

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 9:30 a.m., Wednesday, September 15, 1999  
Glenn S. Dumke Conference Center

William D. Campbell, Chair  
Michael D. Stennis, Vice Chair  
Martha C. Fallgatter  
Harold Goldwhite  
Laurence K. Gould, Jr.  
Dee Dee Myers  
Joan Otomo-Corgel  
Ralph R. Pesqueira  
Stanley T. Wang

#### Consent Items

Approval of Minutes of Meeting of July 8, 1999

#### Discussion Items

1. Recognition of Outstanding Teaching, Research, and Scholarship: California State University, Northridge Geography Department, *Information*
2. Proposed Revision to Title 5 Regulations—CSU Admission Requirements for First-Time Freshman and Upper Division Transfer Students, *Action*
3. Academic Plan Update for Fast-Track Program Development, *Action*
4. Review of California State University Enrollment Policies to Respond to Increasing Pressures on Access, *Information*

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

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

**July 8, 1999**

**Members Present**

William D. Campbell, Chair  
Michael D. Stennis, Vice Chair  
Martha C. Fallgatter  
Harold Goldwhite  
Laurence K. Gould, Jr.  
William Hauck, Chairman of the Board, ex officio  
Dee Dee Myers  
Joan Otomo-Corgel  
Ralph R. Pesqueira  
Charles B. Reed, Chancellor, ex officio  
Stanley T. Wang

**Other Trustees Present**

Ali C. Razi  
Frederick W. Pierce IV  
Anthony M. Vitti

**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 McClain, Vice Chancellor, Human Resources  
Douglas X. Patiño, Vice Chancellor, University Advancement  
Christine Helwick, General Counsel  
Charles W. Lindahl, Associate Vice Chancellor, Academic Affairs

Chair Campbell called the meeting to order at 9:35 a.m.

**Approval of Minutes**

The minutes of May 11, 1999, were approved as submitted.

**CSU's Role in Workforce Preparation**

Executive Vice Chancellor Spence introduced Trustee Otomo-Corgel and asked her to present the item. Trustee Otomo-Corgel reported that in 1994, the federal School-to-Work Opportunities Act was signed into law creating the framework to develop the School-To-Work program. In California an initiative called School-to-Career supports reforms in the educational system that include the integration of school-based and work-based learning and the opportunity for students to choose career-related coursework and workplace experiences.

Trustee Otomo-Corgel pointed out that almost all CSU campuses have been involved in School-to-Career activities. With the appointment of Trustee Otomo-Corgel and President Rees, CSU Hayward, to the Governor's Advisory Council last year, CSU presence is official. The Governor's Advisory Council provides policy recommendations to the governor for the development and implementation of the School-to-Career initiative statewide. Trustee Otomo-Corgel noted CSU Hayward's work with School-to-Career, acknowledging the valuable contributions of President Rees and Dr. Bette Felton, executive assistant to the president and professor of nursing.

President Rees stated that School-to-Career is an approach to education linking students, parents, schools, and businesses to provide a new way of preparing students for entry into careers. With a changing work environment and technology advancements, the need for integrated classroom instruction and work-place experience has become crucial. President Rees emphasized that the goal is to dramatically improve student learning, with high standards for all. President Rees stated that School-to-Career initiatives have shown positive results around the country and within California. School-to-Career must no longer be viewed as an add-on program, but rather as an integrated strategy for advancing teaching and learning. President Rees also pointed out that School-to-Career pedagogy and practice is being integrated into teacher preparation at several CSU campuses.

Trustee Otomo-Corgel introduced a video produced by CBS Channel 2 in partnership with the School-to-Career initiative, promoting integration of academic studies and workplace experience.

President Caret, San Jose State University, supported the importance of the school-to-career experience. President Arciniega, CSU Bakersfield, stressed that CSU needs to be involved at a policy level, and pointed out that the distinction between college preparatory and vocational courses needs to be eliminated. President Smith, CSU Monterey Bay, added that data show that the quality of learning improves after an experience in the workforce, and that School-to-Career should become a part of the core curriculum.

