

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Wednesday, September 17, 2003
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Shailesh J. Mehta, Vice Chair
Robert G. Foster
Murray L. Galinson
Kathleen E. Kaiser
Alice A. Huffman
M. Alexander Lopez
Ralph Pesqueira

Consent Items

Approval of Minutes of Meeting of July 16, 2003

Discussion Items

1. Revision to Title 5: Integrated Teacher Preparation Programs, *Action*
2. Academic Plan Update for Fast-Track Program Development, *Action*
3. Development of Joint Doctoral Programs in Education with the University of California: Progress Report, *Information*

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

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

July 16, 2003

Members Present

Shailesh J. Mehta, Vice Chair
Debra S. Farar, Chair of the Board
Robert G. Foster
Murray L. Galinson
Harold Goldwhite
M. Alexander Lopez
Ralph R. Pesqueira
Charles B. Reed, Chancellor

Members Absent

Roberta Achtenberg, Chair

Other Trustees Present

William Hauck
Alice A. Huffman
Frederick W. Pierce IV

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Christine Helwick, General Counsel
Jackie R. McClain, Vice Chancellor, Human Resources
Gary A. Hammerstrom, Associate Vice Chancellor, Academic Affairs

Trustee Mehta called the meeting to order on July 16 at 8:05 a.m.

Approval of Minutes

The minutes of May 14 were approved by consent as submitted.

California State University Alcohol Policies and Prevention Programs: First Biennial Report

Chancellor Reed stated that the single biggest problem on college and university campuses in America is alcohol abuse. To address this problem at the California State University, an Alcohol Policies and Prevention Program Committee was appointed in November 2000, and the Board of Trustees approved a systemwide policy in July 2001. Chancellor Reed pointed out that CSU has been recognized nationally for their leadership and has received the nationally prestigious the Jeanne Cleary Campus Safety Award. In addition, the University of California modeled the California State University by adopting similar alcohol policies. Chancellor Reed added that federal grants have been received to further provide funds for campus implementation of programs, and in 2002, a memorandum of understanding was signed which involved six state agencies and the California State University to provide interagency collaboration and cooperation, important components of a successful program. Chancellor Reed introduced President Welty, California State University Fresno and Chair of the CSU Alcohol Policies and Prevention Programs Committee.

President Welty introduced a video that outlined the problem of alcohol abuse on the campuses and spelled out how it is being addressed. He pointed out that preliminary outcomes show a reduction in eight areas of alcohol abuse, and commented that within several years measurable outcomes would become better defined. President Welty thanked the Vice Presidents of Student Affairs and student leaders for their work. Trustees Galinson and Pesqueira applauded President Welty and the Committee for their leadership. Trustee Galinson requested that an annual report be presented to the Board and Chancellor Reed concurred.

Revision to Title 5: Integrated Teacher Preparation Programs

Vice Chair Mehta commented that recent interest in the State Legislature has prompted a review of teacher preparation programs that integrate or blend subject matter and pedagogy in a single program that can be completed in four to four and one-half years. Executive Vice Chancellor Spence commented that integrated teacher preparation programs encourage students to select careers in teaching earlier in their student experience. Dr. Spence pointed out that all campuses have developed some form of blended programs for elementary education. In addition, Dr. Spence stressed that the revisions to Title 5 are important because they have the potential to increase the involvement of California Community Colleges in teacher preparation.

Dr. Robert Cherny, Chair, Academic Senate CSU, stated that the Academic Senate concurred with the revisions to Title 5 and thanked Dr. Spence for his work with the Senate. Trustee Goldwhite questioned the impact upon traditional teacher education programs given the large influx of integrated teacher education programs. Dr. Spence responded that the traditional teacher education program would not be eliminated, but rather that integrated teacher preparation programs would provide an additional option. Trustee Galinson commented that it is important

to elevate the teaching profession and to encourage students to become teachers. Dr. Spence pointed out that the resolution presented will be considered for adoption at the September Board meeting.

Notable Accomplishments in California State University Teaching, Research, and Scholarship: Desert Studies Consortium

Chair Mehta stated that the Soda Springs Desert Studies Center is a modern field station overseen by a consortium of campuses in the California State University system. Dr. Ephraim Smith, Vice President for Academic Affairs, California State University, Fullerton introduced a video that showcased the Center. Dr. Smith introduced Dr. William Presch, Professor of Biology and Director of the Consortium.

Adjournment

The meeting adjourned at 8:56 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Revision to Title 5: Integrated Teacher Preparation Programs

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Recent interest in the State Legislature has motivated a review of teacher preparation programs that integrate or blend the content of a baccalaureate degree with the pedagogic preparation for teaching in a single program that can be completed in four to four and one-half years. This item will present revisions to Title 5 that will establish guidelines for the development of integrated teacher preparation programs in the CSU.

