

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 1:00 p.m., Tuesday, July 14, 1998  
**Auditorium**

William D. Campbell, Chair  
Joan Otomo-Corgel, Vice Chair  
Martha C. Fallgatter  
Robert G. Foster  
Harold Goldwhite  
Laurence K. Gould, Jr.  
Eric C. Mitchell  
Maridel Moulton  
Ralph R. Pesqueira  
Alice S. Petrossian  
Ali C. Razi  
Michael D. Stennis  
Anthony M. Vitti

#### **Consent Items**

Approval of Minutes of Meeting of May 12, 1998

#### **Discussion Items**

1. CSU's Central Role in Teacher Education, *Action*

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

**Trustees of The California State University  
Glenn S. Dumke Conference Center  
400 Golden Shore  
Long Beach, California**

**May 12, 1998**

**Members Present**

Joan Otomo-Corgel, Vice Chair  
Martha C. Fallgatter, Chairman of the Board, ex officio  
Harold Goldwhite  
William Hauck  
Eric C. Mitchell  
Ralph R. Pesqueira  
Alice S. Petrossian  
Ali C. Razi  
Charles B. Reed, Chancellor, ex officio  
Michael D. Stennis  
Anthony M. Vitti

**Members Absent**

William D. Campbell, Chair  
Laurence K. Gould, Jr.  
James H. Gray

**Other Trustees Present**

Jim Considine  
Robert G. Foster  
Maridel Moulton  
Stanley T. Wang

**Chancellor's Office Staff**

June M. Cooper, Senior Vice Chancellor and Interim Chief of Staff  
David S. Spence, Executive Vice Chancellor  
Douglas X. Patiño, Vice Chancellor, University Advancement  
Charles W. Lindahl, Associate Vice Chancellor, Academic Affairs  
Christine Helwick, General Counsel

**Presidential Liaisons**

Marvalene Hughes, President, California State University, Stanislaus, present  
Bob Suzuki, President, California State Polytechnic University, Pomona, present  
Blenda J. Wilson, President, California State University, Northridge, present

**Open Session**

In the absence of Trustee Campbell, chair, Vice Chair Otomo-Corgel called the meeting to order at 10:40 a.m.

**Approval of Minutes**

The minutes of March 17, 1998, were approved as submitted.

**Providing Services to Prospective Students Through the Internet**

Associate Vice Chancellor Lindahl stated that for the past three years CSU has been researching how technology can be used to make the outreach, admission, and financial aid processes more user-friendly for students and their families. Through talking with high school students, their families, counselors, and CSU campus representatives, it was determined that regardless of family income and location of residence, most students had access to and were comfortable with computers. In addition to the advice and approval of Admission and Financial Aid Advisory Councils, Vice Presidents for Student Affairs, Technology Steering Committee, and Executive Council, a team of campus and system representatives was convened to coordinate, guide, and expedite the development of a CSU-specific, systemwide electronic and outreach, admission, and financial aid system known as CSUMentor.

A unique aspect of the CSU approach is that it is student-centered, while most other systems being developed are school-based or counselor-centered. By balancing technology with personal contact rather than replacing human contact with computers, CSUMentor provides several avenues for accessing outreach, admission, and financial aid processes. Students can now use the Internet to apply to CSU and independent colleges and universities. CSUMentor is a first step toward a statewide outreach, admission, and financial aid system.

Dr. Lindahl introduced Allen Firstenberg, president of XAP Corporation, the company under contract to CSU that is developing and managing CSUMentor on CSU's behalf. Firstenberg stated that this new electronic approach simplifies the college exploration, admission, and financial aid process for prospective students, improving CSU's ability to respond quickly to applicants. With a total of 15 modules, anyone interested in learning more about CSU outreach, admission, and financial aid opportunities has the ability to do so. Firstenberg provided a demonstration of three modules and the interaction between the various modules.

Based upon usage from the first five months that CSUMentor has been operating, it is projected that over 540,000 students and counselors will access CSUMentor, viewing over 4.5 million web pages. The new system will expand this year to include redirection to an alternate campus, a transfer student planner, a graduate student-campus match, and an electronic transmission of transcripts and test scores.

Dr. Lindahl acknowledged the leadership of co-directors Allison Jones, senior director, academic affairs, access and retention, and Russell Utterberg, senior director, strategic projects, information resources and technology.

