

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 12:30 p.m., Tuesday, March 20, 2018
Glenn S. Dumke Auditorium

Lillian Kimbell, Chair
Jorge Reyes Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Douglas Faigin
Debra S. Farar
Jean P. Firstenberg
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius

- Consent** 1. Approval of Minutes of the Meeting of January 30, 2018, *Action*
- Discussion** 2. Recommended Amendments to Title 5 Regarding Exemption from Nonresident Tuition, *Action*
3. Enrollment Management, *Action*
4. Academic Planning, *Action*
5. Recommended Amendments to Title 5 Regarding Doctor of Nursing Practice Degree Programs, *Information*
6. Academic Preparation, *Information*

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

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

January 30-31, 2018

Members Present

Lillian Kimbell, Chair
Jorge Reyes-Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Rebecca D. Eisen, Board Chair
Debra S. Farar
Jean Picker Firstenberg
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius
Timothy P. White, Chancellor

Trustee Kimbell called the meeting to order.

Approval of Minutes

The minutes of November 7, 2017 were approved as submitted.

Enrollment Management

Nathan Evans, chief of staff and senior advisor for Academic and Student Affairs, introduced the information item. He noted that the 2017-18 California state budget called on the CSU to adopt policies related to two enrollment management topics and indicated that the purpose of the presentation was to present draft proposals related to redirection and first priority for local applicants in impacted programs.

Joseph Castro, president of California State University, Fresno provided insight into the process that the Admission Advisory Council used to help develop and refine the draft policy proposals responding to the legislative directives.

April Grommo, director of enrollment management services, provided an overview of the two policy proposals. The first proposal, on redirection, would apply to all CSU-eligible undergraduate applicants who have not been admitted to any CSU campus. These applicants would be offered the opportunity to be redirected to an available campus. They would have 21 days to respond with their first and second campus choices, and would receive text and email reminders to do so. Under the second proposal, every impacted program at each CSU campus would be required to provide first priority to local applicants. "First priority" means that an applicant's GPA, eligibility index score or other requirements would receive a "bump," providing a finite advantage over applicants from outside the local area.

Following the presentation, trustees had several questions about the proposals. Trustee Sabalius inquired about extending the 21-day window for applicants to respond with their redirection preferences. Trustee Norton asked if campuses would be required to inform first-time freshmen who weren't admitted to their local campus about the Associate Degree for Transfer pathway. And several trustees expressed concern that the legislative directives were unfunded.

Amendment to Title 5 Regarding Exemption from Nonresident Tuition

Loren Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item, highlighting that Assembly Bill 540 allows students – including undocumented students – who graduated from and spent a minimum of three years in a California high school to receive a nonresident tuition exemption at the CSU. Newly passed legislation, Senate Bill 68, expands the provisions of AB 540 by providing additional options through which students can qualify for the nonresident tuition exemption.

Ray Murillo, director of student programs, provided an overview of the new options for qualifying for the nonresident tuition exemption. The attendance requirement can still be met through three years of attendance at a California elementary and/or secondary school, but now attendance at California adult schools and community colleges will count toward the three years. Also, the graduation requirement can still be met through graduation from a California high school, but now it can also be met by earning an associate degree or fulfilling the minimum CSU transfer requirements at a California community college.

Following the presentation, trustees sought to clarify that these new changes apply to all students, not solely to undocumented students. Staff confirmed that the requirements for qualifying for a nonresident tuition exemption apply to all students.

The Wang Family Excellence Awards

Chancellor Timothy P. White began the award ceremony by thanking Trustee Emeritus Stanley T. Wang for his family's history of giving to the CSU. Board of Trustees Chair Rebecca Eisen also provided brief remarks thanking Trustee Emeritus Wang and the award selection committee, as well as commending all nominees considered for the award.

Chancellor White read a brief biography and introduced each 2018 Wang Family Excellence Award recipient. They included:

- Dr. Berenecea Johnson Eanes, the vice president for the Division of Student Affairs at California State University, Fullerton. Dr. Eanes helped develop and implement the university's new strategic plan and re-engineered programs through the Student Success Initiative, which have resulted in a 30 percent improvement in six-year graduation rates and a 65 percent improvement in four-year graduation rates for first-time freshmen. She was honored with the Outstanding Administrator award.
- Dr. Ivor Weiner, a professor of special education at California State University, Northridge. Dr. Weiner is the director of the university's Family Focus Resource Center, which provides support and training to more than 1,500 families that have children with disabilities. He has secured more than \$6 million in grants for the center and other campus and community programs that help children and adults with special needs. Dr. Weiner was honored with the Outstanding Faculty Service Award.
- Dr. Mary Beth Love, the executive director of the Metro College Success Program and chair of the Department of Health Education at San Francisco State University. Dr. Love has helped secure nearly \$15 million in external funding to develop, research and institutionalize the Metro program, which has been pivotal to the success of low-income, first-generation students at both San Francisco State and the sister program at City College of San Francisco. Dr. Love was honored with the Outstanding Faculty Innovator in Student Success Award.
- Dr. Suzanne Phelan, a professor of kinesiology and director of the STRIDE Center for Obesity Research at California Polytechnic State University, San Luis Obispo. Dr. Phelan has authored a body of scholarship on health and obesity in low-income families that has been published in several respected academic journals. She also leads a multi-disciplinary effort to improve health outcomes for low-income populations through the Cal Poly Women and Infants' Mobile Health Unit. Dr. Phelan was honored with the Outstanding Faculty Scholarship Award.

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- Dr. Meryll Goldberg, a professor of music and arts integration at California State University San Marcos. Dr. Goldberg focuses on the role that arts play in academic success, career development and empathy. She gained international recognition for founding the university's Center ARTES, which offers innovative programs for teaching art to young students. She also helped launch a project to train grade-school teachers to use arts to improve student reading and language skills. Dr. Goldberg was honored with the Outstanding Faculty Teaching Award.

Trustee Kimbell adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding Exemption from Nonresident Tuition

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Summary

All students enrolled at a California State University (CSU) campus are charged the same systemwide tuition, depending on their enrollment status as an undergraduate, credential student or graduate student. However, some students (generally, students who are residents of another U.S. state or nation) are required to pay nonresident tuition in addition to the base tuition.

Existing law and regulation exempt an individual—other than current nonimmigrant visa holders—from paying nonresident tuition at the CSU if that person:

- Attended high school in California for three or more years, or attended elementary and/or secondary schools in California for three or more years and attained academic credits from California high schools equivalent to three or more years of full-time coursework;
- Graduated from a California high school or attained its equivalent;
- Registered at, or attends, an accredited institution of higher education in California; and
- Filed a California Nonresident Tuition Exemption Request and affidavit.

On January 1, 2018, Senate Bill 68, *Public postsecondary education: exemption from nonresident tuition*, went into effect. This legislation amends Section 68130.5 of the Education Code, relating to exemption from nonresident tuition. The amendment provides additional methods of meeting the attendance and graduation requirements by:

- Allowing time spent at California adult schools and California community colleges to count toward the attendance requirement; and
- Allowing the attainment of an associate's degree or fulfillment of the minimum CSU transfer requirements from a California community college to count toward the graduation requirement.

The board discussed this matter as an information item during the January 2018 meeting.

Proposed Revision

The proposed Title 5 amendments provide guidance for campuses regarding the full-time attendance at a California adult school and the minimum CSU requirements for students transferring from a California community college, as it relates to nonresident tuition exemptions. The proposed amendment also removes language that restates, without clarifying, portions of Section 68130.5 of the Education Code.

The following resolution is proposed to modify Title 5 by amending sections 40756.1 – Nonresident Tuition Exemption Based on Prior California Education, and 41906.6 – Nonresident Tuition Exemption for Crime Victims:

RESOLVED by the Board of Trustees of the California State University that Title 5, California Code of Regulations sections 40756.1 and 41906.6 be 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 5. Administration
Article 4. Nonresident Tuition

§ 41906.5. Nonresident Tuition Exemption Based on Prior California Education

(a) As used in Education Code Section 68130.5, fulfillment of the minimum transfer requirements for students transferring from a California Community College campus shall mean meeting the undergraduate transfer admission requirements established in Title 5, sections 40803, 40804 or 40804.1.

(b) When a California adult school does not measure attendance by class hours, campuses should consult with that school to determine whether a student has met the minimum 420 class hours of attendance for each school year in classes or courses authorized pursuant to Education Code Section 41976 or Penal Code Sections 2053 to 2054.2.

~~(a) Any student, other than a student who is nonimmigrant alien under Title 8, United States Code, Section 1101(a)(15), shall be exempt from paying nonresident tuition at any California State University campus if he or she:~~

~~(1) Satisfied either of the following:~~

~~(A) High school attendance in California for three or more years (grades 9-12); or~~

~~(B) Attainment of credits earned in California from a California high school, with those credits being equivalent to three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of those schools.~~

~~(2) Graduated from a California high school or attained the equivalent of such graduation; and~~

~~(3) Registered for or enrolled in a course offered by a California State University campus for any term commencing on or after January 1, 2002.~~

~~(c)(b)~~ Any student seeking an exemption under ~~subdivision (a)~~ Education Code section 68130.5 shall complete a questionnaire furnished by the California State University campus ~~of enrollment~~ verifying eligibility for this nonresident tuition exemption. Supplemental documentation ~~and~~ may be required to provide additional verification ~~documentation in addition to the information required by the questionnaire~~. Nonpublic student information so provided shall not be disclosed except pursuant to law.

~~(d)(c)~~ ~~In addition to the requirements of subdivision (a),~~ Any student without lawful immigration status shall file with the California State University campus an affidavit of enrollment on a form furnished by the campus stating that the student ~~he or she~~ has filed an application to legalize his or her immigration status or will file such an application as soon as he or she is eligible to do so.

~~(e)(d)~~ A student seeking ~~this~~ tuition exemption has the burden of providing evidence of compliance with the requirements of Education Code section 68130.5 and this section.

~~(f)(e)~~ Nothing herein modifies eligibility standards or requirements for any form of student financial aid.

Title 5. California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 5. Administration
Article 4. Nonresident Tuition
§ 41906.6. Nonresident Tuition Exemption for Crime Victims.

In accordance with Education Code section 68122(a), ~~S~~students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status, under Title 8, United States Code, Sections 1101(a)(15)(T) or (U), are exempt from paying nonresident tuition if they satisfy the requirements set forth in Education Code Section 68130.5. ~~-(1) satisfied either of the following: (A) high school attendance in California for three or more years (grades 9-12), or (B) attainment of credits earned in California from a California high school, with those credits being equivalent to three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of those schools; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.~~

COMMITTEE ON EDUCATIONAL POLICY

Enrollment Management

Presentation By

Nathan Evans
Chief of Staff
Academic and Student Affairs

April Grommo
Director of Enrollment Management Services
Student Academic Services

Background

The 2017-18 California state budget requires the California State University (CSU) Board of Trustees to adopt policies, by May 2018, that are designed to mitigate against the effects of impaction by: (i) requiring campuses to give priority to local CSU-eligible applicants seeking to enroll in impacted programs; and (ii) redirecting all CSU-eligible applicants to non-impacted programs on other campuses if not initially admitted.

At the September and November 2017 Board of Trustees meetings, information items were presented on the main governing structures of enrollment management and specific enrollment management tools—including campus strategies to maximize student access to courses and academic support, impaction and redirection.

At the January 2018 Board of Trustees meeting, draft policies on first priority for local applicants in impacted programs and redirection were presented to the board as information items. These policies are now being presented during the March meeting for board action.

Methodology for Policy Creation

The CSU Admission Advisory Council meets regularly, advising the chancellor about admission issues and reviewing systemwide admission policy and practices to ensure compliance with Board of Trustees policy and state statute. The council consists of:

- Two campus presidents;
- One provost/vice president for Academic Affairs;
- One vice president for Student Affairs;
- One assistant vice president for Academic Affairs;

- Five faculty members (including three representatives from the Academic Senate CSU, one representative from the CSU Math Council and one representative from the CSU English Council);
- Two representatives from the Office of the Chancellor; and
- One representative from the California State Student Association (CSSA).

Due to its subject matter expertise and representative membership, the Admission Advisory Council was tasked with consulting on the development of the draft policy proposals to respond to the policy requirements included in the 2017-18 state budget act. Over a series of meetings, the Admission Advisory Council landed on the policy proposals that were presented at the January meeting.

While developing the policy proposals, the Admission Advisory Council sought to accomplish three main goals:

- Meet the requirements set forth by the legislature;
- Develop proposals that account for the unique differences between the CSU's 23 campuses and provide the necessary flexibility; and
- Ensure individual students have a voice in the admission process.

The draft policies also benefited from the input of a variety of additional students, faculty, staff and administrators, including:

- CSU Board of Trustees;
- CSSA;
- Academic Preparation and Educational Programs Committee, Academic Senate CSU;
- CSU Council of Presidents;
- CSU provosts;
- CSU vice presidents of Student Affairs;
- Associate vice presidents of Enrollment Management; and
- Directors of Admission.

The following sections detail the proposed systemwide policies on redirection and first priority for local applicants in impacted programs that are being presented for board action.

