

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 4:10 p.m., Tuesday, May 21, 2024
Glenn S. Dumke Auditorium

Diego Arambula, Chair
Christopher Steinhauser, Vice Chair
Diana Aguilar-Cruz
Raji Kaur Brar
Jack Clarke, Jr.
Mark Ghilarducci
Leslie Gilbert-Lurie
Jonathan Molina Mancio
Jose Antonio Vargas
Darlene Yee-Melichar

- Consent**
- Discussion**
1. Approval of Minutes, *Action*
 2. Educator and Leadership Programs: Preparing California's Educators, *Information*
 3. Recommended Amendments to Title 5 Regarding California State University Doctoral Programs, *Information*
 4. Advancing Black Student Success in the CSU, *Information*

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

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

March 27, 2024

Members Present

Diego Arambula, Chair
Christopher Steinhauser, Vice Chair
Diana Aguilar-Cruz
Jack Clarke, Jr.
Mark Ghilarducci
Leslie Gilbert-Lurie
Jonathan Molina Mancio
Jose Antonio Vargas
Darlene Yee-Melichar

Mildred García, Chancellor
Wenda Fong, Chair

Public Comment

All public comments took place at the beginning of the meeting's open session, prior to all committees.

Chair Arambula called the meeting to order.

Approval of Minutes

The minutes of the meeting on January 31, 2024, were approved as submitted.

International Education

Deputy Vice Chancellor of Academic and Student Affairs and Chief Student Affairs Officer Dilcie D. Perez began the presentation by describing the more than 60-year legacy of International

Education programs as a unique and integral part of the CSU experience. Dr. Jaishankar Raman, executive director of International Affairs, shared how the CSU is helping connect students to the world and bring the world to the CSU.

To further demonstrate the impact of International Education, Dr. Raman invited a program alumnus and former Study Abroad resident director, Dr. James D. Simon, to share his experience in two different international education programs. The presentation concluded with Dr. Raman providing information about the international research projects that CSU faculty are engaged in. Dr. Raman and Dr. Perez expressed appreciation to the board for their ongoing support of international educational opportunities at the CSU.

Following the presentation, Trustee Yee-Melichar inquired about the accessibility and affordability of study abroad programs for students from diverse backgrounds. Trustee Gilbert-Laurie asked about the challenges study abroad programs encounter, particularly with international student recruitment.

Academic Master Plan

Deputy Vice Chancellor of Academic and Student Affairs and Chief Academic Officer Nathan S. Evans began the presentation by summarizing the CSU's academic planning process. Dr. Evans explained that this year's presentation also would include campus analyses of low-conferring degree programs to identify programs for which action plans will be developed and demonstrate the explicit connection between academic planning and the CSU's work toward financial sustainability.

Dr. Laura Massa, interim associate vice chancellor for Academic and Faculty Programs, began by sharing enrollment data for the top 10 discipline areas in the CSU by degree level. She then provided a summary of university academic planning activity, systemwide updates to the CSU Academic Master Plan and WASC accreditation activity. At the conclusion of the presentation, Dr. Massa requested approval of the resolution that would authorize the new program projections so universities could begin developing degree proposals.

Trustee Kimbell asked to clarify why some campuses have identified low conferring degree programs while others have identified few or none. Trustee Lopez invited the CSU presidents to share their feedback on the challenges they experienced in analyzing low conferring degree programs. President Lee shared Sonoma University's work in this area. Additional questions were posed regarding the program approval process, what strategies are used to ensure the sustainability and success of low conferring degree programs, how do the 23 universities share best practices and how degree programs can be streamlined to reduce time to completion.

Through a roll call vote, the motion to approve the proposed resolution passed unanimously (REP 03-24-01).

Recommended Amendments to Title 5: Implementation of the Student Transfer Achievement Reform Act of 2021

Deputy Vice Chancellor of Academic and Student Affairs and Chief Academic Officer Nathan S. Evans began the presentation by outlining the purpose of the Student Transfer Achievement Reform Act of 2021, otherwise known as Assembly Bill 928. The bill simplifies the transfer pathway to a four-year degree for California's community college students by creating a single lower-division general education pattern, called the California General Education Transfer Curriculum, or Cal-GETC. It will satisfy transfer admission requirements for both the CSU and the University of California. Cal-GETC is expected to be in place by fall 2025.

Dr. Laura Massa, interim associate vice chancellor for Academic and Faculty Programs, provided a brief history of AB 928 and the proposed Title 5 amendments that are necessary for timely implementation of the bill. She explained the proposed Title 5 changes that would apply to sections related to educational programs and admission requirements. Assistant Vice Chancellor of Strategic Enrollment Management April Grommo continued with the presentation by providing an overview of student populations impacted by the proposed changes, including first-time students with college credit.

Beth Steffel, chair of the Academic Senate of the CSU (ASCSU), summarized the perspective of the Academic Senate and concerns regarding modifications to GE Breadth in the proposed Title 5 changes. She requested the board defer the decision to change GE Breadth until additional data was available on impact to student success.

Dr. Evans provided closing remarks, thanking Chair Steffel and the ASCSU for their contributions in keeping with the CSU's commitment to shared governance. Outcomes of those conversations helped to inform changes both to the timeline of the board presentations as well as to the ultimate resolutions included for board action.

In the ensuing discussion with the board, several trustees advocated for the resolution and voiced support for continued shared governance. Trustee Yee-Melichar made a motion to amend the resolution with the request to postpone the proposed changes to CSU GE Breadth until more data was available. Trustee Gilbert-Laurie seconded the motion, and then asked if postponing changes to GE Breadth would allow for additional data by the May board meeting. Trustee Arambula expanded the inquiry to include the implications of delaying until the next board meeting. In response to Trustee Gilbert-Laurie, Dr. Evans reiterated that all available data on the proposed

Ed. Pol.
Agenda Item 1
May 19-22, 2024
Page 4 of 4

changes has been made available and provided examples of how the data has informed the proposed changes.

In response to Trustee Arambula, Dr. Evans noted that the May board meeting occurs after the close of the academic year, which would necessitate delaying action until fall. Chancellor García emphasized the collaborative input that has influenced the proposed resolution and her belief that the CSU has exemplified shared governance, including inviting the Chair of the ASCSU to contribute to the board presentations.

Through a roll call vote, Trustee Yee-Melichar's motion to amend the resolution failed, the motion did not pass. The discussion on the originally proposed resolution continued. Additional questions were posed regarding the projected effects the changes would have on lifelong learning courses.

Through a roll call vote, the motion to approve the proposed resolution and changes to Title 5, as submitted, passed (REP 03-24-02) with one abstention.

The meeting adjourned.

COMMITTEE ON EDUCATIONAL POLICY

Educator and Leadership Programs: Preparing California’s Educators

Presentation By

Nathan S. Evans
Deputy Vice Chancellor
Academic and Student Affairs
Chief Academic Officer

Shireen Pavri
Assistant Vice Chancellor
Educator and Leadership Programs

Summary

The Department of Educator and Leadership Programs (ELP) advocates for educator preparation at the state and national levels and supports California State University (CSU) campuses in achieving equity and excellence in educator and leadership programs. The department supports the CSU’s commitment to prepare high-quality teachers, counselors, psychologists and educational leaders; contributes to PK-12 reform on behalf of the CSU; and supports the academic preparation of PK-12 students to ensure they are prepared for college success.

Background

The CSU has a rich history in educator preparation, with several of its universities originating as “normal schools,” or teacher-preparation institutions. San José State University, the oldest public university on the West Coast, started in 1857 as a normal school, with UCLA being established as its sister campus in 1880. Other Cal State universities, including San Diego State University and Chico State University, also originated as normal schools.

Today’s Educator Preparation Landscape

Educator preparation continues to be a core component of the CSU’s mission. The CSU prepares approximately half of the state’s teachers—which translates to 1 in 25 of the nation’s teachers—a vast majority of whom are people of color. In addition to teachers, the CSU also prepares the counselors, psychologists, principals and educational leaders of the state. Education is the most popular graduate discipline in the CSU, with more than 8,000 students enrolled systemwide, as well as being the CSU’s fourth most popular undergraduate major.