Trustee Pesqueira praised CSUMentor, and asked about the existence of an electronic check between the self-reported information on the application and information sent on transcripts. Firstenberg responded that as yet no electronic check is available and campuses manually verify the student's information upon receipt of the transcript. It was explained that CSU admits students on the basis of self-reported information that is verified prior to a student's enrollment. Trustee Pesqueira also asked about student data security and confidentiality. Firstenberg indicated that CSUMentor system provides data security and confidentiality by giving each student an identification code and password.

Trustee Mitchell praised CSUMentor's ability to view all CSU information in one place. Trustee Goldwhite applauded the CSUMentor web site. He asked about the future development of a page for transfer students. Dr. Lindahl stated that development plans include transfer information. Senior Director Jones added that data on CSUMentor is stored for seven years, which helps incorporate transfer student needs. Trustee Goldwhite asked about the strategies used to encourage the use of CSUMentor. Jones stated there was a recent *LA Times* article about the system as well as radio, television, and press releases. In addition, mouse pads and post cards were mailed to every counselor in the state and information was presented by XAP at the fall counselor conferences.

#### **Proposed Revision of Title 5 Regulations on Admission to Teacher Preparation Programs**

Dr. Lindahl stated that in the 1980s there was national concern that teacher candidates were drawn from the academically weaker students. Even though studies indicated that most CSU students pursuing teacher education were in the top half of their majors, this was not guaranteed by system policy nor widely recognized. In 1985, the Board of Trustees adopted regulations requiring the vast majority of students to be in the top half of students in their discipline as measured by grade point average (GPA). Later the California Commission on Teacher Credentialing (CCTC) adopted a similar but more general policy, requiring admittees to "have attained an undergraduate GPA that is above the median GPA for a comparable population of students at the institution." Current CSU policy prescribes how GPA for determining the upper half is to be calculated, how many units it is based on, and how to group disciplines when computing GPA medians.

The Title 5 changes being proposed are to (1) make CSU policy more consistent with CCTC policy, (2) delegate responsibility for defining upper half from the Chancellor's Office to campuses, and (3) free campuses to carry out teacher education reforms which call for integrated programs, multiple entry points, and continuous evaluation. The change is not lowering standards but gives more flexibility to campuses while still requiring campuses to meet CCTC standards. In addition, the proposed revisions preserve CSU's commitment to quality of credential candidates while providing campuses greater flexibility in applying a scholarship standard that fits campus circumstances and curricular organization. The proposed changes are supported by the Deans of Education, Vice Presidents of Academic Affairs, Presidents, and the Statewide Academic Senate.

Dr. Lindahl indicated an additional change in the resolution language, as suggested by the Academic Senate CSU.

The revised resolution was moved and seconded. The committee recommended adoption of the proposed resolution (REP 05-98-02).

**Extended and Continuing Education in the CSU**

Dr. Lindahl began the annual report to the board indicating that extended and continuing education continues to be an effective and important part of CSU's offerings. During the past year, the number of persons served reached almost 417,000, exceeding for the first time the 343,000 individuals enrolled in on-campus programs. Dr. Lindahl introduced President Detweiler, chair of the Commission on the Extended University, who presented the commission's annual report.

President Detweiler pointed out the growing size and diversity of extended/continuing education operations in the CSU, with the area of greatest growth being in noncredit operations. Extended university certificate programs have also grown substantially and a significant number of these programs are tailor-made after interactions with clients or agencies, faculty, and professional accrediting bodies.

Extended university offices have been leaders in the use of the distance learning technologies which have provided wider access and better instructional opportunities for students. The extended university is an important element as the CSU serves a growing student body.

Trustee Goldwhite commended the commission for its work, and stated that teacher education can be enhanced under the aegis of extended university. Trustee Goldwhite suggested that extended education could play a role in providing more alternatives to teachers and others seeking certification should the CSU move to year-round operations. President Detweiler stated that CSU continues to need both self-support and state support education. Caution should be exercised, according to President Detweiler, to identify appropriate roles for continuing education as year-round planning moves ahead. In light of Tidal Wave II, Chancellor Reed indicated he has been discussing year-round operations with CSU presidents and the governor. Chancellor Reed stated that he will recommend a pilot year-round operation, at least in the area of teacher education, and will bring new recommendations to the board later this summer.

**Adjournment**

The meeting adjourned at 11:40 a.m.

**Closed Session**

The Subcommittee on Honorary Degrees and the Committee on Educational Policy met in closed session and acted on nominations.

