

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m. Wednesday, July 14, 2004
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Shailesh J. Mehta, Vice Chair
Debra S. Farar
Robert G. Foster
Eric Guerra
William Hauck
Kathleen E. Kaiser
Kyriakos Tsakopoulos

Consent Items

Approval of Minutes of Meeting of May 18, 2004

Discussion Items

1. Modification of California State University Admission Policy for Upper-Division Transfer Students, *Action*
2. California State Student Association (CSSA): Presentation to the Board of Trustees on the CSSA Strategic Plan, *Information*
3. Report of the California State University Presidents' Task Force on Education Leadership Programs, *Information*
4. Report of California State University Northridge on the Carnegie Corporation-funded *Teachers for a New Era* Program, *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**

May 18, 2004

Members Present

Roberta Achtenberg, Chair
Debra S. Farar, Chair of the Board
Murray L. Galinson
Kathleen E. Kaiser
M. Alexander Lopez
Charles B. Reed, Chancellor

Members Absent

Robert G. Foster
Shailesh Mehta, Vice Chair

Other Trustees Present

William Hauck
Eric Guerra
Frederick W. Pierce IV
Kyriakos Tsakopoulos
Anthony Vitti

Chancellor's Office Staff

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

Chair Achtenberg called the meeting to order at 9:03 a.m.

Approval of Minutes

The minutes of March 17, 2004, were approved by consent as submitted.

Review and Recommendation of Nominee for an Honorary Degree

Chair Achtenberg said that the item on the recommendation of a nominee for an honorary degree would be heard in closed session at 10:30 a.m.

Revision of Title 5: Modification of CSU's Admission Policy for Upper Division Transfer Students

Chair Roberta Achtenberg stated that ensuring access to the California State University for fully qualified upper division transfer students is one of the CSU's highest priorities. It is critical that CSU identify a clear path for transfer for students planning to transfer to the CSU so that they can earn a baccalaureate degree in the most direct manner without losing credits for courses taken at a community college. To achieve this goal, a revision to Title 5 is being presented for information and will be presented for action at the July 2004 Board of Trustees' meeting. Chair Achtenberg expressed thanks to the faculty and emphasized that if the revision is adopted by the Board, CSU would actively encourage the participation of the California Community Colleges. Executive Vice Chancellor David Spence was introduced to describe the proposed revision to Title 5 that would provide the highest priority for admission among community college transfer applicants who complete a specific set of courses that satisfy CSU General Education-Breadth requirements, lower-division major preparation courses, and campus-specific lower-division major preparation and other elective courses.

Executive Vice Chancellor Spence referred to the discussion of the Educational Policy Committee at the March 2004 BOT meeting in Fresno regarding improving graduation rates. Each year CSU admits about 55,000 transfers from the California community colleges, and in any one year, two out of three CSU graduates are transfer students. Transferring into the CSU can be challenging. The community college system does not have a clear college transfer/degree program and many students transfer without having declared a major and choose their CSU campus late; and a lack of common requirements across the CSU campuses for various majors presents a challenge to transfer students who often lose course credits if they do not make an early choice of CSU destination campus.

Dr. Spence referred the Trustees to a handout showing the basic changes being proposed in Title 5. He emphasized that the proposed direct path to the BA is a voluntary one which will help students take the right transferable lower division courses, thus taking fewer unneeded units before transfer. The straight path to the BA includes establishing a systemwide transfer curriculum for each program of at least 45 units. This is important because many students do not know which CSU campus they will attend and because it will simplify advising at the community college level. Students would declare a major to give them more time to complete requirements. Students would make more timely commitments to a CSU destination campus and therefore would be able to take the correct lower division transfer major courses. With increasing impaction of campuses and programs, a wider range of campus options is needed, and the additional information will help campuses plan course work. Students would be encouraged to

participate in the voluntary program by being placed in the highest priority transfer admission category.

Dr. Spence praised the faculty's efforts, pointing out that development of a core curriculum was very significant for the system that is known nationwide for faculty and campus autonomy. He pointed out that Trustee Kaiser was very instrumental in the development of this project while she was on the statewide Academic Senate. He emphasized the significance of the development of the common lower division transfer curriculum for 20-25 degree programs each year and added that some of the majors would have more than 45 common units.

Dr. Robert Cherny, Chair of the Academic Senate, CSU, remarked on the development of the lower division curriculum policy, which had been explored by faculty for six years. He referred the Trustees to two resolutions passed by the Academic Senate CSU two weeks before. He noted that the proposed Title 5 language parallels that in the Senate resolutions, the goal of which is to ensure that transfers have an equal footing with students who entered CSU as freshmen and have the fewest possible unneeded units. Work has begun with the Chancellor's Office Academic Affairs division staff on the implementation of the policy and the necessary executive orders to implement the policy will be developed.

