

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:00 p.m., Tuesday, March 21, 2017
Glenn S. Dumke Auditorium

Lillian Kimbell, Chair
Jane W. Carney, Vice Chair
Silas H. Abrego
Douglas Faigin
Debra S. Farar
Jean P. Firstenberg
Thelma Meléndez de Santa Ana
Steven G. Stepanek
Maggie K. White

Consent Items

Approval of Minutes of the Meeting of January 31, 2017

1. Academic Planning, *Action*

Discussion Items

2. Recommended Amendments to Title 5 Regarding Degree Requirements, Admission and Transfer, *Information*
3. Academic Preparation, *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 31, 2017

Members Present

Debra S. Farar, Chair Pro Tem
Silas H. Abrego
Rebecca D. Eisen, Chair of the Board
Douglas Faigin
Steven G. Stepanek
Maggie K. White
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of November 15, 2016 were approved as submitted.

Recommended Amendments to Title 5 Regarding Admission of Veterans

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, presented the action item, noting that the proposed Title 5 changes would utilize a more comprehensive and inclusive definition of “eligible veteran” and would update language to further clarify and consolidate rules for admission of our student veterans and military. These changes provide a clear exception category for military and veteran students who demonstrate academic promise but are otherwise not eligible for admission under traditional academic pathways.

There were no questions posed during the public comment period or by trustees. The committee recommended approval of the proposed resolution.

Recommended Amendment to Title 5 Regarding Nonresident Determination Appeals

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, introduced the information item by providing an overview of the CSU process to determine a student’s residency for tuition purposes. Ray Murillo, director of student programs, presented the proposed change to Title 5. The change would establish criteria for submitting an appeal, following the campus residency determination. To clarify the process for students, an appeal could only be submitted if it were based on a factual or procedural error, an incorrect application of law or new information

becoming available after the campus determination was made. The Title 5 change would also shorten the appeal deadline from 120 days to 30 days to prevent lingering uncertainty for students and the campus, and it would specify that appeals be directed to the Office of the Chancellor, rather than specifically to the Office of General Counsel.

Following the presentation trustees questioned the rationale behind the proposal to shorten the deadline from 120 days to 30 days, citing concerns that students could be disadvantaged by the change. Executive Vice Chancellor Blanchard noted that this new timeline would be consistent with the California Community Colleges and University of California. The item will be presented at the March 2017 meeting for board action on the recommended change to Title 5.

The Wang Family Excellence Award

Chancellor Timothy P. White began the award ceremony by thanking Trustee Emeritus Stanley T. Wang for his family's history of giving to the CSU and announced that Trustee Emeritus Wang had generously contributed an additional \$2.5 million, allowing the Wang Family Excellence Award to continue in perpetuity. Board of Trustees Chair Rebecca Eisen also provided brief remarks thanking Trustee Emeritus Wang and the award selection committee, as well as commending all nominees considered for the award.

Chancellor White read a brief biography and introduced each 2017 Wang Family Excellence Award recipient. They included:

- Dr. Debra Y. Griffith, the associate vice president of Transition and Retention Services for the Educational Opportunity Program (EOP) at San José State University. Dr. Griffith led the effort to rebuild San José State's EOP and improve academic support for first-generation and economically disadvantaged students. She also helped launch the first Spartan Scholars Program, a residential program for students who need additional support in math or English, and helped create the first-ever Parent and Family Program. Dr. Griffith was honored with the Outstanding Administrator award.
- Dr. Mariappan Jawaharlal, a professor of mechanical engineering at California State Polytechnic University, Pomona. Dr. Jawaharlal was the founding advisor at Cal Poly Pomona for Engineers Without Borders. He also founded the school's K-12 outreach program, Robotics Education through Active Learning, and co-founded the Femineer Program, which inspires and empowers female K-12 students to pursue STEM disciplines. His research aims to create a more sustainable world. Dr. Jawaharlal was honored with the Outstanding Faculty award in the category of Natural Sciences, Mathematical and Computer Sciences and Engineering.

- Dr. Anita Silvers, a professor of philosophy at San Francisco State University. Dr. Silvers has conducted groundbreaking studies on disability and justice, informed by her own experiences as a person with a disability stemming from childhood polio. She was awarded the Quinn Prize for Contributions to Philosophy, the Lebowitz Prize for Excellence in Philosophical Thought and she received a presidential appointment to the National Council for the Humanities. Dr. Silvers played an integral role in the CSU's commitment to, and compliance with, the Rehabilitation Act. She was honored with the Outstanding Faculty award in the category of Visual and Performing Arts and Letters.
- Dr. Keith A. Trujillo, a professor in the Department of Psychology at California State University San Marcos. Dr. Trujillo serves as director of the Office for Training, Research and Education in the Sciences, where he oversees programs aimed at helping underserved students succeed in the sciences and as professional researchers. He also serves as co-director of the Summer Program in Neuroscience, Ethics and Survival, a program that strives to increase diversity in neuroscience. Dr. Trujillo was honored with the Outstanding Faculty award in the category of Social and Behavioral Sciences and Public Service.
- Dr. Ruth H. Yopp-Edwards, a professor in the Department of Elementary and Bilingual Education at California State University, Fullerton. Dr. Yopp-Edwards was selected by the California Commission on Teacher Credentialing and the California Department of Education to serve on a statewide panel to help revise the standards that guide teacher preparation and induction programs. She works both inside and outside of the classroom assisting prospective and current teachers, teaching courses in literacy development and integrated curriculum and instruction and conducting workshops for preschool-through-12th grade teachers. Dr. Yopp-Edwards was honored with the Outstanding Faculty award in the category of Education, and Professional and Applied Sciences.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes the CSU academic planning process, including the long-range program planning activity that took place over 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 CSU Academic Master Plan is presented. The academic planning topics include:

1. Changes to program projections:
 - New projections proposed for addition to ten-year campus academic plans and to the CSU Academic Master Plan (**Attachment A**)
 - Projections that will be removed from the CSU Academic Master Plan and campus academic plans
2. Changes to existing degree programs:
 - Degree programs suspending new admissions
 - Discontinuance of existing degree programs
3. Total units required for Bachelor of Arts and Bachelor of Science degree programs
4. Summaries of Western Association of Schools and Colleges (WASC) accreditation visits (**Attachment B**)
5. Accredited academic programs and departments (**Attachment C**)
6. CSU Degree Proposal, Review and Approval Process (**Attachment D**)

Report

1. Changes to Program Projections

New projections proposed for addition to ten-year campus academic plans and to the CSU Academic Master Plan

The Academic Programs and Faculty Development Department at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of projected programs, existing degree 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 adopted by the board at the March 21-22, 2017 meeting. Subsequently the CSU Academic Master Plan and each campus academic plan will be posted online as resources 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 (focused areas of study within the degree program). The CSU Degrees Database informs the public CSU Search Degrees website (<http://degrees.calstate.edu>), a tool for exploring the bachelor's and graduate degree programs and concentrations currently offered at CSU campuses.

The projections listed below and in **Attachment A** indicate campus intention to develop degree programs within the coming decade. Across the system, 40 new projections are proposed, 16 at the undergraduate level and 25 at the graduate level. New programs are planned in response to student demand, employer demand, faculty interest, licensure requirements and accreditation requirements. This year, elevated accreditation pressures have led to new Bachelor of Fine Arts and Master of Fine Arts projections at CSU Sacramento; Doctor of Audiology projections at CSU Los Angeles, CSU Northridge, CSU Sacramento and San José State University; and a Master of Science in Athletic Training projection at CSU Long Beach.

In addition to planning to develop 40 new programs, campuses report reduced degree program offerings this year. Campuses have removed 13 program projections from their academic plans and report that 13 degree programs have been fully discontinued. An additional 53 degree programs are in suspended-admission status—meaning that additional students are not being admitted to those programs. Included among those discontinued programs or programs in suspended-admission status are five general engineering degrees that have been superseded by more specific engineering disciplines, which are outlined on pages 7-9. In all cases, students matriculated into a degree program are allowed to complete their degree programs, even though the programs have been discontinued or are not allowing new students to enroll.

Chancellor White has requested that, in this academic year, campuses engage in a discussion about the recommendations put forward in the CSU Ethnic Studies Task Force Report. In this final year of a moratorium on changes to ethnic studies programs, departments and faculty reductions, there have been no discontinuation or admission suspension of ethnic studies programs. Over the coming decade, campuses plan to develop and implement these diversity-related degree programs:

Fullerton

- BA Chinese Studies
- BA Vietnamese Studies

Long Beach

- BA American Sign Languages and Deaf Cultures
- MA Languages and Cultures

Los Angeles

- BA Women's, Gender, and Sexuality Studies
- MA Pan-African Studies

San Diego

- BA Islamic and Arabic Studies

San Francisco

- BA Race and Resistance Studies

San José

- BA Mexican American Studies

San Marcos

- BA American Indian Studies
- BA Chicano/a Studies
- BA Ethnic Studies

Recommendations for board approval of campus plans follow Chancellor's Office review of campus projection proposals. Review includes consideration of "declared policy of the Board to encourage broadly based degrees of high academic quality and to avoid unnecessary proliferation of degrees and terminologies" (REP-91-03). Projected programs are removed from campus academic plans if a full degree proposal is not submitted to the Chancellor's Office within five years of the date originally projected for implementation.

After the board approves a projection, the campus may begin developing a full degree implementation proposal, which will be submitted to the Chancellor's Office for review and final action before students may be enrolled. With confirmation from the Chancellor's Office, a pilot degree program may enroll students for five years. Pilot programs subsequently may be proposed for conversion to permanent status, which requires the chancellor's approval. **Attachment A** presents a ten-year overview of projected degree programs, by campus.

Newly proposed program projections include:

East Bay

BS Civil Engineering

Humboldt

BS Nursing

Long Beach

BFA Acting

BS Computational
Mathematics

MA Human Experience
Design Interactions

MS Athletic Training

MS Chemical Engineering

MS Finance

Los Angeles

MA Pan-African Studies

MS Business Analytics

MS Industrial Management

MS Materials Science and
Engineering

AuD Audiology

Maritime

BS Oceanography

Monterey Bay

BA Interdisciplinary Studies

BS Plant and Soil Science

MPH Public Health

Northridge

BFA	Visual Art
MA	Education Therapy
AuD	Audiology

Sacramento

BA	Design Studies
BFA	Graphic Design
BFA	Interior Architecture
BFA	Studio Art
BS	Health Services
MFA	Studio Art
AuD	Audiology

San Bernardino

MS	Entrepreneurship and Innovation
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San Diego

MS	Big Data Analytics
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San Francisco

BA	Race and Resistance Studies
MFA	Broadcast and Electronic Communication Arts
MS	Business Analytics

San José

MS	Bioinformatics
MS	Criminology
MS	Hospitality, Tourism, and Meeting Management
AuD	Audiology

San Luis Obispo

MS	Environmental Sciences and Management
MS	Packing Value Chain

Sonoma

BA	Geography and Environment
MA	Film Studies

Removed Projected Programs

Projected programs will be removed from campus academic plans by campus request or if an implementation proposal is not developed within five years of the date originally projected for implementation. Projections that have exceeded the five-year mark may be re-proposed for inclusion in the master plan.

Chico

BA	Environmental Policy and Planning
MS	Mechatronic Engineering

Long Beach

BFA	Fine Arts
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Los Angeles

BA	Computer Science
BA	Urban Studies
MS	Aerospace Engineering
MS	Systems Engineering
PhD	Complex Systems (joint)
PhD	Forensic Sciences (joint)

Monterey Bay

EdD	Educational Leadership
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San Bernardino

MA	Music
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San Diego

DNP	Nursing
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San José

BA	Design Studies
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2. Changes to Existing Degree Programs

Programs Suspending New Admissions

Campuses have reported admission suspensions for the following degree programs, which remain on the Academic Master Plan because admission may be reinstated during a future academic term. While no new matriculations will be allowed, continuously enrolled students already admitted into these programs will be allowed to complete degree objectives within a reasonable timeframe.

Chico

BA	Linguistics
BS	Special Major
MA	Geography
MS	Accountancy
MS	Botany

East Bay

MA, MS	Interdisciplinary Studies
MS	Computer Networks

Fresno

BA	German
BA	Public Administration
BA	Russian
BS	Industrial Engineering
MA	International Relations
MA	Mass Communication and Journalism
MS	Accountancy
MS	Family and Consumer Sciences
MS	Food and Nutritional Sciences

Fullerton

MS	Engineering
MA	French
MA	Interdisciplinary Studies
MAT	Science

Long Beach

MA	Applied Sociology
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Los Angeles

BS	Graphic Communication
MBt	Applied Biotechnology Studies

Monterey Bay

MA	Interdisciplinary Studies
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Northridge

MA, MS	Interdisciplinary Studies
MA	Music
MKM	Knowledge Management
MPP	Public Policy (Pilot)
MS	Assistive Technology Engineering (Pilot)
MS	Engineering

Pomona

BA	Behavioral Sciences
BA	Special Major
BS	Social Sciences
BS	Microbiology
BS	Zoology
MBA	Business Administration
MBt	Biotechnology

San Diego

MA	Education
MA	Music

San José

MA	French
MA	Theater Arts
MS	Quality Assurance
MS	Recreation

San Luis Obispo

BA	Liberal Studies
BS	Environmental Soil Science
MS	Agribusiness
MS	Business and Technology
EdD	Educational Leadership (offered jointly with UCSB)

Sonoma

BA, BS Special Major (Interdisciplinary Studies)

Stanislaus

BA French

Discontinuance of Existing Degree Programs

The following degree programs will no longer be offered at the reporting campus after currently enrolled students have completed degree requirements. These programs will be removed from the CSU Academic Master Plan and campus academic plans. Discontinuances are expected to be carried out according to each campus' discontinuation policy, in accordance with Coded Memorandum AAP-91-14.

