

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:35 p.m., Tuesday, November 13, 2012
Dumke Auditorium

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Roberta Achtenberg
Bernadette Cheyne
Kenneth Fong
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Lou Monville
J. Lawrence Norton
Jillian Ruddell
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of September 19, 2012

Discussion

1. Baccalaureate Unit Limits, *Information*
2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
3. The 2012 Sony Electronics Faculty Award for Innovative Instruction with Technology, *Information*

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

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

September 19, 2012

Members Present

Peter G. Mehas, Acting Chair
Roberta Achtenberg
Bernadette Cheyne
Kenneth Fong
Steven M. Glazer
William Hauck
Bob Linscheid, Chair of the Board
Lou Monville
Jillian Ruddell
Glen O. Toney
Charles B. Reed, Chancellor

Trustee Peter G. Mehas called the meeting to order.

Approval of Minutes

The minutes of July 17, 2012, were approved as submitted.

David Bradfield, California State University (CSU) Dominguez Hills' faculty member and California Faculty Association (CFA) associate vice president-south, spoke about item three. He disagreed with the original item that proposed eliminating upper-division general education requirements and supported the statewide Academic Senate in its suggested changes. He also asked that the item be delayed until a later date.

Academic Affairs Update

Ephraim P. Smith, executive vice chancellor and chief academic officer, updated the board on the Early Assessment Program (EAP) and Early Start Program. He stated that the CSU had just concluded seven years of EAP testing in the state's high schools. The EAP is a joint partnership between CSU and K-12. It allows high school juniors to get an early warning from their scores on the test if they are not yet ready for college-level work in math and English. The EAP participation rate reached 82 percent this spring. Almost 70,000 more juniors took the test this

year, compared with spring 2006. To take the math portion of the test, high school juniors had to have taken at least Algebra 2 in high school. That number rose from 137,067 in spring 2006 to 203,906 in spring 2012—a 49 percent increase. In spring 2006, there were 16,000 “college-ready” juniors. In spring 2012, there were 30,000 “college-ready” juniors – an increase of 14,000 students. In English, the number of “college-ready” juniors rose from almost 50,000 in spring 2006 to almost 90,000 in spring 2012, an increase of nearly 40,000 students.

As for “conditionally ready” students, Dr. Smith said that more than 80,000 high school seniors were assessed as ready for college-level mathematics on the condition that they successfully complete a full-year senior experience in mathematics. Almost 60,000 high school seniors were assessed as ready for English on the condition that they successfully complete a full-year senior experience through the Expository Reading and Writing Course (ERWC), an Advanced Placement English course or the International Baccalaureate. Dr. Smith said the CSU is pleased that many high school counselors and teachers are working with these students to keep them on a clear path to college.

Dr. Smith proceeded to Early Start, stating said the CSU began its first class this year. Early Start aims to better prepare students in math and English, getting them proficient in the summer so they do not have to take remedial classes in the fall when they register as first-time freshmen. In summer 2012, more than 18,000 new freshmen were provided with in-person and online opportunities to improve critical skills in English and math. In many cases, they were able to satisfy components of their remediation requirements. The Early Start steering committee will meet soon. Results from 2012 will help guide improvements for summer 2013. Dr. Smith concluded by saying he plans to speak further about the Early Assessment and Early Start programs at the November board meeting.

Annual Report on Self-Monitoring of Equal Opportunity in Athletics for Women Students

Chancellor Reed began the presentation by noting that this report has been required for many years but several years ago the CSU decided to continue collecting the data on a voluntary basis and maintain the annual reporting. CSU Fresno President John Welty chairs the presidents’ group that collects information from the campuses and reports to the board. Dr. Welty pointed out that in 1976 the state legislature adopted legislation that basically replicated the federal Title IX legislation adopted in 1972. Essentially, equity and participation and comparable incentives and encouragements for female student athletes must be offered by all public campuses in California. The law stated that the CSU Board of Trustees would ensure reasonable funding for both male and female athletic programs. In October 1993, the CSU and the California National Organization for Women (CA NOW) entered into a consent decree, which said that there would be increased participation, expenditures and grants-in-aid for women athletes in all National Collegiate Athletic Association (NCAA)-member campuses. In March 2000, the CSU and CA NOW agreed that major progress had been made and that the consent decree had been satisfied. The specific requirements of the decree were (1) that participation by female and male athletes on each campus would be within 5 percentage points of the proportion of NCAA-eligible women and men on that campus; (2) that expenditures would be within 10 percentage points of NCAA-

eligible men and women on the respective campuses with the deduction of non-comparable expenses for certain men's and women's sports; and (3) it stipulated that grants-in-aid would be within 5 percentage points of proportion of NCAA-eligible women and men.

Dr. Welty said that female student athlete participation has increased by 116.6 percent from 1992-1993 to 2010-2011. The gap between undergraduate female student athletes' enrollment has closed dramatically: in 1992 the gap was 18.5 percent; in 2010-2011, the gap was narrowed to 1.3 percent. He noted that the CSU offers more opportunities than the community colleges or high schools. Women's athletic program expenditures increased by 790 percent from 1992-1993, from \$11.2 million to \$99.7 million in 2010-2011. This past year saw a \$4.5 million increase from the previous year for women's athletics programs. The number of grants-in-aid has increased from \$2.5 million in 1992-1993 to \$18.3 million in 2010-2011 for a 632 percent growth. Eighteen of the 20 NCAA-member campuses met or exceeded the target goal in participation; 19 of the 20 campuses exceeded in the expenditures category; and 15 of the 20 campuses met or exceeded target goals for grants-in-aid. Fourteen of the 20 campuses made or exceeded the targets for all three areas.

