

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:**     **3:20 p.m., Tuesday, March 22, 2022**  
                  **Glenn S. Dumke Auditorium**

Christopher Steinhauser, Chair  
Romey Sabalius, Vice Chair  
Larry L. Adamson  
Diego Arambula  
Jane W. Carney  
Jack Clarke, Jr.  
Douglas Faigin  
Jean Picker Firstenberg  
Wenda Fong  
Julia I. Lopez  
Krystal Raynes  
Yammilette Rodriguez

- Consent**     1. Approval of Minutes of the Meeting of January 26, 2022, *Action*  
                  2. Academic Planning, *Action*  
                  3. Academic Preparation Annual Report, *Action*
- Discussion**   4. Recommended Amendment to Title 5 Regarding the Intersegmental General  
                  Education Transfer Curriculum (IGETC), *Action*  
                  5. Recommended Amendments to Title 5 Regarding the Discontinuation of  
                  Standardized Examinations for CSU Undergraduate Admission, *Action*  
                  6. Authorization of New Doctoral Programs in the California State University,  
                  *Information*

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

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

**January 26, 2022**

**Members Present**

Christopher Steinhauser, Chair  
Romey Sabalius, Vice Chair  
Larry L. Adamson  
Diego Arambula  
Jane W. Carney  
Jack Clarke, Jr.  
Douglas Faigin  
Jean Picker Firstenberg  
Wenda Fong  
Julia I. Lopez  
Krystal Raynes  
Yammilette Rodriguez

Lillian Kimbell, Chair of the Board  
Joseph I. Castro, Chancellor

Trustee Steinhauser called the meeting to order.

**Approval of the Consent Agenda**

A motion to approve the consent agenda without discussion passed. The minutes from the meeting on November 9, 2021 were approved as submitted.

**\*PLEASE NOTE: Due to the Governor's proclamation of a State of Emergency resulting from the threat of COVID-19, and pursuant to the Governor's Executive Orders N-25-20 and N-29-20 issued on March 12, 2020 and March 17, 2020, respectively, all members of the Board of Trustees may participate in meetings remotely, either by telephonic or video conference means. Out of consideration for the health, safety and well-being of the members of the public and the Chancellor's Office staff, the January 24-26, 2022 meeting of the CSU Board of Trustees was conducted entirely virtually via Zoom teleconference.**

### **Recommended Amendment to Title 5 Regarding the Proposed Name Change for Humboldt State University**

The presentation began with opening remarks from Executive Vice Chancellor for Academic and Student Affairs Sylvia A. Alva. Dr. Alva highlighted the benefits of transforming Humboldt State University into the California State University's third polytechnic campus. Humboldt State President Tom Jackson, Jr. proceeded to outline how the university is forming strategic partnerships with the larger community to improve services for students and to collaborate on the broader challenges facing the region. President Jackson transitioned the presentation to Provost Jenn Capps to provide an update on the implementation plans prepared in anticipation of an affirmative action by the board. Provost Capps described seven newly formed working groups that are dedicated to developing an extensive implementation plan. The working groups tasks are divided into key areas such as enrollment growth management, inclusive student success, communication and several others. Dr. Alva and President Jackson concluded with closing remarks regarding the potential benefits of transitioning to a polytechnic university. Specifically, those benefits would include more opportunities to close equity gaps, diversify and enrich California's workforce and provide access and social mobility to generations of students from the North Coast and beyond.

Following the presentation, trustees voiced their support for the change and acknowledged the collaboration among the campus, surrounding community and diverse stakeholders reflected in the proposal. In addition, the board heard from the following individuals who voiced their support for the Title 5 amendment during the public comment portion of the board meeting: Rollin Richmond, Humboldt; Jason Ramos, Blue Lake Rancheria Tribe of California; Dan Phillips, Hulu/Blue Spear Venture; and Karen Diemer, City of Arcata.

Through a roll call vote, the amendment to Title 5 to change the name of Humboldt State University to California State Polytechnic University, Humboldt passed unanimously (REP 01-22-01).

### **Recommended Amendments to Title 5 Regarding the Discontinuation of Standardized Examinations for CSU Undergraduate Admission**

Executive Vice Chancellor of Academic and Student Affairs Sylvia A. Alva introduced the proposed amendment to Title 5 to discontinue the use of standardized examinations for CSU undergraduate admission. The proposed amendment follows the CSU's Admission Advisory Council's recommendations to make permanent the temporary suspension of standardized exams put in place due to restrictions imposed during the pandemic. Dr. April Grommo, assistant vice chancellor for Enrollment Management Services, provided an overview of CSU minimum eligibility requirements before the pandemic. Dr. Grommo then outlined the minimum eligibility

criteria under the temporary change and described the Council's recommendation in detail. Dr. Alva concluded the presentation by requesting board action at the next board meeting in March. Trustees posed questions regarding the recent change to a digital format of the SATs and implications on the proposal, asked how will the CSU address disparities in the quality of education at the high school level, and whether removing standardized testing would exacerbate impaction. Questions also were posed as to how and when the Admission Advisory Council would be involved in the implementation process if recommendations were approved, the possibility of giving campuses the option to consider standardized testing in admission criteria and would the GPA required for admission be restored to the pre-pandemic threshold. Additionally, trustees requested more clarity on the definition of a first-generation student, whether adding factors to admission criteria negatively impact campus capacity to make timely admissions decisions and what would be potential increase or savings in the fiscal cost of admissions and enrollment. Many trustees expressed their agreement to discontinue standardized test scores as part of CSU undergraduate admission criteria.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Academic Planning**

#### **Presentation By**

Sylvia A. Alva  
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 took place since January 2021. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

#### **Background**

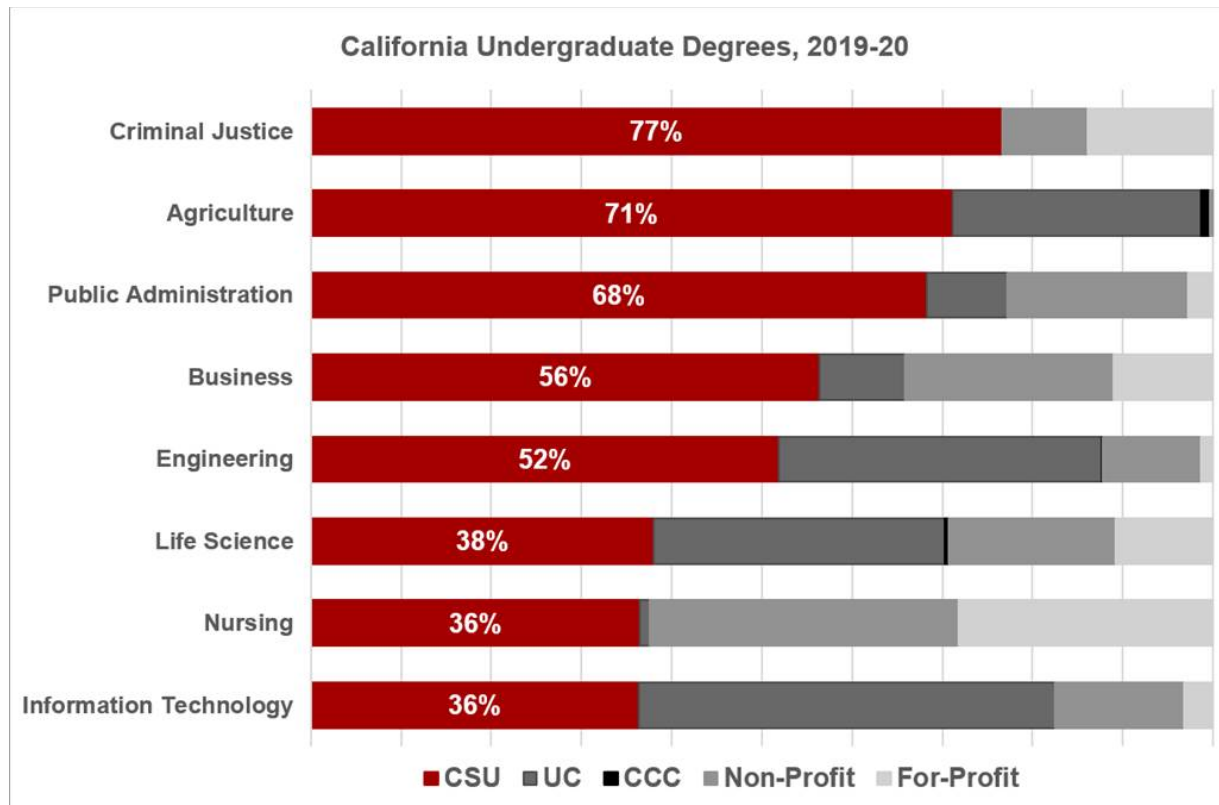
Six areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the CSU Academic Master Plan is presented. The academic planning topics include:

1. Changes to program projections
  - New projections proposed for addition to 10-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 (B.A.) and Bachelor of Science (B.S.) degree programs
4. Summary of WASC Senior College and University Commission (WSCUC) 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 the State of California 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 awarded more than 132,000 degrees in 2020-21, adding to the four 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 baccalaureate degrees in criminal justice, agriculture, public administration, business and engineering. As can be seen in the chart below there are opportunities for enrollment growth in the areas of engineering, life science and information technology.



## Results of Approved Projections

As a result of trustee approval of projections in past years, in 2021 64 new degree programs were reviewed and approved by the Office of the Chancellor. Campuses across the system are establishing degree programs that prepare CSU students for 21<sup>st</sup> century careers with a focus on sustainability/climate change, technology, allied health and STEM careers.

Degrees that were developed and approved during this time frame include four new environmental science degree programs at San José (B.S. in Climate Science), Cal Poly Humboldt (B.S. in Marine Biology), Long Beach (B.S. in Environmental Engineering) and Northridge (M.A. in Sustainability).

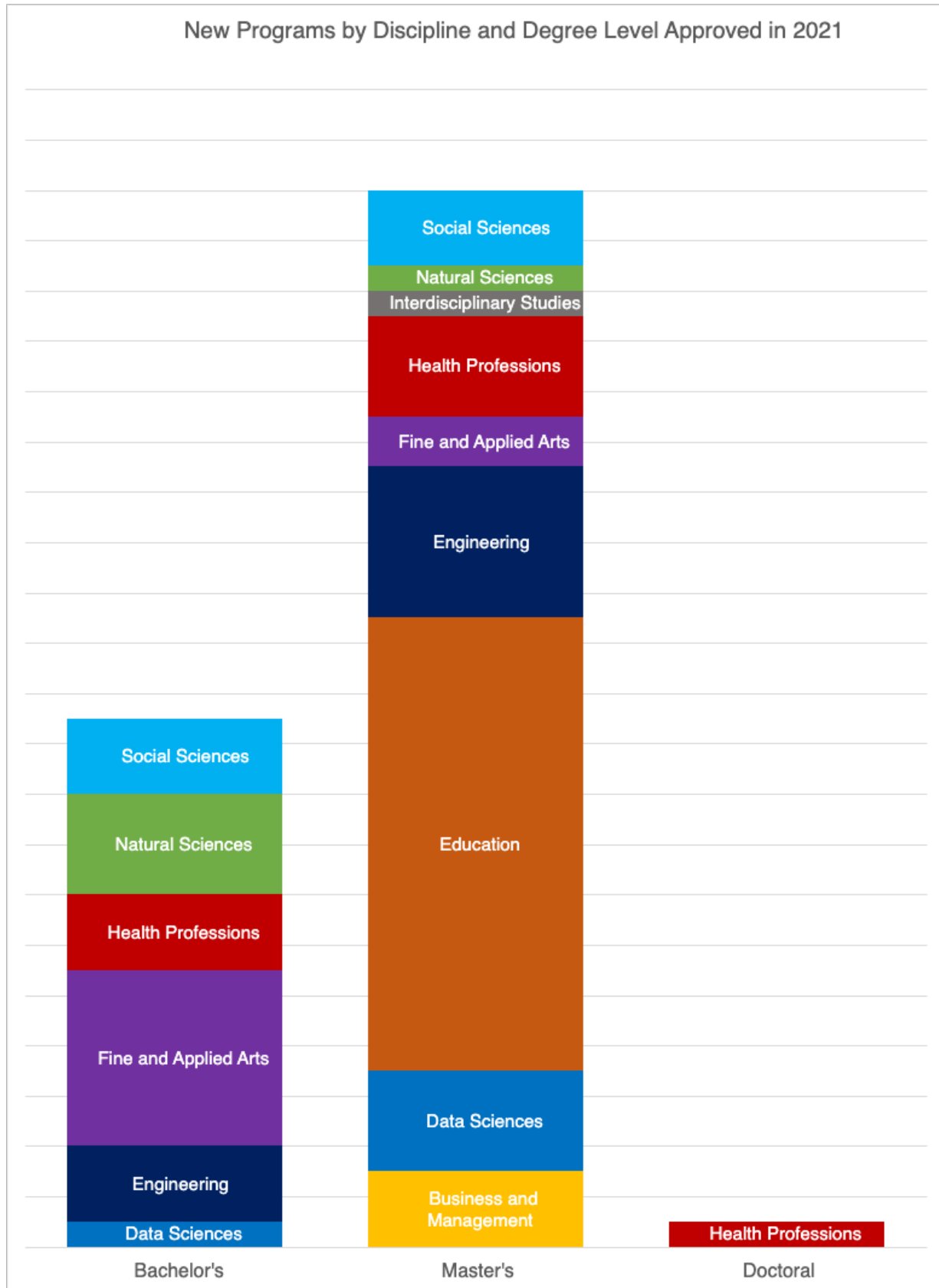
Data analytics continues to be an area of programmatic interest on CSU campuses. Programs were developed at Cal Poly Humboldt (B.S. in Data Science), Sacramento (M.S. in Business Analytics), San Bernardino (M.S. in National Cybersecurity Studies), San Francisco (M.S. in Data Science and Artificial Intelligence), and Monterey Bay (M.S. in Accounting Analytics).

