

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Wednesday, January 26, 2022
Virtually via Teleconference

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 November 9, 2021, *Action*
- Discussion** 2. Recommended Amendment to Title 5 Regarding the Proposed Name Change for Humboldt State University, *Action*
3. Recommended Amendments to Title 5 Regarding the Discontinuation of Standardized Examinations for CSU Undergraduate Admission, *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**

November 9, 2021

Members Present

Christopher Steinhauser, Chair
Romey Sabalius, Vice Chair
Larry L. Adamson
Diego Arambula
Jane W. Carney
Jack Clarke, Jr.
Douglas Faigin
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 September 14, 2021, were approved as submitted.

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 shared how the state's investment of \$433 million in one-time funding for facilities and infrastructure and \$25 million for recurring operating costs will transform Humboldt State University into the CSU's third polytechnic campus. Dr. Alison Wrynn,

associate vice chancellor for Academic Programs, Innovations and Faculty Development, provided additional information regarding the process and timeline for Humboldt's transition, which has involved a close collaboration between the university and the CSU Office of the Chancellor. A short video was shared that captured the key reasons why Humboldt State University (HSU) is uniquely positioned to become a polytechnic, the impact this change would have on both the North Coast region and the CSU and the collaborative process that was followed as part of the university's self-study. Following the video, Dr. Wrynn invited HSU President Tom Jackson, Jr. to address the board regarding the findings from the university's self-study and the next steps in the campus' journey to becoming the CSU's third polytechnic university.

President Jackson shared that Humboldt's self-study launched in January 2021 and was guided by the values of inclusivity and diversity of perspectives, collaboration, transparency and creativity. The self-study followed the structure of the university's recent successful strategic planning process and involved working groups made up of key stakeholder representatives, each focused on a specific aspect of becoming a polytechnic university. He outlined how a polytechnic university in the northern part of the state would provide California with access to high-demand academic programs while improving education and career opportunities on the North Coast. As a Hispanic-Serving Institution, Humboldt State remains committed to access and eliminating equity gaps. President Jackson concluded the presentation with an overview of strategies to re-invigorate Graduation Initiative 2025-related efforts and integrating them into the polytechnic implementation planning. Dr. Alva concluded the presentation and noted they would return to present the request for a name change as a Board action in the January 2022 Board meeting.

Following the presentation, trustees posed questions regarding Humboldt State's efforts to support student diversity and enhance enrollment opportunities, particularly in communities of color. Discussion also addressed student support services such as access to housing, how the campus engages with local tribal communities, how and when the campus will begin creating new academic programs and whether there is a standard in the naming taxonomy for all three CSU polytechnic universities.

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

Executive Vice Chancellor of Academic and Student Affairs Sylvia A. Alva introduced the proposed change to Title 5 to update pathways for transfer students. Dr. Alva explained that the update would revise the Intersegmental General Education Transfer Curriculum, or IGETC, to include the Ethnic Studies requirement already required by state law. It would also prepare the CSU to meet longer term changes set forth by the recent passage of Assembly Bill 928: The Student Transfer Achievement Reform Act of 2021, which aims to provide a more seamless journey for community college students in pursuit of a baccalaureate degree. Dr. Alva invited Dr.

Alison Wrynn, associate vice chancellor for Academic Programs, Innovations and Faculty Development, to provide further details.

Dr. Wrynn explained that the proposed change would create a new area for IGETC that would require a 3-unit course in Ethnic Studies, mirroring the change already made for CSU GE Breadth. Like courses approved for CSU GE Breadth, these courses would be offered by departments of Ethnic Studies at California Community Colleges. The courses would undergo a shared review process, in the same manner as for CSU GE Breadth, to seek approval for meeting the new Ethnic Studies IGETC area. In most cases a course would meet both the requirement under CSU GE Breadth and IGETC. Dr. Wrynn concluded the presentation by summarizing that the revision to IGETC will have no impact on CSU campus offerings or on CSU GE Breadth. It will require that as California Community Colleges submit courses for GE approval, they will do so via two pathways as they currently do for most other sections of GE: one for CSU GE Breadth and the other for IGETC.

Trustees posed questions regarding how the UC and CSU are collaborating on the addition of Ethnic Studies to IGETC, how community colleges are mitigating potential administrative barriers caused by the requirement change, and requesting the status of previous efforts to update the number of units required to earn a degree.

