

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:05 p.m., Tuesday, July 23, 2024
Glenn S. Dumke Auditorium

Diego Arambula, Chair
Darlene Yee-Melichar, Vice Chair
Raji Kaur Brar
Douglas Faigin
Wenda Fong
Mark Ghilarducci
Lillian Kimbell
Jonathan Molina Mancio
Yammilette Rodriguez
Christopher Steinhauser

- Consent** 1. Approval of Minutes, *Action*
- Discussion** 2. Recommended Amendments to Title 5 Regarding California State University
Doctoral Programs, *Action*
3. Californians For All College Corps, *Information*
4. Graduation Initiative 2025 Year of Engagement, *Information*

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

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

May 21, 2024

Members Present

Diego Arambula, Chair
Christopher Steinhauser, Vice Chair
Diana Aguilar-Cruz
Raji Kaur Brar
Jack Clarke, Jr.
Mark Ghilarducci
Leslie Gilbert-Lurie
Jonathan Molina Mancio
Jose Antonio Vargas
Darlene Yee-Melichar

Mildred García, Chancellor
Wenda Fong, Chair of the Board

Public Comment

All public comments took place at the beginning of the meeting's open session, prior to all committees.

Chair Arambula called the meeting to order.

Approval of Minutes

The minutes of the meeting on March 27, 2024, were approved as submitted.

Educator and Leadership Programs: Preparing California's Educators

Deputy Vice Chancellor of Academic and Student Affairs Dilcie D. Perez began the presentation by describing the CSU's role in the foundation of educator preparation. Dr. Perez introduced Assistant Vice Chancellor Shireen Pavri to present an update on the CSU's Educator and Leadership Programs. Dr. Pavri described the history of educator preparation, key milestones and a variety of advancements designed to meet the state and the nation's critical education and workforce needs. In addition, Dr. Pavri provided a brief overview of the CSU's work to diversify the state's educator workforce, challenges in the field and how the CSU resolves them.

The presentation continued with remarks from guest speaker Alyssa Reamer, an undergraduate student pursuing her degree in Liberal Studies at Cal State Long Beach. Ms. Reamer shared her personal connection to the field of education and the opportunities she has been afforded on her path to a career in education.

Dr. Pavri then highlighted several future priorities and initiatives in support of growing the number of highly qualified and diverse teachers in fields where they are needed most. The presentation concluded with remarks from Dr. Perez thanking the presenters for their insights and acknowledging the importance of educator and leadership programs.

Following the presentation the trustees gave appreciative remarks and asked several follow-up questions. Trustee Yee-Melichar asked how the new PK-3 Early Childhood Education Specialist Instruction Credential will effectively meet the needs of the state's youngest and most diverse students. In addition, Trustee Yee-Melichar asked for examples of how the CSU's partnerships with other non-profit organizations directly benefit educator candidates. Trustee Gilbert-Laurie asked how educator preparation programs are addressing shortages of mental health professionals. Trustee Arambula concluded the discussion with a statement in support of additional budget advocacy for educator preparation programs.

Recommended Amendments to Title 5 Regarding California State University Doctoral Programs

Deputy Vice Chancellor of Academic and Student Affairs Dilcie D. Perez began the presentation by briefly describing the proposed amendments to Title 5 related to professional and applied doctoral programs. Dr. Laura Massa, interim associate vice chancellor for Academic and Faculty Programs, outlined the history of doctoral programs at the CSU, provided examples of how current programs support workforce needs and presented projected growth of professional and applied doctoral degrees in key industries.

Dr. Massa proceeded to explain the proposed Title 5 changes that would streamline the process for establishing independent doctoral programs and integrate the requirement that new degrees not duplicate those offered by the University of California. Dr. Massa welcomed guest speaker Dr. Gema Morales-Meyer who shared her experience when she was a student in an existing CSU doctoral program. Dr. Morales-Meyer highlighted the ways the CSU has prepared her for a successful career in health care, including in her current role as director of Clinic Services at the L.A. County Department of Public Health. She also shared examples of real-world applications of the skills, innovative and evidence-based practices she learned as part of her graduate student experience.

Dr. Perez concluded the presentation by thanking Dr. Morales-Meyer for her invaluable contributions to the field of public health and noting that the committee will seek board action regarding the proposed consolidation of this section of Title 5 at the July board meeting. Following the presentation, several trustees applauded the approach to streamlining the administrative process for the development of future professional and applied doctoral programs. Trustee Lopez asked for clarification on how the CSU doctoral programs are different from the programs offered by the UC. Dr. Massa in her response also shared the collaboration already occurring between the two systems in reference to duplication.

Advancing Black Student Success in the CSU

Deputy Vice Chancellor of Academic and Student Affairs Dilcie D. Perez began the presentation with an overview of the CSU's implementation of the Black Student Success Report's 13 recommendations. Dr. Perez proceeded to outline key milestones that have been achieved since the publication of the recommendations including: a systemwide campus inventory to identify opportunities for growth and exemplary practices; funding for universities to carry out specific action items within one year to advance Black student success; and the selection of California State University, as the home of the new CSU Statewide Central Office for the Advancement of Black Excellence.

Dr. Perez invited Sacramento State President J. Luke Wood to share the overall vision for this new systemwide office. Dr. Wood highlighted the resources Sacramento State has to offer the newly founded statewide central office and provided a brief overview of the upcoming 2nd Biennial Juneteenth Symposium. Dr. Perez concluded the presentation with the announcement of the first systemwide Black Student Success Scholarships, established in partnership with the CSU Foundation.

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Following the presentation, Trustee Steinhauser remarked on the financial commitment necessary to be successful in this work and the need to focus on best practices to ensure the sustainability of improved outcomes. Trustee Vargas emphasized the importance of promoting the CSU among influential media outlets to amplify outreach in the Black community.

The meeting adjourned.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding California State University Doctoral Programs

Presentation By

Dilcie D. Perez
Deputy Vice Chancellor
Academic and Student Affairs

Brent M. Foster
Assistant Vice Chancellor
State University Dean, Academic Programs

Summary

Assembly Bill 656 (AB 656), authored by Assemblymember Kevin McCarty and sponsored by the California State University (CSU), was signed into law in October 2023. The law amended the California Education Code, adding Sections 66046 through 66046.3, to grant the CSU authority to establish professional and applied doctoral degree programs. Such doctoral degrees will not duplicate the University of California's (UC) existing doctoral degrees. The CSU's doctoral degrees are intended to meet identified workforce and accreditation needs in the State of California.

This written item is presented to the CSU Board of Trustees as an action item for approval. It proposes additions, amendments and repeals to Title 5 of the California Code of Regulations to carry out legislation by consolidating the existing CSU Title 5 doctoral regulations that were created for each individual doctoral degree program into a single, comprehensive set of regulations applicable to all approved doctoral degree programs.

Assessing Doctoral Degree Duplication

The CSU Chancellor's Office staff and representatives of the UC Office of the President are nearing a tentative agreement for criteria to assess potential doctoral degree duplication between the two systems. These criteria will be integrated into a standardized doctoral degree program concept proposal that CSU campuses will be required to submit to the CSU Chancellor's Office for review at least 30 days before the proposal is sent to the UC Office of the President for review. As addressed in AB 656, professional and applied CSU doctoral degrees should not duplicate existing or under-review UC doctoral degrees. The annual deadline for submission of CSU

doctoral degree program concept proposals to the UC Office of the President is recommended to be September 15. Once a proposal is cleared, it will be projected onto the Academic Master Plan (AMP) for review by the CSU Board of Trustees.