Over the five-year period from 2018-19 to 2022-23, the CSU prepared 30,727 new teachers. The annual breakdown is shown in Table 1 below:

Table 1: Number of New CSU-Prepared Teachers

2018-19	2019-20	2020-21 ¹	2021-22	2022-23
5,966	6,340	7,482	5,728	5,211

(Source: [California Commission on Teacher Credentialing, April 2024](#))

As of fall 2023, 9,633 students were enrolled in CSU teacher preparation programs. The universities offer multiple on-ramps to the teaching profession. Systemwide, a majority (87%) of CSU students pursue teaching credentials at the postbaccalaureate level, completing traditional student teaching or participating in teacher residency programs where they learn under a mentor teacher. A small percentage (5%) of candidates pursue the undergraduate integrated pathway that allows them to simultaneously earn a bachelor’s degree and a teaching credential. Yet others (7%) secure a teaching position with a partner school district and earn their credential while they teach as the teacher of record through a university internship program.

Student Demographics

The CSU is making a concerted effort to diversify the educator workforce and to prepare high-quality teachers who represent the demographic distribution of the state. Table 2 below shows the demographic distribution of students enrolled in CSU credential programs, disaggregated by race/ethnicity and gender. The same data is represented more visually in Chart 1 on page 3.

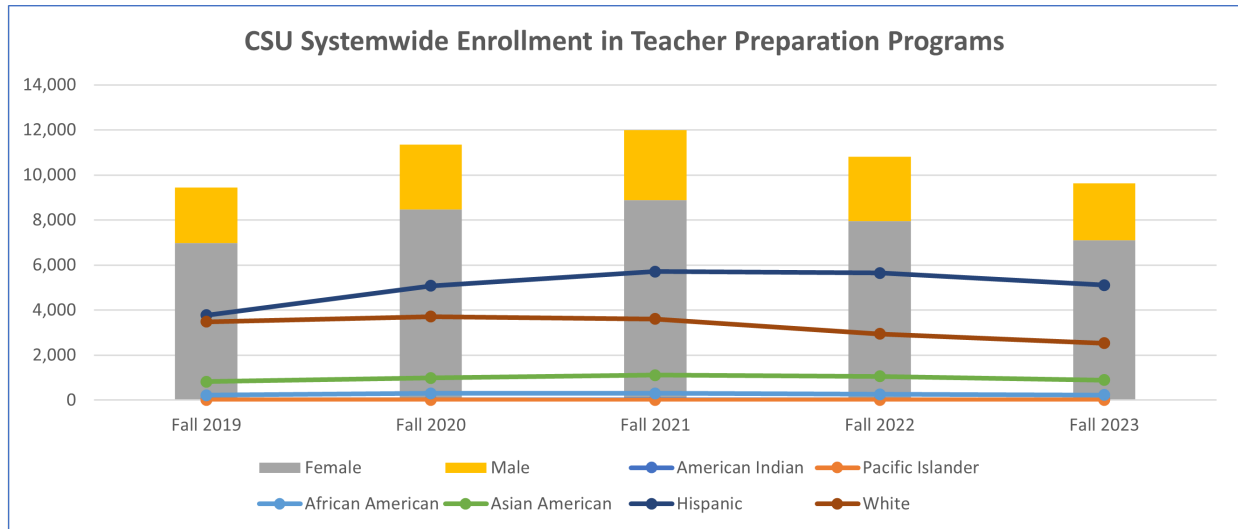
Table 2: CSU Enrollment in Teacher Preparation Programs

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total Headcount	9,450	11,360	11,991	10,805	9,633
Female	6,976	8,480	8,887	7,957	7,098
Male	2,474	2,880	3,104	2,848	2,535
African American	222	300	308	261	229
American Indian	27	30	28	27	25
Asian American	828	985	1,111	1,057	899
Hispanic	3,770	5,081	5,707	5,649	5,112
White	3,482	3,709	3,604	2,943	2,530
Pacific Islander	15	14	13	17	14
2 or More Races	334	363	394	342	314

(Source: [CSU Institutional Research and Analysis dashboard](#))

¹ The increase in new credentials issued in 2020-21 is partly attributed to temporary flexibility (e.g., waivers of tests and performance assessments) implemented due to the COVID-19 pandemic.

Chart 1



Educator Preparation: Challenges and Solutions

Teacher shortages continue to be widespread in California and across the nation, particularly in high-need subject areas such as mathematics, science, special education and bilingual education. With the state’s move to serve all four-year-old children over the next four years with the introduction of transitional kindergarten in public schools, the Learning Policy Institute projects a need for an additional 12,000 to 15,000 new pre-kindergarten to third-grade teachers to fill these newly created positions.

Concerns associated with low salaries and difficult working conditions also contribute to a nationwide decline in enrollments in teacher preparation programs, a trend experienced across the CSU. Student learning, behavior and emotional challenges were exacerbated during the COVID-19 pandemic. Recovering from the unfinished learning and adverse life experiences caused by the pandemic will take time for both students and teachers.

Despite these challenges, the CSU has advocated for and embraced new opportunities made available by the state to increase affordability, reduce barriers to the profession, create multiple on-ramps into educator preparation and provide high-quality, clinically rich education programs in partnership with local school districts. The state has made heavy, one-time legislative investments to attract new and diverse candidates into the teaching and counseling fields. Funding has been available to launch new pathways to the profession, such as teacher and counselor residencies, pathways for classified staff to earn teaching credentials, accelerated integrated teacher education programs at the undergraduate level and grants of up to \$20,000 per candidate through the Golden State Teacher Grants (GSTG) program (which has a four-year service

obligation). As an example, the CSU distributed more than \$33 million in GSTG grants to 2,207 students in 2023-24. Unfortunately, some of the funding sources listed above, such as GSTG, are in jeopardy due to the state budget deficit.

The CSU has been at the forefront in utilizing these grant dollars and creating new education programs. The universities and the Department of Educator and Leadership Programs regularly partner with philanthropic organizations and foundations to secure funding for student scholarships for educator candidates.

In partnership with state agencies, the CSU has worked to reduce administrative barriers for entry into the education profession, advocating for alternative approaches, such as coursework and subject matter programs, to replace the dependence on state tests at program entry, and creating secondary passing criteria for students who have struggled with successfully passing culminating performance assessments.

Meeting California's Educator Workforce Needs

As a leader in preparing educators for California through high-quality, clinically rich programs, the CSU has launched initiatives to increase recruitment and retention of teachers in high-need disciplines including STEM, special education and bilingual teacher and leader preparation, as well as providing ongoing professional learning for practicing teachers and educational leaders. Most recently, the Chancellor's Office has worked with 20 Cal State universities to develop the new [PK-3 Early Childhood Education Specialist Instruction Credential](#) to serve the youngest (pre-K to third grade) and most diverse students in the state.

In addition, the [Center for the Advancement of Reading and Writing](#) (CAR/W) enhances the preparation of highly skilled teachers and literacy specialists, while the [Center for the Advancement of Instruction in Quantitative Reasoning](#) (CAIQR) promotes teaching and learning in the fields of quantitative reasoning and mathematics. The [CSU Educator Quality Center](#) has instituted surveys of CSU graduates and alumni, and promotes a culture of data-informed continuous improvement through data dashboards and networked improvement communities. The CSU has created and disseminated diversity toolkits, best practices materials and systemwide resources through the Educator and Leadership Programs website, webinars, convenings and meetings.

The [Center for Transformational Educator Preparation Programs](#) (CTEPP) supports campuses in recruiting, preparing and retaining teachers who are Black, Indigenous and/or people of color, and the [Center to Close the Opportunity Gap](#) develops and disseminates proven strategies to close equity gaps in California's schools. The Centers work to develop and circulate resources to provide ongoing professional development to PK-16 educators and CSU faculty; to close opportunity gaps; and to prepare PK-12 students to be college-ready.

In partnership with the University of California (UC) system, the CSU has launched the [UC-CSU Environmental and Climate Change Literacy Projects](#) (ECCLPS) to prepare educators for environmental literacy and climate sustainability initiatives, as well as the [UC/CSU Collaborative for Neuroscience, Diversity and Learning](#) to cultivate and share evidence-based, inclusive teaching practices to reshape how students are taught.

Some examples of CSU partnerships and campus initiatives to address specific state educational needs are provided below.