New programs in allied health were developed at Fresno (B.S. in Human Nutritional Sciences), East Bay (B.S. in Public Health), Bakersfield (M.S. in Public Health), Monterey Bay (MPH in Public Health), San Bernardino (M.S. in Nutritional Science) and at San José (Doctorate in Occupational Therapy).

New programs in engineering were developed at Monterey Bay (B.S. in Mechatronics Engineering), Sonoma (B.S. in Electrical Engineering), Los Angeles (B.S. in Engineering Technology), Cal Poly Pomona (M.S. in Materials Engineering), San Francisco (M.S. in Civil Engineering, M.S. Electrical and Computer Engineering and M.S. in Mechanical Engineering), and San Diego (M.S. in Computer Engineering).

Additionally, new programs were developed in the arts, ethnic studies, education, natural and social sciences and business. Please see the chart on the following page for a breakdown of the disciplines where new degrees were approved last year.





## **Projection Proposals**

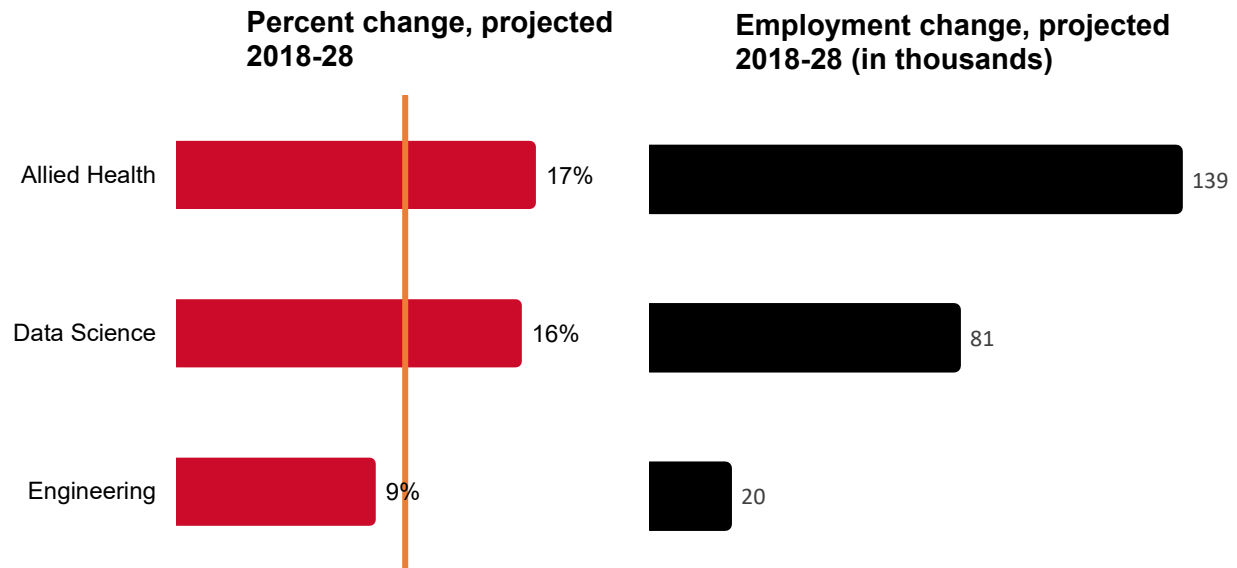
This year the Office of the Chancellor received 54 projections for new degree programs. A degree proposal may be developed only after trustees approve the preliminary step: a degree projection, which is a long-term plan to develop a degree program.

This year, campuses have proposed 33 bachelor's degree programs; 28 are state-support and five are planned to be offered via self-support. Campuses have proposed 21 new graduate programs – 15 to be offered via state-support and six in self-support. This activity, in part, could reflect the state's renewed investment in the CSU as 80%, or 43 of 54 proposed programs, are state support.

Following a multi-year trend, the CSU continues 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. There are projections for new degree programs in health-related fields at Dominguez Hills (DNP in Nursing), Cal Poly Humboldt (B.A. in Health Advocacy and M.S. in Nursing), San Bernardino (B.S. in BioHealth Science and M.S. Physician Assistant), San Diego (M.S. in Health Informatics and DNP in Nursing), San Francisco (M.S. in Applied Nutrition) and Sonoma (B.S. in Health Science).

Another area of labor force need is in data science. Campuses with new program projections include Chico (M.S. in Data Science and Analytics), San Bernardino (M.S. in Applied Data Science and M.S. in Business and Data Analytics) and San José (B.S. in Data Science). 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 \$126,818 (United States Department of Labor, 2021). In California alone, the State of California Employment Development Department has forecast demand for this field will account for 1,371 openings between 2019 to 2031. This represents a 18% growth rate, approximately seven percent 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 illustrated in 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 nine percent in the engineering field, 17% in allied health and 16% in data science between 2018 to 2028.



(State of California Employment Development Department, 2019)

## 1. Changes to Program Projections

### **New Projections Proposed for Addition to 10-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 2022 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, 54 new projections are proposed, 33 at the undergraduate level and 21 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 seven 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 new students has also decreased this year, with six 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, enrollment might have fallen and the program faculty would like to undertake a comprehensive review of the program to bring it up to date. Programs suspended for reasons such as this will likely remove the suspended status after the review and update to the program and begin to admit students once again. Other programs suspend admission due to new certification requirements. Additionally, 10 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 10-year overview of projected degree programs – by campus – is presented.

## **New Projections**

Programs in italics will be offered via self-support.

### **Chico**

- M.S. *Data Science and Analytics*
- Ed.S. Education Specialist in School Psychology

### **Dominguez Hills**

- B.S. Environmental Science
- DNP Nursing
- Ed.D. Educational Leadership

### **East Bay**

- B.A. History-Social Science Studies
- B.S. Civil Engineering

### **Fresno**

- B.A. Asian American and Asian Studies
- B.A. *Interdisciplinary Social Science (Degree Completion program)*

### **Fullerton**

- B.A. Urban Learning
- BFA Theatre Arts – Design and Production

### **Humboldt**

- B.A. Digital Arts and Media
- B.A. Health Advocacy
- B.S. Applied Fire Science and Management
- B.S. Biotechnology
- B.S. Computer and Information Technology
- B.S. Energy Systems Engineering
- B.S. Geospatial Science and Technology
- B.S. Indigenous Science and the Environment
- B.S. Mechanical Engineering
- B.S. Software Engineering
- M.S. Engineering and Community Practice
- M.S. Nursing

### **Long Beach**

- B.S. Dance Science

**Los Angeles**

B.A. American Indian and Indigenous Studies

**Monterey Bay**

M.S. *Applied Behavior Analysis*

**Northridge**

M.S. Construction Management

**Pomona**

M.S. Statistics and Applied Mathematics

**Sacramento**

B.A. Japanese

M.A. *Universal Design for e-Learning*

M.S. Physics

**San Bernardino**

B.S. BioHealth Science

B.S. Natural Science

B.S. Design

M.S. Applied Data Science

M.S. *Business and Data Analytics*

M.S. *Physician Assistant*

**San Diego**

B.S. *Civil Engineering (Georgia, Joint Degree)*

B.S. *Computer Engineering (Georgia, Joint Degree)*

B.S. *Computer Science (Georgia, Joint Degree)*

B.S. *Electrical Engineering (Georgia, Joint degree)*

M.S. Health Informatics

M.S. Supply Chain Innovation

DNP Nursing

**San Francisco**

M.S. *Applied Nutrition*

**San José**

B.S. Data Science

B.S. Geographic Information Science

M.A. Multilingual and Multicultural Literacy Education

M.S. Quantum Technology

**Sonoma**

- B.A. Cinematic Arts and Technology
- B.A. Native American Studies
- B.S. Health Science

**Stanislaus**

- B.S. Quantitative Economics
- M.A. Mathematics

**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.

**Monterey Bay**

- B.A. Interdisciplinary Studies
- M.A. Teaching English to Speakers of Other Languages

**Northridge**

- Ph.D. Complex Systems

**Pomona**

- M.S. Architecture

**San José**

- M.S. Athletic Training
- M.S. Hospitality, Tourism and Meeting Management

**San Luis Obispo**

- B.S. Built Environments

**2. Changes to Existing Degree Programs**

**Programs Suspending New Admissions**

Campuses have reported admission suspensions for the following degree programs listed below. They will 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.

**Bakersfield**

M.A. Interdisciplinary Studies

**Humboldt**

M.A. Social Science

**Northridge**

MKM Knowledge Management

**San Diego**

M.S. Kinesiology

**San Francisco**

M.A. French

MFA Theatre Arts

**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.

**Humboldt**

M.A. Applied Anthropology

**Los Angeles**

B.S. Graphic Communication

B.S. Industrial Technology

B.S. Microbiology

**Monterey Bay**

B.A. Integrated Studies

**Sacramento**

M.S. Urban Land Development



**San Francisco**

M.A. German  
M.A. Italian  
M.A. Japanese

**San Luis Obispo**

M.S. Business and Technology

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

During Office of the Chancellor review of B.A. and B.S. 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. All 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 2020-21 academic year. The accreditor granted full 10-year accreditation approval to CSU Long Beach and made special visits to California State Polytechnic University, Humboldt and Sonoma State University. A summary of the WSCUC 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 21-23, 2022 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 2022-23 and 2031-32

Planned degree programs (“program projections”) appear in bold red font and are proposed for board approval at the March 2022 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 year approved by the Board of Trustees, 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
<b>Bakersfield</b>	<b>2018</b>	2019	2023	BA	Latina/o Latin American Studies
	<b>2018</b>	2019	2023	MS	Applied Economics and Analytics
	<b>2018</b>	2020	2023	MS	Accounting
	<b>2018</b>	2020	2023	MS	Finance
	<b>2018</b>	2021	2023	MS	Technology Management
	<b>2018</b>	2022	2023	MS	Logistics and Supply Chain Management
	<b>2020</b>	2021	2023	BS	Environmental Sciences
	<b>2020</b>	2022	2023	BM	Music
	<b>2020</b>	2022	2023	MS	Behavioral Neuroscience
	<b>2021</b>	2023	2023	DNP	Nursing

