

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Thursday, July 8, 1999
Glenn S. Dumke Conference Center

William D. Campbell, Chair
Michael D. Stennis, Vice Chair
Martha C. Fallgatter
Harold Goldwhite
Laurence K. Gould, Jr.
Eric C. Mitchell
Dee Dee Myers
Joan Otomo-Corgel
Ralph R. Pesqueira
Stanley T. Wang

Consent Items

Approval of Minutes of Meeting of May 11, 1999

Discussion Items

1. CSU's Role in Workforce Preparation, *Information*
2. Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Upper Division Transfer Students, *Information*

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

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
400 Golden Shore
Long Beach, California**

May 11, 1999

Members Present

William D. Campbell, Chair
Joan Otomo-Corgel, Vice Chair
Martha C. Fallgatter
Bob Foster
Harold Goldwhite
Laurence K. Gould, Jr.
William Hauck, Chairman of the Board, ex officio
Eric C. Mitchell
Ralph R. Pesqueira
Ali C. Razi
Charles B. Reed, Chancellor, ex officio
Michael D. Stennis

Members Absent

Anthony M. Vitti

Other Trustees Present

Frederick W. Pierce IV
Stanley T. Wang

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Douglas X. Patiño, Vice Chancellor, University Advancement
Christine Helwick, General Counsel
Charles W. Lindahl, Associate Vice Chancellor, Academic Affairs

Presidential Liaisons

Marvalene Hughes, President, California State University, Stanislaus, present
Bob Suzuki, President, California State Polytechnic University, Pomona, present
Blenda J. Wilson, President, California State University, Northridge, present

Chair Campbell called the meeting to order on May 11, 1999, at 1:00 p.m.

Approval of Minutes

The minutes of March 16, 1999, were approved as submitted.

Accountability Process

Trustee Campbell pointed out that greater accountability was one of the most important elements of the Cornerstones Report, and commented that Compact II has been the subject of discussion with the governor for several months. It is expected to closely parallel the CSU's proposed internal accountability process.

Executive Vice Chancellor Spence added that discussions of the Compact II accountability section and development of CSU's proposed accountability process have been proceeding concurrently. It is expected there will be considerable similarity between these two processes.

Dr. Spence stated that most accountability information is already being collected by the campuses and that the process adds only three new performance areas. By fall 1999, a report will be presented to the board explaining how each university will proceed to report on all indicators. He also mentioned that he expects the first annual report to be presented to the board by fall 2000.

Trustee Otomo-Corgel questioned the amount of duplicate effort which the accountability process might require on the campuses. Dr. Spence responded that most of the data required are already being collected by the campuses. Campuses will be able to make use of existing reports to furnish data relating to the accountability categories and every effort will be made to coordinate reporting efficiently.

Trustee Razi stated he was pleased that an annual report is expected, and encouraged the determination of a definite presentation date. Trustee Mitchell questioned the listing of SNAPS as an optional campus indicator since the report is required every five years. Dr. Spence responded it was not intended to revise the SNAPS schedule but rather to include SNAPS as an example. Trustee Pierce stated he would like to see information on the effectiveness of the transfer process added to the report. He also commented he was pleased with the addition of the section on university advancement.

Trustee Campbell added that in November 1999 the remediation results would be complete. He stressed that the final report should be in clear language that parents can easily comprehend.

Updated Policy and Criteria Regarding Establishment of New Off-Campus Centers and Approval of Permanent Off-Campus Centers

Executive Vice Chancellor West presented an item that had been forwarded to the Educational Policy Committee by the Ad Hoc Committee on Off-Campus Facilities. The item addressed establishing new off-campus centers and approving permanent off-campus centers. It proposed a policy that both reaffirmed existing trustee policy and added two new criteria to the review process – one on distance learning and one on support costs. The committee recommended approval of the proposed resolution (REP 05-99-04).

Policies and Criteria for Converting an Existing Off-Campus Center to a University

Executive Vice Chancellor West reported that the Ad Hoc Committee met and discussed current policies and criteria used when converting an existing off-campus center to full university status. The committee found that these policies are essentially the same as the existing policies for the establishment of a new university and concluded that existing criteria for establishing a new university are appropriate for converting a permanent off-campus center to a university. The Ad Hoc Committee proposed a resolution that approves the use of existing policy and criteria for determining when to establish new campuses. The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 05-99-05).