Trustee Pesqueira expressed concern that emphasis on workforce preparation will further the perception of students that the main reason for going to college is for career preparation. He stated that a broader and well-rounded education should be the main focus. President Rees responded that knowledge in the classroom and skills in the workforce must be integrated and held to high standards. She also pointed out that CSU needs to speak publicly about the importance of the School-to-Career initiative. Trustee Goldwhite added that it is critical to provide solid career counseling in high school.

### **Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Upper Division Transfer Students**

Chair Campbell introduced the item pointing out that since the mid 1980s, CSU has been discussing with UC alignment of the UC and CSU high school course pattern admission requirements. After a decade of efforts by the Statewide Academic Senate, the Admission Advisory Council, and Academic Affairs, alignment has been achieved. CSU will add a second year of social science and a second year of laboratory science to the high school preparatory course pattern required for admission. The Board of Regents has recently added visual and performing arts to its high school college preparatory course pattern requirement.

Executive Vice Chancellor Spence introduced two proposed revisions of Title 5 regulations. The first proposed revision would align CSU college preparatory course requirements with UC college preparatory course requirements effective fall 2003. The second would require upper division transfer students to complete 30 units of General Education-Breadth including the required three courses in English language communication (written communication, oral communication, and critical thinking), and the required course in mathematics and quantitative reasoning prior to transfer, effective fall 2000. Dr. Spence expressed appreciation to President Gerth, CSU Sacramento, for his contributions as chair of the Admission Advisory Committee, and acknowledged the contributions of Associate Vice Chancellor Lindahl, Assistant Vice Chancellor Hammerstrom, Senior Director Jones, and past and present Academic Senate chairs. Academic Senate Chair Dinielli added his appreciation to the past Academic Senate chairs.

Trustee Pesqueira noted that while it is essential to require completion of specified high school courses prior to CSU admission, it is equally important to define clearly the subject matter content to be mastered. Trustee Pesqueira was assured that any courses taken after CSU admission to fulfill any high school visual and performing arts or foreign language courses missing at the time of admission are completed during the first year of enrollment by taking university-level courses.

Chair Campbell said that the item would be presented for action at the committee's next meeting in September.

### **Adjournment**

The meeting adjourned at 10:23 a.m.

## **BRIEF**

**Information Item**

Agenda Item 1  
September 14-15, 1999

### **COMMITTEE ON EDUCATIONAL POLICY**

**Recognition of Outstanding Teaching, Research, and Scholarship: California State University, Northridge, Geography Department**

#### **Presentation by**

Louanne Kennedy  
Interim President  
California State University, Northridge

I-Shou Wang, Chair  
Geography Department  
California State University, Northridge

James Allen, Professor  
Geography Department  
California State University, Northridge

#### **Summary**

This continues a series of presentations to the Board of Trustees on notable accomplishments of California State University faculty in teaching, research, and scholarship. With special expertise in cartography, ethnic geography, and regional studies, the California State University, Northridge, Geography Department has earned a reputation of high quality teaching and research. Students are prepared for advanced training or employment through classroom and extensive field experience, with many graduates pursuing successful careers in environmental analysis and management, urban planning and conservation, map design and production, geographic information systems, international business, tourism, and teaching. Department members will make a presentation and respond to comments and questions.

## ITEM

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Agenda Item 1

September 14-15, 1999

### COMMITTEE ON EDUCATIONAL POLICY

#### **Recognition of Outstanding Teaching, Research, and Scholarship: California State University, Northridge, Geography Department**

Offering Bachelor of Arts and Master's degrees, the California State University, Northridge, Geography Department seeks to help its students better understand and appreciate the world around them. Through classroom and extensive field experience, students are prepared for advanced training or employment; many graduates pursue successful careers in environmental analysis and management, urban planning and conservation, map design and production, geographic information systems (GIS), international business, tourism, and teaching. Through its course offerings, the department also directly supports CSUN's Liberal Studies program and thereby the campus' and the CSU's emphasis on an increased commitment to teacher preparation.