If a campus fails for two consecutive years to meet its targets in participation, expenditures and/or grants-in-aid, a corrective action plan is required. Sonoma State University had a very minor gap in participation. No campuses missed targets in expenditures, and three campuses missed their grants-in-aid targets. Those three participate in NCAA football, Dr. Welty said, and it is difficult to meet the targeted goal when there are 85 football scholarships awarded. Those campuses—Fresno, San José and San Diego—have submitted corrective action plans to meet targets in the coming two years. Sonoma State also has submitted a plan. There is a monitoring committee of seven campus presidents who review plans regularly. Dr. Welty said he knows of no other system in the country that has done as well with gender equity in terms of offering opportunities for women in a competitive environment.

Trustee Steven Glazer commended the presidents for the report, and for being transparent in the reporting. He noted that in 1978 and 1979 he had worked very hard on his campus to help create equity. Chancellor Reed said it is not easy to make all this progress since the CSU has more women than men enrolled on the campuses, so the proportion of participation and scholarships can cause struggles. At the Division I football campuses with their high number of scholarships, it is often difficult to meet the targets but campuses take extra efforts to make it happen.

Recommended Amendment to Title 5, California Code of Regulations, Related to Career Technical Education (CTE), and Systemwide Procedures for Approving High School CTE Courses for California State University Admission (REP 09-12-04)

Christine Mallon, assistant vice chancellor for academic programs and faculty development, explained that when high school seniors apply for CSU admission, they have to show that the courses taken in high school are appropriate preparation for university admission. In part, the CSU does this through a shared system with the CSU and the University of California (UC) referred to as the “a-g” system that determines whether courses in disciplines identified by the

letters “a-g” actually have prepared students for college work. Recent legislation requires the CSU to develop a system for applying career and technical education (CTE) courses for area “g,” which basically are electives used to determine eligibility for freshmen. The law also requires the statewide Academic Senate to develop a process for a review and evaluation of courses, and it requires trustees to approve the procedure that the senate developed. To ensure compliance with the Education Code, this item presents two resolutions. The first is an amendment of Title 5 that allows CTE courses to count towards area “g,” and the second would adopt a systemwide policy developed by the senate that would allow the review of CTE courses for area “g.”

Trustee Glazer noted that the issue had come up often in his Senate confirmation hearing so he was pleased to see this item come forward. He added that the board's action is a good affirmation of the concerns that board members share in terms of having these types of career courses be applicable to the future success of the students.

Upper-Division General Education and Degree Completion - Amended

Dr. Smith began by stating that the changes proposed focused on student access. The CSU is facing enormous fiscal challenges, which means that the CSU is unable to admit as many students who are eligible for admission. After initial consultation with the Academic Senate, the original item was amended to modify the strategies to streamline bachelor’s degrees. He pointed out that CSU native students graduate on average with 137 units. The goal of the item is to provide access to high quality bachelor’s degrees that require no more than 120 semester units (180 quarter units). By doing so, students can graduate sooner, save money, and the CSU can accept thousands of additional students, Dr. Smith said. This is an information item that will be brought back in November for action on the proposed Title 5 changes.

Dr. Mallon added that the CSU has pursued initiatives to provide access during tough budgetary times using two strategies: (1) improving student behavior and (2) improving institutional behaviors. In both cases, the CSU wants to produce more graduates, lower the cost of education, and open access so that additional deserving, qualified students can be admitted. By instituting a 120-semester unit maximum, the CSU will still be able to offer full and rigorous four-year degrees (15 units per semester for eight semesters), and students will graduate in less time, at a lower cost-for-completion; and the graduating degree-holders will make room for freshmen and community college transfer students who want to begin a CSU bachelor’s program. Wherever possible, the CSU will offer bachelor’s programs that are truly four-year degrees. Especially important for place-bound students, she said, bachelor’s degree programs in the same discipline will not vary in length.

In summer 2000, the trustees lowered the minimum number of units for bachelor’s degrees from 124 to 120 units. The current item focuses on adding a maximum unit requirement (a cap) for those programs. Campuses report to the trustees each year the number of programs that meet or exceed the 120-unit minimum. When the minimum changed in 2000, unit counts began adjusting, but by 2008 the 80 percent level became a high-water mark. It fluctuated over the years until this year, when 81 percent of programs required no more than 120 units. For years, the

overall improvement has stayed flat. Movement in the right direction, at this point, comes mostly from the new degree programs approved by the chancellor. In almost all cases, proposed programs must not exceed 120 units to be approved. The CSU offers 2,716 combinations of bachelor's degree programs and associated concentrations (which are focused areas of specialization):

- 508 (19 percent) total over 120 units
- 288 require between 121 and 129 units (essentially three courses)
- 220 programs require more than 130 units

Proposed Title 5 changes would add a cap of 120 required units for a baccalaureate degree program. The changes would allow campuses to add more of the course sections students need to graduate. With this change, more CSU degree programs could align with SB 1440, the Associate Degrees for Transfer program that is limited to 120-unit CSU programs, Dr. Mallon said. Existing students would be obligated to take no more than 15 units (four to five classes) per semester. This also would expose fewer students to third-tier fees, if that structure is eventually adopted. With Title 5 amendments in place, the new regulations will be implemented in two steps: by fall 2013, up to 288 programs that now require between 121 and 129 units will be reduced to 120 units; by fall 2014, up to 220 programs over 130 units will be reduced to 120 units. In discussion with the Academic Senates CSU, Dr. Mallon stated that campuses will have the responsibility of revising degree requirements by these deadlines. Some bachelor's degrees will remain high-unit programs because there will continue to be distinct requirements for those programs defined separately in Title 5, such as the bachelor of music, bachelor of fine arts, and the two, five-year programs: bachelor of architecture and bachelor of landscape architecture.