Establishment of California State University, Channel Islands as a New University

Executive Vice Chancellor West pointed out that the chancellor had previously been delegated authority to accept conveyance of the former site of the Camarillo State Hospital and Development Center to the California State University to be used as the site for California State University, Channel Islands and the California State University, Northridge off-campus center. Official authorization is now needed for the establishment of California State University, Channel Islands subject to specific conditions (e.g., budgetary and CPEC approval) having been met.

Executive Vice Chancellor West listed four critical actions needed to establish Channel Islands: (1) CPEC approval, (2) review by the chancellor for compliance with trustee policy, (3) approval of \$13M budget request, and (4) selection and hiring of academic staff. Even though the CSU can move forward, the most critical step in the new campus process is attaining a \$13M support budget from the governor. CSU expects to have an indication of budget support by January 2000.

Trustee Hauck commented that it is important to have community support for a four-year university and to ensure there is sufficient student demand. He stated that enrollment projection documentation should begin with CPEC. Chancellor Reed added that if CSU Channel Islands is to succeed, academic planning needs to commence under CPEC's guidance. The chancellor also stressed the importance of community participation in academic planning to foster understanding of the academic programs offered. Executive Vice Chancellor West pointed out that poorly defined programs do not encourage enrollment. He stressed that it is important for CSU to begin the process by transferring CSU Northridge students to the off-campus center this fall.

Trustee Goldwhite inquired about the fiscal commitment from CSU since we are unable to wait for legislation on all phases of funding. Executive Vice Chancellor West responded that modest financial resources exist now, and even though the \$13 million commitment is not final, urged CSU to proceed with planning. Trustee Hauck agreed that the bulk of financial resources must come from Sacramento and not from CSU. Trustee Emeritus Considine also agreed that the key to CSU Channel Islands' success lies with the budget, but we must proceed now. If funding from Sacramento is not made available, however, Channel Islands will remain an off-campus center.

Executive Vice Chancellor West reiterated that in order for CSU Channel Islands to be established as a comprehensive university in the California State University system, the four conditions cited previously must be met. The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 05-99-06).

CalStateTEACH

Chancellor Reed stated that it is estimated that 250,000–300,000 new teachers will be needed during the next ten years. He also said that last July the board directed CSU to increase its preparation of new teachers by 25 percent in the next two years. Although CSU is ahead of schedule, it is essential to develop additional ways for teachers to earn credentials. Presently, California has approximately 30,000 teachers working with emergency permits who need to achieve full credential status as soon as possible.

Based on the British Open University approach to education, CalStateTEACH is a new alternative program leading to a Multiple Subject (elementary), Crosscultural, Language and Academic Development (CLAD) teaching credential. During the past year, faculty teams representing campuses throughout the system have developed an outstanding curriculum for CalStateTEACH. Honored as The Chancellor's Teacher Preparation Scholars, these faculty were praised by Chancellor Reed and the entire board for their outstanding work.

Chancellor Reed reported that two California Commission on Teacher Credentialing reviews of the program resulted in unanimous votes for approval. In addition, the Statewide Academic Senate approved without dissent the implementation of this new program on an experimental basis.

Chancellor Reed stated that CalStateTEACH is guided by a systemwide advisory board whose membership includes five members of the Statewide Academic Senate and seven presidents as well as public school representatives. The advisory board was co-chaired by Presidents Peter Smith and John Welty. A video explaining the program was shown.

President Welty recognized the work of Charles Lindahl, associate vice chancellor, Academic Affairs, Bill Wilson, senior director, Teacher Education and K-18 Programs, Beverly Young, associate director, Teacher Education and K-18 Programs, and Bob Threlkeld, dean, Learning and Technology for Academic Innovative Center, CSU Fresno. President Welty stated that the directors for the five regional centers have already been selected. President Smith praised the excellent quality of the new program and stated CalStateTEACH is ready to meet the needs of students and the public.

