

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 5:00 p.m., Tuesday, January 22, 2013
Glenn S. Dumke Auditorium

8:35 a.m., Wednesday, January 23, 2013
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Roberta Achtenberg
Bernadette Cheyne
Kenneth Fong
Margaret Fortune
Lupe C. Garcia

Steven M. Glazer
William Hauck
Lou Monville
J. Lawrence Norton
Jillian Ruddell
Glen O. Toney

5:00 p.m., Tuesday, January 22, 2013
Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of November 13 2012

Discussion

1. Systemwide and Campus-wide Student Mental Health Services, *Information*
2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
3. Baccalaureate Unit Limits, Title 5 Changes, *Action*
4. Update on the Early Assessment Program, *Information*
5. Update on the Early Start Program, *Information*
6. Recommended Amendment to Title 5 Regarding AB 1899, *Information*
7. The Commission on the Extended University, *Information*

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Consent Items

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1. Systemwide and Campus-wide Student Mental Health Services, *Information*
2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
3. Baccalaureate Unit Limits, Title 5 Changes, *Action*
4. Update on the Early Assessment Program, *Information*
5. Update on the Early Start Program, *Information*
6. Recommended Amendment to Title 5 Regarding AB 1899, *Information*
7. The Commission on the Extended University, *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**

November 13, 2012

Members Present

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Edmund G. Brown, Jr., Governor
Roberta Achtenberg
Bernadette Cheyne
Kenneth Fong
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Bob Linscheid, Chair of the Board
J. Lawrence Norton
Jillian Ruddell
Glen O. Toney
Charles B. Reed, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of September 19, 2012, were approved as submitted.

Baccalaureate Degree Units

Ephraim P. Smith, executive vice chancellor and chief academic officer reported that even with the passage of Proposition 30, the California State University (CSU) continues to face severe budget shortfalls. Fewer students are being served and students must pay a greater proportion of their education than they did five years ago. Reducing baccalaureate degrees to 120/180 units will maintain the CSU's focus on academic rigor and quality. Dr. Smith said the CSU remains committed to changing practices to achieve greater access to the CSU and to make students' financial investment more affordable.

Christine Mallon, assistant vice chancellor for academic programs and faculty development, said the item's Title 5 changes are intended to reduce student costs and provide access for new students to gain CSU admission. A student needs to complete at least 120 prescribed units at a semester campus or 180 units at a quarter campus to earn a bachelor's degree. Initially, a proposal was introduced to required units above 120/180 units by eliminating the 9 units of upper-division

general education (GE) in bachelor's programs. The statewide Academic Senate objected to the proposal and took issue with the consultation process. Following additional consultation and responding to a proposal from San José State University, the CSU shifted the proposal from eliminating upper-division general education to limiting bachelor's degrees to 120 required units.

The CSU has had the current 120-unit minimum in place for 12 years and now emphasizes a 120-unit maximum. A benefit to such a limit is that more programs can participate in the SB 1440 Associate Degree for Transfer initiative. In an effort to reduce the number of high-unit degrees, the CSU joined universities across the nation that are focusing on four-year degrees. The CSU proposes to make it explicit that completing 120 required units is all that is necessary for graduation—15 units for all eight semesters for most four-year degrees. The CSU had previously reduced the minimum from 124 to 120 in 2000. After that change there was an initial decrease in number of programs requiring more than 120 units, but inertia told hold and the numbers are still too high, Dr. Mallon said. She displayed a chart representing bachelor of music programs in 2000, when many required 132 units. Reviewing the current requirements, some campuses have lowered the number to 120, but there still remains a cluster of bachelor of music degree programs around the 132-unit legacy. The same occurs with the bachelor of fine arts. Seventy-nine percent still cluster at the 132 legacy count. Campuses are being asked to examine what their bachelor's degrees require, what similar programs require, and see what changes can be made so students can graduate on time with minimal cost. Nursing programs serve as another example. The number of units required varies (range is 120 to 135) depending on whether a student comes in as a native freshman or as a transfer student from a community college. It should be the same for all students for consistency.

Dr. Mallon presented a chart of degree programs across the system with the number that require more than 120 or 180 units, ranging from 59 programs at San José State above 120 to one at CSU Channel Islands. The Maritime Academy has the most programs above 120 units because of its many high-unit engineering programs and related national and international maritime licensure requirements. Ninety percent of CSU engineering programs require more than 120 units. Fifty-seven engineering programs (49 percent) require more than 130 units. The public now has the ability to search degree programs online. Anyone can search for all engineering programs, and it clearly shows CSU campuses that require different unit counts. She said students might have questions such as “What benefit will I get from choosing the higher-unit program? Is it going to cost more in textbooks and time?”

One misconception about the proposed Title 5 change is that every program will have to reduce to 120 units. While that is the goal, she said, that is not going to be the outcome. There are compelling reasons such as professional accreditation, regional accreditation, licensing exams and boards that may require a program to be above 120; but the CSU goal is 120 except for the five-year programs and the bachelor's of fine arts and music that currently have higher Title 5 limits. A second misconception is that the CSU will limit students to earning only 120 units. In fact, this item proposes only a limit on the number of units that are required of students to graduate. A third misconception is that the CSU would force students to graduate in four years or

undertake full-time study. The CSU wants four-year programs for any student who chooses to graduate within that time, but schedules will not be imposed on students

Dr. Mallon explained that addressing the issue of quality and units required, that there is a difference in units required at similar programs offered at the CSU campuses. For CSU nursing programs overall, there is a 90 percent pass rate on the national exam for nursing licensure. However, some CSU bachelor of science in nursing programs require 56 CSU nursing units and others require another 10 to 20 units more. The difference between the number of units required and the similar exam pass rates make it difficult to conclude that there is an association between academic quality and the number of units required in a degree program.

Every year for more than a decade the Chancellor's Office has asked the campuses to report the programs at 120 and above, and explain why they are high. With the proposed Title 5 change, campuses will need to reduce units rather than simply to justify high-unit counts; and some exceptions will be granted as needed. Dr. Mallon said the CSU wants every student to be able to earn an affordable high-quality degree, enter the workforce with minimal debt and with the much-sought-after CSU degree in hand.

President Jim Rosser of Cal State Los Angeles said that the benefits resulting from reduced time to degree include increased access, a lower cost of degree attainment, less loan indebtedness and an increased availability of grant funding. In turn, he noted this may lead to more of these students pursuing education beyond the baccalaureate. Any savings from reduced time to degree could be redirected to supporting meaningful access, closing the achievement gap and providing high-impact practices to meet education, career and professional goals. As one example at Cal State Los Angeles illustrates, 70 percent of the students who participated in Early Start math moved up a level. If the Early Assessment Program was mandatory and if the campuses could work more effectively with K-12 colleagues and use educational technology more effectively, the CSU could have a profound impact helping students achieve college proficiency in math and English prior to graduating from high school. All academic policies at the campuses and system level must be reviewed on a continuous basis to determine impact on timely graduation without compromising quality. The CSU's focus must be on access with diversity, timely success and affordability with quality.

Cal Poly Pomona President Mike Ortiz said the campus reviewed its engineering and high-unit programs to look at methods to create the 180-unit caps for engineering and other programs. They are looking at general education requirements and their overlap with engineering and other high-unit programs. They will work with the campus Academic Senate to provide proposals to use certain courses within the programs as part of meeting the general education needs. This particularly applies to the STEM (science, technology, engineering and mathematics) majors where many of the courses that are taken as GE are duplicated when they move forward in the STEM programs. Dr. Ortiz said some of the changes will happen quickly, and others will take longer. Quoting a former chancellor at the University of Georgia, he said: "It is often easier to change the course of history at a university than it is to change a history course." They will make sure that collaboration and consultation occur.