The near-tentative agreement calls for CSU doctoral degree program concept proposals to include:

- Title and designation of the proposed doctoral degree
- Curricular and academic elements of the proposed doctoral degree, including:
 - A summary of the purpose for and a description of the degree
 - Admission criteria (including required undergraduate preparation)
 - Curricular roadmap
 - Descriptions of proposed courses and culminating projects
 - Program learning objectives
 - Analysis of potential duplication of UC doctoral degrees
- Postgraduate professional job objectives for the proposed doctoral degree, including:
 - Relevant statewide workforce demands and employment opportunities for future graduates of the degree program
 - Professional certified licensures pertinent to the degree, if applicable

Upon receipt of each proposal, the UC Office of the President will have 120 days to review and notify the CSU of its decision regarding degree duplication. The UC Office of the President will review no more than 10 such proposals per academic year.

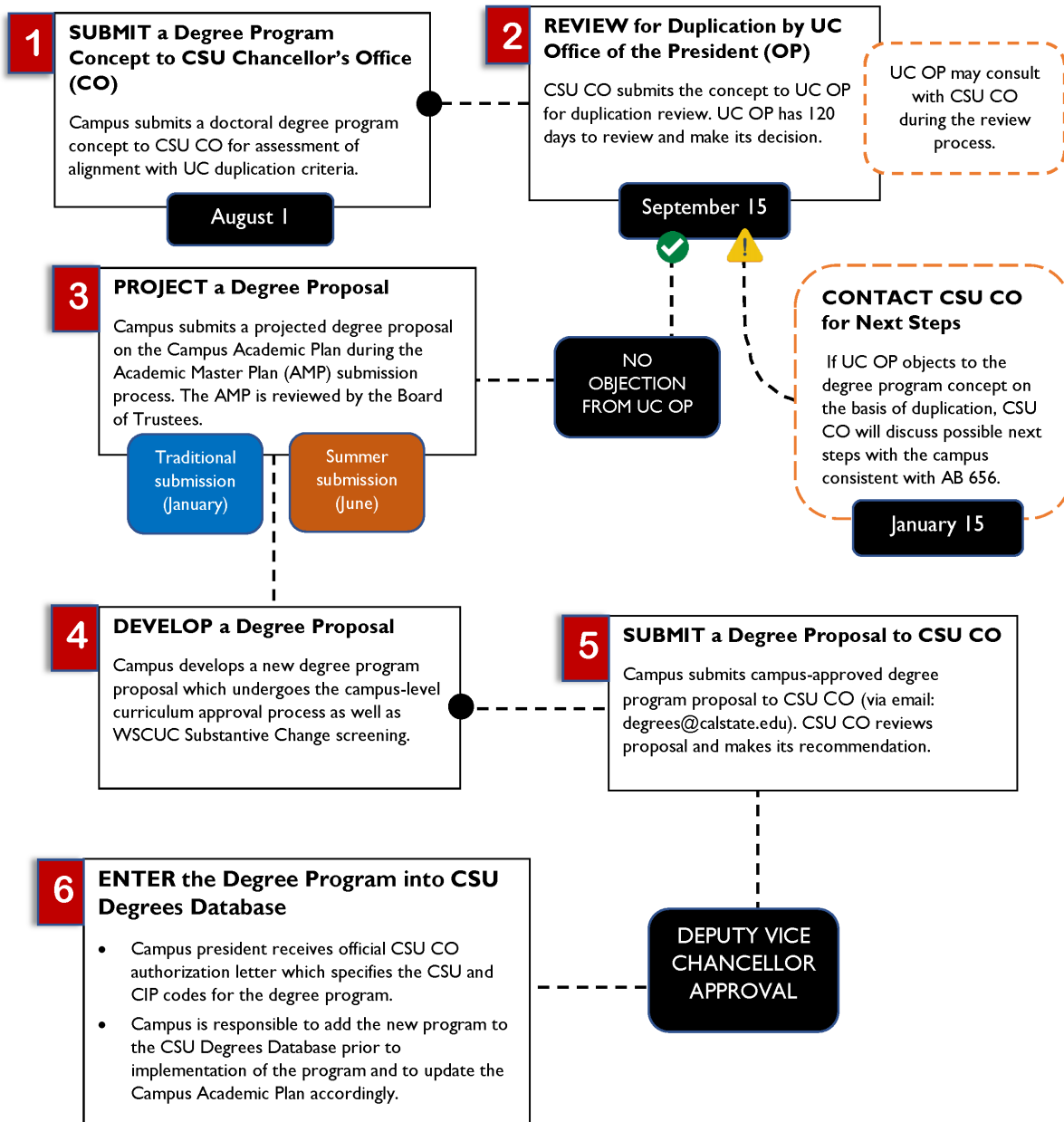
After the UC Office of the President approves a doctoral degree program concept proposal, the sponsoring CSU institution will submit the proposed doctoral degree program as part of the protocol for its Campus Academic Plan.

A flowchart outlining the doctoral degree program concept proposal and approval process appears on the next page.



CSU DOCTORAL DEGREE PROGRAM PROPOSAL AND APPROVAL FLOWCHART

Doctoral Degrees | State Support | Excludes Pilot Programs



Proposed Adoptions, Amendments and Repeals to Title 5

To consolidate systemwide doctoral degree policy as per AB 656, the following Title 5 section changes are proposed:

Adoptions

- § 40511. The Doctoral Degree
- § 40512. The CSU/UC Joint Doctoral Degree
- § 41020. Admission to Graduate Standing: Doctoral Unclassified
- § 41021. Special Action for Doctoral Admission
- § 41022. Admission to Graduate Standing: Doctoral Conditionally Classified
- § 41023. Admission to Graduate Standing: Doctoral Classified

Amendments

- § 40050. Functions
- § 40100. Authorization to Establish Curricula

Repeals

- § 40050.1. Function: Instruction Leading to the Doctor of Education Degree
- § 40050.2. Function: Instruction Leading to the Doctor of Nursing Practice Degree
- § 40050.3. Function: Instruction Leading to the Doctor of Physical Therapy Degree
- § 40050.4. Function: Instruction Leading to the Doctor of Audiology Degree
- § 40050.5. Function: Instruction Leading to the Occupational Therapy Doctorate Degree
- § 40511. The Doctor of Education Degree
- § 40512. The Doctor of Education Degree: Requirements
- § 40513. The Doctor of Nursing Practice Degree
- § 40514. The Doctor of Nursing Practice Degree: Requirements
- § 40515. The Doctor of Physical Therapy Degree
- § 40516. The Doctor of Physical Therapy Degree: Requirements
- § 40517. The Doctor of Audiology Degree
- § 40518. The Doctor of Audiology Degree: Requirements
- § 40519. The Occupational Therapy Doctorate Degree
- § 40519.1. The Occupational Therapy Doctorate Degree: Requirements
- § 40519.2. The Doctor of Public Health Degree
- § 40519.3. The Doctor of Public Health Degree: Requirements
- § 41020. Admission to Doctor of Education Programs
- § 41021. Admission to Doctor of Nursing Practice Programs

- § 41022. Admission to Doctor of Physical Therapy Programs
- § 41023. Admission to Doctor of Audiology Programs
- § 41024. Admission to Occupational Therapy Doctorate Programs
- § 41025. Admission to Doctor of Public Health Programs

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Recommended Action

The following resolution is proposed for adoption:

RESOLVED, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030 and 89030.1 of the Education Code, that Sections 40050, 40050.1, 40050.2, 40050.3, 40050.4, 40050.5, 40100, 40511, 40512, 40513, 40514, 40515, 40516, 40517, 40518, 40519, 40519.1, 40519.2, 40519.3, 41020, 41021, 41022, 41023, 41024 and 41025 of Title 5 of the California Code of Regulations are 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**

§ 40050. Functions.