Dr. John Ittelson, a faculty member from CSU Monterey Bay who is one of the Chancellor's Teacher Preparation Scholars, demonstrated how learning will occur in the new program. Chancellor Reed commented that the program was officially announced and endorsed several weeks ago by Governor Gray Davis. CalStateTEACH will be able to enroll up to 1,000 students for the first cohort starting in September 1999.

Trustee Pesqueira inquired about the reaction of teacher unions to CalStateTEACH. Dr. Jodi Servatius, newly appointed director for CalStateTEACH, responded that the California Teachers Association and district human resources departments have been consulted and the new program has been positively received.

Trustee Campbell praised the new program and stated he was amazed by the outstanding quality of the work in such a brief time. It was proposed that Title 5 be amended to include new language authorizing the establishment of teacher education programs and fee setting for CalStateTEACH. The resolution was moved and seconded. The committee recommended approval of the proposed resolutions (REP 05-99-07).

Adjournment

The meeting adjourned at 4:30 p.m.

BRIEF

Information Item

Agenda Item 1
July 7-8, 1999

COMMITTEE ON EDUCATIONAL POLICY

CSU's Role in Workforce Preparation

Presentation By

David S. Spence, Executive Vice Chancellor and
Chief Academic Officer

Joan Otomo-Corgel
Trustee and Vice Chair
Committee on Educational Policy

Norma S. Rees, President
California State University, Hayward

Summary

The importance of high quality education to a strong economy and a healthy society has refocused attention on the effectiveness of the educational system in preparing graduates to succeed in their careers. The workforce preparation movement has important implications for universities and opportunities for them to become more involved in this emphasis.

The Governor's School-to-Career Task Force was established in 1994 to develop a statewide plan for strengthening workforce preparation and distributing state and federal funds allocated for that purpose. The California State University is represented very effectively on the task force by Trustee Otomo-Corgel and President Rees. They will present information on the work of the task force, review activities under way in California, and discuss the implications of the school-to-work and workforce preparation movements for efforts in which CSU is heavily involved, including school improvement, teacher preparation, admission criteria, and articulation with schools and colleges.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Upper Division Transfer Students

Presentation By

David S. Spence, Executive Vice Chancellor and
Chief Academic Officer

Summary

The CSU Trustees implemented in 1988 a fifteen-unit high school college preparatory course pattern requirement for first-time freshmen. The University of California (UC) also requires first-time freshman applicants to complete a fifteen-unit pattern of college preparatory study known as the “a-f” course requirements. The UC pattern of high school courses differs from CSU’s course pattern in three ways: UC requires two years of U.S. history/social science and two years of a laboratory science (CSU requires one year in U.S. history or U.S. history and government as well as one year of a laboratory science); UC does not require one year of visual and performing arts as required for CSU admission.

CSU has been discussing alignment of the two course pattern admission requirements with UC since the mid 1980s. After a decade of diligent efforts of the Statewide Academic Senate and the Admission Advisory Council, alignment has been achieved. Subject to trustee approval, CSU will add an additional year of social science and a second year of laboratory science to the high school preparatory course pattern required for admission. In March 1999, the UC Board of Regents adopted a resolution that added visual and performing arts to its a-f course pattern requirement. These changes would be effective for students seeking admission as a UC first-time freshman for the fall 2003 term.

Subject to a favorable discussion at this meeting, the proposed revision of Title 5 Regulations will be presented for action at the September 14-15, 1999, Board of Trustees’ meeting.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Upper Division Transfer Students**High School College Preparatory Course Pattern Required
for Admission as a First-Time Freshman****Background**

First-time freshman applicants to the California State University (CSU) and to the University of California (UC) are required to complete a fifteen-unit comprehensive pattern of college preparatory study. However, the fifteen courses required by CSU and UC differ. The UC pattern of high school courses differs from CSU's fifteen-course pattern in three ways: UC requires two years of U.S. history/social science and two years of a laboratory science (CSU requires one year in U.S. history or U.S. history and government as well as one year of a laboratory science); UC does not require one year of visual and performing arts as required for CSU admission.

The following table displays CSU's fifteen courses, UC's fifteen courses (commonly referred to as the a-f pattern), and the proposed college preparatory course pattern requirement both for CSU and UC. A unit is equal to one year of high school study.

