

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:45 p.m., Tuesday, July 12, 2011
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg
Steven Dixon
Kenneth Fong
Margaret Fortune
Steven M. Glazer
Melinda Guzman
William Hauck
Linda A. Lang
Bob Linscheid
Peter G. Mehas
Lou Monville
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of May 10, 2011

Discussion Items

1. Recommended Changes to Title 5, California Code of Regulations, Related to Post-Baccalaureate Admission and Nursing Programs, *Information*
2. Recommended Changes to Title 5, California Code of Regulations, Related to Baccalaureate Degrees Earned in Post-Baccalaureate Standing, *Action*
3. Recommended Changes to Title 5, California Code of Regulations, Related to Doctor of Nursing Practice Degree Programs, *Action*
4. Recommended Changes to Title 5, California Code of Regulations Doctor of Physical Therapy Degree Programs, *Action*
5. Recommended Changes to Title 5, California Code of Regulations, Related to Requirements in United States History, Constitution and American Ideals, *Action*

**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**

May 10, 2011

Members Present

Debra S. Farar, Chair
Roberta Achtenberg
Nicole M. Anderson
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
A. Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Glen O. Toney
Charles B. Reed, Chancellor

Chair Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of March 21-22, 2011, were approved as submitted.

The committee heard from five speakers (Kate Fawver, Cheryl Koos, Teresa Wright, Scott Bowman and Nancy Quam-Wickham), all faculty members from several California State University campuses, regarding proposed changes to the Title 5 American Institutions item. The speakers asked that the item be deferred until later in fall 2011 to enable faculty time to study the issue.

Recommended Changes to Title 5, California Code of Regulations (4 Items)

The first four items were presented together by Christine Mallon, state university dean, Academic Programs and Policies. Dr. Mallon, presenting the first item, reported that under Title 5, each campus should provide study in history and government institution and ideals so students develop skills and knowledge necessary to contribute to society as responsible and constructive citizens. The California State University believes that American Institutions is important for

bachelor's degrees and exemplifies the core of the CSU mission. However, as the CSU is beginning to implement SB 1440, Title 5 as it is written for American Institutions could cause the CSU to violate the law. The trustees can make a slight adjustment to Title 5 to ensure there is no conflict between state and Title 5 regulations. The recommended amendment serves two goals: (1) allows campuses to conform to curriculum-related law and (2) allows consistent application of exceptions. The amendment will allow a provision for the possibility of granting an exception when faculty are unable to negotiate a plan to include American Institutions courses within either the community college transfer degree which is limited to 60 units or the CSU bachelor's program, also limited to 60 units. SB 1440 requires CSU and the community colleges to develop degree programs that will be implemented beginning fall 2012.

Because American Institutions is uniquely a CSU degree requirement (the University of California does not require it), the community college faculty are not willing to require their degree programs to satisfy CSU requirements. There are potential problems such as with business and math degree programs. In most cases, however, the total 120 units can include American Institutions. The executive order, drafted to accompany these changes, will specify that exceptions will only be granted if the campus cannot work American Institutions into their units. Approval of the amendment will extend American Institutions the same possibility for exceptions that already exist for General Education requirements. All exceptions that come to the chancellor's office have to be approved by the campus. In summary, this will help CSU conform to the Title 5 requirement, meet the requirements of the Education Code and create consistency for exceptions in the breath of CSU education.

Item two recommends changes to Title 5 regarding bachelor's degrees in postbaccalaureate status. The recommended changes will allow the CSU to be responsive to the workforce. This section would apply the same language that exists in the Education Code for nurses. For example, students who hold a bachelor's degree in any field can return for a bachelor's degree in nursing and not be held to further requirements beyond what is required in the major.

Item three recommends changes to Title 5 regarding the Doctor of Nursing Practice (DNP) degree programs. The proposed amendment is to expand the authority to offer joint programs among CSU campuses moving from master's and bachelor's degrees to doctoral programs. The remaining changes present new regulations that would establish the Doctor of Nursing Practice degree authority and establish a post-master's cohort degree, with admission requirements for DNP programs and graduation.

Finally, Item four recommends changes regarding the Doctor of Physical Therapy (DPT) degree programs. The new sections address the authority of the campuses to grant the degrees, and also establish the expectations for rigor in the curriculum.