Chair Achtenberg commented that success with the program would mean increased access to the CSU.

Trustee Kaiser asked how "high priority" would be determined. She also asked that 40651(F) be clarified to reflect the submission of electronic admission applications. Trustee Kaiser expressed concern about whether community college advising could reach enough students. She questioned what would happen to a student who fulfills the 60 unit requirement but has not signed an agreement in advance with a specific CSU.

Dr. Spence noted that if the student takes the right 60 units, regardless of whether the student has contacted the campus, the student would receive priority consideration for admission. CSU will continue to admit to the system all community college transfer students who have met all the requirements for transfer. High priority majors are those with the largest number of students. Dr. Spence said that the first 20-25 disciplines would represent about 70 percent of all students enrolled at CSU.

Trustee Hauck inquired whether the California Community Colleges were willing to participate, because CSU will need their cooperation for the program to succeed. Dr. Spence replied that the response has been very positive with local community college staff and presidents. However, he noted that the program is opposed by the California Community Colleges Academic Senate and the California Community Colleges Chancellor's Office.

Chair Achtenberg suggested that after the July 2004 Board of Trustees meeting, a joint meeting with the California Community Colleges Board of Governors might be requested to explain why

the CSU proceeded with the program and to work with them to publicize this voluntary program that will offer the highest priority for admission.

Trustee Hauck agreed and said that the program needs to be sold to the community colleges respectfully yet assertively. He asked for comments by the CSU Presidents on cooperation with community colleges. Presidents Armiñana, Arciniega, Rosser, Hughes, and Rees related progress already made in their regions with these kinds of programs. One problem cited by Dr. Rees was the lack of resources at the community college level for needed advisement for students.

Chair Achtenberg noted the development of such positive ongoing relationships. She encouraged the Presidents to give thought to a strategy to persuade community colleges of the value of this initiative.

Trustee Galinson suggested that CSU representatives meet with local community college presidents. He inquired how this policy would effect non-state residents. Dr. Spence noted that the State Education Code provides priority to students who transfer from California Community Colleges above all other transfer students.

Trustee Farar praised the leadership of Trustee Achtenberg in working on this project.

To respond to Trustee Hauck, Trustee Kaiser commented on concerns the community college faculty have and the relative importance of the five different missions of the community colleges. Because of the lack of funds for college advising at the community college level, CSU web resources would help advise transfer students.

Chair Achtenberg emphasized the importance of persuasion and looked forward to the presentation of the item for action at the July 2004 meeting.

Extended University Operations in the CSU

Chair Achtenberg said that campus Extended University programs provided education and training to over 291,000 students last year. She introduced Executive Vice Chancellor David Spence and Dr. James E. Lyons, Sr., President of California State University, Dominguez Hills, and Chair, CSU Commission on the Extended University, to share information about the importance of these programs to the future of California's economy.

Following brief remarks from Dr. Spence and Dr. Lyons, a video "Extended University: An Essential Resource for the Future of California's Economy" was presented. A copy of the 2002-03 CSU Extended University brochure was distributed to Board members.

Adjournment

The meeting was adjourned by Chair Achtenberg at 10:00 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Modification of California State University Admission Policy for Upper-Division Transfer Students

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Protecting access to the California State University, particularly when the state's fiscal support is insufficient to fund student demand, is one of the CSU's highest priorities. Ensuring that a higher percentage of students graduate from CSU in a timely manner is key to promoting individual economic and societal success, ensuring that the state's workforce needs are met, fulfilling students' expectations, and honoring the state's investment in higher education. Finding ways to guarantee that students can meet standards for graduation with fewer accrued units is fairer to students and a better use of state resources. In addition, preparing transfer students for academic success and efficient movement into and through their chosen majors is critical to the mission of the CSU.

In response to these challenges, the CSU Board of Trustees adopted a graduation initiative that consists of three parts: (1) increase the academic preparation for college, (2) improve the community college transfer process, and (3) identify a clear path to the degree for matriculated students. Because CSU annually enrolls approximately 55,000 community college transfer students, it is imperative that a clear path to the degree be identified for these students as well.