Long Beach

BA Kinesiology
BS Engineering
MA Family and Consumer Science

Los Angeles

BS General Engineering
MA French
MA Health Sciences

Monterey Bay

BS World Languages and Cultures
MS Management and Information Technology

Sacramento

MA International Affairs

San Diego

MA Television, Film and New Media

Sonoma

BA Environmental Studies
BA Geography

Stanislaus

BA Cognitive Studies

3. Total Units Required for Bachelor of Arts and Bachelor of Science Degree Programs

Ninety-six percent of all CSU Bachelor of Arts (BA) and Bachelor of Science (BS) degree programs require no more than 120 units for degree completion. The improvement over last year's 94 percent is attributable to three factors: (1) CSU Los Angeles reduced units required in some high-unit degree programs during the conversion from quarter to semester terms; (2) system counts for exceeding 120 units no longer include integrated teacher preparation (ITP) degrees (for which Title 5 allows a 135-unit limit); and (3) the Chancellor's Office has worked with campuses to reduce proposed high-unit degree programs to 120 units before approving planned programs.

Title 5 allows more than a 120-unit total for Bachelor of Fine Arts, Bachelor of Music, Bachelor of Architecture, Bachelor of Landscape Architecture, and integrated teacher preparation programs. Data collection now contains a flag for identifying ITP programs, which integrate requirements for a bachelor's degree and teacher credentialing in one program.

As the Chancellor's Office reviews new BA and BS degree proposals, the 120-unit limit remains a central consideration in evaluating curricular coherence and quality, student-learning outcomes, quality assurance, access, fiscal responsibility and service to students and employers.

4. Summaries of Western Association of Schools and Colleges Accreditation Visits

The CSU Board of Trustees adopted a resolution in January 1991 that requires an annual agenda item on academic planning and program review, including information on recent campus accreditation visits from the Western Association of Schools and Colleges (WASC). WASC granted full 10-year accreditation approval to CSU Fresno, San Diego State University and CSU San Marcos. Summaries of the three WASC accreditation visits appear in **Attachment B**.

5. Accredited Academic Programs and Departments

In 1968, the CSU Board of Trustees resolved that "each State College be encouraged, in cooperation with the Office of the Chancellor, to seek accreditation of appropriate instructional programs by national professional accrediting agencies." Campuses are therefore 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.

6. CSU Degree Proposal, Review and Approval Process

Attachment D details the descriptions and illustrations of procedures and policies guiding degree proposal development, review and approval.

The following resolution is recommended for adoption and refers to changes in the CSU Academic Master Plan and campus academic plans described in this agenda item.

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 identified in Agenda Item 1 of the March 21-22, 2017 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 be authorized for implementation only as pilot or fast-track programs or as modifications of existing degree programs, subject in each instance to Chancellor's Office approval and CSU policy and procedures.

CSU Academic Master Plan Ten-Year Overview of Planned Programs

Projections Proposed to the Board of Trustees
Planned for Implementation between 2017-18 and 2027-28

Planned (“projected”) degree programs appearing in bold red font are proposed for board approval at this meeting. Projected degree programs may remain on the California State University Academic Master Plan for five years after the originally approved implementation date, which appears in the far right column. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree program. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the chancellor’s approval in order for a program to enroll students.

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Bakersfield	2019	MS	Computer Science	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Channel Islands	2017	MA	History	2012
		MPA	Public Administration	2012
		MS	Coastal Sustainability	2012
	2018	BA	Freedom and Justice Studies	2013
		BS	Mechatronics Engineering	2016
		MA	Psychology	2016
		MS	Applied Sociology	2013
	2019	BA	Philosophy	2014
		MS	Nursing	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Chico	2019	MA	Teaching	2015

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Dominguez Hills	2017	MS	Cybersecurity	2015
	2018	BS	Information Technology	2015
		MA	International Peace and Security	2018
	2020	MA	Communication Disorders	2014
		MA	Kinesiology	2014
		MA	Spanish	2016
		MHA	Healthcare Administration	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
East Bay	2018	BS	Civil Engineering	2018
		MS	Nursing	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fresno	2017	BA	Liberal Arts	2017
	2018	BA	Dance	2016
		MS	Athletic Training	2018
	2019	BS	Emergency Management and Homeland Security	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fullerton	2017	BA	Chinese Studies	2012
		BA	Vietnamese	2014
		BS	Environmental Engineering	2017
		MS	Accounting and Finance	2013
	2018	BS	Software Engineering	2016
		MA	Criminal Justice	2011
		MA	Liberal Studies	2010
		MS	Athletic Training	2018
		MS	Engineering Management	2016
		MS	Human Services	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Humboldt	2017	BA	Child Development	2015
		MA	Spanish	2017
	2018	BS	Nursing	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Long Beach	2017	BA	Biochemistry	2016
		MA	Languages and Cultures	2015
		MS	Chemical Engineering	2017
		MS	Finance	2017
		MS	Hospitality Management	2015
		MS	Information Systems	2014
		MS	International Affairs	2016
		MS	Marketing	2016
		MS	Sustainability	2016
	2018	BFA	Acting	2018
		BS	Computational Mathematics	2018
		MA	Human Experience Design Interactions	2018
		MS	Athletic Training	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Los Angeles	2017	BA	Women's, Gender, and Sexuality Studies	2015
		MA	Liberal Studies	2013
		MPH	Public Health	2017
	2018	MA	Pan-African Studies	2018
		MS	Business Analytics	2018
		MS	Industrial Management	2018
		MS	Materials Science and Engineering	2018
		AuD	Audiology	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Maritime Academy	2019	BS	Oceanography	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Monterey Bay	2018	BA	Interdisciplinary Studies	2018
		BS	Plant and Soil Science	2018
		BS	Public Safety	2018
		MPH	Public Health	2018
	2019	MA	Teaching English to Speakers of Other Languages	2018
		MPA	Public Administration	2013
		MS	Accounting	2015
		MS	Physician Assistant	2018
	2021	BS	Computer Engineering	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Northridge	2017	BA	Earth and Environmental Sciences	2017
		MA	Higher Education Leadership	2017
		MA	Instructional Design	2015
		MS	Finance	2013
		MS	Management	2014
		MS	Real Estate	2017
	2018	BFA	Visual Art	2018
		MA	Educational Therapy	2018
		MS	Entrepreneurship	2018
		AuD	Audiology	2018
	2020	MS	Information Systems Management	2020
	2021	BS	Neuroscience	2021
		MA	Sustainability Practices	2021
		PhD	Complex Systems	2021

Campus	Currently Planned Implementation Year	Degree Type	Title	Year Originally Approved for Implementation
Pomona	2017	BA	Physics	2016
		BS	Regenerative and Sustainable Studies	2017
		MS	Architecture	2016
		MS	International Apparel Management	2014
		MS	Mechatronics and Robotics Engineering	2017
	2018	BM	Music	2018
		MS	Dietetics	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sacramento	2017	BS	Health Services	2017
		MS	Finance	2013
	2018	BFA	Studio Art	2018
		AuD	Audiology	2018
	2019	BA	Design Studies	2019
		BFA	Graphic Design	2019
		BFA	Interior Architecture	2019
		MFA	Studio Art	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Bernardino	2017	MA	World History and Comparative Civilizations	2017
		MS	Finance	2017
		MS	Information Systems and Technology	2016
		MS	Kinesiology	2015
	2018	MS	Entrepreneurship and Innovation	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Diego	2017	BFA	Graphic Design	2012
		PhD	Hearing Science (with UC San Diego)	2014
	2018	MS	Big Data Analytics	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Francisco	2017	MA	East Asian Languages and Literatures	2016
		MA	Modern European Languages and Literatures	2016
	2018	BA	Race and Resistance Studies	2018
		MFA	Broadcast and Electronic Communication Arts	2018
		MS	Business Analytics	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San José	2017	BA	Mexican American Studies	2017
		MS	Criminology	2017
	2018	MS	Bioinformatics	2018
		MS	Hospitality, Tourism and Meeting Management	2018
	2019	AuD	Audiology	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Luis Obispo	2017	BS	Environmental Product Design	2016
		BS	Public Health	2016
		BS	Sustainable Designed and Built Environments	2016
		MEng	Civil and Environmental Engineering	2015
		MS	Environmental Sciences and Management	2017
		MS	Packing Value Chain	2017
	2018	MS	Food Science	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Marcos	2017	BA	American Indian Studies	2016
		BA	Arts, Media and Design	2016
		BA	Chicano/a Studies	2016
		BA	Ethnic Studies	2015
		BA	Philosophy	2016
		BA	Theatre	2015
		BS	Wildfire Science	2017
		MS	Chemistry	2017
	2019	BS	Computer Engineering	2019
		BS	Software Engineering	2019
	2024	BS	Electrical Engineering	2024

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sonoma	2017	MA	Film Studies (fast track)	2017
	2018	BA	Geography and Environment	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Stanislaus	2017	MFA	Theatre Production	2017

Summaries of WASC Senior College and University Commission Accreditation Visits

California State University, Fresno

California State University, Fresno hosted a commission accreditation visit on October 20-22, 2015. The institution's leadership team was lauded for its open and inclusive planning process, sound financial management and the completion of a \$200 million fundraising campaign. The team commended the institution for improving the six-year graduation rate, making progress toward closing the achievement gap, and "its disciplined focus on its mission as a community-engaged, regional university dedicated to providing baccalaureate and advanced degree opportunities to all students, especially to those from disadvantaged circumstances."

The team recommended the development of a five-year plan for the implementation of core competencies in all degree programs and a five-year business plan to accompany its strategic plan. The institution was encouraged to move forward with implementation of an eportfolio assessment instrument and to establish a schedule for assessment of core competencies.

The commission endorsed the commendations and recommendations above and acted to reaffirm accreditation for 10 years. The next accreditation visit is scheduled for spring 2025. The institution has been asked to schedule a mid-cycle review in spring 2021 and to submit an interim report by November 2020, documenting the implementation of a five-year plan for assessment of the core competencies with evidence of outcomes, the implementation of eportfolios with results and development of a five-year business plan.

San Diego State University

On July 8, 2016, the commission issued a formal notification reaffirming accreditation for another 10 years. The campus was commended for: (1) the deep dedication of all stakeholders to collaboration, transparency and partnership; (2) improvements in retention and graduation rates, increasing student body diversity and improvements toward closing achievement gaps; (3) development of a comprehensive strategic plan with broad participation; (4) remarkable fundraising success; (5) capital improvements designed to strengthen student success, particularly addressing the needs of commuter students; (6) maintaining a high volume of research grants and contracts in a very competitive national environment; (7) astute financial management while mitigating deep cuts in state appropriations; (8) implementing an integrated program of high-impact practices; and (9) outreach to underserved local communities.

For further development, the commission advised the campus to: (1) review the general education program to strengthen its alignment with institutional goals, enhance its integration into the overall curriculum, improve understanding among students as to its purposes and create an effective infrastructure to support coordination across academic programs; (2) develop or

strengthen systems, organizational relationships and governance infrastructure involved in information technology and data management to promote ready access; (3) develop a plan for allocating faculty and staff positions to address multiple and competing needs and enhance efforts to retain faculty and staff through professional development opportunities; (4) sustain and enhance progress in assessing educational effectiveness; (5) prioritize outcomes of greatest concern; (6) facilitate the full participation of all units and programs in the assessment process; and (7) establish a platform to document assessment outcomes, results and actions taken to make expectations and outcomes explicit and public.

California State University San Marcos

California State University San Marcos hosted a commission accreditation visit from March 16-18, 2016. On July 8, the institution received formal notification of the commission's decision to reaffirm accreditation for 10 years.

The visiting review team commended the campus on its accomplishments and high-quality practices, specifically noting: (1) a robust and sophisticated program review process; (2) well-crafted university learning outcomes; (3) scaffolding of assessment practices; (4) inclusive and intentional professional development programs; and (5) addressing the challenges of the last decade with a creative entrepreneurial spirit and institutional pride.

The team recommended: (1) giving strong consideration to personnel and other needs of established programs previously affected by state budget constraints; (2) building on promising student-learning assessment work and using evidence for program improvement and decision-making; (3) developing a unified definition of student success and using it as the basis for analyzing program effectiveness; (4) building on the Diversity Mapping Project to promote richer and nuanced campuswide conversations culminating in appropriate action to realize the institution's long-standing commitment to diversity, educational equity and inclusion; and (5) constructing a new, university-wide, integrated strategic plan that retains as much of the former planning they consider as valuable and applicable to meeting future challenges and opportunities.