If approved, Title 5 will be amended to allow the chancellor to grant exceptions for programs with academic licensure or workforce requirements, and the chancellor will be authorized to make changes in degrees that do not conform to the unit limits. The chancellor would be able to adjust unit counts by allowing double counting; making unit adjustments to create consistency across campuses; adjusting campus-specific requirements; or adjusting upper-division general education requirements, which is already allowed in Title 5. Regulations on bachelor's requirements will be amended to allow all bachelor's programs to be capped by the 2014-2015 academic year. Using a Power Point, Dr. Mallon showed trustees the CSU Degrees Database, which houses information on all state-support degree programs and concentrations. It shows that sometimes a degree program on its own requires just 120 (or 180) units, but a concentration can require more units. The public can view the number of units required for every CSU degree program and concentration by accessing the Search CSU Degrees page, available from the CSU home page. With the adjustment of CSU bachelor's degree programs to 120 units, the CSU will support timely graduation, high-quality degree programs, greater affordability, and provide access to more freshmen and transfer students unable to be served because of severe budget cuts.

San José State University President Mo Qayoumi said SJSU has the CSU's largest engineering program, and also the largest number of degree programs with more than 120 units. The campus and the region have a need for more graduates in engineering and the science, technology,

engineering and mathematics (STEM) areas. The high-unit programs have been an impediment to graduating more students. About 1,000 students per year have to take at least one extra semester because programs are more than 120 credits. If the campus can move all of its programs to 120 units, it will save more than 400 full-time equivalent students (FTEs), which will allow for a reduction in bottleneck courses. Reducing the number of credits to 120, even in engineering programs is doable. He said it will create quite a bit of work for campuses, but in the long run, it will be effective. He thanked the statewide senate and the campus senates for their work on the issue.

Cal State Long Beach President King Alexander also thanked the academic senate. If all programs were at 120 units, the campus could save students \$2,000 a semester, which means they will be less likely to incur student loan debt, be able to graduate faster and be employed quicker. He said they have about 40 programs above 120 units. On the access issue, they would be able to create 560 new spaces for students at CSULB. It is important, he emphasized, to know that this is an issue of national significance, getting students out sooner and faster. National metrics are not only measuring six-year graduation rates, but are increasingly measuring four-year, five-year and six-year rates. The CSU does not need to put up additional barriers or time frames that cause students to take longer to finish, cost them more and could cause them to take on more debt.

Cal State Los Angeles President Jim Rosser also thanked the academic senate. He focused his attention on the new majority in California. A disproportionate number of minority and low-income students attend community college, so access will be expanded as more CSU degree programs participate in the SB 1440 associate degree for transfer program. Given the number of regularly admissible minority, low-income and first-generation freshmen who need remediation, these students will benefit from this reduction in terms of time-to-degree and total cost of attendance. Benefits resulting from reduced time to degree are increased access, lower costs, reductions in loan indebtedness and increased availability of grant funding versus loans which increase economic and social mobility and could lead to more of these students pursuing education beyond the baccalaureate, he said. Savings could be redirected to closing the achievement gap and preparing students to meet educational, career and professional goals.

Cal State Northridge President Dianne Harrison said the amended proposal was well-received on her campus and would benefit the university and most importantly, the students. The campus has three clusters of majors in music, engineering and health that require more than 120 hours. If that were changed for fall 2013, approximately 3,000 students would be affected. About a third of those students would save three credits or fewer going from 123 hours to 120 but they would probably take the same number of terms and see no appreciable savings. However, she said the various colleges would save instructional expenses on 820 credits, totaling about \$102,000. The other two-thirds or almost 2,000 students would save an average five credits, going from 125 or 126 to 120. Most of those students would save part of an extra term or \$2,200 per student. For all 3,000 students, the total savings is \$4.5 million. The university would recapture at least \$1.66 million in financial aid that could be redistributed to other students. The campus could admit 415 new students annually.

How programs become so high in units, Dr. Smith said, is because it is often easier to add a course than to integrate the concepts, for example, of general education in the major. It is much more difficult for the faculty and the various departments to work together on the curriculum to hold the limit on the units. He said the CSU has semester nursing programs that range from 120 units to 135 units. There is no correlation between the higher units and pass rates. The pass rates are dependent on earning the degree, not on how many units are taken. It is not a question of quality of the programs; it is a question of faculty working together to bring down the unit count. As was shown on the chart presented by Dr. Mallon, 71 percent of the programs originally were reduced in early 2000 from 124 to 120 and the CSU has now plateaued at approximately 19 percent of its programs exceeding 120 units. It is time to bring down the majority of the remainder to 120 units, he said. There will be some exceptions, but many of the programs above 120 could come down.

Faculty Trustee Bernadette Cheyne pointed out the faculty's disappointment in receiving the amended item shortly before the agenda packet was published. Given the implications for the curriculum, she said the item created a "firestorm of response" due to the short notice. She said the faculty subsequently engaged in good conversations with CSU administrators, but that they have not had significant time to study the implications. She said the goals of the process are very good. She complimented the presidents on some of the benefits that have been achieved by moving in this direction. Over the course of the next two months before the item comes back for action she asked for an ongoing and close consultative relationship to work out the fine points. She also reminded everyone that when dealing with matters of curriculum that have a significant impact on faculty and students, faculty need to be involved earlier in the process.