In 2000, the California State University conducted a study to learn more about courses completed at California Community Colleges and how the credits were used to satisfy CSU degree requirements in general education and lower division major prerequisites. The study evaluated transcripts of a sample of students who transferred from California Community Colleges and graduated from CSU in spring 1999. Stratified random sampling was used to ensure that the results take CSU campus enrollment, California Community College institution of origin, and date of matriculation at CSU properly into account. The study documented that the average California Community College student who transferred to CSU accrued 157 semester units—81 units at a California Community College and 76 units at the CSU. Transfer students are allowed to transfer a maximum of 70 semester units; hence, on average, a California Community College transfer

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student “lost” 11 semester units upon transfer to CSU. Furthermore, all too often, some of the transferable units are not needed to meet requirements for the CSU degree and major.

To ensure that students planning to transfer to the CSU can earn a baccalaureate degree in the most direct manner without losing credits for courses taken at a community college, the CSU needs to create for each major a lower-division pattern of courses that will advance students toward graduation at any CSU campus offering the major. A CSU campus may then identify any additional, distinct course requirements it considers necessary to prepare the students for upper-division study in that major. This will help identify a clear path to the baccalaureate degree for all community college transfer students, protect against the loss of credit by ensuring that community college students interested in transferring to the CSU can choose to take only courses that bring them closer to graduation, maximize access to CSU campuses and programs, simplify student advising, and provide a basis for community college transfer degrees and programs. To make best use of this path, community college students will need to identify a major program early and commit to a CSU campus by the time they complete 45 semester units.

The *systemwide* lower-division transfer pattern by major—the part of the path that will be an acceptable and efficient choice for students transferring to any CSU campus offering the major—will include at least 45 semester units and will ordinarily have the components listed below. (Semester units are featured because all but three California community colleges are on semester calendars.)

1. Completion of CSU General Education-Breadth requirements of 39 semester units or the Intersegmental General Education Transfer Curriculum of 37 semester units (for a few highly sequential, high-unit majors, it may be more appropriate for students to complete more units in the major and fewer in general education);
2. Completion of the requirements in United States History, Constitution, and American Ideals (students completing the CSU General Education-Breadth requirements usually satisfy this requirement concurrently, and it is also possible to satisfy this requirement by examination); and
3. Completion of a systemwide lower-division major preparation pattern of a minimum of 6 semester units designated by the faculty.

A course in the pattern may fulfill more than one requirement.

The *campus-specific* lower-division transfer pattern by major will typically include:

4. Completion of any additional, campus-specific lower-division major preparation requirements; and
5. Completion of elective courses.

Together, the systemwide transfer pattern for a major and the campus-specific transfer pattern for the major will identify a path of at least 60 semester units and no more than 70 semester units. It is proposed that students who complete the systemwide and campus-specific transfer patterns successfully be given the highest priority among community college transfer applicants for admission to that CSU campus.

While it is desirable to have such a path for every undergraduate major offered, it is most important to the achievement of significantly increased access to identify the paths for the majors attracting large numbers of students at many CSU campuses. The Title 5 amendments proposed in the resolution below therefore focus on such high-priority majors.

This policy change was submitted to the Board of Trustees for information at its May 2004 meeting and is being presented for action at this meeting. If adopted, the change would be effective for students seeking admission to fall 2006 and subsequent terms.

Proposed Resolution

The following resolution is proposed for adoption.

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

Article 9. Lower-Division Transfer Patterns by Major

§ 40530. Definitions

(a) The term “systemwide lower-division transfer pattern by major” means a set of lower-division curricular specifications comprising at least 45 semester units but no more than 60 semester units that will be accepted at every CSU campus offering a program leading to that degree and major. Each unit that a student completes in the systemwide lower-division transfer pattern by major reduces by one unit the total number of units that the student must complete to earn that

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degree with that major. A systemwide lower-division transfer pattern by major will ordinarily include courses that fulfill General Education-Breadth or Intersegmental General Education Transfer Curriculum requirements; United States History, Constitution, and American Ideals requirements; and major-specific, lower-division requirements. A course in a systemwide lower-division transfer pattern by major may contribute to completion of more than one requirement.

(b) The term “campus-specific lower-division transfer pattern by major” means a set of lower-division curricular specifications beyond the systemwide lower-division transfer pattern by major, comprising units that will be accepted at a particular CSU campus offering a program leading to that degree and major. Each unit that a student completes in the campus-specific lower-division transfer pattern by major reduces by one unit the total number of units that the student must complete to earn that degree with that major.

(c) For purposes of this article, majors are distinguished by the CSU program code assigned to them and the degrees to which they lead.

(d) For purposes of this article, a major will be considered high-priority if it meets criteria established by the Chancellor. In establishing criteria, the Chancellor shall consider (1) the number of CSU campuses at which the major is offered and (2) the proportion of the undergraduate student body enrolled in the major at the CSU campuses offering that major.