The primary function of the California State University is the provision of ~~instruction for baccalaureate and postbaccalaureate education of undergraduate students, and graduate students, and postbaccalaureate students~~ through the ~~doctoral degree-master's degree~~, in the liberal arts, ~~and~~ sciences, ~~in~~ applied fields, and in the professions, including the teaching profession. All proposed California State University doctoral degrees will be reviewed by the University of California to verify that the proposed degree does not duplicate a University of California doctoral degree program that is offered or is under review by the University of California. These professional or applied doctoral degrees may also be awarded jointly with a University of California university or a private California institution of higher education that is accredited by the WASC Senior College and University Commission. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be authorized only when mutually agreed upon by the Board of Trustees of the California State University and the Board of Governors of the California Community Colleges. ~~The doctoral degree may be awarded jointly with the University of California, or jointly with a private institution of higher education accredited by the Western Association of Schools and Colleges, provided that in the latter case, the doctoral program is~~

~~approved by the California Postsecondary Education Commission.~~ Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and the facilities provided for that function.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections ~~66608-66010.4, 66046, 66046.1 and 66046.2,~~ Education Code.

**~~Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 1. General Function~~**

~~§ 40050.1. Function: Instruction Leading to the Doctor of Education Degree.~~

~~Notwithstanding Section 40050, the Doctor of Education degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in subdivision (a) of Section 40511.~~

~~NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.~~

**~~Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 1. General Function~~**

~~§ 40050.2. Function: Instruction Leading to the Doctor of Nursing Practice Degree.~~

~~Notwithstanding Section 40050, the Doctor of Nursing Practice degree may be awarded independently of any other institution of higher education, provided that the program satisfies the criteria of Section 40513 and Section 40514.~~

~~NOTE: Authority cited: Sections 66040, 66600, 89030, 89035, 89280 and 89281, Education Code. Reference: Sections 89280 and 89281, Education Code.~~

**~~Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 1. General Function~~**

~~§ 40050.3. Function: Instruction Leading to the Doctor of Physical Therapy Degree.~~

~~Notwithstanding Section 40050, the Doctor of Physical Therapy degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in Section 40515.~~

~~NOTE: Authority cited: Sections 66042, 66600, 89030 and 89035, Education Code. Reference: Sections 66042, 66600 and 89030, Education Code.~~

**~~Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 1. General Function~~**

~~§ 40050.4. Function: Instruction Leading to the Doctor of Audiology Degree.~~

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

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

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 1. General Function

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

~~Notwithstanding Section 40050, the Occupational Therapy Doctorate degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in Section 40519.~~

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

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 2. Curricula

§ 40100. **Authorization to Establish Curricula.**

A campus may be authorized by the Board of Trustees to establish and maintain curricula leading to the bachelor's degree, the master's degree, and the doctoral degree, provided that in the case of the doctoral degree, the requirements of Section 40050 ~~or Section 40050.1~~ are satisfied.

NOTE: Authority cited: Sections 66600, ~~66040.3~~, 66046, 66046.1, 66046.2, 89030 and 89035, Education Code. Reference: Sections ~~66040.3~~, 66600 and 89030, Education Code.

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 7. Graduate Degrees

§ 40511. The Doctor of Education Degree.

~~(a) A California State University program leading to a Doctor of Education degree shall be distinguished from a University of California doctoral degree program by its conformity with the following criteria:~~

~~(1) the program shall prepare administrative leaders for possible service in one of the following settings:~~

~~(A) public elementary and secondary schools, or~~

~~(B) community colleges;~~

~~(2) the program shall focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges;~~

~~(3) the program shall be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and evaluation; and~~

~~(4) the program shall enable professionals to earn the degree while working full time.~~

~~(b) Each campus offering a program leading to a Doctor of Education degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41020.~~

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

~~(1) The curriculum shall be organized as a cohort based program and shall include learning experiences that balance research, theory, and practice, including field experiences. The core curriculum shall provide professional preparation for leadership, including but not limited to~~

~~theory and research methods, the structure and culture of education, and leadership in curriculum and instruction, equity, and assessment.~~

~~(2) The pattern of study shall be composed of at least 60 semester units earned in graduate standing. At least 48 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(3) At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.~~

~~(4) A qualifying examination shall be required.~~

~~(5) The pattern of study shall include completion of a dissertation.~~

~~(A) The dissertation shall be the written product of systematic, rigorous research on a significant professional issue. The dissertation is expected to contribute to an improvement in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.~~

~~(B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.~~

~~(C) No more than 12 semester units shall be allowed for a dissertation.~~

~~(D) An oral defense of the dissertation shall be required.~~

~~(d) Each campus shall create and distribute to all students enrolled in a Doctor of Education degree program a student manual or handbook detailing, at a minimum, the following:~~

~~(1) requirements for admission with classified standing;~~

- ~~(2) policies on the transfer of credit earned at other institutions;~~
- ~~(3) policies on professional ethics and academic integrity;~~
- ~~(4) policies on student fees;~~
- ~~(5) provisions for advising and mentoring;~~
- ~~(6) policies and procedures for petitioning for a variance in academic requirements;~~
- ~~(7) policies and procedures for obtaining a leave of absence or for withdrawing from the university;~~
- ~~(8) policies and procedures regarding student grievances;~~
- ~~(9) policies on harassment and discrimination;~~
- ~~(10) policies and procedures for establishing and amending a plan of study;~~
- ~~(11) requirements for satisfactory progress in the program;~~
- ~~(12) policies on academic probation;~~
- ~~(13) requirements for field experience embedded in the program;~~
- ~~(14) requirements for advancement to candidacy;~~
- ~~(15) policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student);~~
- ~~(16) dissertation requirements;~~
- ~~(17) policies and procedures for the formation of a committee for supervising a dissertation;~~
- ~~(18) forms to be completed by students in the course of the degree program;~~
- ~~(19) the names and areas of expertise of faculty members affiliated with the degree program.~~

~~NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.~~

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 7. Graduate Degrees

§ 40511. The Doctoral Degree.

(a) A California State University (CSU) program leading to a doctoral degree shall be distinguished from a University of California doctoral degree by its previous verification from the University of California for degree duplication. Conformity with other criteria may include contributing to serve California's diverse communities, addressing California's professional workforce needs, or enabling professionals to earn the doctoral degree while working full-time.

(1) Previously approved applied doctoral degrees include:

- (A) The Doctor of Education Degree
- (B) The Doctor of Nursing Practice Degree
- (C) The Doctor of Physical Therapy Degree
- (D) The Doctor of Audiology Degree
- (E) The Occupational Therapy Doctorate Degree
- (F) The Doctor of Public Health Degree

(b) Each campus offering a program leading to a doctoral degree shall establish requirements for admission to the program. The requirements of admission shall include, at a minimum, the requirements stated in Section 41020.

(c) The program leading to a doctoral degree shall conform with the following specifications:

- (1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum shall

provide professional preparation focusing on leadership, critical thinking, and decision-making, including but not limited to: theory and research methods, foundational, clinical, and/or behavioral sciences, and the structure and culture of the discipline, as well as professional practice and management of the discipline.