Trustee Jillian Ruddell said she had spoken recently with California State Student Association (CSSA) board of directors on this issue. Questions regarding the impacts on double majors, the possibility that this may dilute the quality of CSU degrees and a request for data on comparable systems that have similar degree units were raised. Dr. Mallon responded saying that the cap is on 120 units for a degree; there is no cap on students taking more units, so double majors are not affected. She said quality can be maintained by re-envisioning the way the curriculum is delivered, and looking at the student outcomes for the programs. The curriculum will be reviewed for which courses are required to contribute to those outcomes. The CSU wants to make learning more valuable and relevant in today's workplace. Dr. Mallon said that the CSU does not have a list of all degree requirements across the country, adding that parents and students want four-year bachelor's degree programs, especially because of the expense.

Trustee Hugo Morales asked about the impact on areas such as social studies and the humanities, and asked about the original rationale for requiring upper-division courses. Dr. Mallon said there are no systemwide standards for judging what is upper-division/lower-division. The Chancellor's Office leaves that decision to the campuses. She said lowering the cap on units in the humanities and social sciences will make programs more appealing as the unit counts come down and students realize that they can graduate sooner. All CSU bachelor's degrees are about breadth; the specialization comes with the master's programs. She said there is a great range of units between

the science and humanities disciplines across the campuses, with some already at 120 units. She thinks the ones requiring fewer units are going to be more appealing to students.

Academic Senate Chair Diana Guerin asked to give her plenary remarks at the committee meeting but was asked to do so in abbreviated form and deliver the full remarks for the plenary later. She said she would try to be brief. She said that she had spoken with Immediate Past Chair Jim Postma and he suggested she compare CSU to an airline. She sees jumbo jets with letters proclaiming CSU on the fuselage and tail. In CSU airlines, the trustees are the board of directors, overseeing the activities of the organization, including establishing broad policies and objectives, appointing executives and monitoring human and financial resources. The campus presidents are the CEOs in charge of overseeing the day-to-day operations at various hubs. The passengers are the students. Student passengers are flown to their destinations by the faculty who are the pilots. It is the pilots' responsibility to deliver the passengers safely to their intended destinations, she said. Mechanics, flight attendants, ticket agents, baggage handlers are staff on the campuses.

Dr. Guerin said the faculty authority over the curriculum is delineated in CSU policy and is set forth in law. She said the Academic Senate was "stunned" to find the item posted on the web. In her hypothetical CSU airlines analogy, the senate viewed this as the equivalent of someone bringing a bomb onboard. When they learned of the item to eliminate upper-division general education, she said she sent emails to the CSU administration but received no replies. Following discussions throughout the week, the senate was provided an opportunity to view the substitute item a few hours before their meeting adjourned. Over the past few years she said the senate has expressed concern that the CSU has undertaken many curriculum-related initiatives that began at the systemwide level without faculty consultation. She said the senate executive committee is committed to establishing procedures to work proactively with the administration to identify issues of mutual concern in the shared governance process envisioned in board policy, enshrined in law and by vision. She said faculty agree with and seek to further the goal of students graduating within four years. However, that four-year mark should not be more important than the quality and completeness of the education students receive. She asserted that teaching faculty know students best and understand the factors that affect students' ability to learn and succeed. She closed by saying that moving forward will be challenging.

CSSA President David Allison said the CSSA has no official stance on the issue, but the students have concerns about which course requirements will be eliminated at the individual campuses which could create a gap between the campuses. Will students going for a business degree receive different educations at different campuses, he asked. The concern is that many students have to attend the campus closest to them not necessarily by choice, but it is the only one they can afford in their geographic region.

Trustee Lou Monville asked about students who are transferring or have only one choice of a CSU to attend. Dr. Mallon said the CSU has disparity now in what is required for every degree program, as well as the number of units. It will be more fair to students in the future when they all share the same cap at 120 units. The CSU has not asked for cookie-cutter degree programs and not asked for a single curriculum for every program. Campus faculty have to respond to their

university mission and the needs of employers of that region and also the students who are involved. There will be a different character to every degree program, with high quality expected. If students have to go to the university closest to them, they will not have to go into a longer or more expensive program since they will all be at 120 units, unless a program has been granted an exception. Trustee Monville asked about high-unit degree programs that require specialized courses such as nursing or accounting. Dr. Mallon said there will be exceptions in place, so that if a campus cannot get below 120 units because professional accreditation requires certain number of hours or certain number of courses that would be accepted. She said nursing and accounting's professional requirements are not higher than 120 units.

Trustee Monville said he appreciated the material provided by the Academic Senate, adding that continued consultation is good. Turning to the airline analogy, he said the airline industry is changing, and many airline companies have disappeared. The airlines that are growing are nimble and changing to serve customers. He said it is not the pilot (faculty) who makes all the decisions, but rather they are made by people in operations, which in CSU campuses are the provosts and deans, and he wants to involve them in the discussion. He said he is not sure the issue is whether there has been consultation or whether there is just disagreement with the decision. He posed a rhetorical question, asking if what the board members are hearing from the faculty is that they are disturbed about the process or disturbed about the decision.

