

**AGENDA**

**COMMITTEE ON EDUCATIONAL POLICY**

**Meeting: 2:30 p.m., Tuesday, March 19, 2013**  
**Glenn S. 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  
Ian Ruddell  
Glen O. Toney

**Consent Items**

Approval of Minutes of Meeting of January 23, 2013

**Discussion**

1. Academic Planning, *Action*
2. Update on California State University Troops to College and Veterans Affairs Efforts, *Information*
3. Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899, *Action*
4. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
- ~~5. Recommended Amendment to Title 5 Regarding Transfer Admission, *Information-Item Withdrawn*~~
6. Presentation of Apple Distinguished Program to the CalStateTEACH Program, *Information*
7. The Center for Community Engagement: Inquire. Practice. Reflect, *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**

**January 23, 2013**

**Members Present**

Debra S. Farar, Chair  
Peter G. Mehas, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
Bob Linscheid, Chair of the Board  
Lou Monville  
J. Lawrence Norton  
Timothy P. White, Chancellor

Chair Debra S. Farar called the meeting to order.

**Approval of Minutes**

The minutes of November 13, 2012, were approved as submitted.

There were two speakers. John Halcon from CSU San Marcos who spoke on mental health services and the need for more funding and counselors at the campuses. Steve Teixeira from Cal State Los Angeles spoke on the CSU's Early Start program.

**Systemwide and Campus-wide Mental Health Services**

Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith reported the Chancellor's Office has been working with the 23 campuses to review student mental health services, and has created committees to assess student needs and ascertain resources available for the services. Ray Murillo, CSU associate director of student programs, presented a PowerPoint and said good mental health services are tied to student success. After 18 months of study, the Select Committee on Mental Health Services, established in 2009, issued a report citing eight recommendations, four of which he discussed: (1) develop a systemwide policy on student mental health; (2) establish a mental health services advisory committee; (3) coordinate systemwide data collection; and (4) identify adequate resources for basic services. The CSU issued Executive Order 1053 authorizing the campuses to establish new campus-based fees or increase existing student fees. In 2011, the CSU created the Student Mental Health Services

Advisory Committee (SMHSAC) comprised of campus administrators, faculty, staff, students and veterans, as well as Chancellor's Office representatives. The advisory committee plans to administer a survey in summer 2013 regarding services provided and student requests for services for the 2011-2012 academic year. Mr. Murillo said the CSU anticipates some preliminary data within the year.

Mr. Murillo reported that the CSU received \$6.9 million from the California Mental Health Services Authority (CalMHSA) through Proposition 63, which was authored by state Senator Darrell Steinberg. The grant has three strategic directions: curriculum development and training; peer-to-peer support programs; and suicide prevention. The trainings focus on train-the-trainer models that will create a core group of certified trainers on each campus who can train a broader group. In addition to the \$6.9 million grant, the CSU received a supplemental grant to fund two additional mental health first-aid trainings as well as interactive video simulation training for campus police.

CSU Police Chief Nathan Johnson reported that while 450 sworn police officers make up only 1 percent of the CSU employee base, they have a significant impact on keeping the campuses safe. The grant extends police capabilities and enhances effectiveness in working with students with mental illnesses. All California peace officers are required to receive at least four hours of training dealing with persons with disabilities and mental illnesses. While most receive the training in the police academy, there is no supplemental training in this specific area. The training covered in the CSU grant will be a tremendous help as a resource for police officers to (1) participate in hands-on, realistic interactive training; (2) help identify various types of mental illnesses that officers will encounter in the field; and (3) provide a tool for providing prevention assistance for those who may be suicidal or experiencing suicidal tendencies.

Trustee Bernadette Cheyne asked about the training interns receive, what their certifications are and the timeline. Mr. Murillo said interns are supervised by clinical psychologists. The advisory committee continues to ensure that the campuses with training programs and internships adhere to proper guidelines. There is no timeline in the executive order for all campuses to have training programs, but if they have interns, they must follow the training and supervision guidelines, he said.

Trustee J. Lawrence Norton asked about the cost of on-campus counseling services provided to students, any costs if students are referred to outside providers and the protocols concerning suicide and personal violence services. Mr. Murillo said the campus cost is low or no cost. Some campuses are fully funded by the state so there is no additional fee for students. None of those centers has a user fee. However, many of the campuses do have a specific campus-based mental health services fee that all students pay, which gives them access to services, whether in the psychological services center or health center. For referrals, some students carry their own insurance so they could have a co-pay. Many students do not have insurance, so the campuses work with county or community-based services to ensure low cost services to students.

Trustee Glazer wanted to know how the CSU is doing since the task force was established four years ago. He questioned student suicides and whether the number is growing or shrinking; the

time it takes for a student to see a mental health counselor; and the number of staff available for services. Mr. Murillo said the office has 2010 report data now to use as baseline numbers. The advisory committee is collecting additional data, so he said he could not give specific data at this point. He cited national data that showed that depression and anxiety are the top reasons students nationally seek services. Seven percent of students nationally have seriously considered suicide, with about 1.1 percent actually following through.

Cal State Northridge President Dianne Harrison, whose background is in social work, added she has been very impressed with the scope and range of mental health services for students since becoming CSUN president last year. The campus has well supervised interns. Counselors are prepared to work with the campus's hearing impaired and deaf students.

Trustee Lou Monville asked that a follow-up report be made to the board on the collaboration between the Troops to College initiative and mental health services. He said it is easier to recognize veterans who have been wounded and have physical scars, but that the mental scars are a challenge for the campuses to face. He wants to know what is being done at the campus level to create a helpful environment to the men and women who have served the country. His second request for follow-up dealt with the coordination between the campus counseling services and the campus law enforcement related to incident responses and interactions on a day-to-day basis.

Chief Johnson acknowledged the CSU has been effective in implementing campus crisis intervention teams. Virtually all CSU campuses have teams of participants from the police department, student affairs, counseling centers, risk management and others. These teams communicate the issues with each other without violating the privacy rights of students. The teams can get out ahead of the curve when there is someone needing some kind of intervention and the campus can take action. It is hard to manage what you prevent, he said. Suicides do not always happen on campus; sometimes they happen in a park where the campus could not get to the student for support. By having the crisis intervention teams and improving communication, the campus can better identify and intervene with students with mental health issues.

CSU Bakersfield President Horace Mitchell, who is a licensed psychologist, said the CSUB interdisciplinary team that Chief Johnson mentioned is called BART - the Behavioral Assessment and Response Team, which includes the police chief and representatives from housing, counseling center and student affairs. BART meets weekly and provides its members an opportunity to look at what is happening on campus to make sure that as people observe behaviors that appear to be problematic; it is shared. They are careful about privacy regulations and sharing information.

Trustee Monville asked President Mitchell about the process of how a faculty member or student can get information to the BART team. President Mitchell said information can be presented to any team member or anyone in student affairs. They also have information for faculty on how to deal with difficult students as a way of helping them identify early warning signs. Then the faculty member can make a referral and have it shared with the team. Chief Johnson, who used to

be the police chief at Sonoma State, said any member of the campus team can call the team together. It has been very effective. He said the other campuses work in a similar manner.

Trustee Hugo Morales asked about the waiting period if a student requests mental services. Mr. Murillo said that is one issue the advisory committee is looking at in the survey. The campuses that increased fees used it for additional staffing so that wait period has to be looked at before and after the fees. Plus, they will study peak and non-peak request periods. There are times when the counselors are in far more demand. The campuses never want a student in need to wait. All of the centers have a triage approach, so that if the student is in crisis, he/she is not going to wait two weeks. They will come in for assessment and see someone immediately.

Trustee Rebecca Eisen asked how many of the campuses have programs similar to BART, and how is the program information given to students and faculty. Chief Johnson believes that every campus has a crisis intervention team similar to BART. The information is disseminated through training programs and training resident advisers and student leaders and other reporting authorities on campus. Many times, if a person is a perceived threat to others or a direct threat to themselves, the campus would recommend the person be referred to another agency for a 72-hour evaluation hold. It is important that the campuses ensure that resources and services are available to students because the CSU must become less reliant on county services as they are unable to provide services as they once were.

Mr. Murillo said all campuses have crisis teams with different titles but the concept is the same. There are trainings for student health educators and resident assistants in housing departments. There is also the student electronic newsletter, "Student Health 101," with various articles that address the issues. Trustee Norton asked that the issue be brought back with preliminary information from the survey as soon as feasible so that trustees can begin to be aware of the gaps in the system and start the discussion of what might be able to be done to fill those gaps.

### **Update on SB1440, the Associate Degree for Transfer program**

Executive Vice Chancellor Smith began the presentation saying the program provides community college students a direct path to a CSU bachelor's degree once they have completed the required 60 units of an accepted associate's degree at the community college. They are guaranteed admission to the CSU to complete an additional 60 units to receive a bachelor's degree. This transfer program is efficient because it saves the students' time and money and results in more Californians earning university degrees and contributing to the state's economy.

Nathan Evans, director of enrollment management, presented the PowerPoint and began with the program's short history. He said SB 1440 called for the creation of an associate degree for transfer within the California Community Colleges (CCC). The two-year degrees act as the first half of the CSU baccalaureate degree. California has traditionally kept the production of an associate's degree and the transfer function separate, but the CSU sees this as an opportunity to blend both and increase overall degree production with students essentially obtaining two degrees for one. The law provides a clear pathway to the four-year degree while making better use of scarce resources and more efficient use of credit and time to degree. It creates more opportunities

for future students by streamlining the pathway for current students and freeing up space. Leadership from the CCC and CSU faculty senates immediately began creating transfer model curriculum (TMC). These were created for the most popular majors and were the basis for the two-year degrees. The TMC method has resulted in thousands of consistent pathways between the CCC and the CSU.

The new associate degrees were promoted through CSU campus outreach recruitment offices and through a new website, which has been receiving considerable traffic, assisted by radio spots promoting the degrees. Mr. Evans said the biggest single factor that should increase enrollment is time. The degrees created under SB 1440 are just two years old, so as students are progressing in a normal full-time manner through the community colleges, the CSU can expect to see large numbers this year. The CCCs and the CSU are looking at different curriculum pathways. For example, a student completing a psychology degree at a community college can transfer to a CSU psychology department, but that student also could look at sociology or criminology with the associate degree in psychology.

Trustee Glazer asked how the transfer model curriculum will be put in place for all the community colleges. Eric Forbes, assistant vice chancellor for student support services, said not all the community colleges have launched even two programs, which is a concern. The CSU needs to see the transfers actually happen and for the students to apply for a baccalaureate program. It will take a couple more years for more students to obtain the associate degrees; additionally, there needs to be more incentives and more advising within the community colleges. Very few students were admitted to the CSU in spring 2013 with an associate degree. Mr. Forbes said the CSU is hopeful that the numbers will increase, which is one reason why the CSU favors the compatible degree approach.

Trustee Glazer asked what issues should be pushed more to eliminate the roadblocks to success. Mr. Forbes said the Legislative Analyst's Office (LAO) asked a similar question. Some ideas include improving the methodology as much as possible and stimulating the electronic transfer of data from both segments so that transcripts can be exchanged immediately. He also cited better advising from one system to the other. The CSU is trying to encourage early registration for both segments so that if a student signs up for an SB 1440 degree at a community college, the student would get high priority in course selection and the same at the CSU. Financial aid is another area that needs to be better pursued.

Dr. Smith said one challenge is communications to students. If a student has only two-to-five TMCs on his/her campus, the communication is difficult since a low percentage would be enrolled in those programs. The community colleges have committed to many more TMCs by 2014, which would make it easier to communicate to students. Another challenge: the legislation was passed without a phase-in, so students were asking if they could apply when the programs were just being developed. There are about 25 TMCs now and programs are still being approved. Trustee Roberta Achtenberg asked if two-thirds of the students who receive a baccalaureate from the CSU transfer from community colleges. Dr. Smith replied approximately yes. She also asked if the proportion of community students receiving CSU degrees after full implementation of SB

1440 will increase. Dr. Smith said not necessarily, but it will create more access for both community college and freshmen.

Trustee Eisen asked about the mechanism for getting information to students through the website and radio ads. Mr. Forbes said it is largely the responsibility of the community college to create those media opportunities since it is their students who we want to enroll in the program. He also said a bill has been signed that would help them identify students and provide them with appropriate advisement. The website is [www.adegreewithaguarantee.com](http://www.adegreewithaguarantee.com). It also can be used with .org or .gov. It is externally grant funded, but the grant is ending, so the systems are talking about different ways to communicate. Last year at the CSU counselor conferences, 6,000 high school and community college counselors were told about the program. There were also a variety of train-the-trainer workshops to get the information to students.

Trustee Peter Mehas asked how the CSU and CCC can move the process forward for students and get the community colleges to approve more transfer programs. Because the community colleges have no admission criteria and all students can attend, Mr. Forbes said there are problems with registration and students finding the classes they need. If that were organized so that SB 1440 students had priority, that would be a huge benefit, he said. Another problem is that community college students need to know the AA degree is a value in its own right, not just as a certificate to get into the CSU. Dr. Smith added that some students had applied through SB 1440, and were accepted but then they did not see a need to finish the AA degree since they were already accepted into the CSU. The community colleges have to communicate to the students the value of the degree, and the CSU has to do more work with high school counselors, Dr. Smith said, to encourage high school students to sign up for the transfer program.

Trustee Vargas asked about impacted majors and the TMCs. Mr. Evans said there are high-unit majors that have been excluded from the transfer program so far. For example, nursing has a separate pathway. For impacted majors and campuses, students who obtain the AA degree can get into the major with slightly lower grade point averages. In addition, they have priority in the admissions process which reinforces that the degree is valuable.

In addressing Trustee Monville's question, Mr. Evans said 38 of the 112 have not done anything about electronic transcripts. There are still large parts of the state where that is not an option, so students have to request a traditional paper transcript and mail it to a CSU campus. The incentive program launched at the community colleges to help increase the production expired in December 2012, and those 38 colleges, even with the availability of that incentive, did not move forward. Having the legislature mandate electronic transcripts would be a good idea, Trustee Monville said. As a former member of the state's CCC Board of Governors, Trustee Monville complemented the governor's proposal to limit the number of units for community college students, and asked if it would be a further incentive for community college students who want to transfer to incentivize that program to refine the pipeline and help them get through that system. Dr. Smith said the benefits come from the students being focused, but the pathway has to be clear. There is a model curriculum for students and they can follow it. The budget challenges of the last few years limited the number of advisers, but the TMCs are well known to them.

Trustee Monville expressed concern about the ability of the community colleges to communicate to their own students, and asked about the CSU offering its own AA degrees. Mr. Forbes said that the CSU does not want to get into degree wars with the community colleges. The CSU would rather help the community colleges develop a mindset about the transfer degree's value. Both systems need to get more TMCs approved. Dr. Smith said the purpose of the SB1440 was to be more efficient and save the state money. Perhaps if the students were given a financial incentive to take the pathway, more students might be attracted. Chancellor White said the problem may simply be a communication issue. He suggested a possible rebranding of the transfer program as the "California Starship," which will get students "from here to there." It really is about branding, early awareness, making sure there is the capacity to do it for some students and not getting bogged down by trying to do it for all students.

Audrey Dow, community affairs director from the Campaign for College Opportunity, spoke in favor of full implementation of SB 1440.