	<u>CSU</u>	<u>UC</u>	<u>Proposed CSU/UC</u>
English	4 units	4 units	4 units
Mathematics (algebra, geometry, and intermediate algebra)	3 units	3 units	3 units
U.S. history or U.S. history and government	1 unit	2 units	2 units
Science with laboratory	1 unit	2 units	2 units
Foreign language	2 units	2 units	2 unit
Visual and performing arts (art, dance, theatre, music, etc.)	1 unit	0 units	1 unit
Electives (English, advanced math, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture)	<u>3 units</u>	<u>2 units</u>	<u>1 unit</u>
TOTAL	15 units	15 units	15 units

Because of differences between CSU and UC college preparatory course requirements, California high schools and high school students who wish to be qualified for both systems must plan to include both sets of course requirements in their high school schedules if they want to be eligible for admission to both systems. Some high schools find it difficult to schedule sufficient courses to meet student demand for both sets of requirements.

Phase-in of College Preparatory Course Requirements

The comprehensive pattern of high school subject requirements adopted by the trustees in 1985 was scheduled for a five-year phase-in period beginning in 1988. As the phase-in process unfolded, CSU began to hear from high schools and students about the difficulty of completing the visual and performing arts requirement which was a requirement for CSU admission but not for UC admission. Frequently students preparing for admission to the UC did not complete CSU's visual and performing arts requirement because they concentrated their academic efforts in the mathematics or science courses that enhanced their chances for UC admission. In addition, many California high school students who had taken courses to meet the admission requirements of highly selective out-of-state universities decided late in their high school careers to take advantage of the excellent educational opportunities in California. Lastly, CSU campuses were finding that UC-eligible students were not eligible for CSU admission because of their failure to complete CSU's visual and performing arts requirement.

In response to the concerns expressed by high school counselors, students, their families, and CSU campus presidents about CSU's visual and performing arts course requirement, first-time entering freshmen have been provided some type of flexibility in meeting specific subject requirements of the college preparatory pattern since 1992.

- *1992-93 through 1994-95:* Applicants had the option of offsetting a one-unit shortage in one subject area by completing an extra unit in another subject area.
- *1995-96 through 1998-99:* An alternate admission category for students who completed the UC a-f course pattern was provided.
- *1998-99 through 2000-2001:* An adjustment allows up to one unit (one year) of visual and performing arts or foreign language (or one semester of each) to be missing as long as 15 or more college preparatory units have been completed. The missing course is to be completed by the end of the first year of CSU enrollment. If the course has not been completed by the time the student prepares to enroll for the second year, further enrollment at CSU will be limited to completing the missing course.

Alignment of CSU and UC College Preparatory Course Requirements

From the time of the trustees' adoption of the CSU college preparatory course pattern in 1985, CSU attempted to achieve closer alignment of CSU's and UC's high school college preparatory course pattern. Since the major difference between the two course patterns was CSU's visual and performing arts requirement, CSU representatives of the Statewide Academic Senate, the Admission Advisory Council chaired by President Gerth, and Chancellor's Office staff pursued this goal for many years. These efforts were intensified in 1996 when the CSU Admission Advisory Council entered into a dialog with the UC Board of Admissions and Relations with Schools to explore a common set of admission requirements that would include visual and performing arts. Members of the CSU and UC admission advisory groups agreed that an identical fifteen-unit course pattern requirement would reduce confusion among high school students, families, and high school counselors.

In March 1999, the UC Regents adopted a resolution that added visual and performing arts to the high school course requirements for UC admission, reducing the number of its electives from two to one. With the support of the presidents, the Statewide Academic Senate, and the Admission Advisory Council, it is proposed that the trustees revise the mix of courses within the existing fifteen college preparatory course requirements (not the total number of required courses) by adding a second year of laboratory science and a second year of social science to the current CSU pattern, reducing the number of CSU electives from three to one.

If the trustees approve the proposed changes in CSU admission policy, college preparatory course admission requirements for both of California's public four-year university systems will consist of the following: four years of English, three years of math (algebra, geometry, and intermediate algebra), two years of U.S. history or social science, two years of laboratory science, two years of foreign language, one year of visual or performing arts, and one year of electives chosen from one of the areas above. The benefits that flow from this alignment are significant.