Diversification of California's Educator Workforce

The CSU is committed to developing partnerships and pathways to grow and diversify California's educator workforce. As depicted in Table 2, there has been a shift in the diversity of students enrolled in CSU teacher preparation programs, making them more representative of the state's population.

With funding from the Gates Foundation, the CSU launched the [Center for Transformational Educator Preparation Programs](#) (CTEPP) to support educator preparation programs in advancing their positive impact on historically marginalized communities. Created with the vision that CSU graduates will enter the teaching profession prepared to disrupt systemic oppression and engage with socially just educational practices, participating universities work toward the transformation of inequitable structures and the advancement of greater equity in student outcomes. Ten CSU campuses have participated in this transformative work to understand the root causes and systemic factors influencing the areas they wish to improve, to set measurable aims, to evaluate changes, to gather data and to document their improvements. The CSU is now working to share the learnings from these participating campuses to scale and sustain the initiatives systemwide.

The deans of the Colleges and Schools of Education across the system have committed to addressing Black student success and Black excellence. Recent meetings have involved learning more about systemwide efforts in this area, examining data on Black student retention through teacher preparation programs and learning from each other regarding university- and college-level efforts targeting recruitment and preparation, funding and wrap-around supports, faculty professional learning, tailoring curriculum and pedagogy and increasing efforts toward Black educator excellence. The deans have established goals in the areas of outreach, creating welcoming and affirming spaces and developing and implementing inclusive and culturally relevant curricula and pedagogies.

Meeting the Needs of Underserved Groups

CalState TEACH (CST) is an online, multiple-subject credential program that is also a part of Educator and Leadership Programs. With its origins in state legislation more than 25 years ago,

CST was the first online teacher preparation program in the CSU. Today, CST serves more than 850 teacher candidates from across the state. CST operates as the only state institution to prepare teachers in some of the most remote and rural counties. The program offers multiple on-ramps into a teaching credential program, including residency and intern pathways, and has partnered with several nonprofit groups, such as the Urban Education Academy and San Francisco Unified School District’s Black Male Teacher Recruitment/Retention initiative, to diversify student enrollment.

The CSU Asian Language Bilingual Teacher Education Program Consortium represents the 10 CSU campuses that offer Bilingual Authorization programs to prepare bilingual teachers in five Asian languages: Cantonese/Mandarin, Filipino, Hmong, Korean and Vietnamese. The faculty at these participating campuses collaborate in their course offerings and allow students in their programs to enroll in coursework offered at any of the campuses in the consortium. Through the authority of Assembly Bill 178, the consortium is now housed at Cal State Fullerton and has received a \$5 million appropriation to increase the number of credentialed teachers with Bilingual Authorizations in both elementary and secondary settings.

Addressing Mental Health Concerns

The incidence of anxiety and depression in young people has been rising in the past decade, and skyrocketed during the pandemic. In 2023, amongst youth ages 12-17, 16% reported at least one major depressive episode during the prior year and 6% of youth reported substance use disorder in the past year. In addition, more than 60% of youth with major depression reported receiving no mental health treatment. (Source: [Mental Health America, 2023](#))

The CSU prepares school counselors, school psychologists and school social workers to meet the mental health needs of children and youth. The CSU is experiencing a growing interest in these graduate-level programs of study and several new programs are being launched in the system.

Table 3: Number of CSUs Offering Pupil Personnel Services (PPS) Credentials

PPS in School Counseling	14
PPS in School Psychology	12
PPS in School Social Work	9
Child Welfare and Attendance (added authorization)	10

Preparing the State’s Education Leaders

In 2005, the state legislature authorized the CSU’s first independent doctoral degree, the Ed.D. in Educational Leadership, to meet an urgent need in the state for well-prepared administrators to lead public elementary and secondary schools, as well as community colleges. These Ed.D. programs were developed collaboratively with PK-16 partners and have been offered since 2007.

Today, 15 CSUs offer independent Ed.D. programs in Educational Leadership, with PK-12 and Community College specializations. As detailed in Table 4 and Table 5 below, the Ed.D. program continues to diversify its graduates. There are now more than 2,700 Ed.D. alumni, many of whom serve as distinguished public school and higher education leaders throughout the state.

With the authority granted to the CSU to expand doctoral program offerings through the passage of Assembly Bill 656, there is great interest amongst universities to offer additional applied professional doctoral programs in education and counseling to meet the unmet demand for leaders in these fields.

Table 4: CSU Ed.D. Degrees Earned in Educational Leadership, PK-12 Specialization

IPEDS Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
African American	13	33	17	12	18
American Indian	0	0	0	0	0
Asian American	10	21	20	23	24
Hispanic	48	59	47	70	69
White	32	40	41	59	57
Pacific Islander	0	1	0	0	1
2 or More Races	5	5	7	5	5
Unknown Race	9	15	11	6	13
Total Headcount	120	176	144	176	188

Table 5: CSU Ed.D. Degrees Earned in Educational Leadership, Community College Specialization

IPEDS Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
African American	8	12	18	11	11
American Indian	1	0	1	0	0
Asian American	6	21	16	9	9
Hispanic	26	24	27	33	29
White	29	33	31	24	24
Pacific Islander	0	0	0	1	1
2 or More Races	2	9	3	2	3
Unknown Race	8	5	4	11	5
Total Headcount	80	105	102	93	83

Ed. Pol.
Agenda Item 2
May 19-22, 2024
Page 8 of 8

Conclusion

The work of educator and leadership preparation and development remains at the core of the CSU's mission. Working in partnership with school districts, community colleges, and state and national educational agencies, the CSU is committed to focusing on affordability and expanding opportunity in the preparation of excellent and equitable educators.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding California State University Doctoral Programs

Presentation By

Nathan S. Evans
Deputy Vice Chancellor, Academic and Student Affairs
Chief Academic Officer

Laura Massa
Interim Associate Vice Chancellor
Academic and Faculty Programs

Summary

Assembly Bill 656, authored by Assemblymember Kevin McCarty and sponsored by the California State University (CSU) was signed into law in October 2023. The law amended the California Education Code, adding Sections 66046-66046.3 to grant the CSU authority to establish professional and applied doctoral programs. Such doctoral degrees will not duplicate the University of California's (UC) existing doctoral degrees. The CSU's doctoral degrees are intended to meet identified workforce and accreditation needs in the State of California. The purpose of this information item is to propose additions, amendments and repeals to Title 5 of the California Code of Regulations to carry out this legislation and to consolidate existing CSU Title 5 doctoral regulations created for each individual doctoral degree into a single comprehensive set of regulations applicable to all doctoral degree programs.

This agenda item will return to the Board in July 2024 for approval. Upon mutual agreement on the criteria for assessing duplication with the UC, the Chancellor's Office staff will prepare systemwide policy that will provide detailed information on duplication criteria and establish the process for proposing and implementing new professional and applied doctoral programs.

Background

Since 2005, the CSU has been authorized to offer professional and applied doctoral degrees in several fields, including: Doctor of Audiology, Doctor of Education in Educational Leadership, Doctor of Nursing Practice, Occupational Therapy Doctorate, Doctor of Physical Therapy and Doctor of Public Health. Each of these degrees was authorized by separate legislative action. Once they were approved, separate Title 5 regulations and Chancellor's Office implementation policies

were created. Currently 16 CSUs offer a doctoral degree. A listing of current by campus doctoral offerings is provided in Table 1.

Table 1. Existing CSU Independent Doctoral Degree Programs by University

University	AUD	DNP	DPT	DRPH	EDD	OTD
Bakersfield					1	
Dominguez Hills						1
East Bay					1	
Fresno		1	1		1	
Fullerton		1			1	
Long Beach		1	1		1	
Los Angeles	1				1	
Northridge	1		1		1	
Pomona					1	
Sacramento	1		1		1	
San Bernardino					1	
San Diego	1		1	1	1	
San Francisco			1		1	
San José	1	1			1	1
San Marcos					1	
Stanislaus					1	
Total Offerings	5	4	6	1	15	2

Addressing California’s Workforce Needs

Many sectors in California’s workforce have identified gaps in fields that require advanced degrees in areas that are not addressed by UC doctoral programs. These sectors represent key economic industries in the state of California, including business and finance, government, health, manufacturing, agriculture and counseling education.