Academic Senate Chair Jim Postma commented on Item one on American Institutions and the timeline. Normally, such a proposal would go to the Senate for a first reading. Then the proposal goes to campuses for comment. The end of the academic year (with faculty gone from campuses)

complicates that process. Additionally, Chair Postma noted that SB 1440 is complicated. The intricacies of Title 5 and the state Education Code is unknown to most. The Senate is working on maybe 20-30 degrees with 23 CSU campuses and 112 community college campuses. He asked for trustees to wait until September or even November. If it were approved in July as scheduled, there would not be a proposal to waive the American Institutions requirement until fall.

Trustee Roberta Achtenberg suggested the Academic Senate and CSU academic staff to work together to reach a deadline.

Dr. Postma agreed faculty would be consulted once they have had the chance to look at what is in SB 1440 and what it would take for the campus to make it work.

Eric Forbes, CSU assistant vice chancellor for academic affairs, explained that community colleges will be recruiting and encouraging students to participate in the SB 1440 programs in the fall. Those students will need to know the remaining degree requirements to finish their programs for the fall as well as the spring terms. Students will apply for admission to the CSU beginning in October for fall 2012. The CSU already has the exceptions tool for other programs and General Education and is proposing the tool be extended to American Institutions and Ideals, while limiting the CSU requirements to 60 units. Trustee Mehas asked about possible violations of the Education Code. Dr. Mallon explained that if the CSU exceeds requiring 60 units at CSU for these degree programs, it would exceed the 120 units total and violate the new law.

Trustee William Hauck said there is no higher priority than successfully implementing SB 1440. The author of the legislation, Senator Alex Padilla, will put legislation in if there are roadblocks. What the CSU is trying to achieve with SB 1440 is to stop the confusion with what community college students have to take to transfer to the CSU. SB 1440 also permits more students through the system so that students behind them will have a place. He commented how the CSU wants students to be able to successfully go from the community colleges to the CSU system and complete their degrees with no more than 120 units.

Trustee Steven Dixon indicated his surprise at how few students possess an understanding of their governments. He supported the faculty concerns.

Trustee Melinda Guzman said the board is trying to balance an important public policy objective to admit and then graduate students. SB 1440 was adopted to facilitate graduation. She noted a reasonable opportunity in this challenging time is to provide additional comments so that we can proceed in reasonable fashion to follow the law and more importantly to try to get those students here and graduate them. She was in favor of a brief extension to allow for additional comments.

Trustee Lou Monville felt with 60 days remaining before the item comes back for action, everyone should take the time before this becomes an action item to seek meaningful faculty input, and then be prepared to make a decision. If not, Sacramento will do that and we may not like the results. We have to implement this so these students have a clear pathway.

Chancellor Charles B. Reed said both he and Community Colleges Chancellor Jack Scott have worked hard on this issue. There are 60 days between now and July, so the entire academic affairs staff can work with the Academic Senate and with the campuses to bring it back in July for a vote.

Dr. Postma said the next Senate meeting occurs the week prior to the September board meeting, which is why the faculty asked for a delay until November. Most faculty are on 10-month contracts with a gap in the summer. There is no way to communicate effectively to the faculty after the July board meeting. However, he noted the Academic Senate executive committee does meet in the summer.

Report on Safe Learning Environments for All Students

Assembly Member Marty Block, chair of the higher education committee, represented Assembly Speaker John Pérez on the item. He said students need to be protected from bullying and bigotry and he and the speaker are very encouraged by what the CSU is doing to mitigate intolerance and discriminatory activity on California's campuses to promote a safer and more inclusive learning environment for students.

Ray Murillo, CSU associate director of student programs, presented a PowerPoint detailing the CSU commitment to create an atmosphere in which all students have a right to fully participate in all CSU programs and activities free from discrimination, harassment and retaliation. He cited several executive orders, including one that outlines a procedure for handling discrimination complaints, harassment and retaliation from students and applicants, and also outlines appeals to the chancellor's office. The CSU also has a nondiscrimination policy for student organizations. Several executive orders deal with procedures for discrimination and harassment against employees and Title 5 also contains similar procedures. The sanctions for these negative actions by students can range from educational sanctions, made to attend workshops, attending counseling for anger management and up to a student being expelled.

