

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Wednesday, July 19, 2000
Glenn S. Dumke Conference Center

Dee Dee Myers, Chair
Debra S. Farar, Vice Chair
Roberta Achtenberg
William D. Campbell
Harold Goldwhite
Neel I. Murarka
Ralph R. Pesqueira
Ali C. Razi

Consent Items

Approval of Minutes of Meeting of May 10, 2000

Discussion Items

1. Proposed Revision of Title 5 Regulations on Transfer of Community College Credit to Teacher Preparation Programs, *Action*
2. Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs, *Action*
3. Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Adult Students, *Action*
4. Proposed Revision of Title 5 Regulations on Undergraduate Degrees, *Action*

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

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

May 10, 2000

Members Present

William D. Campbell, Chair
Martha C. Fallgatter
Debra S. Farar
Harold Goldwhite
Laurence K. Gould, Jr.
William Hauck, Chairman of the Board, ex officio
Neel I. Murarka
Dee Dee Myers
Ralph R. Pesqueira
Charles B. Reed, Chancellor, ex officio
Stanley T. Wang

Other Trustees Present

Roberta Achtenberg
Bob Foster
Murray L. Galinson
Frederick W. Pierce IV
Ali C. Razi

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Douglas X. Patiño, Vice Chancellor, University Advancement
Christine Helwick, General Counsel

Chair Campbell called the meeting to order at 8:42 a.m.

Approval of Minutes

The minutes of March 14, 2000, were approved as submitted

The 1999 Student Needs and Priorities Survey (SNAPS)

Chair Campbell stated that since the early 1980s the CSU has conducted a comprehensive survey of its students about every five years to assess their needs and priorities. Executive Vice Chancellor Spence presented the findings of the February and March 1999 administration of SNAPS

Dr. Spence commented that all campuses participated in the SNAPS survey, which involved a sample of about 18,000 students. The critical aspect of the survey is the relationship between the importance of services to students and the quality of services received. More than two-thirds of the students responded that they were pleased with their overall campus experiences. Dr. Spence commented that this overall satisfaction level of CSU students is similar to the national average for public college and university students across the country.

Dr. Spence noted that the top priorities for CSU students are instructional quality and instructional access. Students rated instructional quality received as high but gave a lower rating for instructional access. Dr. Spence suggested that although there have been improvements over the past few years in instructional access, the lower rating indicates CSU needs to continue its improvement. An additional priority for students is parking.

Dr. Spence commented that although parking was rated lowest in quality, students reported an improvement in the parking situation compared to the 1994 survey. Dr. Spence also indicated that expediting customized on-line academic advising and scheduling and offering a state-supported summer term would help students reach their educational goals.

Chair Campbell asked what CSU as a system is doing regarding developing and funding a standardized on-line advising system. Dr. Spence responded that implementation of the Common Management Systems (CMS) is a high priority to achieve these goals. Trustee Fallgatter inquired as to which campuses presently have on-line advising and scheduling systems. Dr. Spence responded that it is expected that all campuses will have a standardized computerized system within three to four years, and Chancellor Reed stressed that the CSU is moving quickly to accomplish this goal. President Esteban, CSU Chico, stated that it took about four years to develop the system at his campus. Chair Campbell commented that with the emphasis on year-round operations, parking problems should lessen. In addition, state support for summer term courses will alleviate high summer term costs.

Trustee Pesqueira emphasized the importance of new student orientation, questioned why it is ranked of moderate importance, and stressed the need to focus on this issue. Dr. Spence commented that at the March 2000 Board of Trustees' meeting, Herbert L. Carter, special assistant to the executive vice chancellor, stressed that CSU needs to do much more with first year programs, and suggested an outline to make the path to the baccalaureate degree more effective. Included in this effort is early evaluation and advising. Trustee Pierce agreed that precollegiate advising is important.

Trustee Goldwhite stated he appreciated the recognition in the item of the high quality of CSU faculty. Trustee Goldwhite suggested that individual campus reports would be useful. Trustee Wang commented on the positive aspects of the report. Trustee Wang asked (1) if the data collection was systemwide, (2) how the data were analyzed, and (3) how the data are used to enhance campus services. Dr. Spence said the process was overseen by a committee chaired by Dr. Marsha Hirano-Nakanishi, assistant vice chancellor, Analytic Studies. Chair Campbell suggested that Trustee Wang and Dr. Spence independently discuss Trustee Wang's questions.

Trustee Myers asked how students were selected for the SNAPS survey. Dr. Hirano-Nakanishi explained that the sampling design permitted each CSU campus to administer the common survey

instrument in a way that best fitted campus need. In some instances students were surveyed in class, which resulted in 100 percent participation. Dr. Hirano-Nakanishi also explained how the data were analyzed and their accuracy.

Trustee Pierce commended the SNAPS report and the high ranking of faculty. Trustee Pierce stressed the need for prompt board action to improve instructional access.

Trustee Galinson suggested that a survey once every five years is not adequate and suggested an annual survey be considered. Chancellor Reed commented it would be possible to develop more frequent surveys.

Trustee Achtenberg questioned how SNAPS survey findings compare to other national survey results. Dr. Spence responded that CSU is comparable.