California State University Accredited Program, by Campus

California State University, Bakersfield

Program	First Granted	Renewal Date
Business Administration BS	not specified	2017-2018
Business Administration MBA	not specified	2017-2018
Biochemistry	not specified	2018-2019
Chemistry BS	not specified	2018-2019
Counseling MS	not specified	2021-2022
Education MA	not specified	2021-2022
Nursing BS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016

California State University Channel Islands

Program	First Granted	Renewal Date
Education–Administrative Services Preliminary Credential	2009	2018
Education–Bilingual Authorization Spanish	2011	2018
Education–Mild/Moderate Disabilities Credential	2009	2018
Education–Mild/Moderate Disabilities Intern Credential	2009	2018
Education–Multiple Subject Credential	2009	2018
Education–Multiple Subject Intern Credential	2009	2018
Education–Single Subject Credential	2009	2018
Education–Single Subject Intern Credential	2009	2018
Nursing BS	2006	2017

California State University, Chico

Program	First Granted	Renewal Date
Art BA	not specified	2017
Art BFA	not specified	2017
Art MA	not specified	2017
Art MFA	not specified	2017
Business Administration BS	1997	2018
Business Administration MBA	1997	2018
Business Information Systems BS	1997	2018
Chemistry BS	not specified	2018
Civil Engineering BS	1968	2018
Communication Design BA–Graphic Design Option	not specified	2017
Communication Sciences and Disorders MA	2003	2018
Computer Engineering BS	1989	2018
Computer Information Systems BS	2007	2018
Computer Science BS	1987	2022
Construction Management BS	1987	2022
Education MA	not specified	2022
Electrical and Electronic Engineering BS	1971	2018
Health Science: Health Services Admin Option BS	2004	2018
Journalism BA	1997	2022
Mechanical Engineering BS	1971	2018
Mechatronic Engineering BS	1998	2018
Music BA	1995	2019
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: Applied/School Psychology Option MA	1998	2017
Public Administration MPA	1996	2017
Recreation Administration BS	1986	2019

Chico (continued)

Program	First Granted	Renewal Date
Recreation Administration MA	1986	2019
Social Work BA	not specified	2016 (Campus visit occurred in Fall 2016. Outcome pending.)
Social Work MSW	not specified	2016 (Campus visit occurred in Fall 2016. Outcome pending.)
Sustainable Manufacturing BS	1980	2020
Theatre Arts BA	2009	2017

California State University, Dominguez Hills

Program	First Granted	Renewal Date
Clinical Science BS	1995	2026
Clinical Science BS–Cytotechnology	1993	2017
Computer Science BS	1996	2016-17
Education MA	not specified	2019
Health Science MS–Orthotics and Prosthetics	2015	2020
Music BA	not specified	2017
Nursing BSN	2004	2018
Nursing MSN	2004	2018
Occupational Therapy MS	2007	2022
Public Administration BS	2005	2022-23
Public Administration MPA	2005	2022-23
Social Work MSW	2007	2022
Special Education MA	not specified	2019
Theatre Arts BA	1987	2016 (Campus visit occurred in Fall 2016. Outcome pending.)

California State University, East Bay

Program	First Granted	Renewal Date
Accountancy MS*	2013	2018-19
Business Administration BS	1973-1974	2018-19
Business Administration MBA	1982-1983	2018-19
Business Analytics MS**	1982-1983	2018-19
Chemistry BS	1970-1971	2019-20
Computer Engineering BS	2013-2014	2020-21
Counseling MS, Option in School Psychology	1982-1983	2016-17
Economics BA	1973-74	2018-19
Economics MA	1973-74	2018-19
Education, MS***		
Educational Leadership MS***		
Industrial Engineering BS	2006-2007	2017-18
Music BA	1973-1974	2019-20
Music MA	1973-1974	2019-20
Nursing BS	1974-1975	2025-26
Social Work MSW	2006-2007	2017-18
Special Education MS***		
Speech-Language Pathology MS	1992-1993	2019-20

*The MS Accountancy program was implemented in 2013 and falls under the College of Business and Economics' AACSB accreditation. It does not have AACSB's specialized accountancy accreditation.

**The MSBA was approved for an option elevation to a stand-alone MS Business Analytics, effective Fall 2017.

***East Bay withdrew from NCATE this year, so these master's programs no longer have national accreditation. All of our teacher education programs have CTC-Approved Educator Preparation Programs.

California State University, Fresno

Program	First Granted	Renewal Date
Accountancy MS	1967	Suspended 2011
Agricultural Education BS	1967	2020
Agricultural Specialist Credential	Not specified	2021
Business Administration BS: Accountancy, Computer Information Systems, Entrepreneurship, Finance, Human Resource Management, International Business, Logistics and Supply Chain Strategies, Management, Marketing, Real Estate and Urban Land Economics, Special, and Sports Marketing	1957, 1963	2018-19
Business Administration MBA	1974	2018-19
Civil Engineering BS	1968	2019
Civil Engineering MS	1986	2019
Clinical Rehabilitation and Mental Health Counseling MS	1976	2017-18
Communicative Disorders BA	1979, 1994, 2004	2016, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2016, 2018-19
Computer Engineering BS	1999	2019
Construction Management BS	1992/2008	2019-20
Counseling MS	1995	2019
Education MA	1967, 1988	2021
Education–Early Childhood Education Specialist (NAEYC Accredited, currently under review)	Not specified	
Education–Multiple Subject Internship	Not specified	2021
Education–Multiple Subject Bilingual Authorization, Spanish and Hmong	Not specified	2021
Education–Preliminary Administrative Services	Not specified	2021
Education–Preliminary Administrative Services Internship	Not specified	2021
Education–Preliminary Multiple Subject	Not specified	2021
Education–Preliminary Single Subject	Not specified	2021
Education–Pupil Personnel Services, School Counseling	Not specified	2021
Education–Reading/language Arts Specialist	Not specified	2021
Education–Single Subject Internship	Not specified	2021

Fresno (continued)

Program	First Granted	Renewal Date
Education Specialist, Mild/Moderate and Moderate/Severe	Not specified	2021
Education Specialist, Deaf and Hard of Hearing -Education Specialist Clear, Mild/Moderate and Moderate/Severe -Education Specialist Level II, Mild/Moderate and Moderate/Severe	Not specified	2021
Educational Leadership EdD	UC Davis JDPEL, 1991; independent DPELFS program, 2007; Bakersfield Joint Program, 2011	2021
Electrical Engineering BS	1965	2019
Food and Nutritional Sciences BS–Dietetics and Food Administration Option	2005, 1979	2021
Food and Nutritional Sciences Certificate of Advanced Study–Internship Program	2005, 1979	2021
Geomatics Engineering BS	1979	2019
Industrial Technology, BS	2016	2020
Interior Design BA	1988	2016 (accreditation done in 2016. Received initial approval. Final approval pending soon)
Kinesiology BS	2008	2017-18
Liberal Studies BA	not specified	2021
Mechanical Engineering BS	1965	2019
Music BA	1979	2019-20
Music MA	1979	2019-20
Nursing BS	2005	2016, 2020
Nursing DNP	2012	2019
Nursing MS	2005	2016, 2018
Physical Therapy DPT	2012	2015
Public Administration MPA	1991	2019
Public Health MPH	1998	2020

Fresno (continued)

Program	First Granted	Renewal Date
Pupil Personnel Services, School Psychology		2021
Recreation Administration BS	1986	2014, 2020
School Nursing Advanced Credential (Clear)	Not specified	2021
School Psychology EdS	1994	2017
Social Work MSW	1967	2016 (Accreditation done in 2016. Received initial approval. Final approval pending soon)

California State University, Fullerton

Program	First Granted	Renewal Date
Accounting MS	1966	2018
Art BA	1974	2024
Art BFA	1994	2024
Art MA	1974	2024
Art MFA	1994	2024
Business Administration BA	1965	2018
Business Administration MBA	1972	2018
Chemistry BS	1970	2017
Civil Engineering BS	1985	2022
Communications BA	1971	2021
Communications MA	1971	2021
Communicative Disorders BA	1969	2018
Communicative Disorders MA	1969	2018
Computer Engineering BS	2007	2022
Computer Science BS	1988	2018
Counseling MS	2007	2023
Dance BA	1993	2024
Education Credentials	1960	2022
Education MS	1970	2022
Electrical Engineering BS	1985	2018
Human Services BS	1982	2017
International Business BA	1984	2018
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2022
Music BA	1966	2024
Music BM	1975	2024
Music MA	1966	2024
Music MM	1975	2024
Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2017
Nursing DNP	2013	2019
Nursing MS	2002	2017

Fullerton (continued)

Program	First Offered	Renewal Date
Public Administration MPA	1989	2017
Public Health MPH	2008	2020
Social Work MSW	2011	2023
Taxation MS	1996	2018
Theatre Arts BA	1974	2016 (The program is currently drafting response to the commission)
Theatre Arts BFA	2005	2016 (The program is currently drafting response to the commission)
Theatre Arts MFA	1985	2016 (The program is currently drafting response to the commission)

Humboldt State University

Program	First Granted	Renewal Date
Art BA	1978	2024-25
Chemistry BA, BS	prior to 1976	2014 pending (next review: 2019)
Child Development Laboratory, Child Development	1989	2017
School of Education–Administrative Services	2002	2022
School of Education–Multiple Subjects Credential	2002	2022
School of Education–Single Subjects Credential	2002	2022
School of Education–Special Education Credential	2002	2022
School of Education and Department of Kinesiology/ Recreation Administration–Adapted Physical Education	2002	2022
Environmental Resources Engineering (ERE) BS	1981	2017
Forestry Curriculum–Society of American Foresters (SAF)	1979	2025-26
Music BA	1979	2021
Psychology MA	2002	No longer seeking accreditation
Registered Professional Foresters (RPF) License–State Board of Forestry (BOF)	not specified	periodic
Social Work BA	2004	2019 reaffirmation
Social Work MSW	2004	2019 reaffirmation

California State University, Long Beach

Program	First Granted	Renewal Date
Accountancy MS	2015	2019
Aerospace Engineering BS	2001	2018
American Language Institute	2007	2017
Art BA	1974	2018
Art BFA	1974	2018
Art MA	1974	2018
Art MFA	1974	2018
Athletic Training BS	2006	2021
Biochemistry BS	2015	2018
Business Administration BS	1972	2019
Business Administration MBA	1972	2019
Chemical Engineering BS	1980	2018
Chemistry BS	1958	2018
Civil Engineering BS	1963	2018
Computer Engineering BS	1974	2018
Computer Science BS	1995	2018
Construction Engineering Management BS	2012	2017
Dance BA	1982	2017
Dance BFA	1982	2017
Dance MA	1982	2017
Dance MFA	1982	2017
Design BA	2007	2018
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2023 CAEP and CTC Review
Electrical Engineering BS	1963	2018
Family and Consumer Sciences BA	1977	2017
Health Care Administration BS	1992	2021
Health Care Administration MS	2001	2019
Health Science MPH	1990	2022
Hospitality Management BS	2010	2017
Industrial Design BS	1974	2018
Interior Design BFA	1974	2018
Journalism and Mass Communication BA	1978, 2014	2020
Mechanical Engineering BS	1963	2018

Long Beach (continued)

Program	First Granted	Renewal Date
Music BA	1968	2023
Music BM	1968	2023
Music MA	1968	2023
Nursing BS	1967	2021
Nursing MS	1978	2021
Physical Therapy DPT	2012	2022
Psychology MS, Human Factors Option	2012	2018
Public Policy and Administration	1990	2017
Recreation Administration MS	1976	2021
Social Work BA	1975	2017
Social Work MSW	1985	2017
Supply Chain Management, MS	2015	2019
Theatre Arts BA	1973	2017
Theatre Arts MFA	1973	2017

California State University, Los Angeles

Program	First Granted	Renewal Date
Art BA	1974	2019-20
Art MA	1974	2019-20
Art MFA	1974	2019-20
Accountancy MS	1964	2021-22
Business Administration BS	1960	2021-22
Business Administration MBA	1964	2021-22
Business Administration MS	1964	2021-22
Communicative Disorders BA	1987	2016-17
Communicative Disorders MA Speech Language Pathology option	1987	2016-17 SLP will also be included in CTC review in 2020-21 in addition to ASHA
Computer Information Systems BS	1964	2021-22
Computer Science BS	2005	2018-19
Counseling MS	1994	2018-19
Counseling MS, Rehabilitation Counseling Option	1956	2016-17
Counseling MS, School-Based Family Counseling Option	1978	2020-21 CTC and CAEP; CACREP
Criminalistics MS	2011	2017-18
Education Credentials	1959	2020-21
Education MA	1959	2020-21
Educational Administration MA	1959	2020-21
Educational Leadership EdD	2011	2020-21
Engineering, Civil BS	1965	2018-19
Engineering, Electrical BS	1965	2018-19
Engineering, Mechanical BS	1965	2018-19
Healthcare Management, MS		2021-22
Industrial Technology BS	2013	2017-18
Music BA	1970	2017-18
Music BM	1970	2017-18
Music MA	1970	2017-18

Los Angeles (continued)

Program	First Granted	Renewal Date
Music MM	1995	2017-18
Nursing BS	2007	2019-20
Nursing MS	2007	2019-20
Nursing DNP	2011	2019-20
Nutritional Science MS–Coordinated Dietetics Program	1974	2020-21
Nutritional Science MS - Didactic Program in Dietetics	1976	2020-21
Public Administration MPA	1984	2021-22
Social Work BA	1979	2018-19
Social Work MSW	1979	2018-19
Special Education MA	1959	2020-21
Special Education PhD	1971	2020-21
Teaching English to Speakers of Other Languages MA	1989	2020-21

California Maritime Academy

Program	First Granted	Renewal Date
Business Administration BS–International Business and Logistics	2003	2019-20
Facilities Engineering Technology BS	1999	2019-20
Marine Engineering Technology BS	1978	2019-20
Mechanical Engineering BS	2002	2019-20

California State University, Monterey Bay

Program	First Granted	Renewal Dates
Nursing	January 2016	Spring 2019
Social Work, MSW	2014	2018
Teacher Education	2009	Transition Plan: March 2017

California State University, Northridge

Program	First Granted	Renewal Date
Accountancy BS	1976	2019
Accountancy MS	1976	2019
Art BA	1993	2020
Art MA	1993	2020
Art MFA	2006	2020
Athletic Training BS	1995	2017
Biochemistry BS	1978	2018
Business Administration BS	1976	2019
Business Administration MBA	1976	2019
Chemistry BS	1966	2018
Civil Engineering BS	1994	2019
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2019
Computer Science BS	1985	2019
Construction Management BS	2010	2019
Counseling MS	1997	2018
Counseling MS, Career Counseling Option	1996	2018
Education MA	1997	2018
Educational Administration MA	1997	2018
Electrical Engineering BS	1994	2019
Environmental and Occupational Health BS	1972 1973	2019 2019
Environmental and Occupational Health MS	1972 1978	2019 2019
Family and Consumer Sciences BS	1973	2023
Family and Consumer Sciences BS–Didactic Program in Dietetics	1985	2019
Family and Consumer Sciences BS–Interior Design option	1998	2017
Family and Consumer Sciences MS–Dietetic Internship	1985	2019
Finance BS	1976	2019
Health Administration BS	1971	2022
Information Systems BS	1976	2019
Journalism BA	1967	2021
Management BS	1976	2019

