<p style="text-align:center">**AMENDED**</p>

<p style="text-align:center">**AGENDA**</p>

<p style="text-align:center">**COMMITTEE ON EDUCATIONAL POLICY**</p>

Meeting: **11:30 a.m., Tuesday, March 24, 2020**
Virtually via Teleconference

Peter J. Taylor, Chair
Jane W. Carney, Vice Chair
Silas H. Abrego
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Wenda Fong
Juan F. Garcia
Maryana Khames
Lillian Kimbell
Romey Sabalius
Christopher Steinhauser

Consent
1. Approval of Minutes of the Meeting of January 29, 2020, *Action*
2. Academic Planning, *Action*
3. Academic Preparation, *Information*

Discussion
4. Approval of Recommended Amendments to Title 5 Regarding Occupational Therapy Doctorate Degree Programs, *Action*

**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 29, 2020

Members Present

Peter Taylor, Chair
Jane W. Carney, Vice Chair
Silas H. Abrego
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Wenda Fong
Juan F. Garcia
Maryana Khames
Lillian Kimbell
Romey Sabalius
Christopher Steinhauser

Adam Day, Chair of the Board
Timothy P. White, Chancellor

Trustee Taylor called the meeting to order.

Approval of Minutes

The minutes of November 19-20, 2020 were approved as submitted.

Amendments to Title 5 Regarding Occupational Therapy Doctorate Degree Programs

Loren J. Blanchard, executive vice chancellor, began the presentation by noting that the Board of Trustees sponsored legislation to grant the CSU authority to offer the doctoral degree in occupational therapy or Occupational Therapy Doctorate (OTD). This bill was approved by the legislature and signed into law by the governor, amending State Education Code.

Alison Wrynn, associate vice chancellor, Academic Programs, Innovation and Faculty Development continued the presentation by sharing that the CSU occupational therapy programs meet a growing workforce need, followed by presenting the proposed Title 5 amendments to be approved in the March meeting.

Following the presentation, trustees asked questions related to the campuses at which the doctoral programs will be offered.

Research, Scholarship and Creative Activities

Ganesh Raman, assistant vice chancellor, Research, shared examples of research, scholarship and creative activities that provide a high-quality education where CSU students can engage with course content, develop and test hypotheses and push boundaries. He outlined how these efforts have been supported by federal and other external grants, contracts and awards. In 2017-18, the CSU received nearly $648 million in external funding, an increase of $58 million over the previous year. Research, scholarship and creative activities also enable the CSU to maintain faculty excellence by recruiting and retaining top-tier, world-class faculty, while ensuring students receive a cutting-edge education.

President William A. Covino of California State University, Los Angeles, shared the story of Ariana Gonzalez, an alumna of Cal State LA, and how research connected her lived personal experience to her overall academic and career goals.

Following the presentation, trustees had specific questions regarding how the CSU ensures that research faculty are supporting undergraduate discovery, learning and mentoring; the number of tenure-track faculty that pursue research; and how many faculty are awarded grants that cover the cost of research buy-outs.

Admission Requirements: Quantitative Reasoning

Loren J. Blanchard, executive vice chancellor, began by presenting a proposal to approve a phased implementation to modify the CSU's admissions requirements for board action. The modification would require incoming first-year students, beginning in fall 2027, to have completed one additional course of quantitative reasoning to be eligible for admission. The proposal had unanimous support of the 23 CSU campus presidents.

James T. Minor, assistant vice chancellor, continued by defining quantitative reasoning, which is the ability to think and to reason analytically and intelligently about numbers, measurement, capacity or probability throughout one's personal and professional life. He continued by sharing details on the analysis of data provided by the California Department of Education as well as highlighting the public comprehensive universities in other states with admission requirements comparable to those proposed.

Marquita Grenot-Scheyer, assistant vice chancellor, Educator Preparation and Public School Programs, discussed details of the proposal. The requirement could be fulfilled with a high school science course, an elective with a quantitative reasoning foundation, such as personal finance or computer science, or a more traditional mathematics course beyond Algebra 2. It could also be met with a quantitatively based Career and Technical Education class or through dual enrollment in partnership with a local community college. She recommended the approval of the phased implementation, which would include a Title 5 amendment that will be submitted to the Board for approval by spring 2022. The implementation will also include an independent analysis of the requirement's implementation and impacts, the formation of a steering committee, and increases in investment in teacher preparation and student outreach.

Following the presentation, trustees had a number of questions and comments. These questions included, but were not limited to: a request for demographic data of the group of students that enrolled in CSU with an additional year of quantitative reasoning coursework and those without the additional preparation; acknowledgment of the CSU's earnest effort to accommodate an impact study before voting to approve the proposal; consideration of opportunities to intervene earlier in a student's educational path; and a recommendation regarding the external organization to perform the independent analysis.

The committee unanimously recommended approval of the proposed resolution. **(REP 01-20-01).**

Trustee Taylor adjourned the Committee on Educational Policy.

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COMMITTEE ON EDUCATIONAL POLICY

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Academic Planning

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Alison M. Wrynn
Associate Vice Chancellor
Academic Programs, Innovations 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 ocurred since January 2019. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

Background
Six 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)**
   - Existing 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 (BA) and Bachelor of Science (BS) degree programs
4. Summary of Western Association of Schools and Colleges (WASC) Senior College and University Commission accreditation visits **(Attachment B)**
5. Accredited academic programs and departments **(Attachment C)**
6. CSU degree proposal, review and approval process **(Attachment D)**

Offering traditional and emerging degree programs, the CSU is an engine of social mobility, educating many students who are the first in their families to attend college. According to data from the U.S. Department of Labor and California's Employment Development Department, the educational opportunities represented by CSU degree programs provide our graduates with a mid-career salary that, on average, is more than $8,500 higher than graduates from other public universities. As a result of ongoing degree program planning and development that responds to employment demands and student interest, the CSU awards more than 107,000 bachelor's degrees every year, adding to the 3.7 million CSU alumni who keep California's economy vibrant and growing.

Degree planning is a critical first step in the development of educational programs designed to meet the needs of California's skilled and diverse workforce. The CSU delivers more job-ready graduates into the workforce than any other public or private university in the state. The CSU produces 50 percent or more of California's graduates in agriculture, business, criminal justice and public administration. As can be seen in the chart below, there are also opportunities for enrollment growth in the areas of engineering, life science and information technology.
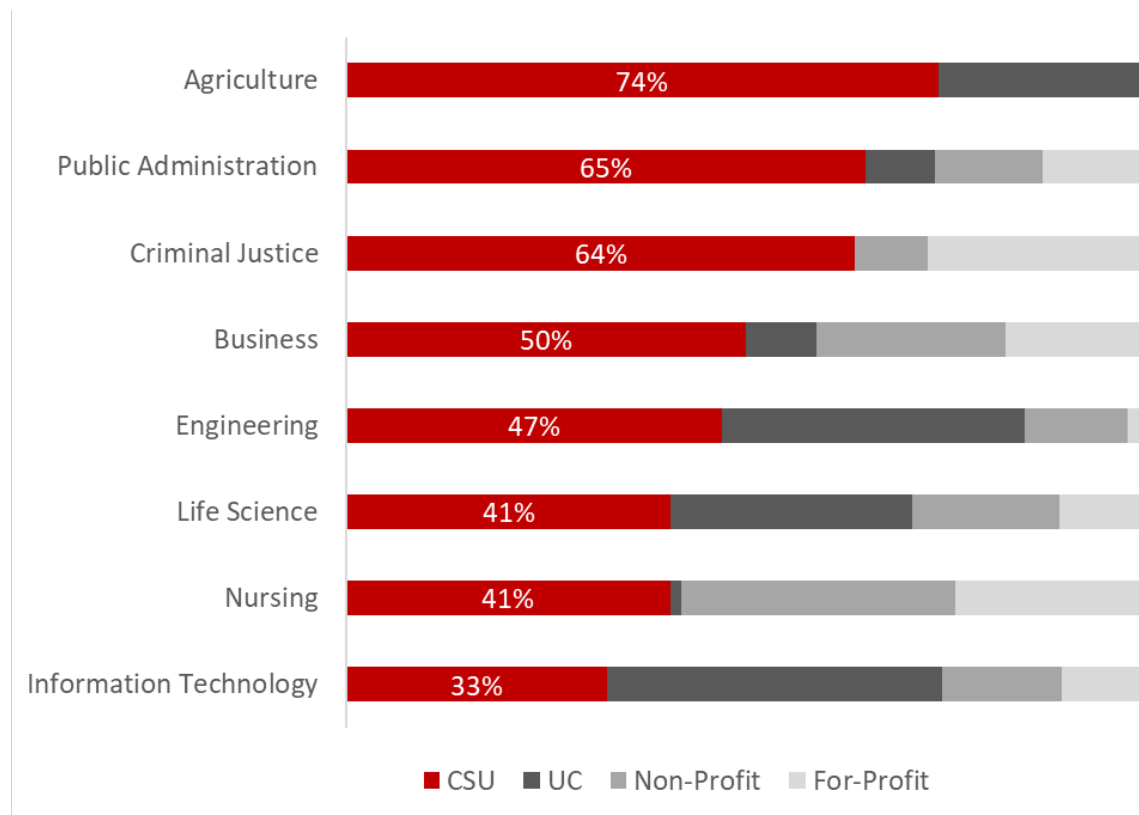
Past Projections

As a result of trustee approval of projections in past years, in 2019, thirty-three new degree programs were approved by the Office of the Chancellor.

Degrees that were developed and approved during this time frame include two new Doctor of Audiology (AuD) degrees at CSU Sacramento and at San José State University. Two Doctor of Nursing Practice (DNP) degree programs were converted from pilot programs to regular program status at CSU Fresno and San José State University. Additionally, allied health degree programs were newly approved at Channel Islands (MS in Nursing), Fullerton (BS in Public Health), Humboldt (BS in Nursing), and San Bernardino (BS in Public Health, BS in Health Services Administration, BS in Nutritional Science and Dietetics, BS in Environmental Health Science).

The discipline of Engineering continues to be an area of programmatic interest on CSU campuses. Dominguez Hills (MS in Systems Engineering), Fullerton (MS in Engineering Management), and Pomona (MS in Engineering, MS in Mechanical Engineering, MS in Systems Engineering) developed new degree programs that will allow CSU Students to move directly into rewarding careers.

Finally, several new fine arts degrees were approved as campuses worked towards developing degree programs that met national accreditation standards in the arts as well as emerging trends in the disciplines.

The following chart provides a breakdown of the disciplines in which new degrees were approved in 2019.