Local Admission Priority Policy

Every impacted program at all CSU campuses will be required to provide first priority to local applicants. *First priority* means a finite admission advantage for local applicants. At a minimum, this priority includes a meaningful weighting of grade point average (GPA) or eligibility index that gives admission preference to local, CSU-eligible undergraduate applicants over non-local applicants.

Local applicants will continue to be subject to the same supplemental impactation criteria imposed on other applicants to impacted campuses and programs, specifically major preparation for transfer students and high school preparation for first-time freshmen.

Each campus will be required to clearly publish this information on its website for both first-time freshmen and upper-division transfer students.

Further, campuses will be required to: (a) inform first-time freshmen who are not admitted to their local campuses of their California Community College options; (b) inform first-time freshmen of the Associate Degree for Transfer opportunities; and (c) encourage applicants to transfer to a CSU in the future.

The first priority criteria will become part of each campus' annual impactation plan. Any change to existing procedure will be subject to the annual impactation process and will comply with section 89030.5 of the California Education Code.

Redirection Policy

This redirection policy will apply to all CSU-eligible undergraduate applicants who are not admitted to any CSU campus. Applicants who are admitted to at least one CSU campus will not be eligible for redirection.

To provide scalable organization to the process and best support applicants and their families, a set of systemwide dates and deadlines will be required. The following outlines the steps for a fall application cycle. If the proposal is approved, deadlines will also be created for the spring application cycle.

- All admission decisions will be completed and communicated by April 1 for all undergraduate applicants. By this date, all applicants will be informed that they have been admitted, waitlisted, denied due to impactation or denied due to CSU ineligibility.
- CSU-eligible undergraduate applicants who are waitlisted or denied admission due to either campus or program impactation will be notified about the opportunity to be redirected to a non-impacted campus. Applicants will be informed of the available campuses and asked to select their first and second choice.
- The Office of the Chancellor will use Cal State Apply to collect applicant responses and to manage the redirection process.
- Applicants will be given approximately 21 days to respond to the request. During this time, they will receive three email messages and text message reminders following the initial email notification.

- As redirection requests are received, the Office of the Chancellor will forward applications on a regular basis to non-impacted campuses. Students will be notified when their applications are submitted to non-impacted campuses.
- Applicants who do not respond within the 21 days will be contacted for an additional 14 days and will receive email and text message reminders to respond. During these additional 14 days, additional redirection requests will be honored; however, there is no guarantee that students will be accommodated at their first or second choice campus.
- Applicants who still do not respond will be automatically redirected to a non-impacted campus that still has capacity.
- Applicants who decline to be redirected will be asked why they have declined. This information will assist with reporting requirements.

Recommendation

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that:

1. The proposed Local Admission Priority policy is adopted as herein presented.
2. The proposed Redirection policy is adopted as herein presented.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes the CSU academic planning process, including the long-range program planning activity that took place since January 2017. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

Background

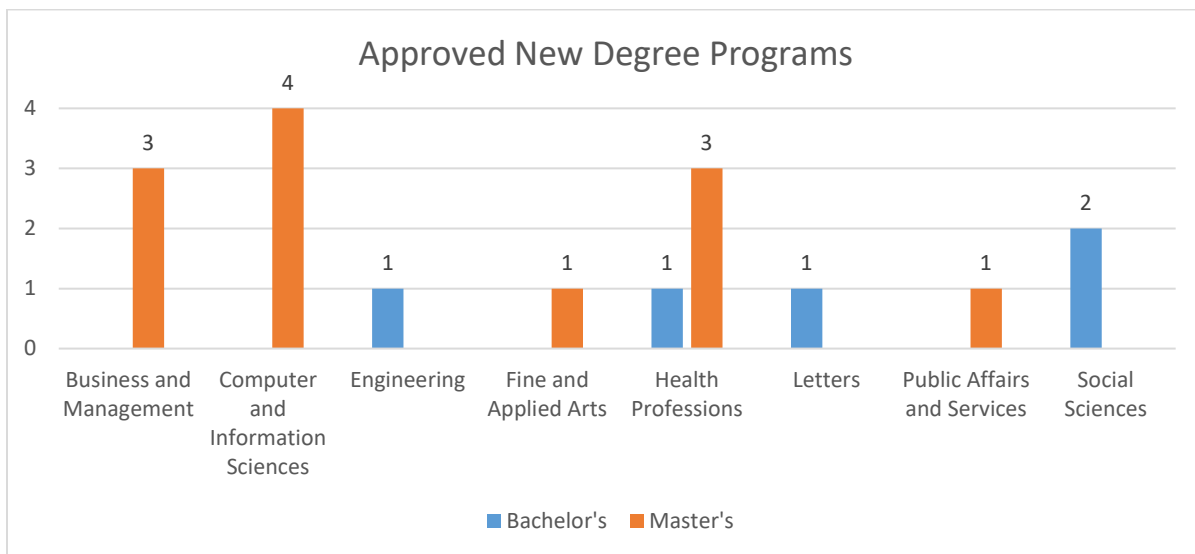
Five areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the CSU Academic Master Plan is presented. The academic planning topics include:

1. Changes to program projections
 - New projections proposed for addition to ten-year campus academic plans and to the CSU Academic Master Plan (**Attachment A**)
 - Existing projections that will be removed from the CSU Academic Master Plan and campus academic plans
2. Changes to existing degree programs
 - Degree programs suspending new admissions
 - Discontinuance of existing degree programs
3. Total units required for Bachelor of Arts (BA) and Bachelor of Science (BS) degree programs
4. Summary of Western Association of Schools and Colleges (WASC) Senior College and University Commission accreditation visits (**Attachment B**)
5. Accredited academic programs and departments (**Attachment C**)
6. CSU degree proposal, review and approval process (**Attachment D**)

Offering traditional and emerging degree programs, the CSU is an engine of social mobility, educating many students who are the first in their families to attend college. Because of the educational opportunities represented by CSU degree programs, graduates have a mid-career salary that, on average, is more than \$8,000 higher than graduates from other public universities. As a result of ongoing degree program planning and development that responds to employment demands and student interest, the CSU awards nearly 100,000 bachelor's degrees every year, adding to the 3.4 million CSU alumni who keep California's economy vibrant and growing.

Degree planning is a critical first step in the development of educational programs designed to meet the needs of California's skilled and diverse workforce. The CSU delivers more job-ready graduates into the workforce than any other public or private university in the state. The CSU produces 50 percent or more of California's graduates in engineering, business, agriculture, public administration and criminal justice. Sixty percent of nursing degrees earned in California are CSU degrees, including 43 percent of all bachelor's nursing degrees conferred in the state.

In the past year, the Office of the Chancellor has received 23 proposals for new degree programs. A degree proposal may be developed only after trustees approve the preliminary step: a degree projection, which is a long-term plan to develop a degree program. Seventeen new degree programs have been approved in the disciplines illustrated below.



To ensure that CSU degree programs are relevant and responsive to state needs, campuses consider local and statewide ongoing and emerging workforce needs. This year, new program projections reflect growth in the construction industry, among other trends. With jobs in the construction field rising to among the 100 fastest growing occupations in the state, the U.S. Bureau of Labor Statistics

emphasizes the need for leaders with analytical and management skills. Correspondingly, construction management is one of the 50 fastest-growing occupations in California. To educate those managerial professionals, three campuses are seeking trustee authorization to develop construction management degree programs: Fresno (MS), Long Beach (MS) and San Diego (BS). New programs would join those currently offered at Chico (BS), East Bay (BS and MS), Fresno (BS), Long Beach (BS), Northridge (BS), Sacramento (BS) and San Luis Obispo (BS).

The need for counselors to address mental health, substance abuse and behavioral disorders is expected to grow by more than 15 percent over the next six years. In California, such positions require master's degrees and licensure, requirements to be addressed by projected programs at Sacramento (MS Applied Behavioral Analysis) and San Marcos (MS Applied Behavioral Analysis and MS Clinical Counseling).

For the third year in a row, the online employment data center Glassdoor lists "data scientist" as the best job in America, with a median salary of \$110,000. Data scientists are experts who interpret data and give it practical significance and application. These professionals use statistics, calculus and algebra, software programming, software engineering, data-driven problem solving and data analysis and visualization skills. Forbes reports that 39 percent of data science and analytics positions are expected to require advanced degrees. This year's planning reflects the growing interest in data science and data-driven decision making, with projection proposals proposed by Bakersfield (MS Applied Economics and Analytics), Dominguez Hills (MS Business Analytics), Pomona (MS Business Analytics), Sacramento (MS Business Analytics) and San José (MS Data Analytics).

1. Changes to Program Projections

New Projections Proposed for Addition to Ten-Year Campus Academic Plans and to the CSU Academic Master Plan

The Academic Programs and Faculty Development Department at the Office of the Chancellor maintains the CSU Academic Master Plan, a comprehensive list of projected programs, existing degree programs and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty and facility development, will be updated to reflect the resolution adopted by the board at the March 2018 meeting. The CSU Academic Master Plan and each campus academic plan will thereafter be posted online as resources for university planning.

In addition to the CSU Academic Master Plan, the Office of the Chancellor maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (focused areas of study within the degree program). The CSU Degrees Database informs the public CSU Search Degrees website (<http://degrees.calstate.edu>), a tool for exploring the bachelor's and graduate degree programs and concentrations currently offered at CSU campuses.

The projections listed below and in **Attachment A** indicate campus intention to develop degree programs within the coming decade. Across the system, 43 new projections are proposed, 13 at the undergraduate level and 30 at the graduate level. New programs are planned in response to student demand, employer need, faculty interest, and licensure and accreditation requirements.

Campuses have also removed eight existing program projections from their academic plans for a variety of reasons, including shifting priorities or resources. These projections will therefore not be developed into degree proposals. The number of existing degree programs enrolling students has also decreased this year, with 19 degree programs having been changed to “suspended admission” status—meaning that additional students will not be admitted to those programs until further notice. Additionally, 12 degree programs have been “discontinued,” meaning the campus will no longer offer the programs after all currently enrolled majors have completed their degree requirements. In all cases, students already matriculated into a degree program are allowed to complete their degrees, even though the program has been discontinued or is not allowing new students to enroll.

Recommendations for board approval of campus academic plans (including proposed projected programs) follow Office of the Chancellor review of campus projection proposals. Review includes consideration of “declared policy of the board to encourage broadly based degrees of high academic quality and to avoid unnecessary proliferation of degrees and terminologies” (REP-91-03). Projected programs are removed from campus academic plans if a full degree proposal is not submitted to the Office of the Chancellor within five years of the date originally projected for implementation.

After the board approves a projection, the campus may begin developing a full degree implementation proposal, which is submitted to the Office of the Chancellor for review and final approval as a program. With confirmation from the Office of the Chancellor, a pilot degree program may enroll students for five years. Pilot programs subsequently may be proposed for conversion to permanent status, which requires the chancellor’s approval. Traditional, fast track, and pilot degree-proposal processes are described in **Attachment D**. In **Attachment A**, a ten-year overview of projected degree programs – by campus – is presented.

Bakersfield

- BA Latina/o and Latin American Studies
- BS Public Health
- MS Accounting
- MS Applied Economics and Analytics
- MS Finance

Bakersfield (continued)

MS Kinesiology
MS Logistics and Supply Chain Management
MS Technology Management

Chico

BA European Studies
BA Latinx Studies
BS Geography

Dominguez Hills

BA Asian Pacific Studies
BA Women's Studies
MS Accounting
MS Business Analytics

Fresno

MS Construction Management

Fullerton

MS Human Resource Management

Long Beach

BS Geography
MA Curriculum and Instruction in Physical Education
MS Construction Management

Los Angeles

BS Hospitality

Monterey Bay

MS Speech Language Pathology

Northridge

MA Diverse Community Development Leadership
MS Assistive Technology Engineering
MS Athletic Training

Pomona

BS Materials Engineering
MS Bioengineering

MS Business Analytics
MUD Urban Design

Sacramento

BFA Photography
MA Biotechnology
MS Applied Behavior Analysis
MS Business Analytics

San Bernardino

DNP Nursing Practice

San Diego

BS Construction Management
MS Athletic Training

San José

MS Athletic Training
MS Data Analytics
MS Finance
MS Informatics

San Marcos

BA Geography
MS Applied Behavior Analysis
MS Clinical Counseling

Removed Projections

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

Fullerton

BA Chinese Studies
BA Vietnamese Studies
MA Criminal Justice
MA Liberal Studies

Los Angeles

MA Liberal Studies

Northridge

MA Higher Education Leadership

Pomona

BA Physics

San Diego

BFA Graphic Design

2. Changes to Existing Degree Programs

Programs Suspending New Admissions

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

East Bay

MA, MS Interdisciplinary Studies

Fullerton

BA European Studies

Los Angeles

MS Criminal Justice

Monterey Bay

BA Integrated Studies

Northridge

MA, MS Interdisciplinary Studies

MA Music

MKM Knowledge Management

MS Engineering

San Bernardino

MA Art

MAT Mathematics Teaching

MFA English

San Luis Obispo

MA Biological Sciences
MS Kinesiology
MS Printed Electronics and Functional Imaging

Sonoma

BA, BS Special Major (Interdisciplinary Studies)

Stanislaus

BA French

Discontinuance of Existing Degree Programs

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

Chico

MA Geography

East Bay

BA Geography
MA Sociology
MS Computer Networks

Fresno

MS Marine Science

Los Angeles

MA Theatre Arts
MBt Applied Biotechnology Studies

Monterey Bay

MA Interdisciplinary Studies

Sacramento

MA International Affairs

San Diego

MA Television, Film and New Media

San José

MA French
MA Theatre Arts

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

During Office of the Chancellor review of BA and BS degree proposals, the 120-unit limit remains a central consideration in evaluating curricular coherence and quality, student-learning outcomes, quality assurance, access, fiscal responsibility and service to students and employers. Ninety-six percent of all CSU BA and BS degree programs require no more than 120 units for degree completion. Title 5 allows for more than a 120-unit total for Bachelor of Fine Arts, Bachelor of Music, Bachelor of Architecture, Bachelor of Landscape Architecture and integrated teacher preparation (ITP) programs.