Led by 18 full-time faculty members, the CSUN Geography Department has attained a prominence and impact on the university, the region and its academic discipline well beyond what one might expect for its size. Department strengths include one of the strongest university programs in cartography (map-making); an award-winning, Internet-based repository of maps and atlases with special focus on local and statewide demographic conditions; and faculty members who produce a series of highly acclaimed books and publications. Through these and other initiatives, the department has earned a reputation for high quality teaching and research.

Instruction in the Geography Department at CSUN is nothing like adults today might remember from their classroom experience. In diverse areas of study, ranging from earth to air and sunlight to water, increasingly focused on exploring how human social conditions vary by locale, many segments of CSUN's Geography Department are at the cutting edge of their fields.

Part of the strength and richness of the CSUN Geography Department comes from the breadth of its endeavor. Student majors take a core curriculum of courses and then choose one of four specializations: 1) Regional and International Studies; 2) Environmental Studies; 3) Urban Geography; or 4) Cartography and Geographic Information Systems.

Geography at CSUN is a wide and diverse world that extends beyond the traditional conventions of the field, as evidenced by some of the department's highlights described below.

- Under the direction of curator Michael Swift, the department's **Map Library has become one of the largest in the Western United States.** The library includes nearly 300,000 flat map sheets, more than 1,000 atlases, 5,000 aerial photographs of Southern California, and some 2,500 reference books and gazetteers. A unique component is the library's collection of Sanborn fire insurance atlases, which trace the urban development of more than 1,600 U.S. cities and towns. CSUN has one of the largest collections of these historically significant maps in the country.

- Led by Professor William Bowen, the department has **created the California Geographical Survey** (<http://geogdata.csun.edu/>), a large, Internet-based resource of digital data and maps that has achieved international attention and received nearly 100,000 hits per year. The publicly accessible web site includes more than 1,500 detailed, on-line maps created by the department, including major U.S. metropolitan area breakdowns for poverty, education, income, and ethnicity.
- Professors James Allen and Eugene Turner have teamed to produce a series of **highly acclaimed publications focusing on ethnic geography**. In 1988, they co-authored *We the People: An Atlas of America's Ethnic Diversity*, a 315-page book on the settlement and distribution of 67 ethnic groups in the U.S.; the book received national recognition, including the American Library Association's award for the outstanding reference book. Then, in 1997, the pair produced another award-winning 282-page book, *The Ethnic Quilt: Population Diversity in Southern California*, which analyzed the settlement of this region by 34 ethnic groups and explored their education, income and employment characteristics.
- Led by weather observer Tim Boyle, the department operates an official **National Weather Service cooperative station** on campus. The station transmits, via the Internet, hourly weather data for Northridge. A unique feature of the station is its automated weather information phone line, (818) 677-5628, which provides hourly updates to the public. For his work, Boyle recently was chosen to receive CSUN's first Staff Employee of the Year Award.
- Under the direction of Chair I-Shou Wang, the department has developed **academic relations with the People's Republic of China** resulting in two international conferences with that country's Xi'an Foreign Language University and a third scheduled for 2001. CSUN and Xi'an also are working to develop a joint M.A. program in geography.
- CSUN graduate geography student Matthew Rosenberg demonstrated the prowess of the department's students, authoring a 462-page book titled *The Handy Geography Answer Book*. The book answers more than 1,000 geography-related questions, covering such topics as climate, transportation and politics. One example: "What is the deepest point in the ocean? The Pacific Ocean's Marianas Trench at 35,840 feet (almost seven miles) below sea level."

More department information is available at its web site: <http://csun.edu/geography>

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Ed. Pol.