New Programs by Discipline and Degree Level Approved in 2019
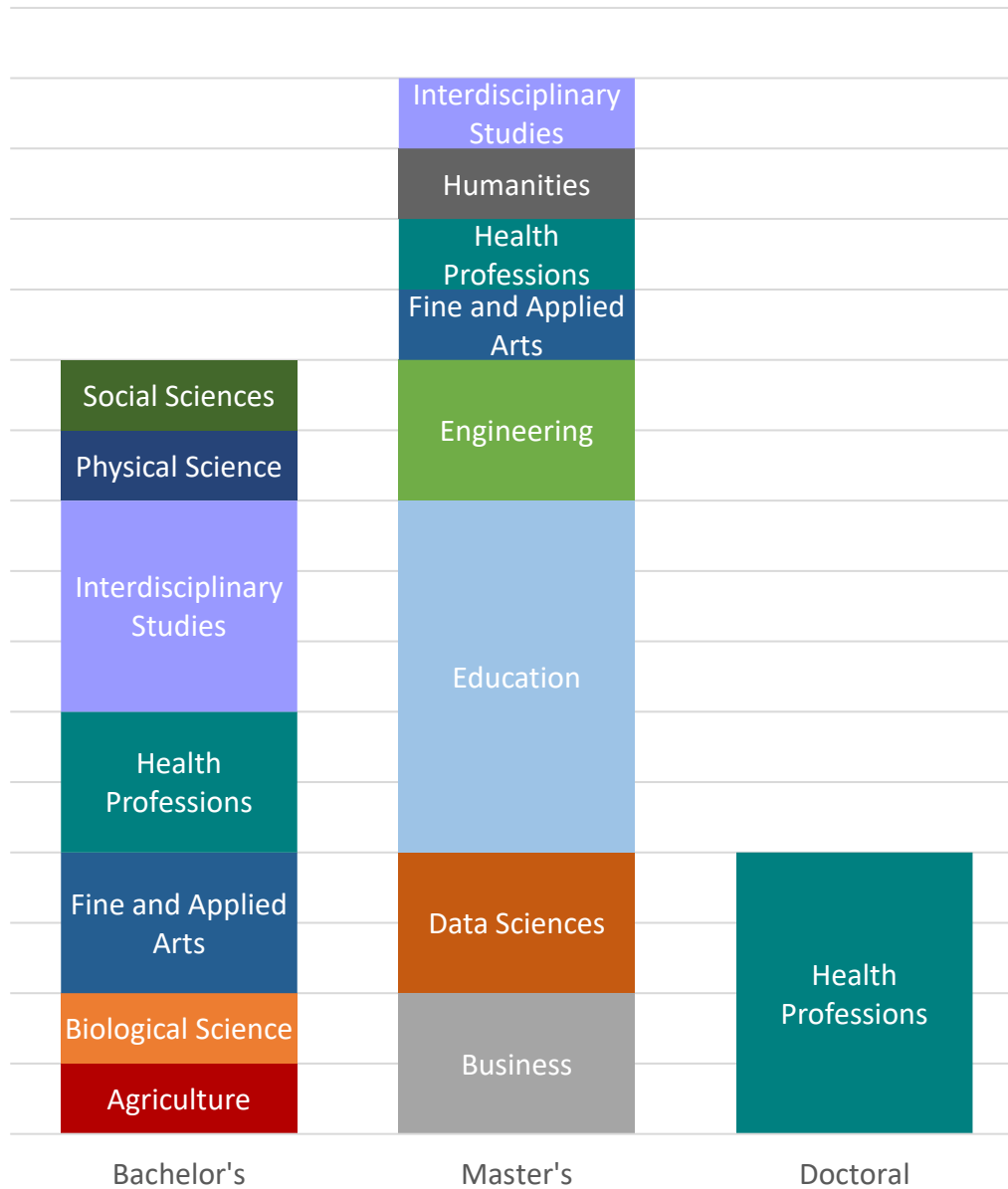
Current Year Program Proposals

This year, the Office of the Chancellor received 35 projections for new degree programs. A degree proposal may be developed only after trustees approve the preliminary step: a degree projection, which is a long-term plan to develop a degree program.
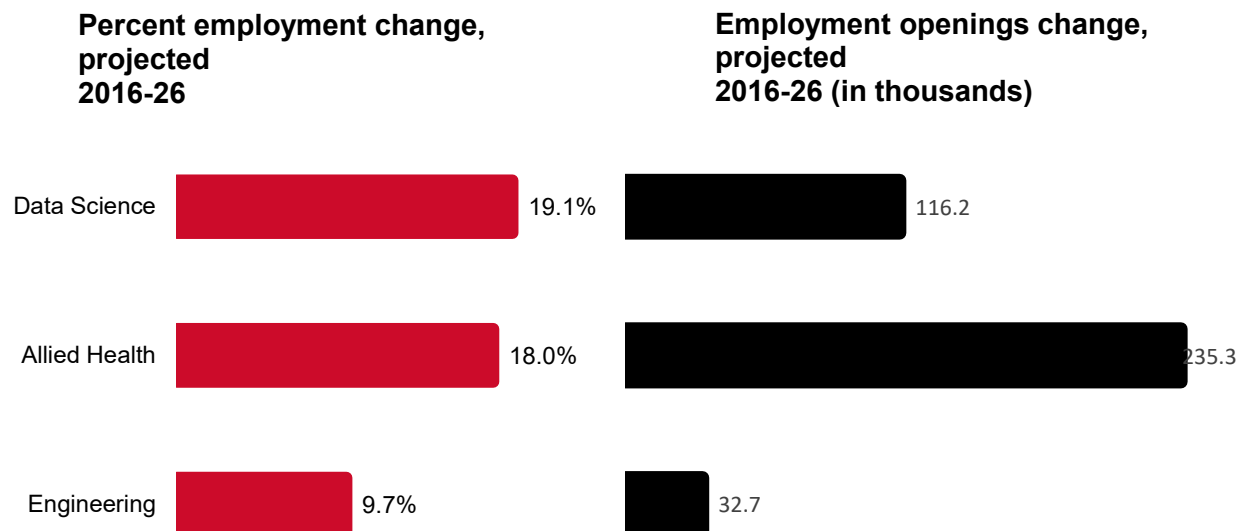
This year, campuses proposed an increased number of state-supported undergraduate programs compared to previous years. Ninety percent of the projected degree programs were for state-support programs. This reflects the state's renewed investment in the CSU in this year's State budget.

Following a multi-year trend, we continue to see a growing number of degree programs that are well-aligned with future workforce needs, particularly in the field of health and allied health sciences. For example, there are projections for 11 new degree programs in health-related fields at eight campuses ranging from baccalaureate to doctorate. This includes degrees in: Audiology, Biomedical Engineering, Epidemiology, Nursing, Nutrition, Occupational Therapy, Public Health, and Speech and Language Pathology.

The new Occupational Therapy Doctorate will be offered at CSU Dominguez Hills and San José State University. According to the State of California Employment Development Department, current employment demand for Occupational Therapists is projected to increase from 133,000 openings in 2018 to 156,800 by 2028. This 18% growth is greater than the average growth rate for all occupations in the nation. Current employment demand for Occupational Therapists in California is projected to increase from 11,300 openings in 2016 to 14,100 by 2026, approximately 14% faster than the average rate of growth for all occupations in the state.

Another area of significant labor force need is in data science. There are four new degree projections in data science and data analytics. In California alone, the State of California Employment Development Department has forecasted demand for this field will grow by 20%, approximately 9% faster than other areas.

To ensure that proposed CSU degree programs are relevant and responsive to state needs, campuses consider local and statewide ongoing and emerging workforce needs. This year, new program projections continue to reflect workforce needs in the engineering, allied health and data science fields. As you can see on the chart below, these areas are among the fastest growing professional areas in California and across the nation. The State of California Employment Development Department anticipated occupational expansion of approximately 10% in the engineering field, 18% in allied health and 19% in data science between 2016 to 2026.

Percent employment change, projected 2016-26

Data Science	19.1%
Allied Health	18.0%
Engineering	9.7%

Employment openings change, projected 2016-26 (in thousands)

Data Science	116.2
Allied Health	235.3
Engineering	32.7

(State of California Employment Development Department, 2019)

To educate students in one of these areas, six campuses are seeking trustee authorization to develop allied health degree programs including: Dominguez Hills (MPH in Public Health, OTD in Occupational Therapy), Monterey Bay (MS in Nursing), San Bernardino (MA in Speech-Language Pathology), and San Diego (MS in Epidemiology), San Francisco (AuD in Audiology), and San José (OTD in Occupational Therapy). These new allied health programs would join the many similar programs currently offered across the CSU.

As we have seen over the past few years, there continues to be interest in data science and data-informed decision making, with projection proposals submitted by Chico (MS in Business Analytics), Northridge (MS in Accounting Analytics, MA in Business Analytics), Pomona (MS in Financial Analysis), San Diego (MS in Global Business Development), San José (BS in Data Science), and San Luis Obispo (MA in Statistics). Data scientists are experts who interpret data and give it practical significance and application. These professionals use statistics, calculus and algebra, software programming, software engineering, data-driven problem solving, and data analysis and visualization skills. Computer and information research scientists with a master's degree had a median annual wage in 2018 of $ 118,370 (United States Department of Labor, 2020).

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, Innovations and Faculty Development Department at the Office of the Chancellor 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 2020 meeting. The CSU Academic Master Plan and each campus academic plan will thereafter be posted online as resources for university planning.

In addition to the CSU Academic Master Plan, the Office of the Chancellor 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, 35 new projections are proposed, 11 at the undergraduate level and 24 at the graduate level. New programs are planned in response to student demand, employer need, faculty interest, and licensure and accreditation requirements.

Campuses have also removed twelve existing program projections from their academic plans for a variety of reasons, including shifting priorities or resources. These projections will therefore not be developed into degree proposals. The number of existing degree programs enrolling students has also decreased this year, with 24 degree programs having been changed to "suspended admission" status—meaning that additional students will not be admitted to those programs until further notice. Campuses suspend admission to degree programs for a variety of reasons. For example, program enrollment might have decreased and faculty would like to undertake a comprehensive review of the program. Programs suspended for such reasons will likely remove the suspended status after the review, and begin to admit students once again. Other programs suspend admission due to new certification requirements. Baccalaureate degree programs in Athletic Training are currently suspending admission. This is due to new certification requirements that have established the master's degree as the new entry-level degree in Athletic Training. Additionally, 18 degree programs have been "discontinued," meaning the campus will no longer offer the programs after all currently enrolled majors have completed their degree requirements. In all cases, students already matriculated into a degree program are allowed to complete their degrees, even though the program has been discontinued or is not allowing new students to enroll.

Recommendations for board approval of campus academic plans (including proposed projected programs) follow Office of the Chancellor 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 Office of the Chancellor within five years of the date originally projected for implementation. Campuses may request an extension of this five-year deadline if there are compelling circumstances for such an extension.

After the board approves a projection, the campus may begin developing a full degree implementation proposal, which is submitted to the Office of the Chancellor for review and final approval as a program. With confirmation from the Office of the Chancellor, 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. Traditional, fast-track and pilot degree-proposal processes are described in **Attachment D.** In **Attachment A,** a ten-year overview of projected degree programs – by campus – is presented.

New Projections

Bakersfield
BS	Environmental Science
BM	Music – Music Education
MS	Behavioral Neuroscience

Chico
MS	Business Analytics

Dominguez Hills
MPH	Public Health
MS	Bioanalytical Chemistry
OTD	Occupational Therapy Doctorate

Fresno
BS	Biomedical Engineering
BFA	Studio Art

Long Beach
BA	Multi-Disciplinary Science
MAT	Special Education

Monterey Bay
MS	Nursing

Northridge
MS	Accounting Analytics
MS	Business Analytics

Pomona
    MS   Financial Analysis

Sacramento
    BA   Public Policy and Administration
    BS   Hospitality and Tourism Management
    MA   Environmental Studies
    MS   Nutrition and Food

San Bernardino
    MA   Speech-Language Pathology
    MS   Materials Science
    MS   Nutrition Science

San Diego
    MA   Critical Studies in Music
    MS   Epidemiology
    MS   Global Business Development

San Francisco
    BA   Bilingual Spanish Journalism
    BA   Ethnic Studies
    BA   Race, Ethnicity, and Health
    MS   Environmental Science
    AuD   Audiology

San Jose
    MS   Artificial Intelligence
    MS   Data Science
    OTD   Occupational Therapy

San Luis Obispo
    MS   Statistics

San Marcos
    BA   Linguistics

Removed Projections

The following existing program projections have exceeded the five-year limit beyond their originally projected implementation date. As they have not resulted in a submitted degree proposal and have not been re-proposed as a projection with a later implementation date, these projections will be removed from the CSU Academic Master Plan and campus academic plans.