Cal State Northridge President Dianne Harrison said the change could potentially affect almost 3,000 students and three clusters of majors if implemented in fall 2013. About one-third of the students or slightly more than 800 would be saved three credits or fewer by decreasing from 123 to 120. Students would likely take the same number of terms and probably see no appreciable savings. However, the colleges themselves would save instructional expenses on 820 credit-hours totaling \$102,000. More than two-thirds of the remaining students (2,000) would save an average of five credits, going from 125 or 126 to 120 credits. For most of these students, that represents one part-time, extra term at current tuition about \$2,200 per student or \$4.5 million total. She estimated that CSUN would recapture about \$1.66 million in aid to students, so that in lieu of these excess credits, the campus could handle 415 new students each year. She commended the Cal State Northridge faculty for looking at these curriculum requirements and making decisions to ensure that any changes retain the educational quality while being mindful of the student cost and access issues. She supports the changes because they reduce costs for students, make additional financial aid funds available to more students and increase access.

Dr. Mallon said the new implementation timeframe resulted from further consultation with the faculty senate. The Title 5 language in the item states it is a 2013 implementation date. However, the CSU has changed that to 2014. The Chancellor's Office also has changed to April 2013 from January 2013 when proposals are due for programs that require between 121 and 129 units. The other high-unit programs need to respond by January 2014. All will be implemented by fall 2014.

Trustee Bernadette Cheyne said she did not believe the changes needed to be in Title 5. She understood that one reason was because the campuses had taken too long and made too little effort to respond to requests from the Chancellor's Office to reduce the number of programs above 120 units. She said there are numerous strategies being put in place and initiatives under way to get serious about the effort. She hoped the board would not put the changes in Title 5 but would allow the campuses some flexibility. She agreed that the CSU cannot allow for the kind of latitude that has been given in recent years. Trustee Mehas said the changes were long overdue. He said the CSU is in competition with many other institutions, and 120 units is the norm. He agreed that there always will be exceptions as was pointed out on different campuses and that he didn't always believe in a cookie-cutter approach but in this case, he said, the CSU is a system. He wants to give the campuses flexibility but said it is damaging to students to go to one CSU and then see different requirements at a different CSU for the same degree.

Governor Jerry Brown asked for the history of the item. Dr. Mallon said that while the written agenda item provides some history, she would provide him the item from the September board meeting as well. The CSU had a higher unit count until 2000 when Chancellor Reed said he wanted to make it more fair to students to earn a degree in four years, so the minimum was changed to 120 units (with the elimination of the 4 units of physical education no longer required). She said there was similar concern then. Dr. Mallon said this reduction focused more on the ability to serve more students, the ones waiting to get in as well as the cost for the existing students. The Chancellor's Office has to review both the wide range of requirements and why it is necessary at a few campuses to require an additional semester to finish a degree when it is

acceptable at other CSU campuses and other institutions across the country to require only 120 units.

Governor Brown said more and more people need to get the degree, but the amount of money available is limited. If units are reduced, doing so will help as will online classes. He said the CSU was trying to get everyone through the pipeline to become college graduates. If you can save six months or save a year, that is real time on a person's life. He explained how earlier discussions focused on apprenticeships for some of the people who work. The state only has so much money and health care costs are growing at 9 percent and encroaching on the general fund. Proposition 98 drives a lot of money into the K-12 system. The university wants to grow 9 percent. How much can be done online? How much can be done first in high school? He also asked, how much can be pushed down to the junior colleges? They are all pieces of providing opportunities for students in California and trustees ought to work on all of them. There is a lot more that institutions have to do before they reach the right size, amount and time for students.

Since the CSU reduced the units to 120 minimum, Dr. Mallon said there has been movement across the country, and especially among regional accreditors and professional accreditors to shift from looking at unit counts to what students know, understand and are able to do. Instead of requiring a certain number of units, accreditors are asking that the curriculum be built on learning outcomes and program outcomes. The CSU is looking at what a graduate should know, which then leads to curriculum review and the question of where students should be given the introduction to topics or skills development? Where should they be able to practice that? And where are they able to master that? If that is integrated across the curriculum, courses can be reduced because there is repeated exposure and practice for students. The CSU is looking at outcomes and assessing them to see if the quality is there.

Governor Brown asked if there are opportunities to demonstrate those outcomes so that either the equivalent of the units or some measurement of the outcome can show up, so someone can say after three years, "I have all the outcomes. Give me my degree." To the extent things get more flexible a lot of pathways may open that may seem blocked right now. It is up to the academic departments to figure out what that is but trustees are responsible to the people to weigh in on the issues. Dr. Mallon said Executive Order 1036 allows the CSU to give academic credit for demonstrating prior learning that could be from the military or from a career or some non-collegiate setting. At this point in time, the CSU can award up to 30 units toward the bachelor degree.

Update on SB 1440, the Associate Degree for Transfer program

Dr. Smith began by saying that the law calls for the creation of two-year degrees at the community colleges that can be completed in 60 units. Those students then transfer to the CSU to complete an additional 60 semester units to receive the baccalaureate degree. This program will provide students with clearer pathways to degrees while making better use of scarce public resources. That efficiency has real benefits for students and their families. The pathway is

enhanced and more affordable for students because they know what classes to complete in their major to receive the baccalaureate degree.

Ken O'Donnell, senior director of student engagement and academic initiatives and partnerships, presented a PowerPoint showing that the community colleges are now offering 500 degrees for transfer. They are not just associate degrees –each fits the Transfer Model Curriculum (TMCs) templates, one developed for each of the popular transfer majors. There is a considerable flexibility for the students when it is time to pick a CSU to attend. On the CSU side, he showed an inventory of academic programs that fit the TMCs. For example, a student who earns a degree from a community college in communication studies that is compliant with the TMC has all the other pathways to choose from after transfer to the CSU, and they are assured they are able to graduate within 60 units or 90 quarter units after transfer. On the recently launched CSU search degrees website is a single authoritative catalog of all CSU programs. Accomplished in the last few months, the system has been careful to synchronize that degree list to the inventory the CSU publishes for transfer degrees. .

There has been an uptick in marketing the program, and it has been presented at the CSU high school and community college counselor conferences at eight meetings across the state, making sure people know what advantages are for students, Mr. O'Donnell said. At the September trustees meeting, the “degree with a guarantee” website was presented; it has now been launched. Both CSU and the community colleges want students to use that site and see themselves on the pathways. The number of hits on the site reached 20,000 a week ago. Viewers start at the home page, go to the page with offered degrees and then click for more information. This indicates that viewers are not just spectators but consider getting involved. The real proof will come with enrollment data and that remains a little scarce at this point. There are a number of false-positives, but Mr. O'Donnell believes those will shrink over time, and will be better once more community colleges adopt electronic transcripts.

Governor Brown asked how this program is different from the previous way community college students transferred to the CSU. Mr. O'Donnell said it has always been the case that community college students knew which courses would transfer, and, if they knew which CSU was their destination, they could pick the courses that applied to that degree. The problem is students do not always know where they are going to attend and also which CSU will admit them. The theory behind the legislation is that some of the excess units that students take prior to transfer act as an insurance policy since students do not know which CSU will accept them. There were also excess units because the state and the system offices had not set caps on degree requirements for transfer students. What the legislation does, especially with the TMC model is give assurance they can get out with 60 units before and after. Asked by the governor if programs were being standardized across the system, Mr. O'Donnell said yes: it is not just here are the 60 units which every college has to offer and every CSU has to accept. For example, if a student is in psychology he/she knows that introduction to psychology is there, but there is a second community college list that they can pick from with limited courses for the degree focus. The CSU knows the universe of courses, and can design its upper-division curriculum because the students will come in with a certain core of knowledge.