Proposed Revision of Title 5 Regulations on Community College Credit Transfer to Teacher Preparation Programs

Chair Campbell stated that the proposed policy revisions would increase the current limit on community college transfer credits for teacher preparation coursework from one three-semester-unit course up to a total of six semester units. Dr. Spence commented that currently only one course from community colleges can be applied to CSU teacher education programs. The Statewide Academic Senate, provosts/vice presidents for Academic Affairs, and the presidents support this recommendation. Dr. Spence also commented that we may wish to study this limit in the future as the CSU accepts more community college transfer students into the teacher education blended programs.

The proposed Title 5 amendment will be brought back to the board in July for action.

Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs

Chair Campbell stated that in order to meet the trustees' goal of common admission standards for teacher education and the legislative reporting requirements for accountability and enrollment reporting, the CSU deans of education have a systemwide standard for admission into programs of teacher education.

Dr. Spence commented that the proposed revision of trustee policy will ensure that teacher preparation of students continues to be in accordance with the standards of quality of the California Commission on Teacher Credentialing (CCTC) as well as simplify the process. CSU deans of education have discussed this recommendation with their faculties. In addition, this recommendation is supported by the provosts/vice presidents for Academic Affairs and the presidents. The Statewide Academic Senate passed a resolution supporting the concept of a common admission standard across the system.

Trustee Farar asked about the 15 percent allowable exception. Dr. Spence commented that this is existing policy.

Trustee Goldwhite questioned the need for a Title 5 change. Dr. Spence responded that common standards would facilitate the transfer of good students from community colleges to CSU teacher education programs.

The proposed Title 5 amendment will be brought back to the board in July for action.

Notable Accomplishments in CSU Teaching, Research, and Scholarship: California State University Summer Arts

Chair Campbell stated that this item is a continuation of the series of presentations on notable accomplishments of CSU faculty in teaching, research, and scholarship. Dr. Spence commented that the systemwide CSU Summer Arts program began 15 years ago to give students majoring in the arts disciplines an opportunity to work with internationally known performers in their field. The host location for a month-long festival of intensive workshops changes every few years. The program originated at Cal Poly San Luis Obispo and has traveled to Humboldt State University, CSU Long Beach, and now is currently hosted at CSU Fresno.

President Welty, CSU Fresno, extended an invitation and provided a season guest pass to visit the program during July, where art students from all the campuses come together for two- to four-week residency courses in the arts. More than 45 public events are offered on the campus during this month. President Welty introduced Jim Spalding, director of Summer Arts, prior to a video presentation on the systemwide program.

Trustee Goldwhite thanked the Summer Arts staff and faculty for all the benefits the program has brought to the CSU. Trustee Goldwhite also thanked Dr. Lorie Roth, assistant vice chancellor, Academic Services and Professional Development, and Director Spalding.

Adjournment

The meeting adjourned at 9:43 a.m.

BRIEF

Action Item

Agenda Item 1
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Transfer of Community College Credit to Teacher Preparation Programs

Presentation By

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

Summary

The Board of Trustees' statement *CSU's Commitment to Prepare High Quality Teachers*, adopted in July 1998, included as one of ten stated goals the development of common transfer policies in teacher preparation programs. The development of CSU integrated undergraduate programs in teacher preparation has further heightened a need for greater cooperation between the community college system and the CSU. Existing policy places very strict limits on the transfer of community college courses in education to a CSU program in teacher education. The CSU Deans of Education have recommended a change in this policy to increase community college transfer credits from one course (typically three semester units) to a total of six semester units.

The proposed change has been discussed with and is supported by the CSU Vice Presidents of Academic Affairs, the statewide Academic Senate, and the Executive Council.

Recommended Action

Adoption of the resolution.

ITEM

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Agenda Item 1
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Transfer of Community College Credit to Teacher Preparation Programs

Background

The *CSU's Commitment to Prepare High Quality Teachers* has as one of its ten goals the adoption of common transfer policies for students in teacher preparation programs. A part of this goal will be accomplished with the implementation of common systemwide admission standards for applicants to teacher preparation programs. Common admission standards will allow a community college student interested in teaching to proceed confidently toward transfer to a CSU campus without having to determine which CSU campus will be the destination.

Program transfer can be further enhanced by a change in trustee policy, which currently limits very strictly the transferring of courses to professional education (teacher preparation) programs. Under existing regulations, "No credit may be allowed for professional courses in education taken in a community college, other than in an introduction to education courses" [Title 5, Section 40409 (b)]. The *Commitment* document, however, encourages early field experiences for teacher preparation candidates and articulation with community colleges. If the CSU can develop and implement appropriate articulation agreements with community colleges that include multiple credits for early field experiences in schools, prospective teacher preparation students will be better able to judge at an early point how well suited they are to a teaching career and be better prepared to enter an integrated credential-and-baccalaureate-degree program as a junior. The CSU Deans of Education have therefore recommended a policy change that would allow up to six semester units of teacher preparation coursework to be transferred from a community college.

Proposed Resolution

The following resolution is recommended for adoption:

RESOLVED, By the Board of Trustees of The California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Article 5 of Subchapter 2 of Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

Section 40409. Community College Credit.

A maximum of 70 semester units earned in a community college may be applied toward the degree, with the following limitations:

(a) No upper division credit may be allowed for courses taken in a community college.