The CSU has expanded its authority in that students are held accountable even if they are off-campus; they can be charged with violations of the student conduct code. There also are licensing agreements that all housing residents sign before they move in, and those agreements outline misconduct. He also spoke about the proactive approach the campuses take to educate students. All CSU campuses have centers that focus on different cultures, pride programs, LGBT community or women's centers. Almost all campuses also have a safe program targeted toward the LGBT population. The goal is to provide a wide array of programs, services and create a supportive campus climate for all students.

Student Trustee Nicole Anderson was involved and participated in the safe-zone training earlier in the semester at her campus and said the programs are working well. She has been working with the California State Student Association in finding ways to educate CSU student leaders to

lead by example in this area. She asked presidents to continue to ensure there is funding for these programs.

Graduation Initiative Update

Ephraim P. Smith CSU executive vice chancellor, and the graduation team have visited all 23 campuses and reviewed admirable ways campuses are helping students to reach their graduation milestones and move into their careers. The best practices are divided into four categories: presidential leadership, use of data, college readiness, and continuous engagement. By 2015, the CSU hopes to raise the freshman year six-year graduation rate by eight percentage points and cut in half the existing gap in degree attainment by CSU's underrepresented students. This means an increase in graduation rates from 46 percent to 54 percent and a reduction in the achievement gap from 11 percent to 5.5 percent. All campuses have established graduation targets comparable to the top national averages. Campuses also have established targets to increase transfer students' graduation rates. The CSU's efforts are consistent with the aims of the Access to Success initiative, led by the Education Trust and the National Association for System Heads (NASH).

Robyn Pennington, CSU director of quality initiatives, cited strong campus leadership as one reason why the system is on track to meet or exceed its target graduation rate for the 2009 freshman cohort. However, the system achievement gap continues to persist, so campuses must focus increased attention on cutting the gap in half. She presented a PowerPoint detailing campus visits and milestones, and meetings with other systems that have been successful at closing the gap. She said the graduation team viewed practices in four main categories that will be shared with all campuses: (1) Commitment to student success starts at the top and presidential leadership is essential in creating a culture of student success; (2) The strategic use of data is essential in prioritizing initiatives by identifying what activities have the greatest impact and reallocating resources to those activity that show evidence of success; (3) To meet the CSU mission of access, college readiness is critical; and (4) Student engagement is also important since students who feel personally connected to the campus are likely to persist. She then showed a video featuring three campus presidents (King Alexander at CSU Long Beach; Dianne Harrison at CSU Monterey Bay; and Jolene Koester at CSU Northridge) and clips from several campuses showcasing their best practices.

After the video, Dr. Smith said that campuses are very focused on providing a timely quality education, which will require an investment in resources. Next steps include focusing on narrowing the gap and institutionalizing best practices.

Trustee Farar said that the initiative is one all trustees support. Since it was approved by the board in January 2010, incredible progress has been made, clearly shown by the report and video. She commended Chancellor Reed and Executive Vice Chancellor Smith, the staff and all the campuses for working extremely hard to see that students succeed. Trustee Melinda Guzman expressed concern that the achievement gap is actually widening and not shrinking when looking at underrepresented minorities. She said that that should be a central focus of further work.

Jeff Gold, CSU director of academic technology, said that the graduation team met with eight other systems of higher education that are struggling with the achievement gap. Originally, the CSU thought that if solutions were implemented that helped all students, all students would benefit and that the gap would eventually narrow. However, the campuses that seem to be narrowing the gaps are those that are taking intentional steps. For example, study abroad programs and internships are activities that have an increased value for minority students. He said CSU is focusing almost entirely on closing that gap by identifying best practices that have extra benefit for students of color and underrepresented minorities.

The graduation initiative team will return to the board in the fall with a detailed report. Trustees asked for graduation rates for transfer students and Dr. Smith said graduation rates would be included, along with freshmen rates, in the next report.

Teacher Preparation Program Evaluation

Beverly Young, CSU assistant vice chancellor for academic affairs, presented an update and results of a value-added analysis of the teacher preparation program. This work is based on data collected across years of testing. The value-added methodology allows CSU to hold student variables, such as family income, education and others as a constant to allow comparisons of achievement growth. At California's lowest performing schools, students whose teachers came from CSU programs score as proficient at a higher rate than those students whose teachers were prepared by other institutions. Campuses will be receiving more detailed reports of their specific impact on student achievement. Campuses will also have the data that shows specific student achievement outcomes from their graduates. Unlike any other state in the nation, the CSU has positioned California to be able to contemplate important policy decisions based on a thorough analysis of student achievement data and a 10-year analysis of program effectiveness.