Northridge (continued)

Program	First Granted	Renewal Date
Manufacturing Systems Engineering BS	2001	2019
Marketing BS	1976	2019
Mechanical Engineering BS	1994	2019
Music BA	1968	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2024
Physical Therapy DPT	1969	2025
Public Health Education MPH	1980	2018
Radiologic Sciences BS	1977	2018
Social Work MSW	2008	2020
Special Education MA	1997	2018
Taxation MS	1976	2019
Theatre BA	1991	2025
Theatre MA	1991	2025
Tourism, Hospitality, and Recreation Management BS	2014	2021

Northridge Credential Programs

Program	First Granted	Renewal Date
Counseling – Pupil Personnel Services Credential	1997	2018
Educational Administration – Preliminary Administrative Services Credential	1997	2018
Educational Administrative Services Credential – Tier 1 and Tier 2	1997	2018
Elementary Education – Multiple Subject Bilingual Authorization	2011	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential	1974	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential – Blended or Intern	2002	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential – CLAD	1997	2018
Elementary Education – Reading and Language Arts Specialist Credential	2002	2018

Northridge (continued)

Program	First Granted	Renewal Date
Secondary Education – Single Subject Teaching Credential	1974	2018
Secondary Education – Single Subject Teaching Credential– Bilingual Authorization	2011	2018
Secondary Education – Single Subject Teaching Credential - Preliminary – Blended or Intern	2002	2018
Secondary Education – Single Subject Teaching Credential- Preliminary – CLAD	1997	2018
Special Education – Education Specialist Authorization Advanced Teaching Credential	2010	2018
Special Education – Education Specialist Clear Teaching Credential	2013	2018
Special Education – Education Specialist Clear Teaching Credential – Deaf and Hard of Hearing	2013	2018
Special Education – Education Specialist Clear Teaching Credential – Mild/Moderate	2013	2018
Special Education – Education Specialist Clear Teaching Credential – Moderate/Severe	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Deaf/Hard of Hearing	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential Early Childhood Special Education Credential	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Mild/Moderate	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Moderate/Severe	2013	2018
Special Education – Education Specialist Teaching Credential – Deaf/Hard of Hearing – Lev I and Lev II	1997	2018
Special Education – Education Specialist Teaching Credential – Early Childhood – Lev I and Lev II	1997	2018
Special Education – Education Specialist Teaching Credential – Mild/Moderate – Lev I and Lev II	1997	2018
Special Education – Education Specialist Teaching Credential– Moderate/Severe – Lev I and Lev II	1997	2018

California State Polytechnic University, Pomona

Program	First Granted	Renewal Dates
Adapted Physical Education Authorization	1997	2021-22
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2021-22
Aerospace Engineering BS	1970	2018-19
Agricultural Specialist Authorization	1976	2021-22
Animal Health Science BS	1997	2017-18
Architecture BArch	1981	2022-23
Architecture MArch	1978	2022-23
Art (Art History, Fine Art) BA	1997	2018-19
Bilingual Authorization (Chinese and Mandarin Chinese)	2011	2021-22
Business Administration BS	1995	2018-19
Business Administration MBA	1995	2018-19
Business Administration MS	1995	2018-19
Chemical Engineering BS	1972	2018-19
Civil Engineering BS	1970	2018-19
Computer Engineering BS	2004	2018-19
Computer Science BS	1994	2018-19
Construction Engineering Technology BS	1976	2018-19
Didactic Program in Dietetics	1993	2019-20
Dietetic Internship Program	1993	2019-20
Education Specialist Mild/Moderate Level I and Level II Teaching and Intern Credentials	1997	2021-22
Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2021-22
Education Specialist Moderate/Severe Level I and Level II Teaching and Intern Credentials	1997	2021-22
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2021-22
Electrical Engineering BS	1970	2018-19
Electronics and Computer Engineering Technology BS	1976	2018-19
Engineering Technology BS	1976	2018-19
Graphic Design BFA	1997	2018-19
Hospitality Management BS	1994	2018-19
Industrial Engineering BS	1976	2018-19

Pomona (continued)

Program	First Granted	Renewal Date
Interior Architecture MIA	2010	2019-20
Landscape Architecture BS	1963	2017-18
Landscape Architecture MLA	1975	2017-18
Manufacturing Engineering BS	1988	2018-19
Mechanical Engineering BS	1970	2018-19
Multiple Subject Intern Teaching Credentials	1998, 2003–2042	2021-22
Multiple Subject Preliminary Teaching Credentials	1973, 2003–2042	2021-22
Music	2013	2018-19
Public Administration MPA	2006	2019-20
Reading Certificate Authorization	2012	2021-22
Single Subject Intern Teaching Credentials	1998, 2003–2042	2021-22
Single Subject Preliminary Teaching Credentials	1973/, 2003–2042	2021-22
Urban and Regional Planning BS	1967	2021-22
Urban and Regional Planning MURP	1971	2021-22

California State University, Sacramento

Program	First Granted	Renewal Date
Administrative Services Credential, Intern, EDLP	1974	2016
Administrative Services Credential, Level I, Preliminary, EDLP	1984	2016
Administrative Services Credential, Level II, Professional, EDLP	1985	2016
Art BA	1974	2025
Art Education BA	~1984	2018
Art History BA	1974	2025
Art History MA	1974	2025
Art Studio BA	1974	2025
Athletic Training BS	1976	2023
Business Administration BS, MBA	1963	2017
Business Administration Accountancy MS	Not specified	2017
Civil Engineering BS	1965	2022
Computer Engineering BS	1987	2022
Computer Science BS	1986	2022
Construction Management BS	1989	2019
Didactic Program in Dietetics	1996	2017
Dietetic Internship	2003	2017
Education Specialist, Early Childhood Special Education, EDS	1974	2018
Education Specialist, Level II, EDS	not specified	2018
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
Electrical and Electronic Engineering BS	1969	2022
English Education	<1980	2022
Graphic Design BS	2005	2025
Interior Design BA	2001	2018
Liberal Studies BA	2004	2018
Mechanical Engineering BS	1965	2022
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018

Sacramento (continued)

Program	First Granted	Renewal Date
Multiple Subjects, BMED	not specified	2018
Multiple Subjects, EDTE	not specified	2018
Music BA	1964	2021
Music Education BM	not specified	2019
Nursing Graduate MS	1986	2019(CCNE) BRN (2022)
Nursing-Post Licensure BS	1962	2019(CCNE) BRN (2022)
Nursing-Pre Licensure BS	1962	2019(CCNE) BRN (2022)
Photography BA	2005	2015
Physical Education BS	1952	2019
Physical Therapy DPT	1997	2025
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1996	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration BS	1978	2021
Rehabilitation Counselor Education Program, CORE	not specified	2020
School Counseling; Career Counseling; Marital, Couple and Family Counseling, Therapy, EDC	2006	reaccreditation pending
School Psychology, EDS	2001	2018
Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2018
Single Subject, BMED	not specified	2018
Single Subject, EDTE	not specified	2018
Social Science BA	not specified ~1992	2018
Social Work BA, MSW	1966	2017
Speech Pathology MS	1985	2019

California State University, San Bernardino

Program	First Granted	Renewal Date
Accountancy MS	2009	2018-19
Administration BA	1994	2018-19
Administration BS	1994	2018-19
Art BA	1983	2021-22
Business Administration MBA	1994	2018-19
Chemistry BS	1970	2016-17
Computer Engineering BS	2014	2020-21
Computer Science BS	1988	2020-21
Education Credential MA, MS	2002	2018-19
Health Science BS	2009	2019-20
Health Science, Environmental Health BS	2004	2018-19
Information Systems and Technology BS	2015	2018-29
Music BA	2003	2021-22
Nursing BS	1984	2017-18
Nursing MS	1984	2017-18
Nutrition and Food Sciences BS	1989	2017-18
Public Administration MPA	1989	2017-18
Robert and Frances Fullerton Museum of Art	2008	2022-23
Rehabilitation Counseling MA	1988	2018-19
Social Work BA	2006	2017-18
Social Work MSW	1993	2021-22
Theatre Arts BA	2004	2016-17

San Diego State University

Program	First Granted	Renewal Date
School of Accountancy BS, MS	1979	2017-2018
Administration, Rehabilitation and Postsecondary Education MS	1978	2022
Aerospace Engineering BS	1964	2021-2022
Art BA, MA, MFA	1975	2022
Art–Interior Design BA, MA, MFA	1984	2018
College of Business Administration BA, BS, MBA, MS, MBA/JD	1955	2018
Chemistry BS	1950	2017
Civil Engineering BS	1964	2021-2022
Computer Engineering BS	2004	2021-2022
Computer Science BS	1994	2018
Construction Engineering BS	2009	2021-2022
Education MA	1998	2018
Electrical Engineering BS	1964	2021-2022
Environmental Engineering BS	2004	2021-2022
Exercise and Nutritional Sciences BS, DPT	before 1961, 2000	2019, 2021-2022
Health Management and Policy division in the Graduate School of Public Health BS, MS, MSW, MPH, PhD	1983	2019
Journalism and Media Studies BA, MA	1971-1978 and 1985-1997	2021
Marriage and Family Therapy MS	2009	2022
Mechanical Engineering BS	1964	2021-2022
Nursing BS, MS	not specified, 1998, 1953, 2001	2020
Nutrition BS, DPD	~1980	2019
Policy Studies in Language and Cross-Cultural Education	1998	2018
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health MPH	1983	2017
Public Health, Graduate School MS, MPS, PhD	1983, 1985	2021
Recreation and Tourism Management	1981	2012, Not seeking reaccreditation

San Diego (continued)

Program	First Granted	Renewal Date
School Counseling, School Psychology MA, MS, EdS	1998, 1989	2018, 2023
Social Work BA	1974	2018
Social Work MSW, MPH, MSW/JD	1966	2018
Special Education MA	1998	2018
Speech, Language, and Hearing Sciences– Audiology Program AuD	2006	2019
Speech, Language, and Hearing Sciences– Speech-Language Pathology Credential MA, AuD	1979	2017
Speech, Language, and Hearing Sciences– Speech-Language Pathology Program PhD	1987	2019
Teacher Education BA, MA	1998	2018

San Francisco State University

Program	First Granted	Renewal Date
Accountancy MS	1979	2019
Apparel Design and Merchandising BS	2003	2023
Art BA	1983	2023
Art MA	1983	2023
Art MFA	1983	2023
Business Administration BS	1963	2019
Business Administration MBA	1963	2019
Cinema BA	1983	2023
Cinema MFA	1983	2023
Cinema Studies MA	1983	2023
Civil Engineering BS	1988	2018
Clinical Laboratory Science Graduate Internship Program	1977	2019
Clinical Rehabilitation and Mental Health Counseling		
Communicative Disorders MS	1971	In Progress
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	Discontinued
Electrical Engineering BS	1988	2018
Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	In Progress
Hospitality and Tourism Management BS	1990	2019
Interior Design BS	2003	2023
Journalism BA	1985	2020
Mechanical Engineering BS	1988	2021
Music BA	1963	In Progress
Music BM	1963	In Progress
Music MA	1963	In Progress
Music MM	1963	In Progress
Nursing BS	2003	2023
Nursing MS	2003	2023

San Francisco (continued)

Program	First Granted	Renewal Date
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2021
Public Health MPH	2003	In Progress
Recreation, Parks and Tourism Administration BS	1990	2022
Social Work BA	1975	2018
Social Work MSW	1971	2018
Special Education MA and Concentration in PhD in Education	1954	Discontinued
Teacher Education Credential Program	1900	2020
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021

San José State University

Program	First Granted	Renewal Date
Accountancy MS	1964	2021
Advertising BS	1971	2016-2017
Aerospace Engineering BS	1991	2018
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training BS	not specified	2019
Biomedical Engineering BS	2011	2021-2022
Business Administration BS	1964	2021
Business Administration MBA	1973	2021
Chemical Engineering BS	1958	2018
Chemistry BS	not specified	
Child and Adolescent Development Counselor Education Credential	1958	2018
Civil 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
Counselor Education Credential	1958	2018
Dance BA	1987	2019
Dance BFA	1987	2019
Educational Leadership Credential	1958	2018
Electrical Engineering BS	1958	2018
Elementary Education Credential	1958	2018
General Engineering BS	1958	2018
Human Factors/Ergonomics MS	2014	2021
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2017
Journalism BS	1971	2016-2017
Kinesiology MS	1989	2019
Library Information Science	1969	2021
Materials Engineering BS	not specified	2018
Mechanical Engineering BS	1958	2018

San José (continued)

Program	First Granted	Renewal Date
Music BA	1958	2017
Music BM	1958	2017
Music MA	1958	2017
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2017
Nutritional Science BS –Dietetics	1986	2017
Occupational Therapy MS	1991	2025-2026
Public Administration MPA	1988	2017
Public Health MPH	1974, 1976	2020
Public Relations BS	1971	2016-2017
Pupil Personnel Services Credential	1958	2018
Recreation BS	1987	2020
Secondary Education Credential	1958	2018
Social Work BS	1977	2023
Social Work MS	1977	2023
Special Education Credential	1958	2018
Speech Pathology Credential	1958	2018
Taxation MS	1964	2021
Teacher/Librarian Services Credential	1958	2018
Theatre Arts BA	1982	2018
Transportation Management MS	1964	2021
Urban Planning MUP	1972, 1988	2017-2018