Graduation Initiative 2025

The presentation began with a summary by Executive Vice Chancellor of Academic and Student Affairs Sylvia A. Alva regarding the tremendous strides the CSU has made in advancing student success. As reported during the Graduation Initiative 2025 Convening, student success rates are at all-time highs. Dr. Alva invited Assistant Vice Chancellor for Student Success Initiatives, Research and Innovation Jeff Gold to share more detailed information regarding progress toward the initiative's goals for four-year and six-year graduation rates for first-year students, four-year and six-year graduation rates for transfer students and progress toward eliminating equity gaps. Dr. Gold then invited Chancellor Castro to share the CSU's action plan for meeting the Graduation Initiative 2025 goals to eliminate equity gaps.

Chancellor Castro concluded the presentation with an overview of the plan's top priorities which included an immediate, systemwide reenrollment campaign with specific goals for bringing underserved students back to universities beginning spring 2022, a commitment to providing all students with access to a digital degree planner to expertly guide each student from orientation to graduation, expanded opportunities to earn academic credit during summer and intersession sessions and concerted efforts to reduce DFW rates and eliminate administrative barriers

Trustees posed questions regarding scholarships to support students taking courses during intersession, reinvigorating efforts to address courses with high DFW rates, particularly for first-

year students, ways campuses could address the diverse reasons that cause students to disenroll, projected progress toward closing equity gaps by 2025, the CSU's policy regarding work-study hour allowances, and continued support for the use of data analysis as well as campus best practices to inform the proposed action plan.

Chair Steinhauser adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

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

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Tom Jackson, Jr.
President
Humboldt State University

Jenn Capps
Provost
Humboldt State University

Summary

This action item proposes that the name of Humboldt State University (HSU) be formally changed to California State Polytechnic University, Humboldt. The proposed name change supports the university's proposal for designation as the third polytechnic university in the California State University system and the first polytechnic in Northern California.

The Board of Trustees has the authority to select and change the name of any campus of the California State University (Education Code 89034). If approved by the Board of Trustees on January 26, 2022, the name change would become effective immediately but would be implemented in phases on branded items such as merchandise. The university will be referred to informally as Cal Poly Humboldt.

Background

Humboldt State University was founded in 1913 as Humboldt State Normal School. Over the next few decades the institutional name changed four times to reflect the ongoing expansion of HSU's educational purpose and emerging role as the northernmost member of the California State University system.

1921—Humboldt State Teachers College and Junior College
1935—Humboldt State College
1972—California State University Humboldt
1974—Humboldt State University (HSU)

The proposed name change from Humboldt State University to California State Polytechnic University, Humboldt supports the university's proposal for designation as the third polytechnic university in the California State University system and the first polytechnic in Northern California. The designation is a comprehensive strategy to address the workforce shortage in science, technology, engineering and mathematics (STEM) fields, expand opportunities for students while addressing equity gaps and revitalize the North Coast economy. The university already holds federal designation as a Hispanic-Serving Institution. A polytechnic university in the northern part of the state would give more California students access to high-demand programs, provide hands-on learning experiences and create a strong understanding of sustainability.

Community Engagement and Investment

HSU is committed to collaborating with its surrounding communities to build stronger relationships. These partnerships are designed to improve students' comfort and sense of belonging off campus, increase community-based learning opportunities, expand student housing and other resources, and create more opportunities for collaboration on the broader challenges facing the region.

HSU's community relationships are extensive and growing. For example, the university is an active, invested and founding partner of Equity Arcata. This multi-agency and local business initiative is designed to create a more welcoming and inclusive community for people of color generally, and for HSU students of color more specifically. For example, Equity Arcata includes a *Home Away from Home* working group of Arcata citizens providing students each semester a welcoming meal, the opportunity to form supportive relationships with community members and much needed personal items. The *Welcoming Businesses* working group of business owners in Arcata is advocating anti-racist practices in the business community and an inclusive commerce experience for HSU students. The university also works closely with Arcata Mainstreet, an offshoot of its engagement with the Arcata Chamber, on welcoming events for students. The university's police department is collaborating with the City of Arcata Police Department to honor student calls for police reform by creating non-uniformed responders, an advisory committee including students and extensive equity and diversity training for all personnel.

