May 23, 2013

Dr. Timothy White, Chancellor
The California State University
401 Golden Shore, Room 641
Long Beach, California 90802-4210

Dear Chancellor White:

At its meeting on May 16-17, 2013 at CSU headquarters in Long Beach, the Academic Senate of the California State University discussed and acted upon a number of matters.

Enclosed is a copy of the items upon which the Senate took action. These documents are sent to you for consideration and action as appropriate.

Sincerely,

Diana W. Guerin, Chair
Academic Senate CSU

Attachments

Distribution list:
- Members, Academic Senate CSU
- Chancellor’s Office Representatives
- Board of Trustees
- Presidents
- Provosts/Vice Presidents, Academic Affairs
- Chairs, Campus Academic Senates
- CSU Alumni Council
- California State Student Association

Diana W. Guerin
Chair, Academic Senate CSU
Tel 562-951-4010
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# Status of Senate Resolutions

The status of the resolutions that were circulated for Senate consideration at the May 16-17, 2013 meeting in Long Beach are listed below and attached.

1) **AS-3116-13/EX (Rev)** Academic Senate of the CSU Calendar of 2013-2014 Meetings Approved Without Dissent

2) **AS-3117-13/FA (Rev)** Change to the Bylaws of the Academic Senate Section 4d(2) Charge to the Faculty Affairs Committee Approved Unanimously

3) **AS-3118-13/FGA (Rev)** Conditional Support for AB 386 (Levine): Public Postsecondary Education: Cross-Enrollment: Online education at the California State University Approved

4) **AS-3119-13/AA (Rev)** Clarifying the Changing Expectations for General Education Approved Unanimously

5) **AS-3120-13/EX (Rev)** Request to Re-Institute the Annual CSU Academic Conference Approved Unanimously

6) **AS-3121-13/FGA (Rev)** In Support of AB 387 (Levine): Public Postsecondary Education: California State University: Online Education Approved

7) **AS-3122-13/AA (Rev)** Reaffirming the Importance of Graduate, Post Baccalaureate, and Credential Programs and Access to Those Programs Approved Unanimously

8) **AS-3123-13/AA (Rev)** Enhanced Support of Student Mental Health and Counseling Services Approved Unanimously

9) **AS-3124-13/AA (Rev)** Recognition of Clarification Provided by Executive Order 1047, Extended Education and Self-Support Courses and Programs Approved Unanimously

10) **AS-3125-13/FGA** Conditional Support for SB 547 (Block) Public Post-Secondary Education: Online Courses Approved

11) **AS-3126-13/APEP** Commendation of the Undergraduate Science Education Project: Preparing Future Elementary Teachers for the Next Generation Science Standards Approved Unanimously

12) **AS-3127-13/AA** A Call for the Equitable Visibility of All Online Degree Programs Approved Offered by CSU Campuses on the Calstateonline.com and Calstateonline.net Websites

13) **AS-3128-13/FGA** In Support of SB 241 (Evans): Oil Severance Tax Law Approved Without Dissent

14) **AS-3129-13/APEP** Commendation of Assistant Vice Chancellor Beverly L. Young for Her Activities in Common Core State Standards (CCSS) and Smarter Balanced Assessment (SBA) Development Approved Unanimously
15) AS-3130-13/FGA  SB 440 (Padilla) *Public Postsecondary Education: Student Approved Transfer Achievement Act*, Oppose Unless Amended Unanimously

16) AS-3131-13/AA  A Modified Process for Approval of California State University/ University of California (CSU/UC) Joint Doctoral Degree Programs  Approved Unanimously

**Resolutions of Commendation (copies not included) were also approved in honor of the following people**

1) AS-3132-13/Humboldt Del.  Commendation of Professor Marshelle Thobaben
2) AS-3133-13/CSUB Del.  Commendation of Professor John Tarjan
3) AS-3134-13/CSUS Del.  Commendation for Robert Buckley Upon His Retirement from the Academic Senate of the California State University
4) AS-3135-13/Fresno Del.  Commendation for CSU Statewide Senator Jacinta Amaral
5) AS-3136-13/CSUSB Del.  Commendation for Dr. Buckley Barrett
6) AS-3137-13/SFSU Del.  Commendation for CSU Statewide Senator Andrea Boyle
7) AS-3138-13/Sonoma Del.  In Appreciation of Brian Wilson’s Service as Statewide Academic Senator for Sonoma State University
8) AS-3139-13/SFSU Del.  Commendation for CSU Statewide Senator Martin Linder
9) AS-3140-13/Pomona Del.  Commendation for Senator James E. Swartz
RESOLVED: That the Academic Senate of the California State University adopt the following schedule for 2013-2014:

<table>
<thead>
<tr>
<th>2013</th>
<th>Location</th>
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<tbody>
<tr>
<td>September 18-20</td>
<td>Committees/Plenary</td>
</tr>
<tr>
<td>October 11</td>
<td>Interim Committees</td>
</tr>
<tr>
<td>October 30 - November 1</td>
<td>Committees/Plenary</td>
</tr>
<tr>
<td>December 6</td>
<td>Interim Committees</td>
</tr>
<tr>
<td>October 11</td>
<td>Virtual</td>
</tr>
<tr>
<td>October 30 - November 1</td>
<td>Virtual</td>
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2014

| January 22-24       | Committees/Plenary |
| February 21         | Interim Committees |
| March 19-21         | Committees/Plenary |
| April 11            | Interim Committees |
| May 14-16           | Committees/Plenary |
| September 3-5       | Committees/Plenary |
| October 10          | Interim Committees |
| November 5-7        | Committees/Plenary |
| December 5          | Interim Committees |
|                     | Virtual           |
|                     | Headquarters      |
|                     | Headquarters      |
|                     | Headquarters      |

; and be it further

RESOLVED: That the Executive Committee of the Academic Senate of the CSU be authorized to change the schedule of meetings approved, with adequate notice to the Academic Senate of the CSU, if the Trustees alter their schedule, or if budgetary constraints require a change.

RATIONALE: The California State University Board of Trustees is in the process of determining its meeting dates for 2013-2014, as follows:

<table>
<thead>
<tr>
<th>2013 Remaining Meetings</th>
<th>Location</th>
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<tbody>
<tr>
<td>July 23</td>
<td>Headquarters</td>
</tr>
<tr>
<td>September 24-25</td>
<td>Headquarters</td>
</tr>
<tr>
<td>November 5-6</td>
<td>Headquarters</td>
</tr>
</tbody>
</table>

Note: Veteran’s Day – Chancellor’s Office is closed November 11, 2013
The schedule for virtual meetings will be between as follows:

- 8:00 a.m. to 10:00 a.m. for ASCSU Extended Executive Committee;
- All committees from 10:00 a.m. to 1:00 p.m.;
- Executive Committee Liaisons to committees 12:00 to 1:00 p.m.; and
- Extended Executive Committee from 1:00 p.m. to 2:00 p.m.

Approved Without Dissent – May 17, 2013
Change to the Bylaws of the Academic Senate Section 4d(2)  
Charge to the Faculty Affairs Committee

RESOLVED: That section 4d2 of the current bylaws be amended to read:

(j) faculty participation in international programs and faculty exchange;

(k) inclusion of outstanding faculty award recipients from each campus in a faculty showcase on the system website, and

(k) (l) such other matters as may be brought before it by the Executive Committee of the Academic Senate CSU.

RESOLVED: That the Academic Senate of the California State University (ASCSU) distribute this resolution to the Board of Trustees, and the campus Senate Chairs.

RATIONALE: Following the November 2012 plenary, the ASCSU Faculty Affairs Committee recommended that a web page showcasing outstanding faculty from each of the CSU universities be established on the calstate.edu website. Executive Vice Chancellor and Chief Academic Officer Ephraim Smith indicated his support for this project. The addition of item (k) to the ASCSU Bylaws is intended to institutionalize this process so that the web page is kept current. This document clarifies responsibilities and lays out the procedures to be followed.

Identification of Faculty to Include: At least once per year, the Chancellor’s Office shall collect from the campuses, through the ASCSU senators and campus senate chairs or other campus contacts as appropriate, the information required to update the web page. The information provided shall include the (1) campus, (2) name of the award, (3) faculty recipient with title and department affiliation, (4) link(s) to media announcing the award and/or photo of recipient, and (5) name and date of contact of person confirming accuracy of information.