(2) The pattern of study should generally be composed of at least 60 semester units earned in graduate standing. At least 36 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.

(3) At least 42 units shall be completed in residence at the campus or campuses awarding the degree. At the discretion of the appropriate campus authority, courses required for the doctoral degree that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the doctoral degree.

(4) A doctoral qualifying examination or assessment shall be required.

(5) The pattern of study shall include completion of a doctoral dissertation, doctoral project, or doctoral capstone.

(A) This specification shall be the written product of systematic, rigorous research on a significant professional issue or of doctoral-level mastery of a current, evidence-based practice. The specification is expected to contribute to an improvement in professional practices or policy and/or to contribute new approaches to the field of study. It shall provide evidence of originality, critical and independent thinking, appropriate form and organization, and adequate rationale.

(B) This specification shall identify the research, problem statement, or purpose, state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

(C) No more than 15 semester units shall be allowed for the doctoral dissertation, doctoral project, or doctoral capstone.

(D) An oral defense or presentation shall be required for the doctoral dissertation, doctoral project, or doctoral capstone.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600, 66040, 66041, 66042, 66043, 66044, 66046, 66046.1, 66046.2, 89280, 89281 and 89030, Education Code.

**~~Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 7. Graduate Degrees~~**

~~§ 40512. The Doctor of Education Degree: Requirements.~~

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

~~(b) To be eligible for the Doctor of Education degree, the candidate shall have completed a pattern of study, including a dissertation, that is consistent with the specifications in subdivision (c) of Section 40511 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in coursework taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the extension is warranted by individual circumstances, and~~

~~(2) the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.~~

~~NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.~~

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
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Article 7. Graduate Degrees

§ 40512. The CSU/UC Joint Doctoral Degree.

- (a) Joint doctoral programs are partnerships between the University of California (UC) and the California State University (CSU) that build on the strengths of each of the participating campuses to generate specialized programs that could not otherwise be realized. Joint doctoral programs benefit both systems, the students, and the State of California.
- (b) These joint doctoral programs are independent of UC doctoral programs, pursuant to Education Code Section 66010.4 for UC doctoral degrees, and independent of CSU professional and applied doctoral degrees, pursuant to Education Code Section 66046.
- (c) Certain basic principles underlie all joint doctoral programs:
- (1) Joint doctoral degrees are awarded jointly by the Trustees of the California State University and the Regents of the University of California.
 - (2) In the development and operation of joint doctoral programs, the CSU and the UC partners have equal status.
 - (3) All program decisions are made jointly and by mutual agreement between participating UC and CSU campuses.
 - (4) The programs respond to a societal need that is best met by members of the faculties from both systems, calls on the expertise of both, and cannot be met by existing programs.
 - (5) By combining the intellectual and physical resources of the two systems, the joint degree programs can provide opportunities for research collaborations.
- (d) CSU and UC faculty shall follow mutually agreed-upon protocols for the planning, reviewing, and implementation of joint doctoral programs.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66010.4, 66046, 66046.1 and 66046.2, Education Code.

Title 5, California Code of Regulations
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§ 40513. ~~The Doctor of Nursing Practice Degree.~~

~~(a) California State University programs leading to a Doctor of Nursing Practice degree shall be distinguished from a University of California Doctor of Philosophy in Nursing program.~~

~~(b) California State University Doctor of Nursing Practice degree programs shall conform to the following criteria:~~

~~(1) The clinical degree programs in advanced nursing practice shall prepare graduates for leadership and clinical roles and to engage in evidence-based inquiry; and programs may also prepare graduates to serve as faculty in postsecondary nursing education programs.~~

~~(2) Programs shall be consistent with the requirements of a professional nursing accrediting body and the regional accrediting association.~~

~~(c) Each campus offering a program leading to a Doctor of Nursing Practice degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41021.~~

~~(d) Programs leading to the Doctor of Nursing Practice degree shall conform to the following specifications:~~

~~(1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum for each DNP program shall provide professional preparation in advanced nursing practice, including but not be limited to theory, application and evaluation of research findings, curriculum development and evaluation, professional practice, management and leadership, and essential curricular concepts for advanced nursing at the doctoral level.~~

~~(2) The pattern of study for the post-bachelor's degree in nursing to the Doctor of Nursing Practice degree program shall include at least 27 semester units in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized for specialty advanced nursing coursework as identified by national nursing specialty certification~~

~~agencies. No more than 12 semester doctoral project units shall be allowed toward the degree program requirements.~~

~~(3) The pattern of study for the post-master's Doctor of Nursing Practice degree program shall be composed of at least 36 semester units earned in graduate standing. At least 27 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(4) At least 80 percent of required Doctor of Nursing Practice semester units shall be completed in residence at the campus awarding the degree or campuses jointly awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a policy allowing the transfer of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.~~

~~(5) A doctoral qualifying examination or assessment shall be required.~~

~~(6) The pattern of study shall include completion of a doctoral project.~~

~~(A) The doctoral project shall be the written product of a systematic, rigorous, evidence-based endeavor focused on a significant nursing practice issue. The doctoral project is expected to contribute to an improvement in professional practices, policy, or patient outcomes. It shall evidence originality, critical and independent thinking, appropriate form and organization, and adequate rationale.~~

~~(B) The doctoral project shall reflect a command of the scholarly literature and shall demonstrate the student's mastery of evidence-based practice at the doctoral level.~~

~~(C) The written component of the doctoral project shall be organized in an appropriate form and shall identify the problem statement and purpose, state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.~~

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

~~(E) An oral presentation of the doctoral project shall be required.~~

~~NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code.
Reference: Sections 66600, 89280 and 89281, Education Code.~~

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~~§ 40514. The Doctor of Nursing Practice Degree: Requirements.~~

~~(a) To be eligible for the Doctor of Nursing Practice degree, the candidate shall have completed a program of study that includes a qualifying assessment and a doctoral project and that is consistent with the specifications in subdivision (d) of Section 40513 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(c) The student shall have completed all requirements for the degree within five years of matriculation into the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances;~~

~~(1) the student is in good standing,~~

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

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

~~NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code.
Reference: Sections 66600, 89030, 89280 and 89281, Education Code.~~

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§ 40515. The Doctor of Physical Therapy Degree.

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

- ~~(1) provide curriculum grounded in evidence-based practice, and~~
- ~~(2) prepare graduates to enter the field of physical therapy practice, and~~
- ~~(3) be consistent with the requirements of the professional accrediting body.~~

~~(b) Each campus offering a program leading to a Doctor of Physical Therapy degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41022.~~

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

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

~~(2) The postbaccalaureate pattern of study shall be composed of at least 90 semester units (135 quarter units) earned in graduate standing. At least 72 semester units (108 quarter units) required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(3) No fewer than 60 semester (90 quarter units) shall be completed in residence at the campus awarding the degree. At the discretion of the appropriate campus authority, courses required for California State University Doctor of Physical Therapy programs that are completed~~

~~at another CSU campus may apply toward the residency requirement at the CSU campus that awards the degree.~~

~~(4) A doctoral qualifying examination or doctoral qualifying assessment shall be required.~~

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

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

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

~~(C) An oral defense of the doctoral project shall be required.~~

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

~~NOTE: Authority cited: Sections 66042, 66600, 89030 and 89035, Education Code. Reference: Sections 66042, 66600, 89030 and 89035, Education Code.~~

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§ 40516. The Doctor of Physical Therapy Degree: Requirements.