East Bay
    BS   Civil Engineering

Fresno
    BS   Emergency Management and Homeland Security

Fullerton
    MS   Human Resources Management

Humboldt
    MA   Spanish

Long Beach
    MA   Applied Sociology
    MA   Languages and Cultures

Northridge
    BFA   Visual Art

Sacramento
    MS   Finance

San Francisco
    MA   East Asian Languages and Literatures
    MS   Statistical Data Science

San Luis Obispo
    BS   Environmental Product Design
    MEng   Civil and Environmental Engineering

2. Changes to Existing Degree Programs

Programs Suspending New Admissions
Campuses have reported admission suspensions for the following degree programs, which remain on the CSU Academic Master Plan because admission may be reinstated during a future academic term. While no new matriculations will be allowed, continuously enrolled students in these programs will be allowed to complete their degrees within a reasonable timeframe.

Chico
MA	Recreation Administration

Dominguez Hills
BS	Quality Assurance
MA	Humanities

East Bay
MA	English

Fresno
MS	Nursing

Humboldt
MA	Applied Anthropology

Long Beach
BS	Athletic Training
MA	Speech Language Pathology
MS	Emergency Services Management
MS	Supply Chain Management

Northridge
BS	Athletic Training
MS	Engineering
MPP	Public Policy
MPT	Physical Therapy

San Bernardino
BA	Biology
MA	Art
MA	Theater
MFA	English
MS	STEM Education (Pilot program)

San Luis Obispo

BA	Modern Languages and Literatures
MPS	Dairy Products Technology

Sonoma

MA	Film Studies
MA	Psychology

Stanislaus

MS	Ecology and Sustainability

Discontinuance of Existing Degree Programs

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

Dominguez Hills

BA	Communications

East Bay

MA	Interdisciplinary Studies
MS	Interdisciplinary Studies

Fresno

BS	Athletic Training
MA	Mathematics
MS	Family and Consumer Sciences

Fullerton

BS	Athletic Training
BS	Health Science
MS	Engineering
MAT	Science Teaching
EdD	Educational Administration and Leadership

Long Beach

BS	Hospitality Management

Northridge
    BA   French

Sacramento
    BA   Interior Design
    BA   Photography
    BS   Graphic Design

San Francisco
    BA   Technical and Professional Writing

San José
    BS   Athletic Training

3. **Total Units Required for Bachelor of Arts and Bachelor of Science Degree Programs**
During Office of the Chancellor review of baccalaureate 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. Ninety-eight percent of undergraduate programs require no more than the allowable number of units, whether through Title 5 allowances, or Chancellor-authorized exceptions. Title 5 allows for more than a 120-unit total for Bachelor of Fine Arts, Bachelor of Music, Bachelor of Architecture, Bachelor of Landscape Architecture and integrated teacher education preparation (ITEP) programs.

4. **Summaries of WASC Senior College and University Commission 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 WASC Senior College and University Commission during the 2018-19 academic year. The accreditor granted 10-year accreditation approval to CSU Los Angeles and CSU Monterey Bay, as well as 8-year accreditation to CSU Chico, CSU Maritime Academy, and CSU Stanislaus. A summary of the WASC accreditation visits appears 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 2 of the March 24, 2020 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 projected degree programs proposed to be included in campus academic plans be authorized for implementation, at approximately the dates indicated on Attachment A, subject in each instance to the chancellor's review, 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 CSU Board of Trustees
Planned for Implementation between 2020-21 and 2029-30

Planned degree programs ("program projections") appear in bold red font and are proposed for board approval at the March 2020 meeting. Existing, previously approved program projections appear in black font. Projected degree programs may remain on the CSU Academic Master Plan for five years after the originally approved implementation date, which appears in the second column from the left. 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 designation. 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	Year Approved By BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Bakersfield	**2016**	2017	2019	MS	Computer Science
	2018	2019	2019	BA	Latina/o Latin American Studies
	2018	2019	2019	BS	Public Health
	2018	2019	2019	MS	Applied Economics and Analytics
	2018	2020	2020	MS	Accounting
	2018	2020	2020	MS	Finance
	2018	2020	2020	MS	Kinesiology
	2018	2021	2021	MS	Technology Management
	2018	2022	2021	MS	Logistics and Supply Chain Management
	2020	**2021**	**2021**	**BS**	**Environmental Sciences**
	2020	**2022**	**2022**	**BM**	**Music**
	2020	**2022**	**2022**	**MS**	**Behavioral Neuroscience**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Channel Islands	2008	2012	2021	MPA	Public Administration
	2009	2012	2021	MA	History
	2011	2012	2021	MS	Coastal Sustainability
	2013	2013	2021	BA	Freedom and Justice Studies
	2013	2013	2021	MS	Applied Sociology
	2014	2014	2022	BA	Philosophy
	2015	2016	2021	MA	Psychology

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Chico	2018	2020	2022	BA	European Studies
	2018	2020	2022	BS	Geography
	2020	**2021**	**2021**	**MS**	**Business Analytics**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Dominguez Hills	2009	2011	2021	MA	Communication Disorders
	2011	2018	2020	MA	International Peace and Security
	2014	2014	2020	MA	Kinesiology
	2015	2016	2020	MHA	Healthcare Administration
	2018	2019	2019	BA	Asian Pacific Studies
	2018	2019	2019	MS	Accounting
	2018	2019	2019	MS	Business Analytics
	2019	2020	2020	BM	Music
	2019	2020	2020	BS	Orthotics and Prosthetics
	2019	2020	2020	MA	Teaching of the Spanish Language
	2019	2020	2020	MS	Radiologic and Imaging Sciences
	2020	**2024**	**2024**	**MS**	**Bioanalytical Chemistry**
	2020	**2021**	**2021**	**MPH**	**Public Health**
	2020	**2023**	**2023**	**OTD**	**Occupational Therapy**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
East Bay					

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Fresno	**2016**	2018	2020	MS	Athletic Training
	2018	2019	2020	MS	Construction Management
	2020	**2021**	**2021**	**BS**	**Biomedical Engineering**
	2020	**2022**	**2022**	**BFA**	**Studio Art**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Fullerton	**2013**	2014	2021	MS	Accounting and Finance
	2016	2017	2021	MS	Engineering Management
	2019	2020	2021	MS	Applied Computer Science
	2019	2020	2022	MS	Construction Engineering & Management

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Humboldt	**2013**	2015	2019	BA	Child Development
	2017	2018	2020	BS	Nursing

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Long Beach	2015	2015	2021	MS	Hospitality Management
	2016	2016	2021	MA	International Affairs
	2016	2016	2021	MS	Sustainability
	2017	2018	2021	BS	Computational Mathematics
	2018	2017	2021	BS	Geographical Science
	2018	2019	2021	MA	Curriculum and Instruction in Physical Education
	2018	2019	2021	MS	Construction Management
	2019	2021	2021	BS	Environmental Engineering
	2020	**2022**	**2022**	**BA**	**Multi-Disciplinary Science**
	2020	**2022**	**2022**	**MAT**	**Special Education**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Los Angeles	2017	2018	2021	MS	Business Analytics
	2017	2018	2021	MA	Pan-African Studies
	2018	2018	2021	BS	Hospitality
	2019	2019	2021	MS	Marketing
	2019	2021	2021	BS	Engineering Technology

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Maritime Academy					

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Monterey Bay	2015	2015	2021	MS	Accounting
	2016	2016	2021	BS	Mechatronics Engineering
	2016	2018	2021	BS	Public Safety
	2016	2018	2023	MA	Teaching English to Speakers of Other Languages
	2017	2018	2020	BS	Agricultural Plant and Soil Sciences
	2017	2018	2023	BA	Interdisciplinary Studies
	2017	2018	2021	MPH	Public Health
	2018	2019	2021	MS	Speech Language Pathology

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
Northridge	2015	2020	2020	MS	Information Systems Management
	2016	2017	2019	BA	Earth and Environmental Sciences
	2016	2021	2021	MA	Sustainability
	2016	2021	2021	PhD	Complex Systems
	2018	2019	2019	MS	Athletic Training
	2019	2020	2021	MS	Nursing
	2020	**2025**	**2025**	**MS**	**Accounting Analytics**
	2020	**2023**	**2023**	**MS**	**Business Analytics**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Pomona	**2015**	2016	2021	MS	Architecture
	2015	2018	2020	MS	Dietetics
	2017	2017	2021	BS	Regenerative and Sustainable Studies
	2018	2020	2021	BS	Materials Engineering
	2018	2020	2021	MS	Bioengineering
	2018	2020	2020	MS	Business Analytics
	2018	2020	2021	MUD	Urban Design
	2019	2020	2021	MS	Digital Supply Chain Management
		2017	2021	MS	Mechatronic and Robotics Engineering
	2020	**2022**	**2022**	**MS**	**Financial Analysis**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Sacramento	**2017**	2019	2021	MFA	Studio Art
	2018	2019	2021	MS	Business Analytics
	2018	2020	2021	MA	Biotechnology
	2019	2020	2021	MS	Power Engineering
	2020	**2022**	**2022**	**BA**	**Public Policy and Administration**
	2020	**2020**	**2020**	**BS**	**Hospitality and Tourism Management**
	2020	**2020**	**2020**	**MA**	**Educational Leadership and Policy Studies**
	2020	**2022**	**2022**	**MA**	**Environmental Studies**
	2020	**2021**	**2021**	**MS**	**Nutrition and Food**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San Bernardino	**2007**	2015	2021	MS	Kinesiology
	2015	2016	2020	MS	Information Systems and Technology
	2016	2017	2020	MA	History
	2016	2017	2020	MS	Finance
	2017	2018	2020	MS	Entrepreneurship and Innovation
	2018	2019	2020	DNP	Nursing Practice
	2019	2020	2020	BFA	Studio Art
	2019	2020	2020	BFA	Design
	2020	**2021**	**2021**	**MA**	**Speech-Language Pathology**
	2020	**2022**	**2022**	**MS**	**Material Science**
	2020	**2022**	**2022**	**MS**	**Nutrition Science**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San Diego	**2009**	2014	2019	PhD	Hearing Science (with UC San Diego)
	2018	2019	2020	BS	Construction Management
	2018	2019	2020	MS	Athletic Training
	2020	**2021**	**2021**	**MA**	**Critical Studies in Music**
	2020	**2020**	**2020**	**MS**	**Epidemiology**
	2020	**2020**	**2020**	**MS**	**Global Business Development**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San Francisco	**2016**	2016	2020	MA	Modern European Languages and Literatures
	2017	2018	2020	MFA	Broadcast and Electronic Communication Arts
	2019	2020	2020	BA	Human Services
	2019	2020	2020	MS	Data Science and Artificial Intelligence
	2020	**2021**	**2021**	**BA**	**Bilingual Spanish Journalism**
	2020	**2021**	**2021**	**BA**	**Ethnic Studies**
	2020	**2021**	**2021**	**BA**	**Race, Ethnicity, and Health**
	2020	**2021**	**2021**	**MS**	**Environmental Science**
	2020	**2021**	**2021**	**AuD**	**Audiology**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San José	**2017**	2018	2020	MS	Hospitality, Tourism and Meeting Management
	2017	2019	2020	AuD	Audiology
	2018	2019	2020	MS	Athletic Training
	2018	2019	2020	MS	Finance
	2020	**2020**	**2020**	**MS**	**Artificial Intelligence**
	2020	**2020**	**2020**	**MS**	**Data Science**
	2020	**2020**	**2022**	**OTD**	**Occupational Therapy**

Campus	Year Approved by BOT	Year Originally Approved for Implemen-tation	Currently Planned Implemen-tation Year	Degree Designation	Title
San Luis Obispo	**2015**	2016	2020	BS	Built Environments
	2020	**2021**	**2021**	**MS**	**Statistics**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San Marcos	**2008**	2016	2022	BA	Philosophy
	2016	2016	2021	BA	Chicano/a Studies
	2016	2019	2024	BS	Computer Engineering
	2018	2019	2021	BA	Geography
	2018	2019	2021	MS	Applied Behavior Analysis
	2018	2019	2022	MS	Clinical Counseling
	2019	2020	2021	BS	Cybersecurity
	2019	2020	2020	MA	Multilingual and Multicultural Education
	2020	**2022**	**2022**	**BA**	**Linguistics**

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Sonoma					

Campus	Year Approved By BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Stanislaus	**2015**	2017	2021	MFA	Theatre Production

**Report on Senior College and University Commission (WSCUC aka WASC)
Accreditation Activities Conducted in 2018-2019**

This report includes only those campuses that engaged in WSCUC site visit accreditation activities, and that received the results of their accreditation visit, in the past year.