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

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
<b>Chico</b>	<b>2018</b>	2020	2023	BA	European Studies
	<b>2018</b>	2020	2023	BS	Geography
	<b>2020</b>	2021	2023	MS	Business Analytics
	<b>2022</b>	<b>2024</b>	<b>2024</b>	<b>MS</b>	<b>Data Science and Analytics</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>EdS</b>	<b>Education Specialist in School Psychology</b>

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
<b>Dominguez Hills</b>	<b>2014</b>	2014	2022	MA	Kinesiology
	<b>2018</b>	2019	2021	MS	Accounting
	<b>2018</b>	2019	2021	MS	Business Analytics
	<b>2019</b>	2020	2021	BM	Music
	<b>2019</b>	2020	2023	BS	Orthotics and Prosthetics
	<b>2019</b>	2020	2021	MA	Teaching of the Spanish Language
	<b>2020</b>	2024	2024	MS	Bioanalytical Chemistry
	<b>2020</b>	2021	2022	MPH	Public Health
	<b>2020</b>	2023	2023	OTD	Occupational Therapy
	<b>2021</b>	2022	2022	BS	Biophysics
	<b>2021</b>	2022	2022	BS	Public Health
	<b>2021</b>	2022	2022	MS	Financial Economics
	<b>2021</b>	2022	2022	MS	Management of Information Systems and Technology
	<b>2022</b>	<b>2024</b>	<b>2024</b>	<b>BS</b>	<b>Environmental Science</b>
	<b>2022</b>	<b>2024</b>	<b>2024</b>	<b>DNP</b>	<b>Nursing</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>EdD</b>	<b>Educational Leadership</b>

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
<b>East Bay</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BA</b>	<b>History-Social Science Studies</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Civil Engineering</b>

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
<b>Fresno</b>	<b>2020</b>	2021	2022	BS	Biomedical Engineering
	<b>2020</b>	2022	2022	BFA	Studio Art
	<b>2022</b>	<b>2022</b>	<b>2022</b>	<b>BA</b>	<b>Asian American and Asian Studies</b>
	<b>2022</b>	<b>2022</b>	<b>2022</b>	<b>BA</b>	<b>Interdisciplinary Studies</b>

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
<b>Fullerton</b>	<b>2016</b>	2017	2023	MS	Engineering Management
	<b>2019</b>	2020	2023	MS	Applied Computer Science
	<b>2019</b>	2020	2024	MS	Construction Engineering & Management
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BFA</b>	<b>Theatre Arts-Design and Production</b>
	<b>2022</b>	<b>2024</b>	<b>2024</b>	<b>BA</b>	<b>Urban Learning</b>

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
<b>Humboldt</b>	<b>2013</b>	2015	2019	BA	Child Development
	<b>2021</b>	2022	2023	BA	Cannabis Studies
	<b>2022</b>	<b>2026</b>	<b>2026</b>	<b>BA</b>	<b>Digital Arts and Media</b>
	<b>2022</b>	<b>2026</b>	<b>2026</b>	<b>BA</b>	<b>Health Advocacy</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Applied Fire Science and Management</b>
	<b>2022</b>	<b>2026</b>	<b>2026</b>	<b>BS</b>	<b>Biotechnology</b>
	<b>2022</b>	<b>2026</b>	<b>2026</b>	<b>BS</b>	<b>Computer and Information Technology</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Energy Systems Engineering</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Geospatial Science and Technology</b>
	<b>2022</b>	<b>2026</b>	<b>2026</b>	<b>BS</b>	<b>Indigenous Science and the Environment</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Mechanical Engineering</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Software Engineering</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>MS</b>	<b>Engineering and Community Practice</b>
	<b>2022</b>	<b>2026</b>	<b>2026</b>	<b>MS</b>	<b>Nursing</b>

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Long Beach	2017	2018	2023	BS	Computational Mathematics
	2018	2017	2022	BS	Geographical Science
	2018	2019	2022	MA	Curriculum and Instruction in Physical Education
	2018	2019	2022	MS	Construction Management
	2019	2021	2022	BS	Environmental Engineering
	2020	2022	2022	BA	Multi-Disciplinary Science
	2020	2022	2026	MAT	Special Education
	2021	2022	2022	MS	Biomedical Engineering
	2022	2023	2023	BS	Dance Science

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Los Angeles	2017	2018	2023	MS	Business Analytics
	2017	2018	2022	MA	Pan-African Studies
	2019	2019	2023	MS	Marketing
	2022	2024	2024	BA	American Indian and Indigenous Studies

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

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Monterey Bay	2016	2016	2024	BS	Mechatronics Engineering
	2017	2018	2023	MPH	Public Health
	2018	2019	2022	MS	Speech Language Pathology
	2022	2025	2025	MS	Applied Behavior Analysis

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Northridge	2020	2025	2025	MS	Accounting Analytics
	2020	2023	2023	MS	Business Analytics
	2021	2023	2023	BA	Environmental Science
	2021	2022	2023	MA	Entertainment Media Management
	2021	2023	2023	MS	Data Science
	2022	2023	2023	MS	Construction Management

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Pomona	2017	2017	2022	BS	Regenerative and Sustainable Studies
	2017	2017	2023	MS	Mechatronic and Robotics Engineering
	2018	2020	2022	BS	Materials Engineering
	2018	2020	2022	MS	Bioengineering
	2018	2020	2022	MUD	Urban Design
	2017	2017	2022	BS	Regenerative and Sustainable Studies
	2020	2022	2022	MS	Financial Analysis
	2021	2022	2022	MS	Digital Marketing
	2021	2022	2022	MS	Management of Architectural Practices
	2022	2023	2023	MS	Statistics and Applied Mathematics



Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Sacramento	2018	2020	2021	MA	Biotechnology
	2019	2020	2022	MS	Power Engineering
	2020	2022	2022	BA	Public Policy and Administration
	2020	2022	2022	MA	Environmental Studies
	2020	2021	2021	MS	Nutrition and Food
	2022	2024	2024	BA	Japanese
	2022	2022	2022	MA	Universal Design for e-Learning
	2022	2024	2024	MS	Physics

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San Bernardino	2018	2019	2023	DNP	Nursing Practice
	2020	2021	2024	MA	Speech-Language Pathology
	2020	2022	2022	MS	Material Science
	2021	2022	2022	BA	Ethnic Studies
	2021	2021	2021	MA	STEM Education
	2021	2021	2021	MS	Cybersecurity and Analytics
	2021	2021	2021	MS	Logistics and E-Commerce
	2022	2022	2022	BS	BioHealth Science
	2022	2022	2022	BS	Natural Science
	2022	2023	2023	BS	Design
	2022	2023	2023	MS	Applied Data Science
	2022	2022	2022	MS	Business and Data Analytics
	2022	2024	2024	MS	Physician Assistant

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San Diego	2020	2021	2023	MA	Critical Studies in Music
	2021	2022	2023	BA	Brazilian Studies
	2021	2022	2023	MS	Finance
	2021	2022	2023	MS	Quality Management
	2022	2023	2023	BS	Civil Engineering (Georgia)
	2022	2023	2023	BS	Computer Engineering (Georgia)
	2022	2023	2023	BS	Computer Science (Georgia)
	2022	2023	2023	BS	Electrical Engineering (Georgia)
	2022	2023	2023	MS	Health Informatics
	2022	2023	2023	MS	Supply Chain Innovation
	2022	2024	2024	DNP	Nursing

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San Francisco	2019	2020	2023	BA	Human Services
	2019	2020	2022	MS	Data Science and Artificial Intelligence
	2020	2021	2022	MS	Environmental Science
	2020	2021	2023	AuD	Audiology
	2022	2022	2022	MS	Applied Nutrition

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
San José	2018	2019	2023	MS	Finance
	2021	2022	2022	MDes	Design
	2022	2022	2022	BS	Data Science
	2022	2023	2023	BS	Geographic Information Science
	2022	2023	2023	MA	Multilingual and Multicultural Literacy Education
	2022	2023	2023	MS	Quantum Technology

	Year Approved by BOT	Year Originally Approved for Implemen- tation	Currently Planned Implemen- tation Year	Degree Designation	Title
<b>San Luis Obispo</b>	<b>2020</b>	2021	2022	MS	Statistics

Campus	Year Approved by BOT	Year Originally Approved for Implemen- tation	Currently Planned Implemen- tation Year	Degree Designation	Title
<b>San Marcos</b>	<b>2008</b>	2016	2024	BA	Philosophy
	<b>2016</b>	2016	2024	BA	Chicano/a Studies
	<b>2016</b>	2019	2024	BS	Computer Engineering
	<b>2018</b>	2019	2025	MS	Applied Behavior Analysis
	<b>2018</b>	2019	2023	MS	Clinical Counseling
	<b>2019</b>	2020	2023	BS	Cybersecurity
	<b>2020</b>	2022	2022	BA	Linguistics

Campus	Year Approved by BOT	Year Originally Approved for Implemen- tation	Currently Planned Implemen- tation Year	Degree Designation	Title
<b>Sonoma</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BA</b>	<b>Cinematic Arts and Technology</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BA</b>	<b>Native American Studies</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>BS</b>	<b>Health Sciences</b>

Campus	Year Approved By BOT	Year Originally Approved for Implemen- tation	Currently Planned Implemen- tation Year	Degree Designation	Title
<b>Stanislaus</b>	<b>2015</b>	2017	2021	MFA	Theatre Production
	<b>2022</b>	<b>2024</b>	<b>2024</b>	<b>BS</b>	<b>Quantitative Economics</b>
	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>MA</b>	<b>Mathematics</b>

**Report on Senior College and University Commission (WSCUC aka WASC)  
Accreditation Activities Conducted in 2020-2021**

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, Long Beach**

In February 2021, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Long Beach for the maximum period of ten years.

The Commission commended the institution for pivoting quickly in responding to the rapidly changing environment; the depth and breadth of its academic and student support services; the broadening of program review; their approach to supporting graduate students; and to their continuing commitment to the local community, exemplified by the Promise program which has raised the percentage of local area students entering the university and that includes enhanced advising and support for transfer students.

The Commission is requiring the campus to respond to the following issues: continue to encourage broader use of its digital data collection and analysis capacity across its academic and administrative units; ensure that all students engage in multiple high impact practices; continue efforts to integrate results of assessment into program review processes and focus on processes for assessment that lead to actionable changes to improve student learning, student achievement and overall educational effectiveness; and explore difficult issues around systemic racism and unconscious bias and devise an action plan to support its aspiration to serve as a model for inclusion and equity.

**Sonoma State University**

In March 2021, the Senior College and University Commission (WSCUC) conducted a special visit for the institution to address seven recommendations from the spring 2018 accreditation visit.

The recommendations were: assuring every degree program has measurable learning outcomes and an assessment plan that identifies where the outcomes are being assessed in the curriculum; adhering to the recently approved program review policy 20061; fully implementing a comprehensive strategic planning process that identifies measurable goals and aligns financial resources with those goals; effectively using newly implemented data tools to enhance student learning and success; creating an IT strategic plan to improve the student experience and advance the mission and vision of the institution; creating and implementing a comprehensive diversity plan; and formally articulating what it means to be a SSU undergraduate or graduate student.

The visiting team found that the institution had made progress in all seven areas. Additionally, Sonoma State University was commended by the visiting team “for implementing a comprehensive strategic plan with aligned budget processes that have had multiple transformative impacts on the campus.” The visiting team recommended continued attention to policies and practices around program review in order to achieve deeper, more “thoughtful engagement with a process of continuous improvement.” The visiting team noted that the institution’s “program review policy and template for self-study highlight the need for program learning outcomes that, in combination with external review, and reflection, provide evidence to inform continuous improvement.”

### **California State Polytechnic University, Humboldt**

In April 2021, the Senior College and University Commission (WSCUC) conducted a special visit for the institution to address concerns from the 2018 accreditation visit.