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

~~(b) To be eligible for the Doctor of Physical Therapy degree, the candidate shall have completed a program of study that includes both a qualifying examination or other qualifying assessment and a doctoral project that is consistent with the specifications in Section 40515 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the student is in good standing,~~

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

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

~~NOTE: Authority cited: Sections 66042, 66600, 89030 and 89035, Education Code. Reference: Sections 66042, 66600, 89030 and 89035, Education Code.~~

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§ 40517. The Doctor of Audiology Degree.

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

~~(1) provide curriculum grounded in evidence-based practice;~~

~~(2) prepare graduates to enter the field of audiology practice; and~~

~~(3) be consistent with the requirements of a professional accrediting body and California state licensure laws.~~

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

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

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

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

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

~~(4) A qualifying assessment shall be required.~~

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

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

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

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

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

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

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~~§ 40518. The Doctor of Audiology Degree: Requirements.~~

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

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

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

~~(1) the student is in good standing,~~

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

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

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

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§ 40519. The Occupational Therapy Doctorate Degree.

~~(a) A California State University program leading to an Occupational Therapy Doctorate degree may be offered independently of any other institution of higher education. California State University Occupational Therapy Doctorate programs shall:~~

~~(1) provide curriculum grounded in evidence-based practice;~~

~~(2) prepare graduates to participate in the field of occupational therapy; and~~

~~(3) be consistent with the requirements of a professional accrediting body and California state licensure laws.~~

~~(b) Each campus offering a program leading to an Occupational Therapy Doctorate degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41024.~~

~~(c) The program leading to the Occupational Therapy Doctorate degree shall conform to the following specifications:~~

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

~~(2) The postbaccalaureate pattern of study shall be composed of at least one hundred and ten (110) semester units earned in graduate standing.~~

~~(3) At least sixty (60) semester units shall be completed in residence at the campus awarding the degree. At the discretion of the appropriate campus authority, courses required for California State University Occupational Therapy Doctorate programs that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the degree.~~

~~(4) A qualifying assessment shall be required.~~

~~(5) The pattern of study shall include successful completion of a doctoral capstone in accordance with accreditation standards that is expected to contribute to knowledge in occupational therapy science or to an improvement in occupational therapy practice, policy or client outcomes and shall be subject to the following:~~

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

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

~~(C) An oral defense or presentation of the doctoral capstone may be required; and~~

~~(D) No more than fifteen (15) semester units shall be allowed for the doctoral capstone.~~

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

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§ 40519.1. ~~The Occupational Therapy Doctorate Degree: Requirements.~~

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

~~(b) To be eligible for the Occupational Therapy Doctorate degree, the candidate shall have completed a program of study that includes: a qualifying examination or other qualifying doctoral assessment, and a doctoral capstone that is consistent with the specifications in Section 40519 and is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in aggregate in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the student is in good standing,~~

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

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

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

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§ 40519.2. The Doctor of Public Health Degree.

~~(a) A California State University program leading to a Doctor of Public Health degree shall be distinguished from a University of California doctoral degree program by its conformity with the following criteria:~~

~~(1) the program shall be focused on health and scientific knowledge translation and transformative community leadership;~~

~~(2) the program shall be designed to address the community public health workforce needs of California;~~

~~(3) the program shall prepare qualified professionals to be leaders and experienced practitioners who apply their advanced knowledge in service to California's diverse communities; and~~

~~(4) the program shall enable professionals to earn the degree while working full time.~~

~~(b) Each campus offering a program leading to a Doctor of Public Health degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41025.~~

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

~~(1) The curriculum shall include learning experiences that balance research, theory, and practice, including field experiences. The core curriculum shall provide professional preparation for leadership in community public health, including but not limited to theory and research methods, the structure and culture of public health, and health and scientific knowledge translation and transformative community leadership.~~

~~(2) The pattern of study shall be composed of at least 48 semester units earned in graduate standing. At least 33 semester units required for the degree shall be in courses organized primarily~~

~~for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(3) At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.~~

~~(4) A qualifying examination shall be required.~~

~~(5) The pattern of study shall include completion of a dissertation subject to the following:~~

~~(A) The dissertation shall be the written product of systematic, rigorous research on a significant professional issue related to community public health. The dissertation is expected to contribute to an improvement in health and scientific knowledge translation and transformative community leadership. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale;~~

~~(B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation;~~

~~(C) No more than 12 semester units shall be allowed for a dissertation; and~~

~~(D) An oral defense of the dissertation shall be required.~~

~~(d) Each campus shall create and distribute to all students enrolled in a Doctor of Public Health degree program a student manual or handbook detailing, at a minimum, the following:~~

~~(1) requirements for admission with classified standing;~~

~~(2) policies on the transfer of credit earned at other institutions;~~

~~(3) policies on professional ethics and academic integrity;~~

- ~~(4) policies on student fees;~~
- ~~(5) provisions for advising and mentoring;~~
- ~~(6) policies and procedures for petitioning for a variance in academic requirements;~~
- ~~(7) policies and procedures for obtaining a leave of absence or for withdrawing from the university;~~
- ~~(8) policies and procedures regarding student grievances;~~
- ~~(9) policies on harassment and discrimination;~~
- ~~(10) policies and procedures for establishing and amending a plan of study;~~
- ~~(11) requirements for satisfactory progress in the program;~~
- ~~(12) policies on academic probation;~~
- ~~(13) requirements for field experience embedded in the program;~~
- ~~(14) requirements for advancement to candidacy;~~
- ~~(15) policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student);~~
- ~~(16) dissertation requirements;~~
- ~~(17) policies and procedures for the formation of a committee for supervising a dissertation;~~
- ~~(18) forms to be completed by students in the course of the degree program; and~~
- ~~(19) the names and areas of expertise of faculty members affiliated with the degree program.~~

NOTE: Authority cited: Sections 66044 (effective January 1, 2023 per SB 684 (2022)), 66044.1 (effective January 1, 2023 per SB 684 (2022)), 66600, 89030 and 89035, Education Code. Reference: Sections 66044, 66044.1, 66600, 89030 and 89035, Education Code.

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§ 40519.3. ~~The Doctor of Public Health Degree: Requirements.~~

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

~~(b) To be eligible for the Doctor of Public Health degree, the candidate shall have completed a pattern of study, including a dissertation, that is consistent with the specifications in subdivision (c)(5) of Section 40519.2 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in coursework taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the extension is warranted by individual circumstances, and~~

~~(2) the student demonstrates current knowledge of research and practice in public health, as required by the campus.~~

NOTE: Authority cited: Sections 66044 (effective January 1, 2023 per SB 684 (2022)), 66044.1 (effective January 1, 2023 per SB 684 (2022)), 66600, 89030 and 89035, Education Code. Reference: Sections 66044 (effective January 1, 2023 per SB 684 (2022)), 66044.1 (effective January 1, 2023 per SB 684 (2022)), 66600, 89030 and 89035, Education Code.

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§ 41020. Admission to Doctor of Education Programs.

~~(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Education degree established pursuant to Section 40511 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.~~

~~(3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.~~

~~(4) The applicant is in good standing at the last institution of higher education attended.~~

~~(5) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program.~~

~~(6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

~~(b) An applicant who does not qualify for admission under the provisions of subdivision (a) may be admitted with classified graduate standing by special action if on the basis of acceptable evidence the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.~~

~~(c) An applicant who is ineligible for admission under the provisions of either subdivision (a) or subdivision (b) because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including~~

~~examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.~~

~~(d) Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.~~

~~NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.~~

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§ 41020. Admission to Graduate Standing: Doctoral Unclassified.