As for the number of students served, Mr. O'Donnell said for fall 2012 it is about 120 students. The CSU reviewed 2,500 applications and eliminated all the false positives to get to the 120 figure. The CSU admitted the other eligible students, but at a lower priority. For spring 2013, the CSU has fewer students claiming they earned these transfer degrees but spring applications are always lower. For that term, only students holding the associate degree are being admitted. That policy has turned out to be an enormous marketing boost for the pathway. The CSU will not know the actual number of students until spring census.

Dr. Smith said that until now, community college students had to present 60 hours of course work to apply. Now the CSU is saying that a student must take the pathway and earn the associate's degree. A number of the students who applied for the fall were on a pathway and did everything but they did not earn the degree. So the CSU could accept them based on the 60-units of work but they had not earned the associate's degree so this is a major change, this concept of earning the associate's degree before transfer. Many students were taking courses just to boost their GPAs as opposed to taking courses that are efficient to meeting degree requirements. Now, the courses are stated that they need for the degree.

Mr. O'Donnell said the 120 students took the 60 units they needed at the associate degree level, qualified for the degree and came in having taken most of the courses before the degrees existed since SB 1440 is brand-new legislation, so it doesn't bother the CSU much that the numbers are low. The next work to be done is getting more students to take the right courses at the community colleges so the savings to the state are evident. The students need to let the community college know when they walk in the door that this is the program they want to pursue. He said that the catalogs have the right courses to obtain the 60 units and the associate degree. More marketing, outreach and advising needs to be done to let more students know, especially for students who are first-generation or for whom a college culture is new. This is good, solid lower preparation for a major and as Dr. Smith said, the previous strategy was to schedule easy classes and run up the GPA as the way to get admitted. The CSU now states that preparation matters to complete in a timely way, graduate and succeed. Dr. Smith said transfer students can still get admitted, but without the associate degree they have lower priority, and for spring 2013, the CSU is only accepting those students with these associate degrees. Other students are being deferred until fall 2013, so there is a major advantage to being on this pathway. The CSU is looking at increasing efficiency with many of its policies so campuses can accept eligible students who currently are being denied admission.

Sony Electronic Faculty Awards for Innovative Instruction with Technology

Gerry Hanley, senior director of academic technology services, shared with the board another example of the Sony Corporation's partnership with the CSU to support innovative education. It has two components – the first is to support students through the Hearst Scholars and the second is to support faculty members. This is the third year of the faculty awards which recognize CSU's early-career faculty, acknowledging their current and potential innovative use of technology in delivering quality and affordable education to students and encouraging continued achievements

in teaching. The Sony eligibility criteria are tenured/tenure-track faculty members from all fields who have received their terminal degrees within the last seven years, and who are actively involved in teaching with technology in innovative ways that lead to student success. Mr. Hanley thanked Steve Zimmer from Sony for his and the Sony Corp.'s continuing support of the CSU.

Faculty recipients receive a package worth \$2,300: a VAIO computer, LCD TV, Sony Reader and web camera that will be their personal property. Each year, faculty members from four CSU campuses are selected for the award. This year, the recipients are:

- Eric Haas-Stapleton, assistant professor in biological sciences from Cal State Long Beach
- Kate Lockwood, assistant professor in information technology and communications design from CSU Monterey Bay
- Mihaela Popescu, assistant professor in communications studies from CSU San Bernardino
- S. Steve Arounsack, assistant professor in anthropology, geology and ethnic studies from CSU Stanislaus.

Trustee Farar adjourned the meeting of the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Systemwide and Campus-wide Student Mental Health Services

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Benjamin F. Quillian
Executive Vice Chancellor
and Chief Financial Officer

Ray Murillo
Associate Director, Student Programs
Academic Affairs, Student Academic Support

Nathan Johnson
Chief Law Enforcement Officer
Business & Finance
Systemwide Risk Management and Public Safety

Introduction

In recent years, the California State University (CSU) Office of the Chancellor has taken a close look at student mental health services provided by campuses. To help better meet the mental health needs of students, which is critical to the well-being and academic success of all students, the CSU has been working with all 23 campuses. In early 2009, the CSU created the Select Committee on Mental Health Services to study the appropriate level of mental health services to address student needs and to review and identify the resources necessary to provide those services. The committee made several recommendations including these four: that the CSU develop a systemwide policy on student mental health, identify adequate resources for basic services, coordinate systemwide data collection, and create a Student Mental Health Services Advisory Committee.

The Student Mental Health Services Advisory Committee is comprised of vice presidents for student affairs, provosts/vice presidents for academic affairs, counseling and psychological services directors, student health center directors, services for students with disabilities center directors, counseling faculty members, academic senate representatives, California State Student Association (CSSA) representatives, housing directors and campus police. The advisory committee regularly reviews the Policy on Student Mental Health Services and makes

recommendations to the Chancellor's Office. In addition, the committee currently is developing and coordinating the systemwide data collection for mental health services. This report outlines CSU mental health services, the California Mental Health Services Authority (CalMHSA) grant and systemwide collaborations with public safety.

CSU Policy on Student Mental Health Services

On December 6, 2010, the CSU issued Executive Order No. 1053, Policy on Student Mental Health. Although campuses have been providing mental health services for decades, the Select Committee on Mental Health Services recommended developing a policy to ensure a minimum level of services on each campus. These services include accessible, professional mental health care; counseling, outreach and consultation programs; and educational programs and services. At a minimum, the executive order describes these basic services that campuses should offer:

Counseling/Psychotherapy

Campuses shall offer short-term individual and group counseling/therapy services that are responsive to the diverse population of currently enrolled students experiencing the types of psychological or behavioral difficulties that limit their academic success. Individual, couples, and/or group counseling/therapy shall be available to students for educational, personal, developmental and relationship issues. Most students in need of individual counseling are able to effectively deal with their concerns within a relatively brief period. While some students have need for extensive counseling services, CSU campuses may limit the number of sessions students can utilize to maximize student access to services. In these instances, the policy requires campuses to identify referral resources (see below) and develop protocols for continued care.

Suicide and Personal Violence Services

Each campus shall develop a protocol for immediate response to suicidal and violent behavior. The protocol shall cover a continuum of services for students, families, and the campus community spanning from identification of suicide, or violence towards others through the loss and grieving process.

Emergency/Crisis Services

Campuses shall develop protocols for addressing mental health crises that occur during Counseling Center hours of operation as well as protocols for crises after regular business hours.

Outreach

Campuses shall provide psycho-educational workshops, programs and services that address critical student issues as well as prevention and wellness programs. Programs must be responsive

to the diversity of the CSU student population and enhance the ability of students to develop healthy and effective styles of living and learning.

Mental Health Consultation

Mental health professionals may provide consultative services to members of the university community regarding student mental health issues. As part of this consultation service, mental health professionals should identify and address real, perceived and potential issues that may impede students' academic progress or success.

1. Mental health professionals may provide consultation regarding students (within professional, legal and ethical boundaries) to faculty and staff who request such assistance.
2. Mental health professionals may provide consultation regarding students (within professional, legal and ethical boundaries) to a student's parents, spouse, concerned friends and other agents who are assisting with student care.

Referral Resources

Mental health professionals should identify appropriate referrals both within the institution and the local community to assist students whose problems are outside the scope of the campus' basic mental health services. When clinically indicated, mental health professionals should also make an effort to ensure that students follow up on those referrals.

California Mental Health Services Authority (CalMHSA) Grant

The CSU Chancellor's Office received a \$6.9 million grant awarded by the California Mental Health Services Authority (CalMHSA) extending from July 2011 through June 2014. The grant was made possible from the funding of the Mental Health Services Act (Proposition 63). State Senator Darrell Steinberg needs to be recognized for his efforts in the passage of Proposition 63 and for allocating funding for the Student Mental Health Initiative. Since being awarded this grant, the CSU has increased its efforts to address student mental health needs.