Trustee Guzman questioned why the principal is asked whether a teacher has been effective and asked for other measures used. Dr. Young said the CSU has come to rely on the feedback of employers, the people who hire CSU graduates. They are asked about teachers by name, about very specific areas of teacher responsibility and their answers are used only if the principals have observed the teacher and held conferences with that teacher throughout the school year. The value-added analysis will also look at student achievement.

Trustee Monville asked for the next report to include data from both high- and low-performing schools for comparison purposes. Dr. Young said she would convey program elements having the greatest impact. She also said that she will share the data with campus deans identifying CSU campuses making the most significant growth over the last couple years.

The Voluntary System of Accountability: Contributions to the Public Good

Marsha Hirano-Nakanishi, CSU assistant vice chancellor for academic affairs, presented information on the pivotal role that Chancellor Reed and California State University, Fresno President John Welty played in creating a joint initiative with two national higher education associations. She spoke of the leadership of CSU Northridge President Jolene Koester in turning College Portrait into one of the nation's best website guides. It is the only guide that provides detailed information about student engagement and student learning. College Portrait has a set of common indicators as well as the flexibility for the university to highlight points of interest for parents and prospective students. In addition, the CSU President's Council on Accountability adopted CSU Long Beach's template for a "Contributions to the Public Good" page by each CSU campus. In addition, the template is being adapted for national use.

CSU Long Beach President King Alexander said that the CSU has been a national leader in efficiency. In 2006, House Education and Workforce Committee Chairman George Miller wanted greater accountability and wanted to know why student costs keep going up. In response, the Association of Public and Land-grant Universities and the American Association of State College and Universities created a template which became the Volunteer System of Accountability, which is designed to provide students and parents with accurate information about college so they can make logical decisions. In the Washington, D.C. discussions, President Alexander, Chancellor Reed, and Presidents Welty and Koester learned that other universities did not want to adopt the measures that the CSU wanted to adopt. As a result, the CSU created the Public Good page located on the CSU website. Categories include degrees granted, graduation numbers and rates by race and ethnicity, grade completion, degrees granted in high-demand areas, number of Pell recipients, college tuition and fees, average student loan debt upon graduation, and salaries of baccalaureate degree recipients. The CSU plans to add student and default rates.

Rep. George Miller and Senator Tom Harkin supported CSU efforts and made it possible to make some of this data mandatory for universities. The *Chronicle of Higher Education* and *Inside Higher Education* also assisted the CSU by displaying some of this information.

Trustee Farar adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Post-Baccalaureate Admission and Nursing Programs

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

This item recommends amending Title 5 regulations related to post-baccalaureate admission and nursing programs. Board approval of the amendment would bring Title 5 section 41000 into compliance with Education Code section 89267.3. That state law prohibits using post-baccalaureate standing as the sole basis for denying admission to students who apply to CSU bachelor's degree programs in nursing. Historically, when admission pressures exceed our ability to serve enrollment demand, the CSU practice has been to admit post-baccalaureate students only if they will enroll in programs that lead to certificates or graduate degrees. This enrollment management strategy was implemented to allow the state's citizens an opportunity to earn a first bachelor's degree. Campuses may seek, and are granted, exceptions that allow the admission of post-baccalaureate students to high workforce-demand programs, such as nursing. In effect, Education Code section 89267.3 grants a permanent exception to applicants who hold a bachelor's degree and who wish to pursue a CSU bachelor's degree in nursing.

California Education Code section 89267.3 reads:

The California State University may establish priorities for admission to baccalaureate degree nursing programs, but it shall not disqualify or prohibit any student who possesses a baccalaureate or higher degree from enrolling in, and completing, a baccalaureate degree nursing program on the sole basis of that student's possession of the degree.

The following proposed amendment to Title 5 is recommended to bring CSU regulations into compliance with state law. An action item will be presented at the September meeting to adopt the amendment to this section:

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

§ 41000. Admission to Post-Baccalaureate Standing: Unclassified.