Teaching and learning at HSU also extends into the larger community. Strengthening partnerships with Tribal nations open doors to unparalleled community-based learning and the university is grateful for their significant contributions to the relevance of its developing curricula. Through the university's Center for Community Based Learning and the acclaimed Youth Educational Service program, HSU offers extensive internship and service learning across the region. HSU's research and creative activities are often in partnership with a Tribal Nation, a local school district, industry or another regional entity. Faculty and research staff, like those affiliated with the Schatz Energy Center, Small Business Development Center and Arcata Playhouse, are actively engaging communities in collaborative approaches to solving the environmental, social and economic issues facing the region.

Enrollment Management

Another key HSU commitment is to consistent enrollment growth. Humboldt State University has articulated a clear path forward to meet and exceed California State University's funded target through its updated Enrollment Management Plan. In addition to the use of new outreach technologies, K-12 partnerships, significantly strengthening relationships with regional community colleges, and improving all aspects of the student experience, the university anticipates additional growth through the proposed polytechnic status and the associated new academic programs. The anticipated result is a doubling of enrollment growth within seven years.

It is important to note that even before a designation, interventions are already improving HSU's enrollment picture. Fall 2021 enrollment outperformed expectations by 3% and an enrollment rebound appears to be occurring a year faster than anticipated. Fall 2022 applications are up over last year.

New Academic Program Impact

Fall Headcount Additions	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
New Poly Degree Programs 2023		460	856	1,232	1,528	1,711	1,814
New Poly Degree Programs 2026					270	502	719

Terminology Clarifications

The requested change in name for HSU initiated a review of Section 40051 of Title 5 of the California Code of Regulations; upon review, it was determined that two additional text changes unrelated to the Humboldt campus were needed. The first is to correct a clerical error in the reference to California State Polytechnic University, Pomona, in which the word "State" currently is listed incorrectly following "Polytechnic". The second change is to remove the term "home economics" from the list of applied fields associated with a polytechnic as this term has been deemed to be no longer relevant.

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 89034 of the Education Code, that section 40051 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 1 – General Function

§ 40051. California Polytechnic State University, San Luis Obispo, ~~and California State Polytechnic State University, Pomona, and California State Polytechnic University, Humboldt,~~ Special Emphases.

In addition to the functions provided by Section 40050, California Polytechnic State University, San Luis Obispo, ~~and California State Polytechnic State University, Pomona, and California State Polytechnic University, Humboldt,~~ shall each be authorized to emphasize the applied fields of agriculture, engineering, business, ~~home economics~~ and other occupational and professional fields. This section shall be liberally construed.

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

The California State University (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. In spring 2021, 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. 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, academic preparation, Graduation Initiative 2025 goals and extensive research on the topic of standardized testing and college admission as part of its deliberations.

Although standardized test scores have a long tradition in higher education, dating back to 1901, the council found that standardized tests provide negligible additional value to the CSU admission process. 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 cannot be ignored. Ultimately, the council recommended the permanent discontinuation of the use of standardized test scores in CSU undergraduate admissions.

Background

The AAC met monthly between January and May 2021 to focus specifically on the topic of standardized test scores and the admission process. Ad-hoc members were added to the council to provide additional perspectives on this topic, including the chair of the CSU Statewide Academic

Senate, the president of the California State Student Association and a representative from the California Department of Education. In parallel to this work, the University of California (UC) initiated a process to formally reconsider the use of standardized testing in its admission eligibility and selection processes. The UC reviewed the role of the SAT and ACT exams in the UC system, ultimately recommending a phased discontinuation of both exams and the creation of a new UC-specific admission examination. Following a lawsuit filed by school districts and community organizations and resulting injunction, the UC determined it would no longer utilize any standardized examinations in admission.

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

Graduates of California high schools or residents of California, as defined for tuition purposes, needed to have a minimum eligibility index of 2,950 using the SAT or 694 using the ACT. Nonresidents of California, as defined for tuition purposes, must have a minimum index of 3,570 using the SAT or 842 using the ACT.

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.

Impacted campuses, programs and second-tier GPA student admission criteria is based on a combination of academic and non-academic factors.