Assembly Bill 656, authored by Assemblymember Kevin McCarty and sponsored by the CSU Board of Trustees, allows for the CSU to offer independent professional and applied doctoral degree programs to meet California’s workforce needs and close these identified gaps. This legislation was signed into law by Governor Newsom on October 10, 2023.

Correspondingly, additions of the following Title 5 sections are recommended:

- **§ 40511. The Doctoral Degree.**
This addition defines the CSU doctoral degree and recognizes previously approved applied doctoral degrees.
- **§ 40512. The CSU/UC Joint Doctoral Degree.**
This addition defines the CSU/UC Joint Doctoral Degree as independent from the CSU professional and applied doctoral degrees.
- **§ 41020. Admission to Graduate Standing: Doctoral Unclassified**
This addition defines doctoral program admission standards.
- **§ 41021 Special Action for Doctoral Admission**
This addition defines criteria for special action admission to doctoral programs.
- **§ 41022 Admission to Graduate Standing: Doctoral Conditionally Classified.**
This addition defines the conditionally classified admission to doctoral programs.
- **§ 41023 Admission to Graduate Standing: Doctoral Classified.**
This addition defines the classified admission to doctoral programs.

An item will be presented at the July 2024 meeting for board action to adopt the following recommended additions to Title 5.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 7 – Graduate Degrees

Section 40511. The Doctoral Degree.

- (a) A California State University program leading to a doctoral degree shall be distinguished from a University of California doctoral degree by its previous verification from the University of California for degree duplication. Conformity with other criteria may include contributing to serve California’s diverse communities, addressing California’s professional workforce needs, or enabling professionals to earn the doctoral degree while working full-time.

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- (1) Previous approved applied doctoral degrees include:

- (A) The Doctor of Education Degree
- (B) The Doctor of Nursing Practice Degree
- (C) The Doctor of Physical Therapy Degree
- (D) The Doctor of Audiology Degree
- (E) The Occupational Therapy Doctorate Degree
- (F) The Doctor of Public Health Degree

(b) Each campus offering a program leading to a doctoral degree shall establish requirements for admission to the program. The requirements of admission shall include, at a minimum, the requirements stated in Section 41020.

(c) The program leading to a doctoral degree shall conform with the following specifications:

- (1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum shall provide professional preparation focusing on leadership, critical thinking and decision-making, including but not limited to: theory and research methods, foundational, clinical and/or behavioral sciences, the structure and culture of the discipline, as well as to professional practice and management of the discipline.
- (2) The pattern of study shall be composed of at least 60 semester units earned in graduate standing. At least 36 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.
- (3) At least 42 units shall be completed in residence at the campus or campuses awarding the degree. At the discretion of the appropriate campus authority, courses required for the doctoral degree that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the doctoral degree.
- (4) A doctoral qualifying examination or assessment shall be required.
- (5) The pattern of study shall include completion of a doctoral dissertation, doctoral project, or doctoral capstone.

(A) This specification shall be the written product of systemic, rigorous research on a significant professional issue or of doctoral-level mastery of a current, evidence-based practice. The specification is expected to contribute to an improvement in professional practices or policy. It shall provide evidence of originality, critical and independent thinking, appropriate form and organization, and adequate rationale.

(B) This specification shall identify the research, problem statement or purpose, state the major theoretical perspectives, explain the significance of undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion of recommendation.

(C) No more than 15 semester units shall be allowed for the doctoral dissertation, doctoral project, or doctoral capstone.

(D) An oral defense or presentation shall be required for the doctoral dissertation, doctoral project, or doctoral capstone.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections, 66600, 66040, 66041, 66042, 66043, 66044, 66046, 66046.1, 66046.2, 89280, 89281, and 89030, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 7 – Graduate Degrees

Section 40512. The CSU/UC Joint Doctoral Degree.

- (a) Joint doctoral programs are partnerships between UC and CSU that build on the strengths of each of the participating campuses to generate specialized programs that could not otherwise be realized. Joint doctorate programs benefit both systems, the students, and the State.
- (b) These joint doctoral programs are independent of UC doctoral programs pursuant to State of California Education Code (section 66010.4) for UC doctoral degrees and independent of CSU professional and applied doctoral degrees pursuant to State of California Education Code (section 66046).

(c) Certain basic principles underlie all joint doctoral programs:

- (1) Joint doctoral degrees are awarded jointly by the Trustees of the California State University and the Regents of the University of California.
- (2) In the development and operation of joint doctoral programs, the CSU and the UC partners have equal status.
- (3) All program decisions are made jointly and by mutual agreement between participating UC and CSU campuses.
- (4) The programs respond to a societal need that is best met by members of the faculties from both systems, calls on the expertise of both, and cannot be met by existing programs.
- (5) By combining the intellectual and physical resources of the two systems, the joint degree programs can provide opportunities for research collaborations.

(d) CSU and UC faculty shall follow mutually agreed protocols for the planning, review, and implementation of joint doctoral programs.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 66010.4, 66046, 66046.1, 66046.2 , Education Code.

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

Section 41020 -- Admission to Graduate Standing: Doctoral Unclassified

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

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

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

(A) The applicant has attained a grade point average of at least 3.0 in an acceptable earned baccalaureate degree;

(B) The applicant has attained a grade point average of at least 3.0 in the last 60 semester units (90 quarter units) attempted;

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

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

(b) A doctoral applicant may be required to have attained a master's degree by a regional accrediting association before being admitted to a campus authorized doctoral program.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section, 66046, 66046.1, 66046.2 Education Code.

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

Section 41021 - Special Action for Doctoral Admission

An applicant who does not qualify for admission under the provisions of subdivisions (a) or (b), or both such subdivisions, of Section 41020, may be admitted by special action if on the basis of acceptable evidence the applicant is judged by appropriate campus authority to meet professional, personal, scholastic, and other standards pertinent to the applicant's educational objectives to merit such action.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section, 66046, 66046.1, 66046.2 , Education Code.

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

Section 41022 -- Admission to Graduate Standing: Doctoral Conditionally Classified

An applicant who is eligible for admission under the provisions of Section 41020 or Section 41021, but who has deficiencies in prerequisite preparation which in the opinion of appropriate campus authority can be met by specified additional preparation, including acceptable evidence of academic, professional, and/or clinical standards, may be admitted to an authorized doctoral degree curriculum with conditionally classified doctoral standing.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section, 66046, 66046.1, 66046.2 Education Code.

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

Section 41023 -- Admission to Graduate Standing: Doctoral Classified

An applicant who is eligible for admission under the provisions of Section 41020 or Section 41021 may be admitted to an authorized doctoral degree curriculum of the campus as a classified doctoral student if the applicant satisfactorily meets professional, personal, scholastic, and other standards for admission to the doctoral degree curriculum as the appropriate campus authority may prescribe. Only those applicants who show promise of success and fitness will be admitted to doctoral degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in such curricula.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 66046, 66046.1, 66046.2 Education Code.

Correspondingly, amendments of the following Title 5 sections are recommended:

- **§ 40050. Functions.**
This amendment updates this section for California Education Code Sections 66046-66046.3 compliance.
- **§ 40100. Authorization to Establish Curricula.**
This amendment updates this section for California Education Code Sections 66046-66046.3 compliance.

An item will be presented at the July 2024 meeting for board action to adopt the following recommended amendments to Title 5.

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

Section 40050. Functions.

The primary function of the California State University is the provision of instruction for baccalaureate and post-baccalaureate education of undergraduate students, and graduate students and postbaccalaureate students through the doctoral degree master's degree, in the liberal arts, and sciences, ~~in~~ applied fields and in the professions, including the teaching profession. All proposed CSU doctoral degrees will be reviewed by the University of California to verify that the proposed degree does not duplicate a UC doctoral degree program that is offered or is under review by the University of California. These professional or applied doctoral degrees may also be awarded jointly with a University of California university or private California institution of higher education that is accredited by the WASC Senior College and University Commission. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be authorized only when mutually agreed upon by the Board of Trustees of the California State University and the Board of Governors of the California Community Colleges. ~~The doctoral degree may be awarded jointly with the University of California, or jointly with a private institution of higher education accredited by the Western Association of Schools and Colleges, provided that in the latter case, the doctoral program is approved by the California Postsecondary Education Commission.~~ Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and the facilities provided for that function.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 66010.4, 66046, 66046.1, 66046.2 , Education Code.