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

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

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

(~~1~~) (A) The applicant has attained a grade point average of at least 2.5 in an acceptable earned baccalaureate degree,

(~~2~~) (B) The applicant has attained a grade point average of at least 2.5 in the last 60 semester units (90 quarter units) attempted;

(~~3~~) (C) The applicant holds an acceptable post-baccalaureate degree earned at an institution accredited by a regional accrediting association;

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

(b) A post-baccalaureate applicant may be admitted to a campus state-support baccalaureate nursing program. A campus shall not disqualify or prohibit any student who possesses a baccalaureate or higher degree from enrolling in and completing a state-support baccalaureate degree nursing program on the sole basis of that student's possession of the previously earned degree.

Note: Authority cited: Sections 66600, 89030, ~~and~~ 89035, and 89267.3, Education Code. Reference: Sections 66600, ~~and~~ 89030, and 89267.3, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Baccalaureate Degrees Earned in Post-Baccalaureate Standing

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

This action item, submitted for information at the May 10, 2011 meeting, proposes two revisions to Title 5 regarding degree requirements for bachelor's degrees earned in post-baccalaureate standing. Both recommended amendments are intended to serve students, the California State University, the workforce, and the state, in cases in which students who have previously earned a bachelor's degree are pursuing a subsequent bachelor's degree. Under current policy, those students are required to fulfill all CSU General Education (GE)-Breadth requirements, as specified in Title 5 section 40405.1. Additionally, these bachelor's students in post-baccalaureate standing are required to complete the Title 5 section 40404 requirements in United States History, Constitution, and American Ideals; and they also may be held to campus-specific required courses.

The first recommendation limits the degree requirements for "second baccalaureate" students to only those requirements in the major degree program. The language of this proposed new Title 5 change is drawn from Education Code 66055.8, which prohibits post-baccalaureate students in bachelor of science in nursing programs from being required to complete courses other than those required for the nursing major program. The second recommendation would impose a similar limitation, this one specific to the systemwide general education requirements established in Title 5 section 40405.1.

In both cases, the proposed changes are based on the assumption that such a previously earned bachelor's degree from a regionally accredited institution (or equivalent academic preparation, as determined by the appropriate campus authority) would represent a breadth of instruction that is acceptable nationally as appropriate for baccalaureate preparation. The proposed changes will reduce instructional redundancy, thereby creating GE enrollment opportunities for students pursuing a first bachelor's degree. The streamlining resulting from this change will allow students to complete CSU baccalaureate programs in reduced time, making the university more responsive to a changing workforce that seeks professional re-training through second (or subsequent) bachelor's degree programs.

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, acting under section 89030 of the Education Code, that Title 5 of the California Code of Regulations section 40405.1 is amended and section 40509 is added, as follows:

**Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter 2 – Educational Program
Article 5 – General Requirements for Graduation**

§ 40405.1. California State University General Education-Breadth Requirements.

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program that includes a minimum of 48 semester units or 72 quarter units of which nine semester units or 12 quarter units shall be upper-division level and shall be taken no sooner than the term in which the candidate achieves upper-division status. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

(1) A minimum of nine semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

(2) A minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

(3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.

(4) A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

(5) A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social and psychological entities.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit-unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the bachelor's degree under the provisions of this subdivision (a) should not be less than 48 semester units or 72 quarter units.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

(c) In the case of a baccalaureate degree being pursued by a post-baccalaureate student, the requirements of this section shall be satisfied if:
(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Section 89030, Education Code. Reference: Sections 66055.8 and 89030, Education Code.

Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter 2 – Educational Program
Article 5 – General Requirements for Graduation

Section 40509. Baccalaureate Degrees Completed in Post-Baccalaureate Standing

A campus of the California State University shall not require a student who has been admitted to a baccalaureate degree program to undertake courses other than those that are specifically required to complete the current major within the degree program if:

(a) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(b) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Section 89030, Education Code. Reference: Sections 66055.8, and 89030, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Doctor of Nursing Practice Degree Programs

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

First submitted for information at the May 10, 2011 meeting, this item proposes Title 5 changes for adoption. Education Code section 89280 *et seq.* authorizes the California State University to offer, pilot academic programs leading to the Doctor of Nursing Practice (DNP) degree at three campuses. The programs will focus on the preparation of faculty to teach in postsecondary nursing education programs and may also train nurses for advanced nursing practice or nurse leadership, or both.