(b) ~~No credit may be allowed for professional courses in education taken in a community college, other than in an introduction to education course. No more than six semester units in education courses taken in a community college may be applied toward the baccalaureate degree or the professional preparation requirements of a teacher education basic credential program.~~

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

And, be it further

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

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

BRIEF

Action Item

Agenda Item 2
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs

Presentation By

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

Summary

The *CSU's Commitment to Prepare High Quality Teachers*, adopted by the Board of Trustees in July 1998, contains ten goals formulated to increase as quickly as possible the number and quality of credential holders prepared by the CSU. One of these goals is the establishment of common and easily understandable admission standards for teacher education.

In May 1998, the trustees approved Title 5 regulations that revised policy for admission to teacher preparation programs. These changes allowed campuses greater flexibility in the establishment of discipline-specific grade point average criteria for determining whether candidates were in the upper half of a comparable student population, and they permitted campuses to identify procedures to determine candidate eligibility. This policy resulted in considerable variation of the grade point average criterion across the twenty-one teacher preparation programs in the CSU, making it particularly difficult for prospective students to determine their eligibility for admission to CSU teacher preparation programs in general. It has also increased the difficulty of inter-campus cooperation in preparing teachers.

In order to meet the goal of common and easily understandable admission standards, the CSU Deans of Education have recommended systemwide standards that represent a compromise across existing campus requirements and that continue to meet preparation program standards of quality established by the California Commission on Teacher Credentialing. All applicants meeting systemwide admission standards would be offered the opportunity to enter a credential program at any one of the CSU campuses that offer teacher preparation.

The proposed admission standards have been discussed with and revised in light of the advice provided by the CSU Vice Presidents of Academic Affairs, the Academic Senate, and the Executive Council.

Recommended Action

Adoption of the resolution.

ITEM

Agenda Item 2
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision on Title 5 Regulations on Admission Standards for Teacher Preparation Programs

Background

The *CSU's Commitment to Prepare High Quality Teachers* has as one of its ten goals the adoption of "common admission guidelines, common transfer procedures, and common exit standards based on the *California Standards for the Teaching Profession*." The CSU Deans of Education have responded to this goal, proposing common criteria for admissions to traditional and intern programs leading to Multiple Subject, Single Subject and Education Specialist (Level 1-Basic) credentials. The deans have also proposed common admission criteria for integrated ("blended") undergraduate programs leading to both a bachelor's degree and a Multiple Subject or Single Subject credential.

In May 1998, the trustees revised the policy for admission to teacher preparation programs. The revised policy states that in order for students to be eligible for program admission, they must have a grade point average greater than the median undergraduate grade point average of students pursuing comparable undergraduate curricula. Each CSU campus was to establish procedures to determine candidate eligibility in conformity with this criterion. The policy was in compliance with teacher preparation program standards of quality established by the California Commission on Teacher Credentialing, which require that students admitted to credential programs be in the upper half of a comparable student population.

Problem

As a consequence of the 1998 admission policy revision, the twenty-one CSUs developed separate campus-based discipline-related admission standards for teacher preparation. Because the basis for calculating undergraduate discipline-based grade point averages has been determined by each campus, the criterion has not been consistent across the campuses. Differences in the number of distinct discipline groupings, the wide variety of majors that may be included in a discipline grouping, and different grading practices within and among disciplines at different colleges and universities have contributed to the variation in grade point average criteria. This variation has been especially problematic for students who have taken courses in more than one campus program, even if the institutions attended were all within the CSU.

Discussion

In an effort to make admission standards more predictable and understandable to prospective entrants to teacher preparation programs and to facilitate cooperation and collaboration among CSU teacher preparation programs, the CSU Deans of Education developed recommendations for common admission standards.

The deans reported that their review process included consultation with their respective education faculties and review of the most recent data available systemwide on grade point averages by campus and discipline division. The deans' recommendation includes the adoption of a single grade point average criterion for program admission systemwide; the Academic Senate CSU recommended systemwide grade point average criteria by discipline. Any grade point average criterion would have to remain consistent with the teacher preparation program standard of quality regarding academic achievement that has been established by the California Commission on Teacher Credentialing. The deans believe that the flexibility afforded by current policy on admission exceptions would be sufficient to ensure that admission procedures are equitable regardless of variations in grading patterns across campuses or disciplines.

The proposed revisions of Title 5 regulations on admission to teacher preparation programs are consistent with the CSU's commitment to ensuring high-quality teaching credential candidates while providing for a common standard for admission to preparation programs. The proposed policy change would also remain consistent with the standard for teacher preparation program quality established by the California Commission on Teacher Credentialing:

In each credential preparation program, qualified candidates are admitted on the basis of well-defined admission criteria and procedures that utilize multiple measures.... Each candidate admitted to basic teaching credential programs (including emphasis credentials) has attained an undergraduate grade point average (GPA) that is above the median GPA for a comparable population of students at the institution.

All applicants meeting systemwide admissions standards would be offered the opportunity to enter a teacher preparation program in the CSU. Requirements relating to class standing, subject matter completion, prerequisite courses, and employment status would vary according to the type of credential the applicant is seeking and the type of preparation program (traditional, intern, or integrated) to which admission is sought.

Proposed Resolution

The following resolution is recommended for adoption:

RESOLVED, By the Board of Trustees of The California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Article 9 of Subchapter 3 or Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§ 41100. Admission to Teacher Education Basic Credential Program.

To be admitted to a teacher education basic credential program, a candidate for admission shall be evaluated by the campus as provided in subsection (a) and shall be determined to have satisfied all entrance requirements of the campus California State University as provided in subsection ~~(b)~~ this section.