California State University, Chico

In July 2019, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Chico for a period of eight years.

The Commission commended the institution for its response to the 2018 Camp Fire as well as for providing continuity and stability during recent leadership transitions. Also noted were its commitment to shared governance, effective communication, and inclusive strategic planning, which resulted in rebuilding trust and morale; the commitment to its students and student success; and its thoughtful, strategic, and collaborative approach to distance education.

The Commission asked for an update in March 2023 and charges the institution to: make the assessment and program review processes more substantial and meaningful; further develop and assess its institutional research office and facilities; devote more time and resources to supporting transfer and non-traditional learners; stabilize the administration by reducing the number of those in interim positions and increase the transparency of regular reviews of senior administrators; and to make further progress in increasing its faculty diversity.

California State University, Los Angeles

In July 2019, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Los Angeles for the maximum possible period of ten years.

The Commission commended the institution for having substantially fulfilled the intended outcomes of the WSCUC review process and to have broadly engaged the entire institution. The Commission also noted that the institution is a university "on the rise." The significant work and change undertaken by the campus since its last reaffirmation has positioned it well for continued evolution toward even greater fulfillment of its mission.

The Commission charges the institution to: demonstrate substantial progress toward the 2025 goal for the four-year graduation rate for first-time, full-time students; define and implement a mature culture of assessment; continue to develop and implement direct assessment and program review in the co-curriculum and support services; develop and implement an integrated plan for achieving the key initiatives in the student success goal of the strategic plan; move far beyond its current efforts and programs to improve its hiring results with underrepresented faculty and high-level administrators; and continue to take steps to ensure enrollment is in line with the financial resources available to meet student needs with a focus on continued faculty hiring and professional development, new and enhanced facilities, strategic and timely advising, robust student support, and enhanced infrastructure.

California State University Maritime Academy

In July 2019, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Maritime Academy for a period of eight years.

The Commission commended the institution for the quality of its self-study and the openness with which the institution shared information that recognizes its strengths and identifies its challenges. Also noted were the institution's strong mission, vision, and strategic plans; the work done to evolve the program review procedure and the institution-wide learning outcomes assessment process; the steps taken to insure financial viability; and the external accolades and awards, completion rates, internship opportunities, industry grants, and career attainments of graduates that Cal Maritime has achieved.

The Commission charges the institution to: to build a culture of trust in the administration by reviewing and revising communication strategies, strengthening shared governance, and ensuring faculty and student inclusion in decision making; work to achieve a campus-wide consensus on a definition of leadership that integrates academic, licensure, commandant, student and student affairs perspectives; continue to build on the progress that has been made in assessment and program review by focusing on faculty development and deliberate planning of assessment methods; and assess the current status of unity and diversity on campus as the basis for creating a clear set of goals and measures of achievement for the programs and services provided.

California State University, Monterey Bay

In July 2019, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Monterey Bay for the maximum possible period of ten years.

The Commission commended the institution for: a highly engaged self-study procedure that identified key issues and accomplishments and an extraordinarily responsive process with targeted documentation and interviews aligned with Lines of Inquiry; remarkable improvements in 6-year graduation rates; the commitment to the development of the whole student in which academic and student affairs collaborate, the personal growth and counseling center, student disability resources, and support for students' basic needs; a culture of innovation; its regional stewardship in offerings such as service learning and academic majors that respond to present and emerging workforce needs; and an effective and systematic assessment and reflection for program improvement.

The Commission asked for a Special Visit in fall 2023 to address the process and progress for recruitment, hiring, and inclusion of more faculty and staff from diverse backgrounds; progress in integrating resource allocation, enrollment management, new revenue streams, and achieving economies of scale into the new strategic planning process; and improvement in academic advising. The Commission charged the institution to: strengthen outreach and recruitment efforts for faculty, staff, and administrators to reflect diversity; support early career faculty development in their roles as researchers and scholars and, provide a faculty development program for lecturers; leverage activities associated with its new strategic planning process to drive integrated resource

allocation in alignment with mission to facilitate student enrollment growth, incentivize new revenue streams, and achieve economies of scale while meeting established metrics and targets; enhance support for staff by providing increased training and professional development; and improve academic advising for all students.

California State University, Stanislaus

In July 2019, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Stanislaus for a period of eight years.

The Commission commended the institution for moving beyond the difficult environment of ten years ago and returning to a very positive campus climate. The Commission noted that the President and Provost have restored a sense of trust and collaboration across the entire campus while strong faculty leadership and faculty in general have created a vibrant and exciting learning institution. Also note were: the institution made significant progress on all issues raised in the last accreditation review; there is a high level of commitment for the assessment process across all aspects of the university; the budget process is consultative, transparent, and aligned with the new strategic plan; the GREAT Committee and the Faculty Fellows program show significant promise; students and student leaders on the Turlock campus are enthusiastic about their university; and the institution's commitment to its students and community.

The Commission charged the institution to: closely monitor, track, and support data-driven decision-making and assessment to ensure that they remain part of the university culture; while excellent progress has been made, carefully review department elaborations to ensure that retention, tenure and promotion processes are meaningful and trustworthy for those under review; develop specific assessment tools to monitor and track the direct and indirect effects of their over-enrollment policies, and develop a long-range forecast for areas of fiscal and quality concern with appropriate benchmarks to support the institution's mission and newly crafted strategic plan; develop a realistic plan to increase resources at the Stockton location including academic program quality, academic support for students and faculty, student support services, and student success; develop a specific short, medium, and long range plan and benchmarks for Stockton for both academic quality, student and faculty support, physical plant, technology, and fiscal security that would include evidence of progress or lack of progress to determine if the Stockton enterprise is viable in the long run or if a change in objective or any policies would be necessary.

California State University Accredited Programs by Campus

California State University, Bakersfield

Program	First Granted	Renewal Date
Business Administration BS, MBA	not specified	2019-2020
Computer Engineering BS	10/1/2016	2023-2024
Education MA	not specified	2021-2022
Electrical Engineering BS	10/1/2016	2023-2024
Engineering Sciences BS	10/1/2016	2023-2024
Nursing BS	not specified	2021-2022
Social Work MSW	not specified	2022-2023

California State University Channel Islands

Program	First Granted	Renewal Date
Biotechnology MS/MBA Dual Degree Program	2017	2027
Business BS, MBA	2017	2027
Education MA	2009	2025
Education – Administrative Services Preliminary Credential	2009	2025
Education – Mild/Moderate Disabilities Credential	2009	2025
Education – Mild/Moderate Disabilities Intern Credential	2009	2025
Education – Multiple Subject Credential	2009	2025
Education – Multiple Subject Intern Credential	2009	2025
Education – Single Subject Credential	2009	2025
Education – Single Subject Intern Credential	2009	2025
Nursing BS	2006	2025

California State University, Chico

Program	First Granted	Renewal Date
Art BA, BFA, MA, MFA	not specified	2026
Business Administration BS, MBA	1997	2023
Business Information Systems BS	1997	2023
Civil Engineering BS	1968	2020
Communication Design BFA	not specified	2026
Communication Sciences and Disorders MS	2003	2026
Computer Engineering BS	1989	2022
Computer Information Systems BS	2007	2020
Computer Science BS	1987	2022
Construction Management BS	1987	2022
Education MA	not specified	2022
Electrical and Electronic Engineering BS	1971	2022
Health Services Administration BS	2004	2023
Didactic Program in Dietetics (Nutrition and Food Sciences BS)	1999	2021
Dietetic Internship	2001	2025
Journalism BA	1997	2022
Mechanical Engineering BS	1971	2020
Mechatronic Engineering BS	1998	2020
Musical Theatre BFA	2009	2020
Nursing BS	1995	2028
Nursing MS	1995	2028
Psychology MA: Applied/School Psychology Option	1998	2020
Public Administration MPA	1996	2024
Public Health BS		2020
Recreation, Hospitality, and Parks Management BS	1986	2026
Recreation Administration MA	1986	2026
Social Work BA, MSW	not specified	2025
Sustainable Manufacturing BS	1980	2020
Theatre Arts BA	2009	2020

California State University, Dominguez Hills

Program	First Granted	Renewal Date
Clinical Science BS	1995	2026
Computer Science BS	1996	2022-23
Education MA	not specified	2019
Health Science MS	2015	2020
Music BA	1976	pending
Nursing BS, MS	2004	2029
Occupational Therapy MS	2007	2023
Public Administration MPA	2005	2022-23
Social Work MSW	2007	2022
Theatre Arts BA	1987	2025-26

California State University, East Bay

Program	First Granted	Renewal Date
Accountancy MS	2013	2023-24
Business Administration BS, MBA	1973-1974	2023-24
Business Analytics MS	1982-1983	2023-24
Computer Engineering BS	2013-2014	2020-21
Counseling MS, Concentration in School Psychology	1982-1983	2022-23
Economics BS, MS	1973-1974	2023-24
Industrial Engineering BS	2006-2007	2021-22
Music BA, MA	1973-1974	2019-20
Nursing BS	1974-1975	2025-26
Nursing MS	pending	
Social Work MSW	2006-2007	2025-26
Speech-Language Pathology MS	1992-1993	2020-21

California State University, Fresno

Program	First Granted	Renewal Date
Agricultural Education BS	1967	2022
Agricultural Specialist Credential	2003	2022
Art BA, MA	2019	2024
Art History BA	2019	2024
Business Administration BS	1963	2023-24
Business Administration MBA	1974	2023-24
Civil Engineering BS	1968	2024
Clinical Rehabilitation and Mental Health Counseling MS	1976	2023
Communicative Disorders MA – Deaf Education Option	1982	2020
Computer Engineering BS	1999	2024
Construction Management BS	1992	2024
Didactic Program in Dietetics	2005	2021
Dietetic Internship Program	2005	2021
Economics	2019	2023-24
Education MA	1967	2022
Education–Early Childhood Education Specialist (NAEYC Accredited, currently under review)	<1980	2023
Education–Multiple Subject Internship	2002	2022
Education–Multiple Subject Bilingual Authorization, Spanish and Hmong	2016	2022
Education–Preliminary Administrative Services	<1980	2022
Education–Preliminary Administrative Services Internship	1997	2022
Education–Preliminary Multiple Subject	2002	2022
Education–Preliminary Single Subject	2003	2022
Education–Pupil Personnel Services, School Counseling	<1980	2022
Education–Reading/Language Arts Specialist	<1980	2022
Education–Single Subject Internship	1991	2022
Education Specialist, Mild/Moderate and Moderate/Severe	1991	2022
Education Specialist, Deaf and Hard of Hearing -Education Specialist Clear, Mild/Moderate and Moderate/Severe -Education Specialist Level II, Mild/Moderate and Moderate/Severe	1991	2022

Fresno (continued)