### **Baccalaureate Unit Limits, Proposed Title 5 Changes (REP 01-13-01)**

Dr. Smith said the proposal reflects changes resulting from consultation with various constituencies and campus administration personnel that began in September 2012. In November, trustees were presented with the final amendments to the proposed Title 5 changes. The proposal will move as many programs as possible to 120 units, and for those remaining above 120 units, it would require the total number of units to be as close to 120 units as possible.

Christine Mallon, assistant vice chancellor for academic programs and faculty development, said the item addresses three concerns: access, cost and quality. She presented a history of the 120-unit discussion, beginning in 1995. In 1996, the CSU system began developing its Cornerstone strategic plan in which the 120-unit bachelor's degree was introduced. In 1997, the Senate published the study on bachelor's degrees and drew attention to a new idea of shifting emphasis away from the number of units required to focusing on what students learn and the knowledge and competency they develop through education. In 1998, trustees endorsed the final Cornerstones report that said the trustees would amend Title 5 to reduce requirements from 124 units to 120 units. In 1999, Gov. Pete Wilson's said both CSU and UC must shorten the time to graduate, and CSU must reconcile its 124-unit requirement with the UC's lower 120-unit requirement. In 2000, the trustees amended Title 5 to make 120 units the minimum requirement for all CSU bachelor degrees, and the board item specified "allowing no greater total unit requirement for a degree program that can be strongly justified." The CSU is now proposing to formalize the maximum unit count of 120 units for most bachelor programs, to allow programs to exceed that maximum only if allowed by Title 5, or if the chancellor's exception is granted.

Since 2000, the requirement was reduced on most CSU bachelor's programs, but it has fluctuated around 80 percent for five years. Dr. Mallon said what has been learned is there are more high-unit programs than previously understood. She shared a PowerPoint with the number of programs exceeding the 120-unit limit. In 2013, there were 504 above 120 units. Many campuses have said they have renewed attention to the issue because of the pending changes proposed in



today's item. The 120-unit requirement is fairly standard for bachelor's degrees across the country. The Western Association of Schools and Colleges (WASC) defines a bachelor's degree as equivalent to four years, 120 semester or 180 quarter units. At the CSU, the discussion is more on 120 units rather than a four-year degree because so many CSU students transfer in from a community college, work and may not attend full-time. As of January, the degrees database shows 2,780 bachelor's degree programs and concentrations, with 18 percent (504) requiring more than 120 units. Of that number, 239 programs or 58 percent require between 121 and 129 units, and 42 percent (211) require 130 units or more. Some 20 percent of CSU undergraduates are in programs requiring more than 120 units.

Dr. Mallon said it takes longer to graduate from a high-unit program, so reducing the number of units will allow students to graduate in a shorter period of time and provide access for future students. The high-unit majors primarily are in fine arts, engineering, international business and music. It is estimated that 5,000 to 6,000 CSU-eligible applicants were denied admission because the resources were assigned to high-unit majors. Another benefit of reducing the unit count is that the CSU can include more bachelor's programs in the SB 1440 associate degree for transfer initiative. A full-time student would pay \$2,736 for an additional semester while a part-time student would pay \$1,587 for an additional semester in high-unit programs. It is estimated that students lose \$22,000 in potential wages for each semester of postponed employment. Some degree programs will not be able to reduce to 120 units. The Title 5 change allows a provision for exceptions and the chancellor can intervene if necessary to reduce units. A similar provision exists for the American Institution requirements, and that authority has never been exercised.

This limit is not imposed on every program; some programs have a higher limit in Title 5 and those will remain above 120 units, Dr. Mallon said. The item does limit the number of units a student can take; it does not require them to attend full-time; nor does it force students to graduate in four years. It is not related to the student's ability to perform well academically and it is not associated with academic quality. Quality is ensured through faculty integration of student learning outcomes across the curriculum, not necessarily with unit counts. Instituting the 120-unit cap is an issue of access, quality and cost. The university will retain quality and still benefit students and the state of California.

Humboldt State University President Rollin Richmond said increasing the time it takes students to graduate increases their costs, decreases access for other students who want to attend the university and commits university resources that could be used to serve others. Students must take the courses necessary to achieve the student learning outcomes set by the university. Those programs requiring more than 120 units need to undergo scrutiny to ensure that resources are being used effectively to help students achieve the learning outcomes.

CSU Sacramento President Alex Gonzalez said the campus has been involved in curricular revision for a long time. The campus faculty senate is engaged in the curriculum review and possibly looking at a substantial change in the general education requirements and graduation requirements. They are reviewing (1) a more extensive use of course double-counting for the major and general education; (2) more flexibility in how the requirements for laboratory science

can be met; and (3) a reduction of 3 units in general education social science requirements. Individual departments are reviewing the curricula and making modifications that bring down the number of units throughout course redesign. They have moved from 12 concentrations in business to three.

Cal State Long Beach President King Alexander said this is the number one issue at the National Governors' Association and a top issue in the Department of Education. Pell grants have been dropped from 18 semesters to 12 semesters, which means that students lose their Pell grant eligibility if they go beyond six years. The Department of Education is debating whether to raise the full cap of what the student can take from 12 to 15 hours to get Pell grants. More than 500 students were not admitted to CSULB because current students are taking up slots at a time when California has never seen so many applications. Higher units have cost and access consequences for students.

San José State University President Mo Qayoumi explained the history of how the item changed from September 2012 when it originally proposed eliminating upper-division general education requirements to bring programs to 120 units. His academic senate was upset with that elimination, and after a discussion suggested looking at getting down to 120 credit units rather than deleting upper division specifically, which is what the current item proposes. The senate and campus departments have been active in looking at ways to reduce programs to 120 credits. SJSU has the highest number of high-unit programs - 42 programs above 120 units, which are going through the senate review process. At the end of the day, employers are expecting what CSU students know, not necessarily number of credits they have.

Trustee Roberta Achtenberg said it was helpful to be reminded that the CSU has been involved in this issue for many years and that progress has been made. She trusts the Chancellor's Office, presidents and campus faculty senates to make sure that the lower unit counts do not mean diminished quality or diminished reputation. She also commended Trustee Cheyne for the piece she wrote with an alternate proposal but said it is time to move ahead not slow down.

Trustee Cheyne said she would agree with all that the presidents said, but disagreed that the changes had to be in Title 5 with authority given to the chancellor to make curricular changes. The presidents said significant strides are being made, so she questioned the need to make Title 5 changes. She also expressed what she called the "egregious lack of consultation and collaboration" with the faculty that led to the changes in the item. She said the faculty do not agree with the Title 5 changes. She said there was no consultation regarding changes to Title 5 but there was some discussion about the value of attempting to meet the maximum unit count whenever possible. For that reason she said the board should not move forward.

Chancellor White said he brings many hats to the discussion: (1) campus leader in three states who went through three different accreditations; (2) faculty member on many campuses; (3) department chair, which he called the most difficult academic leadership job; (4) dean with a fixed budget; (5) provost, another difficult leadership job; (6) California taxpayer; and (7) parent of a CSU student. He said CSU graduates compete well, and CSU degrees, regardless of the

number of credits associated with them, are academically rigorous. The CSU, he said, is good supporting the students who are on a slope of personal, academic and intellectual change. He said higher education has to recognize the “new normal” of resources. The CSU is as close to 50-50 in the system about how much money the students pay and how much taxpayers pay to educate a CSU student. Turning to shared governance, he said faculty are the strength of America's higher education and nothing about the proposed measure diminishes that role or his respect for that role. He will convene a group of academic faculty who are experts in the content area and a few provosts so he will have consultation to see whether a waiver above 120 units is given if a request comes to him. He encouraged the trustees to support the motion.

Dr. Smith explained why Title 5 had to be changed, saying the CSU has been working on the matter for the past 15-17 years and there has been very little movement. If the item is approved there will be a formal process for review that leads to the chancellor for any exceptions. Setting the boundaries and moving forward will lead to success.

Superintendent Tom Torlakson said the issues of articulation, alignment, access, coordination and credits for remediation should be discussed at an upcoming intersegmental roundtable meeting. He also expressed concern that not all students have access to technology and asked that everyone consider discussing what can be done to better prepare a pipeline of students coming from the public schools who will be better prepared technologically to enter higher education.

Trustee Monville stressed that the CSU maintain the highest level of academic programs and that the CSU is preparing students to perform well in the workforce. He wants to make sure that CSU students remain competitive for non-loan-based financial aid coming from the federal government even with the unit changes. Students must have access to all the financial aid possibilities available to them, particularly to Pell grants. Dr. Mallon reminded trustees that the way that the CSU ensures quality is the faculty has to decide what skills, knowledge and values they want the students to know then build that into the curriculum and measure it. She also addressed consultation saying that the upper-division general education item was not given significant notice before it went to the trustees. The current item is different in that it came from a campus and went straight to the senate's Executive Committee, where Dr. Mallon spoke about it. She also spoke at three senate academic affairs committee meetings about the 120-unit limit, listening to concerns and objections. There were several documents created and reviewed by both the administration and senate. Additionally, the documents went to the campus senates.

### **Update on the Early Assessment Program**

Beverly Young, assistant vice chancellor for teacher education and public school programs, said the Early Assessment Program (EAP) began in 2006 working in partnership with the state Department of Education and Board of Education and the CCCs. It was started as part of the goal to reduce remediation. The program now has three goals: (1) give students an early signal of college readiness; (2) enhance collaboration with K-12 public education for better alignment; and (3) allow students to use the senior year of high school more effectively. There are five main components: (1) the 11<sup>th</sup> grade test; (2) supplemental high school preparation; (3) teacher/

administrator professional development; (4) parent/family communication; and (5) pre-service teacher preparation. When students receive their results they are told they are ready, conditionally ready or not yet ready. The EAP is for placement, not admission. California is one of 46 states that has adopted the common core curriculum standards in English, language arts and mathematics. California is one of 26 states that is part of the Smarter Balanced assessment program, a federally funded initiative to develop a new K-12 achievement assessment system. The CSU currently is the only university system in the nation that already uses high school testing for college readiness determination with the EAP model serving as the model being used by Smarter Balanced. The EAP augments the existing 11<sup>th</sup> grade test with optional questions and a writing sample to assess skills for college readiness. The CSU has provided professional development to more than 12,000 high school English teachers and professional development for almost 3,000 high school math teachers. Approximately 82 percent of high-school students took the EAP, a 10 percent increase from the first year.

Marsha Hirano-Nakanishi, assistant vice chancellor for research and resources, presented a PowerPoint showing the number of college-ready students in English almost doubled, rising from 48,000 to almost 87,000, an increase of 39,000 students. Turning to math, she said K-12 encouraged more students to take algebra I, geometry and algebra II. In 2006, about 54 percent of the students completed algebra II or higher; in 2011, it was 64 percent. The number of college-ready high school students in math has nearly doubled. This year marks the first time that the CSU been able to track EAP test-takers into the CSU first-time freshmen class. In fall 2012, the CSU attracted 18 percent of the college-ready students from the spring 2011 EAP test. With the spring 2011 conditionally ready math students, 90 percent reached readiness.

Chair Linscheid asked what would happen if the EAP were administered in the 10<sup>th</sup> grade. Dr. Young said the new common core standards will have a much greater emphasis in the earlier grades on expository reading and writing, which is what CSU faculty have said is the most common reason for students to test not-college ready. The new standards should result in greater proficiency. K-12 testing will be in different grades with the Smarter Balanced design. There will be a standardized test administered in grades 3 through 8, and 11<sup>th</sup> grade, which will be the only high school test. The CSU currently looks at 8<sup>th</sup>-10<sup>th</sup> grades to help predict which students are going to need intervention by looking at their earlier grades. Under the new assessment, the CSU will have to go back to 8<sup>th</sup> grade, because that will be the only previous grade with results.

Superintendent Torlakson said the Department of Education is developing new diagnostic tools that can be used to assess progress in math and English language arts, science, art and other topics. Trustee Mehas said the EAP is one of the most significant programs to impact students preparing for college. Trustee Achtenberg said this year, 480,000 eleventh graders took the test. The CSU is deservedly a national leader in this area, she said.

### **Update on the Early Start Program**

Dr. Smith said this program is another vehicle to help high-school students become college ready before entering the CSU. The program was approved by the trustees in May 2009 with a directive

that all students needing math would enroll in summer 2012 along with those in the bottom quartile in English in 2012 and the bottom quartile in English in summer 2013. It will be fully implemented by summer 2014 for all students needing to raise their math and English scores. Eric Forbes, assistant vice chancellor for student academic support, said the CSU admits the top third of high school freshmen. Even though they are eligible for the CSU, many are not prepared in English and/or math. For the last 15 years, the CSU has insisted that all non-exempt students be tested and finish their remedial work in their first year.

Drawing on the success of several pilot programs and as well as the Summer Bridge program, a collection of software was joined together for a mandatory statewide Early Start program, Mr. Forbes said. By immersing themselves exclusively in remedial math and English classes before the start of the fall term, there was strong evidence in the pilots to suggest that participating students might complete remediation before the subsequent summer; might persist at a greater rate into their sophomore and junior years; and might earn better grades in their fall courses. The software package enabled students to participate in Early Start across the state. In 2012, the CSU offered a total of 466 course sections, 68 of which were exclusively online and 50 were hybrid sections. The Chancellor's Office is gathering lessons learned from the first year and preparing to launch the second cycle in summer 2013. By summer 2014, all students needing remediation in English will be added to the Early Start program. Many campuses reported that students wanted to do more than the minimum; they wanted to finish their remediation in the summer. The success of Early Start resulted from early communication with high school counselors across the state. Marsha Hirano-Nakanishi, assistant vice chancellor for research and resources, presented preliminary results from summer 2012, showing that 12,000 math public high school students registered for classes. About 84 percent took classes on their home campus, the place where they now are enrolled in college. The vast majority of the 12,000 students took the short one-plus unit courses. Almost all the students in the three-unit courses completed the program. She said the CSU is assessing Early Start, hopeful that it will pay off in increased first-year retention and quicker completion of remediation.

### **Proposed amendment to Title 5 concerning AB1899**

Dean Kulju, CSU director of financial aid, said that AB1899, which went into effect January 1, 2013, allows holders of T and U non-immigrant visas to qualify for the waiver of non-resident tuition as established by AB 540. The proposed new Title 5 section puts the CSU in conformity with these changes to the Education Code. He said AB540 became law in 2001 and grants a waiver of non-resident tuition to certain students if they meet the following requirements: (1) graduation from a California high school or received an equivalent like a GED; (2) attended the California high school for three or more years; and (3) enrollment in a college or university. Since holders of T and U visas have a lawful immigration status, they do not have to file an affidavit which is commonly required for the undocumented students. If the three requirements are met, the students would be eligible for the waiver of non-resident tuition.

### **A report on the Commission of the Extended University**

Karen Haynes, president of Cal State San Marcos and chair of the Commission on the Extended University, presented a video highlighting people and programs that demonstrate the positive impact Extended Education has on Californians. CSU campuses are maximizing Extended Education to support the CSU mission and expanding overall access to affordable, high-quality education. It offers more than 40 online programs along with numerous courses and certificates. While complementing the traditional curriculum, the Extended University offers opportunities to make each CSU a model of adaptability, entrepreneurialism and community outreach.

Trustees heard from Anne Smith, an Extended Education nursing student at Cal State Stanislaus, who already had a bachelor's degree in finance and had worked for 10 years in health care finance, and Miguel Saldana, a veteran and Fresno State student currently enlisted in the California National Guard and the president Fresno State chapter of the Student Veterans of America. Both students expressed thanks to their campus Extended Education programs for giving them the opportunity to further their educations.