California Polytechnic State University, San Luis Obispo

Program	First Granted	Renewal Date
Accounting MS	2014	2018
Aerospace Engineering BS	1969	2021
Architectural Engineering BS	1975	2021
Architecture BArch	1980	2017
Art and Design BFA	1995	2016-17
Biomedical Engineering BS	2015 retroactive to 2012	2021
Bioresource and Agricultural Engineering BS	1973	2021
Business Administration BS	1981	2018
Business Administration MBA	1981	2018
Business and Technology MS	2014	2018
City and Regional Planning BS	1973	2019
City and Regional Planning MCRP	1993	2019
Civil Engineering BS	1973	2021
Computer Engineering BS	1997	2017
Computer Science BS	1986	2021
Construction Management BS	1978	2020
Economics BS	1981	2018
Electrical Engineering BS	1969	2021
Engineering Management MBA/MS	2014	2018
Environmental Engineering BS	1971	2021
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2022
Industrial Engineering BS	1969	2021
Industrial Technology BS	1974	2020
Landscape Architecture BLA	1975	2020
Manufacturing Engineering BS	1997	2021
Materials Engineering BS	1971	2021
Mechanical Engineering BS	1969	2021
Music BA	2003	2018-19
Nutrition BS–Applied Nutrition Concentration	2005	2023
Recreation, Parks, and Tourism Administration BS	1986	2018
Software Engineering BS	2007	2021

California State University San Marcos

Program	First Granted	Renewal Date
Education MA	1995	2022
Nursing BS	2008	2023
Nursing MS	2012	2017
Social Work MSW	2016	2020
Speech Language Pathology MS	2015	2019

Sonoma State University

Program	First Granted	Renewal Date
Art BA	1982	2019-20
Art History BA	1982	2019-20
Business Administration BS, MBA	2007	2016-17
Counseling MA	1984	2016-17
Education MA	2005	2019-20
Music BA	1972	2016-17
Nursing BS, MS	1974	2020-21

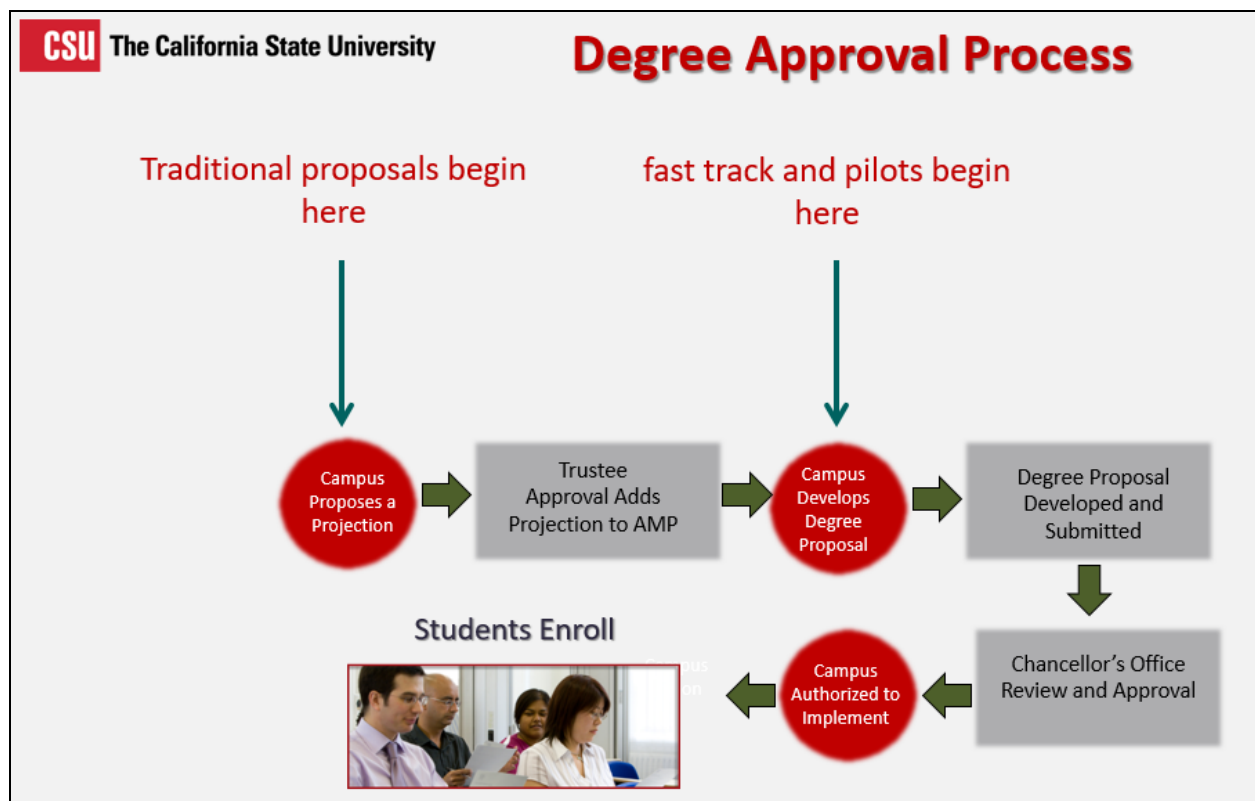
California State University, Stanislaus

Program	First Granted	Renewal Date
Art BA	1983	2019-20
Art BFA	1983	2019-20
Business BS	2003	2017-18
Business MBA	2003	2017-18
Business MS	2003	2017-18
Education MA	1991	2017-18
Genetic Counseling MS	2008	2016-17
Music BA	1981	2022-23
Music BM	1981	2022-23
Nursing BS	1986	2019-20 2016-17
Nursing MS	2010	2016-17
Public Administration MPA	1982	2016-17
Social Work MSW	1998, retroactive to class of 1996	2017-18
Theatre Arts BA	1983	2022-23

CSU Degree Proposal, Review and Approval Process

The CSU degree planning process begins with campus departmental plans and ends with a campus enrolling students in the program. Along the way, plans are subjected to review and approval by the campus, the board and the Chancellor's Office. Campuses may pursue one of three approaches to proposal review and approval, depending on the kind of program envisioned. The approaches are: (1) the traditional process, (2) the fast-track process, or (3) the pilot process. Each process will be explained in this review. The traditional process is shown in Illustration 1 below.

Illustration 1.



The Traditional Process

Degree Projections

The traditional process begins with degree projections. Each January, campuses submit projection proposals to the Chancellor's Office for preliminary review. These proposals are very general, long-term plans to develop and implement a degree program, to the Chancellor's Office for preliminary review. Projection proposals must make a supportable case that the desired degree program will meet the following criteria in order to obtain a Chancellor's Office recommendation for board approval at the March trustees meeting.

Chancellor's Office Projection Review Criteria (All Degree Levels)

1. Degree designation and title (e.g., BS Biochemistry);
2. Date approved by the academic senate;
3. Projected implementation date;
4. Delivery mode: fully face-to-face, hybrid or fully online program;
5. A brief summary of the purpose and characteristics of the proposed degree program;
6. Support mode: state-support or self-support/extended education;
7. Anticipated student demand;
8. Workforce demands and employment opportunities for graduates;
9. Other relevant societal needs;
10. An assessment of the required resources and a campus commitment to allocating those resources; and
11. As applicable:
 - a. If the projection is a pilot program, the academic years during which the program will operate in pilot status.
 - b. For new degree programs that are not already offered in the CSU, a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level.

Additional Criteria for Projected Bachelor's Degree Programs

Projected bachelor's degrees are general, characterized by breadth and are as enduring as possible in content and title. Graduate programs are more appropriately specialized.

Resource: http://www.calstate.edu/APP/documents/Breadth_EPR85_13.pdf.

Additional Criteria for Projected Graduate Degree Programs

Master's degree programs should be projected only when the sponsoring department is well established and has achieved a level of quality that has been affirmed by a program review or in subjects for which national accreditation, including review by a visiting team, is available. Further requirements of new graduate programs include that:

1. They include at least five full-time faculty with the appropriate terminal degree;
2. The programs have enrollment sufficient to support offering at least four graduate-level courses each year;
3. Evidence is provided that the department can support the level of research required of a graduate program; and
4. Not less than one half of the units required for the degree shall be in courses organized primarily for graduate students.

Resources:

http://www.calstate.edu/APP/documents/Graduate_Level_EPR_82_39.pdf and

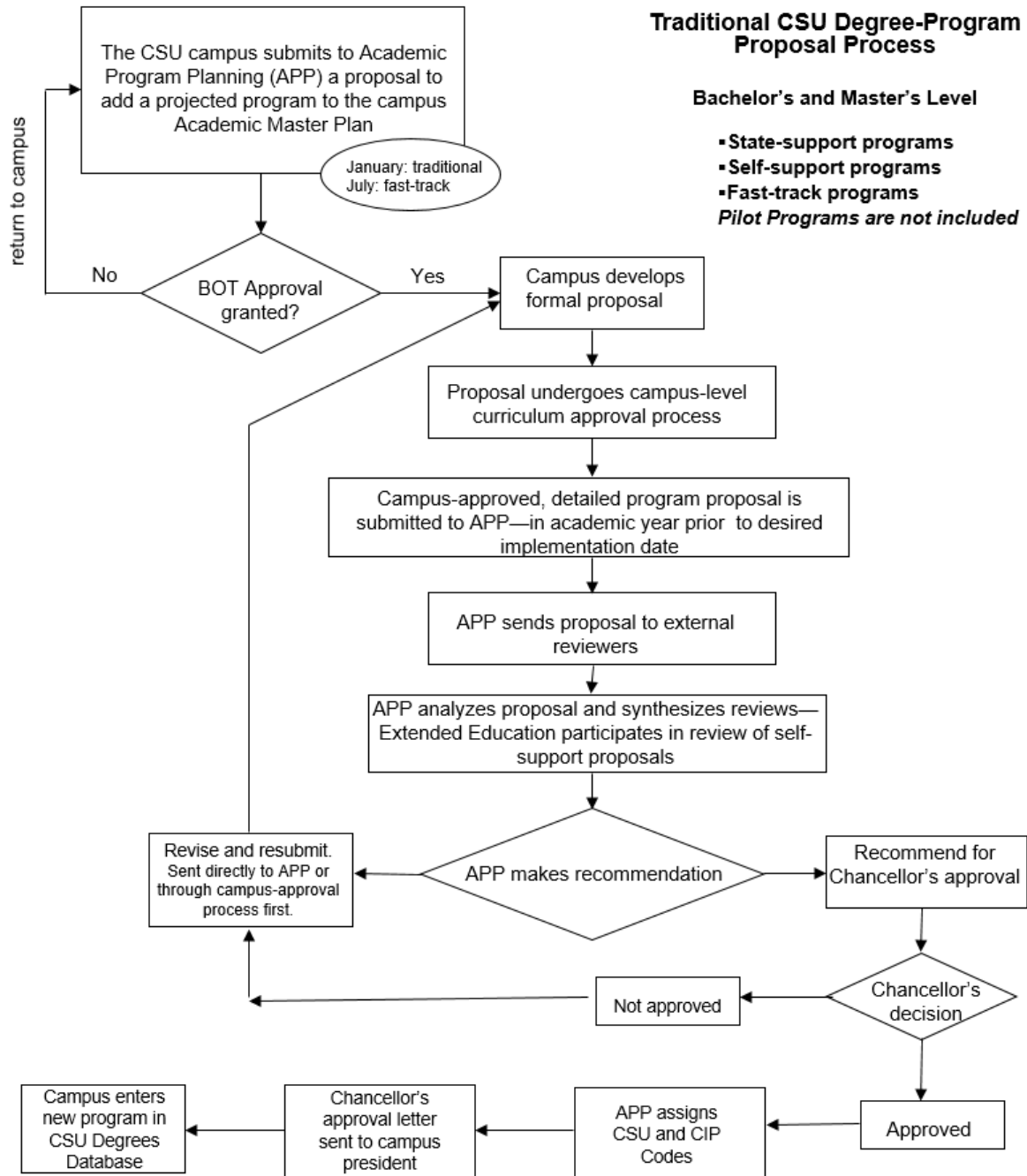
http://www.calstate.edu/APP/documents/AAP_91_04_Recommendations_Graduate_Education.pdf.

Degree Program Proposal Development and Review Process

Subsequent to obtaining board approval for a proposed projection, the campus may begin developing a full detailed degree proposal, which must obtain campus approvals before being subjected to a system-level review. Campus-approved degree proposals are reviewed by Chancellor's Office staff, who have faculty experience and curriculum-development and review experience. Additionally, as needed, external experts review degree programs that have highly specialized curricular requirements. It is not unusual for the Chancellor's Office to request modifications to the degree requirements or the assessment plans during the review process. Proposals must obtain the chancellor's approval before the degree program can be implemented and enroll students. All degree program proposals are governed by California Education Code sections and systemwide policy, including Title 5 regulations, executive orders and coded memoranda.

Illustration 2, which appears on the next page, depicts the process for the "traditional degree program proposal process." This process is used for bachelor's, master's, and doctoral programs that will be run either through state support or through self-support extended education. In this process, the full degree proposal is submitted to the Chancellor's Office a year ahead of planned implementation.

Illustration 2



Degree Proposal Review Criteria

During the proposal review process, reviewers evaluate proposed programs and resources according to these review criteria.

Faculty

Does the faculty appear qualified to offer this program and at this level? Does the faculty expertise span all appropriate specializations, and are there sufficient faculty members for the projected size of the program? Do they appear to have appropriate research or professional experience? Are the arrangements for administering the program sufficient to ensure that it will operate effectively?