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

§ 40531. Development of Systemwide Lower-Division Transfer Patterns by Major

(a) A systemwide lower-division transfer pattern by major shall be established for each high-priority major. The Chancellor, in consultation with the Academic Senate of the California State University, shall develop procedures for establishing systemwide lower-division transfer patterns by major. The procedures shall include extensive participation of faculty members in the major. The procedures shall encourage the development of systemwide lower-division transfer patterns by major that are consistent with, but not necessarily identical to, the recommended lower-division course-taking patterns of CSU first-time freshmen.

(b) If a degree and major frequently incorporate options or concentrations that would individually meet the criteria established for high-priority majors, the

procedures shall allow for the development of a distinct systemwide lower-division transfer pattern by major for each of those common options or concentrations.

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

§ 40532. Development of Campus-Specific Lower-Division Transfer Patterns by Major

Each CSU campus shall develop a campus-specific lower-division transfer pattern by major for each high-priority major it offers. The number of semester units in the systemwide lower-division transfer pattern by major plus the number of semester units in the campus-specific lower-division transfer pattern by major shall be no fewer than 60 and no more than 70. The procedures shall encourage the development of campus-specific lower-division transfer patterns by major that, in combination with the corresponding systemwide lower-division transfer patterns by major, are consistent with, but not necessarily identical to, the recommended lower-division course-taking patterns of CSU first-time freshmen.

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

And, be it further

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Title 5, Division 5, Chapter 1, Subchapter 3, Article 2, Section 40651 as follows:

§ 40651. Administrative Procedures.

(a) Upon establishment of enrollment quotas for any campus pursuant to Section 40650 of this Article, admission of students otherwise qualified shall be within such quotas with the objective of providing maximum opportunity and appropriate diversity among students.

(b) In determinations of priority for admission:

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(1) The policy of the State that students who begin their higher education in California public Community Colleges be able to continue their education without interruption, shall be considered.

(2) The following factors may be considered:

(A) Previous enrollment at the campus;

(B) The applicant's degree or credential objective;

(C) Whether the applicant has completed military or other national service;

(D) Geographical proximity to the campus where the distance involved in attending another institution would create a hardship;

(E) Access to suitable educational alternatives;

(F) The date the application is filed; (an application shall be considered filed as of the date it is postmarked, filed electronically, or ~~when it is personally delivered~~ to the office on campus designated for such purpose-);

(G) The needs of the campus in maintaining a balanced program with respect to foreign students, out-of-state students, recipients of scholarships and awards, and with respect to students who would make a significant contribution to the campus because of their background or special abilities.

(3) Applicants who complete successfully a systemwide lower-division transfer pattern by major and the campus-specific lower-division transfer pattern for that major, as defined in Section 40530, shall be accorded the highest priority for admission as undergraduate transfers to that campus and major. "Highest priority" as used herein means a guarantee of admission subject to enrollment demand, available space, and satisfactory completion of any impact criteria for that campus and major.

(c) The Board of Trustees may, by resolution, establish particular policies for the implementation of priorities authorized by this Section. The Chancellor shall establish methods of determining priorities to be applied by each campus within the provisions of this Section, including any implementing resolutions adopted by the Board of Trustees. In addition, the Chancellor is authorized to establish criteria for use in admission to impacted programs.

NOTE: Authority cited: Sections 66600, 89030, and 89035, Education Code.
Reference: Sections 66202, 66600, and 89030, Education Code.

And, be it further

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the

Education Code, that the board hereby amends its regulations in Title 5, Division 5, Chapter 1, Subchapter 3, Article 5, Sections 40803 and 40803.1 as follows:

40803. Applicants Who Are California Residents and Who Have Completed the Prescribed Number of Units of College Credit.

(a) An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of subdivisions ~~(a), (b), and (d) or (a), (c), and (d)~~ (1), (2), and (4) or (1), (3), and (4), as appropriate:

~~(a)~~(1) Commencing with admission to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(b)~~(2) For admission prior to fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;

~~(c)~~(3) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit;

~~(d)~~(4) The applicant was in good standing at the last college attended.

(b) Commencing with admission to the fall term 2006, an applicant who has attended a California community college and who has committed to a major and campus of the California State University before earning more than 45 semester (68 quarter) units will receive the highest priority for admission to that campus and major if the applicant has completed successfully the systemwide lower-division transfer pattern for that major and the campus-specific lower-division transfer pattern for that major and campus, as defined in Section 40530. "Highest priority" as used herein means a guarantee of admission subject to enrollment demand, available space, and satisfactory completion of any impact criteria for that campus and major.