Trustee Linscheid asked that the board receive an update on the Troops to College program to learn more about what the CSU is doing to facilitate the veterans that are coming out of the service and into college.

Trustee Farar adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Academic Planning**

#### **Presentation By**

Christine Mallon  
Assistant Vice Chancellor  
Academic Programs and Faculty Development

#### **Summary**

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University (CSU) academic planning process, and reports the long-range program planning activity that took place the past year. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

#### **Background**

Five areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the Academic Master Plan is presented. The academic planning topics include:

1. Program projections proposed for addition to campus academic plans and to the CSU Academic Master Plan (Attachment A);
2. Reducing total units required for a bachelor's degree;
3. Program discontinuations;
4. Summaries of Western Association of Schools and Colleges (WASC) accreditation activity (Attachment B); and
5. Accredited CSU degrees and programs (Attachment C).

#### **1. Program Projections Proposed for Addition to Campus Academic Plans and to the CSU Academic Master Plan (Attachment A)**

The office of Academic Program Planning at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of existing degree programs, projected programs and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty and facility development, will be updated to reflect the resolution made by the board at today's meeting. Subsequently, the revised plan will be posted online as a resource for university planning.

In addition to the CSU Academic Master Plan, the Chancellor's Office maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (a focused area of study within the degree program). Campuses submit program information to the online database, and the Chancellor's Office accepts confirmed authorized degree programs and concentrations. The Degrees Database informs the public CSU Search Degrees website (<http://degrees.calstate.edu/>), a tool for exploring the baccalaureate and graduate degree programs and concentrations offered at CSU campuses. To date, the annual reporting of units required in established bachelor's degree programs (Attachment C) has not been completely reconciled with the data in the Degrees Database. In future annual reports the Degrees Database will be the only source of information for reporting to the trustees the number of units required in CSU bachelor's degrees programs.

The campuses submitted 21 projections for trustee planning authorization this year. The degree projections recommended for the board's planning authorization are listed below and also appear in bold type in **Attachment A**. The projections indicate campus intention to develop degree programs. Only after the trustees have approved a projection may the campus begin developing a degree implementation proposal. Degree implementation proposals are reviewed by the Chancellor's Office, and new degree programs may only be implemented following the chancellor's authorization. While "fast-track" proposals may be submitted along with the projection proposal, the chancellor's implementation authorization is still required. Pilot programs are authorized to operate for five years and must be submitted and approved for conversion to regular status before students may be enrolled in subsequent terms.

**Newly proposed program projections include:**

**Bakersfield**

2013 BS Biochemistry

**Channel Islands**

2014 BA Global Studies  
MA Digitally Integrated Media Arts

**Dominguez Hills**

2018 MA International Peace and Security

**Fresno**

2014 BS Emergency Management and Homeland Security

**Fullerton**

2014 BA Vietnamese  
MS Accounting and Finance



**Humboldt**

2014	BA	International Studies
2015	BA	Child Development
	BA	Recreation Administration
	BS	Marine Biology

**Long Beach**

2014	MS	Accountancy
	MS	Global Supply Management

**Maritime Academy**

2013	BS	Electronic and Computer Engineering
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**Cal Poly Pomona**

2013	MS	System Engineering
2014	MS	International Apparel Management

**Sacramento**

2013	MS	Finance
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**San Luis Obispo**

2014	BS	Marine Science
	MS	Food Science

**San Marcos**

2013	MS	Kinesiology
2014	BS	Communicative Sciences and Disorders
2015	BA	Theatre

Projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years or by the date originally projected for implementation (whichever is later), unless a new justification is submitted. This time limitation does not apply to “foundation” liberal arts and science programs.

**2. Reducing Total Units Required for a Bachelor’s Degree**

In July 2000, the Board of Trustees amended Title 5 to reduce the minimum total units required for all bachelor’s degrees to 120 semester units (180 quarter units). In January 2013, the board added to that minimum a required maximum of 120 semester units (180 quarter units) for most bachelor’s degrees. Only bachelor of fine arts, music, architecture and

landscape architecture will be allowed higher unit totals. The amended Title 5 section 40508 now reads:

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 2014-15 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 after consultation with discipline faculty and other appropriate individuals may require adjustments to program requirements in order to achieve the 120-unit maximum.

In previous years, campuses have self-reported their number of programs at 120 units and above. Last year 1,296 bachelor's programs were reported, and 247 (19 percent) were reported as requiring more than 120 units. This year, the numbers come from campus entries in the CSU Degrees Database, which show a total of 2,780 bachelor's degrees and associated concentrations across the system. Of those offerings, 495 (18 percent) now require more than 120 units. Two points require clarification: The first is that there are not twice as many programs offered this year compared to last year. Instead, the accuracy of the CSU Degrees Database allows us to see all of the concentrations offered in association with the bachelor's degrees available to students. Second, while the proportion of programs above 120 has fallen from 19 percent to 18 percent, it cannot be determined to what degree the change is due to improved data reporting nor to what extent increased campus efforts have decreased total units across curricula. Campuses have informed the Chancellor's Office, however, that the September board item on this issue initiated much campus effort toward reviewing program requirements and making appropriate adjustments to unit counts.

### **3. Program Discontinuations**

Campuses have reported plans for discontinuation of the following 13 degree programs:

#### **Chico**

- BA Music Industry & Technology
- BS Instructional Design & Technology
- MA Interdisciplinary Studies: Mathematics Education
- MS Instructional Design & Technology

**Fresno**

BS Environmental Sciences  
BS Industrial Engineering  
BS Interdisciplinary Health and Rehabilitation Sciences  
MS Forensic Science

**Pomona**

BS Social Science

**Sacramento**

BA Physical Science

**San José**

BS Occupational Therapy  
EdD Joint Doctorate, Educational Leadership with UC Santa Cruz  
EdD Joint Doctorate, Educational Leadership with UC Berkeley

**4. Summary of WASC Visiting Team Reports (Attachment B)**

The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges (WASC). Summaries of campus WASC visits can be found in **Attachment B**. This year's report contains updates on the first-wave CSU independent Doctor of Education (Ed.D.) programs.

**5. Accredited Programs and Departments**

Campuses are expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools, and colleges. **Attachment C** contains the list of all reported accredited units and degree programs.

Ed. Pol.  
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The following resolution refers to changes in the campus Academic Plans, described in **Attachment A**, and is recommended for adoption.

**RESOLVED**, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as contained in Attachment A to Agenda Item 1 of the March 19-20, 2013 meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

**RESOLVED**, that those degree programs proposed to be included in campus Academic Plans be authorized for implementation, at approximately the dates indicated, subject in each instance to the chancellor's approval and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the programs; and be it further

**RESOLVED**, that degree programs not included in the campus Academic Plans are authorized for implementation only as pilot programs, subject in each instance to current procedures for establishing pilot programs.

**CSU Academic Master Plan Ten-Year Overview  
Projections Proposed to the Board of Trustees  
and planned for implementation between 2013-2014 and 2023-2024**

(Bold type and asterisk denote new proposed program projections)

**CSU BAKERSFIELD**

2013 BS Biochemistry  
2016 EdD Educational Leadership (2011)

2016 MA Spanish (2011)  
MA Theatre Arts (2010)  
**2018 MA International Peace and Security\***

**CSU CHANNEL ISLANDS**

2014 **BA Global Studies\***  
EdD Educational Leadership  
MFA Art (2010)  
MPA Public Administration (2012)  
**MA Digitally Integrated Media Arts\***  
2015 BA Freedom and Justice Studies  
BS Health Science (2102)  
  
MA English  
MA History (2012)  
MS Coastal Sustainability (2012)  
MSN Nursing  
2016 BA Philosophy  
BS Computer Engineering (2012)  
MS Applied Sociology  
MS Biology (2012)  
2019 BS Kinesiology/Athletic Training  
BS Nutrition/Dietetics

**CSU EAST BAY**

No programs are projected at this time.

**CSU FRESNO**

2013 MS Water Resource Management (2012)  
2014 BS **Emergency Management and Homeland Security\***

**CSU FULLERTON**

2013 BA Chinese Studies (2012)  
BFA Dance (2010)  
BS Software Engineering (2009)  
MA Adult and Lifelong Learning (2009)  
MA Criminal Justice (2011)  
MA Japanese (2010)  
MA Liberal Studies (2010)  
MS Computer Engineering (2012)  
MS Engineering Management (2012)  
MS Environmental Engineering (2102)  
MS Integrated Marketing Communication (2009)  
MS Statistics (2009)  
2014 **BA Vietnamese\***  
**MS Accounting and Finance\***

**CSU CHICO**

2013 BA Environmental Policy and Planning (2011)  
MS Mechatronic Engineering (2012)

**HUMBOLDT STATE**

2013 BA Criminology and Justice Studies  
--pilot  
BA Film  
BA Theatre

**CSU DOMINGUEZ HILLS**

2014 MA Communication Disorders (2011)  
BS Exercise Science (2010)  
MPH Public Health (2009)  
2015 BS Environmental Engineering  
MS Exercise Science (2009)

**2014 BA International Studies\***

2015 **BA Child Development\***  
**BA Recreation Administration\***  
**BS Marine Biology\***

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

\*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

#### **CSU LONG BEACH**

2013	MS	Geographic Information Systems (2012)
2014	BFA	Theatre Arts (2011)
	<b>MS</b>	<b>Accountancy*</b>
	<b>MS</b>	<b>Global Supply Management*</b>
	<b>MS</b>	<b>Information Systems*</b>

#### **CSU LOS ANGELES**

2014	BA	Computer Science (2012)
	PhD	Complex Systems (with Claremont Graduate University) (2011)
2015	AuD	Audiology (with Western University of Health Sciences) (2011)
	MS	Aerospace Engineering (2011)
	MS	Systems Engineering (2012)
	MS	Technology (2009)
2016	BA	Urban Studies (2012)
	MA	Liberal Studies (2013)
	PhD	Forensic Sciences (joint doctoral partner to be determined) (2012)

#### **MARITIME ACADEMY**

2013	<b>BS</b>	<b>Electronic and Computer Engineering*--pilot</b>
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#### **CSU MONTEREY BAY**

2014	BA	Liberal Arts (2012)
	MPA	Public Administration (2013)
2016	EdD	Educational Leadership (2012)
	MA	Critical and Applied Multicultural Studies (2014)

#### **CSU NORTHRIDGE**

2013	MS	Finance
	MS	Human Resources
	MS	Information Technology
	MS	Marketing
2014	<b>MA</b>	<b>Sustainability Practices*</b>

#### **CSU NORTHRIDGE (continued)**

	<b>MA</b>	<b>Urban Planning*</b>
	MFA	Screenwriting
	MS	Management
	MSN	Nursing (2013)
2018	<b>MS</b>	<b>Entertainment and Tourism Management*</b>
	<b>MS</b>	<b>Entrepreneurship*</b>

#### **CAL POLY POMONA**

2013	MS	Geological Sciences (2012)
	<b>MS</b>	<b>System Engineering*--pilot</b>
2014	<b>MS</b>	<b>International Apparel Management*</b>

#### **CSU SACRAMENTO**

2013	<b>MS</b>	<b>Finance*</b>
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#### **CSU SAN BERNARDINO**

2014	BS	Information Systems and Technology (2011)
	MA	Applied Archaeology (2012)
	MA	Music (2011)
	MA	STEM Education (2010)
	MFA	Art (2011)
	MS	Special Education (2010)
2015	MS	Kinesiology

#### **SAN DIEGO STATE**

2014	BFA	Graphic Design (2012)
	EdD	Special Education (with UCSD) (2010)
	MA	Translation and Interpretation (2012)
	MFA	Film, Television, and Digital Media (2012)
	MS	Biomedical Quality Systems (2012)
	MS	Information Systems
	PhD	Applied Social Science Emphasis in Substance Abuse (2012)
	PhD	English and Children's Literature (with UC Riverside)

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\*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

**SAN DIEGO STATE (continued)**

PhD	Information Systems (with Claremont Graduate University) (2012)
PhD	Social Work (with USC)
BA	Rhetoric and Writing Studies
PhD	Communication (with Fielding Graduate Institute) (2012)
PhD	Hearing Science (with UC San Diego)

**SONOMA STATE**

2014	EdD	Education Leadership (2010)
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**CSU STANISLAUS**

2013	BS	Health Science (2011)
	MA	Teaching (2009)
	MS	Digital Media and Visual (2011) Anthropology— <i>pilot</i>

**SAN FRANCISCO STATE**

2014	MA	Sociology
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**SAN JOSÉ STATE**

2013	MS	Biomedical Devices
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**CAL POLY SAN LUIS OBISPO**

2013	MA	Disaster Management and Homeland Security (2011)
	MPS	Dairy Products Technology
	MS	Printed Electronics and Functional Imaging (2012)
	MS	Architectural Engineering
2014	MS	Nutrition (2012)
	<b>BS</b>	<b>Marine Science*</b>
	<b>MS</b>	<b>Food Science*</b>

**SAN MARCOS**

2013	BA	Child and Adolescent Development (2009)
	BA	Digital and Media Arts (2008)
	BA	Ethnic Studies (2010)
	BA	Music (2009)
	BA	Philosophy (2008)
	EdD	Educational Leadership (2010)
	MPH	Public Health
	MS	Chemistry (2008)
	<b>MS</b>	<b>Kinesiology*</b>
	MSW	Social Work (2011)
2014	<b>BS</b>	<b>Communicative Sciences and Disorders*</b>
2015	<b>BA</b>	<b>Theatre*</b>

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

\*Newly proposed for trustees “planning authorization.” Implementation subject to review and approval by the chancellor.

**Report on Western Association of Schools and Colleges (WASC)  
Accreditation Activities Conducted in 2011-2012**

Only campuses that engaged in WASC accreditation activities appear in this report.

**California State University, Bakersfield**

At its meeting February 22-24, 2012, the WASC Commission considered the report of the Educational Effectiveness Review (EER) team that conducted a visit to California State University, Bakersfield November 16-18, 2011. The commission acted to reaffirm CSU Bakersfield's accreditation. An off-site review is scheduled in fall 2019 with a visit tentatively scheduled for spring 2020.

CSU Bakersfield's institutional proposal outlined two themes for this comprehensive review: (1) student success and (2) student learning. The commission wrote "the excellent analysis and plans that resulted, are significant indicators of CSU Bakersfield's commitment to quality and its deep understanding of key policy concerns."

The commission's commendations addressed:

- The thoroughness of the CSU Bakersfield self-review
- The progress made in vital areas
- The engagement with the entire comprehensive review process
- The university's efforts in gathering data and evidence
- The strong infrastructure and support for faculty assessment efforts and the level of faculty engagement
- The university's commitment and recent initiatives to promote, support, and assess student success

The commission emphasized the following areas for further attention and development and requested an interim report in fall 2015 on these issues:

- Expanding and refining the assessment of student learning
- Continuing graduation and retention rates as a high priority
- Advancing the strategic planning initiative
- Budgeting and planning in view of declining state funding

CSU Bakersfield is responding to the commission's recommendations in the following ways:

- Efforts to sustain assessment and program review over time to yield evidence to inform needed improvements are recognized as important.
- A plethora of programs and processes to improve graduation and retention rates has been developed. Progress on improving degree completion will continue to be a high priority.