The concerns were in the areas of: budgeting, enrollment management, and diversification of revenue sources; and a comprehensive university-wide assessment program. After the visit, WSCUC made the following commendations: securing senior leadership that approached the transition with a sense of urgency and empowered the faculty and staff; developing multiple, aligned assessment structures, ratifying new ILOs through shared governance practices, and demonstrating an administrative and faculty-driven commitment to assessment and program review; hiring a chief enrollment officer with notable experience in strategic enrollment management and student affairs, who was skillfully leading nuanced enrollment strategies and effectively implementing a well-developed strategic enrollment plan; increasing overall student success and decreasing the equity gap between URM and non-URM students, particularly as a result of learning communities; developing and implementing structures and processes that reflected transparency and regular communication to facilitate institution-wide awareness, understanding, and a sense of shared responsibility for budgeting, resourcing and revenue diversification; eliminating long-standing structural deficits by 2022 and building back reserves over the longer term through a combination of efficiencies, new academic programs and innovative new revenue streams; and differentiating Cal Poly Humboldt’s identity by highlighting its strengths in research, experiential learning and community partnerships.

In addition, the institution has been asked to respond to the following specific points: consistently employ Cal Poly Humboldt’s assessment structures and processes including the collection, analysis and interpretation of data to track learning over time; engage faculty and staff to collaboratively examine, interpret and make recommendations for program improvements; identify and explore the systemic impacts of becoming a polytechnic university on enrollment, budget, revenue diversification and assessment; build upon Cal Poly Humboldt’s initial efforts and success; and continue to review, evaluate and align institutional structures, resources and practices to ensure achievement of its six pillars of inclusive excellence.

**California State University Accredited Programs by Campus**

**California State University, Bakersfield**

<b>CSU Bakersfield Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Business Administration BS, MBA	1975	2023-24
Computer Engineering BS	10/1/2016	2023-24
Economics BS	2019	2023-24
Educational Leadership EdD	2014	2021-22
Electrical Engineering BS	10/1/2016	2023-24
Engineering Sciences BS	10/1/2016	2023-24
Nursing BS	2002	2022
Nursing MS	2016	2021
Public Administration MPA	1987	2022-23
Social Work MSW	2002	2022-23

**California State University Channel Islands**

<b>CSU Channel Islands Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Biotechnology MS/MBA Dual Degree Program	2017	2027
Business BS, MBA	2017	2027
Nursing BS	2009	2025

**California State University, Dominguez Hills**

<b>CSU Dominguez Hills Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Business Administration BS	2020	2024-25
Computer Science BS	1996	2022-23
Health Science (Orthotics and Prosthetics) MS	2015	2021-22
Music BA	1976	2028-29
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**

<b>Cal State East Bay Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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	2021-22
Counseling MS, Concentration in School Psychology	1982-1983	2022-23
Economics BS, MS	1973-1974	2023-24
Industrial Engineering BS	2001	2021-22
Music BA, MA	1970	2021-22
Nursing BS	2011	2025-26
Nursing MS	2019	2024-25
Social Work MSW	2003	2025-26
Speech-Language Pathology MS	1992-1993	2028

**California State University, Fresno**

<b>Fresno State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Agricultural Education BS	1967	2024-25
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 (by CORE) 2017 (by CACREP)	2022
Deaf Education MA	1982	2023
Computer Engineering BS	1999	2024
Construction Management BS	1992	2026
Didactic Program in Dietetics	2005	2022
Dietetic Internship Program	2005	2022
Economics	2019	2023-24
Education MA	1954	2022
Electrical Engineering BS	1965	2024
Geomatics Engineering BS	1979	2024
Graphic Design BFA	2019	2024
Industrial Technology BS	2016	2024
Interior Design BA	1986	2023
Kinesiology BS – Physical Education Option	2008	2021

<b>Fresno State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Marriage, Family, and Child Counseling MS	1995	2027
Mechanical Engineering BS	1965	2024
Music BA, MA	1979	2022
Nursing BS	2006	2029-30
Nursing, MS (thru CCNE)	2019	2024-25
Nursing, Post-Graduate APRN Certificate	2019	2030
Nursing DNP	2020	2025-26
Physical Therapy DPT	2015	2025
Public Administration MPA	1991	2028
Public Health MPH	1996	2028
Recreation Administration BS	1984	2022
School Psychology EdS	1994	2022
Social Work BA, MSW	1967	2024
Speech-Language Pathology, MA	1982	2024
Theatre Arts, BA	1989	2023

**California State University, Fullerton**

<b>CSU Fullerton Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy MS	1966	2024
Art BA, MA	1974	2024
Art BFA, MFA	1994	2024
Athletic Training MS	2001	2027
Business Administration BA	1965	2024
Business Administration MBA	1972	2024
Civil Engineering BS	1985	2027
Communications BA, MA	1971	2021
Communicative Disorders MA	1971	2026
Computer Engineering BS	2007	2027
Computer Science BS	1988	2027
Counseling MS	2007	2023
Curriculum and Instruction MS	1970	2022
Dance BA	1982	2024
Educational Leadership and Administration MS	1970	2022
Electrical Engineering BS	1985	2027
Human Services BS	1982	2021
Information Systems MS	2018	2024
Information Technology MS	2018	2024
International Business BA	1984	2024



<b>CSU Fullerton Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Literacy and Reading Education MS	1970	2022
Mechanical Engineering BS	1985	2027
Music BA, MA	1966	2024
Music BM, MM	1975	2024
Nursing BS	2007	2027
Nursing DNP	2013	2029
Nursing MS	2002	2027
Public Administration MPA	1989	2024
Public Health MPH	2008	2028
Social Work MSW	2011	2023
Special Education MS	1970	2022
Taxation MS	1996	2024
Theatre BA	1974	2026
Theatre BFA	2005	2026
Theatre Arts MFA	1985	2026
Transformative Teaching in Secondary Education MS	1970	2022

**California State Polytechnic University, Humboldt**

<b>Humboldt State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Art BA	1978	2024-25
Business Administration, BS, MBA	2015	2022
Child Development Laboratory	1989	2022
Environmental Resources Engineering BS	1981	2023
Fine Art BFA	2018	2024-25
Forestry BS	1979	2025-26
Music BA	1979	2022
Social Work BA, MSW	2004	2027

**California State University, Long Beach**

<b>Cal State Long Beach Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy MS	2015	2023
Acting BFA	2021	2025
Aerospace Engineering BS	2001	2025
American Language Institute	2007	2027
Applied Statistics BS	2021	2025
Art BA, BFA, MA, MFA	1974	2027
Athletic Training BS, MS	2006	2021

<b>Cal State Long Beach Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Business Administration BS, MBA	1972	2023
Chemical Engineering BS	1980	2025
Child Development and Family Studies BA	2022	2026
Civil Engineering BS	1963	2025
Computer Engineering BS	1974	2025
Computer Science BS	1995	2025
Construction Management BS	2012	2023
Consumer Affairs BA	2021	2025
Dance BA, BFA, MA, MFA	1982	2022
Design BA	2007	2027
Didactic Program in Dietetics	1975	2024
Dietetic Internship	1975	2024
Education MA, Options in Curriculum and Instruction; Dual Language Development	2008	2023 CTC Review
Educational Administration MA	2020	2023 CTC Review
Educational Technology and Media Leadership MS	2022	2026
Electrical Engineering BS	1963	2025
Family and Consumer Sciences BA	1977	2028
Fashion Merchandising and Design BA	2022	2026
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	2026
Marketing Analytics MS	2019	2023
Mechanical Engineering BS	1963	2025
Music BA, BM, MA, MM	1968	2023
Nursing BS	1967	2030
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

<b>Cal State Long Beach Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Public Policy and Administration MPA	1990	2023
Public Relations BA	1978, 2014	2026
Recreation BA	1976	2026
School Psychology EdS	2012	2021
Social Work BA	1975	2025
Social Work MSW	1985	2025
Special Education MS	Prior to 1997	2023 CTC Review
Speech-Language Pathology MA	1970	2027
Sport Management MA Option	2022	2026
Supply Chain Management MS	2015	2023
Sustainability Management and Policy MS	2021	2025
Theatre Arts BA, MFA	1973	2025

**California State University, Los Angeles**

<b>CSU Los Angeles Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Art BA, MA, MFA	1974	2029-30
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	2023-24
Computer Information Systems BS	1964	2021-22
Computer Science BS	2005	2024-25
Counseling MS, Applied Behavior Analysis Option	1994	2022-23
Counseling MS, Rehabilitation Counseling Option	1956	2021-22
Counseling MS, School-Based Family Counseling Option	1978	2027-28
Counseling MS, School Psychology Option	1993	2022-23
Engineering, Civil BS	1965	2024-25
Engineering, Electrical BS	1965	2024-25
Engineering, Mechanical BS	1965	2024-25
Health Care Management, MS		2021-22
Music BA, BM, MA	1970	2027-28
Music MM	1995	2027-28
Nursing BS, MS	2007	2027-28
Nursing DNP	2011	2028-29

<b>CSU Los Angeles Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Nutritional Science MS–Coordinated Dietetics Program	1974	2022-23
Nutritional Science MS – Coordinated Dietetics Program and Didactic Program in Dietetics	1976	2022-23
Public Administration MPA	1984	2022-23
Social Work BA, MSW	1979	2026-27

**California State University Maritime Academy**

<b>Cal Maritime Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Business Administration BS–International Business and Logistics	2003	2026-27
Facilities Engineering Technology BS	1999	2025-26
Marine Engineering Technology BS	1978	2025-26
Mechanical Engineering BS	2002	2025-26

**California State University, Monterey Bay**

<b>CSU Monterey Bay Programs</b>	<b>First Granted</b>	<b>Renewal Dates</b>
College of Business	2017 (candidacy)	2022
Nursing	2016	2031
Physician Assistant MS	2019 (provisional)	2023
School Psychology MS	2017 (candidacy)	2027
Social Work MSW	2014	2027
Speech Language Pathology MS	2021	2026

**California State University, Northridge**

<b>CSU Northridge Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy BS	1976	2025
Art BA, MA	1993	2022
Art MFA	2006	2022
Athletic Training BS, MS	1995	2027
Business Administration BS, MBA	1976	2025
Civil Engineering BS	1994	2025
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2025
Computer Information Technology BS	2017	2025
Computer Science BS	1985	2025
Construction Management BS	2010	2022

<b>CSU Northridge Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Counseling MS – School Psychology Option	2004	2022
Didactic Program in Dietetics	1985	2028
Dietetic Internship	1985	2028
Electrical Engineering BS	1994	2026
Engineering Management Technology BS	2020	2025
Environmental and Occupational Health BS	1973	2026
Environmental and Occupational Health MS	1978	2026
Family and Consumer Sciences BS	1973	2023
Interior Design Option	1998	2024
Health Administration BS	1971	2022
Health Administration MS	2017	2027
Information Systems BS	1976	2025
Journalism BA	1967	2023
Manufacturing Systems Engineering BS	2001	2025
Marriage and Family Therapy MS	2016	2021
Mechanical Engineering BS	1994	2025
Music BA, BM, MM	1968	2029
Music Industry Administration MA	2017	2029
Nursing BS	1999	2024
Physical Therapy DPT	1969	2025
Professional Accountancy MPAcc	1976	2025
Public Health BS	2016	2026
Public Health MPH	1980	2026
Radiologic Sciences BS	1977	2026
Social Work MSW	2004	2028
Taxation MS	1976	2025
Theatre BA	1991	2025
Theatre Arts MA	1991	2025
Tourism, Hospitality, and Recreation Management BS	1976	2022

**California State Polytechnic University, Pomona**

<b>Cal Poly Pomona Programs</b>	<b>First Granted</b>	<b>Renewal Dates</b>
Accountancy MS	2015	2024-25
Aerospace Engineering BS	1970	2023-24
Animal Health Science BS	1997	2023-24
Architecture BArch	1981	2022-23
Architecture MArch	1978	2022-23
Art History BA	1997	2023-24
Business Administration BS, MBA	1995	2024-25