Two of the three pilot DNP programs will be offered jointly by a lead campus in partnership with one other or more CSU campuses. San Diego State University will offer a DNP program with an informal partnership with CSU San Marcos. CSU Fresno will serve as the home campus in a formal partnership with San José State University, and CSU Fullerton is the home campus in a formal partnership with CSU Long Beach and CSU Los Angeles. Amendment of section 40100.1 will allow CSU campuses to collaborate with one or more campuses to offer doctoral degree programs, as currently is allowed for bachelor and master's degree programs. Adoption of sections 40050.2, 40513, 40514, and 41021 will establish in administrative law the university's authorization to offer DNP degrees and will institute regulations regarding DNP degree programs, admission, and graduation requirements. These recommended changes have been developed in consultation with campus nursing faculty, campus and system-office administrators, and the statewide Academic Senate.

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, acting under Section 89030 of the Education Code, that Title 5 of the California Code of Regulations section 40100 is amended and sections 40050.2, 40513, 40514, and 41021 are added as follows:

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

§ 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's, or 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, and 89280-89284, 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 1 – General Function
Function: Instruction Leading to the Doctor of Nursing Practice Degree

§ 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 40514.
NOTE: Authority cited: Sections 66600, 66040, 89030, 89035, and 89280-89284, Education Code. Reference: Sections 89280-89284.

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
The Doctor of Nursing Practice Degree

§ 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.

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

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

(d) 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) 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 and research methods and evaluation, curriculum development, professional practice, management and leadership, and essential curricular concepts for advanced nursing at the doctoral level.

(2) 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.

(3) At least 24 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.

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

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

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

(B) The doctoral project shall reflect a command of the research 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 and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

(D) No more than 12 semester units (18 quarter units) shall be allowed for the doctoral project.

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

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280, 89281, 89283, and 89284, Education Code. Reference: Sections: 66600, 89280, 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 2 – Educational Programs
Article 7 – Graduate Degrees
The Doctor of Nursing Practice Degree: Requirements

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

(a) To be eligible for the Doctor of Nursing Practice degree, the candidate shall have completed a program of study that includes a qualifying assessment and a doctoral project and that is consistent with the specifications in subdivision (e) 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, 89281, 89283, and 89284, Education Code. Reference Sections: 66600, 89030, 89280, 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
Admission to Doctor of Nursing Practice Programs

§ 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 master's degree 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 master's degree 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, 89281, 89283, and 89284, Education Code. Reference: Sections 66600, 89030, 89280, 89281, 89283, and 89284, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Doctor of Physical Therapy Degree Programs

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

This item was presented for information at the May 10, 2011 meeting and is now brought for board action. In the interim, modifications were made to some degree-requirement language, based on feedback from the Statewide Academic Senate, the deans of graduate studies and some provosts. The Academic Affairs Division was urged to mirror the Doctor of Nursing Practice degree requirements by making mandatory the previously optional Doctor of Physical Therapy program elements of a qualifying examination or assessment and an oral defense of the doctoral project. The modified language appears in the resolution.

As of 2015, the Commission on Accreditation of Physical Therapy Education (CAPTE), the accrediting body for the physical therapy (PT) education, will accredit only programs with entry-level professional education at the doctoral level. Currently, 204 of the 213 PT programs in the United States are functioning as entry-level doctoral programs. The California State University has been limited in its ability to offer programs at this level, lacking the legislative authority to offer doctoral programs except when partnering to offer joint degree programs with the University of California or a private university.

On September 28, 2010, Governor Schwarzenegger signed into law AB 2382 (Blumenfeld). Chaptered in the Statutes of 2010, Education Code section 66042 *et seq.* authorizes the CSU to offer Doctor of Physical Therapy (DPT) degree programs independently of any other institutions of higher education. These CSU doctoral programs are authorized to deliver instruction that prepares physical therapists to provide health care services. As specified in the Education Code, CSU DPT programs shall be consistent with CAPTE accreditation requirements.

The following proposed additions to Title 5 are intended to implement the new legislation.