Agenda Item 1

September 14-15, 1999

## CSUN Geography Department Faculty and Staff

### Faculty:

#### **Professor James P. Allen**

*Field specialties:* Cultural, social, population, Anglo-American geography

#### **Professor Warren R. Bland**

*Field specialties:* Economic, transportation, manufacturing, Canada

#### **Professor William A. Bowen**

*Field specialties:* Historical, physical, California, computer cartography

#### **Professor W. Tim Dagodag**

Chair of Urban Studies Program

*Field specialties:* Urban, Latin America, medical

#### **Professor Darrick R. Danta**

*Field specialties:* Economic, urban, quantitative, Eastern Europe

#### **Professor Robert Gohstand**

*Field specialties:* Soviet Union, cartography

#### **Professor Robert Hoffpauir**

Department Graduate Student Advisor

*Field specialties:* Cultural, South Asia

#### **Professor David Hornbeck**

*Field specialties:* Historical, Southwest U.S., California, economic, applied geography

#### **Professor Robert B. Howard**

*Field specialties:* Geomorphology

#### **Professor Antonia Hussey**

*Field specialties:* Southeast Asia, economic development, resource management

#### **Professor Julie E. Laity**

*Field specialties:* Climatology, geomorphology

**Professor Gong-Yuh Lin**

*Field specialties:* Meteorology, climatology

**Professor C. Gary Lobb**

*Field specialties:* Cultural, tropical ecology, Latin America

**Professor Elliot G. McIntire**

*Field specialties:* Cultural, conservation, bio-geography

**Assistant Professor John Meligrana**

*Field specialties:* Urban and regional planning, local government studies, housing

**Professor Amalie Jo Orme**

*Field specialties:* Coastal and fluvial geomorphology, Quaternary studies

**Professor Eugene J. Turner**

*Field specialties:* Cartography, computer application, Geographic Information Systems

**Professor I-Shou Wang**

Chair, Geography Department

*Field specialties:* Population, East Asia

**Staff:**

Timothy Boyle, *Weather Observer*

David Fuller, *Cartographer*

Judi Gomez, *Clerical Support*

Jennifer Kelley, *Clerical Support*

Robert Provin, *Cartographer and Computer Technician*

Susan Scott, *Department Secretary*

Michael Swift, *Map Curator*

Kris Tacsik, *Assistant Map Curator*

## **BRIEF**

**Action Item**

Agenda Item 2  
September 14-15, 1999

### **COMMITTEE ON EDUCATIONAL POLICY**

#### **Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Upper Division Transfer 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**

The CSU Trustees implemented in 1988 a 15-unit high school college-preparatory course pattern requirement for first-time freshmen. The University of California (UC) also requires first-time freshman applicants to complete a 15-unit pattern of college preparatory study known as the “a-f” course requirements. The UC pattern of high school courses differs from CSU’s course pattern in three ways: UC requires two years of U.S. history/social science and two years of a laboratory science (CSU requires one year in U.S. history or U.S. history and government as well as one year of a laboratory science); UC does not require one year of visual and performing arts as required for CSU admission.

CSU has been discussing alignment of the two course pattern admission requirements with UC since the mid 1980s. After a decade of diligent efforts of the Statewide Academic Senate and the Admission Advisory Council, alignment has been achieved. Subject to trustee approval, CSU will add an additional year of social science and a second year of laboratory science to the high school preparatory course pattern required for admission. In March 1999, the UC Board of Regents adopted a resolution that added visual and performing arts to its a-f course pattern requirement. These changes would be effective for students seeking admission as UC first-time freshmen for the fall 2003 term.

This proposed revision of Title 5 Regulations was discussed at the July 7-8, 1999, Board of Trustees’ meeting for information and now is presented for action.

ITEM

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Agenda Item 2  
September 14-15, 1999

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations—CSU Admission Requirements for First-Time Freshmen and Upper Division Transfer Students

High School College-Preparatory Course Pattern Required for Admission as a First-Time Freshman

Background

First-time freshman applicants to the California State University (CSU) and to the University of California (UC) are required to complete a 15-unit comprehensive pattern of college-preparatory study. However, the 15 courses required by CSU and UC differ. The UC pattern of high school courses differs from CSU’s 15-course pattern in three ways: UC requires two years of U.S. history/ social science and two years of a laboratory science (CSU requires one year in U.S. history or U.S. history and government as well as one year of a laboratory science); UC does not require one year of visual and performing arts as required for CSU admission.

The following table displays CSU’s 15 courses, UC’s 15 courses (commonly referred to as the a-f pattern), and the proposed college preparatory course pattern requirement both for CSU and UC. A unit is equal to one year of high school study.