<b>Cal Poly Pomona Programs</b>	<b>First Granted</b>	<b>Renewal Dates</b>
Business Analytics MS	2020	2024-25
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	2026-27
Construction Engineering and Management BS	1976	2023-24
Didactic Program in Dietetics (Nutrition BS, Dietetics Option)	1993	2024-25
Dietetic Internship Program	1993	2024-25
Early Childhood Studies BA	2021	2022-23
Electrical Engineering BS	1970	2023-24
Electronic Systems Engineering Technology BS	1976	2023-24
Electromechanical Systems Engineering Technology BS	1976	2023-24
Food Science and Technology BS	2019	2025-26
Hospitality Management BS	1994	2025-26
Industrial Engineering BS	1976	2023-24
Information Security MS	1995	2024-25
Interior Architecture MIA	2010	2026-27
Landscape Architecture BS	1963	2022-23
Landscape Architecture MLA	1975	2022-23
Manufacturing Engineering BS	1988	2023-24
Mechanical Engineering BS	1970	2023-24
Music BA	2013	2022-23
Music BM	2019	2022-23
Public Administration MPA	2006	2026-27
Urban and Regional Planning BS	1967	2021-22
Urban and Regional Planning MURP	1971	2021-22
Visual Communication Design BFA	1997	2023-24

**California State University, Sacramento**

<b>Sacramento State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy MS	not specified	2022
Art BA, MA	1974	2025
Art History BA	2021	2025

<b>Sacramento State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Audiology AuD	2019 (ACAE candidacy) 2020 (CAA-ASHA candidacy)	2022 2025
Business Administration BS, MBA	1963	2022
Business Analytics MS	2021	2022
Civil Engineering BS	1965	2022
Communication Sciences and Disorders MS	1985	2027
Computer Engineering BS	1987	2022
Computer Science BS	1986	2022
Construction Management BS	1989	2025
Counseling MS	2021	2023
Didactic Program in Dietetics	1996	2024
Dietetic Internship	2003	2024
Electrical and Electronic Engineering BS	1969	2022
Finance MS	2021	2022
Graphic Design BFA	2005	2025
Interior Architecture BFA	2001	2025
Mechanical Engineering BS	1965	2022
Music BA, BM, MM	1964	2023
Nursing BS, MS	BS 1962 MS 1986	2029 (CCNE) 2022 (BRN)
Photography BFA	2005	2025
Physical Therapy DPT	1997	2025
Recreation Administration BS	1978	2022
Recreation Therapy BS		
School Psychology MA	2008	2025
Social Work BA, MSW	1966	2025
Studio Art BFA, MFA	2018	2025
Theatre BA	2016	2022

**California State University, San Bernardino**

<b>CSU San Bernardino Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy MS	1994	2023-24
Administration BA	1994	2023-24
Art BA, BFA	1983	2022-23
Art History & Global Cultures BA	1983	2022-23
Cybersecurity and Analytics MS	1994	2023-24

<b>CSU San Bernardino Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Design BFA	1983	2022-23
Studio Art MFA	1983	2022-23
Business Administration MBA	1994	2023-24
Computer Engineering BS	2014	2022
Computer Science BS	1988	2022
Didactic Program in Dietetics (Nutritional Science and Dietetics BS)	1989	2023
E-Commerce and Logistics MS	1994	2023-24
Entrepreneurship and Innovation MS	1994	2023-24
Environmental Health Science BS	2004	2025-26
Finance MS	1994	2023-24
Information Systems and Technology BS, MS	1994	2023-24
Music BA, BM	2003	2023
Nursing BS	2002	2027
Nursing MS	2010	2028
Public Administration MPA	1989	2023-24
Public Health BS, MPH	2014	2022-23
Robert and Frances Fullerton Museum of Art	2008	2022-23
Rehabilitation Counseling MA	1988	2023-24
Social Work BA	2002	2027
Social Work MSW	1989	2027
Theatre Arts, BA	2004	2022

**San Diego State University**

<b>San Diego State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accounting MS	1982	2022-23
Aerospace Engineering BS	1964	2021-22
Art BA, MA, MFA	1975	2022
Athletic Training, MS	2000	2023-24
Audiology Joint Doctoral Program AUD	2006	2027
Business Administration BS, MS, MBA	1955	2022-23
Civil Engineering BS	1964	2021-22
Clinical Psychology Joint Doctoral Program, PhD	1990	2023
Computer Engineering BS	2004	2021-22
Computer Science BS	1994	2022
Construction Engineering BS	2009	2021-22
Counseling MS, option in Marriage and Family Therapy	2009	2022



<b>San Diego State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Cybersecurity Management MS		2022-23
Didactic Program in Dietetics	1980	2027
Electrical Engineering BS	1964	2021-22
Environmental Engineering BS	2004	2021-22
Fowler College of Business	1955	2022-23
Global Business Development MS		2022-23
Health Management and Policy division MPH, MPH/MSW	1983	2026
Information Systems MS		2022-23
Interior Architecture BA, MA, MFA	1984; 2018	2021
Journalism BA, option in Media Studies	2009	2021
Mechanical Engineering BS	1964	2021-22
Medical Physics MS	2011, 2019	2024
Nursing BS, MS	2001	2026
Physical Therapy DPT	2015	2030
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	2024-25

### San Francisco State University

<b>San Francisco State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy MS	1979	2024
Apparel Design and Merchandising BS	2003	2023
Art BA, MA, MFA	1983	2023
Art History BA	2019	2023
Business Administration BS, MBA	1963	2024
Business Analytics	2019	2024
Clinical Laboratory Science Graduate Internship Program	1977	2029
Clinical Mental Health Counseling MS	2019	2022
Communicative Disorders MS	1971	2025
Counseling MS	1978	2022

<b>San Francisco State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Didactic Program in Dietetics	1987	2026
Dietetics Internship	1991	2026
Economics BA	2019	2024
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	2024
Interior Design BS	2003	2023
Journalism BA	1985	2025
Music BA, BM, MA, MM	1963	2027
Nursing BS, MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2028
Public Health MPH	2003	2025
Quantitative Economics MS	2019	2024
Recreation, Parks and Tourism Administration BS	1990	2022
Social Work BA, MSW	1975, 1971	2026
Theatre Arts BA, MA, and MFA: Concentration in Design and Technical Production	1982	2023

### San José State University

<b>San José State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accountancy MS	1964	2026
Advertising BS	1971	2022
Aerospace Engineering BS	1991	2024
Animation & Illustration BFA	2021	2022
Art BA, BFA, MA, MFA	1974	2022
Art History and Visual Culture BA	2020	2022
Audiology AUD	2020 (ACAE developing) 2020 (CAA candidacy)	2023 2025
Biological Sciences – Clinical Laboratory Scientist	2021	2026
Biomedical Engineering BS	2011	2026
Business Administration BS	1964	2026

<b>San José State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Business Administration MBA	1973	2026
Chemical Engineering BS	1958	2024
Civil Engineering BS	1958	2024
Clinical Mental Health Counseling MS	2021	2026
Computer Engineering BS	1958	2024
Computer Science BS	1996, 2001	2023
Dance BA, BFA	1987	2022
Design Studies BA, BS, BFA	2019	2022
Didactic Program in Dietetics	1986	2028
Dietetic Internship	1986	2028
Electrical Engineering BS	1958	2024
Engineering Technology BS	1980, 2010	2023
Human Factors/Ergonomics MS	2014	2027
Industrial and Systems Engineering BS	1958	2024
Industrial Design BS	1974	2022
Interior Design BFA	2000	2022
Journalism BS	1971	2022
Library Information Science MLIS	1969	2022
Materials Engineering BS	not specified	2024
Mechanical Engineering BS	1958	2024
Music BA, BM, MM	1958	2025
Music Education MA	2016	2025
Nursing BS	not specified	2024
Nursing MS	1959, 1998	2031
Nursing Practice DNP	2019 (candidacy)	2026
Occupational Therapy MS	1991	2026
Public Administration MPA	1988	2024
Public Health MPH	1976	2022
Public Relations BS	1971	2022
Recreation BS	1987	2028
Social Work BA, MSW	1977	2023
Software Engineering BS	2016	2024
Speech Language Pathology MS	1989	2026
Taxation MS	1964	2026
Theatre Arts BA	1982	2023
Transportation Management MS	1964	2026
Urban Planning MUP	1972, 1988	2025

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

<b>Cal Poly San Luis Obispo Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Accounting MS	2014	2023
Aerospace Engineering BS	1969	2021
Agricultural Systems Management BS	2021	2027
Architectural Engineering BS	1975	2027
Architecture BArch	1980	2025
Art and Design BFA	1995	2026-27
Biomedical Engineering BS	2012	2027
Bioresource and Agricultural Engineering BS	1973	2021
Business Administration BS, MBA	1981	2023
Business Analytics MS	2017	2023
City and Regional Planning BS	1973	2024
City and Regional Planning MCRP	1993	2024
Civil Engineering BS	1973	2027
Computer Engineering BS	1997	2027
Computer Science BS	1986	2027
Construction Management BS	1978	2021
Didactic Program in Dietetics (Concentration in Nutrition BS)	2005	2025
Dietetic Internship	2005	2025
Economics BS	1981	2023
Electrical Engineering BS	1969	2027
Environmental Engineering BS	1971	2027
Forest and Fire Science BS	1994	2024
Graphic Communication BS	2003	2023
Industrial Engineering BS	1969	2027
Industrial Technology and Packaging BS	1974	2023
Journalism BS (provisional)	2020	2022
Landscape Architecture BLA	1975	2021
Manufacturing Engineering BS	1997	2027
Materials Engineering BS	1971	2027
Mechanical Engineering BS	1969	2027
Music BA	2003	2029
Quantitative Economics, MS	2018	2023
Recreation, Parks, and Tourism Administration BS	1986	2025
Software Engineering BS	2007	2022
Taxation MS	2017	2023

**California State University San Marcos**

<b>CSU San Marcos Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Business Administration BS, MBA	2021	2026
Nursing BS	2008	2023
Nursing MS	2012	2027
Public Health MPH	2021	2026
Social Work MSW	2013	2028
Speech-Language Pathology MS	2015	2027

**Sonoma State University**

<b>Sonoma State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Art BA, BFA	1982	2022-23
Art History BA	1982	2022-23
Business Administration BS, MBA	2007	2021-22
Counseling MA	1984	2021-22
Education MA	2005	2026-27
Music BA, BM	1972	2027-28
Nursing BS, MS	1974	BRN 2020-21 CCNE 2024-25

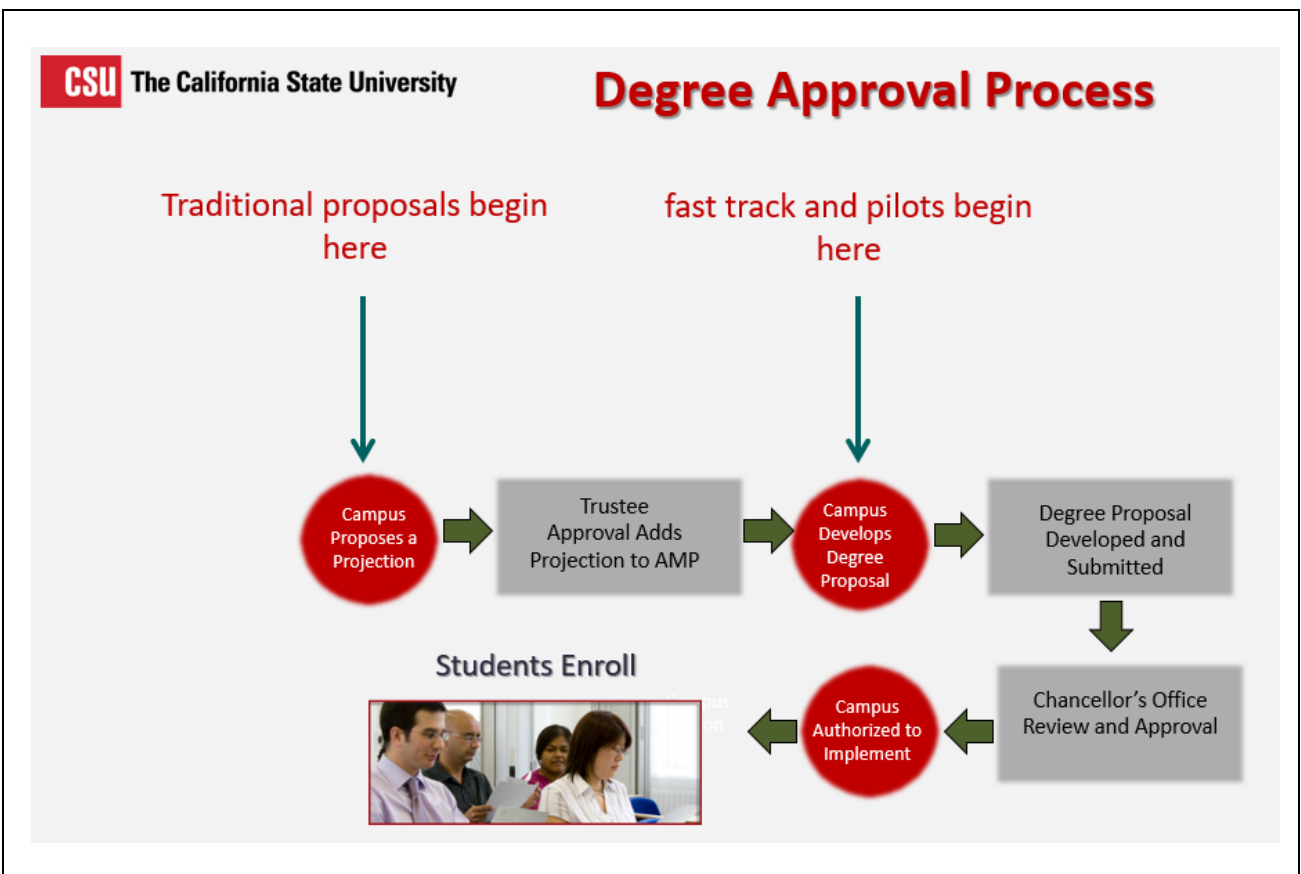
**California State University, Stanislaus**