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

Section 40100. Authorization to Establish Curricula.

A campus may be authorized by the Board of Trustees to establish and maintain curricula leading to the bachelor's degree, the master's degree, and the doctoral degree, provided that in the case of the doctoral degree, the requirements of Section 40050 or ~~Section 40050.1~~ are satisfied.

NOTE: Authority cited: Sections 66600, 66046, 66046.1, 66046.2, 89030 and 89035, Education Code. Reference: Sections, 66600 and 89030, Education Code.

Complementing the addition of broad regulations applicable to all doctoral programs, existing regulations addressing each individual doctoral degree will be removed. Correspondingly, repealing of all the following Title 5 sections is recommended to allow the consolidation of the CSU doctoral regulations:

- **§ 40050.1. Function: Instruction Leading to the Doctor of Education Degree.**
This section has been consolidated into the proposed amended Section 40050. It is recommended that this section be repealed.
- **§ 40050.2. Function: Instruction Leading to the Doctor of Nursing Practice Degree.**
This section has been consolidated into the proposed amended Section 40050. It is recommended that this section be repealed.
- **§ 40050.3. Function: Instruction Leading to the Doctor of Physical Therapy Degree.**
This section has been consolidated into the proposed amended Section 40050. It is recommended that this section be repealed.
- **§ 40050.4. Function: Instruction Leading to the Doctor of Audiology Degree.**

This section has been consolidated into the proposed amended Section 40050. It is recommended that this section be repealed.

- **§ 40050.5. Function: Instruction Leading to the Occupational Therapy Doctorate Degree.**
These sections have been consolidated into the proposed amended Section 40050. It is recommended that these sections be repealed.
- **§ 40511. The Doctor of Education Degree.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40512. The Doctor of Education Degree: Requirements.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40513. The Doctor of Nursing Practice Degree.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40514. The Doctor of Nursing Practice Degree: Requirements.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40515. The Doctor of Physical Therapy Degree.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40516. The Doctor of Physical Therapy Degree: Requirements.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40517. The Doctor of Audiology Degree.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40518. The Doctor of Audiology Degree Requirements.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.

- **§ 40519. The Occupational Therapy Doctorate Degree.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40519.1. The Occupational Therapy Doctorate Degree: Requirements.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed:
- **§ 40519.2. The Doctor of Public Health Degree.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 40519.3. The Doctor of Public Health Degree: Requirements.**
This section has been consolidated into the proposed added Section 40511. It is recommended that this section be repealed.
- **§ 41020. Admission to Doctor of Education Programs.**
This section has been consolidated into the proposed added Sections 41020-41023. It is recommended that this section be repealed.
- **§ 41021. Admission to Doctor of Nursing Practice Programs.**
This section has been consolidated into the proposed added Sections 41020-41023. It is recommended that this section be repealed.
- **§ 41022. Admission to Doctor of Physical Therapy Programs.**
This section has been consolidated into the proposed added Sections 41020-41023. It is recommended that this section be repealed.
- **§ 41023. Admission to Doctor of Audiology Programs.**
This section has been consolidated into the proposed added Sections 41020-41023. It is recommended that this section be repealed.
- **§ 41024. Admission to Occupational Therapy Doctorate Programs.**
This section has been consolidated into the proposed added Sections 41020-41023. It is recommended that this section be repealed.
- **§ 41025. Admission to Doctor of Public Health Programs.**
This section has been consolidated into the proposed added Sections 41020-41023. It is recommended that this section be repealed.

An item will be presented at the July 2024 meeting for board action to adopt the following recommended repeals to Title 5.

~~Section 40050.1. Function: Instruction Leading to the Doctor of Education Degree.~~

~~Notwithstanding Section 40050, the Doctor of Education degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in subdivision (a) of Section 40511.~~

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

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

~~Credits~~

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

~~Section 40050.4. Function: Instruction Leading to the Doctor of Audiology Degree.~~

~~Notwithstanding Section 40050, the Doctor of Audiology degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in section 40517.~~

~~Credits~~

~~NOTE: Authority cited: Sections 66041, 66600, 89030 and 89035, Education Code. Reference: Sections 66041, 66600 and 89030, Education Code.~~

~~Section 40050.5. Function: Instruction Leading to the Occupational Therapy Doctorate Degree.~~

~~Notwithstanding section 40050, the Occupational Therapy Doctorate degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in section 40519.~~

~~Credits~~

~~NOTE: Authority cited: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code. Reference: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.~~

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 7 – Graduate Degrees

Section 40511. The Doctor of Education Degree.

~~(a) A California State University program leading to a Doctor of Education degree shall be distinguished from a University of California doctoral degree program by its conformity with the following criteria:~~

~~(1) the program shall prepare administrative leaders for possible service in one of the following settings:~~

~~(A) public elementary and secondary schools, or~~

~~(B) community colleges;~~

~~(2) the program shall focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges;~~

~~(3) the program shall be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and evaluation; and~~

~~(4) the program shall enable professionals to earn the degree while working full time.~~

~~(b) Each campus offering a program leading to a Doctor of Education degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41020.~~

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

~~(1) The curriculum shall be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice, including field experiences. The core curriculum shall provide professional preparation for leadership, including but not limited to theory and research methods, the structure and culture of education, and leadership in curriculum and instruction, equity, and assessment.~~

~~(2) The pattern of study shall be composed of at least 60 semester units earned in graduate standing. At least 48 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(3) At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.~~

~~(4) A qualifying examination shall be required.~~

~~(5) The pattern of study shall include completion of a dissertation.~~

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

~~(B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.~~

~~(C) No more than 12 semester units shall be allowed for a dissertation.~~

~~(D) An oral defense of the dissertation shall be required.~~

~~(d) Each campus shall create and distribute to all students enrolled in a Doctor of Education degree program a student manual or handbook detailing, at a minimum, the following:~~

~~(1) requirements for admission with classified standing;~~

~~(2) policies on the transfer of credit earned at other institutions;~~

~~(3) policies on professional ethics and academic integrity;~~

~~(4) policies on student fees;~~

~~(5) provisions for advising and mentoring;~~

~~(6) policies and procedures for petitioning for a variance in academic requirements;~~

~~(7) policies and procedures for obtaining a leave of absence or for withdrawing from the university;~~

~~(8) policies and procedures regarding student grievances;~~

~~(9) policies on harassment and discrimination;~~

~~(10) policies and procedures for establishing and amending a plan of study;~~

~~(11) requirements for satisfactory progress in the program;~~

~~(12) policies on academic probation;~~

~~(13) requirements for field experience embedded in the program;~~

~~(14) requirements for advancement to candidacy;~~

~~(15) policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student);~~

~~(16) dissertation requirements;~~

~~(17) policies and procedures for the formation of a committee for supervising a dissertation;~~

~~(18) forms to be completed by students in the course of the degree program;~~

~~(19) the names and areas of expertise of faculty members affiliated with the degree program.~~

Credits

NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.

Section 40512. The Doctor of Education Degree: Requirements.

~~(a) Advancement to Candidacy. For advancement to candidacy for the Doctor of Education degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying examination.~~

~~(b) To be eligible for the Doctor of Education degree, the candidate shall have completed a pattern of study, including a dissertation, that is consistent with the specifications in subdivision (c) of Section 40511 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in coursework taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the extension is warranted by individual circumstances, and~~

~~(2) the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.~~

Credits

NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.

Section 40513. The Doctor of Nursing Practice Degree.