Overview

The Student Mental Health Initiative (SMHI), in collaboration with state and county services, focuses on preventative measures that address the mental health needs of CSU students. Each CSU campus participates in and contributes to the three main strategic directions: 1) curriculum development and training, 2) peer-to-peer support programs and 3) suicide prevention.

The focus of the initiative is to address the needs of students who are at greater risk of self-harm and less likely to seek supportive services at their campus. To raise awareness related to campus-wide mental health by promoting early intervention and reducing stigma, each campus has or is in the process of establishing effective structures for the implementation of programs/services that will identify and facilitate assistance to and for students. Campuses plan to implement various health and wellness workshops and/or events throughout the grant term to promote healthy living lifestyles. The grant has allowed the campuses to hire approximately 128 staff members and students to support new programs and initiatives to aid in addressing the needs of the students. These positions range from student assistants to peer educators to psychologists encompassing an array of job qualifications and duties.

Training for Faculty, Staff and Students

The Chancellor's Office is providing centralized training required to meet the goals and objectives of the CalMHSa grant. In regards to faculty and staff training needs, the Counseling and Psychological Services Center directors identified two distinct mental health training focuses: (1) general mental health illnesses and (2) suicide prevention. Mental Health First Aid (MHFA) will provide the training and certification for general mental health illnesses, and Applied Suicide Intervention Skills Training (ASIST) will provide the training and certification for suicide prevention. As further clarification, MHFA trains staff and faculty to become "gatekeepers" in identifying, responding and referring mental health illnesses. ASIST trains participants in verbal communication skills and identification of correct referrals when helping a person who may be experiencing thoughts of suicide.

With campus staff and faculty becoming certified trainers through these two nationally recognized organizations, the CSU will have a core of certified trainers who will be able to train campus-wide and systemwide. The systemwide focus on certified trainers will assist the CSU by providing continued training for faculty and staff even after the grant period ends. In addition to MHFA and ASIST, some campuses will offer additional training in Question, Persuade and Refer (QPR), Kognito, and other nationally recognized suicide prevention training programs to reach out, educate and train the entire campus community.

Peer-to-Peer

Peer support programs have been tailored to encompass different age groups and targeted student populations and to address the unique needs of racial, ethnic and cultural populations including international students and returning veterans. Campuses have enhanced or developed peer-to-peer programs by expanding the number of campus peer educators. Several campuses also are using BACCHUS (Boosting Alcohol Counseling Concerning the Health of University Students) Certified Peer Educator Training (CPE) to train peer educators. BACCHUS Peer Health

Educators are trained on various topics such as alcohol and impaired driving, sexual health, tobacco, wellness and mental health.

Suicide Prevention

The Chancellor's Office has provided centralized resources to promote early intervention and raise awareness on the campuses. The CSU has adopted a centralized media campaign to raise awareness through an electronic magazine titled *Student Health 101*, available to the entire CSU student body, faculty and staff and parents of CSU students. *Student Health 101* focuses on mental health and wellness, suicide prevention and stigma reduction, and it also provides campuses with up to six pages for announcements, campus services information and other general information. The campaign images and messages represent the diversity of the CSU student body and give particular focus to underserved communities and students with particular needs (e.g., veterans, students with disabilities, first generation students, etc.).

Higher Education Partners and County Collaboration

The Chancellor's Office currently is partnering with the California Community Colleges (CCC) Chancellor's Office and University of California (UC) Office of the President to share training resources and provide training opportunities for faculty and staff. These partnerships will ensure sustainability beyond the grant period for continued sharing of training resources and certified trainers.

All campuses were required to establish a formal partnership with their respective County Mental Health Services' representatives as part of the grant proposal process. The majority of the campuses have already collaborated with their local offices primarily through training opportunities. County offices invited campus faculty and staff to participate in ASIST trainings that were being offered through the various county offices. Most importantly, several of the southern California campuses participated in the California Suicide Prevention Network for Southern California Counties and many CSU campuses are members of the Suicide Prevention Task Force Team in their respective counties.

Supplemental CalMHSA Grant

Last month, the Chancellor's Office was notified of a supplemental grant of \$212,320 from CalMHSA for the coming year. This grant will enable CSU staff and faculty to become certified instructors through two additional Mental Health First Aid trainings.

The grant also funds mental health training for police officers through Interactive Video Simulation Training (IVST). This training will be offered to all CSU police departments. The IVST uses interactive video training, previously used by law enforcement solely for force-option

training, to teach officers how to (1) recognize the symptoms of mental illness, (2) de-escalate situations involving mentally ill people in crisis and (3) seek more appropriate dispositions on calls involving mentally ill people in crisis.

Collaborations with Public Safety

CSU Campus police officers work collaboratively with health center directors and counselors—serving on crisis intervention teams and assisting with training opportunities as they arise. As such, CSU Police Services is a vital part of the CalMHSa and Interactive Video Simulation Training (IVST) training programs.

CSU campuses communities often bear resemblance to cities. These new awareness and intervention training opportunities give police officers additional tools for use during contact with individuals in distress as well as those who may not otherwise appear to be in need of such intervention. Campus police officers need to draw from an array of resources to effectively respond to persons with mental health issues, including having an awareness of different needs of the mentally ill. Moreover, officers must be aware how to adjust responses to be more appropriate and responsive to the person and the type of situation at hand.

While California Peace Officers Standards and Training (POST) includes a module in its basic police academy curriculum (LD37, PAM) that addresses dealing with persons with disabilities, the CalMHSa interactive training allows officers to receive additional training in a hands-on way by creating a more realistic training opportunity for dealing with this important issue and training need.

Conclusion

The CSU remains committed to meeting the mental health needs of students and ensuring students have access to the necessary services. The CSU will continue to work with the Student Mental Health Services Advisory Committee to ensure proper implementation of Executive Order No. 1053, Policy on Student Mental Health Services, and implement a comprehensive data collection process. The CSU will continue to strengthen collaborations between public safety and student services such as counseling and psychological services, student health services, services for students with disabilities and housing services.

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

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Senior Director
Student Engagement and
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Summary

Implementation of the Student Transfer Achievement Reform Act (SB 1440) continues to focus on curriculum development, enrollment management and marketing. Since the last report to the Board of Trustees in November 2012, faculty representatives of the California State University (CSU) and the California Community Colleges (CCC) have released additional Transfer Model Curricula (TMCs) in philosophy and Spanish. These bring to 24 the total number of released TMCs, and are now under review on CSU campuses to identify corresponding baccalaureate degrees.

In December 2012, staff members from the CSU Chancellor's Office and the CCCs were invited to a meeting of Complete College America, the multi-state initiative that has supported implementation of SB 1440 with a grant of \$1 million. The meeting emphasized the value of what it calls "stackable credentials," degrees that stand on their own as job preparation and also prepare students for additional formal study. California was singled out for its leadership in this area, with the CSU and CCC faculty given credit for developing these flexible degree templates.

With the closing of the fall application cycle on November 30, 2012, the CSU has gathered additional information about the number of students pursuing Associate Degrees for Transfer.

As in past cycles, the data is initially self-reported, and requires labor-intensive verification. Once the “false positive” claims have been sorted out from students who believed (or claimed to believe) they were earning these degrees, it will be evident that relatively few have actually qualified for the program. The CSU does not expect to see significant numbers until most of the degrees have been offered in the community colleges for at least two years, giving students time to complete them.