<b>Stanislaus State Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
Art BA, BFA	1983	2020-21
Art History, BA	2019	2020-21
Business BS, MBA, MS	2003	2022-23
Education MA	1991	2025-26
Music BA, BM	1981	2022-23
Nursing BS	1986 (BRN)	2022-23
Nursing BS, MS	2010 (CCNE)	2026-27
Public Administration MPA	1982	2023-24
Social Work MSW	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](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](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](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)

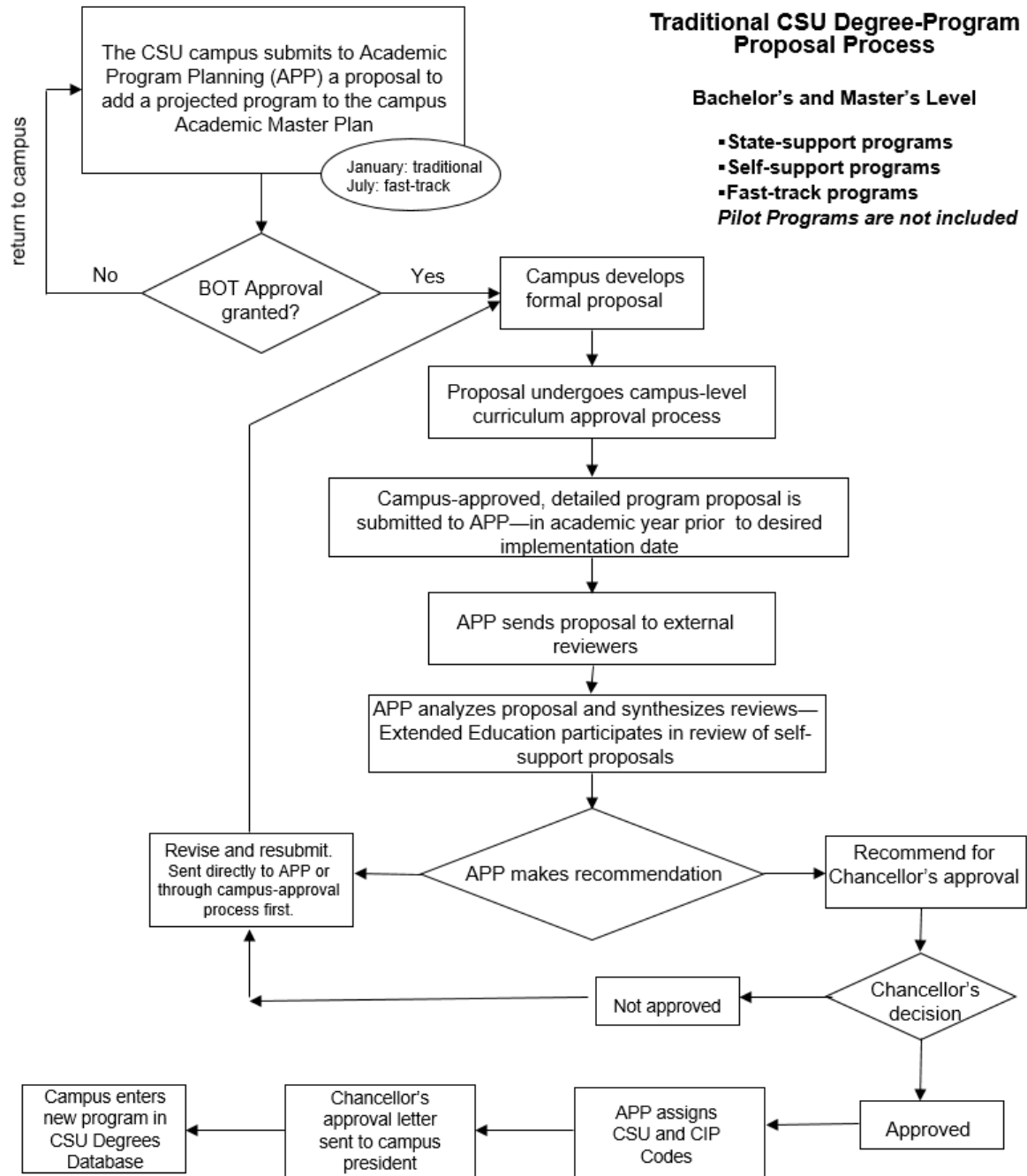
### **Degree Program Proposal Development and Review Process**

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



## **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 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](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 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 Annual Report**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

#### **Summary**

This written item is an annual report to the Board of Trustees regarding academic preparation and its role in supporting student success in the California State University (CSU). As one of the six pillars of Graduation Initiative 2025, academic preparation addresses the need to ensure that all students – including those who arrive to the CSU requiring additional academic support – have the opportunity to earn 30 college-level semester units (or 45 quarter units) before their second academic year and ultimately achieve their goal of earning a college degree.

As CSU assessment exams and developmental education prerequisites were retired as a result of Executive Order 1110, the original requirements of this annual update are no longer applicable. Subsequently, future updates regarding the progress of academic preparation – including for first-year CSU students – will be included as part of existing Graduation Initiative 2025 reports to the Board of Trustees.

#### **Background**

The first year of college can often determine whether students are retained for their second year and, ultimately, complete their academic journey as a college graduate. Prior to fall 2018, incoming first-year CSU students were identified as “college-ready” or not “college-ready” based largely on standardized tests and placement exams. Students identified as not college-ready were required to take, and pass, stand-alone developmental education prerequisite courses that did not confer college credit.

Implemented in fall 2018, Executive Order 1110 discontinued stand-alone, non-credit bearing developmental education courses. Instead, it broadened the incorporation of information used to assess student readiness for first-year college-level courses through multiple measures, including high school grade point average (GPA) and completed English and mathematics courses. It also allowed students participating in the CSU Early Start Program to earn college credit the summer before their first term. Today, first-time first-year students are placed across four categories to better address their academic needs:

- 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 mathematics 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.

## **Evaluating Student Outcomes**

The following data reflect outcomes for fall 2019 and fall 2020 student cohorts as it relates to first-year college-level Mathematics/Quantitative Reasoning and Written Communication courses. Information is provided for the total number of students in each cohort, as well as disaggregated data by race/ethnicity.

### *College-Level Mathematics/Quantitative Reasoning Outcomes*

In fall 2017, the year prior to enactment of Executive Order 1110, 63 percent of entering first-time students met this requirement. As Executive Order 1110 changes were enacted, the fall 2018 entering class experienced an 11 percentage point increase with 74 percent completing the requirement. The fall 2020 student cohort saw a slight increase in the number of students requiring additional support compared to the previous year. Overall, a little more than two-third of incoming first-time students – or 76 percent – met the Mathematics/Quantitative Reasoning B4 requirement.

In addition to overall student cohort metrics, the CSU is tracking outcomes by race/ethnicity to better address eliminating equity gaps across the system. The following charts compare fall 2019 and fall 2020 first-year student cohorts.

<b>2019 First Year Cohort College-Level Quantitative Reasoning</b>	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning B4 End of First Year	Category III & IV Earning B4 End of First Year	Earning B4 (Combined Groups)
Black or African American	2,738	43%	75%	53%	65%
Latinx	32,538	32%	80%	58%	73%
Asian	10,245	12%	89%	67%	86%
White	12,935	13%	87%	65%	85%
American Indian	103	33%	78%	47%	68%
Native Hawaiian	230	35%	81%	61%	74%
Two or More Races	3,104	18%	85%	60%	80%
Unknown	1,342	29%	81%	58%	74%
International	2,744	35%	84%	65%	77%
<b>Total</b>	<b>65,979</b>	<b>25%</b>	<b>84%</b>	<b>59%</b>	<b>78%</b>

<b>2020 First Year Cohort College-Level Quantitative Reasoning</b>	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning B4 End of First Year	Category III & IV Earning B4 End of First Year	Earning B4 (Combined Groups)
Black or African American	2,585	46%	73%	51%	63%
Latinx	31,650	33%	77%	55%	70%
Asian	9,803	13%	90%	69%	87%
White	11,773	13%	87%	63%	84%
American Indian	94	34%	71%	28%	56%
Native Hawaiian	202	31%	79%	52%	70%
Two or More Races	2,873	17%	84%	55%	79%
Unknown	969	25%	81%	57%	75%
International	1,881	35%	81%	63%	74%
<b>Total</b>	<b>61,830</b>	<b>26%</b>	<b>82%</b>	<b>57%</b>	<b>76%</b>

### *College-Level Written Communication*

Executive Order 1110 resulted in a reduction in students identified as needing additional preparation in written communication. In fall 2017, 79 percent of the entering student cohort met the Written Communication general education course requirement (A2) in the first year. The following year, that figure increased to 82 percent of the entering class. In fall 2020, 76 percent of the entering class met the A2 requirement – a decrease of seven percentage points from the previous year. As with Mathematics/Quantitative Reasoning, the CSU has tracked outcomes by race/ethnicity as outlined in the chart below.



<b>2019 First Year Cohort College-Level Written Communication</b>	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning A2 End of First Year	Category III & IV Earning A2 End of First Year	Earning A2 (Combined Groups)
Black or African American	2,738	19%	79%	63%	76%
Latinx	32,538	11%	82%	64%	80%
Asian	10,245	5%	89%	79%	88%
White	12,935	4%	89%	74%	88%
American Indian	103	12%	74%	58%	72%
Native Hawaiian	230	18%	78%	66%	76%
Two or More Races	3,104	6%	87%	73%	86%
Unknown	1,342	10%	83%	66%	82%
International	2,744	22%	80%	63%	76%
<b>Total</b>	<b>65,979</b>	<b>9%</b>	<b>85%</b>	<b>67%</b>	<b>83%</b>

<b>2020 First Year Cohort College-Level Written Communication</b>	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning A2 End of First Year	Category III & IV Earning A2 End of First Year	Earning A2 (Combined Groups)
Black or African American	2,585	21%	73%	50%	68%
Latinx	31,650	12%	74%	48%	71%
Asian	9,803	5%	85%	67%	84%
White	11,773	5%	85%	64%	84%
American Indian	94	23%	71%	50%	66%
Native Hawaiian	202	20%	82%	55%	77%
Two or More Races	2,873	6%	82%	50%	80%
Unknown	969	10%	77%	59%	75%
International	1,881	22%	72%	55%	68%
<b>Total</b>	<b>61,830</b>	<b>10%</b>	<b>78%</b>	<b>52%</b>	<b>76%</b>

## Conclusion

The CSU remains committed to ensuring the appropriate academic supports are in place in order to improve college readiness, increase degree completion rates and eliminate equity gaps systemwide. The adoption of Executive Order 1110 fundamentally changed the approach undertaken to assess and place new first year undergraduate students in college coursework, shifting from a deficit-based model of remediation to an asset-based model of support. Prior to the COVID-19 pandemic, the CSU experienced consistent year-over-year progress in number of students meeting the B4 and A2 first-year courses. The fall 2020 cohort signaled a change in that progress, reporting a slight increase in the number of students requiring additional support and a decrease in the number of students successfully completing the B4 and A2 requirements. Now, more than ever, Graduation Initiative 2025 is critical to addressing the needs of CSU students, particularly those from historically underserved populations.