4. Summaries of WASC Senior College and University Commission Accreditation Visits

The CSU Board of Trustees adopted a resolution in January 1991 that requires an annual agenda item on academic planning and program review, including information on recent campus accreditation visits from the WASC Senior College and University Commission during the 2016-17 academic year. The accreditor granted full 10-year accreditation approval to CSU Sacramento. A summary of the WASC accreditation visit appears in **Attachment B**.

5. Accredited Academic Programs and Departments

In 1968, the CSU Board of Trustees resolved that “each State College be encouraged, in cooperation with the Office of the Chancellor, to seek accreditation of appropriate instructional programs by national professional accrediting agencies.” Campuses are therefore expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools and colleges. **Attachment C** contains the list of all reported accredited units and degree programs.

6. CSU Degree Proposal, Review and Approval Process

Attachment D details the descriptions and illustrations of procedures and policies guiding degree proposal development, review and approval.

The following resolution is recommended for adoption and refers to changes in the CSU Academic Master Plan and campus academic plans described in this agenda item.

RESOLVED, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as identified in Agenda Item 4 of the March 19-21, 2018 meeting of the Committee on Educational Policy) be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

RESOLVED, that those projected degree programs proposed to be included in campus academic plans be authorized for implementation, at approximately the dates indicated on Attachment A, subject in each instance to the chancellor's review, approval, and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the programs; and be it further

RESOLVED, that degree programs not included in the campus academic plans be authorized for implementation only as pilot or fast-track programs or as modifications of existing degree programs, subject in each instance to Chancellor's Office approval and CSU policy and procedures.

**CSU Academic Master Plan
Ten-Year Overview of Planned Programs**

Projections Proposed to the CSU Board of Trustees
Planned for Implementation between 2018-19 and 2028-29

Planned degree programs (“program projections”) appear in bold red font and are proposed for board approval at the March 2018 meeting. Existing, previously approved program projections appear in black font. Projected degree programs may remain on the CSU Academic Master Plan for five years after the originally approved implementation date, which appears in the far right column. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree program. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the chancellor’s approval in order for a program to enroll students.

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Bakersfield	2019	BA	Latina/o Latin American Studies	2019
		BS	Public Health	2019
		MS	Applied Economics and Analytics	2019
		MS	Computer Science	2017
	2020	MS	Accounting	2020
		MS	Finance	2020
		MS	Kinesiology	2020
	2021	MS	Technology Management	2021
	2022	MS	Logistics and Supply Chain Management	2022

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Channel Islands	2020	MA	History	2012
		MA	Psychology	2016
		MPA	Public Administration	2012
		MS	Coastal Sustainability	2012
	2021	BA	Freedom and Justice Studies	2013
		MS	Applied Sociology	2013
	2022	BA	Philosophy	2014
		MS	Nursing	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Chico	2019	MA	Teaching	2015
	2020	BA	European Studies	2020
		BA	Latinx Studies	2020
		BS	Geography	2020

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Dominguez Hills	2018	MA	International Peace and Security	2018
		MS	Systems Engineering	2016
	2019	BA	Asian Pacific Studies	2019
		BA	Women's Studies	2019
		MS	Accounting	2019
		MS	Business Analytics	2019
	2020	MA	Communication Disorders	2014
		MA	Kinesiology	2014
		MA	Spanish	2016
		MHA	Healthcare Administration	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
East Bay	2019	BS	Civil Engineering	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fresno	2018	BA	Dance	2016
		BA	Liberal Arts	2017
		MS	Athletic Training	2018
	2019	BS	Emergency Management and Homeland Security	2014
		MS	Construction Management	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fullerton	2018	BS	Software Engineering	2016
		MS	Accounting and Finance	2013
		MS	Engineering Management	2016
	2019	MS	Athletic Training	2018
		MS	Human Resource Management	2019
		MS	Human Services	2016
	2021	BS	Environmental Engineering	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Humboldt	2018	BA	Child Development	2015
	2019	BS	Nursing	2017
	2020	MA	Spanish	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Long Beach	2018	BFA	Acting	2018
		MA	Human Experience Design Interactions	2018
		MA	Languages and Cultures	2015
		MS	Athletic Training	2018
		MS	Chemical Engineering	2017
		MS	Information Systems	2014
	2019	BA	Biochemistry	2016
		BS	Geography	2019
		MA	Curriculum and Instruction in Physical Education	2019
		MS	Construction Management	2019
		MS	Finance	2017
		MS	Hospitality Management	2015
		MS	International Affairs	2016
		MS	Marketing	2016
	2020	BS	Computational Mathematics	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Los Angeles	2018	BS	Hospitality	2018
		AuD	Audiology	2018
	2019	BA	Women's, Gender, and Sexuality Studies	2015
		MA	Pan-African Studies	2018
		MS	Business Analytics	2018
		MS	Industrial Management	2018
MS	Materials Science and Engineering	2018		

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Maritime Academy	2020	BS	Oceanography	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Monterey Bay	2019	BS	Plant and Soil Science	2018
		BS	Public Safety	2018
		MS	Speech Language Pathology	2019
	2020	MPH	Public Health	2018
		MS	Accounting	2015
	2021	BS	Computer Engineering	2016
	2023	BA	Interdisciplinary Studies	2018
		MA	Teaching English to Speakers of Other Languages	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Northridge	2018	BA	Earth and Environmental Sciences	2017
		BFA	Visual Art	2018
		MA	Educational Therapy	2018
		MS	Entrepreneurship	2018
		AuD	Audiology	2018
	2019	MA	Diverse Community Development Leadership	2019
		MA	Instructional Design	2015
		MS	Assistive Technology Engineering	2019
		MS	Athletic Training	2019
		MS	Management	2014
		MS	Real Estate	2017
	2020	MS	Finance	2013
		MS	Information Systems Management	2020
	2021	BS	Neuroscience	2021
		MA	Sustainability	2021
PhD		Complex Systems	2021	

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Pomona	2019	BM	Music	2018
		MS	Architecture	2016
		MS	International Apparel Management	2014
	2020	BS	Materials Engineering	2020
		BS	Regenerative and Sustainable Studies	2017
		MS	Bioengineering	2020
		MS	Business Analytics	2020
		MS	Dietetics	2018
		MS	Mechatronics and Robotics Engineering	2017
MUD	Urban Design	2020		

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sacramento	2018	BFA	Studio Art	2018
		BS	Health Services	2017
		MS	Finance	2013
		AuD	Audiology	2018
	2019	BA	Design Studies	2019
		BFA	Graphic Design	2019
		BFA	Interior Architecture	2019
		BFA	Photography	2019
		MA	Biotechnology	2020
		MFA	Studio Art	2019
		MS	Applied Behavior Analysis	2019
MS	Business Analytics	2019		

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Bernardino	2018	MS	Finance	2017
		MS	Information Systems and Technology	2016
		MS	Kinesiology	2015
	2019	DNP	Nursing Practice	2019
	2020	MA	World History and Comparative Civilizations	2017
		MS	Entrepreneurship and Innovation	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Diego	2019	PhD	Hearing Science (with UC San Diego)	2014
	2018	MS	Big Data Analytics	2018
	2019	BS	Construction Management	2019
		MS	Athletic Training	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Francisco	2018	MS	Business Analytics	2018
	2019	BA	Race and Resistance Studies	2018
		MA	East Asian Languages and Literatures	2016
		MA	Modern European Languages and Literatures	2016
		MFA	Broadcast and Electronic Communication Arts	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San José	2018	MS	Bioinformatics	2018
		MS	Data Analytics	2018
	2019	MS	Athletic Training	2019
		MS	Finance	2019
		MS	Hospitality, Tourism and Meeting Management	2018
		MS	Informatics	2019
		AuD	Audiology	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Luis Obispo	2019	MS	Food Science	2014
	2020	BS	Environmental Product Design	2016
		BS	Sustainable Designed and Built Environments	2016
		MEng	Civil and Environmental Engineering	2015
		MS	Environmental Sciences and Management	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Marcos	2018	BA	Arts, Media and Design	2016
		BA	Ethnic Studies	2015
		BA	Philosophy	2016
		BS	Software Engineering	2019
		BS	Wildfire Science	2017
		MS	Chemistry	2017
	2019	BA	Chicano/a Studies	2016
		BA	Geography	2019
		BA	Theatre	2015
		BS	Electrical Engineering	2024
		MS	Applied Behavior Analysis	2019
	2024	MS	Clinical Counseling	2019
		BS	Computer Engineering	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sonoma	2018	BA	Geography and Environment	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Stanislaus	2019	MFA	Theatre Production	2017

**Summary of WASC Senior College and University Commission
Accreditation Visit**

California State University, Sacramento

The WASC Senior College and University Commission team visited California State University, Sacramento, on April 11-13, 2017, as part of the review process for reaffirmation of the institution's accreditation. The review team concluded that the university presented strong evidence of its commitment to continuous improvement in every area of the institution. Recent implementation of new initiatives conveyed strong commitments to student success, community engagement, diversity and inclusiveness.

CSU Sacramento was commended for placing student success as the core element of the university's mission and making efforts to close retention and graduation rate gaps for both underserved and underrepresented students. Other commendations included the development of programs that leverage the institution's location in the state capital, a transparent budget process that is well aligned with the strategic plan, and a spirit of honesty, enthusiasm and empowerment of student and faculty voices.

The Commission team identified some areas for further improvement, including structures and processes to support faculty hiring and faculty development within Academic Affairs; program review; centralizing data-reporting systems; general education assessment plans and the university website.

The visit team report was received and given due consideration at the June 21-23, 2017, meeting of the Commission, which acted to reaffirm the accreditation of California State University, Sacramento, for a period of ten years, with the next accreditation visit scheduled for spring 2027.

California State University Accredited Program, by Campus

California State University, Bakersfield

Program	First Granted	Renewal Date
Business Administration BS	not specified	2017-2018
Business Administration MBA	not specified	2017-2018
Biochemistry	not specified	2018-2019
Chemistry BS	not specified	2018-2019
Counseling MS	not specified	2021-2022
Education MA	not specified	2021-2022
Nursing BS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016
Social Work MSW	not specified	2022-2023

California State University Channel Islands

Program	First Granted	Renewal Date
Biotechnology MS/MBA Dual Degree Program	2017	2027
Business BS – Options in Entrepreneurship, Finance, Global Business, Management, Marketing	2017	2027
Business MBA	2017	2027
Education MA – Administrative Services	2009	2018
Education – Administrative Services Preliminary Credential	2009	2018
Education MA – Education Specialist	2009	2018
Education – Mild/Moderate Disabilities Credential	2009	2018
Education – Mild/Moderate Disabilities Intern Credential	2009	2018
Education – Multiple Subject Credential	2009	2018
Education – Multiple Subject Intern Credential	2009	2018
Education – Single Subject Credential	2009	2018
Education – Single Subject Intern Credential	2009	2018
Nursing BS	2006	2025

California State University, Chico

Program	First Granted	Renewal Date
Art BA	not specified	2018
Art BFA	not specified	2018
Art MA	not specified	2018
Art MFA	not specified	2018
Business Administration BS	1997	2018
Business Administration MBA	1997	2018
Business Information Systems BS	1997	2018
Chemistry BS	not specified	2018
Civil Engineering BS	1968	2018
Communication Design BA–Graphic Design Option	not specified	2018
Communication Sciences and Disorders MA	2003	2018
Computer Engineering BS	1989	2018
Computer Information Systems BS	2007	2018
Computer Science BS	1987	2022
Construction Management BS	1987	2022
Education MA	not specified	2022
Electrical and Electronic Engineering BS	1971	2018
Health Science: Health Services Admin Option BS	2004	2018
Journalism BA	1997	2022
Mechanical Engineering BS	1971	2018
Mechatronic Engineering BS	1998	2018
Music BA	1995	2019
Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2021
Nutritional Science MS	2001	2021

Chico (continued)

Psychology: Applied/School Psychology Option MA	1998	2017
Public Administration MPA	1996	2017
Recreation, Hospitality, and Parks Management BS	1986	2019
Recreation Administration MA	1986	2019
Social Work BA	not specified	2025
Social Work MSW	not specified	2025
Sustainable Manufacturing BS	1980	2020
Theatre Arts BA	2009	2017