Curriculum

Does the curriculum have appropriate breadth, depth, and coherence for an undergraduate or a graduate program in this field? Is it up-to-date, incorporating the most recent developments in the field? Is it consistent with any pertinent recommendations of professional organizations? Is it responsive to employment opportunities for graduates? If it is a baccalaureate program, would it constitute desirable preparation for graduate or doctoral study in the fields indicated in the proposal? Does the proposed bachelor's degree meet the applicable Bachelor of Arts (BA) and Bachelor of Science (BS) requirements established in Title 5? If the proposal is for a BA or BS degree, does it require no more than 120 units, or does the proposal provide a well-defended rationale for exceeding the Title 5 limit of 120 units for BA and BS degrees? Does the graduate program meet Title 5 section 40510 Master's Degree requirements?

Resources

Does the description of facilities, equipment and information resources indicate that the campus has the resources (or reliable access to resources) that will be needed for a high-quality program? If not, what information would be minimally necessary to assure that the resources are adequate? For self-support programs, does the budget contain 3-to-5 years of operation, showing multiple cohorts? Does it show full cost recovery, and are the student costs within market ranges for similar extension programs?

Assessment of Program Quality and Student Learning

Does the proposal provide an assessment plan that identifies program and student learning goals? Do the student learning outcomes match with the curriculum? Are goals measurable, and will the assessment process be manageable? Is the process meaningful, will assessment results be used to influence changes in the curriculum or pedagogy?

State Need and Student Demand

Is a program of this kind needed in California? Is there convincing evidence provided in the proposal to demonstrate student interest in the program and employer demand for graduates? Are the sources of information on need current and credible? Is the information on need for the program is not adequate, what other information might we suggest that the campuses include in the proposal?

Multi-Year Cost-Recovery Budget (for self-support programs)

Does the budget include sufficient years to follow multiple cohorts? Is an appropriate level of student attrition built in? Are costs related to hybrid or online delivery and technical support included for programs not offered entirely in face-to-face mode?

The Fast Track Process: Combined Projection and Proposal

To review, in the traditional proposal process, a campus requests trustee approval to include a projection in the campus academic plan. Subsequent to trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Chancellor's Office for system-level review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

As adopted by the Board in July 1997, a "fast-track" process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review process.

Fast-Track Criteria

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and trustee policy.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

Fast-Track Timelines

We expect that fast-track proposals that are submitted to the Chancellor's Office, Office of Academic Planning, by the first Monday in January and raise no major issues can be acted on by the Board of Trustees in March, sent through system-level review, and could receive Chancellor's Office approval in July.

Those proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the Board of Trustees in September, sent through system-level review, and could receive Chancellor's Office approval in December.

Submitting Fast-Track Proposals

When submitting an update to the campus academic plan, the campus notes any fast-track degree proposals and includes a very brief description of the program and a rationale for offering it through the fast-track process.

The policy is available at: http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf

The Pilot Degree Program Proposal Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review approval by the chancellor. Instead, staff conduct a review to confirm that all applicable policy requirements have been met. For self-support pilot programs, Chancellor's Office staff review proposed projected budgets to ensure all costs will be recovered through student fees and without relying on state funds.

Pilot-Program Criteria

Pilot degree programs must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.

4. It is consistent with all existing state and federal law and trustee policy.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

Pilot Program Implementation Procedures

1. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) to provide a program description and list of curricular requirements, and (3) to confirm that each of the six pilot criteria apply to the pilot program.
2. While Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

Pilot Operational Policy

1. A pilot program is authorized to operate only for five years.
2. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.
3. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

Pilot Conversion Procedures

For the program to continue beyond the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular status. A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

1. The campus committed the resources necessary to maintain the program beyond five years;
2. A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality, to be attractive to students and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate; and
3. Approval by the Chancellor is required after review and comment by the Chancellor's Office.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding Degree Requirements, Admission and Transfer

Presentation By

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Executive Vice Chancellor
Academic and Student Affairs

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

Title 5 amendments introduced at this meeting and presented for board action at the May 2017 meeting will ensure equity and even-handed application of degree completion requirements consistent with legislation and board policy. These proposed amendments fall into four areas:

1. Doctor of Audiology Degrees
2. Facilitating Degree Completion: Bachelor of Arts Degrees
3. Facilitating Transfer and Degree Completion: Lower-Division Transfer Patterns
4. Facilitating Transfer and Degree Completion: Student Transfer Achievement Reform Act

Background

1. Doctor of Audiology Degrees

With the passage of Assembly Bill 2317 (Mullin) in 2016, California Education Code section 66041 authorizes the California State University (CSU) to award Doctor of Audiology (AuD) degrees, which are to focus on preparing audiologists to provide health care services. Audiologists prevent, diagnose and treat hearing, auditory and balance disorders across the lifespan, including providing routine neonatal hearing screening tests.

This item proposes adopting AuD admission requirements, degree program scope, degree requirements and CSU AuD authority. These amendments mirror analogous regulations governing CSU Doctor of Education, Doctor of Nursing Practice, and Doctor of Physical Therapy degree programs.

Four new Title 5 sections are proposed:

- **40050.4** Function: Instruction Leading to the Doctor of Audiology Degree.
- **40517.** The Doctor of Audiology Degree.
- **40518.** The Doctor of Audiology Degree Requirements.
- **41023.** Admission to Doctor of Audiology Programs.

An item will be presented at the May 2017 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 – 2 Educational Programs
Article 1 – General Function
The Doctor of Audiology Degree
§ 40050.4 Function: Instruction Leading to the Doctor of Audiology Degree.

Notwithstanding Section 40050, the Doctor of Audiology degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in section 40517.

NOTE: Authority cited: Sections 66041, 66600, 89030 and 89035, Education Code. Reference: Sections 66041, 89030 and 66600, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter – 2 Educational Programs
Article 7 – Graduate Degrees
The Doctor of Audiology Degree
§ 40517. The Doctor of Audiology Degree.

(a) A California State University program leading to a Doctor of Audiology degree may be offered independently of any other institution of higher education. California State University Doctor of Audiology programs shall:

(1) provide curriculum grounded in evidence-based practice;
(2) prepare graduates to enter the field of audiology practice; and
(3) be consistent with the requirements of a professional accrediting body and California state licensure laws.

(b) Each campus offering a program leading to a Doctor of Audiology degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41023.

(c) The program leading to the Doctor of Audiology degree shall conform to the following specifications:

(1) The curriculum shall include learning experiences that balance research, theory, clinical education and practice. The core curriculum shall provide professional preparation focusing on critical thinking and decision making, including but not limited to: foundational sciences, clinical sciences and behavioral sciences; professional practice; patient/client management; and practice management.

(2) The postbaccalaureate pattern of study shall be composed of at least 110 semester units (165 quarter units) earned in graduate standing. All semester/quarter units required for the degree shall be in courses organized primarily for doctoral students.

(3) At least 75 semester (112 quarter units) shall be completed in residence at the campus awarding the degree. At the discretion of the appropriate campus authority, courses required for California State University Doctor of Audiology programs that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the degree.

(4) A qualifying assessment shall be required.

(5) The pattern of study shall include successful completion of a doctoral project that is expected to contribute to knowledge in hearing science or to an improvement in audiology practice, policy or client outcomes.

(A) The doctoral project shall demonstrate the student's doctoral-level mastery of research skills, hearing science and/or current evidence-based practice. It shall demonstrate critical and independent thinking and a command of the research literature.

(B) The written component of the doctoral project shall demonstrate originality, evidencing critical and independent thinking. It shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, analyze and interpret data and offer a conclusion or recommendation.

(C) An oral defense or presentation of the doctoral project may be required.

(D) No more than eight semester units (12 quarter units) shall be allowed for the doctoral project.

NOTE: Authority cited: Sections 66041, 66600, 89030, and 89035, Education Code.

Reference: Sections 66041, 66600, 89030, and 89035, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter – 2 Educational Programs
Article 7 – Graduate Degrees
§ 40518. The Doctor of Audiology Degree Requirements.

(a) Advancement to Candidacy. For advancement to candidacy for the Doctor of Audiology degree, the student shall have achieved classified graduate standing and met such particular requirements as the chancellor and appropriate campus authority may prescribe. The requirements shall include a qualifying doctoral assessment.

(b) To be eligible for the Doctor of Audiology degree, the candidate shall have completed a program of study that includes: a qualifying examination or other qualifying doctoral assessment, and a doctoral project that is consistent with the specifications in section 40517 and is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in aggregate in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

(c) The student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program. The appropriate campus authority may extend the time for completion of the requirements if:

(1) the student is in good standing,

(2) the extension is warranted by compelling individual circumstances, and

(3) the student demonstrates current knowledge of research and practice in audiology, as required by the campus.

NOTE: Authority cited: Sections 66041, 66600, 89030, and 89035, Education Code.

Reference: 66041, 66600, 89030, and 89035, 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 8 – Admission of Post Baccalaureate and Graduate Students
The Doctor of Audiology Degree
§ 41023. Admission to Doctor of Audiology Programs.

(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Audiology degree established pursuant to Section 40517 if the applicant satisfies the requirements of each of the following numbered subdivisions:

(1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.

(2) The applicant has an overall cumulative grade point average of at least 3.00 in upper-division baccalaureate study, postbaccalaureate and master's study combined.

(3) The student has completed all campus-required prerequisite coursework.

(4) The applicant must have been in good academic standing at the last institution.

(5) The applicant has met any additional requirements established by the chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

Note: Authority cited: Sections 66041, 66600, 89030, and 89035, Education Code.

Reference: Sections 66041, 66600, 89030, and 89035, Education Code.

2. Facilitating Degree Completion: Bachelor of Arts (BA) Degrees

In accordance with Coded Memorandum AA-2005-21 *Facilitating Graduation* and board resolution REP 05-05-04 *Achieving the Baccalaureate Degree*, an amendment is proposed to Title 5 section 40500. The change would maintain the required 12 upper-division major units for the BA degree, while striking the required overall 40 upper-division units. CSU Chico brought to our attention that they would like to have the discretion to graduate students who have earned 39 overall upper-division credits (13 three-unit courses) in BA degree programs, which Title 5 does not currently permit. Removing the 40-unit minimum will give campuses the discretion to determine the appropriate number of upper-division units in their particular BA degree requirements.

The proposed amendment would make BA requirements consistent with the Bachelor of Science (BS) requirements specified in section 40501, which does not stipulate an overall upper-division unit requirement. While BA and BS degrees are most similar in structure and variability of disciplines, there is also no overall upper-division requirement for these CSU degrees: Bachelor of Architecture, Bachelor of Fine Arts, Bachelor of Landscape

Architecture and Bachelor of Music. Additionally there are no upper-division major requirements specified for the Bachelor of Fine Arts and Bachelor of Music degrees.

In deciding upper-division requirements for BA and BS degrees, campuses are encouraged to practice “efficiency in program design” as called for in the 2005 coded memorandum and 2005 board resolution on facilitating graduation. Campuses are also advised and expected to ensure ongoing “meaning, quality and integrity” of the degree, as required by the Western Association of Schools and Colleges, our regional accreditor. Faculty are encouraged to set upper-division degree requirements based on sound pedagogical reasons.

An item will be presented at the May 2017 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 2 – Educational Program
Article 6 – Undergraduate Degrees
§ 40500. Bachelor of Arts Degree: Required Curriculum.

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

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

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

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

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

(d) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, ~~of which at least 40 (60 quarter units) shall be in the upper division credit,~~ shall be 124 semester units (186 quarter units). For candidates for the Bachelor of Arts degree who are meeting graduation requirements established from the 2000-01 and through the 2013-14 academic years, a minimum of 120 semester units (180 quarter units) shall be required, ~~including at least 40 semester units (60 quarter units) in upper division courses or their equivalent.~~ For candidates for the Bachelor of Arts degree who are meeting graduation

requirements established during or after the 2014-15 academic year, no fewer and no more than 120 semester units shall be required, ~~including at least 40 semester units in upper-division courses or their equivalent~~, unless the Chancellor grants an exception.

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

3. Facilitating Transfer and Degree Completion: Lower-Division Transfer Patterns

Adopted by board action in 2004 (REP 07-04-04), Title 5 sections 40530, 40531 and 40532 provide a policy framework for establishing lower-division transfer patterns (LDTP), which were to be efficient transfer pathways from California Community College (CCC) campuses to the completion of CSU degree programs. These three LDTP Title 5 sections are proposed for repeal because LDTP pathways were rendered obsolete when Senate Bill 1440 (Padilla) *The Student Transfer Achievement Reform Act* (or STAR Act) was signed into law in 2010, creating Associate Degrees for Transfer.

The following sections are proposed for repeal:

- **40530. Definitions.**
- **40531. Development of Systemwide Lower-Division Transfer Patterns by Major.**
- **40532. Development of Campus-Specific Lower-Division Transfer Patterns by Major.**

An item will be presented at the May 2017 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 2 – Educational Program
~~Article 9 – Lower-Division Transfer Patterns by Major~~
~~§ 40530. Definitions.~~

~~(a) The term “systemwide lower-division transfer pattern by major” means a set of lower-division curricular specifications comprising at least 45 semester units but no more than 60 semester units that will be accepted at every CSU campus offering a program leading to that degree and major. Each unit that a student completes in the systemwide lower-division transfer pattern by major reduces by one unit the total number of units that the student must complete to earn that degree with that major. A systemwide lower-division transfer pattern~~

by major will ordinarily include courses that fulfill General Education Breadth or Intersegmental General Education Transfer Curriculum requirements; United States History, Constitution, and American Ideals requirements; and major-specific, lower-division requirements. A course in a systemwide lower-division transfer pattern by major may contribute to completion of more than one requirement.

(b) The term “campus-specific lower-division transfer pattern by major” means a set of lower-division curricular specifications beyond the systemwide lower-division transfer pattern by major, comprising units that will be accepted at a particular CSU campus offering a program leading to that degree and major. Each unit that a student completes in the campus-specific lower-division transfer pattern by major reduces by one unit the total number of units that the student must complete to earn that degree with that major.