- The university has begun to gather important information and data to determine the effectiveness of its efforts.
- The university will move to establish metrics for evaluating completion of strategic planning initiatives, especially in a time of continuing economic stresses that may tend to undermine these plans.

### **California State University, Dominguez Hills**

Following the 2008 EER visit, the WASC Commission action letter reaffirmed a 10-year reaccreditation for California State University, Dominguez Hills and requested an interim report, to be submitted in March 2012. As requested by WASC, the interim report focused on “progress in the incorporation of assessment of learning in academic and co-curricular units within the institution, and the linkage of the results of such assessment with its strategic planning process.” The Interim Report Committee Panel reviewed the interim report in June 2012. Based on this review, WASC accepted CSU Dominguez Hills’s interim report with no further action required. According to the timeline of the redesigned WASC review process, the university is expected to submit its institutional proposal in spring 2016 and its institutional report in fall 2017.

### **California State University, Fresno**

California State University, Fresno was visited by the WASC team in October 2012. The team conducted the required five-year review of the first, independent doctoral program, the Ed.D.

The team commended the program for its accomplishments and efforts in the following areas:

- The pride and enthusiasm of program faculty and students in the Ed.D
- The loyalty and dedication the director and faculty have for the students in the program
- The students’ overwhelming appreciation of the rigor of the program and the competence, accessibility and caring of the faculty
- The program’s involvement with the Carnegie Project on the Education Doctorate (CPED) and its national recognition through this involvement
- The program’s vast resources supporting the program including fiscal support, physical support and faculty and staff support
- The program’s signature pedagogy, embedded fieldwork, which is a site-based service learning doctoral project that is directly related to the curriculum content of each course
- The partnerships with students in publishing and presenting at conferences, and the establishment of a Center for Research and Publication to assist students in publishing their research
- The community outreach, collaboration with school districts and engagement with the region

- The redesign of the student outcomes assessment plan and the part the plan plays in the five-year review process
- The responsiveness to needs that had emerged through various assessments (closing the loop) and that the program acted upon concerns raised by students, faculty and external partners in a timely manner

### **Recommendations and Response:**

- *Assessment and Program Review:* CPED principles had not been included in a singular framework to guide future assessment activities. A new assessment plan is being developed including the CPED principles as well as other changes that emerged as a result of the actual review process.
- *Program Review – increased external data:* Abundant assessments of the embedded fieldwork assignments that are the signature pedagogy of the program were not part of the review. The graduate group has formed an ad hoc committee to redesign data gathering procedures for embedded fieldwork activities to be implemented during the spring 2013 semester.
- *Capacity – ability to offer three programs (CSU Fresno, CSU Bakersfield and online with CSU Channel Islands):* CSU Bakersfield administration is currently in the process of building the university's faculty capacity so that the CSU Fresno faculty can be phased out of teaching and serving on dissertation committees. That process is going as planned. The new online (hybrid) program with CSU Channel Islands is not slated to commence until the CSU Bakersfield program has transitioned to Bakersfield.
- *Range of Quality of Dissertations:* The reviewers recommended all dissertations meet a minimum acceptable standard. The current rubrics are under review to see how these issues might be addressed.
- *Diversity of Core Faculty:* There is agreement that more efforts to recruit diverse faculty should be a priority when searches are conducted. Two searches are underway with diligence to ensure students are being taught by diverse doctoral faculty.

### **California State University, Fullerton**

The California State University, Fullerton EER visit took place March 7-9, 2012. On July 3, 2012, the WASC Accreditation Commission issued an action letter reaffirming the university's accreditation with an off-site review in spring 2019 and an on-site visit in fall 2019. An interim report was requested for submission in spring 2015.

The commission endorsed the four recommendations of the EER team, which included the following areas: strategic planning; assessment of student learning, including general education; the application of assessment findings to improve educational effectiveness in off-campus and

distance learning and planning related to possible expansion; and unevenness in academic advising.

CSU Fullerton was visited by the WASC EER team in March 2012 to conduct the fifth-year review of the first independent doctoral program, the Ed.D.

The visit team commended the campus for the Ed.D. program's consistency with the purpose and character of CSU Fullerton and for keeping with the expectations of the College of Education. The curricula are structured to foster ongoing student engagement in research and high-level professional practice. Expectations for learning and student attainment are developed and widely shared among faculty, students, staff and external stakeholders. Ed.D. faculty members and community partners take collective responsibility for establishing, reviewing, fostering and demonstrating the attainment of these expectations. The Ed.D. program collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, student satisfaction and employer satisfaction to support student success. The program regularly identifies the characteristics of its students and assesses their preparation, needs and experiences. Faculty members and community partners interviewed were able to describe elements of the assessment system, how data are discussed and how data is used to improve programs. Financial backing has supported the creation of a culture of research to serve as the foundation for the program through increased library support, teaching release time for advisement and faculty research, research seminars and support for the Center for Research on Educational Access and Leadership (C-REAL).

Four recommendations were offered:

- Continue to participate in the Carnegie Project on the Education Doctorate (CPED), as it will provide a good opportunity for CSU Fullerton to learn from other programs around the country, and it will also place the university in a position of national leadership in defining the nature of the Ed.D. The university is advised to see itself as a leader in this effort.
- Continue to financially support the Ed.D. and the "research culture" that it is developing for the College of Education, the institution as a whole and the local community.
- Continue to connect with alumni to keep them engaged and to assess their impact on the field.
- Continue to improve the three- and four-year graduation rates to a level of at least 75 percent.

### **California State University, Long Beach**

California State University, Long Beach was one of the first seven CSU campuses to be authorized to offer the doctorate in Educational Leadership independently. CSU Long Beach received approval for the Ed.D. from WASC in 2007. On November 6-7, 2012, a special visit team evaluated the CSU Long Beach Ed.D. program.

The purpose of the visit was to focus on the continuing development of issues specifically noted in the WASC visit of 2007 and reflected in the WASC Commission's 2007 action letter granting approval to offer the doctoral program. The following four issues were identified:

- The need to hire additional faculty with expertise in the community college track of the program
- The need to further develop the program assessment plan
- The need for rubrics to evaluate student performance in qualifying examinations and dissertations
- The need for a program review process that includes assessment findings and results

The visiting team found that CSU Long Beach had responded commendably to each of the 2007 recommendations. The team reported that additional faculty members for the community college track had been hired; that a full range of assessment processes had been put into place; that evaluative rubrics had been developed; and that a campus-wide process for program review was in place. The team commended the CSU Long Beach program for its overall quality, the strength of its institutional support, its collaborative nature and its responsiveness to issues raised by earlier WASC reviews as well as student feedback and faculty self-reflection.

The visiting team made the following recommendations to the program:

- Institute a periodic review of research productivity for maintaining membership in the doctoral faculty.
- Pilot a different model for the timing of dissertation chair selection.
- Put in place an overall program evaluation that allows students to reflect on the program as a whole.

### **Sacramento State University**

Sacramento State University received the WASC visit team in October 2012 to conduct the fifth-year review of its first doctoral program, the Ed.D. In its report, the visit team commended the program for its efforts and accomplishments in the following areas:

- Significant progress in the development and implementation of its comprehensive assessment plan to include clearly defined learning outcomes, the use of multiple assessments, rubrics, the use of inter-rater reliability procedures, and the sharing of assessment findings resulting in curriculum, program design, admissions procures and support services changes
- Intentional efforts to build systematic policies that form a formal structure of collaboration between the two colleges' partnering in the delivery of the Ed.D. degree
- Administrative support through the strategic design of program funding for the program contributing to its sustainability over time

The following recommendations were offered:

- The university and both colleges should continue to be mindful of the potential challenges inherent in cross-disciplinary shared programs and work deliberately to openly discuss and broadly approve the newly designed workload for doctoral-level faculty in the program.
- The university should maintain the same commitment to budget flexibility and transparency at the local management level that was used to design the program funding at the university level.
- Faculty should continue developing the assessment of program learning outcomes to include a course-level learning outcomes assessment and, to the degree appropriate, represent institutional-level outcomes as part of the program assessment protocol.

### **San Diego State University**

San Diego State University received the WASC visit team in October 2012 to conduct the fifth-year review of its education doctorate program. In its report to the campus, the review panel noted:

- Ed.D. faculty and administration are strongly committed to the mission of the program and dedicated to maintaining the quality of the program even during challenging times of state budget cuts.
- Faculty are highly qualified and student-centered. There is a good balance between full-time research faculty and part-time practitioners.
- The program is built on a strong foundation of doctoral education at San Diego State.
- The program is well designed with direct and indirect assessment, clear goals, learning outcomes and rubrics.
- The curriculum is intentional and cohesive, with well-sequenced courses and integration of the dissertation.

- The faculty and administration are committed to feedback and continuous improvement and the collaboration with community partners is impressive. Retention and graduation rates are very strong, with students attributing this to the cohort model and to faculty support.
- Outcomes of alumni are evident in the increased leadership roles that students and graduates have taken to transform schools and community colleges.

The review panel offered the following recommendations:

- The College of Education will need to continue to think in innovative ways to maximize resources. One specific suggestion is to determine parameters for admitting students who are employees of San Diego State.
- The faculty and administration should focus on best strategies in hybrid and online learning.
- An effort is needed to work on building a culture that spans PK-12 and CC/PSE and to consider structural changes to better integrate these concentrations.
- The faculty should continue the focus on assessment of learning outcomes and program improvement.

### **California Polytechnic State University, San Luis Obispo**

At its meeting on June 13-15, 2012, the WASC Commission considered the report of the EER team that visited California Polytechnic State University, San Luis Obispo on April 3-5, 2012. The institutional proposal originally outlined an overarching theme of “Our Polytechnic Identity in the Twenty-First Century” and three subthemes: (1) learn by doing, (2) the teacher-scholar model, and (3) integration and student learning. The commission found that, despite the turnover in top leadership positions, Cal Poly San Luis Obispo successfully maintained its focus on the review themes and made significant progress in achieving the intended outcomes. These included achieving a growing consensus about what it means to be a polytechnic university, implementing a series of academic senate actions about important academic matters such as learning outcomes and program review, and adopting several new initiatives to support student success.

The commission's Capacity and Preparatory Review (CPR) action letter of June 24, 2010, highlighted two major issues for special attention during the interval between the CPR and EER visits: further defining Cal Poly San Luis Obispo's polytechnic identity and clarifying leadership structures. In the EER letter of July 3, 2012, the commission found that Cal Poly San Luis

Obispo effectively addressed these two issues and commended the university for taking the following steps:

- Maintaining strong faculty, staff and student morale given the major reductions in state funding
- Balancing many competing priorities at a time when the CSU mandated major enrollment caps
- Adopting well-framed learning outcomes in most programs
- Employing effective assessment practices and a well-developed program review process
- Ensuring that students have access to faculty and effective student advising
- Establishing support programs for freshmen and other initiatives that promote student success
- Increasing the six-year graduation rates from 65 percent for the 1996 cohort to an “impressive” 76 percent for the 2005 cohort

In addition, the commission specifically commended Cal Poly San Luis Obispo students for voting to approve an additional fee to support essential resources for “learn by doing” in each major and to increase course offerings and student-support services.

The commission endorsed the recommendations of the EER team and emphasized the following areas for further attention and development:

- *Promoting diversity and inclusive excellence:* The team found that “Cal Poly needs to quickly and aggressively address these negative effects [of the campus climate] and actively increase the diversity of students, staff and faculty as part of its responsibility to serve the citizens of California.” The commission supported this finding and expected to see progress in achieving a more diverse faculty and student body; increases in the retention, persistence and completion rates of under-represented students; and measurable improvements in campus climate.
- *Assessing and improving undergraduate learning:* The commission commended Cal Poly San Luis Obispo for its pilot project to assess the university’s learning objectives. This was intended to compare learning results for freshmen and seniors in five core areas: writing, oral communication, diversity learning, lifelong learning and ethic reasoning. The results were used to identify areas needing improvement. As a corollary to this project, the university conducted a campus-wide assessment of the senior project to determine how the required capstones in all majors could be used to assess senior-level learning in such areas as writing and critical thinking. As the team observed, “these efforts led to important cross-unit conversations and collaborations on assessment that have not previously been part of Cal Poly’s culture.” The

commission noted that projects like these position Cal Poly San Luis Obispo as a leader in assessing undergraduate achievement of core competencies, which will be one of the primary foci of WASC's new reaccreditation model, and it urged Cal Poly San Luis Obispo to continue to undertake such assessment projects.



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Bakersfield**

Business Administration BS	not specified	2013-2014
Business Administration MBA	not specified	2013-2014
Chemistry BS	not specified	2014-2015
Counseling MS	not specified	2013-2014
Education MA	not specified	2013-2014
Nursing BS	not specified	2022
Public Administration MPA	not specified	2013-2014
Social Work MSW	not specified	2013-2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Channel Islands**

Education MA – Administrative Services	2009	2016
Education – Administrative Services Preliminary Credential	2009	2016
Education MA – Education Specialist	2009	2016
Education – Mild/Moderate Disabilities Credential	2009	2016
Education – Mild/Moderate Disabilities Intern Credential	2009	2016
Education – Multiple Subject Credential	2009	2016
Education – Multiple Subject Intern Credential	2009	2016
Education – Single Subject Credential	2009	2016
Education – Single Subject Intern Credential	2009	2016
Nursing BS	2006	2017

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Chico**

Art BA	not specified	2015
Art BFA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	1997	2014
Business Administration MBA	1997	2014
Business Information Systems BS	1997	2014
Chemistry BS	not specified	2015
Civil Engineering BS	1968	2016
Communication Design BA – Graphic Design Option	not specified	2015
Communication Sciences and Disorders BA	2003	2018
Communication Sciences and Disorders MA	2003	2018
Computer Engineering BS	1989	2016
Computer Information Systems BS	2007	2016
Computer Science BS	1987	2016
Construction Management BS	1987	2013
Education MA	not specified	2015
Electrical / Electronic Engineering BS	1971	2016
Health Science BS	2004	2015
Journalism BA	1997	2016
Mechanical Engineering BS	1971	2016
Mechatronic Engineering BS	1998	2016
Music BA	1995	2019

**Chico** (continued)

Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2021
Nutritional Science MS	2001	2021
Psychology MA (PPSC)	1998	2014
Public Administration MPA	1996	2017
Recreation Administration BS	1986	2019
Recreation Administration MA	1986	2019
Social Work BA	not specified	2016
Social Work MSW	not specified	2016
Sustainable Manufacturing BS	1980	2014
Theatre Arts BA	2009	2015

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Dominguez Hills**

Clinical Science BS	1995	2016
Clinical Science BS – Cytotechnology	1993	2014
Computer Science BS	1996	2016-2017
Computer Science MS	1996	2016-2017
Education MA	not specified	2012
Education MA – Special Education	not specified	2012
Music BA	not specified	2017
Nursing BSN	not specified	2013 (BRN) / 2018(CCNE)
Nursing MSN	not specified	2013 (BRN) /2018(CCNE)
Occupational Therapy MS	2007	2012-2013
Orthotics Certificate	2006	2013- 2014
Orthotics and Prosthetics, Certificate	2006	2013-2014
Public Administration BS	2005	2015-2016
Public Administration MPA	2005	2015-2016
Social Work MSW	2007	2014
Theatre Arts BA	1987	2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU East Bay**