Recommendation to ASCSU: The Faculty Affairs Committee shall recommend to the ASCSU Executive Committee the faculty to be recognized. The Academic Senate Office staff shall coordinate the updating of the web page and the web page for each Academic Year shall be archived on the ASCSU website.
Criteria for inclusion: Faculty included in the Showcase shall be recipients of (1) campus-wide awards, (2) sanctioned by the campus faculty and administration recognizing, (3) outstanding performance in any area of faculty endeavor (teaching, scholarly/creative activity, service, etc.). Faculty Affairs’ criteria for inclusion on the web page shall apply to all campuses. Changes to these criteria shall originate in the Faculty Affairs Committee and be approved by the ASCSU.

The current Bylaws of the ASCSU can be found at:
http://www.calstate.edu/AcadSen/Records/About_the_Senate/bylaws.pdf

Approved Unanimously – May 17, 2013
Conditional Support for AB 386 (Levine): Public Postsecondary Education: Cross-Enrollment: Online education at the California State University

RESOLVED: That the Academic Senate of the California State University (ASCSU) support, in concept, AB 386 (Levine), Cross-Enrollment in California State University Online Courses, which is consistent with the ASCSU position that students have timely access to courses needed to achieve their academic goals; and be it further

RESOLVED: That the ASCSU commend and thank the author of AB 386 for his willingness to work collaboratively with the CSU, and particularly the ASCSU, to perfect the bill to achieve its intended goals in a manner that both takes advantage of initiatives already underway within California higher education and respects the traditional authority of the faculty over academic programs; and be it further

RESOLVED: That while the ASCSU continues to have concerns about AB 386, identified in the rationale, that it urge the author to address; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees; CSU Chancellor; Assemblymember Marc Levine; Assembly Committee on Higher Education; Senate Committee on Education and Chairs of Senate and Assembly Appropriations committees.

RATIONALE: Proposed legislation AB 386 (Levine), as currently written, would require that students enrolled at a California State University (CSU) campus be allowed to take online courses offered at other CSU campuses without requiring additional fees or formal admission to the campus offering the course. This is consistent with the existing CSU policy on concurrent enrollment. This goal is consistent with the ASCSU position to support initiatives that assure students have timely access to the courses needed to achieve their academic goals. The bill has, since its introduction, been amended to take advantage of existing mechanisms already in place that aid in course articulation, including C-ID and ASSIST.ORG, which eliminates the need to establish a common course numbering system to meet the goals of AB 386.

The ASCSU is concerned about several aspects of the legislation that either supercede faculty authority or need clarification. Program and campus faculty have the authority to set program and campus policy regarding eligibility criteria to take a course, such as grade point average and equivalency to meet degree
requirements. In addition, clarification is needed about the number of units students can enroll in, under the legislation. As the legislative summary points out, currently policy limits cross-enrollment to one course, and it is not clear in the legislation that the limit is maintained. Finally, while the creation of an online database of CSU courses and an intra-system, cross-enrollment process are worthy goals, the timeline for doing so, is short given legislative timelines and the complexity of the task.

Approved – May 17, 2013
Clarifying the Changing Expectations for General Education

RESOLVED: The Academic Senate of the California State University (ASCSU) request that a joint task force of representatives from the ASCSU and CSU Chancellor’s Office be established to address the pedagogical shift towards outcome-focused assessment, greater alignment of co-curricular activities with learning outcomes, and the need for systematic assessment of General Education (GE) through program review; and be it further

RESOLVED: The ASCSU request a preliminary report of actions to come forward at the November 2013 Meeting of the ASCSU; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU campus Provosts/Vice Presidents of Academic Affairs, CSU campus Senate Chairs, and the California State Student Association (CSSA).

RATIONALE: There is a disconnect between the expectations for General Education as derived from the wording in Title 5, Executive Order 1065, and GE Guiding Notes. The Title 5 language regarding General Education (Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508) is most often interpreted in the context of Executive Order 1065 (September 16, 2011) as further informed by the latest (continuously updated) revisions to the CSU Guiding Notes. The direction provided in the guiding notes is historically focused on evaluating individual courses against content as informed by prior review cycle interpretation of content described in Title 5 and the executive order. Given that the language in the later documents was written with a content rather than outcome focus, it is unsurprising that the guiding notes content is similarly content-focused. With the development of a stronger assessment knowledge base and more holistic approaches to GE becoming prevalent, it argues for the merits of looking at revisioning and refocusing GE-based guidance. In this context it is noted that the GE-related descriptions within Title 5 have been described as both dated and underspecified.

Additionally, it is noted that true programmatic assessment of GE as a program has been mandated since 2008 (with the introduction of Executive Order 1033, since replaced by Executive Order 1065) and yet there have been no strong examples of programmatic assessment across GE from any individual campus.
“The Give Students a COMPASS” project has yielded many positive results with integrative learning among other high impact practices in producing more intentional learning and greater engagement along with concomitant increases in retention and graduation rates – these (and other) high impact practices are currently, typically seen as an overlay to GE and as potentially diluting content area requirements.

Approved Unanimously – May 17, 2013
ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3120-13/EX (Rev)
March 15-16, 2013

Request to Re-Institute the Annual CSU Academic Conference

RESOLVED: That the Academic Senate of the California State University (ASCSU) re-affirm its earlier request to re-institute the annual CSU Academic Conference; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Chancellor and the Board of Trustees.

RATIONALE: In March 2006, the ASCSU approved AS-2372-06/FA, Re-instituting the Academic Conference (http://www.calstate.edu/AcadSen/Records/Resolutions/2005-2006/2732.shtml). AS-2732-06/FA provides a brief overview of the history of the Academic Conference and its benefits. Given the dramatic turnover in state legislative leadership as well as CSU leadership, including the Chancellor, Board of Trustees, Campus Presidents and Provosts, the institutional benefits of re-instituting the CSU Academic Conference are even greater now than in 2006.

Approved Unanimously – May 17, 2013
In Support of AB 387 (Levine): Public Postsecondary Education: California State University: Online Education

RESOLVED: That the Academic Senate of the California State University (ASCSU) express its support for AB 387 (Levine), recognizing that periodic assessment of online programs, as in the case of all academic programs, is essential to maintaining academic quality in the California State University (CSU); and be it further, RESOLVED: That the ASCSU commend and thank the author of AB 387 for his willingness to work collaboratively with the CSU, and particularly the ASCSU, to perfect the bill in a way which continues to acknowledge the rights and responsibilities of the faculty in the establishment of academic program requirements; and be it further RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, the CSU Chancellor, Assemblymember Marc Levine, Members of the Assembly Committee on Higher Education; Senate Committee on Education and Chairs of Senate and Assembly Appropriations committees.

RATIONALE: The ASCSU recognizes that periodic evaluation of academic programs is important to ensuring program quality and that it is within the purview of the Legislature to request periodic reports on academic initiatives from the CSU. The purpose of AB 387 is to establish such an evaluation process for initiatives in the area of online education.

Importantly, the current bill language eliminates the requirement, found in the original language, that, in the case of all new programs, a minimum of 10 percent of newly developed courses be offered online. The requirement failed to recognize that, given the wide variation in the nature of academic programs, the online course format might not be equally suitable in all cases. The elimination of the requirement recognizes that course and program development is the prerogative of the faculty, as specified in Title 5 and recognized by the Legislature.