~~(a) California State University programs leading to a Doctor of Nursing Practice degree shall be distinguished from a University of California Doctor of Philosophy in Nursing program.~~

~~(b) California State University Doctor of Nursing Practice degree programs shall conform to the following criteria:~~

~~(1) The clinical degree programs in advanced nursing practice shall prepare graduates for leadership and clinical roles and to engage in evidence-based inquiry; and programs may also prepare graduates to serve as faculty in postsecondary nursing education programs.~~

~~(2) Programs shall be consistent with the requirements of a professional nursing accrediting body and the regional accrediting association.~~

~~(c) Each campus offering a program leading to a Doctor of Nursing Practice degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41021.~~

(d) ~~Programs leading to the Doctor of Nursing Practice degree shall conform to the following specifications:~~

~~(1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum for each DNP program shall provide professional preparation in advanced nursing practice, including but not be limited to theory, application and evaluation of research findings, curriculum development and evaluation, professional practice, management and leadership, and essential curricular concepts for advanced nursing at the doctoral level.~~

~~(2) The pattern of study for the post bachelor's degree in nursing to the Doctor of Nursing Practice degree program shall include at least 27 semester units in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized for specialty advanced nursing coursework as identified by national nursing specialty certification agencies. No more than 12 semester doctoral project units shall be allowed toward the degree program requirements.~~

~~(3) The pattern of study for the post-master's Doctor of Nursing Practice degree program shall be composed of at least 36 semester units earned in graduate standing. At least 27 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(4) At least 80 percent of required Doctor of Nursing Practice semester units shall be completed in residence at the campus awarding the degree or campuses jointly awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a policy allowing the transfer of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.~~

~~(5) A doctoral qualifying examination or assessment shall be required.~~

~~(6) The pattern of study shall include completion of a doctoral project.~~

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

~~(B) The doctoral project shall reflect a command of the scholarly literature and shall demonstrate the student's mastery of evidence-based practice at the doctoral level.~~

~~(C) The written component of the doctoral project shall be organized in an appropriate form and shall identify the problem statement and purpose, state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.~~

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

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

Credits

~~NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code.
Reference: Sections 66600, 89280 and 89281, Education Code.~~

~~Section 40514. The Doctor of Nursing Practice Degree: Requirements.~~

~~(a) To be eligible for the Doctor of Nursing Practice degree, the candidate shall have completed a program of study that includes a qualifying assessment and a doctoral project and that is consistent with the specifications in subdivision (d) of Section 40513 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

~~(b) Advancement to Candidacy. For advancement to candidacy for the Doctor of Nursing Practice degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying assessment.~~

~~(c) The student shall have completed all requirements for the degree within five years of matriculation into the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances;~~

~~(1) the student is in good standing,~~

~~(2) the extension is warranted by compelling individual circumstances, and~~

~~(3) the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.~~

Credits

~~NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code.
Reference: Sections 66600, 89030, 89280 and 89281, Education Code.~~

~~Section 40515. The Doctor of Physical Therapy Degree.~~

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

~~(1) provide curriculum grounded in evidence-based practice, and~~

~~(2) prepare graduates to enter the field of physical therapy practice, and~~

~~(3) be consistent with the requirements of the professional accrediting body.~~

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

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

~~(1) The curriculum shall include learning experiences that balance research, theory, clinical education and practice. The core curriculum shall provide professional preparation focusing on~~

critical thinking and decision making, including but not limited to: foundational sciences, clinical sciences, and behavioral sciences; professional practice; patient/client management; and practice management.

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

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

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

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

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

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

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

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

Credits

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

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

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

~~(b) To be eligible for the Doctor of Physical Therapy degree, the candidate shall have completed a program of study that includes both a qualifying examination or other qualifying assessment and a doctoral project that is consistent with the specifications in section 40515 and that is approved~~

by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

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

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

Credits

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

~~Section 40517. The Doctor of Audiology Degree.~~

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

- ~~(1) provide curriculum grounded in evidence-based practice;~~
- ~~(2) prepare graduates to enter the field of audiology practice; and~~
- ~~(3) be consistent with the requirements of a professional accrediting body and California state licensure laws.~~

~~(b) Each campus offering a program leading to a Doctor of Audiology degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41023.~~

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

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

~~(2) The postbaccalaureate pattern of study shall be composed of at least 110 semester units (165 quarter units) earned in graduate standing. All semester/quarter units required for the degree shall be in courses organized primarily for doctoral students.~~

~~(3) At least 75 semester (112 quarter units) shall be completed in residence at the campus awarding the degree. At the discretion of the appropriate campus authority, courses required for California State University Doctor of Audiology programs that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the degree.~~

~~(4) A qualifying assessment shall be required.~~

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

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

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

~~(C) An oral defense or presentation of the doctoral project may be required.~~

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

Credits

NOTE: Authority cited: Sections 66041, 66600, 89030 and 89035, Education Code. Reference: Sections 66041, 66600, 89030 and 89035, Education Code.

Section 40518. The Doctor of Audiology Degree Requirements.

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

~~(b) To be eligible for the Doctor of Audiology degree, the candidate shall have completed a program of study that includes: a qualifying examination or other qualifying doctoral assessment, and a doctoral project that is consistent with the specifications in section 40517 and is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in aggregate in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the student is in good standing,~~

~~(2) the extension is warranted by compelling individual circumstances, and~~

~~(3) the student demonstrates current knowledge of research and practice in audiology, as required by the campus.~~

Credits

~~NOTE: Authority cited: Sections 66041, 66600, 89030 and 89035, Education Code. Reference: Sections 66041, 66600, 89030 and 89035, Education Code.~~

~~Section 40519. The Occupational Therapy Doctorate Degree.~~

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

- ~~(1) provide curriculum grounded in evidence-based practice;~~
- ~~(2) prepare graduates to participate in the field of occupational therapy; and~~
- ~~(3) be consistent with the requirements of a professional accrediting body and California state licensure laws.~~

~~(b) Each campus offering a program leading to an Occupational Therapy Doctorate degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in section 41024.~~

~~(c) The program leading to the Occupational Therapy Doctorate degree shall conform to the following specifications:~~

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

~~(2) The postbaccalaureate pattern of study shall be composed of at least one hundred and ten (110) semester units earned in graduate standing.~~

~~(3) At least sixty (60) semester units shall be completed in residence at the campus awarding the degree. At the discretion of the appropriate campus authority, courses required for California State University Occupational Therapy Doctorate programs that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the degree.~~

~~(4) A qualifying assessment shall be required.~~

~~(5) The pattern of study shall include successful completion of a doctoral capstone in accordance with accreditation standards that is expected to contribute to knowledge in occupational therapy science or to an improvement in occupational therapy practice, policy or client outcomes and shall be subject to the following:~~

~~(A) The doctoral capstone shall demonstrate the student's doctoral-level mastery of research skills, occupational science and/or current evidence-based practice. It shall demonstrate critical and independent thinking and a command of the research literature;~~

~~(B) The written component of the doctoral capstone shall demonstrate originality, evidencing critical and independent thinking. It shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly~~

~~and professional literature, identify the methods of gathering and analyzing the data, analyze and interpret data and offer a conclusion or recommendation;~~

~~(C) An oral defense or presentation of the doctoral capstone may be required; and~~

~~(D) No more than fifteen (15) semester units shall be allowed for the doctoral capstone.~~

Credits

~~NOTE: Authority cited: Sections 66041, 66600, 89030 and 89035, Education Code. Reference: Sections 66041, 66600, 89030 and 89035, Education Code.~~

Section 40519.1. The Occupational Therapy Doctorate Degree: Requirements.

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

~~(b) To be eligible for the Occupational Therapy Doctorate degree, the candidate shall have completed a program of study that includes: a qualifying examination or other qualifying doctoral assessment, and a doctoral capstone that is consistent with the specifications in section 40519 and is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in aggregate in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.~~

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

~~(1) the student is in good standing;~~

~~(2) the extension is warranted by compelling individual circumstances; and~~

~~(3) the student demonstrates current knowledge of research and practice in occupational therapy, as required by the campus.~~

Credits

~~NOTE: Authority cited: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code. Reference: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.~~

Section 40519.2. The Doctor of Public Health Degree.