(c) For purposes of this article, majors are distinguished by the CSU program code assigned to them and the degrees to which they lead.

(d) For purposes of this article, a major will be considered high-priority if it meets criteria established by the Chancellor. In establishing criteria, the Chancellor shall consider (1) the number of CSU campuses at which the major is offered and (2) the proportion of the undergraduate student body enrolled in the major at the CSU campuses offering that major.

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 2 – Educational Program
Article 9 – Lower-Division Transfer Patterns by Major
§ 40531. Development of Systemwide Lower-Division Transfer Patterns by Major.

(a) A systemwide lower-division transfer pattern by major shall be established for each high-priority major. The Chancellor, in consultation with the Academic Senate of the California State University, shall develop procedures for establishing systemwide lower-division transfer patterns by major. The procedures shall include extensive participation of faculty members in the major. The procedures shall encourage the development of systemwide lower-division transfer patterns by major that are consistent with, but not necessarily identical to, the recommended lower-division course-taking patterns of CSU first-time freshmen.

(b) If a degree and major frequently incorporate options or concentrations that would individually meet the criteria established for high-priority majors, the procedures shall allow

~~for the development of a distinct systemwide lower-division transfer pattern by major for each of those common options or concentrations.~~

~~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 2 – Educational Program
Article 9 – Lower-Division Transfer Patterns by Major
§ 40532. Development of Campus-Specific Lower-Division Transfer Patterns by
Major.**

~~Each CSU campus shall develop a campus-specific lower-division transfer pattern by major for each high-priority major it offers. The number of semester units in the systemwide lower-division transfer pattern by major plus the number of semester units in the campus-specific lower-division transfer pattern by major shall be no fewer than 60 and no more than 70. The procedures shall encourage the development of campus-specific lower-division transfer patterns by major that, in combination with the corresponding systemwide lower-division transfer patterns by major, are consistent with, but not necessarily identical to, the recommended lower-division course-taking patterns of CSU first-time freshmen.~~

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

4. Facilitating Transfer and Degree Completion: Regulations Affected by the Student Transfer Achievement Reform Act (SB 1440, the STAR Act)

Chaptered into legislation as California Education Code sections 66745 through 66749, the STAR Act requires the CCC and the CSU systems to collaborate on the creation of specific degree transfer pathways. The resulting program provides community college students a direct path to the CSU, beginning with completing 60 required units of a CSU-approved community college Associate Degree for Transfer. This guarantees admission to the CSU, in which completion of a specified additional 60 units will result in earning a bachelor's degree. Adoption of the STAR Act of 2010 and amendments of 2013 necessitate Title 5 changes, which will: (1) allow the CSU to admit or redirect CCC transfer students according to STAR Act requirements; and (2) ensure equity for transfer students and CSU students.

Sections proposed for amendments include:

- **40601.** Particular Terms
- **40803.** Applicants Who Are California Residents and Who Have Completed the Prescribed Number of Units of College Credit
- **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
- **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.
- **40806.** Other Applicants.
- **40900.** General Exceptions.
- **40901.** Exceptions for Applicants to Special Compensatory Programs

Section 40601

While the CSU 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. Impaction has, however, been adopted in the Education Code, making it appropriate for the term to be included in the Title 5 section 40601 list of “particular terms.” This proposed amendment will bring use of the term “impaction” into alignment with California Education Code section 89030.5. Additional changes clarify how an eligibility index is determined. Clean-up language specifies effective dates for these changes, and updates terms for college-readiness examinations—from the previously named “American College Testing” assessment and “Scholastic Aptitude Test” to the “ACT” and “SAT,” respectively.

An item will be presented at the May 2017 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~~ that 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~~ that 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 determination, 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 Examination (examinations), pursuant to Title 5 Section 40752 or Section 40802; ~~such as~~ The weighting of grade point averages and test scores shall be determined and adjusted from time to time by the Chancellor on the basis of standards defined by a California higher education eligibility study. ~~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~~ 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.

(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.~~

~~(e)(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 mean that the number of applications from eligible applicants received during the initial application filing period exceeds the number of available admission spaces.

(p) The terms “redirection” or “redirect” refer to the responsibility of each CSU campus that opens to receive new undergraduate applications for any given term to admit eligible transfer applicants with Associate Degrees for Transfer or to forward their application to another CSU campus with the capacity to admit.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, 89030.5, Education Code.

Section 40803

Section 40803 specifies conditions for undergraduate transfer to the CSU and stipulates that higher admission criteria may be established for impacted programs or campuses. Amendments to this section stipulate the conditions under which an applicant qualifies for transfer admission and under which an eligible Associate Degree for Transfer student will be assigned conditional admission priority.

This section also defines the academic standards transfer applicants must meet to be admissible to the CSU. To ensure that our exacting admission standards are interpreted equitably for all prospective students—high school applicants and applicants from colleges and other universities—this amendment establishes a systemwide minimum-grade admission threshold for four general education courses already listed as transfer admission criteria. When CSU campuses evaluate the transcripts of high-school graduates applying to enter our universities as first-time freshmen, grades are normed by suppressing the “+” and “-” designations when considering completion of college preparatory courses. A technical specification is introduced in this section,

so that grades in specific courses required for transfer applicants will be evaluated in the same manner as the course grades of high school applicants.

To protect the rigor of CSU admission criteria, these existing transfer requirements will be maintained: (1) Applicants must have a grade point average (GPA) of C or better—in the aggregate—across all transferable college courses attempted; (2) applicants must be in good standing at the last college attended; and (3) applicants must have “satisfactorily completed” general education basic skills courses in oral communication, written communication, critical thinking and quantitative reasoning. To bring the evaluation of transfer applicants in line with the process used for high school applicants, an amendment specifies that these basic skills courses, often referred to as the “Golden Four,” must be completed with no lower than a C- grade in order to satisfy CSU admission requirements. Clarifying this C- floor for “satisfactory completion” places all grades along the C continuum (and higher) specifically within the range required for transfer admission and places transfer applicants on a level playing field with first-time freshman applicants. In effect, this change puts in place the grade norming used in evaluating first-time freshman applicants. While ensuring equitable interpretation of qualifying minimum admission grades, this systemwide standard also affirms the importance of basic skills courses, holding them to a higher standard than other transfer courses, which are simply factored into the overall GPA requirement for admission purposes and for which a D- might otherwise be considered satisfactory completion.

An item will be presented at the May 2017 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 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:~~

~~(a) 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;~~

~~(b) 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;~~

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

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

Impacted campuses or programs may require supplemental admission criteria, including an overall higher grade point average and/or the completion of additional specified courses.

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 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 66746, 66747, 89030, Education Code. Reference: Section 89030, Education Code.

Sections 40804 and 40804.1

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. Commonly referred to as “lower-division transfers,” these students are admitted when impactation is not in place, or by admission exception. Lower-division transfers fall into two types: (1) they may have been eligible for admission as first-time freshmen (addressed in section 40804); or (2) they may have achieved first-time freshmen eligibility later, based on academic work completed after high school graduation (addressed in section 40804.1). For both types of lower-division transfers, the proposed amendments require completion of a course in written communication and a course in mathematics or quantitative reasoning—each with a grade of C- or better, in keeping with the change to section 40803.

These changes will codify what is already admission practice at some CSU campuses, serving as part of an overall enrollment management strategy. The requirement ensures that these transfer students, at entry, have demonstrated baccalaureate proficiency in writing and quantitative reasoning, thereby making those two basic skills courses more available to freshmen students, whose progress depends on early successful completion of these foundational courses.

An item will be presented at the May 2017 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 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~~ Subject to restrictions on admission due to impaction, 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 shall 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 CSU General Education Breadth Area A2 and B4 requirements, respectively.
- ~~(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.

Title 5, Education
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
§ 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~~ Subject to restrictions on admission due to impaction, 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:

- (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 shall 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 CSU General Education Breadth Area A2 and B4 requirements, respectively.

~~(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.

Sections 40806, 40900 and 40901

To achieve consistency with transfer units required for lower-division transfer, revision of three Title 5 sections is proposed to change the minimum number of transfer units required for admission from 56 to 60. Amendments are proposed for the following sections:

- **40806.** Other Applicants.
- **40900.** General Exceptions.
- **40901.** Exceptions for Applicants to Special Compensatory Programs.

An item will be presented at the May 2017 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 5 – Admission as an Undergraduate Transfer
§ 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

(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.

**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 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% percent~~ 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.

**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 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 ~~T~~the California State University pursuant to this Section for any college year shall not exceed ~~4%~~ percent of all undergraduate students enrolled for the first time in ~~T~~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; and 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

Academic Preparation

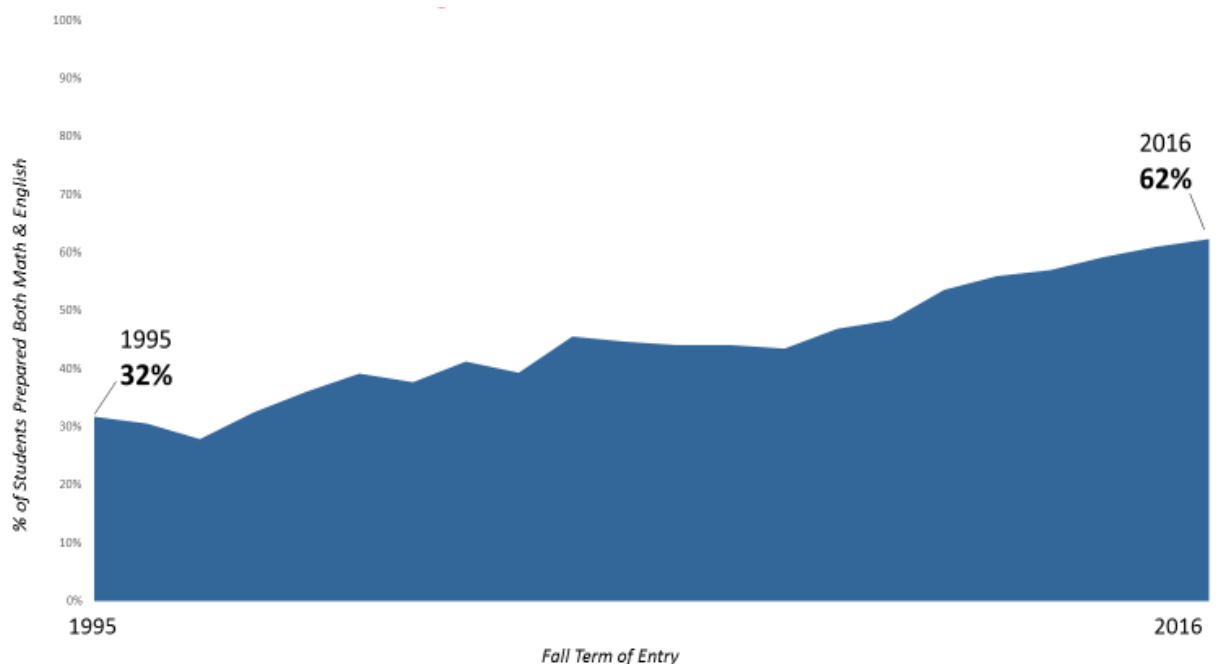
Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Background

The California State University has a long history of meeting students where they are and supporting them to degree completion. This includes work to improve new students' academic preparation and readiness in mathematics and English; foundational skills students need to be successful throughout their college experience.

Collection of CSU data on student preparation began with the fall 1995 entering class. Over the past 22 years, the percentage of students considered ready for college-level coursework in both English and mathematics upon entry at the CSU has nearly doubled, as demonstrated in the graph below.



These improvements are the result of the work by dedicated CSU faculty who have devoted their

careers to helping our most underprepared students achieve their academic goals. Through the Early Assessment Program (EAP), Early Start Program (ESP), strong partnerships with K-12 agencies and other academic preparation efforts, the CSU continues to provide students an opportunity to begin their first term of college better prepared for the academic challenges and rigor they will encounter throughout their time at the CSU.

This annual information item provides a progress update on academic preparation including an update on EAP efforts, data from the summer 2016 ESP, demonstrated proficiency of fall 2016 first-time freshmen, proficiency—measured one year later—of the fall 2015 freshmen needing additional preparation at entry and overall academic preparation trends.

While the data show overall improvements in college readiness, there are disparities by campus and by race and ethnicity which have a direct impact on progress to degree—and ultimately completion—for students from traditionally underserved communities. To achieve the Graduation Initiative 2025 goal of closing all equity gaps, we must address inequities in college readiness head-on to close gaps in degree attainment and afford all students the opportunity to succeed. This will require improvements to systemwide policies and programs, some of which are already underway.

Early Assessment Program

In 2001, the Early Assessment Program (EAP) was developed in collaboration with the State Board of Education, the California Department of Education (CDE) and the CSU in an effort to reduce the need for remediation of entering first-year students. The program provides students in their junior year of high school a measure of their readiness for college-level English and mathematics, and facilitates opportunities for them to improve their skills during their senior year.

2016 EAP Results

The use of the new Smarter Balanced Assessments starting in 2015 gives the CSU two years of data. While the results are positive, there is still much work to be done in the area of math. With the adoption of the new California state standards, the math curriculum saw the most significant changes. The CSU predicted that the initial number of ready students would decrease, but would begin to increase as students had more years of exposure to the new math. The first two years of data appear to demonstrate this upward direction.

During the spring of 2016, 434,097 students participated in the Smarter Balanced Assessments in English and 432,383 in mathematics. In English Language Arts, approximately 112,865 (26 percent) students demonstrated readiness, and an additional 143,252 (33 percent) demonstrated conditional readiness (based on EAP, ACT or SAT score a student is able to demonstrate readiness by successfully completing appropriate senior level coursework). 59 percent of students who participated in the Smarter Balanced Assessments were deemed ready for college level English

coursework. This represents an increase of three percentage points for students at the highest level of preparedness compared to the previous year while the percentage of conditionally ready students remained constant.