Approved– May 17, 2013
Reaffirming the Importance of Graduate, Post Baccalaureate, and Credential Programs and Access to Those Programs

RESOLVED: That the Academic Senate of the California State University (ASCSU) reaffirm the importance of graduate, post-baccalaureate, and credential programs to the California State University (CSU) system, to the public good and to the economy of the State of California itself; and be it further

RESOLVED: That the ASCSU urge the Board of Trustees to continue to provide access to select graduate, post-baccalaureate and credential programs by students of limited financial means through the State University Grant (SUG) program and other financial aid and scholarship opportunities (http://www.calstate.edu/budget/fybudget/2012-2013/documentation/10-financial-aid-state-university-grant-table.shtml; http://www.calstate.edu/ip/prospective-students/financing.shtml); and be it further

RESOLVED: That the ASCSU urge the campus Presidents or their designees to explore increasing access to CSU graduate, post-baccalaureate, and credential programs by, for example, waiving fees for graduate, post-baccalaureate and credential students of limited financial means or those who are employed as research assistants or teaching assistants (http://www.calstate.edu/EO/EO-611.pdf); and be it further

RESOLVED: That the ASCSU urge the Chancellor’s Office to establish a task force including representatives selected by the ASCSU to review recently-enacted policies and to explore fellowships, grants, and other forms of financial aid to be made available in order to attract the best students to graduate, post-baccalaureate and credential programs in the CSU; and be it further

RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Chancellor, campus Presidents, campus Provosts, campus Senate Chairs, and the California State Student Association.

RATIONALE: AS-2534-01/AA, New Study of Post-Baccalaureate Programs in the CSU (http://www.calstate.edu/AcadSen/Records/Resolutions/2000-2001/2534.shtml) cites the importance of graduate programs in the CSU: “The need for increased attention to the graduate level, including research, has been advanced as an area of growing concern not only within institutions of higher education but externally as well. Business and industry leaders in biotechnology, engineering, computer science, and other fields have expressed concern about the
availability of graduate students and the linkages between research--be it pure or applied--and the needs of the State. . .”

The CSU, as a state serving institution, continues to enroll graduate students who are personally impacted financially by a slow California economic recovery where decisions to attend a graduate program often depend on the amount of aid available. With the loss of subsidized loans, our graduate students needing financial aid will find themselves paying the standard loan rates which often depend on credit history and could prove financially disastrous for those who may be returning to school needing to retool for new jobs, upgrade employment-related skills to function in the highly competitive job market, enter professional programs that require graduate degrees, and prepare for faculty teaching positions.

The State University Grant (SUG) program provides need-based awards to cover a portion of the State Tuition Fee for eligible undergraduate, graduate, and post baccalaureate students who are California residents or are otherwise determined as eligible. Systemwide, the priority is to award a SUG at least equal to the amount of the State Tuition Fee to eligible students who apply for financial aid by March 2, who have an expected family contribution (EFC) of $800 or less, and who are not receiving a Cal Grant or other award designated to cover fees. Each campus has established local awarding policies and priorities for these funds.

According to the 2012/2013 Support Budget Supplemental Documentation (http://www.calstate.edu/budget/fybudget/2012-2013/documentation/10-financial-aid-state-university-grant-table.shtml), General Fund support for the State University Grant (SUG) program remains at the $33.7 million level of support funded in 1992/93. In March 1993, the CSU Board of Trustees unanimously approved the framework for a new student fee and financial aid policy that called for dedicating one-third of annual incremental fee revenues to augment the SUG program. Absent additional increases in state support for the SUG program, the Board approved set-aside of fee revenue has been the only source of funding CSU institutional grant aid.

Annual reviews of campus-reported data on eligible financial aid applicants and recipients are used to determine the number of students who qualify for SUG and the total funding for which they are eligible based on enrollment status and fees paid and the level of their expected family contribution. Preliminary 2010/11 estimates reflect 125,677 CSU students received SUG awards out of 201,395 eligible students. CSU allocations for the SUG program represents allowances for foregone revenue the university would have received.
Executive Order No. 611 (http://www.calstate.edu/OO/EO-611.pdf) is the Delegation of Authority to Approve Fee Waivers for Graduate Students Employed as Graduate Assistants or Teaching Associates.

This Executive Order, along with other policies governing the awarding of various forms of financial aid as well as State University Grants (including the new limitations on SUGs that take effect in Fall 2013), should be reviewed by a task force that includes faculty. The task force can then evaluate the impact of these policies and make recommendations as appropriate.

Approved Unanimously – May 17, 2013
Enhanced Support of Student Mental Health and Counseling Services

RESOLVED: That the Academic Senate of the California State University (ASCSU) affirm the importance of and need for mental health and counseling services on our campuses, especially given ongoing challenges to public health and safety emerging nationwide on college campuses today; and be it further

RESOLVED: That the ASCSU commend the thoughtful work of the CSU Select Committee on Mental Health in investigating ways to address student needs and identifying necessary resources to provide counseling services; and be it further

RESOLVED: That the ASCSU support Executive Order 1053 (http://www.calstate.edu/eo/EO-1053.html) in creating a statewide Mental Health Services Advisory Committee and providing campuses with a comprehensive, systemwide policy on student mental health; and be it further

RESOLVED: That the ASCSU applaud the California Mental Health Services Authority, which stands in support of enhancing access and participation in higher education for students coping with mental health issues; and be it further

RESOLVED: That the ASCSU deplore the ongoing inadequacy of resources for mental health and counseling services systemwide despite the good efforts cited above; and be it further

RESOLVED: That the ASCSU urge the Chancellor, campus Presidents, campus Vice Presidents for Student Affairs, and relevant campus administrators and faculty to give high priority to student mental health services, and to carefully consider system and local augmentation of the appropriate baseline CSU and professional standards for quality of service, for staffing levels, and for ongoing and sustainable budgetary support beyond student fees; and be it further

RESOLVED: That the ASCSU strongly recommend that the CSU adopt the policy goal of ensuring that all CSU campuses meet or exceed relevant professional mental-health service standards for students; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, the CSU Chancellor, campus Presidents, campus Vice Presidents for Student Affairs, campus Senate Chairs, California State Student Association, CSU Select Committee on Mental Health, and Senator Darrell Steinberg.
RATIONALE: The importance of student mental health has been heightened in the past few years by the tragic events on campuses across the country. This resolution is the first ASCSU recognition of the CSU efforts to deal with students’ mental health services. The CSU took a proactive approach by establishing the Select Committee on Mental Health in 2009. The committee had wide representation from CSU constituents: 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, ASCSU representatives, California State Student Association representatives, housing directors, and campus police.

Following the committee’s report to the Board of Trustees (BOT) in 2010, Executive Order No. 1053 was established. The newly established Student Mental Health Services Advisory Committee provides valuable advice to the CSU system, as evidenced it its recent report to the BOT on January 22-23, 2013 (http://www.calstate.edu/bot/agendas/jan13/EdPol.pdf). Recently, the Chancellor’s Office received a grant of $6.9 million from the California Mental Health Services Authority, which was made possible by the Mental Health Services Act (Proposition 63, led by Senator Darrell Steinberg). The added funds will help advance the CSU in three main strategic directions: curriculum development and training, peer-to-peer support programs, and suicide prevention.

Most CSU campus Counseling Centers have inadequate funding to meet certain significant professional standards such as counselor ratios (http://www.calfac.org/counselors) as promulgated by the International Association of Counseling Services (IACS). Just 14 of the CSU campuses have their internship programs in counseling centers accredited by the Accreditation Association for Ambulatory Health Care (AAAHC) or the IACS. Only a few of the CSU campuses are accredited by the American Psychological Association or hold membership in the Association of Psychology Postdoctoral and Internship programs (http://www.appic.org/). Finally, the cited grant monies do not represent continuing and sustainable support.

Approved Unanimously – May 17, 2013
Recognition of Clarification Provided by Executive Order 1047, Extended Education and Self-Support Courses and Programs

RESOLVED: That the Academic Senate of the California State University (ASCSU) recognize the consolidation of existing policies related to Extended Education and Self-Support Courses and Programs in Executive Order 1047 as an effective strategy for clarification and communication of said policies to faculty and staff members at all campuses; and be it further

RESOLVED: That the ASCSU further recognize the importance of the clarification provided in definitions of supplanting (section 2.15) and supplementing (section 2.16) of Executive Order 1047 for CSU faculty and staff members utilizing Extended Education for course or program delivery and also support the use of supplementing to augment course and program delivery options through Extended Education; and be it further

RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Chancellor, campus Presidents, campus Provosts, and campus Senate Chairs.

RATIONALE: Executive Order 1047 (see attachment) is designed to consolidate a number of executive orders regarding self-support courses and programs, including those offered during winter intersessions and summer sessions. The consolidation of extant policies is viewed as a strategy that will enhance communication and provide important clarity for faculty members throughout the CSU.