Business Administration BS – Information Systems; Decision Sciences, Management and Marketing	1973-1974	2013-2014
Business Administration MS	1982-1983	2013-2014
Business Administration MBA	1982-1983	2013-2014
Chemistry BS	1970-1971	2015-2016
Counseling MS	1982-1983	2016-2017
Education MS	1974-1975	2016-2017
Educational Leadership MS	1994-1995	2016-2017
Industrial Engineering BS	2006-2007	2015-2016
Music BA	1973-1974	2013-2014
Music MA	1973-1974	2013-2014
Nursing BS	1974-1975	2016-2017
Social Work MSW	2006-2007	2017-2018
Special Education MS	1987-1988	2016-2017
Speech Pathology and Audiology MS	1992-1993	2019-2020

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Fresno**

Accountancy MS	1967	Suspended 2012
Agricultural Education MS	1967	2015
Animal Sciences BS	1967	2015
Animal Sciences MS	1967	2015
Business Administration BS – Accountancy, Information Systems and Decision Sciences, Management, and Marketing	1967	2015
Business Administration MBA	not specified	not specified
Civil Engineering BS	1986	2012-2013
Civil Engineering MS	1986	2012-2013
Communicative Disorders BA	1979, 1994, 2004	2010-2011, 2013, 2015-16, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2010-2011, 2013, 2015-16, 2018-19
Computer Engineering BS		2012
Construction Management BS	1995	2013-2014
Counseling MS – MFT	1996	2015
Counseling and Student Services MA	not specified	2012
Counseling – Pupil Personnel Services Credential	not specified	2012
Dietetics – Certificate of Advanced Study	not specified	2013
Education MA – English Single Subject Credential	1967, 1988	2015
Education MA – Multiple Subject	not specified	2012
Education MA – Single Subject (all subject matters)	not specified	2012
Educational Leadership EdD	not specified	2012
Electrical Engineering BS	not specified	2012

**Fresno** (continued)

Food and Nutritional Sciences BS – Dietetics and Food Administration Option	2003, 1979	2013
Food and Nutritional Sciences BS – Internship Program	2005, 1979	2013
Geomatics Engineering BS	not specified	2013
Interior Design BA	1988	2017
Kinesiology BS	2008	2017-2018
Liberal Studies BA	not specified	2012
Mechanical Engineering BS	not specified	2012
Music BA	1979	2019-2020
Music MA	1979	2019-2020
Nursing BS	2005	2014-2016
Nursing MS	2005	2014-2016
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2012-2013
Public Health MPH	1998	2013
Recreation Administration BS	1986	2014
Rehabilitation Education MS	1979	2017-2018
School Psychology EdS	1994	2015
Social Work BA	1967	2016
Social Work MSW	1967	2016
Theatre Arts BA	1989	2013-2014



**California State University Accredited Programs, by Campus**

Programs	First Granted	Renewal Date
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**CSU Fullerton**

Accounting MS	1966	2009/2010-2013/2014
Art BA	1974	2003-2013
Art BFA	1994	2003-2013
Art MA	1974	2003-2013
Art MFA	1994	2003-2013
Business Administration BA	1965	2009/2010-2013/2014
Business Administration MBA	1972	2009/2010-2013/2014
Chemistry BS	1970	2004-2011, submitted, under review
Civil Engineering BS	1985	2009-2015
Communications BA	1971	2008-2015
Communications MA	1971	2008-2015
Communicative Disorders BA	1969	2011-2018
Communicative Disorders MA	1969	2011-2018
Computer Engineering BS	2007	2007-2015
Computer Science BS	1988	2009-2015
Credentials	1960	2007-2015/2016
Counseling MS	2007	2007-2015
Dance BA	1993	2002-2012, extended to 2014
Education MS	1970	2007-2014-2015
Electrical Engineering BS	1985	2009-2015
General Business	1965	2009/2010-2013/2014
Human Services BS	1982	2010-2016
Information Systems MS	1981	2009/2010-2013/2014
International Business BA	1984	2009/2010-2013/2014
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2009-2015
Music BA	1966	2002-2012
Music BM	1975	2002-2012
Music MA	1966	2002-2012

**Fullerton** (continued)

Music MM	1975	2002-2012
Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2011-2021
Nursing MS	2002	2007-2017
Public Administration MPA	1989	2011-2015
Public Health MPH	2008	2008-2013
Social Work MSW	2011	2011-2015
Taxation MS	1996	2009/2010-2013/2014
Theatre Arts BA	1974	2005-2015
Theatre Arts BFA	2005	2005-2015
Theatre Arts MFA	1985	2005-2015

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Humboldt State**

Art	1978	2014-2015
Chemistry	prior to 1976	2014
Child Development Laboratory, Child Development	1989	2017
Environmental Resources Engineering (ERE) BS	1979	2013
Forestry Curriculum – Society of American Foresters (SAF)	1979	2015
Music	1979	2021-2022
Sociology – MA	2004	2014
Psychology-MA-School of Psychology	2002	Spring 2015
Psychology MA- Counseling	1986	Annual self-report
Education – Administrative Services	2002	Spring 2015
Education – Multiple Subjects Credential	2002	Spring 2015
Education – Single Subjects Credential	2002	Spring 2015
Education – Special Education Credential	2002	Spring 2015
Education and Kinesiology – Adapted Physical Education Credential	2002	Spring 2015
Social Work BA	1992	2019
Social Work MSW	2004	2019

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>CSU Long Beach</b>		
Aerospace Engineering BS	2001	2013
Athletic Training BS	2006	2014
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Business Administration BS	1972	2014
Business Administration MBA	1972	2014
Chemical Engineering BS	1980	2013
Chemistry BS	1958	2013
Civil Engineering BS	1963	2013
Communicative Disorders MA	1970	2015
Computer Engineering BS	1974	2013
Computer Science BS	1995	2013
Construction Engineering Management BS	2012	2018
Dance BA	1982	2013
Dance BFA	1982	2013
Dance MA	1982	2013
Dance MFA	1982	2013
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2011, in review
College of Education: Teaching Credentials and School Professionals	2001	2014
Electrical Engineering BS	1963	2013
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences BA, Option in Family Life Education	2003	2013

**Long Beach** (continued)

Family and Consumer Sciences BS, Option in Child Development and Family Studies	1993	2017
Health Care Administration BS	1992	2015
Health Care Administration MS	2002	2014
Hospitality Foodservice & Hotel Management BS	2010	2017
Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
Mechanical Engineering BS	1963	2013
Music BA	1968	2015
Music BM	1968	2015
Music MA	1968	2015
Music MM	1968	2015
Nursing BS	1967	2021
Nursing MS	1978	2021
Nursing MS / HCA MS	2002, not specified, 1990	2021
Physical Therapy MPT	1968	2022
Public Health MPH	1990	2015
Theatre Arts BA	1973	2015
Theatre Arts MFA	1973	2015
Public Administration MPA	1988	2016; self-study in progress
Recreation BA	1976	2012; self-study in progress
Social Work BA	1975	2016
Social Work MSW	1985	2016

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Los Angeles**

Art BA	1974	2019-20
Art MA	1974	2019-20
Art MFA	1974	2019-20
Accountancy MS	1964	2015-16
Business Administration BS	1960	2015-2016
Business Administration MS	1964	2015-2016
Business Administration MBA	1964	2015-2016
Communication Disorders BA	1987	2016-2017
Communication Disorders MA	1987	2016-2017
Computer Science BS	2005	2012-2013
Criminalistics MS	2011	2014-2015
Education Credentials	1959	2018-2019
Education MA	1959	2018-2019
Education Administration MA	1959	2018-2019
Special Education PhD	1971	2018-2019
Special Education MA	1959	2018-2019
Teaching English to Speakers of Other Languages MA	1989	2018-2019
Engineering BS	1965	2012-2013
Civil Engineering BS	1965	2012-2013
Electrical Engineering BS	1965	2012-2013
Mechanical Engineering BS	1965	2012-2013
Music BA	1970	2015-2016
Music BM	1970	2015-2016
Music MA	1970	2015-2016
Music MM	1995	2015-2016
Nursing BS	2007	2012-2013
Nursing MS	2007	2012-2013
Nutritional Science BS - Coordinated Dietetics Program (CDP)	1974	2013-2014

**Los Angeles (continued)**

Nutritional Science MS - (CDP)	1974	2013-2014
Nutritional Science BS - Didactic Program in Dietetics (DPD)	1976	2013-2014
Nutritional Science MS - Didactic Program in Dietetics (DPD)	1976	2013-2014
Public Administration MS	1984	2014-2015
Rehabilitation Counseling MS	1956	2016-2017
School Counseling and Student Personnel Services MS	1978	2013-2014
Social Work BA	1979	2017-2018
Social Work MSW	1979	2017-2018

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**California Maritime Academy**

Business Administration BS –		2010-11 (Ongoing)
Facilities Engineering Technology BS		2013-2014
Global Studies and Maritime Affairs-BA		2010-2011(Ongoing)
Global Supply Chain Management and Security-MS (on-line/hybrid)		2008*SE
Marine Engineering Technology BS		2013-2014
Marine Transportation-BS**		2015-2016
Mechanical Engineering BS		2013-2014
Transportation and Engineering Management-MS (on-line)		2014-2015
Electronic and Computer Engineering Technology-BS	Pilot 2013	2017-2018



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Monterey Bay**

Social Work, MSW (CSWE)	in progress, estimated approval in 2014	2013, site visit fall 2013
Teacher Education (NCATE)	2009	2011, site visit in spring 2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>CSU Northridge</b>		
Administrative Services: Educational Leadership and Policy Studies	1997	2016
Athletic Training BS	1995	2016-17
Art BA	1992	2020
Art MA	1992	2020
Art MFA	2006	2020
Business BS	1976	2014
Business MBA	1976	2014
Business MS Tax	1976	2014
Civil Engineering BS	1996	2013
Communication Disorders and Sciences Speech Language MS	1976	2012
Computer Engineering BS	2007	2013
Computer Science BS	1987	2013
Construction Management Technology BS	2010	2016
Counseling MA, School Psychology Option	1997	2016
Didactic Program in Dietetics BS	1985	2019
Dietetic Internship	1985	2019
Education MA, CLAD Option	1997	2016
Education MA, Computers and Education Technology Option	1997	2016
Education MA, Curriculum and Instruction Option	1997	2016
Education MA, Language and Literacy Option	1997	2016
Education MA, Development, Learning and Instruction Option	1997	2016
Education MA, Early Childhood	1997	2016

**Northridge** (continued)

Education MA, English Education Option	1997	2016
Education MA, Mathematics Education Option	1997	2016
Education MA, Multilingual / Multicultural Option	1997	2016
Education MA, Reading Improvement	1997	2016
Education MA, Science Option	1997	2016
Education MA, Social Science Option	1997	2016
Education Special Authorization Advanced Credential – Autism Spectrum	2010	2016
Education Special Authorization Advanced Credential – Resource Specialist	2010	2016
Education Special Authorization Advanced Credential– Emotional Disturbance	2010	2016
Education Special Authorization MA– Autism Spectrum	2010	2016
Education Special Authorization MA – Emotional Disturbance	2010	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev I	1997	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev II	1997	2016
Education Special Teaching – Early Childhood – Lev I	1997	2016
Education Special Teaching – Early Childhood – Lev II	1997	2016
Education Special Teaching – Mild/ Moderate – Lev I	1997	2016

**Northridge** (continued)

Education Special Teaching – Mild/ Moderate – Lev II	1997	2016
Education Special Teaching – Mod/ Severe – Lev I	1997	2016
Education Special Teaching – Mod/ Severe – Lev II	1997	2016
Education Special Teaching, Lev I – Mild/Moderate + BA Liberal Studies	2002	2016
Educational Administration MA	1997	2016
Educational Psychology and Counseling	1997	2016
Education Specialist – Preliminary	1974	2016
Electrical Engineering BS	1996	2013
Environmental and Occupational Health BS	1973	2013
Environmental and Occupational Health MS	1978	2013
Environmental Health BS	1972	2011
Environmental Health MS	1972	2011
Family and Consumer Sciences BS	1992	2017-2018
Health Administration BS – Health Science Option	1971	2016
Interior Design BS	1998	2017
Journalism BA	1967	2016
Manufacturing Systems Engineering BS	2003	2013
Mechanical Engineering BS	1996	2013
Multiple Subject – Elementary Education	1974	2016
Multiple Subject Teaching – Preliminary	1974	2016
Multiple Subject Teaching – Preliminary – Intern	2002	2016
Multiple Subject Teaching – Preliminary – CLAD	1997	2016

**Northridge** (continued)

Multiple Subject Teaching – Preliminary – BCLAD	1997	2016
Multiple Subject Teaching Preliminary + BA Liberal Studies	2002	2016
Music BA	1968	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2019
Physical Therapy MPT	1968	2013
Preliminary Administrative Services Credential	1997	2016
Professional Administrative Services Credential	1997	2016
Public Health Education MPH	1980	2018
Pupil Personnel Services Credential– School Counseling, pending final report	1997	2016
Pupil Personnel Service Credential – School Counseling Intern	1997	2016
Pupil Personnel Services Credential – School Psychology	1997	2016
Pupil Person Services Credential – School Psychology Intern	1997	2016
Radiologic Technology BS – Health Sciences Option	1977	2010
Reading and Language Arts Specialist Credential MA	2002	2016
Reading Certificate MA	2002	2016
Single Subject - Secondary Education	1974	2016
Single Subject Teaching - Preliminary + BA English or Math	2002	2016

**Northridge** (continued)

Single Subject Teaching - Preliminary – Intern	2002	2016
Single Subject Teaching - Preliminary – CLAD	1997, 2008	2016, 2017
Single Subject Teaching – Preliminary – BCLAD	1997	2016
Social Work MSW	2008	2012
Special Education MA, Early Childhood Option	1997	2016
Special Education MA, Early Childhood – Level II	1997	2016
Special Education MA, Deaf/Hard of Hearing Option	1997	2016
Special Education MA, Early Childhood/Deaf/Hard of Hearing Option	1997	2016
Special Education MA, Early Childhood/Deaf/Hard of Hearing Option – Level II	1997	2016
Special Education MA, Educational Therapy Option	1997	2016
Special Education MA, Gifted Option	1997	2016
Special Education MA, Mild/Moderate Option	1997	2016
Special Education MA, Mild/Moderate –Level II	1997	2016
Special Education MA, Moderate/Severe Option	1997	2016
Special Education MA, Moderate/Severe – Level II	1997	2016
Special Education MA, Serious Emotional Disturbance Option	1997	2016
Special Education MA, Undeclared	1997	2016
Theatre BA	1991	2014
Theatre MA	1991	2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Cal Poly Pomona**

Adaptive Physical Education Authorization	1997	2013-2014
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2014-2015
Aerospace Engineering BS	1970	2018
Agricultural Specialist Authorization	1976	2013-2014
Animal Health Science BS	1997	2013
Architecture BArch	1981	2014
Architecture MArch	1978	2014
Art (Art History, Fine Art) BA	1997	2018-2019
Business Administration BS	1995	2014-2015
Business Administration MBA	1995	2014-2015
Business Administration MS	1995	2014-2015
Chemical Engineering BS	1972	2018
Civil Engineering BS	1970	2018
Civil Engineering Geospatial Engineering Option BS	1993	2018
Computer Engineering BS	2004	2018
Computer Science BS	1994	2014-2015
Construction Engineering Technology BS	1976	2014
Didactic Program in Dietetics	1993	2013-2014
Dietetic Internship Program	1993	2013-2014
Education Specialist Mild/Moderate Level I and Level II Teaching and Intern Credentials	1997	2014-2015

Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2012-2013
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**Pomona, continued**

Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2014-2015
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2013-2014
Electrical Engineering BS	1970	2018
Electronics and Computer Engineering Technology BS	1976	2015-2016
Engineering Technology BS	1976	2018
Graphic Design BFA	1997	2018-2019
Hospitality Management BS	1994	2018
Industrial Engineering BS	1976	2018
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2013
Landscape Architecture MLA	1975	2017
Manufacturing Engineering BS	1988	2012
Mechanical Engineering BS	1970	2012
Multiple Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2014-2015
Multiple Subject Preliminary Teaching Credentials	1973, 2003 – SB 2042	2013-2014
Public Administration MPA	2006	2016
Single Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2014-2015
Single Subject Preliminary Teaching Credentials	1973/, 2003 – SB 2042	2014-2015
Urban and Regional Planning BURP	1972	2015-17
Urban and Regional Planning MURP	1974	2015-16



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Sacramento**

Administrative Services Credential, Level I, Preliminary, EDLP	1984	2014
Administrative Services Credential, Intern, EDLP	1974	2014
Administrative Services Credential, Level II, Professional, EDLP	1985	2014
Art, Art Studio, Art History	1974	2015
Art Education	~ 1984	2018
Athletic Training	1976	2013
Business Administration	1963	2017
Civil Engineering	1965	2015
Computer Engineering	1989	2015
Computer Science	1985	2015
Construction Management	1989	2013
Didactic Program in Dietetics	1996	2016
Dietetic Internship	1996	2016
Education Specialist, Mild/Moderate, EDS	not specified	2018
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	not specified	2018
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	not specified	2018
Education Specialist, Early Childhood Special Education, EDS	1974	2018
Education Specialist, Level II, EDS	not specified	2018

**Sacramento** (continued)

Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2018
Liberal Studies	2004	2004, in review
Mechanical Engineering	1965	2015
Mechanical Engineering Technology	1980	2010, discontinued MET Program fall 2010
Multiple Subjects, BMED	not specified	2018
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018
Multiple Subjects, EDTE	not specified	2018
Music	1964	2021
Music Education	not specified	2019
Nursing-Pre Licensure	1962	2019(CCNE) BRN (2022)
Nursing-Post Licensure	1962	2019(CCNE) BRN (2022)
Nursing Graduate	1986	2019(CCNE) BRN (2022)
Photography	2005	2015
Physical Education	1952	2012
Physical Therapy	1997	2014
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1999	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration	1978	2014
Rehabilitation Counselor Education Program	not specified	2018
School Counseling; Career Counseling; Marital, Couple and Family	2006	2014

Counseling/Therapy, EDC <b>Sacramento</b> (continued)		
School Psychology, EDS	2001	2018
Single Subject, BMED	not specified	2018
Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2018
Single Subject, EDTE	not specified	2018
Social Science	not specified , ~ 1992	2013
Social Work	1966	2016
Speech Pathology	1950, 1998	2019

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU San Bernardino**

Administration BA	not specified	2013-14
Administration BS	not specified	2013-14
Administration MBA	not specified	2013-14
Art BA	not specified	2012-13
Chemistry BS	not specified	2016
Computer Science BS	not specified	2014-15
Education	not specified	2015-16
Health Science, Environmental Health BS	not specified	2013-14
Music BA	not specified	2012-13
Nursing BS	not specified	2021-22
Nutrition and Food Sciences BS – Didactic Program in Dietetics	not specified	2018-19
Public Health	not specified	2013-14
Public Administration MPA	not specified	2017-18
Rehabilitation Counseling MA	not specified	2016-17
Social Work BA	not specified	2017-18
Social Work MSW	not specified	2012-13
Theatre Arts BA	not specified	2012-13

**California State University Accredited Programs, by Campus**

Programs	First Granted	Renewal Date
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**San Diego State**

School of Accountancy	1979	2013
Administration, Rehabilitation and Postsecondary Education	1978	2017-2018
Aerospace Engineering	1964	2016
Art	1975	2011, in review
Art – Interior Design	1984	2020
College of Business Administration	1955	2013
Chemistry	1950	2017
Civil Engineering	1964	2016
Computer Engineering	2004	2016
Computer Science	1994	2015-2016
Construction Engineering	2009	seeking accreditation
Counseling and School Psychology	1998, 1989	2016-2017, 2013
Education	1998	2016-2017
Educational Leadership	1998	2016-2017
Educational Technology	2003	2017-2018
Electrical Engineering	1964	2016
Engineering	2004	2016
Environmental Engineering	2004	2016
Exercise and Nutritional Sciences	before 1961, 2000	2019, 2012
Health Management and Policy division in the Graduates School of Public Health	1983	2019
Journalism and Media Studies	1971-1978 and 1985-1997	2014-2015
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	not specified, 1998, 1953, 2001	2016, 2012, 2016, 2016

**San Diego** (continued)

Nursing – School Nursing (admission currently suspended)	not specified	2016
Nutrition	~ 1980	2015
Policy Studies in Language and Cross-Cultural Education	1998	2016-2017
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health	1983	2017
Public Health, Graduate School	1983, 1985	2014
Recreation and Tourism Management	1981	2012, Not seeking reaccreditation
School Counseling	1998	2016-2017
Social Work BS	1974	2018
Social Work MSW	1966	2018
Special Education	1998	2016-2017
Speech, Language, and Hearing Sciences – Speech-Language Pathology Credential	1979	2017
Speech, Language, and Hearing Sciences – Audiology Program	2006	2019
Speech, Language, and Hearing Sciences – Speech-Language Pathology Program	1987	2019
Teacher Education	1998	2016-2017
Theatre, Television, and Film	1975	2012-2013 (Currently under review)

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**San Francisco State**

Accountancy MS	1979	2014
Apparel Design & Merchandising BS	2003	2011, in review site visit scheduled for spring 2013
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1963	2014
Business Administration MBA	1963	2014
Cinema BA	1983	2015
Cinema Studies MA	1983	2015
Cinema MFA	1983	2015
Civil Engineering BS	1988	2018
Clinical Laboratory Science Graduate Internship Program	1977	2019
Communicative Disorders MS	1971	2017
Computer Science BS	1992	2014
Counseling MS	1978	2018
Didactic Program in Dietetics BS	1987	2019
Dietetics BS and Graduate Internship Program	1991	2019
Drama BA	1982	2021
Drama MA	1982	2021
Education MA	1954	2017 Not to be renewed
Electrical Engineering BS	1988	2018
Family and Consumer Sciences BA	2003	2011, in review site visit scheduled for spring 2013
Health Education BS	2009	2017
Hospitality and Tourism Management BS	1990	2014
Interior Design BS	2003	2011, in review site visit scheduled for spring 2013

Journalism BA	1985	2013-2014
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**San Francisco** (continued)

Mechanical Engineering BS	1988	2018
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2013-2014
Nursing MS	2003	2013-2014
Physical Therapy DPT	2001	2013
Public Administration MPA	2000	2013
Public Health MPH	2003	2017
Recreation, Parks, and Tourism Administration BS	1990	2017
Rehabilitation Counseling MS	1976	2020
Social Work BA	1975	2018
Social Work MSW	1971	2018
Special Education MA and Concentration in PhD in Education	1954	2017
Teacher Education Credential Programs	1900	2017 Not to be renewed
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**San José State**

Accountancy MSA	1964	2015
Advertising BS	1971	2014
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training	not specified	2019
Athletic Training MS	1989	2019
Business Administration BS	1964	2015
Business Administration MBA	1973	2015
Business Administration MSA	1964	2015
Business Administration MST	1964	2015
Business Administration MSTM	1964	2015
Chemistry and Materials Science BS	not specified	2010
Chemical Engineering BS	1958	2018
Child and Adolescent Development Counselor Education Credential	1958	2018
Civil and Environmental Engineering BS	1958	2018
Communicative Disorders EDAU BA	1974, 1989	2018
Communicative Disorders EDAU MA	1989	2018
Computer Engineering BS	1958	2018
Computer Science BS	1996, 2001	2018
Dance BA	1987	2014
Dance BFA	1987	2014
Dietetics	1986	2015
Educational Leadership Credential	1958	2018

**San José (continued)**

Elementary Education Credential	1958	2018
General Engineering BS	1958	2018
Food Science	1988	2015
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2015
Journalism BS	1971	2014
Kinesiology MS	1989	2019
Mechanical Engineering BS	1958	2018
Aerospace Engineering BS		2014
Music BA	1958	2013
Music BM	1958	2013
Music MA	1958	2013
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2013
Nutritional Science BS – Food Science Technology Conc.	1988	2015
Nutritional Science BS – Dietetics	1986	2015
Occupational Therapy MS	1991	2016
Organization and Management BS	not specified	not specified
Political Science MPA	1988	2017
Public Health MPH	1974, 1976	2014
Public Relations BS	1971	2014
Pupil Personnel Services Credential	1958	2018
Recreation BS	1987	2014
Secondary Education Credential	1958	2018
Social Work BS	1977	2015
Social Work MS	1977	2015
Special Education Credential	1958	2018
Speech Pathology Credential	1958	2014
Taxation MS	1964	2018

**San José** (continued)

Teacher/Librarian Services Credential	1958	2018
Theatre Arts BA	1982	2013
Transportation Management MS	1964	2018
Urban Planning MUP	1972, 1988	2016

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Cal Poly San Luis Obispo**

Aerospace Engineering BS	1969	2015
Art and Design BFA	1995	2016
Architectural Engineering BS	1975	2015
Architecture BArch	1980	2017
BioResource and Agricultural Engineering BS	1973	2015
Business Administration BS	1981	2012-2013 in review
Business Administration MBA	1981	2012-2013 in review
City and Regional Planning BS	1973	2017
City and Regional Planning MCRP	1993	2017
Civil Engineering BS	1973	2015
Computer Engineering BS	1997	2015
Computer Science BS	1986	2015
Construction Management BS	1978	2014
Dietetic Internship	2008	2018
Economics BS	1981	2012-2013 in review
Education-Multiple Subject Credential	2012	2018-19
Education- Single Subject Credential	2012	2018-19
Education – Agriculture Specialist Credential	2012	2018-2019
Education – Administration	2012	2018-19
Education – Education Specialist Credential	2012	2018-19
Electrical Engineering BS	1969	2015
Environmental Engineering BS	1971	2015
Forestry and Natural Resources BS	1994	2014
Graphic Communication BS	2003	2016
Industrial Engineering BS	1969	2015

Industrial Technology BS <b>Cal Poly San Luis Obispo</b> (continued)	1974	2014
Landscape Architecture BLA	1975	2014
Manufacturing Engineering BS	1997	2015
Materials Engineering BS	1971	2015
Mechanical Engineering BS	1969	2015
Music BA	2003	2018-2019
Nutrition BS – Applied Nutrition Concentration	2005	2015
Recreation, Parks, and Tourism Administration BS	1986	2017
Software Engineering BS	2007	2015

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU San Marcos**

Biochemistry BS	2007-2008	2014
Chemistry BS	2003	2014
Education MA	1995	2014
Nursing BS	2008	2014
Nursing MS	2012	2017

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Sonoma State**

Art/Art History	1982	2019-2020
Business Administration	2007	2012, deferred to 2012
Chemistry	not specified	not specified
Counseling	1984	2014
Education	2005	2020
Music	1972	2016-2017
Nursing	1974	2013

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Stanislaus**

Art BA	1983	2019-2020
Art BFA	1983	2019-2020
Business BS	2003	2012-2013
Business MS	2003	2012-2013
Business MBA	2003	2012-2013
Education BA	1991	2017-2018
Education MA	1991	2017-2018
Education EdD	2008	2014-2015 (WASC)
Genetic Counseling MS	2008	2016-2017
Music BA	1981	2012-2013
Music BM	1981	2012-2013
Nursing BS	1986	2013-2014/2016-2017
Nursing MS	2010	2016-2017
Psychology MS	2002	2013-2014
Public Administration MPA	1982	2016-2017
Social Work MSW	1998, retroactive to class of 1996	2017-2018
Theatre BA	1983	2012-2013



## **COMMITTEE ON EDUCATIONAL POLICY**

### **Update on California State University Troops to College and Veterans Affairs Efforts**

#### **Presentation By**

Ephraim P. Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Bucky Peterson  
Colonel (Ret.)  
U.S. Marine Corp.

Casey Roberts  
Special Consultant to the Chancellor  
for Veterans

#### **Summary**

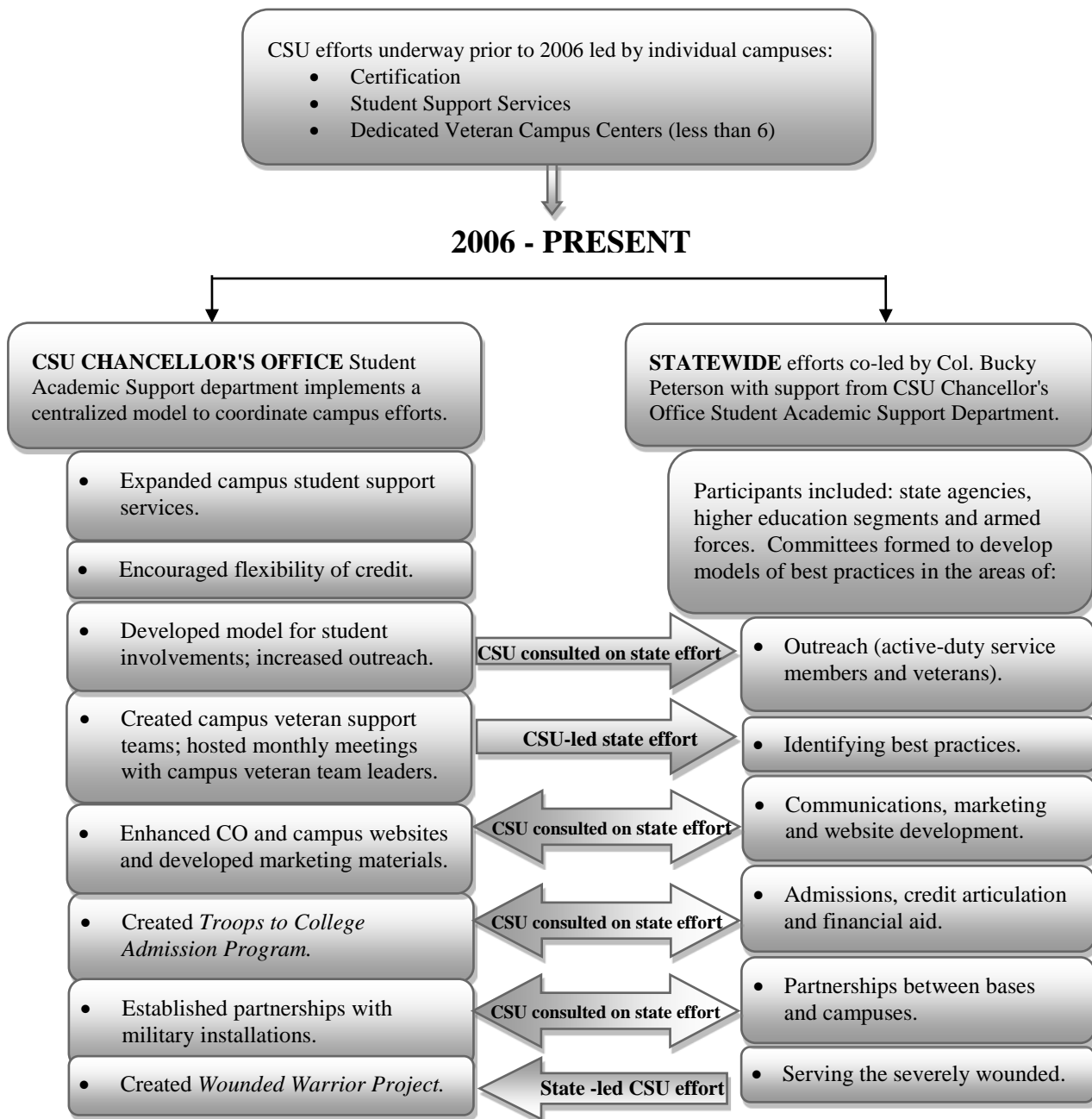
In March 2006, Governor Arnold Schwarzenegger charged the California Community Colleges (CCC), California State University (CSU), University of California (UC) and the Departments of Veterans Affairs and Labor and Workforce Development to expand educational opportunities for active-duty service members and veterans. The vision was for California to become the nation's leader in providing educational opportunities for service members and veterans. To this end, the three higher education segments agreed to expand outreach programs, academic and financial aid advising, on-base classes and admission opportunities.