(a) An applicant may be admitted to a campus as an unclassified doctoral student if the applicant satisfies the requirements of each of the three following numbered subdivisions:

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

(2) The applicant has satisfied any one of the following three lettered conditions:

(A) The applicant has attained a grade point average of at least 3.0 in an acceptable earned baccalaureate degree; or

(B) The applicant has attained a grade point average of at least 3.0 in the last 60 semester units (90 quarter units) attempted; or

(C) The applicant holds an acceptable postbaccalaureate degree earned at an institution accredited by a regional accrediting association; and

(3) The applicant was in good standing at the last institution of higher education attended.

(b) A doctoral applicant may be required to have attained a master's degree at an institution accredited by a regional accrediting association before being admitted to a campus-authorized doctoral program.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66046, 66046.1 and 66046.2, Education Code.

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§ 41021. Admission to Doctor of Nursing Practice Programs.

~~An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Nursing Practice degree established pursuant to Section 40513 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

~~(1) The applicant holds an acceptable bachelor's degree in nursing or master's degree in nursing earned at an institution accredited by a regional accrediting association and a national professional accrediting association, as applicable; or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.~~

~~(2) The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable bachelor's degree in nursing or master's degree in nursing as determined by the appropriate campus authority.~~

~~(3) The applicant maintains active licensure to practice as a registered nurse in the state in which practicum experiences will be completed.~~

~~(4) The applicant meets all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.~~

~~(5) The applicant has demonstrated sufficient preparation and experience pertinent to nursing practice to be successful in doctoral education.~~

~~(6) The applicant has met any additional requirements established by the chancellor and any additional requirements prescribed by the appropriate campus authority.~~

~~NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code.
Reference: Sections 66600, 89030, 89280 and 89281, Education Code.~~

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§ 41021. Special Action for Doctoral Admission.

An applicant who does not qualify for admission under the provisions of subdivisions (a) or (b), or both such subdivisions, of Section 41020 may be admitted by special action if, on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to meet professional, personal, scholastic, and other standards pertinent to the applicant's educational objectives to merit such action.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66046, 66046.1 and 66046.2, Education Code.

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§ 41022. Admission to Doctor of Physical Therapy Programs.

~~(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Physical Therapy degree established pursuant to Section 40515 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant has completed all required prerequisite coursework for the campus program(s) to which the applicant has applied with a cumulative grade point average of at least 3.00.~~

~~(3) The applicant must have been in good academic, professional and clinical standing at the last institution and if applicable, in the last entry level physical therapist educational program attended.~~

~~(4) The applicant has met any additional requirements established by the chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

~~(b) Only those students who continue to demonstrate a satisfactory level of scholastic, professional, and clinical competence shall be eligible to continue in Doctor of Physical Therapy programs.~~

~~NOTE: Authority cited: Sections 66042, 66600, 89030 and 89035, Education Code. Reference: Sections 66042, 66600, 89030 and 89035, Education Code.~~

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 3. Admission Requirements
Article 8. Admission of Post-Baccalaureate and Graduate Students

§ 41022. Admission to Graduate Standing: Doctoral Conditionally Classified.

An applicant who is eligible for admission under the provisions of Section 41020 or Section 41021, but who has deficiencies in prerequisite preparation which, in the opinion of the appropriate campus authority, can be met by specified additional preparation, including acceptable evidence of academic, professional, and/or clinical standards, may be admitted to an authorized doctoral degree curriculum with conditionally classified doctoral standing.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66046, 66046.1 and 66046.2, Education Code.

~~Title 5, California Code of Regulations~~
~~Division 5. Board of Trustees of the California State Universities~~
~~Chapter 1. California State University~~
~~Subchapter 3. Admission Requirements~~
~~Article 8. Admission of Post-Baccalaureate and Graduate Students~~

~~§ 41023. Admission to Doctor of Audiology Programs.~~

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

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

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

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

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

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

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

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 3. Admission Requirements
Article 8. Admission of Post-Baccalaureate and Graduate Students

§ 41023. Admission to Graduate Standing: Doctoral Classified.

An applicant who is eligible for admission under the provisions of Section 41020 or Section 41021 may be admitted to an authorized doctoral degree curriculum of the campus as a classified doctoral student if the applicant satisfactorily meets professional, personal, scholastic, and other standards for admission to the doctoral degree curriculum as the appropriate campus authority may prescribe. Only those applicants who show promise of success and fitness will be admitted to doctoral degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in such curricula.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66046, 66046.1 and 66046.2, Education Code.

Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 3. Admission Requirements
Article 8. Admission of Post-Baccalaureate and Graduate Students

§ ~~41024~~. Admission to Occupational Therapy Doctorate Programs.

~~(a) An applicant may be admitted with classified graduate standing to a program leading to an Occupational Therapy Doctorate degree established pursuant to Section 40519 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

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

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

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

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

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

~~**Title 5, California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 3. Admission Requirements
Article 8. Admission of Post-Baccalaureate and Graduate Students**~~

~~§ 41025. Admission to Doctor of Public Health Programs.~~

~~(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Public Health degree established pursuant to Section 40519.2 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.~~

~~(3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.~~

~~(4) The applicant is in good standing at the last institution of higher education attended.~~

~~(5) The applicant has demonstrated sufficient preparation and experience pertinent to community public health to benefit from the program.~~

~~(6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

~~(b) An applicant who does not qualify for admission under the provisions of subdivision (a) may be admitted with classified graduate standing by special action if on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to community public health to merit such action.~~

~~(c) An applicant who is ineligible for admission under the provisions of either subdivision (a) or subdivision (b) because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.~~

~~(d) Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Public Health programs.~~

NOTE: Authority cited: Sections 66044 (effective January 1, 2023 per SB 684 (2022)), 66044.1 (effective January 1, 2023 per SB 684 (2022)), 66600, 89030 and 89035, Education Code. Reference: Sections 66044 (effective January 1, 2023 per SB 684 (2022)), 66044.1, 66600, 89030 and 89035, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Californians For All College Corps

Presentation By

Dilcie D. Perez
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Summary

Californians For All College Corps is a statewide program that engages college students to help solve problems in their communities and, in return, provides financial resources for educational expenses. Overseen by California Volunteers, the state office tasked with engaging Californians in service, volunteerism and civic action, the College Corps program aligns with the California State University's (CSU) ongoing community engagement and workforce development priorities. Currently 16 of the 23 CSU campuses are among the 45 California colleges and universities participating in this initiative.

Background

College Corps Fellows help to address some of the most important concerns facing California by volunteering their time in such activities as tutoring and mentoring low-income PK-12 students, distributing meals to those facing food insecurity and addressing climate issues. Fellows receive up to \$10,000 per year for their participation in the program.

The College Corps initiative was created to accomplish three goals:

- Create a generation of civic-minded leaders with the ability to bridge divides and solve problems
- Help low- to moderate-income students graduate from college on time and with less debt

- Address societal challenges and help build more equitable communities across California

Among other requirements, Fellows must be full-time students at a College Corps partner campus, maintain good academic standing and demonstrate financial need as defined by the program. For each of the past two academic years, approximately 1,200 CSU students, including AB 540 students, have been selected to serve as College Corps Fellows. Fellows are placed in community-based organizations working in the areas of PK-12 education, climate action and food insecurity. As part of their service experience, Fellows are provided with ongoing training, gain the opportunity to become part of a statewide cohort of young leaders across California and receive a total of \$7,000 throughout the academic year, with an additional \$3,000 education award provided to Fellows who complete 450 hours of service. AmeriCorps funding partially funds these awards but is restricted to U.S. citizens and U.S. permanent residents. The California Volunteers funding for the awards ensures that all students can participate regardless of immigration status. College Corps has received funding from the State of California through fiscal year 2025-26, with the goal of the program becoming permanently funded in subsequent years.