Effective communication for faculty members with Extended Education courses is additionally provided in the section defining supplanting (section 2.15 of the Executive Order). "To supplant is to replace a state-supported course or program with a self-supported version. Supplanting is prohibited by Education Code § 89708." The definition of supplanting is contrasted to that of supplementing (Section 2.16 of the Executive Order 2.1). "Supplementing refers to...an existing state-support course or program, a self-support version may be offered."

Approved Unanimously – May 17, 2013
May 5, 2010

MEMORANDUM

TO: CSU Presidents
FROM: Charles B. Reed
   Chancellor
SUBJECT: Special Sessions—Executive Order No 1047

Attached is copy of Executive Order 1047 related to offering special sessions courses and programs including during summer sessions and winter intersession.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please call Sheila A. Thomas, State University Dean, Extended Education, 562/951-4795.

CBR/sat

Attachment

c: Executive Staff, Office of the Chancellor
   Provosts/Vice Presidents of Academic Affairs
   Chief Financial Officers
   Extended Education Deans and Directors
Executive Order No. 1047

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802 -4210
(562) 951-4795

Executive Order: 1047
Effective Date: May 5, 2010
Supersedes: Executive Order Nos. 166 and 466, and 802
Title: Special Sessions

This executive order is issued pursuant to Section 40200 of Title 5 of the California Code of Regulations and is effective immediately. This executive order addresses the procedures to be followed by each campus of the California State University in offering special sessions courses and programs including during summer sessions and winter intersession.

A. Definition and Purpose

Special sessions are a means whereby the instructional programs of the CSU can be provided to matriculated students1 on a self-support basis at times and in locations not supported by State General Fund appropriations. Such offerings shall be consistent with the CSU mission and applicable laws and regulations. Academic standards associated with all aspects of such special sessions are identical to those of comparable instructional programs. Examples of special sessions include: interim sessions between college year terms; programs of a continuing nature offered at military bases, correctional facilities, and other distant or isolated locations; and instructional programs for a specific client group requiring special services.

Special sessions also provide a means whereby state-supported course offerings can be made available to non-matriculated students paying self-support fees through Open University/Concurrent Enrollment (Title 5, California Code of Regulations, Section 40202). A maximum of 24 semester units (36 quarter units) in special session course credit earned through state-supported or self-support regular course offerings in non-matriculated status may be applied toward a degree (Title 5, California Code of Regulations, Section 40407.1).

Self-supporting special sessions shall not supplant regular course offerings available on a state-supported basis during the college year (Education Code Section 89708).

1 A matriculated student is a student who has, through normal procedures, been formally admitted to and enrolled at a CSU campus to pursue an authorized degree, credential, or certificate.
B. Financing

Special sessions are self-supporting with fees set by the campus to cover the costs of instruction and other services (Education Code Section 89708). Special sessions shall be operated within the framework of the State University Continuing Education Revenue Fund (Education Code Section 89704) with the option now to deposit the revenues in local trust accounts (Education Code Section 89721 (i). Special sessions funds are subject to all the fiscal policies and procedures pertinent to the fund in which the revenues are deposited and are available “for the support and development of self-supporting instructional programs” as provided in Education Code Section 89704.

C. Requisite Conditions

1. For a related group of courses or an entire program that leads to a degree, credential or certificate to be offered under special sessions, both of the following criteria must be met. For individual special sessions courses offered through self support during summer sessions or intersessions between college terms, only criteria “a” must be met.

   a. State General Fund appropriations to support the program must be either unavailable or inappropriate. Examples of inappropriate use of State General Fund appropriations would include courses or programs delivered primarily out of state.

   b. The courses or program must be different from approved, state-supported programs operating on campus by one or more of the following:

      i. The courses or program is designed primarily for career enrichment or retraining (Education Code Section 89708).

      ii. The location of the courses or program offerings is significantly removed from permanent, state-supported campus facilities.

      iii. The client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support.

2. All special sessions must have the following characteristics:

   a. Each must consist of a planned presentation of a degree, credential or certificate program, or a group of courses offered at a particular location or through a distinct technology. Courses may be presented concurrently or sequentially but in a defined time frame.
b. While a special session need not offer all or even a significant portion of a degree, credential, or certificate program, it must be planned to serve a substantive educational objective supportive of such programs; e.g., an opportunity for a matriculated student to accelerate achievement toward an objective, or a significant portion of a degree program offered for military or business personnel.

c. Degree, credential, or certificate programs offered through special sessions must secure all regular campus and system approvals. Such programs may have a state-supported counterpart operating on campus, or they may operate only as self-supported programs through special sessions. The Chancellor’s Office shall be notified when previously approved, state-supported degree or credential programs are first offered in self-support mode through special sessions.

d. Self-supporting degree, credential, or certificate programs offered under the provisions of this executive order shall be operated in accordance with all appropriate campus and system policies and procedures.

e. Campuses offering special sessions shall provide educational support services (e.g. admissions and records, advising, library, financial aid) appropriate to the nature and scope of the program.

f. All instruction offered shall have been approved under procedures utilized for state-supported programs, and all academic policies governing special sessions shall be identical to or established under the same procedures as those governing state-supported programs.

g. All students in special sessions degree programs and education credential programs must be matriculated. Non-matriculated students paying self-support fees may enroll in special sessions courses on a space-available basis. A maximum of 24 semester units (36 quarter units) in special sessions course credit taken as a non-matriculated student may be applied toward a degree (Title 5, California Code of Regulations, Section 40407.1).

h. Location of instruction must be in accordance with pertinent system policies.

i. Special sessions offerings must be consistent with all applicable policies of the Western Association of Schools and Colleges and other accrediting bodies under whose jurisdiction special sessions fall.

j. Academic credit offered through special sessions shall be applicable toward residence credit requirements at the campus offering the special sessions.2

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2 A maximum of 24 semester units (36 quarter units) in special session course credit earned through state-supported regular course offerings (Open University/Concurrent Enrollment) may be applied toward a degree (Title 5, California Code of Regulations, Section 40407.1).
k. Special sessions courses shall not be offered at times or places that are likely to supplant or limit offerings of the state-supported program (Education Code Section 89708).

l. Faculty shall be compensated according to approved special sessions salary schedules.

D. Records Maintenance

Each campus shall maintain records of special sessions activity that include:

1. Name, location, and time of each special session course/program.

2. Brief description of the purpose of each special session course/program.

3. Enrollment data, including number of graduates, as specified in system enrollment reporting requirements.

4. Faculty workload and salary data.

5. An indication as to whether the session is one-time or recurrent, including the projected number of cycles of offerings.

6. If applicable, changes anticipated in future cycles of offering.

[Signature]
Charles B. Reed, Chancellor

Dated: May 5, 2010
Conditional Support for SB 547 (Block) Public Post-Secondary Education: Online Courses

RESOLVED: That the Academic Senate of the California State University (ASCSU) support the goals of SB 547 (Block) of facilitating student transfer; and be it further

RESOLVED: That the ASCSU commend the author for his recognition that the primary responsibility for course development rests with the faculty who are best positioned to identify whether online courses in areas defined as “high demand transferable lower-division courses under the Intersegmental General Education Transfer Curriculum” constitute an appropriate solution to improving student matriculation; and be it further

RESOLVED: That the ASCSU recognize that concerted efforts are already underway in all three segments of higher education – University of California (UC), California State University (CSU), and the California Community Colleges (CCC) – to increase online offerings to matriculated students; and be it further

RESOLVED: That the ASCSU support the current collaborative efforts of the faculty across the three higher education segments that facilitate student transfer and maintain academic standards that are tailored to the needs of their matriculated students; and be it further

RESOLVED: That the ASCSU conditionally support SB 547, provided that, (1) the identification and development of online courses be led by the faculty of their respective segments working in conjunction with their academic senates, and (2) that the issue of the approval and offering of such courses across the segments be contingent upon careful consideration of the effects of intra-segmental implementation; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees; Chancellor Timothy White; CSU campus Presidents; campus Senate Chairs; California Faculty Association (CFA); Academic Senate CCC; Academic Senate UC; Senator Block.