	CSU	UC	Proposed CSU/UC
English	4 units	4 units	4 units
Mathematics ( <i>algebra, geometry, and intermediate algebra</i> )	3 units	3 units	3 units
U.S. history or U.S. history and government	1 unit	2 units	2 units
Science with laboratory	1 unit	2 units	2 units
Foreign language	2 units	2 units	2 unit
Visual and performing arts ( <i>art, dance, theatre, music, etc.</i> )	1 unit	0 units	1 unit
Electives ( <i>English, advanced math, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture</i> )	<u>3 units</u>	<u>2 units</u>	<u>1 unit</u>
<b>Total</b> .....	15 units	15 units	15 units

Because of differences between CSU and UC college-preparatory course requirements, California high schools and high school students who wish to be qualified for both systems must plan to include both sets of course requirements in their high school schedules if they want to be eligible

for admission to both systems. Some high schools find it difficult to schedule sufficient courses to meet student demand for both sets of requirements.

### **Phase-in of College-Preparatory Course Requirements**

The comprehensive pattern of high school subject requirements adopted by the trustees in 1985 was scheduled for a five-year phase-in period beginning in 1988. As the phase-in process unfolded, CSU began to hear from high schools and students about the difficulty of completing the visual and performing arts requirement which was a requirement for CSU admission but not for UC admission. Frequently students preparing for admission to the UC did not complete CSU's visual and performing arts requirement because they concentrated their academic efforts on the mathematics or science courses that enhanced their chances for UC admission. In addition, many California high school students who had taken courses to meet the admission requirements of highly selective out-of-state universities decided late in their high school careers to take advantage of the excellent educational opportunities in California. Lastly, CSU campuses were finding that UC-eligible students were not eligible for CSU admission because of their failure to complete CSU's visual and performing arts requirement.

In response to the concerns expressed by high school counselors, students, their families, and CSU campus presidents about CSU's visual and performing arts course requirement, first-time entering freshmen have been provided some type of flexibility, since 1992, in meeting specific subject requirements of the college preparatory pattern.

- *1992-93 through 1994-95:* Applicants had the option of offsetting a one-unit shortage in one subject area by completing an extra unit in another subject area.
- *1995-96 through 1998-99:* An alternate admission category for students who completed the UC a-f course pattern was provided.
- *1998-99 through 2000-2001:* An adjustment allows up to one unit (one year) of visual and performing arts or foreign language (or one semester of each) to be missing as long as 15 or more college-preparatory units have been completed. The missing course is to be completed by the end of the first year of CSU enrollment. If the course has not been completed by the time the student prepares to enroll for the second year, further enrollment at CSU will be limited to completing the missing course.

### **Alignment of CSU and UC College-Preparatory Course Requirements**

From the time of the trustees' adoption of the CSU college-preparatory course pattern in 1985, CSU attempted to achieve closer alignment of CSU's and UC's high school college-preparatory course pattern. Since the major difference between the two course patterns was CSU's visual and performing arts requirement, CSU representatives of the Statewide Academic Senate, the Admission Advisory Council chaired by President Gerth, and Chancellor's Office staff pursued this goal for many years. These efforts were intensified in 1996 when the CSU Admission Advisory Council entered into a dialog with the UC Board of Admissions and Relations with Schools to explore a common set of admission requirements that would include visual and performing arts. Members of

the CSU and UC admission advisory groups agreed that an identical 15-unit course pattern requirement would reduce confusion among high school students, families, and high school counselors.

In March 1999, the UC Regents adopted a resolution that added visual and performing arts to the high school course requirements for UC admission, reducing the number of its electives from two to one. With the support of the presidents, the Statewide Academic Senate, and the Admission Advisory Council, it is proposed that the trustees revise the mix of courses within the existing 15 college-preparatory course requirements (not the total number of required courses) by adding a second year of laboratory science and a second year of social science to the current CSU pattern, reducing the number of CSU electives from three to one.