Program	First Granted	Renewal Date
Electrical Engineering BS	1965	2024
Geomatics Engineering BS	1979	2024
Graphic Design BFA	2019	2024
Industrial Technology BS	2016	2020
Interior Design BA	1986	2023
Kinesiology – Physical Education Option BS	2008	2020
Marriage, Family, and Child Counseling MS	1995	2027
Mechanical Engineering BS	1965	2024
Music BA, MA	1979	2021
Nursing BS	2005	2019
Nursing DNP	2012	2019
Physical Therapy DPT	2015	2025
Public Administration MPA	1991	2020
Public Health MPH	1996	2020
Pupil Personnel Services, School Psychology	not specified	2021
Recreation Administration BS	1984	2021
School Nursing Advanced Credential (Clear)	not specified	2022
School Psychology EdS	1994	2022
Social Work BA, MSW	1967	2024
Speech-Language Pathology	1982	2024
Theatre Arts, BA	1989	2023

California State University, Fullerton

Program	First Granted	Renewal Date
Accounting MS	1966	2024
Art BA, MA	1974	2024
Art BFA, MFA	1994	2024
Business Administration BA	1965	2024
Business Administration MBA	1972	2024
Civil Engineering BS	1985	2021
Communications BA, MA	1971	2021
Communicative Disorders MA	1971	2026
Computer Engineering BS	2007	2021
Computer Science BS	1988	2021
Counseling MS	2007	2023
Dance BA	1982	2024
Education Credentials	1960	2022
Education MS	1970	2022
Electrical Engineering BS	1985	2021
Human Services BS	1982	2021
Information Systems MS		2024
International Business BA	1984	2024
Athletic Training MS	2001	2027
Mechanical Engineering BS	1985	2021
Music BA, MA	1966	2024
Music BM, MM	1975	2024
Nursing BS	2007	2026
Nursing DNP	2013	2029
Nursing MS	2002	2026
Public Administration MPA	1989	2024
Public Health MPH	2008	2020
Social Work MSW	2011	2023
Taxation MS	1996	2024
Theatre BA	1974	2026
Theatre BFA	2005	2026
Theatre Arts MFA	1985	2026

Humboldt State University

Program	First Granted	Renewal Date
Art BA	1978	2024-25
Business Administration, BS, MBA	2015	2022
Child Development Laboratory, Child Development	1989	2022
School of Education–Administrative Services Credential	2002	2023
School of Education–Multiple Subjects Credential	2002	2023
School of Education–Single Subjects Credential	2002	2023
School of Education–Special Education Credential, Mild/Moderate	2002	2023
School of Education–Special Education Credential, Moderate/Severe	not specified	2023
School of Education and Department of Kinesiology/ Recreation Administration–Adapted Physical Education Credential	2002	2023
Environmental Resources Engineering BS	1981	2023
Fine Art BFA	2018	2024-25
Forestry BS	1979	2025-26
Registered Professional Foresters (RPF) License	not specified	periodic
Music BA	1979	2021
Social Work BA, MSW	2004	2027

California State University, Long Beach

Programs	First Granted	Renewal Date
Accountancy MS	2015	2023
Aerospace Engineering BS	2001	2025
American Language Institute	2007	2027
Art BA, BFA, MA, MFA	1974	2027
Athletic Training BS, MS	2006	2021
Business Administration BS, MBA	1972	2023
Chemical Engineering BS	1980	2025
Civil Engineering BS	1963	2025
Computer Engineering BS	1974	2025
Computer Science BS	1995	2025
Construction Management BS	2012	2023
Counseling Psychology MS	2020	2023
Dance BA, BFA, MA, MFA	1982	2022
Design BA	2007	2027
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2023 CAEP and CTC Review
Education MA, Options in Curriculum and Instruction; Dual Language Development; Math Education	2008	2023
Educational Administration MA	2020	2023
Electrical Engineering BS	1963	2025
Family and Consumer Sciences BA	1977	2028
Finance MS	2019	2023
Health Care Administration BS	1992	2021
Health Care Administration MS	2002	2026
Hospitality Management BS	2010	2024
Human Experience Design Interactions MA	2019	2027
Industrial Design BS	1974	2027
Information Systems MS	2019	2023
Interior Design BFA	1974	2027
Journalism BA	1978, 2014	2020
Marketing MS	2019	2023
Mechanical Engineering BS	1963	2025

Long Beach (continued)

Music BA, BM, MA, MM	1968	2023
Nursing BS	1967	2021
Nursing MS	1978	2021
Nursing DNP (with Fullerton and LA)	2012	2029
Physical Therapy DPT	2012	2022
Psychology MS, Human Factors Option	2012	2024
Public Health MPH	1990	2022
Public Policy and Administration MPA	1990	2023
Public Relations BA	1978, 2014	2020
Recreation Administration MS	1976	2026
School Psychology EdS	2012	2023
Social Work BA	1975	2025
Social Work MSW	1985	2025
Special Education MS	Prior to 1997	2023
Speech-Language Pathology MA	1970	2027
Supply Chain Management MS	2015	2023
Theatre Arts BA, MFA	1973	2020

California State University, Los Angeles

Program	First Granted	Renewal Date
Art BA, MA, MFA	1974	2019-20
Accountancy MS	1964	2021-22
Business Administration BS	1960	2021-22
Business Administration MBA, MS	1964	2021-22
Communicative Disorders MA Speech-Language Pathology option	1987	2023-2024
Computer Information Systems BS	1964	2021-22
Computer Science BS	2005	2019-20
Counseling MS	1994	2019-2020
Counseling MS, Rehabilitation Counseling Option	1956	2019-2020
Counseling MS, School-Based Family Counseling Option	1978	2020-21 CTC and CAEP; CACREP
Counseling MS, School Psychology Option	1993	2022-23
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	2019-20
Engineering, Electrical BS	1965	2019-20
Engineering, Mechanical BS	1965	2019-20
Health Care Management, MS		2021-22
Industrial Technology BS	2013	2019-20
Music BA, BM, MA	1970	2019-20
Music MM	1995	2019-20
Nursing BS, MS	2007	2019-20
Nursing DNP	2011	2019-20
Nutritional Science MS–Coordinated Dietetics Program	1974	2020-21
Nutritional Science MS – Coordinated Dietetics Program and Didactic Program in Dietetics	1976	2020-21
Public Administration MPA	1984	2021-22
Social Work BA, MSW	1979	2020-21
Special Education MA	1959	2020-21
Special Education PhD	1971	2020-21
Teaching English to Speakers of Other Languages MA	1989	2020-21

California State University 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
College of Business	2017 (candidacy)	2021
Nursing	2016	2020
Physician Assistant MS	2019 (provisional)	2021
School Psychology, MS	2017 (candidacy)	2021
Social Work MSW	2014	2027
Preliminary Multiple Subject Teaching Credential	1994	2020
Preliminary Single Subject Teaching Credential	1994	2020
Preliminary Education Specialist Teaching Credential	2001	2020
Pupil Personnel Services Credential: School Psychology	2016	2020

California State University, Northridge

Program	First Granted	Renewal Date
Accountancy BS	1976	2020
Art BA, MA	1993	2020
Art MFA	2006	2020
Athletic Training BS	1995	2027
Business Administration BS, MBA	1976	2020
Civil Engineering BS	1994	2020
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2020
Computer Information Technology BS	2017	2020
Computer Science BS	1985	2020
Construction Management BS	2010	2021
Counseling MS – School Psychology Option	2004	2022
Counseling MS – Marriage and Family Therapy Option	2016	2021
Didactic Program in Dietetics	1985	2020
Dietetic Internship	1985	2020
Electrical Engineering BS	1994	2020
Engineering Management BS	2017	2020
Environmental and Occupational Health BS	1973	2020
Environmental and Occupational Health MS	1978	2020
Family and Consumer Sciences BS	1973	2023
Family and Consumer Sciences BS–Interior Design option	1998	2020
Finance BS	1976	2020
Health Administration BS	1971	2022
Health Administration MS	2017	2020
Information Systems BS	1976	2020
Journalism BA	1967	2021
Management BS	1976	2020
Manufacturing Systems Engineering BS	2001	2020
Marketing BS	1976	2020
Mechanical Engineering BS	1994	2020
Music BA, BM, MM	1968	2018 (pending)
Music Industry Administration MA	2017	2018 (pending)
Nursing BS	1999	2024
Physical Therapy DPT	1969	2025

Northridge (continued)

Program	First Granted	Renewal Date
Professional Accountancy MPAcc	1976	2020
Public Health BS	2016	2026
Public Health MPH	1980	2026
Radiologic Sciences BS	1977	2026
Social Work MSW	2004	2020
Taxation MS	1976	2020
Theatre BA	1991	2025
Theatre Arts MA	1991	2025
Tourism, Hospitality, and Recreation Management BS	2014	2021

Northridge Credential Programs

Program	First Granted	Renewal Date
Education Specialist Added Authorization - Autism Spectrum Disorder	2010	2025
Education Specialist Preliminary Teaching Credential: Deaf/Hard of Hearing; Early Childhood Special Education; Mild/Moderate Disabilities; or Moderate/Severe Disabilities	2013	2025
Multiple Subject Bilingual Authorization	2011	2025
Multiple Subject Preliminary Teaching Credential	1974	2025
Multiple Subject Preliminary Teaching Credential – Blended or Intern	2002	2025
Multiple Subject Preliminary Teaching Credential – CLAD/CTEL	1997	2025
Pupil Personnel Services Credential: School Counseling or School Psychology	1997	2025
Preliminary Administrative Services Credential	1997	2025
Reading and Literacy Leadership Specialist Credential	2002	2025
Education Specialist Added Authorization - Resource Specialist	2011	2025
Single Subject Teaching Credential	1974	2025
Single Subject Teaching Credential– Bilingual Authorization	2011	2025
Single Subject Teaching Credential - Preliminary – Blended or Intern	2002	2025
Single Subject Teaching Credential- Preliminary – CLAD	1997	2025

Northridge Credential Programs (continued)

Speech Language Pathology Services Credential	2011	2025
Teacher Induction Education Specialist (Clear) Teaching Credential: Deaf and Hard of Hearing; Early Childhood Special Education; Mild/Moderate Disabilities; or Moderate/Severe Disabilities	2013	2025

California State Polytechnic University, Pomona

Program	First Granted	Renewal Dates
Accountancy MS	2015	2019-20
Adapted Physical Education Added Authorization	1997	2021-22
Administrative Services Preliminary Traditional and Preliminary Intern Credentials	2002	2021-22
Aerospace Engineering BS	1970	2023-24
Agricultural Specialist Instruction Traditional Credential	1976	2021-22
Animal Health Science BS	1997	2023-24
Architecture BArch	1981	2022-23
Architecture MArch	1978	2022-23
Art History BA	1997	2018-19 (pending)
Bilingual Authorization (Cantonese, Mandarin and Spanish)	2011	2021-22
Business Administration BS, MBA, MS	1995	2019-20
Chemical Engineering BS	1972	2023-24
Civil Engineering BS	1970	2023-24
Civil Engineering BS, Geospatial Engineering Option	1992	2023-24
Computer Engineering BS	2004	2023-24
Computer Science BS	1994	2020-21
Construction Engineering and Management BS	1976	2023-24
Didactic Program in Dietetics (Nutrition BS, Dietetics Option)	1993	2019-20
Dietetic Internship Program	1993	2019-20
Education Specialist Mild/Moderate Level II Traditional Credential	1997	2021-22
Education Specialist Mild/Moderate Preliminary Traditional and Preliminary Intern Credentials	2011	2021-22
Education Specialist Moderate/Severe Level II Traditional Credential	1997	2021-22
Education Specialist Moderate/Severe Preliminary Traditional and Preliminary Intern Credential	2011	2021-22
Electrical Engineering BS	1970	2023-24
Electronic Systems Engineering Technology BS	1976	2023-24
Electromechanical Systems Engineering Technology BS	1976	2023-24

Pomona (continued)