Trustee Kenneth Fong asked about student concerns that had been expressed. Dr. Mallon said the concern about diminished quality of a 120-unit degree program is not correct. There is a great range in current programs' unit counts. She said the CSU does not get complaints about students in 120-unit programs nor do they get accolades for students from programs with higher units, so the correlation between the number of units and the quality cannot be directly made. Trustee Henry Mendoza, who is a CPA, said to take the state boards to become a CPA requires 150 units. Dr. Mallon said CSU's accounting programs require 120 units, with the additional 30 units obtained in a postbaccalaureate or master's program. Every program that requires licensure standards is going to be allowed to meet those standards, Dr. Smith added, stating that the CSU has programs in teacher education that blend a fifth year into a four-year program and those will be taken care of through the postbaccalaureate process.

Chancellor Reed said that when he came to the CSU in 1998, there were no degree programs at 120 credit hours – they were all at a minimum of 124 units. Those additional units were single credits in physical education, and physical education was no longer required by the CSU. Campuses in turn added other requirements for the four units. He said almost every institution of prestige in America has 120 credit hours so students could graduate in four years, which is why he directed the campuses to eliminate four units. Dr. Reed has spent 14 years trying to make an adjustment to get more degree programs to 120 units, spending about \$1 million in the process. He said he was able to get one CSU to reduce its engineering degree to 120 units, matching what it takes at UC Berkeley and Stanford. Referring to the airline analogy, Chancellor Reed said this item will provide 12,000 more seats on the airline. He wants more direct flights and seats so students can accomplish their objectives.

Update on SB 1440, the Student Transfer Achievement Reform Act

Dr. Smith said the Associate Degree for Transfer program provides an efficient pathway for community college students to transfer to a CSU campus with an associate degree. Once students transfer, they can earn a bachelor's degree by taking 60 required units at a CSU campus. He said the CSU has been working with the community colleges for more than a year to implement the program. Eric Forbes, assistant vice chancellor for student academic support, presented a Power Point showing progress. There are 18 existing Transfer Model Curriculums (TMCs) completed. The CSU has three new TMCs to review: geography, journalism and computer science. The CSU continues to receive applications from students who have not yet completed the associate's degree, prompting the CSU to send emails to the 2,100 students who initially qualified reminding them to apply to graduate from their community college as soon as possible. The community colleges should complete those reviews by October 22.

Mr. Forbes showed trustees a slide of CSU's online application website, CSUMentor, and pointed out a space for students to check that they are completing a transfer degree, and then check a different box which shows the academic program and community college. He then showed a slide with the marketing materials developed by the community colleges with a grant from Complete College America. They have been delivered to high schools and community colleges across the state, emphasizing the 60-unit guaranty and admission priority. Mr. Forbes played two radio spots promoting the transfer degree. He also showed the new website, which is the primary source for most of the information about the transfer program. The CSU held a mandatory training on the program for its outreach staff who will be speaking at the fall counselor conferences. More than 5,000 people have registered for the conferences.

Jim Postma, immediate past chair of the Academic Senate, thanked the board for previous positive remarks about his work with implementing SB 1440. However, he said that agenda item three on upper-division general education violated that agreement and has significant potential for creating obstacles for further implementation. He said the senate should have been consulted. He affirmed his support of the 120-unit goal. His main concern was that there was no consultation, and what impact that would have on SB 1440. It will be difficult going forward because both community college and CSU faculty made agreements in implementing the 20 TMCs based on trusting each other. The other problem he identified is that SB 1440 specifically excluded high-unit majors 120 units. The faculty of both systems had a strategy for creating efficient transfer packages for those students, even though they were not required by the law. Dr. Postma said it may be impossible to accommodate engineering programs, not because of the 120-units, but because SB 1440 does not allow for the significant number of waivers and conditions to general education that engineering and other high-unit programs currently have. Trustee Mehas thanked Dr. Postma for his comments, adding that while it may be difficult, he is confident that they can mend some of that trust and work towards a common goal, which is what is good for the students at the end of the day.

California State University Institute for Palliative Care at California State University San Marcos

Trustee Roberta Achtenberg began the presentation stating that she, like others in the room and millions of Americans, have spent time engaged in lengthy conversations with doctors, nurses, administrators and insurance companies in an attempt to receive the answers needed to make informed decisions regarding a loved one's care. The frustration caused her to find a better way to deliver health care for patients and their families with compassion, respect and comfort. Palliative care is a holistic, multi-disciplinary approach to health care that can include the contributions of physicians, nurses, social workers, spiritual counselors and allied health professionals with a goal to relieve and prevent patient suffering by addressing the physical, emotional, spiritual, and social concerns of illness. It is not hospice care. It is an approach to medicine that focuses on the needs of patients, whether short-term, long-term, or end-of-life care. It has been projected that California will need an additional 1 million allied health care workers, doctors and nurses soon. Since the CSU educates more students with health care-related degrees than all of the state's colleges and universities combined, she said it made sense to launch a palliative care institute. Eighteen months ago when she envisioned the institute, Trustee Achtenberg thought of CSU San Marcos as the campus to host it because of its unique partnerships with public and private companies in various fields. She said the many of CSUSM's certificate programs already have palliative care modules integrated into the bachelor of nursing degree. She also noted that CSUSM President Karen Haynes' background as a social worker and her leadership skills were a plus.