If the trustees approve the proposed changes in CSU admission policy, college-preparatory course admission requirements for both of California's public four-year university systems will consist of the following: four years of English, three years of math (algebra, geometry, and intermediate algebra), two years of U.S. history or social science, two years of laboratory science, two years of foreign language, one year of visual or performing arts, and one year of electives chosen from one of the areas above. The benefits that flow from this alignment are significant.

- By agreeing upon a common preparatory course pattern, the public four-year university systems emphasize that although their admission requirements may specify different achievement levels, the content of necessary college preparation is consistent across segments.
- The consistency of a common pattern will facilitate high school counseling and simplify course selection for college-bound students.
- A common course pattern will support the trustee policy calling for CSU to communicate more effectively with students, parents, and counselors about CSU's expectations of incoming students.
- The common pattern will facilitate curriculum development in California high schools by narrowing the range of courses that need to be offered and by providing long-term stability in college-preparatory requirements.
- The pattern of courses will provide students with a rigorous and well-rounded high school experience.

High school counselors strongly support the alignment of CSU's and UC's 15 college-preparatory course requirements.

### **Proposed Implementation Date**

Subject to trustee 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. The proposed implementation date of fall 2003 will allow CSU, UC, and high school counselors adequate time to counsel students who will enter the ninth grade in the fall of 1999 to enroll in the additional years of social science and laboratory science for CSU and the additional year of visual and performing arts for UC.

### **Upper Division Transfer Requirement**

Current CSU admission policy allows an applicant to establish eligibility for admission as an upper-division transfer student on the basis of completion of the comprehensive pattern of high school college-preparatory subjects defined for first-time freshmen or on the basis of an alternate pattern determined by the chancellor. This alternate pattern established in 1988 for upper-division transfer applicants includes at least 30 semester units of General Education-Breadth courses, including 12 units composed of the three required courses in English language (written communication, oral communication, and critical thinking) and one course in mathematical concepts and quantitative reasoning.

Approximately five percent (1,500 students) of upper division transfer students systemwide are admitted under the provision that permits the admission of upper-division students on the basis of the completion of the 15-unit high school college preparatory course pattern requirement. As a result, these upper-division transfer students usually enter CSU without having completed any or all of the English and/or mathematics courses since high school.

With the support of the presidents, the Statewide Academic Senate, the Admission Advisory Council, and the California Community Colleges, it is proposed that the trustees eliminate the admission policy that allows upper-division transfer students to be admitted on the basis of completion of the high school 15-unit college preparatory course pattern. With the proposed change, all upper-division transfer applicants would be required to have completed at least 30 semester units of General Education-Breadth courses, including the required basic courses in English language (written communication, oral communication, and critical thinking) and mathematical concepts and quantitative reasoning, regardless of eligibility to enter the CSU immediately after high school.

This recommendation supports trustee policy that requires all students at the freshman and upper-division transfer levels to demonstrate proficiency both in English and mathematics. Upper-division transfer students who have completed the required three courses in English language and one course in mathematics are judged proficient in English and mathematics.

### **Proposed Implementation Date**

Subject to CSU trustee approval of the proposed revisions to Title 5, this provision will become effective for all applicants seeking admission for the fall 2000 or later terms. In anticipation of trustee approval of the modification to the upper-division transfer admission requirements, the possibility of this change has been communicated to California Community College counselors so they can advise students who anticipate transferring to CSU as upper-division transfer students in fall 2000 or later to complete the required courses.

### **Summary**

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

*First-time Freshman Admission Requirements*

To align CSU college-preparatory course requirements with UC college-preparatory course requirements, redefine the term “comprehensive pattern of college-preparatory subjects” by adding one additional year of history or social science and one additional year of laboratory science.

*Upper Division Transfer Admission Requirements*

To ensure that all upper-division transfer levels demonstrate proficiency both in English and mathematics at the time of admission, require upper-division transfer applicants prior to transfer to complete 30 units of General Education-Breadth including the required three courses in communication in the English language (written communication, oral communication, and critical thinking) and the required course in mathematics and quantitative reasoning.

**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, Sections 40753 and 40754; and Article 5, Sections 40803 and 40803.1 as follows:

**§40601. Particular Terms**

...