Hospitality Management BS	1994	2018-19 (pending)
Industrial Engineering BS	1976	2023-24
Interior Architecture MIA	2010	2019-20
Landscape Architecture BS	1963	2022-23
Landscape Architecture MLA	1975	2022-23
Manufacturing Engineering BS	1988	2023-24
Mechanical Engineering BS	1970	2023-24
Multiple Subject Preliminary Intern Credential	1998, 2003	2021-22
Multiple Subject Preliminary Traditional Credential	1973, 2003	2021-22
Music BA	2013	2020-21
Public Administration MPA	2006	2019-20
Single Subject Preliminary Intern Credential	1998, 2003	2021-22
Single Subject Preliminary Traditional Credential	1973, 2003	2021-22
Urban and Regional Planning BS	1967	2021-22
Urban and Regional Planning MURP	1971	2021-22
Visual Communication Design BFA	1997	2018-19 (pending)

California State University, Sacramento

Program	First Granted	Renewal Date
Accountancy MS	not specified	2022
Art BA, MA	1974	2025
Audiology AuD	2019 (candidacy)	2020
Business Administration BS, MBA	1963	2022
Civil Engineering BS	1965	2022
Communication Sciences and Disorders MS	1985	2020
Computer Engineering BS	1987	2022
Computer Science BS	1986	2022
Construction Management BS	1989	2025
Didactic Program in Dietetics	1996	2024
Dietetic Internship	2003	2024
Electrical and Electronic Engineering BS	1969	2022
Graphic Design BFA	2005	2025
Interior Architecture BFA	2001	2025
Mechanical Engineering BS	1965	2022
Music BA, BM, MM	1964	2021
Nursing BS, MS	BS 1962 MS 1986	2020 (CCNE) 2022 (BRN)
Photography BFA	2005	2025
Physical Therapy DPT	1997	2025
Recreation Administration BS MS	1978	2021
Social Work BA, MSW	1966	2025
Specialist in Education EDS	2001	2025
Studio Art BFA	2018	2025
Theatre BA	Not specified	2020

California State University, San Bernardino

Program	First Granted	Renewal Date
Accountancy MS	2009	2023-24
Administration BA, BS	1994	2023-24
Art BA	1983	2021-22
Business Administration MBA	1994	2023-24
Computer Engineering BS	2014	2020-21
Computer Science BS	1988	2020-21
Didactic Program in Dietetics (Nutritional Science and Dietetics BS)	1989	2019-20
Health Science BS	2009	2019-20
Health Science BS, Environmental Health Option	2004	2025-26
Information Systems and Technology BS	2015	2023-24
Music BA	2003	2022-23
Nursing BS	1984	2022-23
Nursing MS	1984	2027-28
Public Administration MPA	1989	2023-24
Public Health MPH	2014	2022-23
Robert and Frances Fullerton Museum of Art	2008	2022-23
Rehabilitation Counseling MA	1988	2023-24
Social Work BA	2006	2025-26
Social Work MSW	1993	2020
Theatre Arts BA	2004	2020-21

San Diego State University

Program	First Granted	Renewal Date
Aerospace Engineering BS	1964	2021-2022
Art BA, MA, MFA	1975	2022
Athletic Training, BS	2000	2023-2024
Audiology Joint Doctoral Program AUD	2006	2027
Civil Engineering BS	1964	2021-2022
Clinical Psychology Joint Doctoral Program, PhD	1990	2021
Computer Engineering BS	2004	2021-2022
Computer Science BS	1994	2022
Construction Engineering BS	2009	2021-2022
Counseling MS, option in Marriage and Family Therapy	2009	2022
Didactic Program in Dietetics	~1980	2027
Electrical Engineering BS	1964	2021-2022
Environmental Engineering BS	2004	2021-2022
Fowler College of Business	1955	2022-2023
Health Management and Policy division MPH, MPH/MSW	1983	2026
Interior Architecture BA, MA, MFA	1984; 2018	2021
Journalism BA, option in Media Studies	2009	2021
Mechanical Engineering BS	1964	2021-2022
Medical Physics MS	2011, 2019	2023
Nursing BS, MS	2001	2026
Physical Therapy DPT	2015	2020
Public Administration BA, MPA	1979	2022
Public Health, BS, MS, MPH, PhD (Joint Doctorate Program)	1983, 1985	2021
Rehabilitation Counseling MS	1978	2022
School Psychology EdS	1989	2023
Social Work BA	1974	2026
Social Work MSW	1966	2026
Speech Language Pathology MA	1970	2021
Theatre BA, MA, MFA	1975	2024-2025

San Francisco State University

Program	First Granted	Renewal Date
Accountancy MS	1979	2019, in progress
Apparel Design and Merchandising BS	2003	2023
Art BA, MA, MFA	1983	2023
Art History BA	2019	2023
Business Administration BA, BS, MBA	1963	2019, in progress
Clinical Laboratory Science Graduate Internship Program	1977	2029
Clinical Mental Health Counseling MS	In progress	2018, in progress
Communicative Disorders MS	1971	2025
Counseling MS	1978	2018, in progress
Didactic Program in Dietetics	1987	2026
Dietetics Internship	1991	2026
Engineering, Civil BS	1986	2024
Engineering, Computer BS	2016	2024
Engineering, Electrical BS	1986	2024
Engineering, Mechanical BS	1986	2024
Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	2025
Hospitality and Tourism Management BS	1990	2019, in progress
Interior Design BS	2003	2023
Journalism BA	1985	2020, in progress
Music BA, BM, MA, MM	1963	2018, in progress
Nursing BS, MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2020
Public Health MPH	2003	2025
Recreation, Parks and Tourism Administration BS	1990	2022
Social Work BA, MSW	1975, 1971	2026
Teacher Education Credential Programs in Administrative Services, Bilingual Authorization, Clinical or Rehabilitative Services, Education Specialist, Multiple Subject Instruction, Pupil Personnel Services, Reading and Language Arts Specialist, Single Subject Instruction, Speech-Language Pathology Services	1900	2020
Theatre Arts BA, MA, and 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	2021
Aerospace Engineering BS	1991	2024
Art BA, BFA, MA	1974	2020
Athletic Training BS	not specified	2019
Biomedical Engineering BS	2011	2024
Business Administration BS	1964	2021
Business Administration MBA	1973	2021
Chemical Engineering BS	1958	2020
Civil Engineering BS	1958	2024
Education, concentration Speech Pathology MA	1989	2026
Computer Engineering BS	1958	2024
Computer Science BS	1996, 2001	2023
Counselor Education Credential	1958	2020
Dance BA, BFA	1987	2021
Didactic Program in Dietetics	1986	2020
Dietetic Internship	1986	2020
Educational Leadership Credential	1958	2020
Electrical Engineering BS	1958	2024
Elementary Education Credential	1958	2020
Human Factors/Ergonomics MS	2014	2021
Industrial and Systems Engineering BS	1958	2024
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2023
Journalism BS	1971	2021
Library Information Science MLIS	1969	2021
Materials Engineering BS	not specified	2020
Mechanical Engineering BS	1958	2024
Music BA, BM, MM	1958	2025
Music Education MA	2016	2025
Nursing BS	not specified	2021
Nursing MS	1959, 1998	2021
Nursing DNP (Northern California Consortium)	2012	2020
Nursing DNP	2019 (candidacy)	
Occupational Therapy MS	1991	2026
Psychology MS (Clinical Psychology)	1998	2020
Public Administration MPA	1988	2024

San José (continued)

Program	First Granted	Renewal Date
Public Health MPH	1974, 1976	2020
Public Relations BS	1971	2021
Pupil Personnel Services Credential	1958	2020
Recreation BS	1987	2020
Secondary Education Credential	1958	2020
Social Work BA, MSW	1977	2023
Software Engineering BS	2016	2024
Special Education Credential	1958	2020
Speech Pathology Credential	1958	2020
Taxation MS	1964	2021
Teacher/Librarian Services Credential	1958	2020
Theatre Arts BA	1982	2021
Transportation Management MS	1964	2021
Urban Planning MUP	1972, 1988	2025

California Polytechnic State University, San Luis Obispo

Program	First Granted	Renewal Date
Accounting MS	2014	2023
Administrative Services Credential	not specified	2020
Aerospace Engineering BS	1969	2021
Agriculture Specialist Credential	not specified	2020
Architectural Engineering BS	1975	2021
Architecture BArch	1980	2023
Art and Design BFA	1995	2026-27
Bilingual Authorization (Spanish)	not specified	2020
Biomedical Engineering BS	2012	2021
Bioresource and Agricultural Engineering BS	1973	2021
Business Administration BS, MBA	1981	2023
City and Regional Planning BS	1973	2024
City and Regional Planning MCRP	1993	2024
Civil Engineering BS	1973	2021
Computer Engineering BS	1997	2021
Computer Science BS	1986	2021
Construction Management BS	1978	2021
Didactic Program in Dietetics	2005	2023
Dietetic Internship	2005	2023
Economics BS	1981	2023
Education Specialist Mild/Moderate Credential	not specified	2020
Electrical Engineering BS	1969	2021
Engineering Management MBA/MS	2014	2023
Environmental Engineering BS	1971	2021
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2022
Industrial Engineering BS	1969	2021
Industrial Technology and Packaging BS	1974	2023
Landscape Architecture BLA	1975	2020
Manufacturing Engineering BS	1997	2021
Materials Engineering BS	1971	2021
Mechanical Engineering BS	1969	2021
Multiple Subject Teaching Credential	not specified	2020
Music BA	2003	2028-29

San Luis Obispo (continued)

Program	First Granted	Renewal Date
Quantitative Economics, MS	2018	2023
Recreation, Parks, and Tourism Administration BS	1986	2025
Single Subject Teaching Credential	not specified	2020
Software Engineering BS	2007	2021

California State University San Marcos

Program	First Granted	Renewal Date
Nursing BS	2008	2023
Nursing MS	2012	2027
Social Work MSW	2013	2020
Speech-Language Pathology MS	2015	2019
Credentials		
Administrative Services Credential – Preliminary	2007	2022
Education Specialist: Mild/Moderate Credential – Preliminary/Traditional	2010	2022
Education Specialist: Mild/Moderate Credential – Preliminary/Intern	2010	2022
Education Specialist: Moderate/Severe Credential – Preliminary/Traditional	2010	2022
Education Specialist: Moderate/Severe Credential – Preliminary/Intern	2010	2022
Education Specialist Added Authorization: Autism Spectrum Disorder - Traditional	2010	2022
Multiple Subject – Preliminary/Traditional	2002	2022
Single Subject: English – Preliminary/Traditional	2002	2022
Single Subject: Mathematics – Preliminary/Traditional	2002	2022
Single Subject: Physical Education – Preliminary/Traditional	2002	2022
Single Subject: Science – Preliminary/Traditional	2002	2022
Single Subject: Social Science – Preliminary/Traditional	2002	2022
Single Subject: World Languages – Preliminary/Traditional	2002	2022
Speech-Language Pathology: Language, Speech and Hearing - Traditional	2011	2022
Bilingual Authorization: Spanish - Traditional	2011	2022
Reading and Literacy Added Authorization - Traditional	2012	2022
Reading and Literacy Specialist Credential - Traditional	2012	2022

Sonoma State University

Program	First Granted	Renewal Date
Art BA, BFA	1982	2020-21
Art History BA	1982	2020-21
Business Administration BS, MBA	2007	2021-22
Counseling MA	1984	2021-22
Education MA	2005	2019-20
Music BA, BM	1972	2027-28
Nursing BS, MS	1974	2020-21
Credentials		
Preliminary Multiple Subject Credential	1998; 2002	2020-21
Single Subject Preliminary Teaching Credential	2003	2020-21
Single Subject Preliminary Teaching Intern Credential	2003	2020-21
Education Specialist Preliminary Credential: Mild/Moderate Disabilities	2003	2020-21
Education Specialist Preliminary Intern Credential: Mild/Moderate Disabilities	2003	2020-21
Education Specialist Preliminary Credential: Moderate/Severe Disabilities	2003	2020-21
Education Specialist Preliminary Intern Credential: Moderate/Severe Disabilities	2003	2020-21
Preliminary Administrative Services Credential	2006	2020-21
Preliminary Administrative Services Intern Credential	2006	2020-21
Reading and Literacy Added Authorization	2012	2020-21
Bilingual Added Authorization	2018	2020-21
Early Childhood Special Education Added Authorization	2019	2020-21

California State University, Stanislaus

Program	First Granted	Renewal Date
Art BA, BFA	1983	2020-21
Art History, BA	2019	2020-21
Business BS, MBA, MS	2003	2022-23
Education MA	1991	2025-26
Genetic Counseling MS	2008	2025-26
Music BA, BM	1981	2022-23
Nursing BS	1986	2019-20
Nursing MS	2010	2026-27
Public Administration MPA	1982	2023-24
Social Work MSW	1998, retroactive to class of 1996	2026-27
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 of Trustees 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 process is shown in Illustration 1.