(a) Evaluation Procedure. When a candidate requests admission to a teacher education basic credential program, the campus shall evaluate the candidate and review the candidate's record in accordance with the review and evaluation procedures established at the campus. The teacher education faculty shall be involved in this review and evaluation. The decision of the campus resulting from this evaluation shall be final.

(b) Evaluation Standards. Requirements for admission to a teacher education basic credential program shall be prescribed by the campus Chancellor, after appropriate consultation, and shall include the following:

(1) Scholarship. The candidate shall have attained a grade point average that is equal to or greater than the median undergraduate grade point average of students pursuing comparable undergraduate curricula. The campus shall establish procedures for determining whether a candidate meets that criterion a standard established by the Chancellor in consultation with the faculty. That standard shall ensure that successful candidates will have demonstrated academic achievement that places them in the upper half of a comparable student population, in conformity with criteria adopted by the California Commission on Teacher Credentialing.

(2) Prerequisite Courses and Field Experience. The candidate shall have successfully completed at least one documented field experience as prescribed by the Chancellor and prerequisite courses ~~and experiences~~ prescribed by the campus.

(3) Professional Aptitude. The candidate shall demonstrate suitable aptitude for teaching in public schools ~~in accordance with standards and procedures, as determined by the campus. These~~ The procedures may for making this determination shall include interviews, and letters of recommendation, and a statement of professional goals or philosophy written by the candidate.

(4) Physical Fitness. The candidate shall satisfy the standards of health and physical fitness required by the Commission on Teacher Credentialing.

(5) Fundamental Skills. The candidate shall demonstrate proficiency in fundamental skills. Fundamental skills shall include written and spoken English, reading, and mathematics. The Chancellor may require the demonstration of proficiency in additional fundamental skills for entrance to or continuation in a basic credential program. The campus shall determine the essential level of proficiency and the means by which the fundamental skills shall be demonstrated. The campus may use such means as observation and examinations whether the evidence of proficiency is acceptable.

(6) Personality and Character. The candidate shall demonstrate personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others. Tests, observations, and interviews may be employed by the campus for this assessment.

(c) Exceptions. The campus may admit a candidate to a teacher education program as an exception when the candidate has not met one or more of the requirements if the candidate possesses compensating strengths in other required areas. A campus may grant exceptions that are conditioned on satisfaction of requirements within a specified time period. The campus shall limit the number of exceptional admissions to teacher education programs in the current year to a number no greater than 15 percent of those regularly admitted to the campus teacher education program in the current or previous year.

(d) The evaluation standards established by the Chancellor may vary with the type of basic credential program to which admission is sought. The standards may be based, as appropriate, on one or more of the following: undergraduate class standing or postbaccalaureate standing; completion of, partial completion of, or enrollment in an approved subject matter program; submission of examination scores or passage of one or more examinations; possession of a certificate of clearance; offer of employment as an intern teacher in a collaborating district.

(e) A candidate who has been determined by a campus to meet the minimum standards for entrance to a basic credential program shall be considered to be eligible for admission to a basic credential program of the same type that is offered by any other California State University campus and that is not impacted pursuant to Sections 40650 and 40651.

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

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Ed. Pol.

Agenda Item 2

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§ 41103. Office of the Chancellor.

The Chancellor shall provide guidance to the campuses of the California State University concerning the requirements of this Article 9 and ~~may provide~~ administrative direction in the implementation of the provisions of this article in the California State University.

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

And, be it further

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

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

BRIEF

Action Item

Agenda Item 3
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revisions of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Adult Students

Presentation By

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

Donald R. Gerth, President
California State University, Sacramento and Chair
CSU Admission Advisory Council

Summary

This item presents three revisions to Title 5, *California Code of Regulations* recommended by the Admission Advisory Council that will modify CSU admission requirements for first-time freshmen and adult students.

Currently, the high school grade point average used to determine freshman admission eligibility is calculated on the basis of all courses completed in the final three years of high school excluding courses in physical education and military science. The Admission Advisory Council recommends modification to the trustee policy on grade point average (GPA) calculation to include only those grades earned in approved college preparatory courses taken during the tenth, eleventh, and twelfth grades of high school. This change would be effective for students seeking admission to CSU as a first-time freshman for the fall 2003 term.

Title 5, *California Code of Regulations* now defines a “first-time freshman” as an applicant who has not attempted any college units. As a result of this definition, a number of students who have completed a limited number of college credits have been classified as lower division transfers which results in the lowest priority for admission to impacted campuses and programs. To prevent this unintended consequence for gifted and motivated students, it is proposed that the definition of “first-time freshman” be modified to define as a “first-time freshman” any applicant who has not attended any college since the summer immediately following high school graduation. A technical change is necessary to align the definition of first-time freshman with the definition of undergraduate transfer. These changes would be effective upon adoption.

A revision is needed to Title 5, *California Code of Regulations*, Sections 40756 and 40807 to reflect a change in the reference from Section 40405.1 to Section 40402.1. When Section 40405.1 was renumbered Section 40402.1 in 1991, the reference to the renumbered section was not corrected in Sections 40756 and 40807. There is also clarification of the requirement for a C average. These changes would be effective upon adoption.

These proposed changes have been discussed with and are supported by the presidents, provosts, vice presidents of student affairs, and Statewide Academic Senate.