California State University, Dominguez Hills

Program	First Granted	Renewal Date
Clinical Science BS	1995	2026
Clinical Science BS–Cytotechnology	1993	2026
Computer Science BS	1996	2022-23
Education MA	not specified	2019
Education MA–Special Education	not specified	2019
Health Science MS–Orthotics and Prosthetics	2015	2020
Music BA	9/1/1976	2018-19
Nursing BSN	2004	2018
Nursing MSN	2004	2018
Occupational Therapy MS	2007	2023
Public Administration BS	2005	2022-23
Public Administration MPA	2005	2022-23
Social Work MSW	2007	2022
Theatre Arts BA	1987	2025-26
Chemistry BS	not specified	2017

California State University, East Bay

Program	First Granted	Renewal Date
Accountancy MS	2013	2018-19
Business Administration BS	1973-1974	2018-19
Business Analytics MS	1982-1983	2018-19
Business Administration MBA	1982-1983	2018-19
Chemistry BS	1970-1971	2018-19
Computer Engineering BS	2013-2014	2020-21
Counseling MS, Option in School Psychology	1982-1983	2022-23
Economics BS	1973-74	2018-19
Economics MS	1973-74	2018-19
Industrial Engineering BS	2006-2007	2021-22
Music BA	1973-1974	2019-20
Music MA	1973-1974	2019-20
Nursing BS	1974-1975	2025-26
Nursing MS	2018	2025-26
Social Work MSW	2006-2007	2017-18
Speech-Language Pathology MS	1992-1993	2019-20

California State University, Fresno

Program	First Granted	Renewal Date
Accountancy MS	1967, 2004	Suspended 2011
Agricultural Education BS	1967	2020
Agricultural Specialist Credential	not specified	2021
Athletic Training BS	1997	2017-2018
Business Administration BS: Accountancy, Computer Information Systems, Entrepreneurship, Finance, Human Resource Management, International Business, Logistics and Supply Chain Strategies, Management, Marketing, Real Estate and Urban Land Economics, Special, and Sports Marketing	1957, 1963	2018-19
Business Administration MBA	1974	2018-19
Civil Engineering BS	1968	2019
Civil Engineering MS	1986	2019
Clinical Rehabilitation and Mental Health Counseling MS	1976	2017-18
Communicative Disorders BA – Deaf Education Option & Speech Pathology Option	1979, 1994, 2004	2023-2024
Communicative Disorders MA – Deaf Education Option & Speech-Language Pathology Option	1979, 1994, 2004	2023-2024
Computer Engineering BS	1999	2019
Construction Management BS	1992/2008	2019-20
Counseling MS	1995	2019
Education MA	1967, 1988	2021
Education–Early Childhood Education Specialist (NAEYC Accredited, currently under review)	not specified	2023
Education–Multiple Subject Internship	not specified	2021
Education–Multiple Subject Bilingual Authorization, Spanish and Hmong	not specified	2021
Education–Preliminary Administrative Services	not specified	2021
Education–Preliminary Administrative Services Internship	not specified	2021
Education–Preliminary Multiple Subject	not specified	2021
Education–Preliminary Single Subject	not specified	2021
Education–Pupil Personnel Services, School Counseling	not specified	2021
Education–Reading/language Arts Specialist	not specified	2021

Fresno (continued)

Program	First Granted	Renewal Date
Education–Single Subject Internship	not specified	2021
Education Specialist, Mild/Moderate and Moderate/Severe	not specified	2021
Education Specialist, Deaf and Hard of Hearing -Education Specialist Clear, Mild/Moderate and Moderate/Severe -Education Specialist Level II, Mild/Moderate and Moderate/Severe	not specified	2021
Educational Leadership EdD		
UC Davis JDPEL	1991	2021
Independent DPELFS program	2007	2021
Bakersfield Joint Program	2011	2021
Electrical Engineering BS	1965	2019
Food and Nutritional Sciences BS–Dietetics and Food Administration Option	2005, 1979	2021
Food and Nutritional Sciences Certificate of Advanced Study–Internship Program	2005, 1979	2021
Geomatics Engineering BS	1979	2019
Industrial Technology, BS	2016	2020
Interior Design BA	1986	2024
Kinesiology – Physical Education Option BS	2008	2017-18
Liberal Studies BA	not specified	2021
Mechanical Engineering BS	1965	2019
Music BA, MA	1979	2019-20
Nursing BS	2005	2021
Nursing DNP	2012	2019
Nursing MS	2005	2019
Physical Therapy DPT	2012	2025
Public Administration MPA	1991	2019
Public Health MPH	1998	2020
Pupil Personnel Services, School Psychology	not specified	2021
Recreation Administration BS	1986	2021
School Nursing Advanced Credential (Clear)	not specified	2021
School Psychology EdS	1994	2017
Social Work BSW and MSW	1967	2024
Theatre Arts, BA	1989	2024

California State University, Fullerton

Program	First Granted	Renewal Date
Accounting MS	1966	2018
Art BA, MA	1974	2024
Art BFA, MFA	1994	2024
Business Administration BA	1965	2018
Business Administration MBA	1972	2018
Chemistry BS	1970	2022
Civil Engineering BS	1985	2022
Communications BA, MA	1971	2021
Communicative Disorders BA, MA	1969	2018
Computer Engineering BS	2007	2022
Computer Science BS	1988	2018
Counseling MS	2007	2023
Dance BA	1993	2024
Education Credentials	1960	2022
Education MS	1970	2022
Electrical Engineering BS	1985	2018
Human Services BS	1982	2017
International Business BA	1984	2018
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2022
Music BA	1966	2024
Music BM	1975	2024
Music MA	1966	2024
Music MM	1975	2024
Nursing BS		
NLN accreditation	1981-2007	2026
Commission on Collegiate Nursing Education (CCNE)	2007	2026
Nursing DNP	2013	2019
Nursing MS	2002	2026

Fullerton (continued)

Program	First Offered	Renewal Date
Public Administration MPA	1989	2018
Public Health MPH	2008	2020
Social Work MSW	2011	2023
Taxation MS	1996	2018
Theatre Arts BA	1974	2026
Theatre Arts BFA	2005	2026
Theatre Arts MFA	1985	2026

Humboldt State University

Program	First Granted	Renewal Date
Art BA	1978	2024-25
Chemistry BA, BS	prior to 1976	2014 pending (next review: 2019)
Child Development Laboratory, Child Development	1989	2017 (pending)
School of Education–Administrative Services Credential	2002	2022
School of Education–Multiple Subjects Credential	2002	2022
School of Education–Single Subjects Credential	2002	2022
School of Education–Special Education Credential	2002	2022
School of Education and Department of Kinesiology/ Recreation Administration–Adapted Physical Education Credential	2002	2022
Environmental Resources Engineering BS	1981	2023
Forestry BS	1979	2025-26
Registered Professional Foresters (RPF) License	not specified	periodic
Music BA	1979	2021
Social Work BA, MSW	2004	2019

California State University, Long Beach

Programs	First Granted	Renewal Date
Accountancy MS	2015	2019
Aerospace Engineering BS	2001	2018
American Language Institute	2007	2017
Art BA, BFA, MA, MFA	1974	2018
Athletic Training BS	2006	2018
Biochemistry BS	2015	2018
Business Administration BS, MBA	1972	2019
Chemical Engineering BS	1980	2018
Chemistry BS	1958	2018
Civil Engineering BS	1963	2018
Computer Engineering BS	1974	2018
Computer Science BS	1995	2018
Construction Engineering Management BS	2012	2017
Dance BA, BFA, MA, MFA	1982	2022
Design BA	2007	2018
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2023 CAEP and CTC Review
Electrical Engineering BS	1963	2018
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences MA	1977	2019
Health Care Administration BS	1992	2021
Health Care Administration MS	2002	2016
Hospitality Management BS	2010	2017
Industrial Design BS	1974	2018
Interior Design BFA	1974	2018
Journalism and Mass Communication BA	1978, 2014	2020
Mechanical Engineering BS	1963	2018
Music BA, BM, MA	1968	2023
Nursing BS	1967	2021
Nursing MS	1978	2021
Physical Therapy DPT	2012	2022
Psychology MS, Human Factors Option	2012	2018
Public Health MPH	1990	2022
Public Policy and Administration MPA	1990	2017

Long Beach (continued)

Programs	First Granted	Renewal Date
Recreation Administration MS	1976	2021
Social Work BA	1975	2017
Social Work MSW	1985	2017
Speech Language Pathology MA	1970	2019
Supply Chain Management MS	2015	2019
Theatre Arts BA, MFA	1973	2017

California State University, Los Angeles

Program	First Granted	Renewal Date
Art BA	1974	2019-20
Art MA	1974	2019-20
Art MFA	1974	2019-20
Accountancy MS	1964	2021-22
Business Administration BS	1960	2021-22
Business Administration MBA	1964	2021-22
Business Administration MS	1964	2021-22
Communicative Disorders MA Speech Language Pathology option	1987	2023-2024
Computer Information Systems BS	1964	2021-22
Computer Science BS	2005	2018-19
Counseling MS	1994	2019-2020
Counseling MS, Rehabilitation Counseling Option	1956	2019-2020
Counseling MS, School-Based Family Counseling Option	1978	2020-21 CTC and CAEP; CACREP
Criminalistics MS	2011	2017-18
Education Credentials	1959	2020-21
Education MA	1959	2020-21
Educational Administration MA	1959	2020-21
Educational Leadership EdD	2011	2020-21
Engineering, Civil BS	1965	2018-19
Engineering, Electrical BS	1965	2018-19
Engineering, Mechanical BS	1965	2018-19
Healthcare Management, MS		2021-22
Industrial Technology BS	2013	2017-18
Music BA, BM, MA	1970	2017-18
Music MM	1995	2017-18

Los Angeles (continued)

Program	First Granted	Renewal Date
Nursing BS, MS	2007	2019-20
Nursing DNP	2011	2019-20
Nutritional Science MS–Coordinated Dietetics Program	1974	2020-21
Nutritional Science MS - Didactic Program in Dietetics	1976	2020-21
Public Administration MPA	1984	2021-22
Social Work BA, MSW	1979	2018-19
Special Education MA	1959	2020-21
Special Education PhD	1971	2020-21
Teaching English to Speakers of Other Languages MA	1989	2020-21

California State University Maritime Academy

Program	First Granted	Renewal Date
Business Administration BS–International Business and Logistics	2003	2019-20
Facilities Engineering Technology BS	1999	2019-20
Marine Engineering Technology BS	1978	2019-20
Mechanical Engineering BS	2002	2019-20

California State University, Monterey Bay

Program	First Granted	Renewal Dates
School of Business	March 2017 (candidacy)	Spring 2019
Nursing	January 2016	Spring 2019
Social Work MSW	2014	2018
Preliminary Multiple Subject Teaching Credential	1994	2020
Preliminary Single Subject Teaching Credential	1994	2020
Preliminary Education Specialist Teaching Credential	2001	2020
Pupil Personnel Services Credential: School Psychology	2016	2020

California State University, Northridge

Program	First Granted	Renewal Date
Accountancy BS	1976	2019
Accountancy MS	1976	2019
Art BA, MA	1993	2020
Art MFA	2006	2020
Athletic Training BS	1995	2027
Biochemistry BS	1978	2018
Business Administration BS, MBA	1976	2019
Chemistry BS	1966	2018
Civil Engineering BS	1994	2019
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2019
Computer Information Technology BS	2017	2019
Computer Science BS	1985	2019
Construction Management BS	2010	2019
Counseling MS	1997	2018
Counseling MS, Career Counseling Option	1996	2018
Didactic Program in Dietetics	1985	2019
Dietetic Internship	1985	2019
Education MA	1997	2018
Educational Administration MA	1997	2018
Electrical Engineering BS	1994	2019
Engineering Management BS	2017	2019
Environmental and Occupational Health BS	1972 1973	2019 2019
Environmental and Occupational Health MS	1972 1978	2019 2019
Family and Consumer Sciences BS	1973	2023
Family and Consumer Sciences BS–Interior Design option	1998	2017
Finance BS	1976	2019
Health Administration BS	1971	2022
Health Administration MS	2017	2020
Information Systems BS	1976	2019
Journalism BA	1967	2021
Management BS	1976	2019

Northridge (continued)

Program	First Granted	Renewal Date
Manufacturing Systems Engineering BS	2001	2019
Marketing BS	1976	2019
Mechanical Engineering BS	1994	2019
Music BA, BM, MM	1968	2018
Nursing BS	1999	2024
Physical Therapy DPT	1969	2025
Public Health Education MPH	1980	2018
Radiologic Sciences BS	1977	2018
Social Work MSW	2008	2020
Special Education MA	1997	2018
Taxation MS	1976	2019
Theatre BA	1991	2025
Theatre Arts MA	1991	2025
Tourism, Hospitality, and Recreation Management BS	2014	2021