Illustration 1
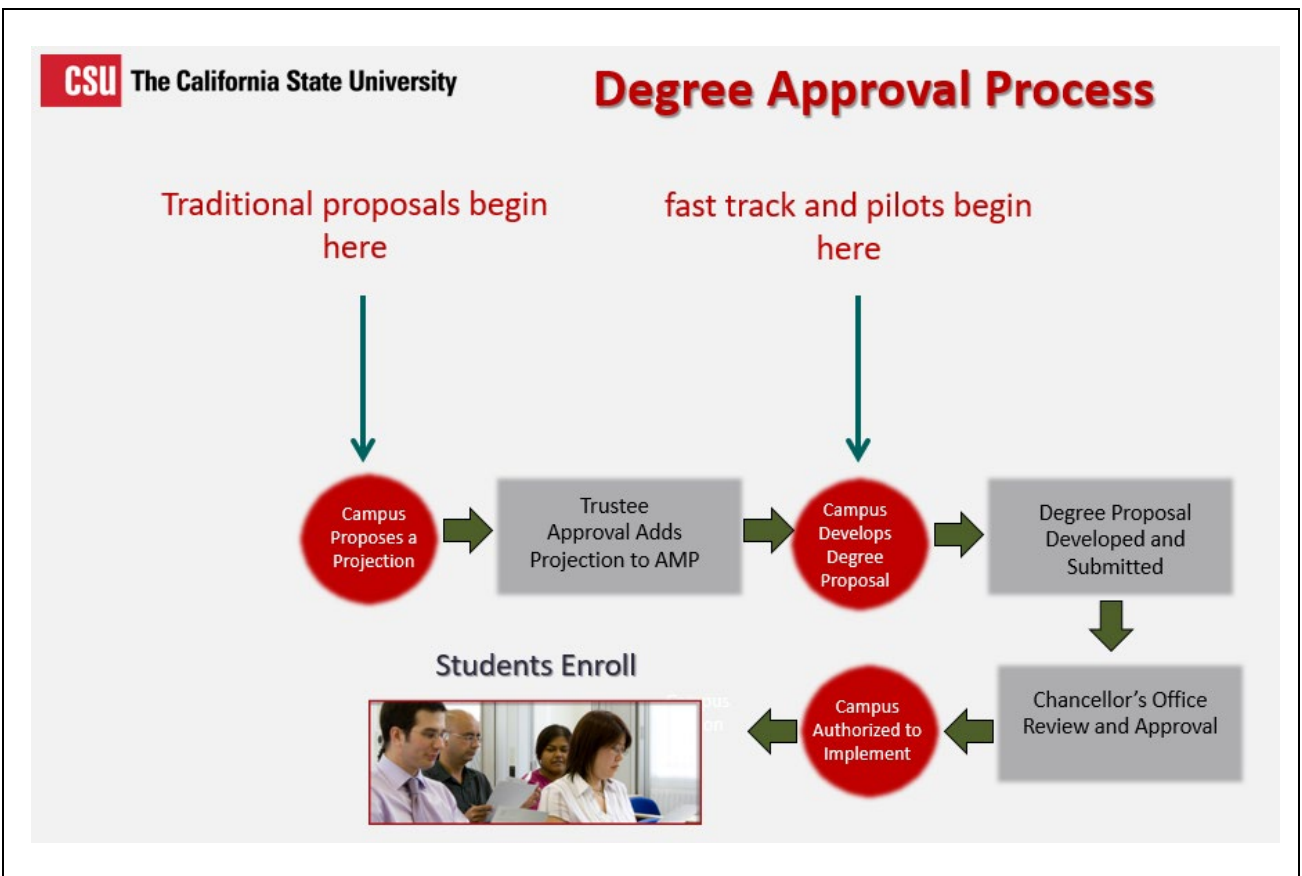
The Traditional Process

Degree Projections

The traditional process begins with degree projections. Each January, campuses submit projection proposals, which 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 of Trustees 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 campus-based 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;
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, campuses will list 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, campuses include 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, whereas graduate programs are more appropriately specialized.
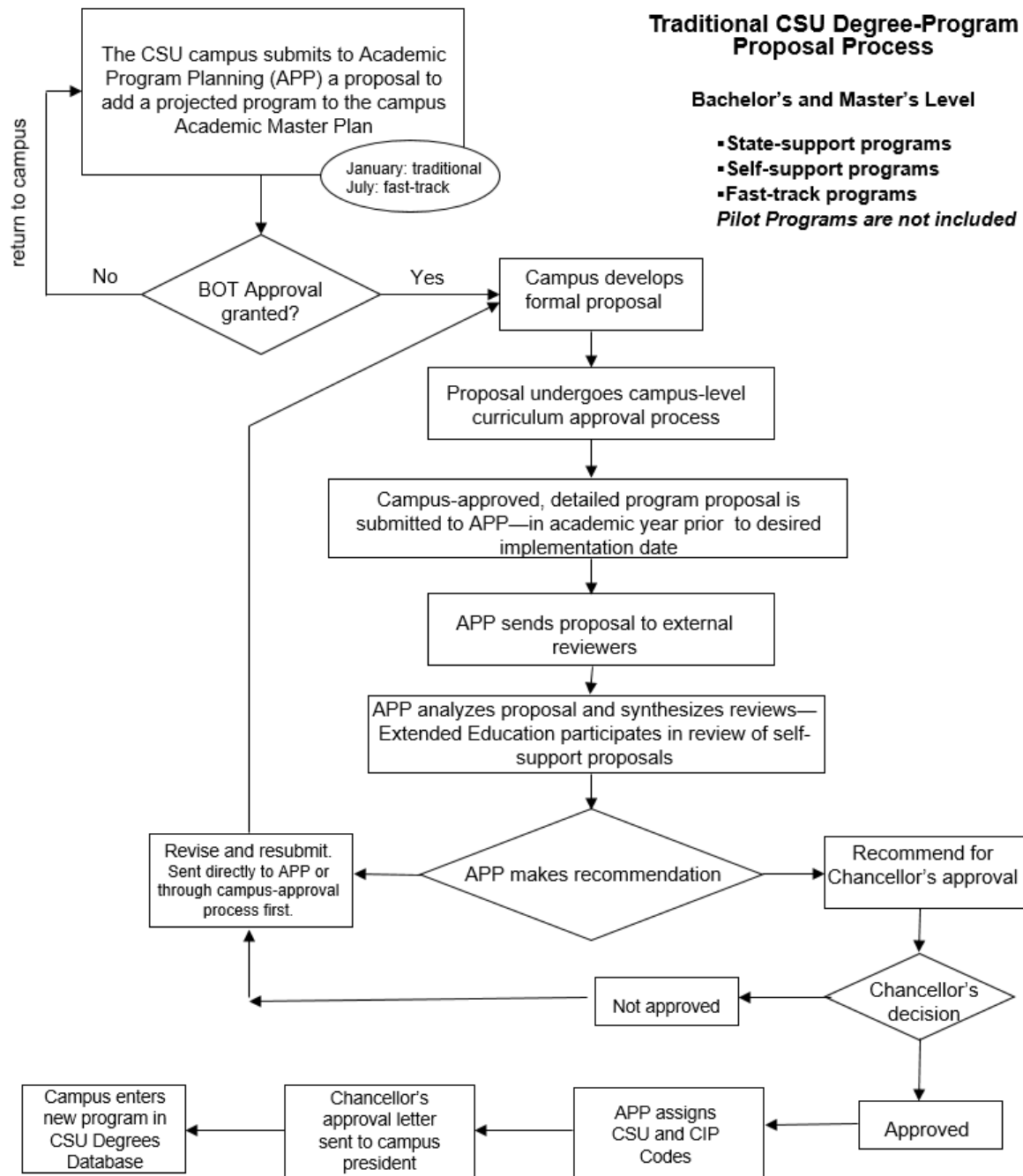
Resource:
https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/breadth_epr85_13.pdf.

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. There are 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:
https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/Graduate_Level_EPR_82_39.pdf
and
https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/aap_91_04_recommendations_graduate_education.pdf

Degree Program Proposal Development and Review Process

After obtaining Board of Trustees approval for a proposed projection, the campus may begin developing a full degree proposal, which must obtain campus approvals before being submitted for 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 and systemwide policy, including Title 5 regulations, executive orders and coded memoranda.

Illustration 2 depicts the process for the "traditional degree program proposal." 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

Traditional CSU Degree-Program Proposal Process

Bachelor's and Master's Level

- State-support programs
- Self-support programs
- Fast-track programs

Pilot Programs are not included

The CSU campus submits to Academic Program Planning (APP) a proposal to add a projected program to the campus Academic Master Plan

January: traditional
July: fast-track

return to campus

BOT Approval granted?

No

Yes

Campus develops formal proposal

Proposal undergoes campus-level curriculum approval process

Campus-approved, detailed program proposal is submitted to APP—in academic year prior to desired implementation date

APP sends proposal to external reviewers

APP analyzes proposal and synthesizes reviews—Extended Education participates in review of self-support proposals

Revise and resubmit. Sent directly to APP or through campus-approval process first.

APP makes recommendation

Recommend for Chancellor's approval

Chancellor's decision

Not approved

Approved

APP assigns CSU and CIP Codes

Chancellor's approval letter sent to campus president

Campus enters new program in CSU Degrees Database

Degree Proposal Review Criteria
During the proposal review process, reviewers evaluate proposed programs and resources according to the following review criteria:

- **Faculty**

Do 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 ensure that the resources are adequate? For self-support programs, does the budget contain three-to-five 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, with assessment results 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? If the information on need for the program

is not adequate, what other information might it be suggested that the campus include in the proposal?

- **Multi-Year Cost-Recovery Budget (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 Board of Trustee approval to include a projection on the campus Academic Plan. Subsequent to Board of 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 of Trustees 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 Board of 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, trustee policy and executive orders.
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
- The first Monday in January—for July approval
- The second Monday in June—for December approval

Fast-track proposals that are submitted to the Chancellor's Office by the first Monday in January, and that 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.

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.

Resource:
https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/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, Board of Trustee policy established in July 1997 that a limited number of proposals meeting fast-track criteria might be implemented as five-year "pilot programs" without prior review and approval by the board. Instead, the Chancellor's Office conducts a review to confirm that all applicable policy requirements have been met. For self-support pilot programs, the Chancellor's Office also reviews 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, trustee policy and executive orders.
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) provide a program description and list of curricular requirements and (3) 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 after review and comment by the Chancellor's Office.

COMMITTEE ON EDUCATIONAL POLICY

Academic Preparation

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

James T. Minor
Assistant Vice Chancellor and Senior Strategist
Academic Success and Inclusive Excellence

This annual item provides a progress update on the first year after implementation of Executive Order 1110.