CSU San Marcos President Haynes said that it will be a memorable day for the CSU system, CSU San Marcos and in the history of health care in California and beyond when the campus launches the CSU Institute for Palliative Care, the first institute of its kind in California and in the nation. They have received a three-year \$750,000 grant from the California Health Care Foundation and a three-year \$450,000 grant from the Archstone Foundation. Since March 2011, they had pro bono consultants working on the program, developing a five-year plan from launching to creating all of the activities and developing a five-year funding need. The current level of funding was sufficient to hire support staff and an executive director. The first year will be a planning year to determine best practices within curriculum and for workforce certification. Their goal is to create modules in the second or third year that would build on the strengths of the CSU campuses that can be easily replicated. The CSU has 18 nursing schools and 14 programs in social work. This institute touches allied health professionals, nutritionists, kinesiologists and physical therapists. The three major foci for the institute are providing workforce training and certificate programs in palliative care; integrating palliative care and interdisciplinary care into current curriculum of nursing; and developing community education in collaboration with community partners. The institute will educate the community about palliative care and the importance in caring for those with chronic illness and for the workforce necessary to provide that care within communities. The result will be a cohesive approach to improving access to care, workforce training and community education. Dr. Haynes said she is confident that the institute will change the face of health care by making it more efficient and more patient-centric. The

institute will be a valuable resource for the CSU system, for the training and education of students and for California communities.

Trustee Mehas adjourned the meeting of the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Baccalaureate Unit Limits

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

At the September Board of Trustees meeting, agenda item three on the Educational Policy agenda was introduced with the intention of creating additional access to the California State University (CSU) by revising degree requirements. Eliminating the systemwide required 9 units of upper-division general education was expected to facilitate more efficient degree completion by giving students more latitude in choosing courses. It was anticipated that the subsequent graduations made possible by the change would open additional enrollment opportunities for freshmen and transfer students awaiting their chance to enter the CSU. Following the agenda item posting, the Academic Affairs division consulted with the Academic Senate, California State University (ASCSU), which resulted in an alternative proposed strategy for streamlining bachelor's degrees: to require no more than 120 semester units or 180 quarter units wherever possible and without compromising accreditation, licensure or professional requirements. Further consultation with the senate and conferral with campus leadership led to modifications to the Title 5 amendments originally proposed, making it appropriate to re-introduce this issue as a new information item. This item will appear on the committee's agenda in January 2013, when the board will vote on the proposed Title 5 amendments related to maximum unit requirements for CSU baccalaureate degrees.

While the proposed Title 5 changes for the first time would set a maximum number of units for all bachelor's degrees, a systemwide minimum has been in place for more than a decade. Beginning with the 2000-2001 academic year, students in bachelor's programs were held to a new, lower-unit minimum requirement, having been reduced from 124 semester units to 120 semester units (the equivalent of 180 quarter units). Since 2000, campuses have been required to review degree programs regularly and to report annually to the board, justifying baccalaureate programs that require more than the 120-unit minimum. By 2008, eighty percent of CSU bachelor's degree programs required no more than 120/180 units. Since 2008, however, less than

one percent of the remaining programs have reduced the minimum requirement to 120 semester (180 quarter) units. According to campuses, those majors requiring more units cannot be reduced further because of professional accreditation requirements, pressure from advisory boards and input from employers.

There has been only insignificant improvement the past four years, and, in fact, there was an increase in the number of high-unit programs reported in years 2009, 2010 and 2011. It is therefore proposed that Title 5 regulations be revised to provide that wherever feasible, all four-year bachelor of arts and bachelor of science programs shall require no more than a maximum of 120 semester (180 quarter) units to complete the degree. This revision would shift the focus on degree requirements from defining *minimum* unit requirements to *maximum* number of units that can be required. Defined by their own Title 5 sections, the bachelor of architecture degree and bachelor of landscape architecture degree, the system's only five-year degree programs, would still require a minimum 120 semester (180 quarter) units each, and 150 semester (225 quarter) units would be the maximum allowed. Also defined in a separate Title 5 section, the bachelor of fine arts and bachelor of music degree programs would continue the 120 semester unit minimum and would carry a maximum of 132 semester (198 quarter) units. A campus may request the chancellor's exception to the maximum of 120/180 unit limit to accommodate requirements for professional accreditation, licensure/professional preparation requirements, or similar externally imposed standards. Additionally, the chancellor may impose exceptions to degree requirements to achieve the identified maxima for degree programs.

With this change, the CSU would join other U.S. university initiatives that promote completing bachelor's degrees in four years. With proper advising, responsible curriculum design, timely transfer and a strong web presence, the University of Minnesota system, Northern Illinois University, University of Missouri, University of Wisconsin system, University of California (UC) Merced, University of Colorado and others demonstrate to students how to earn their baccalaureate in four years. Four-year programs are highlighted at Arizona State University, UC Berkeley, George Mason University and other institutions, including those that have engineering degrees requiring just 120 units.

It will be the responsibility of CSU campus faculty to decide on and adopt strategies that will allow four-year bachelor's programs to be completed with no more than 120 semester units (180 quarter units), wherever feasible. Reducing the total number of units required at graduation could be accomplished in a number of ways, including by eliminating required minors and by reducing: (1) the number of units required in the major; (2) campus-specific requirements; (3) or systemwide general education (GE) requirements. Itemized degree requirements among the minimum-unit calculations shall include required prerequisites, co-requisites and credit-bearing campus-specific graduation requirements. The academic senate and Chancellor's Office administration will jointly develop a guidance document that will serve as a "tool box" of existing policies and various curriculum planning strategies that can be incorporated into the

process of reviewing and modifying degree requirements. An executive order will be issued to implement the procedures presented in and related to this item.

As of October 22, 2012, a total of 508 CSU degree offerings required more than 120 semester units (180 quarter units). By reducing the units to 120/180, students in reduced-unit programs are less likely to be assessed the proposed Third-Tier Tuition Fees (if that policy is adopted) and would ease total units taken at graduation. Reducing to 120/180 units could lower student debt levels and reduce student reliance on financial aid. Shortening the time to degree would be especially valuable for students entering the CSU with required remediation work ahead of them, as those students already are obligated to take more courses than are their college-ready counterparts. Reducing the total units required will result in increased student access, even during the budget crisis. With fewer units required in 508 degree programs, the CSU could provide access for new students who have been waiting to enter the university as freshmen or community college transfers. Degree-completion SB 1440 transfer pathways will increase in number.

