as the Dean of Extended   
 Learning;

3. review by BLP;

4. consideration for approval by the Academic Senate.