RATIONALE: SB 547 (Block) would require the academic senates of the University of California, the California State University, and the California Community Colleges to jointly develop and identify online courses that would be made available to students of each of the three segments for enrollment by the fall of 2014. The bill would require online courses to be in areas defined as high
demand transferable lower-division courses under the Intersegmental General Education Transfer Curriculum and to be deemed to meet the lower division transfer and degree requirements for the three segments. SB 547 (Block) would require the board of governors to create an Internet portal through the California Virtual Campus that facilitates enrollment in the online courses.

The Cal State Online (CSO) Online Education initiative and ongoing campus projects offer access to numerous online courses that have been developed by our faculty and these will soon be made available to students throughout the CSU system. Additionally, the Governor’s January budget earmarks $10 million from the CSU core budget to increase online offerings for “high demand” courses. Additionally, the Chancellor’s Office has allocated an additional $7.2 million to promote student success programs that further the California State University Graduation Initiative priorities to eligible campuses. CSU anticipates using these funds to develop and support additional undergraduate online courses for its students, particularly in high enrollment, lower-division courses that are in greatest demand at our campuses. CSU has just issued an Request For Proposal (RFP) for new course proposals that underscores the system’s commitment to maximizing access, reducing time to degree, improving graduation rates and most importantly, shrinking the achievement gap. CSU’s ability to implement these initiatives in online education depends largely on the availability of continued funding to accomplish these goals. Online instruction does not reduce the costs of obtaining a degree. The development and dissemination of online courses cannot be accomplished without continued financial support if CSU is to maintain its commitment to quality, as well as access.

Approved – May 17, 2013
RESOLVED: That the Academic Senate of the California State University (ASCSU) commend the S.D. Bechtel, Jr. Foundation for its ongoing, generous support of efforts to incorporate the Next Generation Science Standards (NGSS) into teacher preparation curricula and to disseminate them into K-8 classrooms; and be it further

RESOLVED: That the ASCSU also commend the Undergraduate Science Education Project Work Group for its leadership in facilitating support to campuses in their efforts to adopt NGSS and also commend the many California State University (CSU) education, science, mathematics and engineering faculty committed to this effort; and be it further

RESOLVED: That the ASCSU recognize and commend Assistant Vice Chancellor Beverly Young and Director Joan Bissell for their work with the S.D. Bechtel, Jr. Foundation, the CSU campuses, and the faculty of the CSU in these groundbreaking and vitally important endeavors to improve Science, Technology, Engineering and Mathematics (STEM) education in California; and be it further

RESOLVED: That this resolution be distributed to The S.D. Bechtel, Jr. Foundation; CSU Board of Trustees; Chancellor Timothy White; Executive Vice Chancellor Ephraim Smith and members of the Undergraduate Science Project Work Group

RATIONALE: Leading STEM educators from across the country have jointly developed cross-cutting and integrative approaches to STEM embodied in comprehensive standards known as the NGSS. It is anticipated that these new standards, once implemented effectively, will significantly improve students’ understanding, confidence, and interest in STEM fields of study. In order to effectively implement the standards, new teacher preparation curricula need to be developed, disseminated and incorporated. Professional development opportunities need to be provided for current teachers. Many constraints need to be faced, including time and resource restrictions encountered in many school districts. The CSU is home to many national leaders in STEM education. The generous support of the Bechtel Foundation will allow these faculty members to develop and disseminate appropriate curricula, tools, modules, etc. that will enable K-8 teachers to more effectively incorporate NGSS.
Assistant Vice Chancellor Young and Director Bissell have been instrumental in obtaining outside resources to fund CSU faculty work in a variety of education fields and the in-progress effort with the Bechtel Foundation promises to bring attention to the good work of the CSU faculty and bring further funding into the CSU to implement the NGSS into the K-8 curricula.

Approved Unanimously – May 17, 2013
ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3127-13/AA
May 16-17, 2013

A Call for the Equitable Visibility of All Online Degree Programs Offered by CSU Campuses on the Calstateonline.com and Calstateonline.net Websites

RESOLVED: That the Academic Senate of the California State University (ASCSU) call for the equitable visibility of all online degree programs offered by California State University (CSU) campuses on the Calstateonline.com and Calstateonline.net websites; and be it further

RESOLVED: That all online degree programs offered by CSU campuses be given the same degree of prominence on the Calstateonline.com and Calstateonline.net websites as the online degree programs offered through Cal State Online; and be it further

RESOLVED: That there should be no charge for listing state-support online degree programs on the Calstateonline.com and Calstateonline.net websites; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, the CSU Chancellor, campus Presidents, campus Provosts/Vice Presidents of Academic Affairs, campus Senate Chairs, the Cal State Online Advisory Board, the Executive Director of Cal State Online, California Faculty Association, Chair of the California Assembly Committee on Higher Education, and Chair of the California Senate Education Committee.

RATIONALE: At present, there are only six programs listed on the Calstateonline.com and Calstateonline.net websites, when in reality, the CSU offers 84 online degree programs, 64 of which are fully online. By not including the totality of the online degree programs offered by the CSU on the Calstateonline.com and Calstateonline.net websites, the public is given a grossly incorrect impression about the involvement of the CSU in online education. Additionally, a number of online degree programs which have reached national prominence are not listed on the Calstateonline.com and Calstateonline.net websites.

At the January 2013 Board of Trustees meeting the Board voted to amend Title 5 as follows:

§ 40203. Cal State Online
Expanding access through innovative technology, Cal State Online is authorized
to support delivery of online curricula offered by degree-granting campuses. The Chancellor is responsible for implementing this section.

As such, there is no prohibition for Cal State Online promoting the campus based self- and state-supported programs not currently being run through Cal State Online.

Furthermore, many of the online degree programs offered by the campuses of the CSU are less expensive than those offered by Cal State Online and by not including these programs on the Calstateonline.com and calstateonline.net websites the public is given an incorrect impression as to the cost of online education offered by the CSU.

The initial funding of Cal State Online came from 23 campuses each contributing $50,000; many using state support funds. Given that a substantial amount of state support funds have already been provided to Cal State Online, it seems reasonable that state-supported online degree programs should not be required to provide additional funding to be listed on its website.

By not including all CSU online degree programs on the Calstateonline.com and Calstateonline.net websites, the programs offered by Cal State Online are given an unfair competitive advantage over the other online degree programs offered by the CSU. Only by giving equal prominence to all online degree programs offered by the CSU can such an unfair competitive advantage be avoided. If programs and courses are listed, please clarify whether state or self-support

Approved – May 17, 2013
In Support of SB 241 (Evans): Oil Severance Tax Law

RESOLVED: That the Academic Senate of the California State University (ASCSU) support SB 241 (Evans): Oil Severance Tax Law, which would impose a California oil and gas severance tax, from which the majority of revenues are to be allocated to the California State University (CSU), the University of California (UC), and the California Community Colleges (CCC); and be it further

RESOLVED: That this resolution be distributed to the Chancellor and Board of Trustees of the CSU; Senator Evans, Chairs of the following committees: Senate Appropriation and Budget Committees; Assembly Appropriation and Budget Committees, Senate Education Committee, Assembly Higher Education Committee, Assembly Budget Sub-Committee on Education Finance; and the Legislative Leadership.

RATIONALE: California higher education has received a declining share of general fund appropriations over the past several decades. This underfunding has created a decline in California funding for higher education from one of the highest per student in the nation to one of the lowest. In addition, the cuts in general fund support in recent years have impaired CSU’s ability to meet the growth in enrollment demand. Moreover, citizen-initiated legislation has obligated an increasing percentage of state revenues to specific areas of the budget. The remaining small discretionary portion the budget, which includes allocations to higher education, must be spread across many critical state services.

SB 241 (Evans) would impose a severance tax on all oil and natural gas extracted in the state of California, the revenues from which (after mandated Proposition 98 allocations are made) would be deposited into a California Higher Education Fund. Monies in the Fund would then be regularly distributed as follows: UC: 30%, CSU: 30%, CCC: 30%. Remaining funds are directed to the Department of Parks and Recreation (5%) and a disaster reserve account (5%).