- By agreeing upon a common preparatory course pattern, the public four-year university systems emphasize that although their admission requirements may specify different achievement levels, the content of necessary college preparation is consistent across segments.
- The consistency of a common pattern will facilitate high school counseling and simplify course selection for college-bound students.
- A common course pattern will support the trustee policy calling for CSU to communicate more effectively with students, parents, and counselors about CSU's expectations of incoming students.
- The common pattern will facilitate curriculum development in California high schools by narrowing the range of courses that need to be offered and by providing long-term stability in college preparatory requirements.
- The pattern of courses will provide students with a rigorous and well-rounded high school experience.

High school counselors strongly support the alignment of CSU's and UC's fifteen college preparatory course requirements.

Proposed Implementation Date

Subject to trustee approval of the revisions to Title 5, this provision will be effective for those students seeking admission as first-time freshmen for the fall 2003 term. The proposed implementation date of fall 2003 will allow CSU, UC, and high school counselors adequate time to counsel students who will enter the ninth grade in the fall of 1999 to enroll in the additional years of social science and laboratory science for CSU and the additional year of visual and performing arts for UC.

Upper Division Transfer Requirement

Current CSU admission policy allows an applicant to establish eligibility for admission as an upper division transfer student on the basis of completion of the comprehensive pattern of high school college preparatory subjects defined for first-time freshmen or on the basis of an alternate pattern determined by the chancellor. This alternate pattern established in 1988 for upper division transfer applicants includes at least 30 semester units of General Education-Breadth courses, including 12 units composed of the three required courses in English language (written communication, oral communication, and critical thinking) and one course in mathematical concepts and quantitative reasoning.

Approximately five percent (1,500 students) of upper division transfer students systemwide are admitted under the provision that permits the admission of upper division students on the basis of the completion of the fifteen-unit high school college preparatory course pattern requirement. As a result, these upper division transfer students usually enter CSU without having completed any or all of the English and/or mathematics courses since high school.

With the support of the presidents, the Statewide Academic Senate, the Admission Advisory Council, and the California Community Colleges, it is proposed that the trustees eliminate the admission policy allowing upper division transfer students to be admitted on the basis of completion of the high school fifteen-unit college preparatory course pattern. With the proposed change, all upper division transfer applicants would be required to have completed at least 30 semester units of General Education-Breadth courses, including the required basic courses in English language (written communication, oral communication, and critical thinking) and mathematical concepts and quantitative reasoning, regardless of eligibility to enter the CSU immediately after high school.

This recommendation supports trustee policy that requires all students at the freshman and upper division transfer levels to demonstrate proficiency both in English and mathematics. Upper division transfer students who have completed the required three courses in English language and one course in mathematics are judged proficient in English and mathematics.

Proposed Implementation Date

Subject to CSU trustee approval of the proposed revisions to Title 5, this provision will become effective for all applicants seeking admission for the fall 2000 or later terms. In anticipation of trustee approval of the modification to the upper division transfer admission requirements, the possibility of this change has been communicated to California Community College counselors so they can advise students who anticipate transferring to CSU as upper division transfer students in fall 2000 or later to complete the required courses.

Summary

The proposed revisions to the admission policies for first-time freshmen and upper division transfer students are summarized below.

First-time Freshman Admission Requirements

To align CSU college preparatory course requirements with UC college preparatory course requirements, redefine the term “comprehensive pattern of college preparatory subjects” by adding one additional year of history or social science and one additional year of laboratory science.

Upper Division Transfer Admission Requirements

To ensure that all upper division transfer levels demonstrate proficiency both in English and mathematics at the time of admission, require upper division transfer applicants prior to transfer to complete 30 units of General Education-Breadth including the required three courses in communication in the English language (written communication, oral communication, and critical thinking) and the required course in mathematics and quantitative reasoning.