Proposed Action

These proposed revisions of Title 5 Regulations are presented for action.

ITEM

2

Agenda Item 3
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revisions of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Adult Students

First-time Freshman Grade Point Average

Currently, the high school grade point average used to determine freshman admission eligibility is calculated on the basis of all courses completed in the final three years of high school excluding courses in physical education and military science. The Admission Advisory Council recommends modification to the trustee policy on grade point average (GPA) calculation to include only those grades earned in approved college preparatory courses taken during the tenth, eleventh, and twelfth grades of high school.

This adjustment would serve California students and high school counselors by having CSU and UC use the same methodology to calculate a high school GPA for purposes of determining admission eligibility. The CSU and UC would continue to establish different eligibility indices using the commonly derived grade point averages to establish the recommended upper one-third for CSU admission eligibility and the upper one-eighth for UC eligibility.

Changing the grade point average calculation may require CSU to revise the admission eligibility index to ensure that CSU admission standards identify the upper one-third of the high school graduating class. This is a technical rather than a substantive adjustment that will enable CSU to recalibrate the eligibility index to identify the upper one-third of graduating high school seniors based upon the new GPA calculation in the fifteen units of college preparatory courses.

Discussion

The quality of high school preparation is a strong indicator of potential success in college study. A high school grade point average that is calculated solely on grades earned in college preparatory courses is a better indicator of the level of academic preparation of first-time freshmen beginning university study and a stronger predictor of college success. A grade of “C” or better is required in each of the fifteen units of college preparatory courses, but the current grade point average calculation may include non-academic courses such as word processing, work experience, or life skills.

Because non-college preparatory course grades will no longer be included in the calculation of grade point averages, some students’ grade point averages may fall below a 3.0 average. As a result, some students may need to present a test score (SAT or ACT) to demonstrate eligibility. It is anticipated that the majority of these students will have test scores necessary to establish admission eligibility.

Proposed Modification to Title 5

Title 5, *California Code of Regulations*, Section 40601(f), changes are proposed to implement this change.

§40601. Particular Terms

(f) The term “eligibility index” means:

(1) For admissions prior to fall term 2003, that number derived from a weighted combination of the grade point average for the final three years of high school or of the grade point average for the final three years of high school excluding the final year or final term thereof, and in any case excluding courses in physical education and military science, and the score on either the American College Test or the Scholastic Aptitude Test pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the chancellor on the basis of the probability of academic success in the California State University.

(2) For admissions commencing with fall term 2003, that number derived from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school and the score on either the American College Test or the Scholastic Aptitude Test pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the chancellor on the basis of the probability of academic success in the California State University.

Proposed Implementation Date

Subject to CSU Board of Trustees approval of the revisions to Title 5, this provision will be effective for those students seeking admission as first-time freshmen for the fall 2003 term.

Definition of First-time Freshman

High school students are encouraged to pursue a rigorous academic high school program to prepare for enrollment in the CSU. Increasing numbers of students are enrolling in college courses concurrently with high school studies, and many complete preparatory courses during the summer preceding university matriculation. With successful completion of college course credits and advanced placement credit for such programs as the College Board’s Advanced Placement (AP), it is not unusual for students to begin university study with as much as a term or year of college-level credit.

Currently Title 5, *California Code of Regulations* defines a “first-time freshman” as any applicant who has not attempted any college units. As a result, a number of students who have completed a limited number of college credits have been classified as lower division transfers, and this results in the lowest priority for admission to impacted campuses and programs. To prevent this unintended consequence, it is proposed that the definition of “first-time freshman” be modified to allow a first-time freshman applicant to earn college credit not later than the end of the summer immediately following high school graduation.

Discussion

An increasing number of high school students are acquiring a significant number of college credits through such as the following programs:

- Advanced Placement examinations through the College Board;
- Concurrent enrollment in community college or four year universities;
- Participation in articulated 2+2 programs between the high school and community colleges or CSU campuses; or
- Early-start programs for gifted students.

Under existing policy and practice, high school students who earn 12 or more semester units in college-level courses concurrent with high school studies are defined as lower division transfer students and are subject to enrollment limitations that may be applied to lower division transfers. Current practice allows campuses to consider as a first-time freshman any student who has completed fewer than 12 semester units in college courses while still enrolled in high school, during the summer between high school graduation and fall matriculation at CSU, or during the spring term when the student is a mid-year high school graduate. Continued use of the current first-time freshman definition could jeopardize access to programs or campuses with enrollment limitations for highly motivated students who complete college courses concurrent with high school study because lower division transfer (freshman and sophomore) students have the lowest priority for access to CSU except for nonresident students. If the revised definition of “first-time freshman” is adopted, students who matriculate at a community college between mid-year high school graduation and fall CSU matriculation would continue to be considered first-time freshmen.

Proposed Modification to Title 5

Title 5, *California Code of Regulations*, Section 40601(h), changes are proposed to implement this change.

§40601. Particular Terms

(h) The term “first-time freshman” means any applicant who has no units an applicant who has earned college credit not later than the end of the summer immediately following high school graduation or an applicant who has not earned any college credit.

Proposed Implementation Date

This provision will be effective on the date it is adopted by the Board of Trustees.

Undergraduate Transfer

This technical change is necessary to align the definition of first-time freshman with the definition of undergraduate transfer.

Proposed Modification to Title 5

Title 5, *California Code of Regulations*, Section 40601(i), changes are proposed to implement this change.