CSU Participation in College Corps

The majority of the CSU’s College Corps programs are overseen by CSU Offices of Service Learning and Community Engagement and rely on strong cross-divisional partnerships with campus partners such as Offices of Financial Aid, Dream Centers, Student Services and faculty members. Because the College Corps program is classified as a student service scholarship program, campus Offices of Financial Aid are integral to the success of the Fellow selection and completion process, providing continuous communication to students about program requirements and responding to student needs.

Details regarding the number of students participating and the amount of funding received from the state in the first two years of the CSU’s participation in the College Corps program are provided in Table 1.

Table 1: CSU College Corps Participation, AY 2022-23 and AY 2023-24

	AY 2022-23	AY 2023-24
Number of Students Participating	1,197	1,284
Funding Provided to the CSU	\$25 million (includes a one-time planning grant for each CSU)	\$20 million

College Corps Fellows Highlights

The following provides further details of participants from the first year of the College Corps program (AY 2022-23). Additional information on the second year of the program is not yet available. In total, 967 students completed the program with at least 300 hours of service. In addition:

- 50.5% (488 participants) were first-generation college students (see Table 2 for details).
- 62.8% (607 participants) were Pell Grant recipients (see Table 3 for details).
- 63% (609 participants) identified as Hispanic/LatinX (see Table 4 for details).

Table 2: Student Status of College Corps Participants, AY 2022-23

Student Status	Number of Participants Who Completed 300 Hours of Service or More
Student Is the First Generation to Attend College	488
Parent Attended Some College	160
Parent Graduated College	173
Unknown	146
Total	967

Table 3: Pell Grant Recipients Who Participated in College Corps by Campus, AY 2022-23

Campus	Number of Participants Who Received a Pell Grant and Completed 300 Hours of Service or More
Bakersfield	31
Chico	48
Dominguez Hills	58
East Bay	16

East Bay	16
Fresno	42
Humboldt	51
Long Beach	25
Los Angeles	25
Monterey Bay	29
Pomona	24
Sacramento	53
San Bernardino	33
San Francisco	11
San José	37
San Luis Obispo	72
Stanislaus	52
Total	607

Table 4: Race/Ethnicity of College Corps Participants, AY 2022-23

Race/Ethnicity of Participant	Number of Participants Who Completed 300 Hours of Service or More
American Indian/Alaskan Native	5
Asian	114
Black/African American	52
Hispanic/LatinX	609
Native Hawaiian/Other Pacific Islander	1
White	113
Two or More Races	26
Race & Ethnicity Unknown	27
International Student	2

Unknown	18
Total	967

The vast majority of Year One participants (93.3%) served in College Corps as undergraduates, with 67% (648 participants) serving during their senior year. The most common majors for College Corps Fellows were psychology (105 participants), biology (49 participants), liberal studies (40 participants), social work (39 participants) and sociology (39 participants). Of the 65 postbaccalaureate Fellows participating, more than half (34 participants) were pursuing a master’s degree and 18.5% (12 participants) were enrolled in a teaching credential program.

Financial, Personal and Professional Benefits of College Corps

WestEd, a nonpartisan research, development and service agency, is the evaluation consultant for the College Corps program and is leading the statewide program’s data analysis process. The following are some impact findings from Year One for CSU students who participated in the program:

- 90.6% of students answered “Strongly agree” or “Somewhat agree” to the following statement: “I gained experience, information, and/or skills that will help me achieve my professional or career goals.”
- 83% of students answered “Strongly agree” or “Somewhat agree” to the following statement: “I feel a stronger sense of belonging on my campus due to contributing to my community.”
- 70.7% of students answered “A great deal” when asked if they saw connections between their “academics and community or societal issues.”
 - An additional 26.5% answered “Somewhat” to the same question.
- 75.4% of students answered “A great deal” when asked if they had engaged with “diverse viewpoints.”
 - An additional 22.1% answered “Somewhat” to the same question.
- 74.6% of students answered “A great deal” when asked if they had bridged “differences with others through empathy.”
 - An additional 23.2% answered “Somewhat” to the same question.
- 75.7% of students answered “A great deal” when asked if they had developed “leadership skills.”
 - An additional 22.3% answered “Somewhat” to the same question.

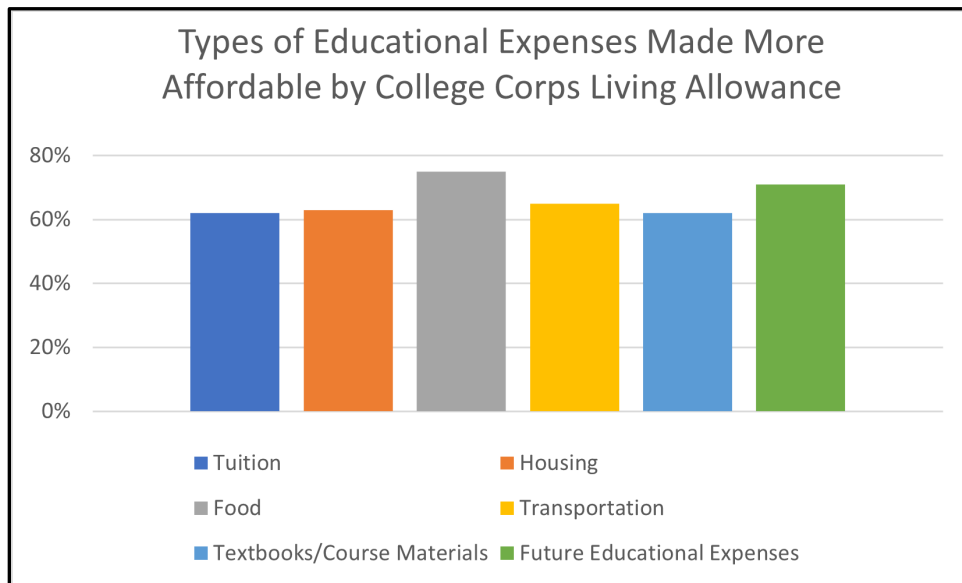
CSU Fellows also were asked to respond, using a five-point scale, to the following question: “To what extent do you agree or disagree that the living allowance payments you received through

College Corps made the following things easier to afford?" The following is a summary of their responses:

- 61.6% of students answered "Strongly agree" or "Somewhat agree" that these payments made tuition easier to afford.
- 63.3% of students answered "Strongly agree" or "Somewhat agree" that these payments made housing easier to afford.
- 74.6% of students answered "Strongly agree" or "Somewhat agree" that these payments made food easier to afford.
- 65.4% of students answered "Strongly agree" or "Somewhat agree" that these payments made transportation easier to afford.
- 61.5% of students answered "Strongly agree" or "Somewhat agree" that these payments made textbooks/course materials easier to afford.
- 71% of students answered "Strongly agree" or "Somewhat agree" that these payments made future educational expenses (such as paying for tuition or paying off loans in the future) easier to afford.

CSU Fellows' opinions regarding the College Corps living allowance and how it made their educational expenses more affordable are illustrated in Figure 1.