However, the CSU remains committed to the marketing effort. The advertising agency retained by the community colleges reported last month that Gannett Outdoor has made a six-figure in-kind donation in the form of free outdoor space and ad time. This is particularly welcome, since the initial campaign depleted the marketing budget allocated in the Complete College America grant. Throughout the next two months, the implementation and oversight committee expects to learn more about the fall application pool, ahead of the next board report in March. The CSU also plans to work with partners at the state level to set specific goals in terms of programs created, students served and units saved.

COMMITTEE ON EDUCATIONAL POLICY

Baccalaureate Unit Limits, Proposed Title 5 Changes

Presentation By

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Executive Vice Chancellor
and Chief Academic Officer

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

This item was introduced at the September 2012 Board of Trustees meeting, proposing to eliminate the 9-unit upper-division, general education (GE) requirement. The purpose was to improve student success by facilitating more efficient degree completion, which would create additional access for incoming students to the California State University (CSU). For many degree programs, the elimination of upper-division GE would result in fewer units required without compromising the quality of education in the major. The proposed elimination would have fallen within accreditation requirements of the Western Association of Schools and Colleges (WASC).

After the item was posted on the trustees' website, the Academic Affairs division consulted with the Academic Senate CSU (ASCSU) leadership. They opposed the elimination of the upper-division GE requirement. An alternative proposal from San José State University was presented for streamlining bachelor's degrees to require no more than 120 semester units or 180 quarter units wherever possible without compromising accreditation, licensure or professional requirements. Further consultation with the senate and conferral with campus leadership led to modifications to the Title 5 amendments originally proposed in September, which led to a new information item at the November 2012 meeting. This item now appears as an action item to adopt proposed Title 5 amendments regarding CSU baccalaureate degree requirements.

This action item is intended to alter institutional practice, rather than student behavior. The 120/180 unit cap does not limit the number of units a student can enroll in; force students to complete their degrees in four years; or require students to enroll on a full-time basis. Reducing to 120/180 units could lower student debt levels and reduce student reliance on financial aid. Shortening the time to degree would be especially valuable for students entering the CSU with required remediation work, as those students already are obligated to take more courses than

their college-ready counterparts. With fewer required units, the CSU could provide greater access for new students who have been waiting to enter the university as freshmen or community college transfers. Degree-completion SB 1440 transfer pathways will increase in number as more 120-unit programs emerge.

The focus on this issue is not new in the CSU. Beginning with the 2000-2001 academic year, students in bachelor's programs were held to a new, lower-unit minimum requirement that had been reduced from 124 semester units to 120 semester units (the equivalent of 180 quarter units). Since 2000, campuses have been required to review degree programs regularly and to report annually to the trustees justifying baccalaureate programs that require more than the 120-unit minimum. By 2008, eighty percent of CSU bachelor's degree programs required no more than 120/180 units. Since 2008, however, less than 1 percent of the remaining programs have reduced the minimum requirement to 120 semester (180 quarter) units. As of October 22, 2012, a total of 508 CSU degree offerings required more than 120 semester units (180 quarter units). In this economy, issues of time and cost become ever more important to CSU students, yet improvements in reducing required units has slowed over time, accompanied by an increase in the number of high-unit programs reported in 2009, 2010 and 2011.

Based on existing graduation data, lowering the number of required units is associated with improved time to degree (*see tables below*) and the CSU would join other U.S. university initiatives that promote completing bachelor's degrees in four years. With proper advising, responsible curriculum design, timely transfer and a strong web presence, the University of Minnesota system, Northern Illinois University, University of Missouri, University of Wisconsin system, University of California (UC) Merced, University of Colorado and others demonstrate to students how they can earn a baccalaureate in four years. Four-year programs are highlighted at Arizona State University, UC Berkeley, George Mason University and other institutions, including those that have engineering degrees requiring just 120 units. The CSU will emphasize four years and 120 units to complete most degree programs.

Therefore, it is proposed that Title 5 regulations be revised to restrict, wherever feasible, four-year bachelor of arts and bachelor of science programs from requiring more than a maximum of 120 semester (180 quarter) units to complete the degree. This revision would shift the focus on degree requirements from defining *minimum* unit requirements to *maximum* units required with exceptions allowed.

Defined by their own Title 5 sections, the bachelor of architecture degree and bachelor of landscape architecture degree, the system's only five-year degree programs, would still require a minimum 120-semester (180 quarter) units each and 150-semester (225 quarter) units would be the maximum allowed. Also defined in a separate Title 5 section, the bachelor of fine arts and bachelor of music degree programs would continue the 120-semester unit minimum and would carry a maximum of 132-semester (198 quarter) units. A campus may request the chancellor's

exception to the maximum of 120/180 unit limit to accommodate requirements for professional accreditation, licensure/professional preparation requirements, or similar externally imposed standards. Additionally, the chancellor may impose exceptions to degree requirements to achieve the identified unit maximum for degree programs.

In the years 2008-2009 to 2010-2011, thirty-seven percent of students who entered their letters (humanities) programs as freshman completed those lower-unit degrees in four years or less; while only 12 percent of their counterparts in engineering programs, 11 percent in fine arts, 15 percent in international business, and 17 percent of music majors completed their degrees in four years or less. By the six-year mark, the higher-unit majors were catching up, graduating a greater percentage of students than the humanities. For transfer students during that same period, 32 percent of humanities majors completed their degrees within two years after transferring to the CSU; while only 4 percent of fine arts, 6 percent of engineering, 16 percent of international business, and 7 percent of music majors completed their degrees within two years after transfer. Again, high-unit majors show greater degree completion as more time goes by.

**2008-2009 to 2010-2011 Baccalaureates
 Years To Degree: Entered CSU as First-Time Freshmen
 Percentage Distribution (3-Year Average)**

Elapsed Time in Years	FINE ARTS	ENGINEERING	INTERNATIONAL BUSINESS	MUSIC	LETTERS
4.0 or less	11%	12%	15%	17%	37%
4.1-4.5	8%	13%	20%	13%	19%
4.6-5.0	23%	30%	23%	29%	20%
5.1-5.5	12%	13%	19%	9%	8%
5.6-6.0	17%	14%	9%	6%	5%
Over 6.0	28%	19%	15%	27%	11%
Total	100%	100%	100%	100%	100%

**2008-2009 to 2010-2011 Baccalaureates
 Years To Degree: Entered CSU as Undergraduate Transfers
 Percentage Distribution (3-Year Average)**

Elapsed Time in Years	FINE ARTS	ENGINEERING	INTERNATIONAL BUSINESS	MUSIC	LETTERS
2.0 or less	4%	6%	16%	7%	32%
2.1-2.5	8%	12%	22%	11%	25%
2.6-3.0	21%	24%	17%	22%	17%
3.1-3.5	19%	19%	20%	17%	9%
3.6-4.0	17%	14%	8%	19%	6%
Over 4.0	32%	26%	17%	23%	12%
Total	100%	100%	100%	100%	100%

As campuses graduate students from lower-unit degree programs in a shorter period of time, the CSU is able to admit more eligible new resident students who otherwise would be denied entry. The more units required to graduate, the less responsive the university can be to enrollment pressures. From the student perspective, higher-unit degree programs can be associated with many costs without demonstrated benefits. Students have higher costs associated with textbooks (and sometimes materials) for courses beyond the 120-unit minimum, and the additional courses may require enrolling for another term or more before graduating. That can mean more associated housing costs, tuition fees and associated campus fees. Students whose graduations are delayed also are likely to be delayed in entering the full-time workforce, earning the income associated with new careers and contributing to the economy.