§40601. Particular Terms

(i) The term “undergraduate transfer” means any person who ~~has units attempted at any college is not a first-time freshman pursuant to Section 40601(h)~~, and who does not hold a baccalaureate degree from any college.

Proposed Implementation Date

This provision will be effective on the date it is adopted by the Board of Trustees.

Adult Students

This revision to Title 5, *California Code of Regulations*, Sections 40756 and 40807 reflects a change in the reference from Section 40405.1 to Section 40402.1. When Section 40405.1 was renumbered Section 40402.1 in 1991, the reference to the renumbered section was not corrected in Sections 40756 and 40807. This change also clarifies that a C average *or better* for transfer adult students means a “2.0 or better.”

Proposed Modification to Title 5

Revise reference to entry-level skills as defined in Section 40402.1 (previously Section 40405.1):

§40756. Adult Students

An applicant who has attained the age of 25 years and is a high school graduate may be admitted to a campus as an adult student if the applicant’s preparation and ability are such that in the judgement of the appropriate campus authority, the probability of the applicant’s academic success at the campus is equivalent to that of students eligible under Section 40753, and the applicant demonstrates competence in entry-level skills as defined in Section ~~40405.1~~40402.1.

§40807. Adult Students

An applicant who has attained the age of 25 years and is a high school graduate may be admitted to a campus as an adult student (1) if the applicant was not enrolled as a full-time student for more than one academic term within the previous five years and (2) if for any college work completed during that five-year period the applicant received a “C” average (2.0) or better and (3) if the applicant’s motivation, preparation, and ability are such that in the judgement of the appropriate campus authority the probability of academic success is equivalent to that of students eligible under Section 40803 and (4) if the applicant demonstrates competence in entry-level skills as defined in Section ~~40405.1~~40402.1.

Proposed Implementation Date

This provision will be effective on the date it is adopted by the Board of Trustees.

Summary

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

The Admission Advisory Council recommends modification to the trustee policy on grade point average (GPA) calculation to include only those grades earned in approved college preparatory courses taken during the tenth, eleventh, and twelfth grades of high school. This change would be effective for students seeking admission as a UC first-time freshman for the fall 2003 term.

The Admission Advisory Council recommends that the definition of “first-time freshman” be modified to define as a “first-time freshman” any applicant who has not earned any college credit since the summer immediately following high school graduation. A technical change is necessary to align the definition of undergraduate transfer with the definition of first-time freshman. These changes would be effective upon adoption.

A revision is needed to Title 5, *California Code of Regulations*, Sections 40756 and 40807 to reflect a change in the reference from Section 40405.1 to Section 40402.1 and to clarify that a “C average or better” means a “2.0 or better.” These changes would be effective upon adoption.

Proposed Resolution

The following resolution is recommended for adoption:

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Title 5, Division 5, Chapter 1, Subchapter 3, Article 1, Section 40601; Article 4, Section 40756; and Article 5, Section 40807 as follows:

§ 40601. Particular Terms

The following terms, whenever used or referred to in this subchapter, shall have the following meanings, respectively, unless a different meaning appears from the context:

(a) The term “Chancellor” means the Chancellor of the California State University or designee.

(b) The term “the campus” means the campus to which application for admission is made.

(c) The term “appropriate campus authority” means the president of the campus or designee.

(d) The term “college” means:

(1) Any institution of higher learning which is accredited to offer work leading to the degree of Bachelor of Arts or to the degree of Bachelor of Science, by the applicable regional accrediting agency recognized by the United States Department of Education, except an institution which is accredited only as a “specialized institution”;

(2) Any foreign institution of higher learning which, in the judgement of the Chancellor, offers course work equivalent to that offered by institutions included within subdivision (d)(1) of this section.

(e) The term “application” means the submission to the campus by the person applying for admission of all documents including official transcripts of all the applicant’s academic records and information which the applicant is required to personally submit, and the payment of any application fee due pursuant to Section 41800.1.

(f) The term “eligibility index” means:

(1) For admissions prior to fall term 2003, that number derived from a weighted combination of the grade point average for the final three years of high school or of the grade point average for the final three years of high school excluding the final year or final term thereof, and in any case excluding courses in physical education and military science, and the score on either the American College Test or the Scholastic Aptitude Test pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the chancellor on the basis of the probability of academic success in the California State University.

(2) For admissions commencing with fall term 2003, that number derived from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school and the score on either the American College Test or the Scholastic Aptitude Test pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the chancellor on the basis of the probability of academic success in the California State University.

(g) The term “good standing at the last college attended” means that at the time of application for admission and at the time of admission, the applicant was not under disciplinary or academic suspension, dismissal, expulsion or similar action by the last college attended and was not under disciplinary suspension, dismissal, expulsion or similar action at any institution of The California State University.

(h) The term “first-time freshman” means any applicant who has no units~~an applicant who has earned college credit not later than the end of the summer immediately following high school graduation or an applicant who has not earned any college credit.~~

(i) The term “undergraduate transfer” means any person who ~~has units attempted at any college~~is not a first-time freshman pursuant to Section 40601(h), and who does not hold a baccalaureate degree from any college.

(j) The term “full-time student” means any student whose program while in attendance at a college averaged twelve or more semester units per semester, or the equivalent.

(k) The term “resident” shall have the same meaning as does the same term in Section 68017 of the Education Code, and shall include all persons so treated by the provisions of that section.