(n) ~~For admissions prior to fall term 2003, 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) Commencing with admissions for 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.

**§ 40753. Applicants Who Are California Residents or Graduates of a California High School**

(a) A graduate of a California high school or a high school graduate who is a resident may be admitted to a campus as a first-time freshman if

(1) the graduate's eligibility index is equal to or greater than that minimum eligibility index, as determined by the Chancellor, required to limit eligibility to that one-third of California high school graduates which has the greatest probability of academic success in the California State University, and

(2) ~~commencing with admissions for the fall term 1988, for admissions prior to fall term 2003,~~ the graduate has completed satisfactorily a comprehensive pattern of college preparatory subjects to include 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. A graduate who qualifies for admission under subdivision (a)(1) and who has completed at least ten of the courses in the comprehensive pattern of this subdivision may be admitted on condition that the graduate completes the work identified by the Chancellor or designee at the time of the graduate's admission as necessary to remove the coursework deficiency within the first two years of the graduate's baccalaureate studies. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(3) commencing with admissions for the fall term 2003, the graduate has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in Section 40601. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(b) This section shall not apply to an applicant who is eligible for admission as a first-time freshman pursuant to Section 40755.

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

**§ 40754. Applicants Who Are Neither California Residents nor Graduates of a California High School**

(a) A high school graduate who is neither a resident nor a graduate of a California high school may be admitted to a campus as a first-time freshman if

(1) the graduate's eligibility index is equal to or greater than that minimum eligibility index, as determined by the Chancellor, which is required to limit eligibility to that one-sixth of California high school graduates which has the greatest probability of academic success in the California State University, and

(2) ~~commencing with admissions for the fall term 1988, for admissions prior to fall term 2003,~~ the graduate has completed satisfactorily a comprehensive pattern of college preparatory subjects, to include 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. A graduate who qualifies for admission under subdivision (a)(1) and who has completed at least 10 of the courses in the comprehensive pattern of this subdivision may be admitted on condition that the graduate completes the work identified by the Chancellor or designee at the time of the graduate's admission as necessary to remove the coursework deficiency within the first two years of the graduate's baccalaureate studies. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

3) commencing with admissions for the fall term 2003, the graduate has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in Section 40601. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so

implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(b) This section shall not apply to an applicant who is eligible for admission as a first-time freshman pursuant to Section 40755.

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

**§ 40803. Applicants Who Are California Residents and Who Have Completed 56 Units of College Credit**

An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of ~~each of the following subdivisions (a), (c), and (d) or (b), (c), and (d), as appropriate:~~

(a) ~~For admissions prior to fall term 2000, the~~ applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(b)(c)~~ The applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;

~~(c)(d)~~ The applicant was in good standing at the last college attended.

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

**§ 40803.1 Applicants Who Are Not California Residents and Who Have Completed 56 Units of College Credit**

An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of ~~each of the following subdivisions (a), (c), and (d) or (b), (c), and (d), as appropriate:~~

(a) For admissions prior to fall term 2000, The applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(b)~~(c) The applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

~~(c)~~(d) The applicant was in good standing at the last college attended.

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**

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### **COMMITTEE ON EDUCATIONAL POLICY**

#### **Academic Plan Update for Fast-Track Program Development**

##### **Presentation by**

David S. Spence  
Executive Vice Chancellor and Chief Academic Officer

Robert C. Maxson, President  
California State University, Long Beach

Warren J. Baker, President  
California Polytechnic State University, San Luis Obispo

Ruben Armiñana, President  
Sonoma State University

##### **Summary**

In July 1997, the Board of Trustees revised the process for reviewing and approving new degree programs. The new process includes a provision for a limited semi-annual updating of campus academic plans to accommodate “fast-track” program proposals submitted in the early part of the calendar year. The proposed resolution would approve updated academic plans for California State University, Long Beach, California Polytechnic State University, San Luis Obispo, and Sonoma State University, to include projection of new degree programs for which fast-track proposals have been submitted to the chancellor.

##### **Recommended Action**

Adoption of the resolution.