Background

Achieving the goals of increasing degree completion and eliminating equity gaps among CSU students is contingent on improving the level of academic preparation of incoming students. Central to this effort is the need to fundamentally transform the CSU's approach to serving students who arrive in need of additional academic support. What happens to students in the first year of college can determine if they are retained for their second year and ultimately earn a college degree. This is, in large part, why the issue of academic preparation has been a top priority for Graduation Initiative 2025.

In August 2017, Chancellor White issued Executive Order 1110 to effectively address three issues related to academic preparation among admitted students. The policy changes were designed to:

1. Revise the way the CSU assesses college readiness and places students in first-year courses;

2. Strengthen the CSU Early Start Program to offer students college credit in the summer before their first term; and

3. Discontinue stand-alone developmental education courses.

Assessment and Placement

Prior to Executive Order 1110, incoming first year students were placed into two broad categories—college-ready or not college-ready—based largely on standardized exams. Results from these exams were used to place students into first-year math and written communication courses. Students identified as "ready" enrolled in college-level courses immediately. Students identified as "not ready" were primarily assigned to stand-alone developmental education courses that did not confer college credit.

Executive Order 1110 broadens the incorporation of information used to assess student readiness for college-level courses (i.e. the use of multiple measures). In addition to the traditional measures used to determine readiness such as scores from the ACT, SAT, Advanced Placement (AP), International Baccalaureate (IB) or Smarter Balanced Assessment, the CSU now incorporates high school English and mathematics courses completed, the grades earned in those courses and high school grade point averages (GPA).

High school grades, when used as one of multiple measures, are shown to be a stronger predictor of how likely students are to achieve course outcomes over an academic term if given the opportunity. Placing a greater emphasis on previous classroom performance is expected to improve student assessment and help customize academic support. Today, rather than being placed into two broad categories (college-ready and not college-ready), students are placed across four categories to better address their academic needs upon entry.

Category I: Student has fulfilled the GE Subarea A2 or B4 requirement upon arrival
Student has met the CSU GE Breadth Subarea A2 and/or B4 requirement via Advanced Placement (AP) examination, International Baccalaureate (IB) examination or transferable college course.

Category II: Student placed directly into a GE Subarea A2 or B4 course
Student has met the readiness standards via one or several of the multiple measures-informed standards.

Category III: Student placed into a supported college-level course
Based on multiple measures, students demonstrate a need for additional academic support in math and/or written communication. These students are placed directly into college-level courses that embed or attach additional academic support. Participation in the CSU Early Start Program is recommended but not required.

Category IV: Student required to attend the CSU Early Start Program
Based on multiple measures, students demonstrate a need for intense academic support. Participation in the Early Start Program is required and designed to provide students intense and focused support while allowing them an opportunity to earn college-credit in the summer before their first term.

The CSU Early Start Program

Executive Order 1110 supersedes the previous policy, Executive Order 1048 issued in June 2010, governing the CSU Early Start Program. Effective summer 2019, students required to attend the Early Start Program earned college credit the summer before beginning their first term. The Early Start Program offers credit-bearing courses in mathematics and written communication systemwide. Instructional content considered pre-baccalaureate (or remedial) is limited to a maximum of two units and can only be offered concurrently with a college-level course. The CSU provides financial support to cover Early Start Program fees for students based on standard financial aid practices including expected family contribution calculations.

Developmental Education Reform

Beginning fall 2018, no CSU student was required to enroll in a stand-alone developmental education course for no credit. Students placed in Categories III and IV, referenced above, were offered college-level math and written communication courses with support embedded or attached to the course. Supportive course models include, among others, co-requisite approaches, coordinated supplemental instruction modules or "stretch" formats that could extend a course beyond one academic term.

New course models are not intended to compromise academic quality or rigor. The objective is not to change learning outcomes of the course, rather it is to change the way campuses support students to meet those outcomes. CSU faculty worked diligently to redesign courses and to develop complementary support modules.

The data presented reflect outcomes after one year. Tracking the fall 2018 cohort through the completion of their second year and beyond will provide a more comprehensive assessment of their performance following implementation. Still, the first-year results provide important information to help understand differences in course-taking and academic progress. The systemwide data provided here are derived from grade files submitted by campuses. The data are presented in the aggregate representing all 23 CSU campuses.

Math/Quantitative Reasoning Outcomes

Over the past two years, faculty have made significant pedagogical changes and engaged in professional development related to college-level Mathematics/Quantitative Reasoning courses. By the end of spring 2019, overall 74% of fall 2018 new students completed Mathematics/QR (B4) General Education (63% for fall 2017 first-time students at similar point), 81% of Category I/II students completed B4 (76% for fall 2017 college ready at entry) and 54% of Category III/IV students completed B4 (27% for fall 2017 needing addition preparation).

CSU Math/QR Outcomes Fall 2018 first-time students	Number of students	% meeting Math/QR General Education requirement at end of first year
Entering class (all)	66,803	74%
Placement I/II	49,440	81%
Placement III/IV	17,363	54%

The gains in mathematics/quantitative reasoning general education completion ensure that more students than ever before are on their path to degree after the first year. We expect over time the gap in general education requirement completion by placement grouping will narrow further as courses and support structures continue to be refined.

Written Communication

Success in Written Communication outcomes looks different than in Mathematics/Quantitative Reasoning. Pedagogical changes resulting from EO 1110 to Written Communications courses were limited. Many campuses employed curricula including stretch models of instruction used prior to EO 1110. The biggest change resulting from EO 1110 was a reduction in students identified as needing additional preparation (more than 3,600 fewer than fall 2017).

By the end of spring 2019, overall 82% of fall 18 new students completed A2 (79% for fall 2017 first-time students at similar point), 84% of Category I/II students completed A2 (81% for fall 2017 college ready at entry) and 65% of Category III/IV students completed A2 (68% for fall 2017 needing addition preparation).

CSU Written Comm. Outcomes Fall 2018 first-time students	Number of students	% meeting Written Comm. General Education requirement at end of first year
Entering class (all)	66,803	82%
Placement I/II	59,271	84%
Placement III/IV	7,532	65%

Gains overall in written communications completion reflect the good work of CSU faculty related to EO 1110 changes. First year outcomes suggest a need for further efforts related to the supported instructional models necessary to ensure that category III and IV students do not, over time, find themselves lagging their category I and II peers in course completion.

Early Interpretations

First-year results provide an opportunity to refute concerns expressed in 2017-18 that policy changes associated with Executive Order 1110 are categorically detrimental for students. Students in the fall 2018 cohort are already experiencing better initial outcomes in first-year Mathematics/Quantitative Reasoning and Written Communication courses compared to previous cohorts. For CSU's underserved students, these outcomes can have a significant impact on closing equity gaps.

There remain opportunities for improvement. The Office of the Chancellor will continue to support campus improvement efforts with the expectation that the program models will have an even greater benefit to students over time. These data provide an opportunity to examine structural variation across campuses, to learn from common implementation challenges, and to ask better questions going forward about how to more effectively serve students.

Systemwide Evaluation

The Office of the Chancellor is partnering with WestEd, a nonprofit research agency that works with education and other communities to promote excellence, improve learning and achieve equity for all learners. Consultation with CSU stakeholders about the study began in 2017 to inform the design of the Implementation Studies Project (ISP). The project covers a three-year period consisting of formative and summative studies that will inform the CSU system about the pathways students take and the progress they make immediately after the implementation of Executive Order 1110.

Summary

Addressing academic preparation has been a primary area of focus for the CSU's Graduation Initiative 2025. The Office of the Chancellor will continue to monitor the outcomes of Executive Order 1110 and will provide an annual update to the board when those data are available. Delivering these new course models across the CSU can be a major factor for achieving the goal of eliminating equity gaps. Nationally, developmental education courses are considered a major contributor to attrition. The CSU has done away with stand-alone developmental education courses. With these progressive reforms, the CSU has leapt ahead of many states and institutions in embracing models to support the success of all students. Rather than beginning college with a deficit, students who arrive in need of additional academic support now have an opportunity to earn college credit on their first day while receiving the support they need to be successful.

COMMITTEE ON EDUCATIONAL POLICY

Approval of Recommended Amendments to Title 5 Regarding Occupational Therapy Doctorate Degree Programs

Presentation By

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Summary

This item presents for board action Title 5 amendments introduced during the January 28-29, 2020 meeting. Recent changes in legislation authorize the California State University (CSU) to offer Occupational Therapy Doctorate (OTD) degree programs and require corresponding Title 5 amendments. Resolutions are proposed for board adoption regarding OTD regulations.

Background

Title 5 amendments to regulations governing CSU OTD programs are proposed in response to Assembly Bill 829, *California State University: Doctor of Occupational Therapy Program* (Bloom), which was signed into law by Governor Newsom on August 30, 2019, and gave the CSU OTD degree-granting authority.

Correspondingly, amendments to the following Title 5 sections are recommended.

- **§ 40050.5 Function: Instruction Leading to the Occupational Therapy Doctorate Degree.**
  This amendment establishes CSU independent authority to offer OTD degrees.

- **§ 40519 The Occupational Therapy Doctorate Degree.**
  This amendment establishes the OTD degree program scope, the minimum number of degree units, and reflects professional conventions regarding the doctoral capstone.

- **§ 40519.1 The Occupational Therapy Doctorate Degree: Requirements.**
  This amendment establishes the minimum requirements for completion of the program.

- **§ 41024 Admission to Occupational Therapy Doctorate Programs.**
  This amendment establishes admission requirements for the degree program.

The following resolution is proposed for adoption:

> **RESOLVED**, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030 and 89030.1 of the Education Code, that sections 40050.5, 40519, 40519.1 and 41024 of Title 5 of the California Code of Regulations are amended as follows:

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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

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§ 40050.5. Function: Instruction Leading to the Occupational Therapy Doctorate Degree.

Notwithstanding Section 40050, the Occupational Therapy Doctorate 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 40519.

Note: Authority cited: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.
Reference: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.

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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

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§ 40519. The Occupational Therapy Doctorate Degree.

(a) A California State University program leading to an Occupational Therapy Doctorate degree may be offered independently of any other institution of higher education. California State University Occupational Therapy Doctorate programs shall:
(1) provide curriculum grounded in evidence-based practice;
(2) prepare graduates to participate in the field of occupational therapy; 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 an Occupational Therapy Doctorate degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41024.

(c) The program leading to the Occupational Therapy Doctorate 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 earned in graduate standing.

(3) At least 60 semester 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 Occupational Therapy Doctorate 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 capstone in accordance with accreditation standards that is expected to contribute to knowledge in occupational therapy science or to an improvement in occupational therapy practice, policy or client outcomes.

(A) The doctoral capstone shall demonstrate the student's doctoral-level mastery of research skills, occupational 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 capstone 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 capstone may be required.

(D) No more than fifteen semester units shall be allowed for the doctoral capstone.

Note: Authority cited: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.
Reference: Sections 66043, 66043.1, 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

§ 40519.1. The Occupational Therapy Doctorate Degree: Requirements.

(a) Advancement to Candidacy. For advancement to candidacy for the Occupational Therapy Doctorate 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 Occupational Therapy Doctorate degree, the candidate shall have completed a program of study that includes: a qualifying examination or other qualifying doctoral assessment, and a doctoral capstone that is consistent with the specifications in section 40519 and is approved by the appropriate campus authority. A grade point average of 3.00 (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 occupational therapy, as required by the campus.

Note: Authority cited: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.
Reference: Sections 66043, 66043.1, 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

§ 41024. Admission to Occupational Therapy Doctorate Programs.

(a) An applicant may be admitted with classified graduate standing to a program leading to an Occupational Therapy Doctorate degree established pursuant to Section 40519 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 66043, 66043.1, 66600, 89030 and 89035, Education Code.
Reference: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.