It will be the responsibility of CSU campus faculty to decide on and adopt strategies that will allow four-year bachelor's programs to be completed with no more than 120 semester units (180 quarter units) wherever feasible. Reducing the number of units required at graduation could be accomplished in a number of ways, including eliminating required minors and by reducing (1) the number of units required in the major; (2) campus-specific requirements; (3) or systemwide general education (GE) requirements. Itemized degree requirements among the minimum-unit calculations shall include required prerequisites, co-requisites and credit-bearing campus-specific graduation requirements. The academic senate and Chancellor's Office administration will develop a guidance document to serve as a "tool box" of existing policies and various curriculum planning strategies that can be incorporated into the process of reviewing and modifying degree requirements. An executive order will be issued to implement the procedures presented in and related to this item.

This effort is intended to improve graduation rates, protect academic quality and support student efforts to obtain an affordable education. The proposed timeline for reducing baccalaureate unit requirements is as follows:

Degrees and Concentrations Requiring 121-129 Units (288 programs)

April 30, 2013 Campuses shall submit program-by-program confirmations that each combination of degree and concentration shall be reduced from 121-129 (181-192) to no more than 120/180 by fall 2013.

Campuses shall report to the chancellor a listing of each degree program and concentration that requires from 121 to 129 (181 to 192) units, that for demonstrated academic, licensure, or accreditation reasons cannot be reduced to 120/180. The program's unit requirements, both before and after campus review, shall be specified, and the specific reasons for exceeding the maximum unit count shall be explained.

Campuses with programs requiring from 121 to 129 units (181 to 192) and unable to reduce counts to the maximum number of units shall submit requests for the chancellor's exception to each program's the established unit maximum.

Programs that have not been reduced to 120/180 units and have not been granted the chancellor's exception allowing higher unit counts shall be subject to chancellor's action to reduce unit requirements, including:

1. double counting requirements;
2. adjusting the number of required major courses and units to achieve consistency with comparable CSU programs;
3. adjusting campus-specific degree requirements (such as languages other than English, among others); and
4. adjusting course and unit requirements for upper-division GE courses.

Fall 2014 Programs reduced from 121-129 (181-192) units and adjusted to approved new limits shall be published in the 2014-2015 campus catalogs.

Degrees and Concentrations Requiring 130 Units or More (220 programs)

January 2014 Campuses shall submit program-by-program confirmations that the remaining high-unit combinations of degrees and concentrations have been approved on campus to be reduced to the required number of units by fall 2014.

Programs that have not been campus-approved for reduction to 120/180 units and that have not been granted the chancellor's exception (allowing higher unit counts) shall be subject to the chancellor's action to reduce unit requirements, including:

1. double counting requirements;
2. adjusting the number of required major courses and units to achieve consistency with comparable CSU programs;
3. adjusting campus-specific degree requirements (such as languages other than English, among others); and
4. adjusting course and unit requirements for upper-division GE courses.

March 2014 All programs that are subject to the new unit-maxima shall have been reduced to approved limits and shall appear in 2014-2015 campus catalogs.

RESOLVED, by the Board of Trustees of the California State University, acting under Section 89030 of the Education Code, that sections 40405.1, 40405.4, 40500, 40501, 40505, 40506, 40507, 40508, of Title 5 of the California Code of Regulations are amended as follows:

Title 5. Education
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
§ 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 which includes a minimum of 48 semester units or 72 quarter units of which 9 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 9 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 9 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 3 semester units or 4 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) ~~shall~~ shall not be less than 48 semester units or 72 quarter units unless the Chancellor grants an exception.

(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.

Title 5. Education
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
§ 40405.4. Procedures for Implementing Programs to Meet General Education Requirements.

(a) The Chancellor shall establish procedures to implement the objectives and requirements of Section 40405.1-40405.3, including provision for exceptions in individual cases of demonstrable hardship, and including periodic review of the extent to which the objectives and requirement are being met.

(b) The Chancellor may grant exceptions to the requirements of subdivision (a) of Section 40405.1 for high unit ~~professional~~ degree major programs on a program-by-program basis.

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

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Full text of all sections at this level Article 6. Undergraduate Degrees
§ 40500. Bachelor of Arts Degree: Required Curriculum.

To be eligible for the Bachelor of Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 24 semester units (36 quarter units).

There shall be one major with a minimum of 24 semester units (36 quarter units). At least 12 semester units (18 quarter units) in the major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Additional Units. Units to complete the total required for the degree may be used as electives or to meet other requirements.

(d) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 (60 quarter units) shall be in the upper division credit, shall be 124 semester units (186 quarter units). For candidates for the Bachelor of Arts degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent, unless the Chancellor grants an exception.

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

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40501. Bachelor of Science Degree: Required Curriculum.

To be eligible for the Bachelor of Science degree, the candidate shall have completed the following requirements:

- (a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.
- (b) Major 36 semester units.

There shall be one major with a minimum of 36 semester units. At least 18 semester units in this major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

- (c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. ~~The number of semester units for each curriculum shall be determined by each campus. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, unless the Chancellor grants an exception.~~

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

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40505. Bachelor of Architecture Degree: Required Curriculum.

To be eligible for the Bachelor of Architecture degree, the candidate shall have completed the following requirements:

- (a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.
- (b) Major 45 semester units.

The major shall consist of a minimum of 45 semester units. At least 27 semester units in the major shall be in upper division courses or their equivalent. The maximum number of units shall be determined by each campus.

- (c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Architecture degree shall be 165 to 175 semester units. For candidates for the Bachelor of Architecture degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Architecture degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 150 semester units shall be required, unless the Chancellor grants an exception. The total number of units required for the Bachelor of Architecture degree shall be distributed over a ten-semester period or equivalent.

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

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40506. Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum.

To be eligible for either the Bachelor of Music degree or the Bachelor of Fine Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major -70 semester units. The major shall consist of a maximum of 70 semester units with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Music degree and the Bachelor of Fine Arts degree shall be 132 semester units. For candidates for the Bachelor of Music degree and the Bachelor of Fine Arts degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Fine Arts degree or Bachelor of Music degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception.

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

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40507. Bachelor of Landscape Architecture: Required Curriculum.

To be eligible for the Bachelor of Landscape Architecture degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 45 semester units. The major shall consist of a minimum of 45 semester units, exclusive of those courses used to meet the General Education-Breadth Requirements. At least 27 units in the major shall be in upper division courses or their equivalent. The maximum number of units shall ~~be determined by each campus.~~ not exceed 150 semester units.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Landscape Architecture degree shall be 155 to 165 semester units. For candidates for the Bachelor of Landscape Architecture degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Landscape Architecture degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 150 semester units shall be required, unless the Chancellor grants an exception. The total number of units required for the Bachelor of Landscape Architecture degree shall be distributed over a ten-semester period or equivalent.

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

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
§ 40508. The Bachelor's Degree: Total Units.

Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2013-14 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor may require adjustments to program requirements in order to achieve the 120 semester unit maximum.

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

COMMITTEE ON EDUCATIONAL POLICY

Update on the Early Assessment Program

Presentation by

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Academic Research and Resources

The Early Assessment Program

The Early Assessment Program (EAP) is the California State University's (CSU) flagship initiative for improving the preparation of high school students for college. The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The EAP goal is to have California high school graduates enter the CSU fully prepared to begin college-level study. In English, the CSU has developed the Expository Reading and Writing Course (ERWC) for seniors to improve their ability to read and write at the college-level. In math, the CSU has implemented the Strengthening Mathematics Instruction (SMI) program to help secondary math teachers improve their skills in teaching algebra through calculus classes. The CSU continues to offer advanced professional development to thousands of California high school teachers in both English and mathematics.

EAP Results

The number of 11th-graders ready for college level English and math continues to increase since the voluntary test was launched in 2006 (30 additional questions were added by CSU to the California Standards Test). Nearly 39,000 more students are demonstrating proficiency in English than when EAP testing was first instituted. The number of high school juniors who are ready for college-level math has nearly doubled in that same time span.