To oversee the development, implementation and evaluation of the Troops to College programs, the governor appointed an ad hoc oversight committee. The day-to-day implementation of the Troops to College program was directed by the Veterans' Workgroup co-chaired by Colonel Bucky Peterson, USMC (Ret.), former vice president for development at Sonoma State University. Col. Peterson also served as liaison to California's Secretary of Education and special assistant to the chancellor on matters pertaining to active duty and veterans' postsecondary education.

At the same time that statewide initiatives were developing, the CSU Chancellor's Office Student Academic Support department was operationalizing internal processes to make the CSU a friendlier place for active-duty service members and veterans; the goal was to make the CSU their first choice and to create a welcoming and comfortable environment for current students. The CSU's parallel efforts led to the development of models that informed the statewide initiative.

## Background

This item's purpose is to update the Board of Trustees (BOT) on veteran's efforts in the CSU and its campuses. The chart below illustrates the parallel veteran affairs efforts undertaken by the CSU and the state from 2006 to present. The arrows indicate where CSU efforts overlapped with the broader statewide initiatives under Col. Peterson's leadership.



The timeline below covers a time span from March 2006 to the present, which is the period of time when the CSU developed most of its campus programs. The documentation referenced in the timeline may be accessed from the CSU Veterans Affairs online document library at [www.calstate.edu/sas/veterans.shtml](http://www.calstate.edu/sas/veterans.shtml).

#### March 2006

- Partnership with Governor Arnold Schwarzenegger's Office, California Community Colleges, California State University, University of California, California Departments of Veterans Affairs, Education, Labor and Workforce Development, as well as the six military branches. The effort is known as the *Veterans Education Opportunity Program*.
- Col. Bucky Peterson, USMC (Ret.) appointed as one of the task force co-chairs.
- The goal was to expand educational opportunities for veterans and active-duty service members within California public higher education.
- Formed task groups: (1) Communications/marketing and website; (2) veterans outreach; (3) admission/credit articulation/financial aid; (4) partnerships (5) best practices.
- Student Academic Support in the CSU Chancellor's Office (CSUCO) participated on various task force committees and supported Col. Peterson's efforts.

#### April 2007

- Chancellor Charles B. Reed and Sonoma State University President Ruben Armíñana formally make an arrangement for Col. Peterson to work as a representative of the CSU via a Memorandum of Understanding – July 25, 2007. ([Document 1](#))
- CSUCO Student Academic Support leads campuses through discussions of challenges, best practices, needs, etc.
- CSU campuses develop a communication and service model, assign a campus veteran lead office/department/point person, participate in monthly conference calls, and work through challenges faced on campuses.
- Campuses begin focus groups/discussions with veteran/active-duty military students.

#### April 2008

- CSUCO Student Academic Support begins meeting with campus veteran leads/teams once a year.
- CSUCO Student Academic Support provided an update on the statewide effort – April 29, 2008. ([Document 2](#))
- Campuses continue efforts to maintain discussions/host focus groups with transitioning veteran/active duty military students.
- A survey and inventory of veterans' enrollments and program activities on CSU campuses is conducted. ([Documents 3 and 4](#))

- A summary report of the task force for the period of June 1, 2006, through December 31, 2007, is issued. ([Document 5](#))
- Department of Veterans Affairs issues proposed rules for Post 9/11 GI Bill. ([Document 6](#))

### 2009

- Chancellor Reed directs all campuses to develop comprehensive programs.
- Chancellor Reed agrees to the CSU Special Admission Program based on commanding officer recommendations (now called the *CSU Troops to College Admission Program*). ([Document 7](#))
- CSUCO Student Academic Support conducts a second assessment/inventory of campuses. ([Document 8](#))
- New Post 9/11 GI Bill goes into effect significantly changing certification due to the CSU tuition structure and CSU issues direction how to proceed to campuses. ([Document 9](#))

### 2011

- CSU campus veteran teams develop, coordinate and implement first professional development conference (CSU Fullerton).
- CSUCO coordinates comprehensive systemwide assessment and issues a report. ([Document 10](#))
- CSU and Military Leader Summit held in August at Camp Pendleton.
- Department of Defense (DoD) issues Tuition Assistance Program MOU's for signature.
- CSUCO staff did not recommend campuses to sign the MOU due to its complicated nature. CSU staff members were concerned about the ability to comply with the MOU.
- Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith issues memo to campus presidents on internal activities. ([Document 11](#))
- Governor Jerry Brown signs Executive Order B-09-11 that established the California Interagency Council on Veterans (ICV) to identify and prioritize the needs of California's veterans and to coordinate the activities at all levels of government. He requests the CCC, CSU and UC leadership appoint a representative from their respective systems to serve as members of the ICV.
- Chancellor Reed formally appoints Col. Bucky Peterson to the ICV.

## 2012

- Col. Peterson provides an update on state efforts to Governor Brown's staff. ([Document 12](#))
- DoD re-issues Transition Assistance MOU for signature without addressing concerns raised by universities across the nation. CSUCO staff continues to recommend that CSU campuses NOT sign the MOU.
- CSU overhauls Veteran/Troops to College website: <http://www.calstate.edu/veterans/>
- CSU campuses host annual professional development conference (San Francisco State).
- CSU provides annual Troops to College Admission Program Guidelines.
- CSU conducts American Council of Education (ACE) training for campuses and CCCs to more than 200 participants.
- Col. Peterson announces retirement and is replaced by Col. Casey Roberts effective March 1, 2013. An updated position description was developed. ([Document 13](#))
- President Barak Obama signs *Principles of Excellence Executive Order*; CO staff review and make recommendations. ([Document 14](#))
- DoD, U.S. Department of Education and U.S. Department of Veterans Affairs issue a request to sign an MOU that includes both the Principles of Excellence and the Transition Assistance Program.
- Military begin a pilot of the Transition Assistance Program.
- Dec. 2012, DoD reissues the MOU with significant improvements and removes the Principles of Excellence section. CSU staff agrees to review and provide a recommendation to campuses in early 2013.
- A review is conducted of admitted versus enrolled CSU Troops to College applicants from 2009 to 2012. ([Document 15](#))
- A systemwide survey indicates 17 campuses have veteran centers or dedicated space. ([Document 16](#))
- California Mental Health Services Authority (CalMHSA) grant identified the veteran population as a recipient of services.
- CSUCO begins identifying the most common courses submitted by veteran students on their SMART Transcripts to begin discussion with campuses for application of similar credit across all campuses.

## 2013

- CSU campuses begin planning annual professional development conference at CSU Los Angeles.
- Campuses begin admission process for Troops to College Admission Program (only Navy and Marines have submitted names to date).
- CSU staff are in the process of reviewing the latest version of the DoD MOU and will be providing a recommendation to campuses.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899**

#### **Presentation By**

Dean Kulju  
Director, Financial Aid  
Student Academic Support

#### **Background**

Nonresident students at the California State University (CSU) who meet specified criteria established by AB 540 are exempt from paying nonresident tuition/fee rates. Students who hold non-immigrant visas currently are excluded from qualifying for this exemption. Effective January 1, 2013, AB 1899 adds Section 68122 to the Education Code and extends to holders of T and U non-immigrant visas (individuals who are victims of trafficking, domestic violence and other serious crimes) eligibility for in-state tuition fees and state financial aid programs that are available to persons admitted to the United States as refugees. Students who have been granted a visa under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii) of Title 8 of the U.S. Code shall be exempt from paying nonresident tuition if they attended a California high school for three years and graduated.

#### **Proposed Revision**

This item came before the board for information in January 2013. The following resolution is proposed to modify Title 5 by adding a new section 41906.6, bringing CSU regulations into compliance with the new law:

**RESOLVED** by the Board of Trustees of the California State University that the following section be added to Title 5 of the California Code of Regulations:

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 5. Administration**  
**Article 4. Nonresident Tuition**

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**§ 41906.6. Nonresident Tuition Exemption for Crime Victims.**

Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status under Title 8, U.S.C. Sections 11101(a)(15)(T) or (U), are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

## **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

Eric Forbes  
Assistant Vice Chancellor  
Student Academic Support

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

#### **Summary**

Implementation of the Student Transfer Achievement Reform Act (SB 1440) continues to focus on curriculum development, enrollment management and marketing. Since the last report to the Board of Trustees in January 2013, California State University (CSU) campuses have completed their initial review of each of the published Transfer Model Curricula (TMCs). Each TMC represents a common list of courses for a given transfer major used by the California Community Colleges (CCC) to construct two-year degrees. CSU campuses then report which academic programs, if any, may be completed within two years of coursework (either 60 semester units or 90 quarter units) for students to receive a bachelor's degree.

The more pathways the CSU can accommodate, the likelier that students will choose to pursue Associate Degrees for Transfer while still in community college. Staff in the CSU Chancellor's Office present reports to presidents and the Board of Trustees to share up-to-the-minute rankings of campus compliance and TMC effectiveness as a way to demonstrate how the legislation is working.

Although these progress reports will continue to include such rankings, the curriculum charts have two significant shortcomings. First, they represent trailing data: this information is used by the state's transfer students, their advisers and families to learn what is currently offered, and not what may be in the works. So when a CSU campus agrees to modify existing curriculum to



accommodate the new degrees – something the project leadership encourages – the results do not appear publicly until the next catalog cycle.

Second, the successful implementation of the law will depend on serving students, not academic programs. Having 100 percent of the Transfer Model Curricula covered throughout the CSU is less important than having a high percentage of students covered, and that will mean prioritizing work on the majors with the greatest enrollment. The clearest example of this is the transfer major in business. It works very well in the sense that nearly every CSU campus is able to accommodate it with at least one academic program, but business faculty report that many of their most popular majors and concentrations can't be completed within two years of coursework after transfer.

To address this, the Chancellor's Office Academic Affairs division is asking discipline faculty to take a second look at the business TMC, and offering campuses guidance from Marc Siegall, professor of business at CSU Chico. Dr. Siegall has studied the business programs at every CSU campus and developed detailed questions and recommendations that may make more programs available to transfer students who hold these associate's degrees. The most popular CSU transfer major is business. It is important that it work well for students, the CSU and the CCCs. If the current approach is successful then other popular majors may adopt the same approach.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendment to Title 5 Regarding Transfer Admission**

#### **Presentation By**

Eric Forbes  
Assistant Vice Chancellor  
Student Academic Support

#### **Summary**

While the California State University has an enrollment management policy adopted by the Board of Trustees in 2002 that defines the term “impaction” and specifies its use, this term is not currently defined in Title 5. Since the term has been adopted in the Education Code, it is appropriate for it to be included in the list of other particular terms related to admission in section 40601.

The long-standing practice of requiring transfer applicants to earn a grade of “C” or better in what are commonly referred to as the four basic subjects is now clarified in the changes recommended for section 40803. At minimum, transfer students also must obtain at least a grade point average of 2.0 in the remaining units of transferable college credit. Higher criteria may be established for those programs or campuses that are determined to be impacted. It is also appropriate that this section contain a statement about the conditions under which an eligible student who also completes an Associate Degree for Transfer at a California Community College will be provided admission priority.

The proposed adjustments to sections 40804 and 40804.1 specify the conditions under which exceptions may be permitted for transfer applicants who have earned fewer than 60 transferable units. These students may have been eligible as first-time freshmen or may have achieved first-time freshmen eligibility based on their academic work after high school. In both cases, the proposed change now requires that these students also must have completed with a grade of C or better a course in written communication in the English language and a course in mathematics or quantitative reasoning at a level satisfying general education requirements. By including these two requirements, the admitting campus will not be required to provide any remedial courses for these entering students.

Section 40805 introduces language that will permit the California State University to admit eligible veterans regardless of the number of transferable credits earned. The changes to section

**Item Withdrawn**

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40806, 40900, and 40901 each updates the minimum number of transfer units required from 56 to 60 without referencing the expired date of enactment.

The proposed changes to these sections of Title 5 would bring clarity to CSU transfer admission practices. An item will be presented at the May meeting for board action to adopt the following recommended changes to Title 5.

**Title 5, California Code of Regulations  
Division 5 – Board of Trustees of the California State Universities  
Chapter 1 – California State University  
Subchapter 3 – Admission Requirements  
Article 1 – Construction and Definitions**

**§ 40601. Particular Terms.**

The following terms, whenever used or referred to in this subchapter, shall have the following meanings, respectively, unless a different meaning appears from the context:

(a) The term “Chancellor” means the Chancellor of the California State University or designee.

(b) The term “the campus” means the campus to which application for admission is made.

(c) The term “appropriate campus authority” means the president of the campus or designee.

(d) The term “college” means:

(1) Any institution of higher learning which is accredited to offer work leading to the degree of Bachelor of Arts or to the degree of Bachelor of Science, by the applicable regional accrediting agency recognized by the United States Department of Education, except an institution which is accredited only as a “specialized institution”;

(2) Any foreign institution of higher learning which, in the judgment of the Chancellor, offers course work equivalent to that offered by institutions included within subdivision (d)(1) of this section.

(e) The term “application” means the submission to the campus by the person applying for admission of all documents including official transcripts of all the applicants academic records and information which the applicant is required to personally submit, and the payment of any application fee due pursuant to Section 41800.1.

~~(1) For admissions prior to fall term 2004, that number derived from a weighted combination of the grade point average for the final three years of high school or of the grade point average for the final three years of high school excluding the final year or final term thereof, and in any case excluding courses in physical education and military science, and the score on either the American College Test or the Scholastic Aptitude Test pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the chancellor on the basis of the probability of academic success in the California State University.~~

(f) The term “eligibility index” means ~~(2) For admissions commencing with fall term 2004,~~ the number derived for admission from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school and the score on either the ~~American College Test~~ ACT Examination or the ~~Scholastic Aptitude Test~~ SAT Reasoning Examination pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the Chancellor on the basis of the probability of academic success in the California State University.

(g) The term “good standing at the last college attended” means that at the time of application for admission and at the time of admission, the applicant was not under disciplinary or academic suspension, dismissal, expulsion or similar action by the last college attended and was not under disciplinary suspension, dismissal, expulsion or similar action at any institution of The California State University.

(h) The term “first-time freshman” means an applicant who has earned college credit not later than the end of the summer immediately following high school graduation or an applicant who has not earned any college credit.