Northridge Credential Programs

Program	First Granted	Renewal Date
Counseling – Pupil Personnel Services Credential	1997	2018
Educational Administration – Preliminary Administrative Services Credential	1997	2018
Educational Administrative Services Credential – Tier 1 and Tier 2	1997	2018
Elementary Education – Multiple Subject Bilingual Authorization	2011	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential	1974	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential – Blended or Intern	2002	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential – CLAD	1997	2018
Elementary Education – Reading and Language Arts Specialist Credential	2002	2018

Northridge Credential Programs (continued)

Program	First Granted	Renewal Date
Secondary Education – Single Subject Teaching Credential	1974	2018
Secondary Education – Single Subject Teaching Credential– Bilingual Authorization	2011	2018
Secondary Education – Single Subject Teaching Credential - Preliminary – Blended or Intern	2002	2018
Secondary Education – Single Subject Teaching Credential- Preliminary – CLAD	1997	2018
Special Education – Education Specialist Authorization Advanced Teaching Credential	2010	2018
Special Education – Education Specialist Clear Teaching Credential	2013	2018
Special Education – Education Specialist Clear Teaching Credential – Deaf and Hard of Hearing	2013	2018
Special Education – Education Specialist Clear Teaching Credential – Mild/Moderate	2013	2018
Special Education – Education Specialist Clear Teaching Credential – Moderate/Severe	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Deaf/Hard of Hearing	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential Early Childhood Special Education Credential	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Mild/Moderate	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Moderate/Severe	2013	2018
Special Education – Education Specialist Teaching Credential – Deaf/Hard of Hearing – Lev I and Lev II	1997	2018
Special Education – Education Specialist Teaching Credential – Early Childhood – Lev I and Lev II	1997	2018
Special Education – Education Specialist Teaching Credential – Mild/Moderate – Lev I and Lev II	1997	2018
Special Education – Education Specialist Teaching Credential– Moderate/Severe – Lev I and Lev II	1997	2018

California State Polytechnic University, Pomona

Program	First Granted	Renewal Dates
Accountancy MS	2015	2019-20
Accountancy MS (Accelerated)	2015	2019-20
Adapted Physical Education Authorization	1997	2021-22
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2021-22
Aerospace Engineering BS	1970	2017-18
Agricultural Specialist Authorization	1976	2021-22
Animal Health Science BS	1997	2017-18
Architecture BArch	1981	2022-23
Architecture MArch	1978	2022-23
Art History BA	1997	2018-19
Bilingual Authorization (Chinese and Mandarin Chinese)	2011	2021-22
Business Administration BS, MBA, MS	1995	2019-20
Chemical Engineering BS	1972	2017-18
Civil Engineering BS	1970	2017-18
Civil Engineering BS, Geospatial Engineering Option	1992	2017-18
Computer Engineering BS	2004	2017-18
Computer Science BS	1994	2020-21
Construction Engineering and Management BS	1976	2017-18
Didactic Program in Dietetics	1993	2019-20
Dietetic Internship Program	1993	2019-20
Education Specialist Mild/Moderate Level I and Level II Teaching and Intern Credentials	1997	2021-22
Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2021-22
Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2021-22
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2021-22
Electrical Engineering BS	1970	2017-18
Electronic Systems Engineering Technology BS	1976	2017-18
Electromechanical Systems Engineering Technology BS	1976	2017-18
Hospitality Management BS	1994	2018-19

Pomona (continued)

Industrial Engineering BS	1976	2017-18
Interior Architecture MIA	2010	2020-21
Landscape Architecture BS	1963	2022-23
Landscape Architecture MLA	1975	2022-23
Manufacturing Engineering BS	1988	2017-18
Mechanical Engineering BS	1970	2017-18
Multiple Subject Intern Teaching Credentials	1998, 2003	2021-22
Multiple Subject Preliminary Teaching Credentials	1973, 2003	2021-22
Music BA	2013	2020-21
Public Administration MPA	2006	2019-20
Reading Certificate Authorization	2012	2021-22
Single Subject Intern Teaching Credentials	1998, 2003	2021-22
Single Subject Preliminary Teaching Credentials	1973, 2003	2021-22
Urban and Regional Planning BS	1967	2021-22
Urban and Regional Planning MURP	1971	2021-22
Visual Communication Design BFA	1997	2018-19

California State University, Sacramento

Program	First Granted	Renewal Date
Administrative Services Credential, Intern, EDLP	1974	2019/2020
Administrative Services Credential, Level I, Preliminary, EDLP	1984	2019/2020
Administrative Services Credential, Level II, Professional, EDLP	1985	2019/2020
Art BA	1974	2025
Art Education BA	~1984	2018
Art History BA, MA	1974	2025
Art Studio BA	1974	2025
Athletic Training BS	1976	2023
Business Administration BS, MBA	1963	2022
Business Administration Accountancy MS	not specified	2017
Civil Engineering BS	1965	2022
Computer Engineering BS	1987	2022
Computer Science BS	1986	2022
Construction Management BS	1989	2019
Didactic Program in Dietetics	1996	2017
Dietetic Internship	2003	2017
Education Specialist, Early Childhood Special Education, EDS	1974	2018
Education Specialist, Level II, EDS	not specified	2018
Education Specialist, Mild/Moderate, EDS	not specified	2018
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	not specified	2018
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	not specified	2018
Electrical and Electronic Engineering BS	1969	2022
English Education	<1980	2022
Graphic Design BS	2005	2025
Interior Design BA	2001	2018
Liberal Studies BA	2004	2018
Mechanical Engineering BS	1965	2022
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018

Sacramento (continued)

Program	First Granted	Renewal Date
Multiple Subjects, BMED	not specified	2018
Multiple Subjects, EDTE	not specified	2018
Music BA	1964	2021
Music Education BM	not specified	2019
Nursing Graduate MS	1986	2019 (CCNE) 2022 (BRN)
Nursing-Post Licensure BS	1962	2019 (CCNE) 2022 (BRN)
Nursing-Pre Licensure BS	1962	2019 (CCNE) 2022 (BRN)
Photography BA	2005	2025
Physical Education BS	1952	2019
Physical Therapy DPT	1997	2025
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1996	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration BS	1978	2021
Rehabilitation Counselor Education Program, CORE	not specified	2020
School Counseling; Career Counseling; Marital, Couple and Family Counseling, Therapy, EDC	2006	reaccreditation pending
School Psychology, EDS	2001	2018
Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2018
Single Subject, BMED	not specified	2018
Single Subject, EDTE	not specified	2018
Social Science BA	not specified ~1992	2018
Social Work BA, MSW	1966	2017
Speech Pathology MS	1985	2019

California State University, San Bernardino

Program	First Granted	Renewal Date
Accountancy MS	2009	2018-19
Administration BA	1994	2018-19
Administration BS	1994	2018-19
Art BA	1983	2021-22
Business Administration MBA	1994	2018-19
Chemistry BS	1970	2019-20
Computer Engineering BS	2014	2020-21
Computer Science BS	1988	2020-21
Education Credential MA, MS	2002	2018-19
Health Science BS	2009	2019-20
Health Science BS, Environmental Health Option	2004	2018-19
Information Systems and Technology BS	2015	2018-29
Music BA	2003	2021-22
Nursing BS	1984	2022-23 (CCNE) 2017-18 (BRN)
Nursing MS	1984	2017-18 (CCNE) 2017-18 (BRN)
Nutrition and Food Sciences BS	1989	2017-18
Public Administration MPA	1989	2023-24
Public Health MPH	2014	2022-23
Robert and Frances Fullerton Museum of Art	2008	2022-23
Rehabilitation Counseling MA	1988	2023-24
Social Work BA	2006	2017-18
Social Work MSW	1993	2021-22
Theatre Arts BA	2004	2020-21

San Diego State University

Program	First Granted	Renewal Date
School of Accountancy BS, MS	1979	2017-2018
Administration, Rehabilitation and Postsecondary Education MS	1978	2022
Aerospace Engineering BS	1964	2021-2022
Art BA, MA, MFA	1975	2022
Art-Interior Design BA, MA, MFA	1984	2018
College of Business Administration BA, BS, MBA, MS, MBA/JD	1955	2018
Chemistry BS	1950	2017
Civil Engineering BS	1964	2021-2022
Computer Engineering BS	2004	2021-2022
Computer Science BS	1994	2018
Construction Engineering BS	2009	2021-2022
Education MA	1998	2018
Electrical Engineering BS	1964	2021-2022
Environmental Engineering BS	2004	2021-2022
Exercise and Nutritional Sciences BS, DPT	before 1961, 2000	2019, 2021-2022
Health Management and Policy division in the Graduate School of Public Health BS, MS, MSW, MPH, PhD	1983	2019
Journalism and Media Studies BA, MA	1971 and 1985	2021
Marriage and Family Therapy MS	2009	2022
Mechanical Engineering BS	1964	2021-2022
Nursing BS, MS	not specified	2020
Nutrition BS, DPD	~1980	2019
Policy Studies in Language and Cross-Cultural Education	1998	2018
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health MPH	1983	2017
Public Health, Graduate School MS, MPS, PhD	1983, 1985	2021

San Diego (continued)

Program	First Granted	Renewal Date
School Counseling, School Psychology MA, MS, EdS	1998, 1989	2018, 2023
Social Work BA	1974	2018
Social Work MSW, MPH, MSW/JD	1966	2018
Special Education MA	1998	2018
Speech, Language, and Hearing Sciences–Audiology Program AuD	2006	2019
Speech, Language, and Hearing Sciences–Speech-Language Pathology Credential MA, AuD	1979	2017
Speech, Language, and Hearing Sciences–Speech-Language Pathology Program PhD	1987	2019
Teacher Education BA, MA	1998	2018

San Francisco State University

Program	First Granted	Renewal Date
Accountancy MS	1979	2019
Apparel Design and Merchandising BS	2003	2023
Art BA, MA, MFA	1983	2023
Art MFA	1983	2023
Business Administration BS, BA, MBA	1963	2019
Cinema BA, MFA	1983	2023
Cinema Studies MA	1983	2023
Clinical Laboratory Science Graduate Internship Program	1977	2019
Clinical Mental Health Counseling MS	2017	2018
Communicative Disorders MS	1971	2025
Counseling MS and Marriage, Family and Child Counseling MS	1978	2018
Didactic Program in Dietetics	1987	2019
Dietetics BS and Graduate Internship Program	1991	2019
Drama BA, MA	1982	2021
Engineering, Civil BS, Electrical BS	1972	2018, in progress
Engineering, Computer BS	in progress	2018, in progress
Engineering, Mechanical BS	1987	2018, in progress
Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	2025
Hospitality and Tourism Management BS	1990	2019
Interior Design BS	2003	2023
Journalism BA	1985	2020
Music BA, BM, MA, MM	1963	2018, in progress
Nursing BS, MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2021
Public Health MPH	2003	2025
Recreation, Parks and Tourism Administration BS	1990	2022

San Francisco (continued)

Social Work BA, MSW	1975, 1971	2018, in progress
Teacher Education Credential Programs in Administrative Services, Bilingual Authorization, Clinical or Rehabilitative Services, Education Specialist, Multiple Subject Instruction, Pupil Personnel Services, Reading and Language Arts Specialist, Single Subject Instruction, Speech-Language Pathology Services	1900	2020
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021

San José State University

Program	First Granted	Renewal Date
Accountancy MS	1964	2021
Advertising BS	1971	2021
Aerospace Engineering BS	1991	2018
Art BA, BFA, MA	1974	2020
Athletic Training BS	not specified	2019
Biomedical Engineering BS	2011	2022
Business Administration BS	1964	2021
Business Administration MBA	1973	2021
Chemical Engineering BS	1958	2018
Chemistry BS	not specified	2021
Civil Engineering BS	1958	2018
Communicative Disorders EDAU MA	1989	2018
Computer Engineering BS	1958	2018
Computer Science BS	1996, 2001	2018
Counselor Education Credential	1958	2020
Dance BA, BFA	1987	2019
Educational Leadership Credential	1958	2020
Electrical Engineering BS	1958	2018
Elementary Education Credential	1958	2020
Human Factors/Ergonomics MS	2014	2021
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2023
Journalism BS	1971	2021
Kinesiology MS	1989	2019
Library Information Science MLIS	1969	2021
Materials Engineering BS	not specified	2018
Mechanical Engineering BS	1958	2018
Music BA, BM, MM	1958	2017
Music Education MA	2016	2017
Nursing BS	not specified	2019
Nursing MS	1959, 1998	2019
Nutritional Science BS –Dietetics	1986	2020
Occupational Therapy MS	1991	2026
Public Administration MPA	1988	2018

San José (continued)

Program	First Granted	Renewal Date
Public Health MPH	1974, 1976	2020
Public Relations BS	1971	2021
Pupil Personnel Services Credential	1958	2020
Recreation BS	1987	2020
Secondary Education Credential	1958	2020
Social Work BS, MS	1977	2023
Special Education Credential	1958	2020
Speech Pathology Credential	1958	2018
Taxation MS	1964	2021
Teacher/Librarian Services Credential	1958	2020
Theatre Arts BA	1982	2018
Transportation Management MS	1964	2021
Urban Planning MUP	1972, 1988	2018