With seven years (2006-2012) of complete testing data available, key findings include:

- The EAP participation rate has increased by 10 percentage points with 82 percent of high school juniors taking the test. The number of students participating in the voluntary assessment has increased by 70,000 students to more than 386,000 statewide.
- There has been a steady increase in the number of students taking at least Algebra II in high school. Almost two-thirds of public high school juniors completed Algebra II, which is needed to be eligible for the CSU.
- The number of students ready for college-level math has increased from 16,120 to 30,426 during the six-year period, an increase of approximately 88 percent.
- English proficiency rates have increased to 23 percent, meaning that 86,939 students demonstrated college readiness in 2012. The spring 2012 EAP English test included a new category, “English conditional,” that assessed students as ready for college-level English if they successfully complete a full senior year in an Expository Reading and Writing Course (ERWC), an Advanced Placement (AP) English class or the International Baccalaureate (IB). Nearly 60,000 high school seniors whose EAP scores showed they were "conditionally ready" will be able to use their senior year to become fully prepared in English.

The Expository Reading and Writing Course (ERWC)

Through the CSU Early Assessment Program, the CSU developed a senior year English course for high schools that offers to prepare students for the demands of college-level work in English. The ERWC is an effective curriculum in English-Language Arts that has been approved by the University of California (UC) as fulfilling the “b” English requirement for college admission (from the “a-g” requirements). Developed collaboratively by CSU faculty and high school teachers and administrators, the course incorporates the content of freshman composition courses and addresses the academic literacy skills identified by the Intersegmental Committee of the Academic Senates (ICAS) in *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. The course deepens students’ critical reading, writing and thinking skills and emphasizes in-depth study of expository, analytical and argumentative writing.

Key principles of the course include the integration of interactive reading and writing processes; a rhetorical approach to texts that fosters critical thinking; materials and themes that engage student interest, and provide a foundation for principled debate and argument; classroom activities designed to model and foster successful practices of fluent readers and writers; research-based methodologies with a consistent relationship between theory and practice; built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts; and

alignment with English-Language Arts Content Standards. The course is comprised of 14 modules of instruction that vary from one-to-three weeks in length. The ERWC assignment template is the central organizing feature of the curriculum; for each module the template integrates instruction across three major domains: reading rhetorically, connecting reading to writing and writing rhetorically.

English Conditional

The CSU created a new status for reporting EAP English scores: “English conditional.” Similar to the math conditional status, the English conditional provides an exemption to taking the English Placement Test (EPT) based on completion of an approved English class in the senior year. The English conditional status allows a student to be placed in credit-bearing courses once enrolled at the CSU.

Students may satisfy the condition by taking an approved English course in the senior year and earning a grade of “C” or higher. Students who fail to satisfy the condition will be required to take the EPT upon CSU admission.

Approved English Courses

- Expository Reading and Writing Course (ERWC)
- Advanced Placement (AP) English
- International Baccalaureate (IB) English
- English courses approved for extra honors credit by the UC (as indicated on the UC Doorways “a-g” course list with a star)

For the ERWC to be considered an approved course, it must be officially adopted and offered as a year-long course in the senior year. In addition, instructors also must be certified through the ERWC professional development program.

ERWC Professional Development

The CSU offers professional development to high school teachers and other educators to inform them about college readiness, the EAP, and curricular and instructional strategies to prepare students for success in college. Professional development is provided to high school English teachers through a 20-hour workshop series coordinated jointly by the CSU and the California County Superintendents Educational Services Association (CCSESA). Offered on three to four days over the course of several months, these workshops provide teachers with the skills necessary to teach the ERWC. The sessions are facilitated by a two-person team including one CSU faculty member and one high school teacher or county office of education specialist. Teachers are encouraged to take the curriculum back to their schools and begin using the

materials with their students. In the final sessions of the workshop series, teachers examine their students' work and score the writing using the CSU EPT scoring guide.

In addition, the CSU offered a longer-term professional development program, the Reading Institutes for Academic Preparation (RIAP), on a limited basis through five CSU campuses. These institutes provided professional development in academic literacy to teachers across all disciplines at the high school level.

The following chart summarizes professional development offerings in English/academic literacy related to EAP since 2002.

Program	Time Span	Total # Participants	Annual Activity
ERWC	2004-2012 (to date)	8,495 educators	55-65 workshop series offered each year
RIAP	2002-2011	3,666 educators	No longer in operation

Strengthening Mathematics Instruction (SMI)

CSU faculty, K-12 mathematics teachers, and state curriculum specialists designed the EAP professional development program for mathematics, *Strengthening Mathematics Instruction* (SMI), which presents a variety of strategies for teaching students how to solve complex mathematical problems. The professional development curriculum includes instruction on developing cognitively complex problems, analyzing student misconceptions and understanding college readiness. Included in the program are teaching strategies to:

- Promote mathematical and numeric flexibility
- Incorporate multiple representations
- Help students extend procedures and emphasize structures.

The program focus is on providing support for teachers to be able to increase student capacity to meet the CSU college readiness standards. The program also supports student performance on the California Standards Test (CST), the Scholastic Aptitude Test (SAT), the American College Testing (ACT), AP exams, and other standardized and diagnostic tests. The professional development stresses the following principles:

- Extending previously encountered tasks
- Integrating several topics and/or concepts
- Recognizing and using underlying mathematical structures
- Using multiple representations
- Considering multiple approaches to the problem

- Identifying patterns
- Being flexible and strategic in mathematical thinking

In its first year, SMI has been well received by the K-12 math community, especially by algebra, geometry and calculus teachers who see this as one of the few professional development opportunities at their level. The professional learning community model has proven essential for the success of the program, especially where math teachers are strong on pedagogy, but weaker in some content areas. Having mathematics departments work together enables them to understand, remember, and further refine their comprehension of complex mathematical concepts. Additionally, an SMI Math task force has been convened to develop a new 12th grade math course. The focus is on integrating college readiness and the common core with unique teaching opportunities to involve students in solving real world problems.

Program	Time Span	Total # Participants	Annual Activity
EAP Mathematics	2005-2009	1592 educators	5-20 workshop series offered each year
SMI (year 1)	2009-2010	450 educators	22 workshops offered
SMI (year 2)	2010-2011	236 educators	15 workshops offered
SMI (year 3)	2011-2012	306 educators	18 workshops offered
SMI (Year 4)	2012-2013	300 educators (anticipated)	15 workshops anticipated

E-Learning Math Class

The CSU sponsors a senior year e-learning math course for 12th-grade students who score “conditionally ready” on the math EAP. Successful completion of this course removes a student’s conditional exemption and fulfills the ELM requirement.

In 2011-2012, a record 94 students passed the course. This includes 35 students from Fresno Unified School District who arranged to have their math teachers partner with CSU Sacramento math instructors to deliver the program.

Academic Technology

The Early Assessment Program enjoys robust online support from the following websites:

- CSU Math Success - <http://www.csumathsuccess.org>
- CSU English Success - <http://www.csuenglishsuccess.org>
- CSU Expository Reading and Writing Online Community - <http://writing.csusuccess.org/>
- CSU Calibrated Peer Review - http://www.csuenglishsuccess.org/practice_ept_essays

- CSU Math Professional Development - <http://pd.csusuccess.org/>

In 2011, there were approximately 175,000 visits to the *CSU Math and English Success* websites. This reflects a 17 percent increase from 2010. Students are making good use of the online college prep resources:

- More than 35,000 students have used the website to determine their EAP status and have created personalized roadmaps with customized advising tips to prepare for math and English at the CSU.
- More than 15,000 students have taken an online practice math exam.
- More than 60,000 students have taken an online practice English exam.