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, acting under Section 89030 of the Education Code, that Title 5 of the California Code of

Regulations is amended to add Sections 40050.3, 40515, 40516, and 41022 as follows:

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

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

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

NOTE: Authority cited: Sections 66042, 66600, 89030 and 89035, Education Code. Reference: Sections 66042, 89030 and 66600, 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
The Doctor of Physical Therapy Degree

§ 40515. The Doctor of Physical Therapy Degree.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (1) the student is in good standing,
- (2) the extension is warranted by compelling individual circumstances, and
- (3) the student demonstrates current knowledge of research and practice in physical therapy, as required by the campus.

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

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

§ 41022. Admission to Doctor of Physical Therapy Programs.

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

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

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

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

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

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

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

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Requirements in United States History, Constitution and American Ideals

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

This item was presented as an information item at the May 10, 2011 meeting and is now before the board for action. Faculty consultation on this and related issues began in August of last year and have become more focused as instances in which curriculum development and articulation efforts mandated by the Star Act (Education Code section 66746) appeared to necessitate an amendment of Title 5 section 40404.

Section 40404 requires campuses to provide instruction in United States history (including California history and local government), the Constitution, and American Ideals; and it requires students to demonstrate competence in these areas through successful completion of courses or by passing a comprehensive examination in these fields. This requirement is sometimes referred to as the “American Institutions” or “AI” requirement, and there is currently no provision for waiving the requirement.

It has become necessary, however, to institute a provision to allow the granting of exceptions to this requirement so that California State University policy and Title 5 regulations may conform to the *Student Transfer Achievement Reform Act*—which is often referred to as “SB 1440.” Provisions for AI exceptions also are proposed for high-unit professional degree programs and in cases of individual hardship, as these mechanisms are currently allowed in Title 5 CSU General Education-Breadth requirements.

During the expanded consultation process that followed the May board meeting, it became clear that the proposed amendment was misunderstood to be an elimination of the CSU American Institutions requirement. The amendment seeks only to make it possible for waivers to be granted under the specific circumstances detailed in the Title 5 language, and the amendment does not seek to replace campus processes for curriculum development. These provisions for exceptions will allow the CSU to retain the American Institutions requirement for bachelor’s

degrees while still conforming to state law and will implement the same kind of waiver provisions allowed in CSU General Education-Breadth regulations.

Similar Title 5 changes are not necessary for the California Community College associate's degree requirements, as Title 5 is unique to the CSU. While the UC requires its graduates to have had instruction in American Institutions, in all cases except the Santa Barbara campus, the UC requirement is met through courses taken in the high school curriculum.

Language for the American Institutions provisions for high-unit majors exceptions and for demonstrable hardship exceptions is taken from existing Title 5 regulations governing CSU General Education-Breadth. As such, the provisions also will follow established practice for approval of general education exceptions. If adopted, the recommended change is not expected to result in a significant reduction in the number of American Institutions courses taught at CSU campuses. American Institutions will remain a systemwide requirement for native and transfer students, and it is anticipated that CSU-bound community college students will continue fulfilling the CSU American Institutions requirement prior to transfer.

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, acting under section 89030 of the Education Code, that Title 5 of the California Code of Regulations section 40404 is amended as follows:

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

§ 40404. Requirements in United States History, Constitution and American Ideals.

(a) The purpose of the following requirements is to ensure that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens. To this end each campus shall provide for comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes

of state and local government. To qualify for graduation each student shall demonstrate competence by completing courses in the foregoing fields or by passing comprehensive examinations in those fields. Students transferring from other accredited institutions of collegiate grade, who have been certified by such institutions as meeting these requirements, shall not be required to take further courses or examinations therein. The Chancellor may institute such guidelines as may be appropriate for the administration of this section.

(b) The Chancellor may grant exceptions to these requirements for students enrolled in degree major programs who transferred from a California Community College if the California State University programs are mandated by law to articulate with California Community College associate degree programs, and the baccalaureate degree programs are limited by law to 120 total semester units (180 quarter units).

(c) The Chancellor may grant exceptions to these requirements for high-unit professional degree major programs on a program-by-program basis.

(d) The appropriate campus authority may grant exceptions to these requirements in individual cases of demonstrable hardship.

(e) A post-baccalaureate student who is enrolled in a baccalaureate degree program shall not be subject to the requirements set forth in this section if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Sections 66600, 89030, 89035, Education Code.
Reference: Sections 66055.8, 66600, 66745, and 89030, Education Code.