Draft Resolution

The following resolution may be considered for adoption at the September meeting:

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

Article 8. Integrated Teacher Preparation Programs

§ 40520. Definition.

The term “integrated teacher preparation program” means a curriculum (a) that incorporates general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements, and (b) in which students make progress concurrently toward a baccalaureate degree and a recommendation for a preliminary basic teaching credential, given satisfactory completion of the requirements for each. The components of an integrated teacher preparation program (i.e., general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and

any other graduation requirements) need not be mutually exclusive. An individual course within an integrated teacher preparation program may contribute to completion of more than one of these components.

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

§ 40521. Total Unit Requirements.

For completion of an integrated teacher preparation program, at least 120 semester units but no more than 135 semester units shall be required. The Chancellor may grant exceptions to the upper limit of 135 units on requirements for completion of an integrated teacher preparation program if the campus that will offer the program requests the exception and provides an adequate justification. Procedures for requesting, reviewing, and granting these exceptions shall be developed by the Chancellor, in consultation with the Academic Senate of the California State University.

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

§ 40522. Guidelines for Establishment of Campus Requirements.

The Chancellor, in consultation with the Academic Senate of the California State University, shall establish guidelines for the identification and integration of lower-division and upper-division general education, subject-matter preparation, and professional preparation in integrated teacher preparation programs. The guidelines may include recommendations for unit requirements for each of these components. The consultation shall include California State University faculty members and administrators from campus academic units providing programs of professional preparation approved by the California Commission on Teaching Credentialing and from campus academic units providing programs of subject-matter preparation approved by the California Commission on Teaching Credentialing. The consultation shall also include the California Community Colleges.

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

§ 40523. Articulation with California Community Colleges.

For students admitted to integrated teacher preparation programs, units earned in community college courses that are articulated with courses fulfilling integrated teacher preparation program requirements shall not be subject to the limitation imposed by subsection (b) of section 40409.

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

And, be it further

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

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

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

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

The proposed resolution would approve the updated campus academic plans and specify the conditions under which projected programs may be implemented.

Background

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

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two alternative processes for establishing programs: the "fast track" and the pilot program. The fast

track combines the program projection and program implementation phases of the traditional process for a proposed program that meets the following criteria:

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

The fast track provides for a brief agenda item at the September Board of Trustees meeting that makes it possible for a proposal to be submitted to the Chancellor's Office by the prior June, have concerns resolved by the time of the Board meeting in September, be authorized by the Board, be referred to CPEC prior to or soon after the meeting, be endorsed by CPEC by December, be incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term, and be ready for full implementation in August.

Four fast-track proposals were received in early 2003: a request from California State University, Long Beach to establish a Master of Science degree program in Emergency Services Administration; a request from California State Polytechnic University, Pomona, to establish a Bachelor of Science degree program with a major in Animal Health Science; a request from California Polytechnic State University, San Luis Obispo to establish a Bachelor of Science degree program with a major in Wine and Viticulture; and a request from Sonoma State University to establish a Bachelor of Arts degree program with a major in Art History. The programs as proposed meet the criteria for the fast-track process. The faculty, facilities, and information resources needed to offer the programs are in place.

Long Beach: The Department of Occupational Studies and the Graduate Center for Public Policy and Administration at CSU Long Beach have developed and offered a graduate

curriculum in Emergency Services Administration under the aegis of the MS in Interdisciplinary Studies. Several cohorts of students in three locations have pursued this curriculum and found it valuable to their careers in police and fire administration, public utilities, dispatch, and disaster operations. The curriculum addresses such administrative concerns as program development and evaluation, human resources, and budgeting while emphasizing the activities and relationships of emergency services to each other, to the community, and to other public and private entities affected by emergency services. The campus is proposing to establish this curriculum as a full degree program, the first in this field to be located west of Oklahoma.

Pomona: The proposed major in Animal Health Science represents the elevation to full degree status of an existing option within the BS major in Animal Science. The option is already accredited as a veterinary technology program by the Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association. It was recommended, however, that the option be converted into a separate major. Existing programs in this field in California are two-year associate-degree programs for veterinary technicians; graduates of four-year programs like the one proposed are prepared to accept greater technical and supervisory responsibilities for animal health and animal facilities in clinical, research, and educational settings. The option enjoys strong enrollment, and licensed/registered veterinary technicians and technologists are in demand.