The results for mathematics also demonstrate an increase in college readiness at the highest level of preparedness. About 56,209 (13 percent) students were deemed college ready in mathematics, and an additional 86,476 (20 percent) were conditionally ready for a total of 33 percent. Mathematics-ready students increased by two percentage points from the previous year and conditionally ready students also increased by two percentage points from the previous year.

Communication

To facilitate students' understanding of their results, the CSU has worked with CDE to provide information regarding the EAP on the score report that students receive after participating in the Smarter Balanced Assessments. In addition, the CSU has created communication pieces for students and families. These materials are sent to every public and charter school in California with enough pieces for every 11th and 12th grade student. The CSU will continue to provide additional information and training to school personnel in the coming year.

Supplemental Preparation/Professional Learning

The Expository Reading and Writing Course (ERWC) is available to seniors at the majority of California high schools. The course focuses on the use of nonfiction and fiction text, both short journalistic pieces and full-length works and novels, emphasizing close reading, argument, critical thinking, rhetoric, and analytical writing. It is approved by both the University of California and the CSU as fulfilling the senior-level English course requirement. Fall 2016 freshmen demonstrating proficiency through completion of a senior-level English course rose to 9,885 from the previous high of 6,240 students in fall 2015.

Similarly, the Strengthening Mathematics Instruction (SMI) initiative provides professional learning for teachers to help students prepare for the quantitative reasoning and mathematics knowledge required for college-level work. The SMI components are aligned to the new California state standards. The CSU continues to support efforts to design a 12th grade mathematics course similar to the ERWC in collaboration with high school teachers, community college faculty and CSU faculty.

Community College EAP Participation

In 2010, the California Community Colleges (CCC) began accepting the CSU's EAP results on a volunteer basis. Currently more than 80 community colleges accept results in English and/or mathematics. Over the last year, the CSU has begun to provide training and information both at a

state level and regionally to community colleges that are using EAP results for placement purposes. As community colleges begin to understand how the CSU uses the new assessment, there will be an increase in the use of EAP to support students beginning their academic careers at the CCC.

Summer 2016 Early Start Program

The Early Start Program (ESP) officially began in summer 2012, following adoption at the March 2010 Board of Trustees meeting. First-time students who do not demonstrate college-readiness in mathematics and/or English are required to begin addressing these deficiencies in the summer before their first term. ESP courses provide foundational instruction for students in mathematics and English. Students choose from a 1-unit introductory course or a 3- or 4-unit course that provides more in-depth preparation.

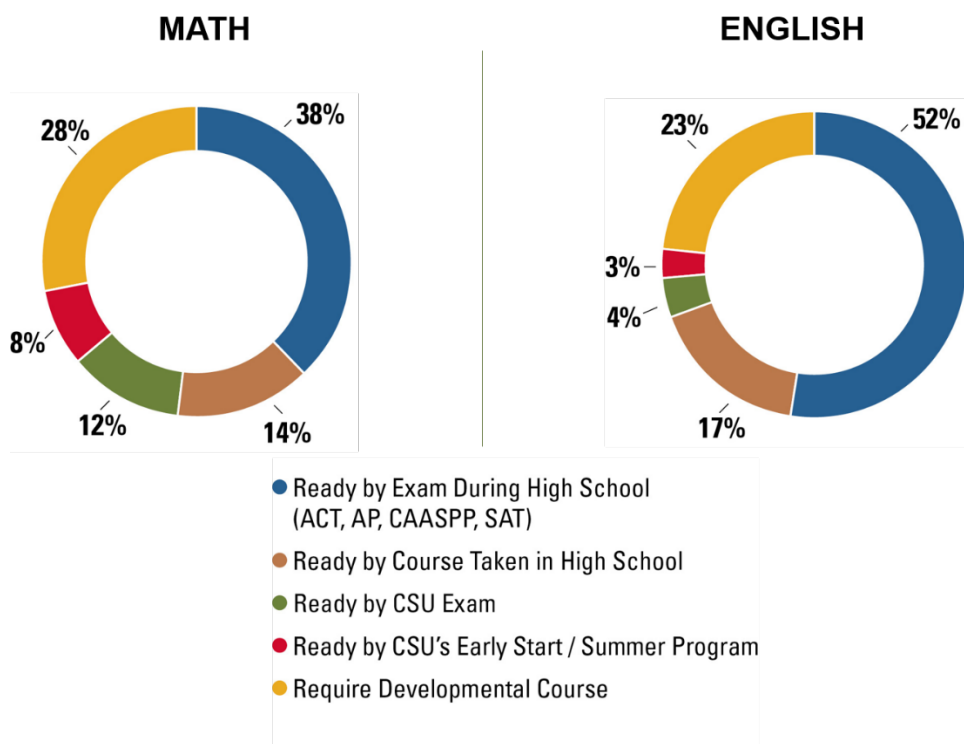
In fall 2016, just under 62,000 first-time students enrolled in the CSU and just under 25,000 of these students were required to participate in Early Start English (ESE) and/or Early Start mathematics (ESM). Slightly more than 9,500 participated in both. Eighty-six percent of ESP students enrolled at the campus from which they matriculated in the fall. The majority of students elected to take the 1-unit course (83 percent in English and 59 percent in mathematics).

Ninety-three percent of the 13,701 ESE enrolled students and ninety-four percent of the 20,648 ESM enrolled students satisfactorily met the ESP participation requirement. In addition to meeting the participation standard, nearly 2,000 finished their developmental college-preparation in English, and more than 5,000 finished their developmental college-preparation in mathematics as a result of summer 2016 ESP course completion.

Fall 2016 First-time Students Preparation at Entry

The CSU has long used multiple measures to assess readiness. Entering CSU first-time students have the opportunity to demonstrate readiness for college-level mathematics and English as early as their junior year of high school. Options include: EAP, standardized tests in high school, senior experiences augmenting testing in the junior year, Entry Level Mathematics (ELM) or English Placement Test (EPT) at the end of the senior year, high school coursework, college level coursework or ESP coursework. Chart 1 on the next page shows how the fall 2016 entering class demonstrated preparation in mathematics and English.

Chart 1: Multiple Measures



The entering class of fall 2016 was the best-prepared CSU class as it exited high school, up one percent from the previous year. Fifty-six percent graduated high school college-ready in both English and mathematics. Following summer 2016 ESP, 62 percent of the class were prepared for both college-level mathematics and English when they began their fall term, making this class also the best prepared CSU class at entry.

Despite our overall improvements in college readiness it is important to note that there are disparities by ethnicity-race which have a direct impact on progress to degree and ultimately completion for students from traditionally underserved communities. To successfully close all equity gaps, a central tenet of Graduation Initiative 2025, we must address inequities in college readiness.

The differences in preparation, as noted by ethnicity-race, are shown in Table 1 on the next page.

		Table 1: Preparation at Fall Entry				
Fall 2016 regularly admitted first-time Freshmen	Ethnicity - Race	Prepared Both	Needs additional English preparation only	Needs additional Math preparation only	Needs additional preparation in both English and Math	Grand Total
Head Count	American Indian or Alaska Native	85	8	20	24	137
	Asian or Pacific Islander	6,996	1,039	799	781	9,615
	Black or African American	1,041	232	603	666	2,542
	Hispanic / Latino	14,699	2,865	5,140	5,074	27,778
	White	10,775	594	1,234	596	13,199
	Two or More Races	2,383	141	388	239	3,151
	Unknown Race / Ethnicity	1,458	160	266	203	2,087
	Non-Resident Alien (Intl)	1,081	776	421	970	3,248
Total		38,518	5,815	8,871	8,553	61,757
Row Percent	American Indian or Alaska Native	62%	6%	15%	18%	100%
	Asian or Pacific Islander	73%	11%	8%	8%	100%
	Black or African American	41%	9%	24%	26%	100%
	Hispanic / Latino	53%	10%	19%	18%	100%
	White	82%	5%	9%	5%	100%
	Two or More Races	76%	4%	12%	8%	100%
	Unknown Race / Ethnicity	70%	8%	13%	10%	100%
	Non-Resident Alien (Intl)	33%	24%	13%	30%	100%
Total		62%	9%	14%	14%	100%

Fall 2015 First Time Student Cohort - Proficiency (One Year Later)

Of the regularly admitted first-time students who entered in fall 2015 needing additional preparation in English and/or mathematics, after completing their ESP requirement 83 percent (20,728 students) reached proficiency within one year. Four percent (1,001 students) failed to achieve proficiency in one or both subjects after their first year but were permitted by the campus to enroll in fall 2016. Thirteen percent (3,281 students) did not achieve proficiency in one or both subjects at the completion of their first year and were not allowed to re-enroll in fall 2016.

Academic Preparation Trends

The regularly admitted freshman class has grown from just under 55,000 students in 2011 to just under 62,000 students in fall 2016. The percentage of the entering freshmen class determined to be college-ready in both English and mathematics at the point of graduation from high school has increased from 52 percent (fall 2011) to 56 percent (fall 2016).

The Early Start Program provides our campuses with a final opportunity prior to the fall term to increase the number of first-time students prepared for college-level mathematics and English. In summer 2011, existing CSU programs improved proficiency in both English and mathematics by two percentage points, resulting in 54 percent of the 2011 CSU freshman class starting their first term college-ready in English and mathematics. Comparatively, summer 2016 Early Start courses increased proficiency in both English and mathematics by six percentage points, resulting in 62 percent of the entering freshman class prepared for college-level English and mathematics. Table 2 on the following page depicts these trends.

		Table 2: Preparation at Fall Entry				
Regularly admitted first-time freshmen	Cohort Entering	Prepared Both	Needs additional English preparation only	Needs additional Math preparation only	Needs additional preparation in both English and Math	Grand Total
Students	fall 2011	29,179	6,945	7,026	11,328	54,478
	fall 2012	30,924	7,641	6,085	11,042	55,692
	fall 2013	34,639	8,186	6,493	11,274	60,592
	fall 2014	37,249	8,362	6,729	10,600	62,940
	fall 2015	39,315	7,332	7,385	10,367	64,399
	fall 2016	38,518	5,815	8,871	8,553	61,757
		Preparation at Fall Entry				
Regularly admitted first-time freshmen	Cohort Entering	Prepared Both	Needs additional English preparation only	Needs additional Math preparation only	Needs additional preparation in both English and Math	Grand Total
Row Percent	fall 2011	54%	13%	13%	21%	100%
	fall 2012	56%	14%	11%	20%	100%
	fall 2013	57%	14%	11%	19%	100%
	Fall 2014	59%	13%	11%	17%	100%
	fall 2015	61%	11%	11%	16%	100%
	fall 2016	62%	9%	14%	14%	100%

Percentages subject to rounding.

Outcome by Preparation for Regularly Admitted First-Time Full-Time Students

Regularly admitted first-time full-time students fully prepared at high school graduation are the most likely to graduate in four, five and six years. Students who became college ready by the end of summer (through programs predating Early Start for the fall 2010 and 2011 cohorts plus Early Start for fall 2012) were more likely to graduate in a timely manner than those demonstrating preparation after fall entry, as demonstrated in Table 3.

Table 3: Retention and Graduation Rates by College Readiness

Cohort Entering	College Ready:	Initial Cohort	1yr Retention	2yr Retention	3yr Retention	Earned Degree in 4 yrs or less	Earned Degree in 5 yrs or less	Earned Degree in 6 yrs or less
Fall 2010	College Ready at HS end	22,074	88%	79%	75%	28%	57%	67%
	College Ready after Summer	556	87%	81%	75%	23%	53%	63%
	College Ready after Fall Term	13,759	90%	80%	75%	15%	47%	62%
	College Ready before following Fall	6,651	92%	81%	75%	7%	37%	55%
	Not College Ready after 1 year	3,393	21%	21%	20%	3%	8%	13%
	Total	46,433	84%	75%	71%	19%	48%	60%
Fall 2011	College Ready at HS end	27,786	88%	79%	74%	28%	57%	
	College Ready after Summer	819	92%	85%	78%	21%	54%	
	College Ready after Fall Term	13,873	90%	80%	75%	15%	46%	
	College Ready before following Fall	5,981	91%	80%	73%	7%	37%	
	Not College Ready after 1 year	4,402	32%	31%	29%	4%	14%	
	Total	52,861	84%	76%	71%	20%	48%	
Fall 2012	College Ready at HS end	28,882	89%	80%	75%	29%		
	College Ready after Summer	1,345	89%	80%	75%	22%		
	College Ready after Fall Term	14,669	90%	81%	75%	16%		
	College Ready before following Fall	5,556	92%	80%	73%	9%		
	Not College Ready after 1 year	3,431	27%	26%	23%	3%		
	Total	53,883	85%	77%	72%	21%		

Summary

Given the CSU's commitment to opportunity and excellence, we have an obligation to ensure that every student who is willing to work hard has the best possible chance to earn a degree. The data indicates that the Early Assessment Program and Early Start Program, in combination with other academic preparation efforts, continue to provide students with the opportunity to begin their first term better prepared for the academic rigor they will face at the CSU.

In order to build on this progress and achieve the Graduation Initiative 2025 goals of improving completion rates and closing equity gaps, we must improve our current systemwide policies, procedures and strategies related to academic preparation. The CSU will promote the completion of four years of coursework in mathematics and quantitative reasoning during high school, improve and expand our methods for assessing and placing students, strengthen our Early Start Program to include opportunities to complete college-level coursework and fundamentally restructure our approaches to developmental education. With continued consultation with faculty, staff and other stakeholders, we are now focused on advancing an enhanced set of academic preparation policies which will help more students effectively achieve CSU academic standards and position themselves for academic success and degree completion.