This effort is intended to improve graduation rates, protect academic quality and support student efforts to obtain an affordable education. The proposed timeline for reducing baccalaureate unit requirements is as follows:

Degrees and Concentrations Requiring 121-129 Units (288 programs)

January 2013 Campuses shall submit program-by-program confirmations that each combination of degree and concentration shall be reduced from 121-129 (181-192) to no more than 120/180 by fall 2013.

Campuses shall report to the chancellor a listing of each degree program and concentration that requires from 121 to 129 (181 to 192) units, that for demonstrated academic, licensure, or accreditation reasons cannot be reduced to 120/180. The program's unit requirements, both before and after campus review, shall be specified, and the specific reasons for exceeding the maximum unit count shall be explained.

Campuses with programs requiring from 121 to 129 units (181 to 192) and unable to reduce counts to the maximum number of units shall submit requests for a chancellor's exception to the established unit maximum for each program.

Programs that have not been reduced to 120/180 units and have not been granted a chancellor's exception allowing higher unit counts shall be subject to chancellor's action to reduce unit requirements, including:

1. double counting requirements;

2. adjusting the number of required major courses and units to achieve consistency with comparable CSU programs;
3. adjusting campus-specific degree requirements (such as languages other than English, among others); and
4. adjusting course and unit requirements for upper-division GE courses.

March 2013 Programs reduced from 121-129 (181-192) units and adjusted to approved new limits shall be published in the 2013-2014 campus catalogs.

Degrees and Concentrations Requiring 130 Units or More (220 programs)

January 2014 Campuses shall submit program-by-program confirmations that the remaining high-unit combinations of degrees and concentrations have been approved on campus to be reduced to the required number of units by fall 2014.

Programs that have not been campus-approved for reduction to 120/180 units and that have not been granted a chancellor's exception (allowing higher unit counts) shall be subject to chancellor's action to reduce unit requirements, including:

1. double counting requirements;
2. adjusting the number of required major courses and units to achieve consistency with comparable CSU programs;
3. adjusting campus-specific degree requirements (such as languages other than English, among others); and
4. adjusting course and unit requirements for upper-division GE courses.

March 2014 All programs that are subject to the new unit-maxima shall have been reduced to approved limits and shall appear in 2014-2015 campus catalogs.

An item will be presented at the January 2013 meeting for board action to adopt the following recommended changes to Title 5.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 5. General Requirements for Graduation
§ 40405.1. California State University General Education - Breadth Requirements.

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program which includes a minimum of 48 semester units or 72 quarter units of which 9 semester units or 12 quarter units shall be upper division level and shall be taken no sooner than the term in which the candidate achieves upper division status. At least 9 of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

(1) A minimum of 9 semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

(2) A minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

(3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.

(4) A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

(5) A minimum of 3 semester units or 4 quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the bachelor's degree under the provisions of this subdivision (a) ~~should~~

shall not be less than 48 semester units or 72 quarter units unless the Chancellor grants an exception.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

(c) In the case of a baccalaureate degree being pursued by a post-baccalaureate student, the requirements of this section shall be satisfied if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Section 89030, Education Code. Reference: Sections 66055.8 and 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 5. General Requirements for Graduation
§ 40405.4. Procedures for Implementing Programs to Meet General Education Requirements.

(a) The Chancellor shall establish procedures to implement the objectives and requirements of Section 40405.1-40405.3, including provision for exceptions in individual cases of demonstrable hardship, and including periodic review of the extent to which the objectives and requirement are being met.

(b) The Chancellor may grant exceptions to the requirements of subdivision (a) of Section 40405.1 for high unit ~~professional~~ degree major programs on a program-by-program basis.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Full text of all sections at this level Article 6. Undergraduate Degrees
§ 40500. Bachelor of Arts Degree: Required Curriculum.

To be eligible for the Bachelor of Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 24 semester units (36 quarter units).

There shall be one major with a minimum of 24 semester units (36 quarter units). At least 12 semester units (18 quarter units) in the major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Additional Units. Units to complete the total required for the degree may be used as electives or to meet other requirements.

(d) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 (60 quarter units) shall be in the upper division credit, shall be 124 semester units (186 quarter units). For candidates for the Bachelor of Arts degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units (180 quarter units) shall be required, including at least 40 semester units (60 quarter units) in upper-division courses or their equivalent. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent, unless the Chancellor grants an exception.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40501. Bachelor of Science Degree: Required Curriculum.

To be eligible for the Bachelor of Science degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 36 semester units.

There shall be one major with a minimum of 36 semester units. At least 18 semester units in this major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. ~~The number of semester units for each curriculum shall be determined by each campus. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, unless the Chancellor grants an exception.~~

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40505. Bachelor of Architecture Degree: Required Curriculum.

To be eligible for the Bachelor of Architecture degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 45 semester units.

The major shall consist of a minimum of 45 semester units. At least 27 semester units in the major shall be in upper division courses or their equivalent. The maximum number of units shall be determined by each campus.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Architecture degree shall be 165 to 175 semester units. For candidates for the Bachelor of Architecture degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Architecture degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 150 semester units shall be required, unless the Chancellor grants an exception. The total number of units required for the Bachelor of Architecture degree shall be distributed over a ten-semester period or equivalent.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40506. Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum.