San Luis Obispo: The proposed major in Wine and Viticulture (the title is under discussion) features a vertically integrated “vine to marketplace” approach to the wine industry, encompassing vine husbandry, the complexities of fermentation and wine chemistry, and sales and marketing. The degree program would build on the campus’s very popular Wine and Viticulture minor. The campus already has vineyards, food and wine analysis laboratories, and winemaking and bottling equipment, many of these resources acquired or developed in partnership with the industry. Observers from other states have noted that industry needs for baccalaureate-educated personnel in California are greater than can be met by the small number of existing degree programs in the state.

Sonoma: The campus has long offered a concentration in Art History within the BA with a major in Art. The concentration encompasses not only the traditional elements of art history but also an emphasis in Film History. While art history and studio art are each expected to continue to enrich the study of the other at the undergraduate level, the elevation of the Art History Concentration to full degree status is expected to facilitate greater coherence in the campus’s art-related curricula. The Art History curriculum is already accredited by the National Association of Schools of Art and Design.

Recommended Action

The proposed resolution refers to the campus academic plans approved by the Board of Trustees in March 2003 and includes the customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California State University, Long Beach (as contained in Attachment A to Agenda Item 6 of the March 11-12, 2003, meeting of the Committee on Educational Policy) be amended to include projection of a Master of Science in Emergency Services Administration, with a projected implementation date of 2004; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California State Polytechnic University, Pomona (as contained in Attachment A to Agenda Item 6 of the March 11-12, 2003, meeting of the Committee on Educational Policy) be amended to include projection of a Bachelor of Science with a major in Animal Health Science, with a projected implementation date of 2004; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California Polytechnic State University, San Luis Obispo (as contained in Attachment A to Agenda Item 6 of the March 11-12, 2003, meeting of the Committee on Educational Policy) be amended to include projection of a Bachelor of Science with a major in Wine and Viticulture, with a projected implementation date of 2004 and a footnote indicating that the degree title is under discussion; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for Sonoma State University (as contained in Attachment A to Agenda Item 6 of the March 11-12, 2003, meeting of the Committee on Educational Policy) be amended to include projection of a Bachelor of Arts with a major in Art History, with a projected implementation date of 2004; and be it further

RESOLVED, that each degree program newly included in the campus Academic Plan is authorized for implementation, at approximately the date indicated, subject to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the program will be available.

COMMITTEE ON EDUCATIONAL POLICY

Development of Joint Doctoral Programs in Education with the University of California: Progress Report

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

The California State University and the University of California entered into a formal agreement in November 2001 to create an expedited mechanism to establish new joint Doctor of Education (Ed.D.) programs to meet the state's need for skilled leaders in K-12 schools and community colleges. In accord with this agreement, the systems established the Joint Ed.D. Board to solicit, develop, fund, and expedite proposals for joint Ed.D. programs that build on the strengths of CSU and UC campuses and reflect the co-equal status of CSU and UC in their development and implementation. Each system pledged \$2 million dollars over a two-year period to support this initiative.

The board solicited proposals from partnerships of CSU and UC campuses for three types of grants:

- Short-term planning grants, used to support regional needs assessment; development of relationships with K-12, community college, and other higher education programs; activities to stimulate the interest and commitment of faculty; and preparation for program planning (including preparation of a development-grant proposal);
- Development grants, used to support all aspects of program development and expected to culminate in the completion and submission of a program implementation proposal; and
- Implementation grants (the release of which are conditional on final approval of the program implementation proposal), used to ensure that the necessary faculty complement is present as enrollments build from program initiation to steady-state levels, when the programs will be able to rely on receipt of enrollment-based funding.

Three new EdD programs are now in operation. One is a partnership among CSU Long Beach, CSU Los Angeles, Cal Poly Pomona, and UC Irvine, with CSU Fullerton expected to join the partnership shortly. Within this degree program in Educational Administration and Leadership,

students may emphasize urban educational leadership, higher education leadership, educational technology leadership, or K-12 instructional leadership. A second partnership, focusing on leadership for educational equity and the myriad challenges of education in urban environments, involves CSU Hayward, San Francisco State, San José State, and UC Berkeley. Cal Poly San Luis Obispo and UC Santa Barbara are offering a third EdD, aimed primarily at the preparation of leaders for small and mid-sized school districts outside of metropolitan areas. Five other CSU-UC consortia have received funding through the Joint EdD Board for planning and/or development of new or expanded EdD programs.

All the partnerships are regionally based. They have been alert to the confluence of regional needs and campus academic strengths and interests. In many instances, the partnerships have committed to enhancement of their resources for responding to the recognized needs. While there is some variation in program emphasis—which is consonant with the multiplicity of needs in California—most of the programs envisioned focus on strengthening the knowledge and skills that Ed.D. students need to exert effective leadership in public school or community college settings.