(l) The term “unit” means a semester unit within the meaning of Section 40103, or the equivalent thereof.

(m) The term “transferable” when used in connection with college units, college credit or college work, shall mean those college units, credit or work which are determined to be acceptable (either for specific requirements or as electives) toward meeting the requirements of a baccalaureate degree. The Chancellor is authorized to establish and from time to time to revise procedures for the implementation of this subdivision.

(n) For admission as a first time freshman prior to fall term 2003 and admission as an undergraduate transfer prior to fall term 2000, the term “comprehensive pattern of college preparatory subjects” means four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.

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

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

§40756. Adult Students

An applicant who has attained the age of 25 years and is a high school graduate may be admitted to a campus as an adult student if the applicant's preparation and ability are such that in the judgement of the appropriate campus authority, the probability of the applicant's academic success at the campus is equivalent to that of students eligible under Section 40753, and the applicant demonstrates competence in entry-level skills as defined in Section ~~40405.1~~40402.1.

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

§40807. Adult Students

An applicant who has attained the age of 25 years and is a high school graduate may be admitted to a campus as an adult student (1) if the applicant was not enrolled as a full-time student for more than one academic term within the previous five years and (2) if for any college work completed during that five-year period the applicant received a "C" average (2.0) or better and (3) if the applicant's motivation, preparation, and ability are such that in the judgement of the appropriate campus authority the probability of academic success is equivalent to that of students eligible under Section 40803 and (4) if the applicant demonstrates competence in entry-level skills as defined in Section ~~40405.1~~40402.1.

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

And, be it further

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

And, be it further

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

BRIEF

Action Item

Agenda Item 4
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Undergraduate Degrees

Presentation by

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

Summary

An element of the Cornerstones Implementation Plan is the revision of Title 5 to reduce the minimum total units required for a bachelor's degree to 120 semester units (180 quarter units). The proposed resolution would accomplish that revision.

Proposed amendments to the Title 5 regulations on undergraduate degrees were presented as an information item at the meeting of January 25-26, 2000. They included minor changes in the language governing undergraduate degrees to make the constraints on the units required for different bachelor's degrees more comparable. As a result of consultation, it has been decided to address only the minimum total unit requirement at this time and to consider other changes to the regulations separately. The item includes modifications requested in the consultation process. Reducing the minimum total units required for a bachelor's degree has been discussed with the CSU Vice Presidents of Academic Affairs, the Academic Senate CSU, and the Executive Council.

ITEM

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Agenda Item 4
July 18-19, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Undergraduate Degrees

Background and Discussion

The first principle of Cornerstones declares, "The California State University will award the baccalaureate on the basis of demonstrated learning, as determined by our faculty." While in the long term, the assessment of learning in the CSU may be less tied to courses than it currently is at most university campuses, the awarding of credit units for the minimally satisfactory completion of a course remains the prevalent measure of student achievement in U.S. higher education.

The Governor's Budget Summary 1999-2000 stated, "The Governor believes UC and CSU must shorten the time it takes a student to graduate.... CSU must move to immediately reconcile its 124-unit graduation requirement with UC's 120-unit requirement." Current CSU policy, as embodied in Title 5 of the *California Code of Regulations*, requires that students earn at least 124 semester units (equivalent to 186 quarter units) to qualify for a bachelor's degree.

U.S. institutions of higher education have long exhibited differences in the minimum unit requirement for graduation. Universities for which the credit unit, not the course, is the primary measure of student workload are likely, however, to consider 120 semester units or equivalent the minimum units required for a baccalaureate degree. The Western Association of Schools and Colleges defines a BA or BS degree as "... representing about four years (120 semester or 180 quarter units) of college study, or its equivalent in depth and quality of learning experience." The minimum unit requirement for a baccalaureate degree in the University of California is typically 120 semester or 180 quarter units. The CSU would be well within the bounds of common practice in California and nationally to make 120 semester units the minimum to be required for graduation.

In some disciplines, total unit requirements greater than 120 may be justified, to ensure that students have achieved the knowledge and skills ordinarily expected of graduates in those fields. The proposed regulations would permit campuses to establish such requirements.

The Board of Trustees endorsed in March 1999 the Cornerstones Implementation Plan, which includes a commitment to reduce the Title 5 baccalaureate degree minimum unit requirement from 124 to 120 units and an expectation that each campus will re-examine the unit requirements for graduation and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 units. It is understood that baccalaureate unit requirements are to be reviewed on campuses by the faculty in the course of regularly scheduled program reviews.

Proposed Resolution

The following resolution is recommended for adoption:

RESOLVED, By the Board of Trustees of The California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Article 6 of Subchapter 2 of Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§ 40500. Bachelor of Arts Degree: Required Curriculum.

(This section applies to students who meet the requirements of Section 40401 and who enter the curriculum prior to the commencement of the 1981-82 academic year.)

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

(a) General Education-Breadth Requirements, minimum 40 semester units.

The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Section 40405.

(b) Major 24 semester units.

There shall be one major with a minimum of 24 semester units, exclusive of courses used to meet the requirements of 40 units in General Education-Breadth Requirements. At least 12 units in the major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the college.

(c) Minor.

A minor consisting of 12 or more units, of which six must be in upper division credit, may be required.

(d) Additional Units.

Units to complete the 124 required for the degree may be used as electives or to meet other requirements.