California Polytechnic State University, San Luis Obispo

Program	First Granted	Renewal Date
Accounting MS	2014	2017-18
Administrative Services Credential	not specified	2020
Aerospace Engineering BS	1969	2021
Agriculture Specialist Credential	not specified	2020
Architectural Engineering BS	1975	2021
Architecture BArch	1980	2017-18
Art and Design BFA	1995	2017-18
Bilingual Authorization (Spanish)	not specified	2020
Biomedical Engineering BS	2015 retroactive to 2012	2021
Bioresource and Agricultural Engineering BS	1973	2021
Business Administration BS, MBA	1981	2017-18
City and Regional Planning BS	1973	2019
City and Regional Planning MCRP	1993	2019
Civil Engineering BS	1973	2021
Computer Engineering BS	1997	2021
Computer Science BS	1986	2021
Construction Management BS	1978	2020
Economics BS	1981	2017-18
Education Specialist Mild/Moderate Credential	not specified	2020
Electrical Engineering BS	1969	2021
Engineering Management MBA/MS	2014	2017-18
Environmental Engineering BS	1971	2021
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2022
Industrial Engineering BS	1969	2021
Industrial Technology and Packaging BS	1974	2017-18
Landscape Architecture BLA	1975	2020
Manufacturing Engineering BS	1997	2021
Materials Engineering BS	1971	2021
Mechanical Engineering BS	1969	2021
Multiple Subject Teaching Credential	not specified	2020
Music BA	2003	2018-19
Nutrition BS–Applied Nutrition Concentration	2005	2023

San Luis Obispo (continued)

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

California State University San Marcos

Program	First Granted	Renewal Date
Education MA	1995	2022
Nursing BS	2008	2023
Nursing MS	2012	2027
Social Work MSW	2016	2020
Speech Language Pathology MS	2015	2019
Administrative Services Credential – Preliminary	2007	2022
Education Specialist: Mild/Moderate Credential – Preliminary/Traditional	2010	2022
Education Specialist: Mild/Moderate Credential – Preliminary/Intern	2010	2022
Education Specialist: Mild/Moderate Credential – Level II/Traditional	2000	2022
Education Specialist: Moderate/Severe Credential – Preliminary/Traditional	2010	2022
Education Specialist: Moderate/Severe Credential – Preliminary/Intern	2010	2022
Education Specialist: Moderate/Severe Credential – Level II/Traditional	2000	2022
Education Specialist Added Authorization: Autism Spectrum Disorder	2010	2022
Multiple Subject – Preliminary/Traditional	1992	2022
Single Subject – Preliminary/Traditional	1995	2022
Bilingual Authorization: Spanish	2011	2022
Reading and Literacy Added Authorization	2012	2022
Reading and Literacy Specialist Credential	2012	2022

Sonoma State University

Program	First Granted	Renewal Date
Art BA	1982	2019-20
Art History BA	1982	2019-20
Business Administration BS, MBA	2007	2016-17
Counseling MA	1984	2016-17
Education MA	2005	2019-20
Music BA	1972	2016-17
Nursing BS, MS	1974	2020-21

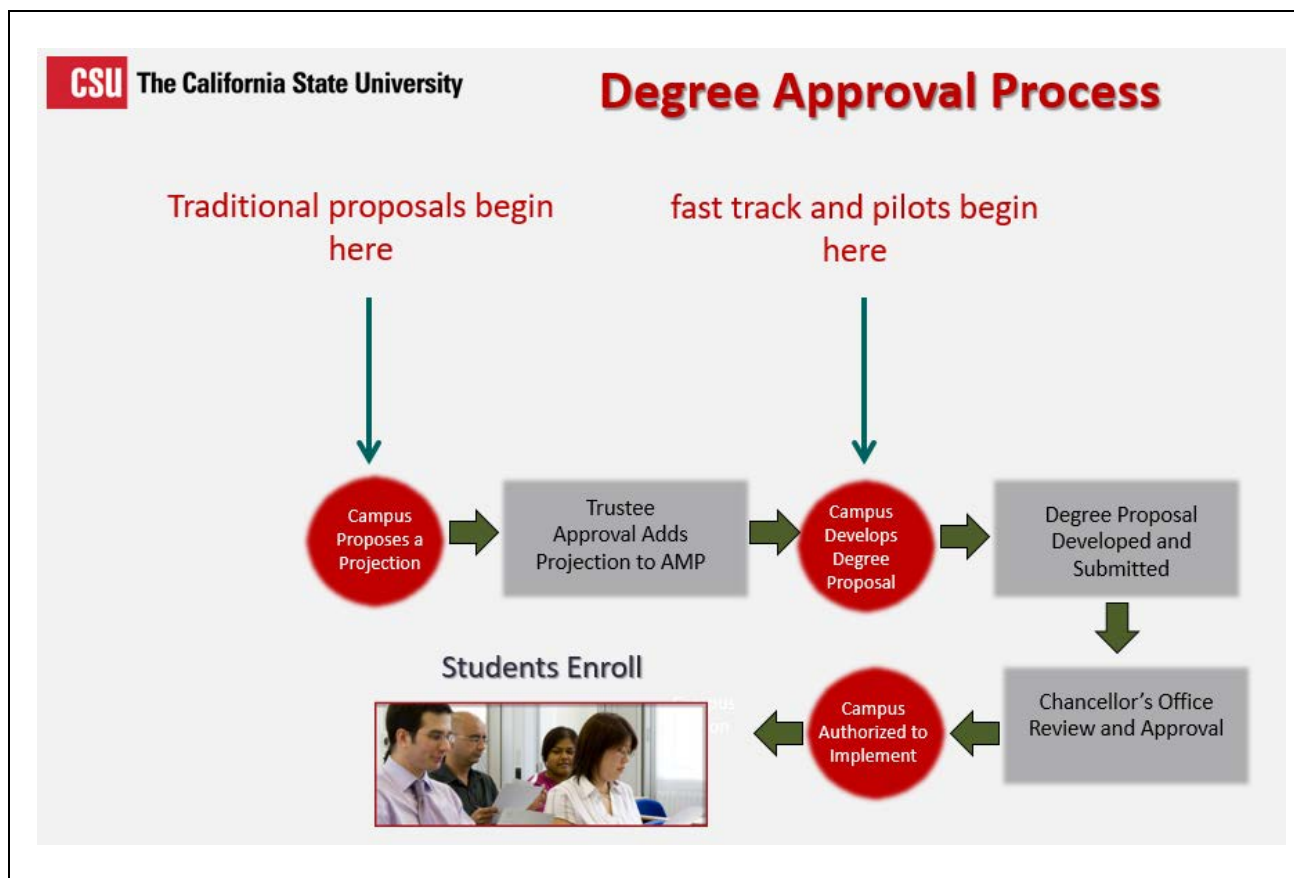
California State University, Stanislaus

Program	First Granted	Renewal Date
Art BA, BFA	1983	2019-20
Business BS, MBA, MS	2003	2017-18
Education MA	1991	2017-18
Genetic Counseling MS	2008	2025-26
Music BA, BM	1981	2022-23
Nursing BS	1986	2019-20 2026-27
Nursing MS	2010	2026-27
Public Administration MPA	1982	2016-17
Social Work MSW	1998, retroactive to class of 1996	2017-18
Theatre Arts BA	1983	2022-23

CSU Degree Proposal, Review and Approval Process

The CSU degree planning process begins with campus departmental plans and ends with a campus enrolling students in the program. Along the way, plans are subjected to review and approval by the campus, the board and the Chancellor's Office. Campuses may pursue one of three approaches to proposal review and approval, depending on the kind of program envisioned. The approaches are: (1) the traditional process; (2) the fast-track process; or (3) the pilot process. Each process will be explained in this review. The traditional process is shown in Illustration 1.

Illustration 1



The Traditional Process

Degree Projections

The traditional process begins with degree projections. Each January, campuses submit projection proposals, which are very general long-term plans to develop and implement a degree program, to the Chancellor's Office for preliminary review. Projection proposals must make a supportable case that the desired degree program will meet the following criteria in order to obtain a Chancellor's Office recommendation for board approval at the March trustees meeting.

Chancellor's Office Projection Review Criteria (All Degree Levels)

1. Degree designation and title (e.g., BS Biochemistry);
2. Date approved by the academic senate;
3. Projected implementation date;
4. Delivery mode: fully face-to-face, hybrid or fully online program;
5. A brief summary of the purpose and characteristics of the proposed degree program;
6. Support mode: state-support or self-support/extended education;
7. Anticipated student demand;
8. Workforce demands and employment opportunities for graduates;
9. Other relevant societal needs;
10. An assessment of the required resources and a campus commitment to allocating those resources; and
11. As applicable:
 - a. If the projection is a pilot program, campuses will list the academic years during which the program will operate in pilot status.
 - b. For new degree programs that are not already offered in the CSU, campuses include a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level.

Additional Criteria for Projected Bachelor's Degree Programs

Projected bachelor's degrees are general, characterized by breadth and are as enduring as possible in content and title, whereas graduate programs are more appropriately specialized.

Resource: http://www.calstate.edu/APP/documents/Breadth_EPR85_13.pdf.

Additional Criteria for Projected Graduate Degree Programs

Master's degree programs should be projected only when the sponsoring department is well established and has achieved a level of quality that has been affirmed by a program review or in subjects for which national accreditation, including review by a visiting team, is available. Further requirements of new graduate programs include that:

1. There are at least five full-time faculty with the appropriate terminal degree;
2. The programs have enrollment sufficient to support offering at least four graduate-level courses each year;
3. Evidence is provided that the department can support the level of research required of a graduate program; and
4. Not less than one half of the units required for the degree shall be in courses organized primarily for graduate students.

Resources:

http://www.calstate.edu/APP/documents/Graduate_Level_EPR_82_39.pdf and

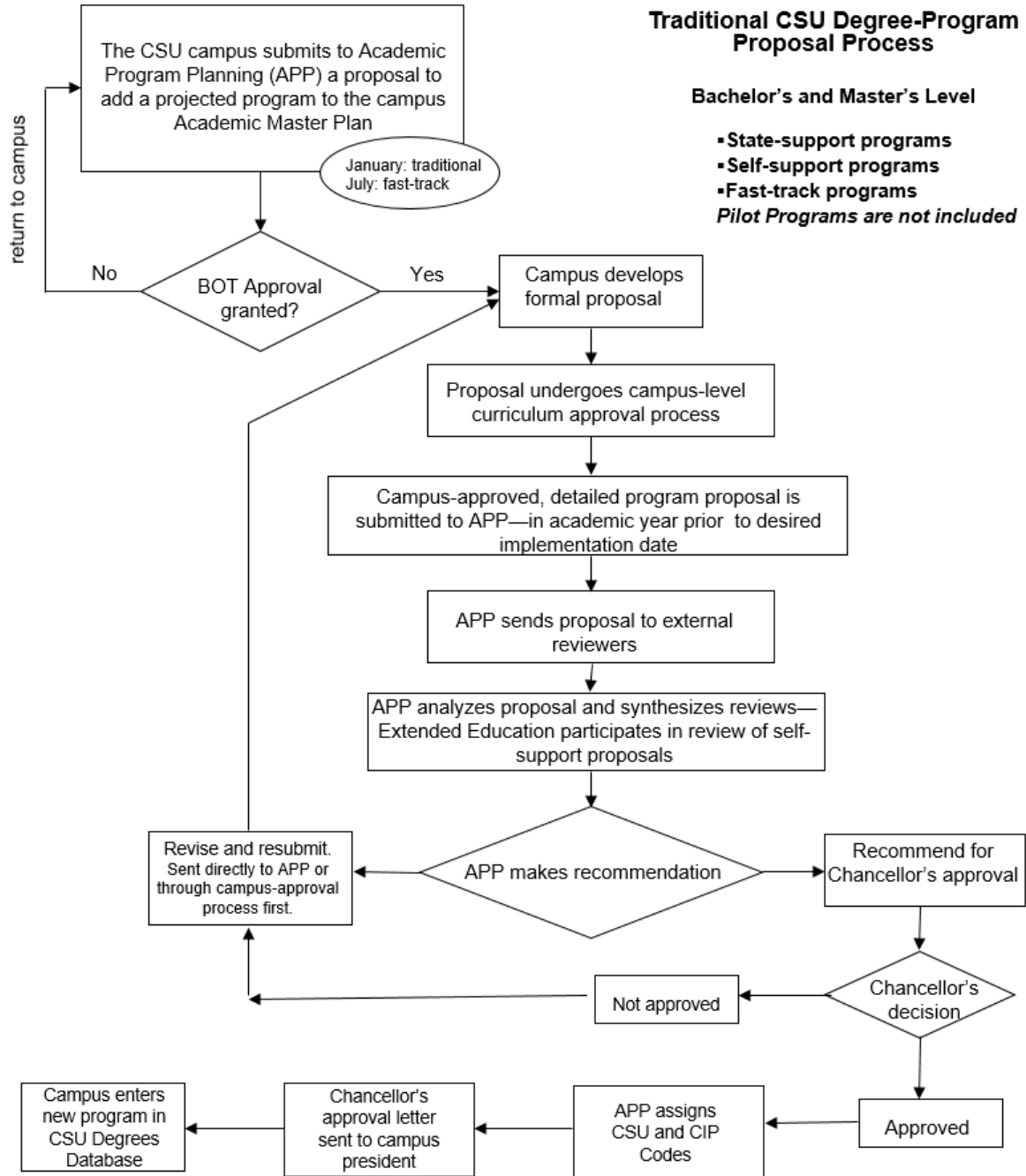
http://www.calstate.edu/APP/documents/AAP_91_04_Recommendations_Graduate_Education.pdf

Degree Program Proposal Development and Review Process

After obtaining board approval for a proposed projection, the campus may begin developing a full detailed degree proposal, which must obtain campus approvals before being submitted for system-level review. Campus-approved degree proposals are reviewed by Chancellor's Office staff who have faculty experience and curriculum-development and review experience. Additionally, as needed, external experts review degree programs that have highly specialized curricular requirements. It is not unusual for the Chancellor's Office to request modifications to the degree requirements or the assessment plans during the review process. Proposals must obtain the chancellor's approval before the degree program can be implemented and enroll students. All degree program proposals are governed by California Education Code and systemwide policy, including Title 5 regulations, executive orders and coded memoranda.