A number of states across the United States (e.g. Texas) have created dedicated endowments funded from severance tax revenues. This legislation would provide the three segments of California higher education with a designated revenue stream to buffer against potential fluctuations in the general fund allocation. In addition, it would enable California to leverage its natural resources to provide a lasting benefit to its citizens through higher education. The ASCSU has previously supported legislation to this end in resolution AS-2899-09/FGA (http://www.calstate.edu/Acadsen/Records/Resolutions/2008-2009/2899.shtml)

Approved Without Dissent – May 17, 2013
Commendation of Assistant Vice Chancellor Beverly L. Young for Her Activities in Common Core State Standards (CCSS) and Smarter Balanced Assessment (SBA) Development

WHEREAS: The California State University has been deeply involved with K-16 education through teacher and school administrator preparation; and

WHEREAS: Forty-five states have already adopted the CCSS and twenty-one states have embraced the SBA; and

WHEREAS: California K-12 have already begun CCSS implementation and the piloting of SBA has begun; and

WHEREAS: Dr. Young, in her role as a member of the CCSS Advisory Committee and SBAC Executive Committee, has provided leadership for higher education to have a strong voice in the development of the new standards and accompanying assessment; and

WHEREAS: Dr. Young has strongly advocated for CSU faculty representation involving curriculum and content of the new standards and accompanying assessment; and

RESOLVED: That the Academic Senate of the California State University commend Dr. Young for taking on these extended responsibilities to ensure CSU faculty involvement in the development of these important standards and assessment contributions.

Approved Unanimously – May 17, 2013
RESOLVED: That the Academic Senate of the California State University (ASCSU) continue to support the goals of SB 1440, including the development of a community college transfer degree to facilitate student transfer (AS-2645-04/AA) and has worked to ensure the legislation’s successful implementation (AS-2998-11/AA/APEP, AS-3111-13/APEP/AA); and be it further

RESOLVED: That the ASCSU note that SB 440 (Padilla) Public Postsecondary Education: Student Transfer Achievement Act, through its requirement that any student completing an approved transfer associate degree automatically be eligible for admission (and 60-unit degree completion guarantee) to all options/concentrations within a given academic program in the California State University (CSU), jeopardizes and potentially nullifies the considerable progress made on the implementation of SB 1440 to date by:

- Making it necessary for faculty to revisit all associate degrees for transfer linked to a CSU degree with multiple options/concentrations;
- Potentially reducing the number of degree pathways available by eliminating transfer opportunities for those CSU degrees where an associate degree could not be developed capable of serving all options/concentrations;

In addition, implementation of the changes imposed by the bill would place a significant financial burden on the community colleges and the CSU that would then need to be reimbursed by the state; and be it further,

RESOLVED: That the ASCSU oppose SB 440 at least until language requiring that associate transfer degrees in a given major field be accepted for all options within that CSU major be eliminated from the bill, and be it further

RESOLVED: That this resolution be distributed to the Chancellor and Board of Trustees of the CSU; Senator Padilla, Chairs of the following committees: Senate Appropriation and Budget Committees; Assembly Appropriation and Budget Committees, Senate Education Committee, Assembly Higher Education Committee, Assembly Budget Sub-Committee on Education Finance; and the Legislative Leadership.

RATIONALE: The intention of the Student Transfer Agreement Reform Act, SB 1440 (Padilla) from September 2010 is facilitate student transfer between
California’s community colleges and the CSU and the timely completion of the baccalaureate degree for such transfer students. This is to be accomplished through the development of programmatically-based associate transfer degrees by the community colleges that would then be accepted as fulfilling 60 units of the undergraduate degree requirements in related programs within the CSU. The original SB 1440 language contained sufficient flexibility to accommodate the diversity of programs and their requirements but requiring that the transfer degree apply to at least one, but not necessarily all options, or areas of specialization, within a degree program.

SB 440, if enacted, would require that any such associate transfer degrees apply to all options within a degree program. Rather than further facilitating SB 1440 implementation, this requirement would likely undermine the considerable progress that has already been made by:

- Making it necessary for faculty to revisit all associate degrees for transfer linked to a CSU degree with multiple options/concentrations;
- Potentially reducing the number of degree pathways available by eliminating transfer opportunities for those CSU degrees where an associate degree could not be developed capable of serving all options/concentrations;
- Increasing SB 1440 implementation costs, given that the changes imposed by the bill would place a significant financial burden on the community colleges and the CSU that would need be reimbursed by the state;

Moreover, it has the potential of reducing the number of transfer degree options should it not prove possible to develop workable transfer degree programs suitable to all options within an area of study.

At this point it is not clear that the problem SB 440 is intended to address actually exists in a significant way. The major of the benefits SB 440 would provide to students are already available under the existing SB 1440 implementation process, and as explained in a letter dated May 6, 2013 from ASCSU Chair Diana Guerin to the bill author (attached), a large number of transfer degree pathways have already been developed under the existing process. At best, SB 440 is premature; the Legislative Analyst notes in its May, 2012 progress report on SB 1440 implementation that data from several more admission cycles will be necessary before the effectiveness of the current process can be determined.

Approved Unanimously – May 17, 2013
Support for a Systemwide Campus-Specific Transfer Pattern by Major Degree Program in the California State University

RESOLVED: That the Academic Senate of the California State University (CSU) request that the CSU Board of Trustees adopt the following policy to provide for a systemwide campus-specific transfer pattern by major degree program:

1. The creation of transfer patterns for each major degree program specifying a common core of at least 45 semester/68 quarter units acceptable at, but not necessarily required by, all campuses of the CSU which offer that major degree program to count as units in the major degree program; the transfer pattern should resemble the academic road map experience of the native student so as not to disadvantage the transfer student.

2. The creation of campus-specific degree transfer patterns for each major degree program specifying the additional transfer units beyond the systemwide transfer program which will be acceptable at the campus to count as units in the major degree program; the transfer pattern should resemble the academic road map experience of the native student so as not to disadvantage the transfer student.

3. That community college students who have fulfilled the systemwide campus-specific transfer pattern will be accorded the highest admission priority among all transfer students at the campus to which they have committed. Students have the option to sign multiple agreements.

4. That community college students accorded the highest admission priority under this transfer pattern must commit to a major degree program and campus no later than at the point of application to the CSU. That community college students electing to fulfill this pattern must complete the coursework within 70 CSU baccalaureate-level units.

and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor, prior to implementation of the proposed transfer pattern, to provide specific
data that document the problem to be solved by the transfer pattern and to estimate the cost of implementation of the pattern; and be it further

RESOLVED: That the Academic Senate CSU urge that the process for implementation of the transfer pattern be developed jointly through direct consultation between the Chancellor and the Academic Senate CSU; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor in consultation with the Academic Senate CSU to assess the impact of the systemwide campus-specific transfer pattern on enrollments, student retention, and time to degree. Such an assessment shall begin no later than three years after implementation; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to recognize and the Legislature to fund the real costs of implementing (estimated at $2.4 million) this large-scale initiative in the CSU.

RATIONALE: There is a perceived problem in that both native and transfer CSU students graduate with more credits than are required to complete their degrees, native students with an average of 142 units and transfer students with an average of 141. These students occupy seats that could provide access for new eligible students who now may be denied admission. Initiatives to facilitate native students’ progress to degree are being developed or implemented on each CSU campus. Yet a significant issue remains because two-thirds of CSU graduates are transfers from the California Community Colleges (CCC). According to a Chancellor’s Office study of 1,952 transcripts of CCC transfer students who graduated from the CSU in 1999, transfer students take an average of 76 semester units after transfer; part of the reason for the high number of units may be to make up for units taken at the CCC that do not count toward the degree. Also, for these students the growing impaction of CSU campuses means that they may not be admitted to the campus of their first, or even second, choice. These students need clear information about what courses to take in both general education and their major, especially those courses that will meet major degree requirements regardless of which CSU campus admits them.

The stated goal of both the Academic Senate CSU and the CSU administration is to provide access to the baccalaureate for a greater number of students. Reducing the number of units taken beyond those needed for the degree is made more urgent because of budget reductions. Beginning fall 2005, at least 60 units will be required of CCC students for upper-division transfer, and the
CSU, with few exceptions, will no longer accept lower-division transfer students. Transfer students who enter the CSU with 60 or more units applicable to their major degree program will take fewer units beyond those needed for the degree.