(i) The term “undergraduate transfer” means any person who is not a first-time freshman pursuant to Section 40601(h), and who does not hold a baccalaureate degree from any college.

(j) The term “full-time student” means any student whose program while in attendance at a college averaged twelve or more semester units per semester, or the equivalent.

(k) The term “resident” shall have the same meaning as does the same term in Section 68017 of the Education Code, and shall include all persons so treated by the provisions of that section.

(l) The term “unit” means a semester unit within the meaning of Section 40103, or the equivalent thereof.

**Item Withdrawn**

Ed. Pol.

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(m) The term “transferable” when used in connection with college units, college credit or college work, shall mean those college units, credit or work which are determined to be acceptable (either for specific requirements or as electives) toward meeting the requirements of a baccalaureate degree. The Chancellor is authorized to establish and from time to time to revise procedures for the implementation of this subdivision.

~~(n) For admissions prior to fall term 2003, the term “comprehensive pattern of college preparatory subjects” means four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.~~

~~(o)(n) Commencing with admissions for the fall term 2003, The term “comprehensive pattern of college preparatory subjects” means, in each area of study, at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing arts, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.~~

(o) The terms “impacted campus” or “impacted programs” at any campus means that the number of applications from eligible applicants received during the initial application filing period exceeds the number of available admission spaces.

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

**Title 5, California Code of Regulations  
Division 5 – Board of Trustees of the California State Universities  
Chapter 1 – California State University  
Subchapter 3 – Admission Requirements  
Article 5 – Admission as an Undergraduate Transfer**

**§ 40803. Applicants Who Are California Residents and Who Have Completed the Prescribed Number of Units of College Credit.**

~~(a) An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of subdivisions (1), (2), and (4) or (1), (3), and (4), as appropriate:~~

~~(1) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;~~

~~(2) For admission prior to fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;~~

~~(3) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit;~~

~~(4) The applicant was in good standing at the last college attended.~~

~~(b) Commencing with admission to the fall term 2006, an applicant who has attended a California community college and who has committed to a major and campus of the California State University before earning more than 45 semester (68 quarter) units will receive the highest priority for admission to that campus and major if the applicant has completed successfully the systemwide lower division transfer pattern for that major and the campus specific lower division transfer pattern for that major and campus, as defined in Section 40530. "Highest priority" as used herein means a guarantee of admission subject to enrollment demand, available space, and satisfactory completion of any impact criteria for that campus and major.~~  
if the applicant:

- (1) has completed with a grade of C or better courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning at a level satisfying general education requirements;
- (2) has completed at least 60 semester (90 quarter) units of transferable college credit of which 30 semester (45 quarter) units are at a level equivalent to general education breadth courses;
- (3) has attained a grade point average of 2.0 (grade of C) or better in all transferable college courses attempted; and
- (4) is in good standing at the last college attended.

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Supplemental admission criteria including a higher grade point average as well as additional course completion requirements may be utilized by those programs or campuses determined to be impacted.

Eligible students who meet the above admission requirements, and who earn an appropriate Associate Degree for Transfer from a California Community College will receive a guarantee of admission with junior status to the California State University, but not to any particular campus or academic program. Students admitted with an Associate Degree for Transfer will receive priority over all other community college transfer students, and will have priority for admission to his or her local campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the campus to which the student is admitted.

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

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**Article 5 – Admission as an Undergraduate Transfer**

**§ 40804. Applicants Who Were Eligible for Admission As First-Time Freshmen and Who Have Completed Fewer Than the Prescribed Number of Units of College Credit.**

An applicant who has completed fewer than ~~56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term~~ may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following lettered subdivisions:

- (a) The applicant was eligible for admission to a campus as a first-time freshman, either
- (1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901, and including satisfactory completion of the comprehensive pattern of college preparatory subjects as defined in subsection (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, including satisfactory completion of any college preparatory course requirements in effect at that time or an alternative program determined by the Chancellor to be equivalent, if the applicant has been in continuous attendance at a college since graduation;

(b) The applicant will have completed with a grade of C or better a course in written communication in the English language and a course in mathematics or quantitative reasoning at a level satisfying general education requirements.

~~(b)~~(c) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted; and

~~(c)~~(d) The applicant is in good standing at the last college attended.

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

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**§ 40804.1. Applicants Who Were Ineligible for Admission As First-Time Freshmen for Failure to Meet Course Requirements and Who Have Completed Fewer Than the Prescribed Number of Units of College Credit.**

An applicant who has completed ~~fewer than 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than~~ 60 semester (90 quarter) units of college credit ~~commencing with admission to the fall 2005 term~~ and who was not eligible for admission to a campus as a first-time freshman solely because of failure to complete satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent may be admitted to a campus as an undergraduate transfer upon satisfaction of each of the following lettered subdivisions:



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(a) Except for satisfactory completion of the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an acceptable alternative program, the applicant who was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, if the applicant has been in continuous attendance at a college since graduation;

(b) Subsequent to high school graduation, the applicant has completed satisfactorily whatever college preparatory course requirements were in effect at the time of the applicant's graduation from high school, or an alternative program determined by the Chancellor to be equivalent;

(c) The applicant will have completed with a grade of C or better a course in written communication in the English language and a course in mathematics or quantitative reasoning at a level satisfying general education requirements.

~~(e)~~(d) The applicant has attained a grade point average of 2.0 (a grade of C) or better in all transferable college units attempted;

~~(d)~~(e) The applicant is in good academic standing at last college attended.

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

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**§ 40805.1. Veterans.**

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who is eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of the application for admission as an undergraduate transfer, other than the provisions of Section 40759, or who has completed 60 semester (90 quarter) units of transferable

college credit, and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer if the applicant is an “eligible veteran” as that term is defined in subdivision (a)(1) of Section 3452, Title 38, United States Code and a California resident.

An applicant who is not eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of application for admission as an undergraduate transfer, who has not completed ~~56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and~~ 60 semester (90 quarter) units of college credit ~~commencing with admission to the fall 2005 term,~~ and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer if the applicant is an “eligible veteran” as that term is defined in subdivision (a)(1) of Section 3452, Title 38, United States Code and a California resident. ~~The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.~~

The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

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**§ 40806. Other Applicants.**

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who is eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of the application for admission as an undergraduate transfer, other than the provisions of Section 40759, or who has completed ~~56 semester (84 quarter) units of transferable college credit for admission prior to fall term 2005 and~~ 60 semester (90 quarter) units of transferable college credit ~~commencing with admission to the fall 2005 term,~~ may be admitted to a campus as an undergraduate transfer, if in the judgment of the appropriate campus authority, the applicant can succeed at the campus, and:

(a) The applicant is in good academic standing at last college attended; and

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(b) The admission status will be uniquely identified in the admission process.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

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**Subchapter 3– Admission Requirements**

**Article 6 – Admission of Undergraduate Applicants Not Otherwise Eligible**

**§ 40900. General Exceptions.**

An applicant who is not otherwise eligible for admission as either a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 56 semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that the number of applicants enrolled in The California State University pursuant to this Section for any college year shall not exceed 4% of all undergraduate students who enrolled for the first time in The California State University during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may prescribe, and may from time to time revise, procedures for the administration of this Section.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

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**Subchapter 3 – Admission Requirements**

**Article 6 – Admission of Undergraduate Applicants Not Otherwise Eligible**

**§ 40901. Exceptions for Applicants to Special Compensatory Programs.**

(a) An applicant who is not otherwise eligible for admissions either as a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer 56

~~semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term~~ pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that he or she is a disadvantaged applicant for whom special compensatory assistance is available, and provided further that the number of applicants enrolled in The California State University pursuant to this Section for any college year shall not exceed 4% of all undergraduate students enrolled for the first time in The California State University during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may establish, and may from time to time revise, procedures for the administration of this Section.

(b) As used in this Section, the term “disadvantaged applicant” means an applicant who comes from a low-income family, who has the potential to perform satisfactorily on the college level, but who has been and appears to be unable to realize that potential without special assistance because of economic, or educational background.

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

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Presentation of Apple Distinguished Program to the CalStateTEACH Program**

#### **Presentation By**

Beverly Young  
Assistant Vice Chancellor  
Teacher Education and  
Public School Programs

Jay Matheson  
Development Executive  
Apple Education  
Apple, Inc.

#### **Summary**

CalStateTEACH has been named an Apple Distinguished Program for the 2012-2013 school year for its innovative design and implementation of a one-to-one iPad mobile learning initiative.

The Apple Education Recognition Program 2012-2013 recognizes outstanding schools and programs that are centers of innovation, leadership, educational excellence and exemplary learning environments. Apple Distinguished Programs are K–20 academic implementations that provide one-to-one access to Apple devices to all program participants. In addition, they establish innovative learning environments that engage students and provide tangible evidence of academic accomplishment. In 2012-2013, there were 103 programs recognized nationally; three were selected in California. CalStateTEACH is the first California State University (CSU) program to be recognized.

After the nomination to the Recognition Program, CalStateTEACH was required to create a multimedia iBook illustrating the five program criteria: visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success and flexible learning environment. To review the CalStateTEACH iBook download this link on an iPad with the iBooks 2 app: <https://d36reqp8unf9ig.cloudfront.net/sub03/CalStateTEACH.4.1.0.ibooks>.

The selection of CalStateTEACH as an Apple Distinguished Program highlights its successes in enhancing and extending teaching and learning with thoughtful and innovative implementations of technology.

Through the iPad initiative and the creation of iBooks and iTunesU courses, the program has integrated new models of educational technology that foster creative critical thinking, group problem solving and collaboration, and reinforced core and interdisciplinary content knowledge. Faculty and staff have created e-Supervision software to streamline the work of faculty and deepen the reflective process for candidates. CalStateTEACH teacher candidates use interactive technology to engage students in critical thinking and learning.

CalStateTEACH is an online site-based Multiple Subject Teacher Preparation Program serving the entire state of California. The program is eco-sensitive and techno-inventive. It has a complex mobile learning initiative dedicated to preparing tomorrow's teachers and eliminating the digital divide in rural remote and urban underserved schools.

In fall 1998, former CSU Chancellor Charles B. Reed envisioned and secured funding to develop a site-based, technology-supported multiple-subject program to provide quality teacher preparation to all Californians who did not have ready access to a campus-based program. Faculty from teacher education programs across the CSU created the curriculum in a one-year span. Since its beginning in fall 1999, CalStateTEACH has worked with more than 7,000 candidates and prepared more than 3,000 credentialed teachers.

Over the years, the program has consistently provided evidence of a quality program demonstrated by the high ratings awarded it by program graduates and employers in the Center for Teaching Quality annual evaluations. Some quality markers:

- Results on the exit study demonstrate a high level of candidate satisfaction with the program with nearly all ratings falling above 90 percent; candidates report that they are well or adequately prepared and that the positive statements about the program are true or mostly true.
- Consistently scoring at 85 percent or better and above the CSU system average on the overall effectiveness of CSU multiple subject credential programs on the systemwide evaluation of teacher preparation, administered by the CSU Center for Teacher Quality.
- A 12-year grade point average (GPA) of 3.55.
- A 98 percent average passage rate on the Reading Instruction Competence Assessment (RICA) (2001- 2012).
- A 91 percent passage rate on the California Teacher Performance Assessment with an average 3.17 score on a 4.0 rubric.

In 2011, CalStateTEACH was awarded full accreditation by the California Commission on Teacher Credentialing with no stipulations or professional notes.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **The Center for Community Engagement: Inquire. Practice. Reflect.**

#### **Presentation By**

Ephraim Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Judy Botelho  
Director  
Center for Community Engagement

#### **Summary**

In March 2000, the California State University (CSU) Board of Trustees passed a landmark resolution in response to the governor's request for a community service requirement for all students in California's public institutions of higher education. In a strong display of support for community engagement, the trustees' resolution called for the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both." In response to CSU's commitment to ensure all students have opportunities to participate, the state of California has authorized \$1 million annually the past 13 years to support the expansion of service opportunities on CSU campuses.

#### **Impact**

Celebrating 15 years of innovation and growth, the CSU Center for Community Engagement, established in March 1997 as the first of its kind in the country, advances the CSU's commitment to serving the economic, public policy and social needs of California. Highlights include:

- CSU students contribute 32 million hours of community service annually to California's communities, resulting in an economic impact of \$697 million\* to the state.
- Since 1998, the CSU has seen a 114 percent increase in service learning. Today, 85,000 engaged students contribute 1.2 million hours of service to their communities through 2,600 service-learning courses and partnerships with 2,300 community organizations. Each year, the CSU designates 23 percent of federal work study funds for community service placements, well above the national average of 14 percent and more than triple the minimum requirement.

- CSU's community engagement programs help graduate diverse, highly skilled and socially responsible students. Five CSU campuses (Fresno, Fullerton, Los Angeles, Northridge and San Bernardino) were named in the top 10 of Hispanic Serving Institutions with the most Peace Corps volunteers in 2011.
- Investing in service learning not only enhances student learning and persistence to graduation, but also provides a great return on investment. Annually, CSU service-learning offices bring in \$3 from outside sources for every \$1 invested by the state.

### **In Practice**

Service learning and community engagement help to enhance students' subject knowledge, develop their job ready skills and increase their sense of responsibility and efficacy. As a result of these experiences, students gain an understanding of community and democracy and further their relationships to one another and those around them.

- **Restoration efforts in the Gulf Coast.** Thousands of CSU students continue to help with rebuilding efforts after Hurricane Katrina devastated the Gulf Coast in 2005. For the past six years, CSU Channel Islands professor Sean Anderson and his students have made repeated trips to Louisiana, restoring wetlands and building sustainable food systems and community gardens. San José State Professor Scott Myers-Lipton and his students began a national movement to pass the Gulf Coast Civic Works Act, a federal bill to create 100,000 jobs for Gulf Coast residents and evacuees to rebuild their public infrastructure.
- **Providing free income tax assistance.** In 1971, CSU Northridge professor Gary Iskowitz created a program to provide local taxpayers with free tax return preparation by accounting students. Iskowitz's effort grew into a national Internal Revenue Service program called Volunteer Income Tax Assistance (VITA). More than 40 years since VITA was founded, the CSU still plays an active role. The IRS reports that 275,000 returns were filed at California VITA locations last year—thousands filed by CSU students. Nearly every CSU campus facilitates a VITA program in which business and accounting students provide no-cost advice and assistance to senior citizens, people with disabilities and anyone with an annual income less than \$50,000.
- **Greening campuses and communities.** Through a variety of "green" engagement activities, CSU students and faculty have led the sustainability movement across California. CSU Chico students enrolled in Dr. Mark Stemen's geography course began the "Take Back the Tap" campaign, resulting in free purified water systems installed on campus to replace the sale of water bottles. At San Francisco State, apparel design and merchandising students in Dr. Connie Ulasewicz's class partnered with Goodwill



Industries to design trendy new clothing from unwanted garments found at Goodwill stores. “They deconstructed pieces of clothing only to redesign and reconstruct it into another piece of clothing,” said Ulasewicz. “The project went hand in hand with Goodwill’s mission to help reconstruct people’s lives.”

To learn about community engagement and service learning across the California State University, visit: <http://www.calstate.edu/cce/> where student and faculty experiences are shown through stories, photos and videos illustrating the impact of community engagement extending beyond each of the 23 campuses.

\*Based on the accepted 2011 national volunteer rate of \$21.79 per hour by the Independent Sector.