For the 2021-22 and 2022-23 academic years, CSU minimum eligibility requires a student: to be a high school graduate or equivalent; have completed the 15-unit comprehensive “a-g” pattern of college preparatory courses with a grade of “C” or better; and earned a qualifying “a-g” grade point average. California residents and graduates of California high schools will be eligible for admission by earning a 2.5 or greater “a-g” GPA.

To ensure no students were unfairly excluded from admission consideration during the pandemic, the CSU provided the ability for campuses to review applicants with a GPA lower than 2.5 using additional admission criteria. Any California high school graduate or resident of California earning a GPA between 2.00 and 2.49 may be evaluated for admission based upon supplemental factors. Non-California residents may be eligible for admission to the CSU by earning a 3.0 or greater “a-g” GPA along with other supplemental factors utilized by the individual campus, including those outlined by impacted campuses and programs. Any non-California residents earning a GPA between 2.47 and 2.99 may be evaluated for admission based upon supplemental factors.

Impacted Campuses/Programs and Multi-Factor Admission Score

In lieu of an eligibility index, CSU campuses are 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. Campuses are not using all factors, but only a subset that best fit their campuses requirements. They are:

1. “a-g” GPA
2. English GPA
3. Laboratory science GPA
4. Math/Quantitative reasoning GPA
5. History GPA
6. Language other than English (LOTE) GPA
7. “a-g” courses beyond 15 years/30 semesters
8. Number of History courses
9. Number of Language other than English (LOTE) courses
10. Number of Math/Quantitative reasoning courses

11. College Promise/Partnership programs
12. Free and Reduced Lunch School (66%+)
13. First generation student status
14. Qualification for an application fee waiver
15. Participation in college preparation educational programs
16. Foster youth student
17. Military status
18. Work experience
19. Extracurricular activities
20. Leadership roles
21. Local Admission Priority (if applicable)

Evaluating Predictive Nature of Standardized Test Scores

In March 2019, Kurlaender and Cohen published a study that reviewed how well high school GPA, Smarter Balanced Assessment (SBAC) and SAT predict first year outcomes of first-time freshman enrolled at the CSU and UC. The SBAC, administered in Grade 11 in California public high schools, provides a standards-aligned assessment to determine students' progress toward college and career readiness. This report confirmed that high school GPA is a stronger predictor of first-year college GPA and second-year persistence than either the SBAC or SAT for CSU students who enrolled as first-time freshman in 2016-2017.

In January 2020, the CSU Office of the Chancellor's Institutional Research and Analyses department used the same methodology and studied the incoming fall 2018 first-year student cohort. The 2018 cohort also took the revised SAT that was introduced in 2016. The department's findings confirmed, neither SBAC nor the revised SAT add additional predictive value over high school GPA for first year student outcomes. The following is a high-level summary:

First-Year GPA

- High school GPA is much stronger predictor relative to either the revised SAT or SBAC alone.
- SBAC alone predicts marginally better than SAT alone overall and for several subgroups.
- The combination of high school GPA/SAT and high school GPA/SBAC does a little better than high school GPA alone.
- Including all three scores does not improve predicted outcomes.

First-Year Retention

- Consistent with other analyses, the overall predictive power of high school GPA and test scores on retention is much lower than GPA alone.
- SBAC alone is slightly more correlated than SAT alone for low-income students.

- There is no improvement in prediction by using high school GPA with additional test scores overall.

First-Year Term Units Attempted

- Test scores are as predictive as high school GPA alone for most groups.
- SAT and SBAC perform similarly.
- Inclusion of both scores with high school GPA does not improve the prediction.

Recommendations

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. 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. It is in this spirit that the Admission Advisory Council recommends the permanent discontinuation of the use of the SAT and ACT standardized test scores in CSU undergraduate admissions.

It is also noted that although the 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. Subsequent to the discontinuation of the use of SAT and ACT standardized exams, the Admission Advisory Council will provide recommendations to the Chancellor on the organization of remaining admission eligibility factors into clear, concise, equitable categories that can easily be communicated to and understood by prospective students, families and PK-12 educators.

In advancing the recommendation by the AAC, the proposed amendment to Title 5 would remove references to the SAT and ACT standardized entrance examinations as part of eligibility for CSU undergraduate admission requirements.

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**

§ 40752.4. 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~~ of 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.