~~(a) A California State University program leading to a Doctor of Public Health degree shall be distinguished from a University of California doctoral degree program by its conformity with the following criteria:~~

~~(1) the program shall be focused on health and scientific knowledge translation and transformative community leadership;~~

~~(2) the program shall be designed to address the community public health workforce needs of California;~~

~~(3) the program shall prepare qualified professionals to be leaders and experienced practitioners who apply their advanced knowledge in service to California's diverse communities; and~~

~~(4) the program shall enable professionals to earn the degree while working full time.~~

~~(b) Each campus offering a program leading to a Doctor of Public Health degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41025.~~

~~(c) The program leading to the Doctor of Public Health degree shall conform to the following specifications:~~

~~(1) The curriculum shall include learning experiences that balance research, theory, and practice, including field experiences. The core curriculum shall provide professional preparation for leadership in community public health, including but not limited to theory and research methods, the structure and culture of public health, and health and scientific knowledge translation and transformative community leadership.~~

~~(2) The pattern of study shall be composed of at least 48 semester units earned in graduate standing. At least 33 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.~~

~~(3) At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.~~

~~(4) A qualifying examination shall be required.~~

~~(5) The pattern of study shall include completion of a dissertation subject to the following:~~

~~(A) The dissertation shall be the written product of systematic, rigorous research on a significant professional issue related to community public health. The dissertation is expected to contribute to an improvement in health and scientific knowledge translation and transformative community leadership. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale;~~

~~(B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation;~~

~~(C) No more than 12 semester units shall be allowed for a dissertation; and~~

~~(D) An oral defense of the dissertation shall be required.~~

- ~~(d) Each campus shall create and distribute to all students enrolled in a Doctor of Public Health degree program a student manual or handbook detailing, at a minimum, the following:~~
- ~~(1) requirements for admission with classified standing;~~
 - ~~(2) policies on the transfer of credit earned at other institutions;~~
 - ~~(3) policies on professional ethics and academic integrity;~~
 - ~~(4) policies on student fees;~~
 - ~~(5) provisions for advising and mentoring;~~
 - ~~(6) policies and procedures for petitioning for a variance in academic requirements;~~
 - ~~(7) policies and procedures for obtaining a leave of absence or for withdrawing from the university;~~
 - ~~(8) policies and procedures regarding student grievances;~~
 - ~~(9) policies on harassment and discrimination;~~
 - ~~(10) policies and procedures for establishing and amending a plan of study;~~
 - ~~(11) requirements for satisfactory progress in the program;~~
 - ~~(12) policies on academic probation;~~
 - ~~(13) requirements for field experience embedded in the program;~~
 - ~~(14) requirements for advancement to candidacy;~~
 - ~~(15) policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student);~~
 - ~~(16) dissertation requirements;~~
 - ~~(17) policies and procedures for the formation of a committee for supervising a dissertation;~~
 - ~~(18) forms to be completed by students in the course of the degree program; and~~
 - ~~(19) the names and areas of expertise of faculty members affiliated with the degree program.~~

Credits

NOTE: Authority cited: Sections 66044 (effective January 1, 2023, per SB 684 (2022)), 66044.1 (effective January 1, 2023, per SB 684 (2022)), 66600, 89030 and 89035, Education Code. Reference: Sections 66044, 66044.1, 66600, 89030 and 89035, Education Code.

Section 40519.3. The Doctor of Public Health Degree: Requirements.

- ~~(a) Advancement to Candidacy. For advancement to candidacy for the Doctor of Public Health degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying examination.~~
- ~~(b) To be eligible for the Doctor of Public Health degree, the candidate shall have completed a pattern of study, including a dissertation, that is consistent with the specifications in subdivision (c)(5) of Section 40519.2 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in coursework taken to satisfy the~~

requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

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

- (1) the extension is warranted by individual circumstances, and
- (2) the student demonstrates current knowledge of research and practice in public health, as required by the campus.

Credits

NOTE: Authority cited: Sections 66044 (effective January 1, 2023, per SB 684 (2022)), 66044.1 (effective January 1, 2023, per SB 684 (2022)), 66600, 89030 and 89035, Education Code. Reference: Sections 66044 (effective January 1, 2023, per SB 684 (2022)), 66044.1 (effective January 1, 2023, per SB 684 (2022)), 66600, 89030 and 89035, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 8 – Admission of Post-Baccalaureate and Graduate Students

~~Section 41020. Admission to Doctor of Education Programs.~~

~~(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Education degree established pursuant to Section 40511 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.~~

~~(3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.~~

~~(4) The applicant is in good standing at the last institution of higher education attended.~~

~~(5) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program.~~

~~(6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

~~(b) An applicant who does not qualify for admission under the provisions of subdivision (a) may be admitted with classified graduate standing by special action if on the basis of acceptable~~

~~evidence the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.~~

Credits

~~NOTE: Authority cited: Sections 66600, 66040.3, 89030 and 89035, Education Code. Reference: Sections 66040.3, 66600 and 89030, Education Code.~~

Section 41021. Admission to Doctor of Nursing Practice Programs.

~~An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Nursing Practice degree established pursuant to Section 40513 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

~~(1) The applicant holds an acceptable bachelor's degree in nursing or master's degree in nursing earned at an institution accredited by a regional accrediting association and a national professional accrediting association, as applicable; or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.~~

~~(2) The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable bachelor's degree in nursing or master's degree in nursing as determined by the appropriate campus authority.~~

~~(3) The applicant maintains active licensure to practice as a registered nurse in the state in which practicum experiences will be completed.~~

~~(4) The applicant meets all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.~~

~~(5) The applicant has demonstrated sufficient preparation and experience pertinent to nursing practice to be successful in doctoral education.~~

~~(6) The applicant has met any additional requirements established by the chancellor and any additional requirements prescribed by the appropriate campus authority.~~

~~(c) An applicant who is ineligible for admission under the provisions of either subdivision (a) or subdivision (b) because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.~~

~~(d) Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.~~

Credits

~~NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code. Reference: Sections 66600, 89030, 89280 and 89281, Education Code.~~

Section 41022. Admission to Doctor of Physical Therapy Programs.

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

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

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

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

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

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

Credits

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

Section 41023. Admission to Doctor of Audiology Programs.

~~(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Audiology degree established pursuant to Section 40517 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant has an overall cumulative grade point average of at least 3.00 in upper-division baccalaureate study, postbaccalaureate and master's study combined.~~

~~(3) The student has completed all campus required prerequisite coursework.~~

~~(4) The applicant must have been in good academic standing at the last institution.~~

~~(5) The applicant has met any additional requirements established by the chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

Credits

~~NOTE: Authority cited: Sections 66041, 66600, 89030 and 89035, Education Code. Reference: Sections 66041, 66600, 89030 and 89035, Education Code.~~

~~Section 41024. Admission to Occupational Therapy Doctorate Programs.~~

~~(a) An applicant may be admitted with classified graduate standing to a program leading to an Occupational Therapy Doctorate degree established pursuant to section 40519 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant has an overall cumulative grade point average of at least 3.00 in upper-division baccalaureate study, postbaccalaureate and master's study combined~~

~~(3) The student has completed all campus-required prerequisite coursework.~~

~~(4) The applicant must have been in good academic standing at the last institution.~~

~~(5) The applicant has met any additional requirements established by the chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

Credits

~~NOTE: Authority cited: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code. Reference: Sections 66043, 66043.1, 66600, 89030 and 89035, Education Code.~~

~~Section 41025. Admission to Doctor of Public Health Programs.~~

~~(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Public Health degree established pursuant to Section 40519.2 if the applicant satisfies the requirements of each of the following numbered subdivisions:~~

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

~~(2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.~~

~~(3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.~~

~~(4) The applicant is in good standing at the last institution of higher education attended.~~

~~(5) The applicant has demonstrated sufficient preparation and experience pertinent to community public health to benefit from the program.~~

~~(6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.~~

~~(b) An applicant who does not qualify for admission under the provisions of subdivision (a) may be admitted with classified graduate standing by special action if on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to community public health to merit such action.~~

~~(c) An applicant who is ineligible for admission under the provisions of either subdivision (a) or subdivision (b) because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.~~

~~(d) Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Public Health programs.~~

Credits

NOTE: Authority cited: Sections 66044 (effective January 1, 2023, per SB 684 (2022)), 66044.1 (effective January 1, 2023, per SB 684 (2022)), 66600, 89030 and 89035, Education Code. Reference: Sections 66044 (effective January 1, 2023, per SB 684 (2022)), 66044.1, 66600, 89030 and 89035, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Advancing Black Student Success in the CSU

Presentation By

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Summary

Since the publication of the Black Student Success Report by the California State University (CSU) in June 2023, the Chancellor's Office continues its collaboration with all 23 universities to advance the report's 13 recommendations. This information item provides an update on key milestones met, including the completion of the first systemwide campus inventory of programs and services as well as the funding of campus-submitted action items to support their work in this area.