To be eligible for either the Bachelor of Music degree or the Bachelor of Fine Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major -70 semester units. The major shall consist of a maximum of 70 semester units with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Music degree and the Bachelor of Fine Arts degree shall be 132 semester units. For candidates for the Bachelor of Music degree and the Bachelor of Fine Arts degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Fine Arts degree or Bachelor of Music degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40507. Bachelor of Landscape Architecture: Required Curriculum.

To be eligible for the Bachelor of Landscape Architecture degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major:..... 45 semester units.

The major shall consist of a minimum of 45 semester units, exclusive of those courses used to meet the General Education-Breadth Requirements. At least 27 units in the major shall be in upper division courses or their equivalent. The maximum number of units shall ~~be determined by each campus.~~ not exceed 150 semester units.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Landscape Architecture degree shall be 155 to 165 semester units. For candidates for the Bachelor of Landscape Architecture degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Landscape Architecture degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 150 semester units shall be required, unless the Chancellor grants an exception. The total number of units required for the Bachelor of Landscape Architecture degree shall be distributed over a ten-semester period or equivalent.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40508. The Bachelor's Degree: Total Units.

Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2013-14 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor may require adjustments to program requirements in order to achieve the 120 semester unit maximum.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Ken O'Donnell
Senior Director
Student Engagement and
Academic Initiatives and Partnerships

Summary

As the work around implementing this legislation matures, the California State University (CSU) and the California Community Colleges (CCC) have settled some of the questions that first arose, but they now face a different set of issues and questions.

In past reports, the creation of Transfer Model Curriculum (TMC) in the 20 or so majors most popular with transfer students was described. The CCC and CSU have used the TMCs to identify matches between two-year degrees that can be earned with 60 credit hours of coursework at the community colleges and four-year degrees that can be earned after transfer to a CSU campus. As of the October publication of applicable degrees, California students can choose from among more than 19,000 possible combinations of majors at the community colleges and CSU campuses pursuant to the Associate Degree for Transfer program. Although the TMC format was not part of the legislation, faculty leaders in both segments have embraced it, greatly accelerating the production of these pathways to the baccalaureate. That TMC decision was singled out for praise in last spring's report from the Legislative Analyst's Office.

On the admission front, the CSU is in the midst of the fall 2013 application period. The new interface on CSUMentor, the common CSU admission webpage, is helping applicants understand how to select and declare those associate degrees that are eligible for transfer, while at the same time helping CSU campuses filter out inaccurate reporting that occurred previously.

On the marketing front, the degree with a guarantee website (www.adegreewithaguarantee.com/) has been active for just over a month, and is experiencing heavy traffic. Work on these three

fronts is mutually reinforcing: as the CSU and the CCC create degree pathways and publicize them to prospective students, more students will want to opt in, driving up both the number of successful applicants and the demand for additional degrees. It is early in the law's implementation; however both systems have created positive feedback loops.

Looking forward, a few issues and questions remain. First, the systems need to continually review the TMC model. Although the statewide templates make sense for the most popular majors, smaller departments have expressed concern that the approach may not work for them, and yet they do not want to miss out on the marketing and enrollment benefits of such a model.

On the admission side, the changes made to CSUMentor have reduced, but not eliminated, the need to verify each applicant who claims to be earning an Associate Degree for Transfer. The CSU continues to work with the community colleges and with the 23 campuses to automate steps wherever possible. Finally, it will take time to know if the marketing plan is working. The high count of hits to the website is gratifying, but students who opt in as a result will need to undertake two or more years of coursework before they reach the CSU. As such, feedback will be slow, but the CSU and the CCC remain optimistic that this legislation will benefit students and lead to an increase in both associate and bachelor's degrees.

COMMITTEE ON EDUCATIONAL POLICY

The 2012 Sony Electronics Faculty Award for Innovative Instruction with Technology

Presentation By

Gerry Hanley
Senior Director
Academic Technology Services

Steve Zimmer
Sony Electronics-Sony Direct
Business Development Manager

The California State University (CSU) Office of the Chancellor and Sony Electronics, Inc., in partnership with Intel Corporation, are pleased to announce the third year recipients of the Sony Electronics Faculty Award for Innovative Instruction with Technology. This award recognizes CSU's early career faculty, acknowledging their current and potential innovative use of technology in delivering quality and affordable education to students and encouraging continued achievements in teaching. The award consists of a VAIO computer, LCD TV, Sony Reader and web camera that will be the award recipients' personal property.

Each year, faculty from four CSU campuses are selected to receive the award. This year, the campuses are Long Beach, Monterey Bay, San Bernardino and Stanislaus. The Sony eligibility criteria are tenured/tenure-track faculty members from all fields who have received their terminal degrees within the last seven years, and who are actively involved in teaching with technology in innovative ways that lead to student success. Nominees submit a curriculum vitae and a brief statement about their current and anticipated innovative teaching methods using technology.

Ed. Pol.
Information Item
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**2012 Sony Electronics Faculty Awards for Innovative Instruction with Technology
CSU Faculty Awardees**

CSU Long Beach	Dr. Eric Haas-Stapleton	Assistant Professor, Department of Biological Sciences
CSU Monterey Bay	Dr. Kate Lockwood	Assistant Professor, Department of Information Technology and Communications Design
CSU San Bernardino	Dr. Mihaela Popescu	Assistant Professor, Department of Communications Studies
CSU Stanislaus	Dr S. Steve Arounsack	Assistant Professor, Department of Anthropology, Geology, and Ethnic Studies