Figure 1: Types of Educational Expenses Made More Affordable by the College Corps Living Allowance, AY 2022-23



These findings illustrate the value, both in finances and in life experiences, that the College Corps program is providing to CSU student participants.

Conclusion

The Californians For All College Corps initiative helps to address the cost of higher education for students who might not otherwise be able to pursue their college degrees. At the same time, the program equips Fellows with the skills and experience they need to become a part of California's workforce, as well as fostering a deep sense of civic responsibility and community connection. As these students dedicate their time to addressing pressing issues such as PK-12 education, climate action and food insecurity, they become catalysts for positive change in their communities. This symbiotic relationship enriches both the students and the communities they serve, creating a brighter, more equitable future for all. The CSU is proud to support initiatives like the Californians For All College Corps program, helping to ensure that the spirit of service and opportunity thrives across California.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative 2025 Year of Engagement

Presentation By

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Student Success and Inclusive Excellence

Summary

While the California State University (CSU) has increased student access and graduation rates over the last 10 years, the needs of today's students – particularly the historically underserved who were disproportionately impacted by the pandemic – have changed significantly. As a result, a reimagined definition of student success is needed to support America's new majority that includes first-generation students, students of color, low-income students and adults looking for new opportunity. To that end, the CSU is embarking on a new endeavor to define a framework for student success informed by the most comprehensive and intentional consultation in the system's history. This "Year of Engagement" encompasses stakeholders from all 23 universities as well as alumni, philanthropic, industry and intersegmental partners across the state. Ultimately a new framework will provide a systemwide approach to increase persistence, close educational opportunity gaps, continue to raise graduation rates and place students on a clear path to graduate school or a professional career. This information item provides an overview of the CSU's Year of Engagement activities that will serve as a foundational factor in the creation of a new student success framework.

A Changing Student Population

Over the last 15 years, CSU undergraduate enrollment has reflected the changing demographics of Californians seeking to pursue a college degree. In 2009, when the CSU launched its first student initiative, 31,404 or 63% of entering first-time students were first-generation, students of color and/or low-income students. By comparison, in 2019 the student cohort that serves as the basis for the current Graduation Initiative was comprised of 47,176 students – or 73% – who are first-generation, students of color and/or low-income students. In both cohorts, a noteworthy number of first-time students shared all three characteristics – that is, identifying as first-generation

students, students of color and low-income students. In the 2009 student cohort there were 8,640 such students, which increased to 16,790 students in the 2019 cohort. With these shifts in demographics comes a growing need to reimagine a new framework for what will support all students in pursuing their academic, personal and professional success.

Year of Engagement Goals and Guiding Principles

It is vital that the CSU intentionally engage with a broad range of stakeholders to help inform and develop a bold path forward in access, student success and equity. Building on a commitment to shared governance, CSU consultations will provide all segments of each university community the opportunity to share their experiences and perspectives in order to bridge gaps of knowledge and support a greater alignment of shared values. Expanding beyond the campus, the CSU will tap into the system's extensive alumni network as well as engage with partners in key state industries such as agriculture, technology, healthcare and education to further expand perspectives and insights. The central outcome of this work is to ensure key stakeholders are heard, engaged and thoroughly consulted to help inform a student success framework that will establish a new national model.

The intended outcomes of the Year of Engagement include:

- Reimagining a comprehensive definition of student success at the CSU
- Develop a systemwide student success framework including a matrix and data assets
- Eliminate barriers to enrollment and graduation
- Close persistent equity and educational attainment gaps

This work is guided by a set of five principles:

- **Student-Centric**
Center decisions, strategies and actions around the needs, experiences and aspirations of students, striving to understand and empathize with their perspectives and address their challenges and concerns
- **Equity-Driven**
Approach all aspects of the framework through an equity lens, identifying and addressing disparities in every decision, strategy and action
- **Data-Informed**
Use data to inform recommendations, leveraging analytical insights to refine the approach and measure outcomes
- **Collaborative**
Fully engage the CSU and statewide stakeholders, understanding and accounting for the diversity and identity of each university

- **Transparent**
Foster trust and accountability by consistently communicating in an open manner, making sure decision-making, processes, and actions are accessible and understandable to all stakeholders

Stakeholder Discussions and Consultations

The Year of Engagement will encompass three components commencing now through January 2025. They include:

- **Component 1:** Understand the current state of student success at the CSU through data analysis, surveys, discovery sessions and convenings;
- **Component 2:** Construct an initial draft of the new student success framework, consulting with university, industry, philanthropic and intersegmental partners; and
- **Component 3:** Provide a draft framework to share across the CSU.

Specifically, components 1 and 2 will be implemented in part through the engagement activities listed below.

Online Stakeholder Survey

The Chancellor's Office, in partnership with Deloitte's Higher Education Practice, is in the process of issuing a comprehensive online survey to a selection of students, faculty, staff and CSU alumni. This survey will elicit feedback on various factors that contribute to student success and will be part of the data analysis that will ultimately help inform the student success framework.

University Discovery Sessions

Each university will participate in a discovery session to reflect both on the work that has been done and is being done to build infrastructure and positively impact students' success as well as identify the challenges and gaps that remain on their campuses and within the CSU system that fell short of the goals set during the original GI 2025. Ultimately the goal is to help the CSU "finish strong" by improving near-term student outcomes as the system marks the conclusion of Graduation Initiative 2025 in May 2025. Potential participants in these sessions include university leadership as well as financial aid officers, academic deans and select department chairs, campus senate leadership and student leadership.

Stakeholder Convenings

Another opportunity to engage with campuses will come in the form of stakeholder convenings that will shift the focus from individual university challenges to shared opportunities, and pivot from the past and present toward the future that the CSU wishes to create for itself and its students. These convenings will begin with insights generated from the campus discovery sessions and data analysis and then prompt stakeholders to:

- Look inward to synthesize internal strategic thinking from current state analysis and past strategy.
- Look outward to consider factors and trends that are most likely to shape the future in which the CSU operates. This will include actions the CSU can take to influence the external environment in positive ways, notably through an equity lens.
- Look forward to develop a perspective on how the CSU must evolve to meet students where they are at and support them in their journey – taking a broader view of student success that may include celebrating each milestone along a student’s journey, as well as elongating the timeframes in which we think of serving students from before they matriculate to well after they graduate.

GI 2025 Symposium and Affordability Summit

In October 2024, the CSU will host its annual Graduation Initiative 2025 Symposium. This year, the event will be preceded by a one-day Affordability Summit focusing on the key barriers to, and solutions for, increasing affordability at the CSU. This summit will be hosted in partnership with the Cal State Student Association. Both the Symposium and the Summit will provide an important opportunity to continue dialogue with campus stakeholders and begin to design and inform a student success framework.

CSU Board of Trustees Presentations

Throughout this process, the Chancellor’s Office will provide regular updates to the CSU Board of Trustees in the form of board presentations as well as invite board members to participate in Year of Engagement activities. Ultimately, the board will be presented with a student success framework for review and approval at the January 2025 board meeting.

Conclusion

As the CSU reaches the conclusion of Graduation Initiative 2025, the system is marshalling its resources to finish strong and, more importantly, to ensure every CSU student has the opportunity to realize their academic goal of earning a college degree. Through renewed transparency and a shared accountability across all universities, the system will leverage its best thinking and most promising practices – as well as the essential insights of stakeholders at every level and in every category – to lead the nation in student access, success and equity.