(e) Total units required for the Bachelor of Arts Degree, of which at least 40 shall be in the upper division credit 124 units.

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

§ 40500. Bachelor of Arts Degree: Required Curriculum.*

*(This section applies to students who enter the curriculum on or after the commencement of the 1981-82 academic year.)

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.

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

(c) Minor. A minor consisting of 12 or more semester units, of which six must be in upper division credit, may be required.

(d) Additional Units. Units to complete the ~~124~~ total required for the degree may be used as electives or to meet other requirements.

(e) 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 shall be in the upper division credit, shall be 124 semester units. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent.

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

§ 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 units required for the Bachelor of Science degree 124 to 132 semester units.

The number of semester units for each curriculum shall be determined by each campus within the limits of 124 to 132, except that 140 semester units may be required in engineering.

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

§ 40501. Bachelor of Science Degree: Required Curriculum.*

*(This section applies to students who enter the curriculum on or after the commencement of the 1981-82 academic year.)

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 the 2000-01 academic year, a minimum of 120 semester units shall be required.

The number of semester units for each curriculum shall be determined by each campus within the limits of 124 to 132, except that 140 semester units may be required in engineering.

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

§ 40503. Bachelor of Vocational Education Degree.

(This section applies to students who meet the requirements of Section 40401 and who enter the curriculum prior to the commencement of the 1981-82 academic year.)

(a) Eligibility for Candidacy. Eligible candidates for this degree shall be limited to those vocational teachers recommended by the Board of Examiners for Vocational Teachers and who meet the requirements established in the Education Code.

(b) Education Program. The educational program for each applicant shall be determined by the campus in terms of the needs of the individual applicant and the standards of the institution. A rigid pattern of subjects, and prerequisites except as they may be necessary to advanced courses, will not be required.

(c) Requirements. Each applicant for the degree shall have completed, with a grade point average of 2.0 (grade C) or better, except that only those courses in which a letter grade (A, B, C, D, F) is assigned shall be used in computing the grade point average, a course of 124 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education-Breadth Requirements prescribed in Sections 40405.

(d) Major in Vocational Education. The credits recommended by the Board of Examiners for Vocational Teachers for the applicant's occupational, managerial and supervisory experience shall be applied toward a major in vocational education.

(e) Credit for Vocational Teacher Training. The vocational teacher training completed by the applicant may be used toward a minor in education or toward electives if some other minor is used.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600, 89030 and 89221-89223, Education Code.

§ 40503. Bachelor of Vocational Education Degree.*

*(This section applies to students who enter the curriculum on or after the commencement of the 1981-82 academic year.)

(a) Eligibility for Candidacy. Eligible candidates for this degree shall be limited to those vocational teachers recommended by the Board of Examiners for Vocational Teachers and who meet the requirements established in the Education Code.

(b) Education Program. The educational program for each applicant shall be determined by the campus in terms of the needs of the individual applicant and the standards of the institution. A rigid pattern of subjects, and prerequisites except as they may be necessary to advanced courses, will not be required.

(c) Requirements. Each An applicant for the degree who elects, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year shall have completed, with a grade point average of 2.0 (grade C) or better, except that only those courses in which a letter grade (A, B, C, D, F) is assigned shall be used in computing the grade point average, a course of 124 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education-Breadth Requirements prescribed in Sections 40405-40405.4. Each applicant meeting graduation requirements established during or after the 2000-01 academic year shall have completed at least 120 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education-Breadth Requirements prescribed in Sections 40405-40405.4. The applicant shall have achieved a grade point average of 2.0 or better in those courses in which a letter grade (A, B, C, D, F) was assigned.

(d) Major in Vocational Education. The credits recommended by the Board of Examiners for Vocational Teachers for the applicant's occupational, managerial and supervisory experience shall be applied toward a major in vocational education.

(e) Credit for Vocational Teacher Training. The vocational teacher training completed by the applicant may be used toward a minor in education or toward electives if some other minor is used.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600, 89030 and 89221-89223, Education Code.

§ 40505. Bachelor of Architecture Degree: Required Curriculum.

(This section applies to students who meet the requirements of Section 40401 and who enter the curriculum prior to the commencement of the 1981-82 academic year.)

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

(a) General Education-Breadth Requirements, minimum—40 semester units.

The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Section 40405.

(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 units required for the Bachelor of Architecture degree—165 to 175 semester units. 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.

§ 40505. Bachelor of Architecture Degree: Required Curriculum.*

*(This section applies to students who enter the curriculum on or after the commencement of the 1981-82 academic year.)

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 the 2000-01 academic year, a minimum of 120 semester units shall be required. 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.

§ 40506. Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum.

(This section applies to students who meet the requirements of Section 40401 and who enter the curriculum prior to the commencement of the 1981-82 academic year.)

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, minimum 40 semester units. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Section 40405.

(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 units required for the Bachelor of Music degree and the Bachelor of Fine Arts degree—132 semester units.

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

§ 40506. Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum.*

*(This section applies to students who enter the curriculum on or after the commencement of the 1981-82 academic year.)

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 the 2000-01 academic year, a minimum of 120 semester units shall be required.

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

§ 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.

(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 the 2000-01 academic year, a minimum of 120 semester units shall be required. 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.

§ 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 units.

Note: Authority cited: Section 89030, Education Code. Reference: Section 890 30, Education Code.

And, be it further

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

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