Background

Graduation Initiative 2025 has contributed to increasing graduation rates systemwide, yet equity gaps still persist. Specifically, Black student enrollment and persistence continues to decline precipitously in the CSU. A Chancellor's strategic workgroup was formed in fall 2022 to address supporting and advancing Black student success. Members met regularly to discuss such key topics as attracting more Black students to the CSU, supporting student retention and persistence for Black students, examining campus culture and belonging, and exploring the role of faculty and staff in Black student success. The culmination of the workgroup's efforts was a report articulating a set of 13 recommendations. The report urged the CSU and its 23 universities to think broadly and act boldly in a collective manner to lead institutional change. Download a copy of the report at [Advancing Black Student Success and Elevating Black Excellence](#).

CSU Systemwide Campus Inventory

In fall 2023, the Chancellor's Office provided a self-assessment tool for all 23 universities to evaluate themselves based on the recommendations outlined in the June 2023 Black Student Success Report. The purpose of the inventory was to gain a greater understanding of how

universities are supporting Black student success in areas that underpinned the framework of the report: recruitment and outreach; student retention, persistence and academic success; campus culture, community and belonging; and the role of Black faculty and staff in student success. Campuses were provided flexibility in how they implemented their evaluations of their current campus practices, services and resources.

A summary of the findings have been published, entitled [Advancing Black Student Success in the CSU: Systemwide Campus Inventory and Action Item Highlights](#). Included in the summary are examples of both student success efforts, such as campus immersion programs, guaranteed admissions and themed living and learning communities, as well as activities designed to support Black faculty and staff including promoting cluster hiring and advancing faculty and staff retention, tenure and promotion efforts.

The following eight recommendations received a rating of 5 (Leading/Excelling in Higher Education) from at least one university:

- The university hosts programs on campus for K-12 students to engage with CSU faculty, including faculty of color.
- The university employs culturally competent mental health professionals.
- The university has a Black Resource Center.
- The university offers opportunities and spaces for Black faculty and staff to connect and gather.
- The university has established an Employee Resource/Affinity Group structure that provides financial resources and organizational recognition for Black faculty and staff to work in collaboration with university leadership to address DEI goals.
- The university has established a university-level faculty review committee, appointed by the provost and chief diversity officer, to review candidates to ensure a record of success in teaching students that mirror CSU's diverse population.
- New faculty orientation includes strategies to improve pedagogy and inclusivity in the classroom.
- The university employs campus police trained in community policing on a college campus.

The self-assessment was an essential first step to also help identify areas of opportunity both on individual campuses and systemwide.

Campus Action Items Funding Allocations

As a part of the self-assessment process, the universities were invited to submit three action items that would help advance the implementation of the Black Student Success Report recommendations by May 2025. Proposed action items ranged from developing enrollment and recruitment strategies and expanding early outreach efforts to launching residential-scholars

programs, study abroad and faculty professional development opportunities, and creating a Black Resource Center on campus.

Subsequently, the Chancellor’s Office awarded \$4,630,846 in funding to all 23 universities to help fund their campus action items. The following factors were given priority in determining funding: supporting enrollment, retention and/or persistence efforts; supporting classroom experience and faculty development; and areas that featured multi-university collaborations. Some action items were excluded from funding from the Chancellor’s Office due to one or more of the following factors: requested permanent or ongoing funding; lacked specific justification for request; and/or lack of programming priority. Limited funding was provided for travel, hospitality or promotional funding, and campus climate surveys were excluded from funding. A \$250,000 funding limit per campus was instituted to ensure resources were available to all 23 universities.

Table 1 (below) illustrates how the funding was allocated according to the recommendations identified in the Black Student Success Report.

Table 1: University Awards by Recommendation

Recommendation	Total Award (Systemwide)
Recommendation 1: Create and Implement a CSU Early Outreach Plan	\$955,386
Recommendation 2: Develop a Comprehensive Enrollment Strategy for Black Students	\$366,500
Recommendation 3: Develop a Comprehensive Retention and Persistence Strategy for Black Students	\$1,141,255
Recommendation 4: Create Welcoming and Affirming Spaces	\$656,955
Recommendation 5: Develop and Implement Inclusive and Culturally Relevant Curriculum	\$680,250
Recommendation 6: Standardize and Increase Black Faculty and Staff Recruitment and Support	\$620,500
Recommendation 7: Invest in Black Faculty and Staff Support	\$210,000

Recommendation 8: Incorporate Black Student Success in Faculty and Staff Evaluations	No university funding requested
Recommendation 11: Create Systemwide Policies on Addressing Unprofessional Conduct	Partnering with Systemwide HR

Systemwide Dialogue

This spring the CSU College of Education deans convened for a day-long gathering focused solely on Black student success. The system’s education leaders were updated on current Black student success initiatives and challenges in increasing Black student enrollment. As part of this important dialogue, participants were encouraged to consider how the CSU’s Colleges of Education can help advance Black student success and identify one action they could implement over the next year to advance Black student success systemwide. This convening is one example of emerging systemwide collaborations.

National Dialogue

In addition to conversations emerging systemwide, the CSU has also engaged in a national conversation regarding supporting Black student success. The Chancellor’s Office has presented at the national conference of the American Association of Colleges and Universities and will be presenting next month at NASPA, Student Affairs Administrators in Higher Education.

The following are highlights of recent media coverage regarding the CSU’s efforts:

Fresno State Is Advancing Black Student Success Thanks to New Funding
 ABC 30 Fresno | May 2, 2024

CSUB Interim President Harper Discusses Funding for Black Student Success
 KBAK-TV Bakersfield | April 25, 2024

Furthering Black Student Success at Chico State
 Action News Now | April 25, 2024

CSU Awards \$4.6M to Advance Black Student Success
 Diverse: Issues in Higher Education | April 24, 2024

CSU Campuses Focus on New Strategies to Help Students of Color
 EdSource | March 6, 2024

The 13th Prescription: Dr. Thomas Parham and Dr. J. Luke Wood Discuss Black Student Success
EdUp Experience | March 4, 2024

Sac State Makes Unique Move to Boost Black Student Success
Sacramento Observer | February 19, 2024

Workgroup Offers 13 Recommendations to Advance CSU Black Student Success
Diverse: Issues In Higher Education | January 29, 2024

CSU Statewide Central Office for the Advancement of Black Excellence

Recommendation 12 from the Black Student Success Report is the creation of a statewide central office to further advance Black excellence in the CSU. In early 2024, the Chancellor's Office issued a systemwide request for proposals for the location and management of the establishment of the new CSU Statewide Central Office for the Advancement of Black Excellence. The statewide office will serve as an organizational catalyst for all 23 universities by identifying promising practices as well as continuing to support the implementation of the Black Student Success Report recommendations. The Chancellor's Office has provided \$1.3 million in permanent, ongoing funding to support the launch of the office. While a number of universities submitted strong proposals, demonstrating their clear commitment to Black student success, the selection committee ultimately chose Sacramento State for its demonstrated leadership and its proposed vision for elevating Black excellence at the CSU.

Black Student Success Scholarships

In partnership with the CSU Foundation, the Chancellor's Office has announced the Black Student Success Scholarships to further celebrate Black excellence in the CSU. Six \$5,000 scholarships will be awarded for the 2024-25 academic year to undergraduate students who have demonstrated leadership in increasing equitable access to higher education and undertaking community service that promotes anti-racism work and culture change to elevate Black excellence. Each university has been invited to nominate one student to receive this honor. As with all of the Black Student Success initiative programs, all CSU students are eligible to compete for this scholarship without regard to an individual recipient's race or ethnicity. Award recipients will be notified this spring and will be honored at the Juneteenth Symposium on June 14, 2024.

Conclusion

Nearly a year ago, the CSU Black Student Report invited the CSU community to answer a call for a cultural change to impact the lives of not only current CSU Black students but for generations of Black students to follow. The report acknowledged that while cultural change is challenging, it is not impossible with the commitment of the system behind it. This information item serves as an update of the system's progress and sets the foundation for more work to come.