The transfer pattern must be achieved within existing policies, and, for many major degree programs, especially those that are not high-unit, lower-division preparation programs, the systemwide campus-specific pattern will likely include:

1. Completion of General Education Breadth requirements (39 semester/59 quarter units) or the Intersegmental General Education Transfer Curriculum (37 semester/56 quarter units),
2. Completion of the American Institutions requirement,
3. Completion of a statewide lower-division major preparation pattern,
4. Completion of any campus-specific lower-division major preparation courses, and
5. Completion of elective courses to reach a total of 60 semester or 90 quarter units.

The systemwide campus-specific transfer pattern would presumably reduce difficulties in advising for CCC students and counselors. The current between-campus variations in requirements for lower-division major and major prerequisite courses are confusing and complicated. The model would encourage focused purposeful student behavior by offering preferential admission status.

Program faculty may agree to more than 45/68 units in the systemwide major degree program core; however, there should be no coercion or expectation to go beyond 45/68 units.

This is a complicated program and will take some time for its implementation phase. Furthermore, it will need to be monitored for effectiveness. The CSU will need to track and compare progress-to-degree to see if a substantial number of transfer students, especially those who achieve the highest priority admission status, graduate with fewer units.

APPROVED – May 6-7, 2004
1. Q. What is the problem?
A. Both native and transfer CSU students graduate with more credits than are required to complete their degrees, native students with an average of 141 units and transfer students with an average of 142. These students take up seats that could provide access for new eligible students who now may be denied admission. Initiatives to facilitate native students’ progress to degree are being developed or implemented on each CSU campus. Yet a significant issue remains, as two thirds of CSU graduates are transfers from the California Community Colleges (CCC). For these students the growing impaction of CSU campuses means that they may not be admitted to the campus of their first, or even second, choice. These students need clear information about what courses to take in both general education and their major, especially those courses that will meet major degree requirements regardless of which CSU campus admits them.

2. Q: What is the goal?
A: The goal of both the statewide academic senate and the CSU administration is to provide access to the baccalaureate for a greater number of students. Reducing the number of units taken beyond those needed for the degree is a necessary strategy given budget reductions. Title 5 now requires at least 60 units for upper-division transfer, and the CSU, with few exceptions will no longer accept lower-division transfer students. Transfer students who enter the CSU with 60+ units applicable to their degree program will take fewer units beyond those needed for the degree.

3. Q: If transfer students accrue excess units when they graduate, did the extra units come from students’ actions and behaviors at the CCC or CSU?
A. Both (according to reports of the chancellor’s office study of thousands of transcripts). Transfer students take an average of 76 units after transfer, but part of the reason for the high number of units is to make up for units taken at the CCC that do not count toward the degree.

4. Q. What are possible actions the CSU can take in response to the problem of excess units accrued by transfer students?
A. Two possible responses are dual admission or a systemwide core/campus specific pattern for each major.

5. Q. Will dual admission address the problem?
A. Dual admission would likely address the problem and may be the preferable solution, but it has been attempted in the past and was not supported by the CCC. The CCC faculty leadership continues to oppose dual admissions. In addition, dual admissions can apply only to students who were CSU-eligible at high school graduation and will not affect the significant number of transfer students who establish their eligibility for transfer based on their work in community college.

6. Q. What are the components of the systemwide core/campus specific pattern and why is it thought to be workable?
A. The pattern includes:
   1. Students must complete 60 units before transfer.
   2. Students should declare a major as soon as possible and no later than the point of application to the CSU. This will help to ensure that units students take will count toward their CSU degree and that students receiving financial aid will still be eligible for the aid for the most semesters after transfer.
   3. The 60 transferable units may include the required 39 units of lower-division general education and at least 6 units of coursework applicable to the major (which may be prerequisites to the major). For high-unit or high-preparation programs, such as those in business, science, engineering, nursing (and some other programs), students may need to focus more on prerequisites and delay some general education courses until arrival at the CSU campus. For majors without lower-division courses or prerequisites, the pattern of coursework should reflect that required of native students so as not to disadvantage transfer students.
4. Students must commit to a specific CSU campus and will be given the highest admission priority in order to take additional units applicable to the degree program at the specific CSU campus.

5. The systemwide core/campus specific approach facilitates transfer through a 45-unit common pattern, by major, of general education and major or major prerequisite courses while retaining flexibility for local campuses to maintain a unique campus identity for their degree programs through the remaining transferable units and, of course, the required upper-division courses in the major degree program.

7. Q. What would be some of the complications in implementing such a plan?
A. Complications include:
   1. The success of any program to facilitate progress to degree depends on effective communication and, especially, timely and accurate advising.
   2. The 45/15 pattern does not take into account the relationship among "excess" units, minimum coursework requirements for financial aid, and lack of available courses applicable to the degree program. (The federal government requires that Financial Aid Offices monitor a student's time to degree, GPA, and yearly units completed in determining aid eligibility. Each college or university sets its own requirements within some set federal guidelines. For units to degree, schools are allowed to use 150% of the units required for a degree and must use attempted units (rather than completed units). For example, if a degree takes 200 quarter units to complete, a financial aid student is allowed to take 300 quarter attempted units before losing eligibility for aid. This unit count has to include ALL college work - even units that do not transfer toward the student's degree.)
   3. Community colleges may not offer some of the necessary courses.
   4. A small number of students may game the system by taking majors with lesser requirements, then changing majors upon arrival at the CSU.
   5. Program costs may rise for the CSU with a decline in larger enrollment, lower division general education and prerequisite courses as students take more upper-division courses which are more expensive to staff.
   6. The timing of major declaration and transfer application and admission may not allow students to know the final 15 units required for priority admission at a given campus. For early declaration, would majors be affected differentially by a requirement for major declaration by the end of the freshman year? (Students may select majors such as communication, anthropology only after taking a general education course in that area.)
   7. How will CSU units taken through self-support rather than state support be counted?
   8. Will there be any effect on the use of advanced placement?
   9. Will this lead to upper-division CSU courses in the major being designated for CCCs to teach in the lower division with approval of a lower division course "covering" the same material?

8. Q. To what extent would the systemwide core/campus specific pattern reduce the number of excess units taken at the CCCs by transfer students?
A. The pattern would presumably reduce difficulties in advising for CCC students and counselors caused by campus variation in requirements for lower-division major and major prerequisite courses and would encourage focused, purposeful student behavior by offering preferential admission status.

9. Q. How will we know if the pattern has made a difference?
A. The CSU will track and compare progress to degree to see if a substantial number of transfer students graduate with fewer units.
Support for Intersegmental Collaboration in the Implementation of SB 1440

RESOLVED: The Academic Senate of the California State University (ASCSU) commend and support the current intersegmental collaboration with the Academic Senate of the California Community College (ASCCC) in the development, implementation, and oversight of Associate Degrees for Transfer on both the SB1440 Implementation and Oversight Committee as well as the SB1440 Intersegmental Curriculum Academic Senate Work Group; and be it further

RESOLVED: That the ASCSU strongly support intersegmental collaboration whose necessity is highlighted by the fact that the curricular implications of the implementation of SB1440 may have unintended consequences; and be it further

RESOLVED: That the ASCSU further encourage collaborative efforts with members of the University of California Academic Senate in issues related to student transfer and SB 1440; and be it further

RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Office of the Chancellor, The Chancellor, Campus Presidents, Campus Senate Chairs, Campus Senate Executive Committees, Campus Provosts/VPAAs, Campus Articulation Officers, California Faculty Association, Academic Senate of the University of California, Academic Senate of the California Community Colleges (CCC), California Community Colleges’ Board of Governors, University of California Board of Regents, Members of the SB 1440 Implementation, and the Oversight Committee and the California State Student Association.

RATIONALE: SB 1440, the Student Transfer Achievement Reform Act, has been enacted, and commencing with the fall term of the 2011-12 academic year, a student who earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University (CSU) baccalaureate program when the student meets both of the following requirements:

Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

Implications of this transfer legislation are broad-based and far-reaching for students and faculty in the CSU. Due to the impact of the legislation on the CSU,
it has become very important for members of the CSU as well as members of the CCC to work collaboratively, especially in areas of curricular development and implementation of transfer degrees for students.