The origins of this annual report on academic preparation are based upon the previous deficit-based model. In 1996, the Board of Trustees adopted a series of resolutions related to supporting the academic preparation of future first year students, establishing specific improvement targets related to remediation, and requiring an annual report on the outcomes of remediation of first year students.

As CSU assessment exams and developmental education prerequisites were retired as a result of Executive Order 1110, the original requirements of resolution related to annual reports on remediation are no longer applicable. Subsequently, future updates regarding the progress of academic preparation – including for first-year CSU students – will be included as part of standing Graduation Initiative 2025 reports to the Board of Trustees.

The following resolution is recommended for adoption and refers to previously implemented academic preparation policies and practices for undergraduate students.

**WHEREAS**, The Board of Trustees of the California State University established through REP 01-96-02, Precollegiate Skills Instruction, a series of goals to reduce the need for remediation through 2007 and a requirement for annual progress reports to the Board of Trustees until the goals and intent of the policy were met; and

**WHEREAS**, in 2018 the California State University discontinued non-credit-bearing developmental (remedial) courses and established new types of college-credit-bearing course models to help students succeed in entry-level college courses, be it

**RESOLVED**, that the requirement for annual progress reports to the Board of Trustees regarding the goals and intent of the 1996 Precollegiate Skills Instruction policy be withdrawn; and, be it further

**RESOLVED**, that pertinent reports and information regarding academic preparation, course outcomes in first year course and first year retention will be included in a standing report regarding Graduation Initiative 2025 to the Board of Trustees. The report will be made annually.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendment to Title 5 Regarding the Intersegmental General Education Transfer Curriculum (IGETC)**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

Alison M. Wrynn  
Associate Vice Chancellor  
Academic Programs, Innovations, and Faculty Development

#### **Summary**

This action item proposes to amend Title 5 § 40405.2 Intersegmental General Education Transfer Curriculum (IGETC) to align with current California State University (CSU) General Education Breadth requirements. IGETC is an alternative general education pathway that fulfills lower division general education requirements for both the California State University and University of California. On February 9, 2022, the University of California Academic Assembly voted to approve the IGETC ethnic studies requirement that parallels the CSU GE Breadth requirement. This item proposes to include a 3 semester unit lower-division course requirement in ethnic studies in the Intersegmental General Education Transfer Curriculum requirements (40405.2) in compliance with Section 89032 of the California Education Code. This amendment would correspond with the amendment to Title 5 § 40405.1 California State University General Education – Breadth Requirements, approved by the board in November, 2020.

#### **Background**

Assembly Bill 1460 was signed into law by Governor Newsom on August 17, 2020, and it created Section 89032 of the California Code of Regulations. In order to comply with Section 89032, Title 5 § 40405.2 must be revised to include this requirement.

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 66055.8 and 89030 of the Education Code, that section 40405.2 of Title 5 of the California Code of Regulations is amended as follows:

**Title 5, California Code of Regulations**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 2 – Educational Program**  
**Article 5 – General Requirements for Graduation**

**§ 40405.2. Intersegmental General Education Transfer Curriculum.**

(a) Students transferring from California Community Colleges under the provisions of this subdivision may satisfy General Education-Breadth requirements for the California State University bachelor's degree through satisfactory completion of the Intersegmental General Education Transfer Curriculum and a minimum of 9 semester units or 12 quarter units of upper division general education coursework. All upper division general education requirements shall be completed no sooner than the term in which the candidate achieves upper division status at the California State University campus granting the degree.

All lower division requirements can be fulfilled by completing the Intersegmental General Education Transfer Curriculum which shall include lower division courses distributed as follows:

- (1) A minimum of 9 semester units or 12 quarter units in English communication, to include one course in English composition of no fewer than 3 semester units or 4 quarter units, one course in oral communication of no fewer than 3 semester units or 4 quarter units, and one course in critical thinking-English composition of no fewer than 3 semester units or 4 quarter units.
- (2) A minimum of 3 semester units or 4 quarter units in mathematical concepts and quantitative reasoning.
- (3) At least three courses totaling a minimum of 9 semester units or 12 quarter units in arts and humanities, to include at least one course in the arts and at least one course in the humanities.
- (4) At least ~~three~~ two courses totaling a minimum of ~~9~~ 6 semester units or ~~12~~ 8 quarter units in the social and behavioral sciences, including courses in a minimum of two disciplines or in an interdisciplinary sequence.
- (5) At least two courses totaling a minimum of 7 semester units or 9 quarter units in the physical and biological sciences, to include at least one course in physical science and one course in biological science, at least one of which incorporates a laboratory.
- (6) At least one course totaling a minimum of 3 semester units or 4 quarter units in ethnic studies.

(b) The president or an officially authorized representative of a California Community College may certify that the requirements of subdivision (a) of this section have been met through the satisfactory completion of courses approved by the California State University and the University of California for inclusion in the Intersegmental General Education Transfer Curriculum. California State University campuses shall accept certification of the fully completed Intersegmental General Education Transfer Curriculum as meeting all of the lower division general education requirements for the baccalaureate degree.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, 89032, Education Code.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendments to Title 5 Regarding the Discontinuation of Standardized Examinations for CSU Undergraduate Admission**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

April Grommo  
Assistant Vice Chancellor  
Enrollment Management Services

#### **Summary**

This action item proposes to amend Title 5 Section 40601, 40751 and 40801 to remove references to the SAT and ACT standardized entrance examinations as part of eligibility for California State University (CSU) undergraduate admission requirements.

#### **Background**

The CSU suspended the use of standardized test scores for the 2021-22 and 2022-23 academic years for undergraduate admission due to the COVID-19 pandemic and the unavailability of examinations for prospective applicants. Preceding this temporary action, the CSU had been engaged in an ongoing discussion about admission eligibility and the role of standardized testing.

#### **Admission Advisory Council Recommendation**

The CSU's Admission Advisory Council (AAC) comprised of faculty, administrators and students, was asked to consider the future use of standardized testing in CSU undergraduate admission prior to the pandemic. In addition to consideration of pandemic-related hardships and concerns brought forth by PK-12 school districts and community-based organizations, the committee considered equity and fairness for prospective applicants, academic preparation, Graduation Initiative 2025 goals and extensive research on the topic of standardized testing and college admission as part of its deliberations. The AAC found that standardized tests provide negligible additional value to the CSU admission process. It observed that the negative impact of stress on students, families and high schools as well as the consistent differential test results between students in more affluent communities relative to less affluent communities could not be

ignored. Ultimately, the council recommended the permanent discontinuation of the use of standardized test scores in CSU undergraduate admissions.

### **Minimum Eligibility for CSU Admission**

A first-year student is considered a student who has earned no college credit after the summer immediately following high school graduation. Prior to the 2021-22 academic year, first-year students were required to meet the following eligibility requirements:

- Be a high school graduate.
- Complete the 15-unit comprehensive “a-g” course pattern of college preparatory study with a grade of C or better. The “a-g” subjects are: History and Social Science; English; Math; Laboratory Science; Language Other Than English; Visual and Performing Arts; and College Preparatory Elective.
- Earn an eligibility index that qualifies for admission.

The eligibility index is a weighted combination of the high school grade point average (GPA) during the final three years of high school and a score on either the SAT or ACT. All grades earned in “a-g” courses taken in the sophomore, junior or senior year are used to calculate the GPA.

The CSU eligibility index formula is calculated by using either the SAT or ACT as follows:

- SAT (mathematics and evidence-based reading and writing scores) + GPA x 800
- ACT (10 x ACT composite score without the writing score) + GPA x 200

With the temporary suspension of standardized testing as a result of the pandemic, the CSU established criteria for CSU minimum eligibility and campus eligibility for impacted programs and campuses for the 2021-22 and 2022-23 academic years. CSU minimum eligibility is based currently on high school graduation, or equivalent, “a-g” GPA and “a-g” course requirements. Criteria for admission to impacted campuses, programs and applicants with an “a-g” GPA below 2.5 was based on a combination of academic and non-academic factors.

### **Multi-Factor Admission Score**

In lieu of an eligibility index that included standardized test scores, over the last two years CSU campuses have been calculating a Multi-Factor Admission Score (MFAS) based on a number of supplemental factors. During this interim period, CSU campuses continue to have autonomy and wide latitude in determining an admissions evaluation approach that is best suited to their enrollment management priorities and needs. Campuses ensure that “a-g” GPA and academic preparation are the most heavily weighed variables. Campuses determined their specific value scale so that each variable can be quantified, and an objective review of applicants can take place.

CSU campuses evaluated the admission factors that were available, based on admission application information, and chose a combination of factors that would work best for them. Systemwide data has shown that the use of the MFAS has not impacted the academic quality of admitted students and, in fact, supports the directional move towards an updated Minimum Eligibility Index that includes GPA augmented by other criteria.

And although GPA is a strong predictor of students' ability to be successful in college, there can be differences of opportunities across school districts. For example, the availability of honors and Advanced Placement courses can differ across school districts. This can impact the ability for students to earn a higher "a-g" GPA. Utilizing additional factors in the calculation of CSU Minimum Eligibility will provide for a more well-rounded set of variables for admission evaluation.

## **Conclusion**

As the CSU continues to adapt and innovate in response to the COVID-19 pandemic, it does so with a focused and unwavering commitment to its core values and strategic priorities. Providing equitable access to a university degree remains a cornerstone of the CSU mission. Graduation Initiative 2025, dedicated to both enhancing and increasing student access and success as well as eliminating educational equity gaps, remains at the forefront of CSU decisions. Subsequent to the discontinuation of the use of SAT and ACT standardized exams, the AAC will provide recommendations to the interim Chancellor on the organization of remaining admission eligibility factors into a clear, concise, equitable index that can easily be communicated to and understood by prospective students, families and PK-12 educators. These factors will augment the GPA and include consideration of academic preparation, school and community context, and applicant attributes and achievement outside the classroom.

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 66205 of the Education Code, to amend Section 40601, 40751 and 40801 of Title 5 of the California Code of Regulations and delete Sections 40752 and 40802, respectively replacing them with 40752.1 and 40802.1, which are being renumbered to 40752 and 40802. These amendments are as follows:

**Title 5, California Code of Regulations  
Division 5 - Board of Trustees of the California State Universities  
Chapter 1 - California State University  
Subchapter 3 - Admission Requirements**



## **Article 1 - Construction and Definitions**

### **§ 40601. Particular Terms.**

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

- (a) The term “Chancellor” means the Chancellor of the California State University or designee.
- (b) The term “the campus” means the campus to which application for admission is made.
- (c) The term “appropriate campus authority” means the president of the campus or designee.
- (d) The term “college” means:

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

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

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

(f) The term “eligibility index” means the number derived for admission determination, from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school and other factors that shall be determined by the chancellor, and the score on either the ACT or the SAT ~~(examinations), pursuant to Title 5 section 40752 or section 40802.~~ The weighting of grade point averages and other factors and test scores shall be determined and adjusted from time to time by the chancellor, ~~on the basis of standards defined by a California higher education eligibility study.~~

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

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

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

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

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

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

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

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

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

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

**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 4 - Admission as First-Time Freshman**

**§ 40751. Alternative Bases for Admission.**

An applicant may be admitted to a campus as a first-time freshman only upon satisfaction of the requirements of ~~Section 40752~~ and of any of the following sections of this Article: 40753, 40754, 40755, 40756, 40757, 40758, 40759. Any student must meet Section 40752 when applicable.