Proposed Resolution

The following resolution is recommended for adoption at the September meeting:

RESOLVED, By the Board of Trustees of The California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Title 5, Division 5, Chapter 1, Subchapter 3, Article 1, Section 40601; Article 4, Sections 40753 and 40754; and Article 5, Sections 40803 and 40803.1 as follows:

§40601. Particular Terms

...

(n) For admissions prior to fall term 2003, the term “comprehensive pattern of college preparatory subjects” means four years of English, three years of mathematics, one year of United States

history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.

(o) Commencing with admissions for the fall term 2003, the term “comprehensive pattern of college preparatory subjects” means, in each area of study, at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing arts, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.

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

§ 40753. Applicants Who Are California Residents or Graduates of a California High School

(a) A graduate of a California high school or a high school graduate who is a resident may be admitted to a campus as a first-time freshman if

(1) the graduate’s eligibility index is equal to or greater than that minimum eligibility index, as determined by the Chancellor, required to limit eligibility to that one-third of California high school graduates which has the greatest probability of academic success in the California State University, and

(2) ~~commencing with admissions for the fall term 1988, for admissions prior to fall term 2003,~~ the graduate has completed satisfactorily a comprehensive pattern of college preparatory subjects to include four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history,

laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study. A graduate who qualifies for admission under subdivision (a)(1) and who has completed at least ten of the courses in the comprehensive pattern of this subdivision may be admitted on condition that the graduate completes the work identified by the Chancellor or designee at the time of the graduate's admission as necessary to remove the coursework deficiency within the first two years of the graduate's baccalaureate studies. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(3) commencing with admissions for the fall term 2003, the graduate has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in Section 40601. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(b) This section shall not apply to an applicant who is eligible for admission as a first-time freshman pursuant to Section 40755.

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

§ 40754. Applicants Who Are Neither California Residents nor Graduates of a California High School

(a) A high school graduate who is neither a resident nor a graduate of a California high school may be admitted to a campus as a first-time freshman if

(1) the graduate's eligibility index is equal to or greater than that minimum eligibility index, as determined by the Chancellor, which is required to limit eligibility to that one-sixth of California high school graduates which has the greatest probability of academic success in the California State University, and

(2) ~~commencing with admissions for the fall term 1988, for admissions prior to fall term 2003,~~ the graduate has completed satisfactorily a comprehensive pattern of college preparatory subjects, to include four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study. A graduate who qualifies for admission under subdivision (a)(1) and who has completed at least ten of the courses in the comprehensive pattern of this subdivision may be admitted on condition that the graduate completes the work identified by the Chancellor or designee at the time of the graduate's admission as necessary to remove the coursework deficiency within the first two years of the graduate's baccalaureate studies. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

3) commencing with admissions for the fall term 2003, the graduate has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in Section 40601. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(b) This section shall not apply to an applicant who is eligible for admission as a first-time freshman pursuant to Section 40755.

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

§ 40803. Applicants Who Are California Residents and Who Have Completed 56 Units of College Credit

An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of ~~each of the following~~ subdivisions (a), (c), and (d) or (b), (c), and (d), as appropriate:

(a) ~~For admissions prior to fall term 2000, The~~ applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(b)(c)~~ The applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;

~~(c)(d)~~ The applicant was in good standing at the last college attended.

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

§ 40803.1 Applicants Who Are Not California Residents and Who Have Completed 56 Units of College Credit

An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of ~~each of the following~~ subdivisions (a), (c), and (d) or (b), (c), and (d), as appropriate:

(a) For admissions prior to fall term 2000, The applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(b)~~(c) The applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

~~(c)~~(d) The applicant was in good standing at the last college attended.

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

And, be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed revisions will not impose a cost or savings on any state agency; will not impose a cost or savings on any local agency or school district that is required to be reimbursed under Section 17561 of the Government Code; will not result in any cost or savings in federal funding to the state; and will not impose a mandate on local agencies or school districts;

And, be it further

RESOLVED, That the Board of Trustees delegates to the Chancellor of the California State University authority to further adopt, amend, or repeal this revision pursuant to Section 89030.1 of the Education Code if further adoption, amendment, or repeal is required and is nonsubstantial or solely grammatical in nature, or sufficiently related to the original text that the public was adequately placed on notice that the change could result from the originally proposed regulatory action.