## ITEM

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### COMMITTEE ON EDUCATIONAL POLICY

#### **Academic Plan Update for Fast-Track Program Development**

Each year, campuses update and submit to the Board of Trustees the academic plans guiding program, faculty, and facility development. These plans list the degree programs currently being offered, the proposed new programs, and the dates for review of existing programs. Degree programs that have been recently discontinued are also noted in the agenda item. The plans are the product of extensive consultation and review at each campus and are reviewed by the Office of the Chancellor before their submission to the trustees. This review is grounded in a body of trustee and state policy that has been developed over the last three decades. The Board of Trustees authorizes the inclusion of proposed programs on the academic master plan. The trustees have delegated to the chancellor the authority to approve implementation of degree programs that have been authorized. In most cases, the implementation proposal must be submitted for review to staff of the California Postsecondary Education Commission (CPEC), and their concurrence is obtained before the degree program is established.

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two new alternative processes for establishing programs: the "fast track" and the pilot program. The fast track combines the program projection and program implementation phases of the traditional process for a proposed program that meets the following criteria:

- (a) it could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
- (b) it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
- (c) it can be adequately housed without a major capital outlay project;
- (d) it is consistent with all existing state and federal law and Trustee policy;
- (e) it is a bachelor's or master's degree program;
- (f) the program has been subject to a thorough campus review and approval process.

The fast track provides for a brief agenda item at the September Board of Trustees meeting that makes it possible for a proposal to be submitted to the Chancellor's Office by the prior June; have any concerns resolved by the time of the Board meeting in September; be authorized by the Board; be referred to CPEC prior to or directly after the meeting; be endorsed by CPEC by December; be

incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term; and be ready for full implementation in August.

Three fast-track proposals were received in spring 1999: a request from California State University, Long Beach, to establish a Bachelor of Science degree program with a major in Electronics and Computer Engineering Technology; a request from California Polytechnic State University, San Luis Obispo, to establish a Master of Science degree program in Mechanical Engineering; and a request from Sonoma State University to establish a Bachelor of Arts degree program with a major in Human Development. The proposed programs meet the criteria for the fast-track process. The proposed Long Beach program splits off two closely related options within the accredited bachelor's degree program in Engineering Technology from options that are more closely related to mechanical and civil engineering concerns; the separation would permit greater coherence within each degree program and possible reduction of the units required for graduation. At San Luis Obispo, Mechanical Engineering is a well-established area of specialization within the existing Master of Science degree program in Engineering; the graduate program builds on a very strong, popular undergraduate degree program in Mechanical Engineering. Sonoma's proposed interdisciplinary Human Development program, which covers the entire life span from a variety of social scientific, linguistic, cross-cultural and biological perspectives, has been offered successfully on an experimental basis as a special major. The faculty, facilities, and information resources needed to offer the programs are in place.

### **Proposed Resolution**

The proposed resolution refers to the campus academic plans approved by the Board of Trustees in March 1999 and includes the customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

**RESOLVED**, By the Board of Trustees of the California State University, that the Academic Plan for California State University, Long Beach (as contained in Attachment A to Agenda Item 3 of the March 16-17, 1999, meeting of the Committee on Educational Policy), be amended to include projection of a Bachelor of Science with a major in Electronics and Computer Engineering Technology, with a projected implementation date of 2000; and be it further

**RESOLVED**, By the Board of Trustees of the California State University, that the Academic Plan for California Polytechnic State University, San Luis Obispo (as contained in Attachment A to Agenda Item 3 of the March 16-17, 1999, meeting of the Committee on Educational Policy), be amended to include projection of a Master of Science in Mechanical Engineering, with a projected implementation date of 2000; and be it further

**RESOLVED**, By the Board of Trustees of the California State University, that the Academic Plan for Sonoma State University (as contained in Attachment A to Agenda Item 3 of the March 16-17, 1999, meeting of the Committee on Educational Policy), be

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amended to include projection of a Bachelor of Arts with a major in Human Development, with a projected implementation date of 2000; and be it further

**RESOLVED**, That the degree programs newly included in the campus Academic Plans are authorized for implementation, at approximately the dates indicated, subject to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the programs will be available.