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

§40803.1. Applicants Who Are Not California Residents and Who Have Completed the Prescribed Number of Units of College Credit.

(a) An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of subdivisions ~~(a), (b), and (d)~~ or ~~(a), (e), and (d)~~ (1), (2), and (4) or (1), (3), and (4), as appropriate:

~~(a)~~(1) Commencing with admission to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(b)~~(2) For admission prior to fall term 2005, the applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

~~(c)~~(3) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

~~(d)~~(4) The applicant was in good standing at the last college attended.

(b) Commencing with admission to the fall term 2006, an applicant who has attended a California community college and who has committed to a major and campus of the California State University before earning more than 45 semester (68 quarter) units will receive the highest priority for admission to that campus and major if the applicant has completed successfully the systemwide lower-

division transfer pattern for that major and the campus-specific lower-division transfer pattern for that major and campus, as defined in Section 40530. "Highest priority" as used herein means a guarantee of admission subject to enrollment demand, available space, and satisfactory completion of any impact criteria for that campus and major.

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

California State Student Association (CSSA): Presentation to the Board of Trustees on the CSSA Strategic Plan

Presentation by

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Susana Gonzalez
Executive Director
California State Student Association

Summary

The California State Student Association (CSSA) is a non-profit organization with a board of directors that consists of two student leaders from each campus and seven ex-officio board members. The association is the single recognized voice for over 400,000 students with The California State University. CSSA is the acknowledged statewide student organization designed to represent, serve, and protect the collective interests of CSU students. It is recognized by the Governor, the legislature, and the Board of Trustees as the official voice of California State University students.

In 2003-04, CSSA underwent a formal process for developing a strategic plan. With Chancellor Reed's support, CSSA executive officers worked with Dr. Barbara Kaufman from ROI Consulting Group, Inc. to draft and finalize CSSA's strategic plan. While developing the strategic plan, CSSA executive officers identified the importance of strengthening communication between the Board of Trustees, Chancellor's Office, and CSSA. This presentation will describe CSSA's strategic plan that will guide its activities for the next few years.

COMMITTEE ON EDUCATIONAL POLICY

Report of the California State University Presidents' Task Force on Education Leadership Programs

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

John D. Welty
President, California State University, Fresno
Chair , Presidents' Task Force on Education Leadership Program

Summary

In 2003, Chancellor Reed asked President Welty to convene the Presidents' Task Force, comprised of seven campus presidents, to focus on the special issues and challenges surrounding the preparation of administrators for California's schools. A thirty-nine member work group was formed. These members included seventeen administrators and faculty from CSU campuses and twenty-two K-12 leaders, representing administrator professional organizations, state education agencies, and business and community organizations. Several K-12 leaders recently graduated from CSU education leadership programs. Three subcommittees were formed, and each was asked to focus its recommendations in a specific area:

- Subcommittee 1:* the role of education leaders of the future
- Subcommittee 2:* the recruitment of future education leaders
- Subcommittee 3:* the preparation of future education leaders

The Presidents' Task Force received the reports of these subcommittees. Upon careful consideration of the work, the Presidents' Task Force is presenting this summary. The Presidents' Task Force will return with recommendations regarding CSU preparation of educational leaders based on these findings.

COMMITTEE ON EDUCATIONAL POLICY

**Report of California State University Northridge on the Carnegie Corporation-funded
Teachers for a New Era Program**

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Jolene Koester
President
California State University, Northridge

Summary

In 2002, California State University, Northridge was invited to participate in a landmark national initiative, *Teachers for a New Era*, to develop model teacher preparation programs through a five-year grant from the Carnegie Corporation of New York. Other founders of the *Teachers for a New Era* initiative include the Annenberg Foundation and the Ford Foundation.

Initially, California State University, Northridge and the three other institutions, Michigan State University, the University of Virginia, and Bank Street College of Education in New York City, were independently chosen by a panel of experts after a national review of teacher education programs with the potential to become national models. One year later, seven additional institutions were designated *Teachers for a New Era* schools in a second round of competition: Boston College, Florida A&M University, the University of Connecticut, Stanford University, the University of Texas at El Paso, the University of Washington, and the University of Wisconsin-Milwaukee.

California State University, Northridge is participating in this national effort to refine, engage, and improve the quality of teaching. The Carnegie Corporation initiative recognizes the importance of integrating the design of teacher education programs based on evidence, engagement of the arts and sciences faculty in teacher preparation, and collaboration with K-12 schools as clinics of professional practice.

The CSU shares with the Carnegie Corporation its belief that the preparation of high-quality teachers is an essential precondition for improving our country's K-12 schools. A summary of work in progress is provided.