~~**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 4 - Admission as First-Time Freshman**~~

~~**§ 40752. Entrance Examination Required.**~~

~~An applicant for admission to a campus as a first-time freshman, except applicants who are admissible as first-time freshmen, pursuant to Section 40755, or high school students pursuant to Section 40758, shall be required to submit, or to have submitted on his or her behalf a score on the American College Test or the Scholastic Aptitude Test. However, the appropriate campus authority may exempt an applicant from the requirement when the test score is not a factor in determining admission eligibility.~~

**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 4 - Admission as First-Time Freshman**

~~**§ 40752.1. English Language Examination.**~~

To be admitted to a campus as a first-time freshman, an applicant who has not attended for at least three years an educational institution at the secondary level or beyond where English is the principal language of instruction must receive a minimum score of 500 on the Test of English as

a Foreign Language (TOEFL). Appropriate campus authority may prescribe a higher minimum score, based on such campus factors as the nature of the instruction offered, availability of instruction in English as a second language, student enrollment demand, and availability of funds. Achieving the minimum score shall be evidence of the applicant's English competency at a level which will allow the applicant to participate satisfactorily in and benefit from university study. Exceptions may be granted by the appropriate campus authority when there is convincing evidence that the applicant's competence in English is at a level which will allow satisfactory participation in and benefit from university study.

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

**§ 40801. Alternative Bases for Admission.**

An applicant may be admitted to a campus as an undergraduate transfer only upon satisfaction of the requirements of ~~Section 40802 and~~ any of the following sections of this article: 40803, 40803.1, 40804, 40805, 40806, 40807. Any student must meet Section 40802 when applicable.

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

~~**§ 40802. Entrance Examinations.**~~

~~The appropriate campus authority shall determine whether or not entrance examinations shall be required of applicants for admission as undergraduate transfers for a particular semester or quarter. With respect to campuses at which such examinations are required, an applicant for admission as an undergraduate transfer shall be required to submit, or to have submitted on the applicant's behalf, his or her score on the American College Test or the Scholastic Aptitude Test, whichever is required by the president of the campus; provided, that any applicant who is redirected to a campus where such examinations are required, may submit, or have submitted on the applicant's behalf, to the campus to which the applicant is redirected, his or her score on the test required by the president of the campus from which the applicant was redirected; and~~

~~provided further, that any applicant who is redirected to a campus at which such examinations are required from a campus at which they are not required, shall not be required to submit or to have submitted on the applicant's behalf, his or her score on such an examination.~~

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

**§ 40802.4, English Language Examination.**

To be admitted to a campus as an undergraduate transfer student, an applicant who has not attended for at least three years an educational institution at the secondary level or beyond where English is the principal language of instruction must receive a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). Appropriate campus authority may prescribe a higher minimum score, based on such campus factors as the nature of the instruction offered, availability of instruction in English as a second language, student enrollment demand, and availability of funds. Achieving the minimum score shall be evidence of the applicant's English competency at a level which will allow the applicant to participate satisfactorily in and benefit from university study. Exceptions may be granted by the appropriate campus authority when there is convincing evidence that the applicant's competence in English is at a level which will allow satisfactory participation in and benefit from university study.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Authorization of New Doctoral Programs in the California State University**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

Alison M. Wrynn  
Associate Vice Chancellor  
Academic Programs, Innovations and Faculty Development

#### **Summary**

As set forth in the 1960 California Master Plan for Higher Education and codified in the California Code of Regulations at Sections 66000-67400, the California State University (CSU) is to provide undergraduate and graduate education with a focus on bachelor's degrees, teaching credentials and master's degrees. The University of California (UC) is to provide undergraduate and graduate education through the doctoral degree, as well as graduate professional education in law, medicine, dentistry and veterinary medicine. The California Community Colleges (CCC) provide lower-division general education and technical education with a focus on workforce certificates, associate degrees and transfer preparation.

Recent state legislation has raised questions regarding these existing categorizations which do not apply to private colleges and universities or out-of-state universities recruiting California residents. Specifically, the CSU seeks to clarify and articulate how future doctoral programs may be developed and approved within its system and in alignment with the Master Plan to continue to meet the needs of the state in developing a highly educated workforce.

#### **Background**

Doctoral degrees, the highest earned terminal degree, can be professional or academic in nature. Academic doctoral degrees (e.g. Doctor of Philosophy or Ph.D.) focus on advancing knowledge through original research in a given academic field as well as the preparation of faculty for four-year universities. Professional doctoral degrees (e.g. Doctor of Nursing Practice or DNP) stress advancing understanding of the practical application of knowledge and skills and/or the development of advanced professional skills. Doctoral degrees typically take three to six years to complete.

Since the authoring of the California Master Plan, the CSU has been granted the authority to develop and offer joint doctoral programs with other accredited institutions of higher education in the state, predominantly the University of California. Joint doctoral programs are created when there is a demonstrated need for a degree that is not being met by an existing Ph.D. program. Currently, there are 20 active joint Ph.D. programs and one joint Ed.D. program (established before the CSU was authorized to offer independent Ed.D. programs).

### **Legislature Authority for Independent Doctoral Degree Programs**

Since 2005, the CSU has sought legislative authority to offer independent professional doctoral degrees in areas where there is an identified workforce or accreditation/licensure need that may not be fulfilled through existing educational opportunities in California. The impetuses for the first independent doctorate, the Ed.D., were small program sizes of the existing joint educational doctorate programs and growing demand from K-12 districts and community colleges for the development of educational leaders. Subsequent requests have focused on both accreditation (physical therapy, audiology and occupational therapy) and workforce needs (nursing). Currently, the CSU is authorized to offer the independent doctoral degrees listed below. In 2020-21, the CSU awarded 132,607 degrees, of which 19,454 were master's degrees and 597 were doctorate degrees

- Doctor of Education (Ed.D.) CA Ed. Code 66040 – 66040.7
- Doctor of Physical Therapy (DPT) CA Ed. Code 66042 – 66042.3
- Doctor of Audiology (AuD) CA Ed. Code 66041 – 66041.1
- Doctor of Nursing Practice (DNP) CA Ed. Code 89280 – 89281
- Doctor of Occupational Therapy (OTD) CA Ed. Code 66043 – 66043.1

The following chart details total number of CSU doctorates issued by major and campus from 2018-2021.

<b>Degree</b>	<b>Campus</b>	<b>2018-2019</b>	<b>2019-20</b>	<b>2020-21</b>
Audiology	San Diego	11	9	8
Doctor of Physical Therapy	Fresno	30	30	31
	Long Beach	30	36	33
	Northridge	25	30	29
	Sacramento	31	32	31
	San Diego	39	37	39
	San Francisco	42	33	71
Educational Leadership (Ed.D. PK-12)	Bakersfield	1	7	
	East Bay	3	20	8
	Fresno	14	8	17

	Fullerton	13	29	23
	Long Beach	9	17	6
	Los Angeles	15	18	20
	Northridge	1	3	
	Pomona	14	15	15
	Sacramento	10	5	10
	San Bernardino	11	12	6
	San Diego	12	18	18
	San Francisco	5	9	9
	San Jose	10	10	11
	Stanislaus	2	5	1
Educational Leadership (Ed.D. Community College)	Fresno	17	27	15
	Fullerton	15	11	18
	Long Beach	8	17	10
	Northridge	10	7	18
	Sacramento	7	6	15
	San Bernardino	6	9	2
	San Diego	6	10	13
	San Francisco	8	13	9
	Stanislaus	3	5	2
Nursing Practice	Fresno	35	15	12
	Fullerton	29	20	26
	San Jose			9

### CSU Joint Doctoral Programs

As described above, the CSU has the authority to offer joint doctoral programs. The following chart details total number of CSU joint doctorates issued by major and campus from 2018-2021.

Degree	Campus	2018-2019	2019-20	2020-21
Biology	San Diego	4	7	4
Biomedical Engineering, Bioengineering	San Diego	2		
Chemistry	San Diego	5	6	8
Clinical/Community Psychology	San Diego	10	12	8



Communicative Disorders	San Diego	2	2	2
Computational Science	San Diego	4	7	6
Ecology	San Diego	5	3	3
Education	San Diego	14	11	6
Electric and Computer Engineering	San Diego			1
Engineering Sciences, Aerospace and Mechanical Engineering	San Diego		2	2
Evolutionary Biology	San Diego	2	1	1
Geography	San Diego	3	4	3
Geophysics	San Diego		3	2
Mathematics and Science Education	San Diego	2	1	2
Public Health	San Diego	9	5	12
Special Education	Los Angeles	2		
Structural Engineering	San Diego		1	
Substance Use and Abuse Studies	San Diego		4	2

### Potential Approaches for New Doctoral Programs

Over the past five years, a small group of campuses in the CSU have requested that the system consider seeking authority from the State to expand doctoral authority to include professional areas, such as public health, or to expand the narrow scope of the current California Code of Regulations language related to the CSU independent Ed.D. The latter request would allow the Ed.D. to be awarded outside of Educational Leadership in areas such as mental health or school psychology. Although initial consultation has been conducted with the University of California—which has in the past offered the Doctor of Public Health (DPH) on multiple campuses but now only offers it on the Berkeley campus—no final consensus has been reached on the direction for the CSU in these areas.

Simultaneously, the California Community Colleges sought and received authorization to award baccalaureate degrees. In 2014, the state authorized community colleges to offer a limited number of bachelor's degrees on a pilot basis. Chapter 747 of 2014 (SB 850, Block) authorized up to 15 bachelor's programs in areas not offered by CSU. This authority was made permanent and expanded by Chapter 565 (AB 927, Medina) approved by Governor Newsom in October 2021. These degrees are restricted, however, to disciplines with demonstrated regional workforce needs and that are not duplicative of CSU or UC baccalaureate degree programs. AB 927 could, perhaps,

provide the CSU with a roadmap on the pursuit of additional independent professional doctoral degrees.

To help inform and guide a systemwide conversation regarding the authorization of future doctoral programs in the CSU, the following two approaches have been identified for the Board of Trustees for discussion and possible consideration. These approaches can be pursued individually, concurrently or sequentially as deemed appropriate and necessary. All options ultimately would require action by the state legislature in order to revise the California Code of Regulations.

### ***Incremental Approaches***

- *Authorization of a Doctor of Public Health (DPH)*  
The CSU would pursue consultation, development and fiscal planning for the authorization of a Doctor of Public Health. This exploration would be data-informed and based on established and ongoing workforce needs.
- *Expanded Doctor of Education (Ed.D.)*  
The CSU would pursue the necessary steps for broader authority under the Doctor of Education (Ed.D.) beyond the current Educational Leadership focus. Such exploration would require consultation, development and fiscal planning for additional offerings in areas such as mental health or ethnic studies pedagogy. This expansion would be to develop programs that are unique in focus from the UC.

### ***Expanded Opportunities***

- *Develop Framework for Future Professional Doctorates*  
The passage of AB 927 has increased discussion of the California Master Plan and its original designation of degree authorization among the UC, CSU and CCC systems. As a result, the CSU could consider pursuing a long-term consultation framework for future professional doctorate programs that would codify the authorization process.

In addition, the continuing growth of online degree programs also has increased interest in partnering with universities outside California. As part of this approach, CSU could pursue the necessary consultation to explore opportunities for joint doctoral programs with U.S.-based regionally accredited doctoral-granting universities outside the state.

This broader, expanded approach would build on the collaborative relationships already in place among the UC and CCC systems to ensure little to no overlap in future degree offerings.

## **Conclusion**

The primary mission of the CSU is, and will remain, undergraduate and graduate education through the master's degree. However, external factors—including changes in the state's workforce needs, discipline accreditation and licensure requirements—may require the system to consider additional options within its professional doctoral offerings.

Any such expansion, however, would require action by the state legislature. The CSU will continue to assess and pursue broader consultation with campus leaders, graduate deans, the statewide academic senate, the UC system and other stakeholders. This process will culminate in time for recommendations to be incorporated in the 2023-2024 request for board-sponsored legislation. By considering an expansion of the CSU's professional doctoral programs in a way that continues to address unmet workforce needs, the CSU will better position its students for careers in high-demand fields while continuing to provide a superior return on investment to the Golden State.