Illustration 2 depicts the process for the "traditional degree program proposal." This process is used for bachelor's, master's and doctoral programs that will be run either through state support or through self-support extended education. In this process, the full degree proposal is submitted to the Chancellor's Office a year ahead of planned implementation.

Illustration 2



Degree Proposal Review Criteria

During the proposal review process, reviewers evaluate proposed programs and resources according to these review criteria.

Faculty

Does the faculty appear qualified to offer this program and at this level? Does the faculty expertise span all appropriate specializations, and are there sufficient faculty members for the projected size of the program? Do they appear to have appropriate research or professional experience? Are the arrangements for administering the program sufficient to ensure that it will operate effectively?

Curriculum

Does the curriculum have appropriate breadth, depth and coherence for an undergraduate or a graduate program in this field? Is it up to date, incorporating the most recent developments in the field? Is it consistent with any pertinent recommendations of professional organizations? Is it responsive to employment opportunities for graduates? If it is a baccalaureate program, would it constitute desirable preparation for graduate or doctoral study in the fields indicated in the proposal? Does the proposed bachelor's degree meet the applicable Bachelor of Arts (BA) and Bachelor of Science (BS) requirements established in Title 5? If the proposal is for a BA or BS degree, does it require no more than 120 units, or does the proposal provide a well-defended rationale for exceeding the Title 5 limit of 120 units for BA and BS degrees? Does the graduate program meet Title 5 section 40510 master's degree requirements?

Resources

Does the description of facilities, equipment and information resources indicate that the campus has the resources (or reliable access to resources) that will be needed for a high-quality program? If not, what information would be minimally necessary to ensure that the resources are adequate? For self-support programs, does the budget contain three-to-five years of operation, showing multiple cohorts? Does it show full cost recovery, and are the student costs within market ranges for similar extension programs?

Assessment of Program Quality and Student Learning

Does the proposal provide an assessment plan that identifies program and student learning goals? Do the student learning outcomes match with the curriculum? Are goals measurable, and will the assessment process be manageable? Is the process meaningful, with assessment results used to influence changes in the curriculum or pedagogy?

State Need and Student Demand

Is a program of this kind needed in California? Is there convincing evidence provided in the proposal to demonstrate student interest in the program and employer demand for graduates? Are the sources of information on need current and credible? If the information on need for the program is not adequate, what other information might we suggest that the campus include in the proposal?

Multi-Year Cost-Recovery Budget (Self-Support Programs)

Does the budget include sufficient years to follow multiple cohorts? Is an appropriate level of student attrition built in? Are costs related to hybrid or online delivery and technical support included for programs not offered entirely in face-to-face mode?

The Fast-Track Process: Combined Projection and Proposal

To review, in the traditional proposal process, a campus requests trustee approval to include a projection on the campus Academic Plan. Subsequent to trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Chancellor's Office for system-level review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

As adopted by the board in July 1997, a "fast-track" process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review process.

Fast-Track Criteria

To be proposed via fast track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law, trustee policy and executive orders.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

Fast-Track Timelines

- The first Monday in January—for July approval
- The second Monday in June—for December approval

Fast-track proposals that are submitted to the Chancellor's Office by the first Monday in January, and that raise no major issues, can be acted on by the Board of Trustees in March, sent through system-level review and could receive Chancellor's Office approval in July.

Proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the Board of Trustees in September, sent through system-level review and could receive Chancellor's Office approval in December.

Submitting Fast-Track Proposals

When submitting an update to the campus Academic Plan, the campus notes any fast-track degree proposals and includes a very brief description of the program and a rationale for offering it through the fast-track process.

Resource: http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf

The Pilot Degree Program Proposal Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, trustee policy established in July 1997 that a limited number of proposals meeting fast-track criteria might be implemented as five-year "pilot programs" without prior review and approval by the board. Instead, the Chancellor's Office conducts a review to confirm that all applicable policy requirements have been met. For self-support pilot programs, the Chancellor's Office also reviews proposed projected budgets to ensure all costs will be recovered through student fees and without relying on state funds.

Pilot-Program Criteria

Pilot degree programs must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law, trustee policy and executive orders.

5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

Pilot Program Implementation Procedures

1. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) provide a program description and list of curricular requirements and (3) confirm that each of the six pilot criteria apply to the pilot program.
2. While Chancellor's Office approval is not required, a pilot program must be acknowledged by the Chancellor's Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

Pilot Operational Policy

1. A pilot program is authorized to operate only for five years.
2. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.
3. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

Pilot Conversion Procedures

For the program to continue beyond the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular status. A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

1. The campus committed the resources necessary to maintain the program beyond five years;
2. A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate; and
3. Approval by the chancellor after review and comment by the Chancellor's Office.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding Doctor of Nursing Practice Degree Programs

Presentation By

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Academic and Student Affairs

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Academic Programs and Faculty Development

Summary

Recent changes in legislation regarding California State University (CSU) Doctor of Nursing Practice (DNP) degree programs require corresponding Title 5 amendments. Proposed revisions are presented as an information item at the March 2018 Board of Trustees meeting and will be presented for action at the May 2018 meeting.

Background

Title 5 amendments to regulations governing CSU DNP programs are proposed in response to Assembly Bill 422, *California State University: Doctor of Nursing Practice Degree Program* (Arambula), which was signed into law by Governor Brown on October 12, 2017, and gave the CSU permanent DNP degree-granting authority. The resulting Education Code changes eliminated four features of the 2010 legislation that temporarily authorized the CSU to award DNP degrees. DNP-related Education Code changes removed the following:

1. Temporary pilot status, which was to expire on July 1, 2018;
2. The limitation to only three campuses operating DNP programs;
3. The restriction to admitting only applicants with earned master's degrees in nursing; and
4. The legislative reporting requirement for DNP programs.

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

- **§ 40050.2 Function: Instruction Leading to the Doctor of Nursing Practice Degree.**
This amendment establishes CSU independent authority to offer DNP degrees permanently.
- **§ 40100.1 Cooperative Curricula.**
This section updates Education Code sections specified in the “Reference” citations.
- **§ 40513 The Doctor of Nursing Practice Degree.**
This section expands previously established DNP degree program scope, allowing post-baccalaureate entry pathway (as well as a post-master’s pathway) and removing the pilot end date. New language establishes an 80 percent residence requirement, in reflection of post-baccalaureate pathway. Revised language reflects professional conventions regarding the doctoral project, changing language from “research” to “evidence-based endeavor,” for example. Further revisions include updating the Education Code sections specified in the “Authority” and “Reference” citations.
- **§ 40514 The Doctor of Nursing Practice Degree: Requirements.**
This section updates Education Code sections specified in the “Authority” and “Reference” citations.
- **§ 41021 Admission to Doctor of Nursing Practice Programs.**
Revised admission requirements allow post-baccalaureate entry (as well as post-master’s entry). Further revisions include updates to Education Code sections specified in the “Authority” and “Reference” citations.

An item will be presented at the May 2018 meeting for board action to adopt the following recommended changes to Title 5.

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

§ 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 leading to the degree is one of the three pilot programs authorized by the Board of Trustees and satisfies the criteria of Section 40513 and Section 40514.

NOTE: Authority cited: Sections 66040, 66040, 89030, 89035, 89280, and 89281, 89282, 89283 and 89284, Education Code. Reference: Sections 89280, and 89281, 89282, 89283, and 89284, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 2 – Curricula

§ 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's, master's, or doctoral degree may be established cooperatively by two or more campuses. The Chancellor is authorized to establish and from time to time revise such procedures as may be appropriate for the administration of this section.

NOTE: Authority cited: Sections 66600, 89030, and 89035, Education Code. Reference: Sections 66040, 66042, 66600, 89030, 89280; and 89281, 89282, 89283 and 89284, Education Code.

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

§ 40513. The Doctor of Nursing Practice Degree.

(a) California State University programs leading to a Doctor of Nursing Practice degree shall be ~~operated as pilot degree programs, with student enrollment permitted prior to July 1, 2018 and student course work allowed to be completed on or after July 1, 2018~~ distinguished from a University of California Doctor of Philosophy in Nursing program.

(b) ~~The programs shall not supplant nursing programs offered by the CSU at the master's level as of January 1, 2010.~~

(e**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 enable professionals to earn the degree while working full time.~~

(3**2**) Programs shall be consistent with the requirements of a professional nursing accrediting body and the regional accrediting association.

(e**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.

(e**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 ~~and research findings~~ methods and evaluation, 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 (~~54 quarter units~~) earned in graduate

standing. At least 27 semester units (~~40.5 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.

(34) At least ~~24~~80 percent of required Doctor of Nursing Practice semester units (~~36 quarter 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.

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

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

(A) The doctoral project shall be the written product of a systematic, rigorous, research evidence-based endeavor focused on a significant ~~advanced~~ nursing practice issue. The doctoral project is expected to contribute to an improvement in professional practices, ~~or~~ 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 ~~research~~ 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 ~~research~~ problem statement and ~~question(s)~~ 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 (~~18 quarter units~~) shall be allowed for the doctoral project.

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

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280, and 89281, ~~89282, 89283 and 89284~~, Education Code. Reference: Sections: 66600, 89280, 89281, and 89282, ~~89283 and 89284~~, Education Code.

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

§ 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 consistent with the specifications in subdivision (ed) 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, ~~89283 and 89284~~, Education Code. Reference Sections: 66600, 89030, 89280, and 89281, ~~89283 and 89284~~, 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

§ 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~~program~~ 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 ~~advanced~~ 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, ~~89283, and 89284~~, Education Code. Reference: Sections 66600, 89030, 89280, and 89281, ~~89283, and 89284~~, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Academic Preparation

Presentation By

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Background

The California State University (CSU) has a long history of meeting students where they are and supporting them to degree completion. This includes work to improve new students' academic preparation and readiness in mathematics and English; foundational skills students need to be successful throughout their college experience.

Regular collection and reporting of CSU data on new student preparation began with the fall 1995 entering class. Over the past 23 years, the percentage of students considered ready for college-level coursework in both English and mathematics upon entry at the CSU more than doubled.



These improvements are the result of a range of factors, including the dedicated engagement of CSU faculty, the use of multiple measures of student assessment, increased collaboration with K-12 school districts to align curricula and a concerted focus by K-12 teachers to prepare students for college.

As a result of increased preparation efforts in K-12, more students are graduating from high school having completed an a-g curriculum (the coursework that is required to apply to the CSU or University of California) and taken a college entrance exam. The higher education eligibility study, released by the Governor’s Office of Planning and Research in July 2017, found that a record high 43 percent of public high school graduates in 2015 completed the “a-g” pattern of college preparatory courses, with additional gains reported by the California Department of Education in subsequent years.

Through the Early Assessment Program (EAP), the Early Start Program, strong partnerships with K-12 districts and other academic preparation efforts, the CSU continues to provide students an opportunity to begin their first term of college better prepared for the academic challenges and rigor they will encounter throughout their time at the CSU. Recent policy changes to placement and assessment, the Early Start Program and developmental education will further improve student outcomes and help close persistent equity gaps, ensuring that all CSU students receive the support they need while earning college credit beginning their first day on campus.

This annual item provides a progress update on academic preparation including information on EAP efforts, data from the summer 2017 Early Start Program and demonstrated proficiency of fall 2017 first-time freshmen. It also includes updates on the implementation of Executive Order 1110.

Early Assessment Program

In 2001, EAP was developed in collaboration with the State Board of Education, the California Department of Education (CDE) and the CSU in an effort to reduce the need for remediation of entering first-year students. The program provides students in their junior year of high school a measure of their readiness for college-level English and mathematics, and facilitates opportunities for them to improve their skills during their senior year.

To facilitate students' understanding of their EAP results, the CSU has worked with the CDE to provide information regarding the EAP on the score report that students receive after participating in the Smarter Balanced Assessments. In addition, the CSU has created communication pieces for students and families. These materials are sent to every public and charter school in California with enough pieces for all 11th and 12th grade students. The CSU will continue to provide additional information and training to school personnel in the coming year.