The *CSU Calibrated Peer Review* is a free web-based tool that allows California high school English teachers to help students improve their writing skills and prepare for the essay portion of the English Placement Test (EPT). More than 125 English teachers used the Calibrated Peer Review tool in their classrooms in 2011, serving more than 6,000 students.

The *CSU Math Professional Development Website* provides high school math teachers with a one-hour interactive tutorial about the importance of the EAP. More than 2,500 math teachers have accessed the tutorial since its creation and 500 teachers have submitted evaluations of the tutorial:

- 98 percent reported that they gained a basic knowledge of the EAP, its purposes, and its scoring as a result of the program.
- 99 percent reported that by taking the tutorial they better understood the options for 12th-grade students and the costs to them of not being college-ready.
- 99% found the online program easy to use.

COMMITTEE ON EDUCATIONAL POLICY

Update on the Early Start Program

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric G. Forbes
Assistant Vice Chancellor
Student Academic Support

Marsha Hirano-Nakanishi
Assistant Vice Chancellor
Academic Research and Resources

Summary

At its May 2009 meeting, the Board of Trustees mandated the establishment of an Early Start Program beginning with the class of 2012 for all new freshmen who do not demonstrate college-readiness in mathematics, English or both. It would be required these students begin to address these deficiencies either at their destination campus, at other California State University (CSU) campuses, at community colleges or at high schools before the start of their first term. After board action, Executive Order 1048 established governing principles as well as general program goals. The Executive Order also called for the creation of a systemwide implementation team to be given wide authority to bring the Early Start Program to fruition by summer 2012.

The Early Start Program was mandated with the expectation that it would fit into the series of college readiness requirements already in place. These included the various standard testing opportunities to demonstrate proficiency, Early Assessment Program (EAP), SAT Reasoning Examination (SAT), ACT Examination (ACT), English Placement Test/Entry Level Mathematics (EPT/ELM), as well as the requirements of Executive Order 665 stipulating that students finish all remediation by the end of their first academic year. The goals of Early Start were to enable students to “get started” by engaging their deficiencies in these basic subjects before becoming involved in other courses; to create opportunities for students to finish remediation sooner by reducing institutional and student cost; to increase the retention rates of underprepared students leading to improved overall performance and persistence to degree; and

to increase access for students across the state by making the program available at each CSU campus and online.

In the first year, the implementation committee reviewed specific campus plans; approved the development of a student data infrastructure to enable an intra-campus program to work; set a communication plan in motion; defined the meaning of student compliance; and adjusted financial aid support to lottery funds from standard sources. Setting up the general mechanism and ensuring that each campus instance functioned properly was a systemwide initiative in every sense. Multiple meetings were held with various administrative and faculty groups to ensure success.

Of the 55,000 first-time freshmen who enrolled in fall 2012, more than 58 percent were exempt from Early Start for mathematics. More than 70 percent were exempt from English, as only those students who score in the lowest quartile were required to participate in 2012-2013. In 2014, all students who score below an exemption in English will be required to participate. Moreover, there were other approved standard exemptions including students participating in Summer Bridge programs, pre-existing Early Start residential and other programs, international non-resident students, students with EAP conditional exemptions and other limited campus-based exemptions.

Altogether there were nearly 19,000 students who signed up for Early Start. Of these, more than 15,000 planned to satisfy the requirement at their destination campus leaving more than 3,000 who planned to undertake Early Start at a service campus. A preliminary review of the results indicates that more than 2,100 students fully satisfied remediation in math illustrating that they accomplished more than “just a start.” Another 2,300 either improved their math remediation requirement by one term or remained in a strong position to complete it in one term. Altogether, more than 14,400 students met their Early Start requirement in math over the summer. Given the “high risk” nature of the English participants, i.e. those who scored in the lowest quartile on the EPT, the numbers who “improved” were deliberately limited. Nevertheless, more than 6,100 students satisfied their Early Start requirement in English over the summer. By the end of the 2012-2013 academic year, the campuses should be in a position to know whether more students completed remediation and persisted into their sophomore year.

Early Start was successful in other important respects. There were more than two million Early Start hits between January and September 2012 on the CSU Success website where the statewide schedule of classes was displayed. Most participating students were excited for the chance to complete their college preparatory needs *before* starting college. In fact, the CSU received many anecdotal stories of students not wanting to take the 1-unit course that only satisfied Early Start; they wanted to take 3-unit courses that fulfilled a layer of their preparation. Most of the campus reports from faculty and administrators were equally positive about the opportunity to share the college experience with students before college started in the fall.

Planning for the 2013-2014 Early Start program is underway. The goals are to improve the procedural mechanics where weaknesses have been identified. By next year, the delivery of Early Start should be significantly improved across the system to receive the full cohort of students not yet ready for college-level English in summer 2014.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendment to Title 5 Regarding AB 1899

Presentation By

Dean Kulju
Director
Financial Aid

Summary

Nonresident students at the California State University (CSU) who meet specified criteria established by AB 540 are exempt from paying nonresident tuition/fee rates. Students who hold non-immigrant visas are excluded from qualifying for this exemption. In 2001, the state Legislature passed and the Governor signed AB 540, which granted any student (i.e., U.S. citizen, permanent resident and undocumented student) who meets certain requirements to be exempt from paying nonresident tuition fees. The requirements include attending a California high school for three or more years, graduating from a California high school and, in the case of undocumented students, file an affidavit with the university stating they have filed or will file an application to legalize their immigration status.

AB 1899 adds Section 68122 to the Education Code and extends to holders of T and U non-immigrant visas (individuals who are victims of trafficking, domestic violence and other serious crimes) eligibility for in-state tuition fees and state financial aid programs that are available to persons admitted to the United States as refugees. Students who have been granted a visa under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii), of Title 8 of the U.S. Code shall be exempt from paying nonresident tuition if they attended a California high school for three years and graduated.

The proposed new Title 5 section would bring CSU regulations into compliance with the new law. An item will be presented at the March meeting for board action to adopt the following recommended addition to Title 5.

Title 5. Education
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.

Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status under Title 8, U.S.C. Sections 11101(a)(15)(T) or (U), are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (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

The Commission on the Extended University

Presentation By

Karen S. Haynes
President
California State University San Marcos
and Chair
Commission the Extended University

Summary

The Commission on the Extended University will report on the major contributions made to the California State University (CSU) and the state of California through innovative, self-support programs that address state workforce needs. Funding sources for these programs include tuition and fees, workforce investment boards, civic and industry partnerships as well as the commission's annual program development grant. Extended Education literally "extends" the resources of the CSU to local, regional, national and international markets, offering educational opportunities in face-to-face and online formats. Extended Education helps prepare students at both ends of the lifelong learning continuum, from Early Start to professional degree programs to leisure learning in retirement.

Background

The commission serves as an advisory group to the chancellor on issues and opportunities facing California communities served through Extended Education at each of the 23 campuses. In 1977, the commission was established through Executive Order 811. Since 1993, the commission's grant program has funded more than 130 proposals for new program development, distributing \$5.8 million to the campuses.

"Working for California" is part of the Extended Education mission. In collaboration with workforce investment boards, associations, and public and private agencies, Extended Education demonstrates diversity, flexibility and responsiveness in meeting the state's workforce needs in such high-demand areas as healthcare, STEM (science, technology, engineering and mathematics), information technology and green/sustainability.

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Extended Education also provides professional development opportunities for working adults to improve their career advancement. CSU Dominguez Hills was recently recognized for outstanding achievement by the South Bay Workforce Investment Board for reaching a placement rate of at least 90 percent in Project Management and Technician programs. Programs created in conjunction with industry experts ensure that classroom learning is directly applicable in the field. CSU Sacramento has built a reputation in meeting the workforce needs of state government leadership through a variety of programs.