Approved Unanimously – March 17-18, 2011
Support for the Course Identification Numbering System (C-ID)

RESOLVED: That the Academic Senate of the California State University (ASCSU) applaud and continue to support the inter-segmental collaboration and work in the development of the C-ID system (http://www.c-id.net/) ; and be it further

RESOLVED: That the ASCSU commit to shared governance with the Academic Senate for California Community Colleges (ASCCC) to ensure the continued success of the C-ID partnership; and be it further

RESOLVED: That the ASCSU work with the ASCCC and the Inter-segmental Committee of Academic Senates (ICAS) to seek the funding necessary to ensure the continued viability of the C-ID partnership; and be it further

RESOLVED: That the ASCSU distribute this resolution to Governor Jerry Brown, Chancellor Timothy White, University of California President Mark Yudof, California Community College Chancellor Brice Harris, Executive Vice Chancellor Ephraim Smith, and ICAS.

RATIONALE: C-ID offers a system-wide articulation alternative to campus-to-campus articulation between 23 CSU and 112 California Community College campuses. More specifically, it provides a means by which courses and curricula are approved for inclusion in the transfer AA degrees established under the guidelines contained in SB 1440. It has the potential to increase the ease of transfer, to ensure comparability of courses across colleges, and to provide a system-wide method for ensuring that curricula and courses continue to meet the needs of our students and to facilitate their success after transfer. Without a viable C-ID system, or a replacement, it would be impossible to implement these degrees on community college campuses.

As initial funding for the system diminishes and the project matures, it is important that sufficient funding be secured to continue the efforts to develop and maintain articulation, to support the course review process, and to keep course descriptors and curricular patterns up-to-date. It would enhance the system’s viability for the ASCSU to become an equal partner with ASCCCC in the ongoing functioning of C-ID.

Approved Unanimously – March 14-15, 2013
May 6, 2013

The Honorable Senator Alex Padilla  
California State Senate  
State Capitol, Room 4038  
Sacramento, California 95814-4900

SB 440: OPPOSE UNLESS AMENDED

Dear Senator Padilla:

On behalf of the Academic Senate of the California State University (ASCSU), which serves as the official voice of the faculties of the CSU in matters of systemwide concern, I write to report that the ASCSU Executive Committee has voted unanimously to take a formal position of oppose unless amended with regard to SB 440.

Specifically, we are concerned that the amendment on lines 8 through 17 to section 66747 jeopardizes and potentially nullifies the substantial progress made on SB 1440.

In working to implement SB 1440, the CCC and CSU faculty quickly realized that a one-to-one campus degree pathway between each CCC and each CSU would require thousands of agreements for each degree (112 CCC X 23 CSU = 2,576). To speed this process, the transfer model curriculum (TMC) strategy was devised. This involved the CCC and CSU discipline faculty meeting to identify the foundational building blocks at the CCC for each major at the CSU and getting consensus across the
systems. Once the TMC for a given discipline was jointly approved, then the CCC faculty would use it to structure the associate degrees for transfer.

One of the foundational agreements made in this process was the “at least one option” agreement. That is, if a proposed TMC (transfer model curricula) would allow students to transfer to the CSU campus in at least one option in a major, then the CSU campus should accept the transfer associate degree as similar. This confers upon the transfer students the benefits of the transfer associate degree (an AA degree, guaranteed CSU admission, priority admission to a local campus, and a path to complete the bachelor’s degree in 60 units).

Should the amendment proposed in SB 440 be implemented, CCC and CSU faculty would have to revisit any associate degree for transfer linked to a CSU degree with an option and ask CSU faculty to reconsider if the associate degree is “similar” for all degree options. If any option could not be completed within 60 units, then the CSU faculty would not be able to declare the transfer degree as “similar,” and any pathways to that degree for a given CSU would no longer be available to transfer students. This will reverse the progress already made in supporting student transfer from CCC to CSU.

If transfer students wish to complete a more specialized degree option after transferring, this can usually be accomplished by taking as few as six extra units before graduating. The few extra units beyond the 60 that may be necessary for a student to complete a specialized option do not seem significant enough to restart the SB 1440 implementation process.

Please note that substantial and impressive progress has been made since the May 2012 LAO Progress Report.

<table>
<thead>
<tr>
<th>Indicators of Progress</th>
<th>May 2012</th>
<th>March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of Transfer Model Curricula</td>
<td>18 Majors</td>
<td>24 Majors</td>
</tr>
<tr>
<td>CCC Associate Degrees Developed/In Progress for all Majors Similar to CSU Major</td>
<td>15</td>
<td>66</td>
</tr>
<tr>
<td>Number of TMCs with 90-100% “Similar” Degrees Approved by CSU</td>
<td>n.a.</td>
<td>13/24</td>
</tr>
<tr>
<td>Number of TMCs with 80% or More “Similar” Degrees Approved by CSU</td>
<td>n.a.</td>
<td>19/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4 of remaining 5 are new, created in 2012)</td>
</tr>
<tr>
<td>Number of Associate Degrees for Transfer In Progress</td>
<td>n.a.</td>
<td>1,065</td>
</tr>
<tr>
<td>Number of Associate Degrees for Transfer Active</td>
<td>n.a.</td>
<td>592</td>
</tr>
<tr>
<td>Number of CCC-to-CSU Transfer Pathways Created</td>
<td>n.a.</td>
<td>12,094</td>
</tr>
</tbody>
</table>

The CCC and CSU Academic Senates continue to work on additional TMCs. CCC faculty are working on developing the ADTs based on the TMCs. In the CSU, a recent change to Title 5 setting the maximum units for BA and BS degrees at 120 semester (180 quarter) units being implemented over the next two years may also increase the degree pathways available. CSU faculty are working on reviewing their degree programs in response to this change.
We respectfully request that the aforementioned amendment be removed from SB 440. Additional curricular intervention at this point in the implementation process can lead to significant reversal of the substantial progress in what has been a successful and productive collaboration between CCC and CSU faculty.

Also related to curricular intervention in SB 440, the CCC and CSU faculty looked at the general AA “areas of emphasis” degrees early in our implementation conversations. These were determined to be too broad to prepare students for transfer under the conditions of SB 1440. Requiring attention to this area will distract CCC and CSU faculty from the work needed to complete the pathways under development. We trust that our CCC colleagues will weigh in on this amendment.

Finally, the ASCSU endorses the amendment regarding “student-centered communication and marketing” to increase the visibility of the associate degree for transfer pathways. The curricular foundation is well underway, and for the goals of SB 1440 to be realized it is essential that students find their way to the appropriate associate degree for transfer as early as possible in their post-secondary career. We note, however, that requiring radio advertisements would place a financial burden on the campuses; we respectfully request that radio advertising be noted as “contingent on funding” or deleted as a requirement.

Sincerely,

Diana Guerin, ASCSU Chair

CC:
Chancellor Timothy White
Ephraim Smith, Executive Vice Chancellor, Academic Affairs
Academic Senate of the California State University
Campus Senate Chairs
Office of Advocacy and State Relations, California State University
Lillian Taiz, California Faculty Association
Meredith Vivian, California State Student Association
Intersegmental Committee of Academic Senates
Michelle Pilati, President, Academic Senate, CCC
A Modified Process for Approval of California State University/University of California (CSU/UC) Joint Doctoral Degree Programs

RESOLVED: That the Academic Senate of the California State University (ASCSU) advocate for a reduced role for the CSU/UC Joint Graduate Board; specifically, that the CSU/UC Joint Graduate Board be required to meet only when there are differences in the recommendations of the CSU and the UC systems regarding a proposed doctoral program; and be it further

RESOLVED: That the ASCSU distribute this resolution to Executive Vice Chancellor Ephraim Smith, Assistant Vice Chancellor Christine Mallon, campus Graduate Deans, campus Provosts/Vice Presidents of Academic Affairs, and campus Senate Chairs.

RATIONALE: The appropriate role of the ASCSU is to make curricular recommendations. The CSU/UC Joint Graduate Board has not yet made a recommendation different from the unanimous recommendations of the individual segments. This saves redundancy of effort. It is anticipated that these changes will be acceptable to the UC.

Approved Unanimously – May 17, 2013