Supplemental Preparation/Professional Learning

The Expository Reading and Writing Course (ERWC) is available to seniors at the majority of California high schools. The course focuses on the use of nonfiction and fiction text – both short journalistic pieces and full-length works and novels – emphasizing close reading, argument, critical thinking, rhetoric and analytical writing. It is approved by both the University of California and the CSU as fulfilling the senior-level English course requirement. The number of Fall 2017 freshmen demonstrating proficiency through completion of a senior-level English course rose to 12,793 from the previous high of 9,885 students in fall 2016.

Similarly, the Strengthening Mathematics Instruction (SMI) initiative provides professional learning for teachers to help students prepare for the quantitative reasoning and mathematics knowledge required for college-level coursework. The SMI components are aligned to the new California state standards. The CSU continues to support efforts to design a 12th grade mathematics course similar to the ERWC in collaboration with high school teachers, community college faculty and CSU faculty.

Community College EAP Participation

In 2010, the California Community Colleges (CCC) began accepting the CSU's EAP results on a voluntary basis. Currently, more than 80 community colleges accept results in English and/or mathematics. Over the last year, the CSU has continued to provide training and information both at a state level and regionally to community colleges that are using EAP results for placement

purposes. As community colleges continue to improve their understanding of how the CSU uses the assessment, there will be an increase in the use of EAP to support students beginning their academic careers at the CCC.

Summer 2017 Early Start Program

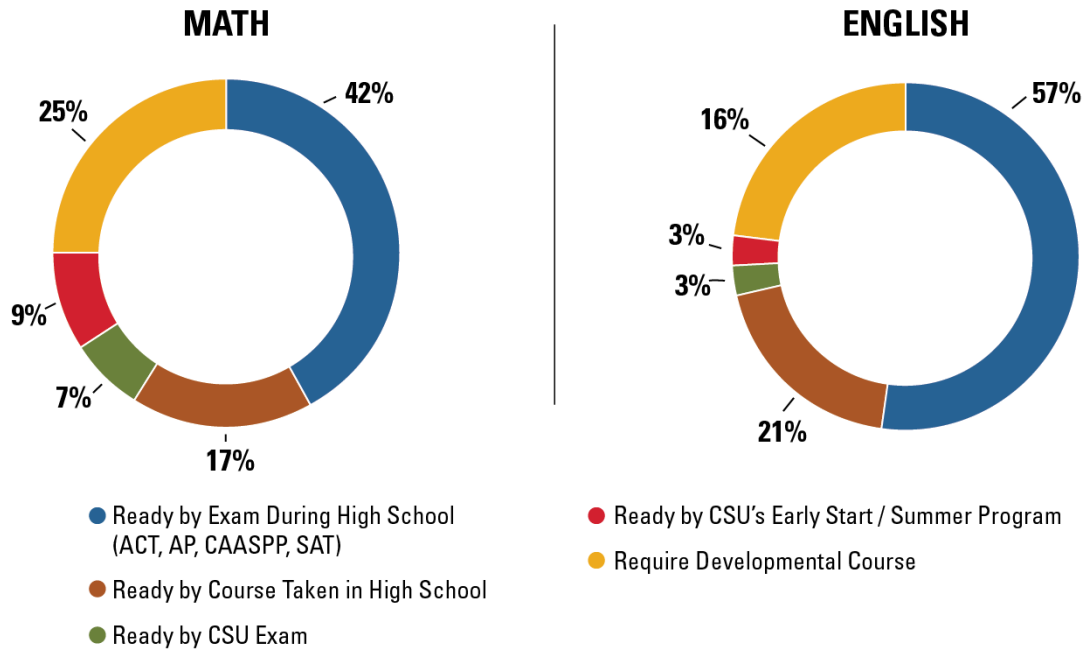
The Early Start Program officially began in summer 2012, following adoption at the March 2010 Board of Trustees meeting. First-time students who do not demonstrate college readiness in mathematics and/or English are required to take Early Start Program coursework in the summer before their first term. Early Start Program courses provide foundational instruction for students in mathematics and English. Students choose from a one-unit introductory course or a three- to four-unit course that provides more in-depth preparation.

In fall 2017, just over 65,000 first-time students enrolled in the CSU and just over 23,000 of these students were required to enroll in Early Start English (ESE) and/or Early Start mathematics (ESM) courses. Just under 8,000 students participated in both. Eighty-seven percent of Early Start Program students enrolled at the campus from which they matriculated in the fall. The majority of students elected to take the one-unit course (84 percent in English and 50 percent in mathematics).

Ninety-three percent of the 10,746 ESE-enrolled students and 93 percent of the 20,184 ESM-enrolled students satisfactorily met the Early Start Program participation requirement. In addition to meeting the participation standard, nearly 2,000 students finished their developmental college preparation in English and nearly 5,000 finished their developmental college preparation in mathematics as a result of summer 2017 Early Start Program course completion.

Fall 2017 First-time Students Preparation at Entry

The CSU has long used multiple measures to assess readiness. Entering CSU first-time students have the opportunity to demonstrate readiness for college-level mathematics and English as early as their junior year of high school. For fall 2017, options included: EAP, standardized tests in high school, senior experiences augmenting testing in the junior year, Entry-Level Mathematics (ELM) or English Placement Test (EPT) at the end of the senior year, high school coursework, college-level coursework or Early Start Program coursework. The chart on the next page shows how the fall 2017 entering class demonstrated preparation in mathematics and English.



The entering class of fall 2017 was the best-prepared CSU class as it exited high school, up five percentage points from the previous year. Sixty-one percent graduated high school college-ready in both English and mathematics. Following the summer 2017 Early Start Program, 69 percent of the class were prepared for both college-level mathematics and English when they began their fall term, making this class the best-prepared CSU class at entry.

Academic Preparation Trends

The regularly admitted freshman class has grown from just under 55,000 students in fall 2011 to just over 65,000 students in fall 2017. The percentage of the entering freshman class determined to be college-ready in both English and mathematics at the point of graduation from high school – prior to the Early Start Program – has increased from 52 percent (fall 2011) to 61 percent (fall 2017).

The Early Start Program provides CSU campuses with a final opportunity prior to the fall term to increase the number of first-time students prepared for college-level mathematics and English. In summer 2011, existing CSU programs improved proficiency in both English and mathematics by two percentage points, resulting in 54 percent of the 2011 CSU freshman class starting their first term college-ready in English and mathematics. Comparatively, summer 2017 Early Start courses increased proficiency in both English and mathematics by eight percentage points, resulting in 69 percent of the entering freshman class prepared for college-level English and mathematics.

Regularly Admitted First-Time Freshmen: Preparation at Fall Entry (Student Count)

Cohort Entering	Prepared: Both	Needs Additional Preparation: English	Needs Additional Preparation: Math	Needs Additional Preparation: Both	Grand Total
Fall 2011	29,179	6,945	7,026	11,328	54,478
Fall 2012	30,924	7,641	6,085	11,042	55,692
Fall 2013	34,639	8,186	6,493	11,274	60,592
Fall 2014	37,249	8,362	6,729	10,600	62,940
Fall 2015	39,315	7,332	7,385	10,367	64,399
Fall 2016	38,518	5,815	8,871	8,553	61,757
Fall 2017	44,782	3,966	10,036	6,570	65,354

Regularly Admitted First-Time Freshmen: Preparation at Fall Entry (Percentage)

Cohort Entering	Prepared: Both	Needs Additional Preparation: English	Needs Additional Preparation: Math	Needs Additional Preparation: Both	Grand Total
Fall 2011	54%	13%	13%	21%	100%
Fall 2012	56%	14%	11%	20%	100%
Fall 2013	57%	14%	11%	19%	100%
Fall 2014	59%	13%	11%	17%	100%
Fall 2015	61%	11%	11%	16%	100%
Fall 2016	62%	9%	14%	14%	100%
Fall 2017	69%	6%	15%	10%	100%

Percentages subject to rounding.

Executive Order 1110

In August 2017, the CSU enacted changes to systemwide policies aimed at: a) revising its assessment protocol used to determine college readiness and course placement in the first year; b) strengthening its Early Start Program to offer students college credit in the summer before their first term; and c) reforming its approach from developmental education (i.e. transitioning from non-credit-bearing prerequisite courses to college-level, credit-bearing courses with academic support).

The transition of these elements stemmed from assessments of current CSU practices coupled with strong research and outcomes from institutions in other states that have made similar shifts in addressing academic preparation. For example, at Fairmont State University in West Virginia – a public comprehensive university of 4,000 students of which half receive Pell grants – the number of students completing entry-level mathematics courses jumped from 28 percent to 82 percent after the university moved to providing co-requisite-based courses. Similar student outcomes were found in Connecticut, where legislation required colleges to redesign developmental education. And, at the University System of Georgia – which is comprised of 28 colleges and universities enrolling more than 321,000 students – student outcomes data demonstrate that students with the same levels of academic preparation are twice as likely to pass college-level, credit-bearing courses than developmental education courses, when given a chance and when appropriate academic support supplements the course.

Additionally, the majority of CSU campuses have implemented significant reforms to approaches in developmental English instruction. The new policy builds on these models. A draft executive order was published and circulated for feedback from campus constituents in late spring 2017. The final policy reflects the collective guidance of experts from around the CSU and the nation.

Improving Assessment of College Readiness

Executive Order 1110 improves assessment and the determination of readiness for incoming students. The policy calls for lessening the reliance on standardized placement exams and instead, incorporating high school grades, courses and grade point average. High school grades, when used as one of multiple measures of assessment, are shown to be a stronger predictor of how likely students are to achieve course outcomes over an academic term. Placing a greater emphasis on previous classroom performance is expected to improve student assessment and help customize academic support.

Strengthening the Early Start Program

Currently, students who are identified by the CSU assessment protocol as underprepared academically are required to participate in the CSU Early Start Program in the summer immediately preceding their first term. This traditional one-unit experience is designed to allow students to get a head start on the developmental education sequence they are required to take; however, Early Start units do not count toward a degree.

Effective summer 2019, students assigned to the Early Start Program will be placed in college-level, credit-bearing courses with academic support attached to – or embedded in – the course. This will provide intensive summer experiences that build academic skills while allowing students to earn college credit if they successfully complete the course. College credit earned in any CSU Early Start Program will be recognized by (and transferable to) any other CSU campus.

Restructuring Developmental Education

Effective fall 2018, the CSU will no longer require students to take non-credit-bearing prerequisite courses before enrolling in college-level, credit-bearing courses. These prerequisites have historically been referred to as remedial or developmental education courses.

Moving beyond the traditional model of prerequisite, non-credit-bearing developmental education courses, the CSU is supporting faculty to design entry-level college courses with appropriate support structures. Throughout the 2017-18 academic year, faculty and campus leaders across the CSU continue to work to redesign college-level courses to serve students more effectively. Students who need additional academic support – as identified by the revised assessment policy described above – will receive support while taking a college-level, credit-bearing general education course.

Implementation

Executive Order 1110 is in the process of being implemented systemwide. Based on historic student data, the CSU is implementing new systems for the expanded use of multiple measures, including high school grades and high school coursework. As such, the ELM and EPT exams have been eliminated, effective summer 2017.

CSU faculty and staff are working diligently to redesign mathematics and English courses to ensure that all students are able to begin taking college-level, credit-bearing courses their first day on campus. The Office of the Chancellor is providing support to campus faculty and administrators to implement the recent policy changes, reallocating \$10 million to campuses from one-time sources to support faculty and professional development. For example, in August 2017, the Office of the Chancellor held a two-day Co-Requisite Mathematics Summit. More than 200 individuals from across the CSU participated. A series of webinars have also been held with faculty who have successfully redesigned mathematics or English courses. A calendar of professional development opportunities related to academic preparation is available on the [academic preparation website](#).

At some campuses, mathematics/quantitative reasoning courses have already been redesigned and have completed the curricular approval process. For example, CSU East Bay has redesigned several courses, including Calculus 1. CSU Fresno has concluded its redesign of Calculus for Life Sciences, and CSU Monterey Bay has redesigned its Finite Math course. These are just several examples of courses that have been redesigned using instructional models that attach or embed academic support.

Additionally, the CSU is partnering with an objective external evaluation team to conduct formative and summative implementation assessments. Consultation is underway with various CSU stakeholders including the Academic Senate CSU to inform the evaluation plan.

Summary

Given the CSU's commitment to opportunity and excellence, we have an obligation to ensure that every student who is willing to work hard has the best possible chance to earn a degree. The data indicates that the Early Assessment Program and Early Start Program, in combination with other academic preparation efforts, continue to provide students with the opportunity to begin their first term better prepared for the academic rigor they will face at the CSU.

In order to accelerate this progress, ensure all students have the opportunity to be successful and achieve the Graduation Initiative 2025 goals, the CSU has prioritized the implementation of the recent policy changes to assessment and placement, the Early Start Program and developmental education. The Office of the Chancellor and campus administrations remain committed to ensuring faculty and staff have the tools, resources and support needed to fully implement these policies and ensure that all CSU students are able to receive the support they need while earning college credit starting their first day on campus.