## **BRIEF**

**Action Item**

Agenda Item 1  
July 14-15, 1998

### **COMMITTEE ON EDUCATIONAL POLICY**

#### **CSU's Central Role in Teacher Education**

##### **Presentation By**

Charles B. Reed  
Chancellor

David S. Spence  
Executive Vice Chancellor

Robert C. Maxson, President, CSU Long Beach  
Chair, Presidents Commission on Teacher Preparation and K-18 Education

##### **Summary**

The Board of Trustees, the Presidents Commission on Teacher Preparation and K-18 Education, and the chancellor have assigned high priority to teacher preparation during the past two years. The focal point has been the report of the Presidents Commission. As a result of this report, campuses are moving on a number of fronts to prepare many more high quality teachers.

There is a great urgency in California to prepare greater numbers of well-qualified public school teachers. This urgency was created largely by Class Size Reduction as well as by teacher retirements, attrition, and the growing K-12 population.

The chancellor, the executive vice chancellor, and the chair of the Presidents Commission will address recruiting new teachers, the urgency of developing more routes to a credential, and the need to increase the number of credential holders prepared by the CSU. The role of the CSU and actions for the coming year will be discussed.

##### **Recommendation**

Trustee adoption of the resolution endorsing the recommendations of the Presidents Commission and specific timelines for carrying them out.

## ITEM

2

Agenda Item 1  
July 14-15, 1998

### COMMITTEE ON EDUCATIONAL POLICY

#### CSU's Central Role in Teacher Education

##### Background

The Presidents Commission on Teacher Preparation and K-18 Education was formed in the summer of 1996 shortly before the Class Size Reduction program was adopted by the legislature and Governor Wilson. Since then the California State University has assigned high priority to improving access to and the quality of its teacher preparation programs.

The Board of Trustees' Committee on Educational Policy has provided valuable leadership for CSU's pursuit of its teacher education agenda. Led by Committee Chair Campbell, a retreat was held in August 1997 to identify key issues, consider solutions, and develop a work plan for ensuring CSU fulfilled its responsibilities as the primary source of educators in California. At the September 1997 trustees' meeting, Gary Hart and Sue Burr, co-directors of the CSU Institute for Education Reform, described their efforts and the findings of their studies and seminars. In November 1997, the trustees were presented with the recommendations of the Presidents Commission on Teacher Preparation and K-18 Education chaired by President Maxson. At the January 1998 meeting, California Secretary of Education and Child Development Marian Bergeson and Executive Director of the California Commission on Teacher Credentialing Sam Swofford presented the recommendations of the SB 1422 Advisory Panel for changing the state's requirements for receiving a teaching credential.

##### Urgency

The need for many more well-qualified teachers for California public schools is approaching a state of crisis. Estimates of new teachers needed for the next ten years in California range from 250,000 to 300,000. This number can be attributed not only to class size reduction in the early grades, but also to the growing wave of teachers reaching retirement age, teacher attrition, and an increasing public school enrollment. Historically, the CSU has been the major producer of new teachers for the state, and plays a significant role in production of new teachers for the entire nation. However, the situation now can be defined as a "state of emergency" for California. The CSU is responding to meet this challenge by dramatically increasing the numbers of well-prepared new teachers for the state.

As the numbers of new teachers needed for the state mounts, it is essential that the quality of these teachers be maintained and improved. High standards for preparation of new teachers will be reinforced through implementation of provisions in legislation such as SB 2042 (which encourages integrated undergraduate programs, calls for pre-intern programs and establishes a new system of teacher induction and assessment), and through the CSU's internal commitment to quality programs of teacher preparation.

Quantity and quality are presenting new challenges to CSU programs that have already undergone major change within the last two years. The CSU has been developing new partnerships and routes to full certification, alternative pathways into teaching, and distance education programs. The system as a whole must respond with actions that apply to every program and affect each university campus. This is not a challenge facing only departments of teacher education, but a challenge for entire campuses and the entire California State University.

## **The Role of the CSU**

The crisis in teacher preparation in California has been noted by the legislature and is reflected in the provision of additional resources for the coming year and the years beyond. The most important role of the CSU is to increase the number of well-prepared credentialed teachers. The following programs will contribute to the effort.

### *Expand Capacity*

The CSU must build capacity to serve the increasing number of students requiring teacher preparation programs. In the last year (1997-98) \$4.5 million was devoted to this purpose and increased CSU enrollment by over 880 FTES. An additional \$9.3 million to serve approximately 1,800 FTES will be designated this year specifically to increase university capacity for teacher preparation. This includes the hiring of tenure track faculty, faculty from the public schools, and increasing the all university responsibility for teacher preparation.

### *Increase Recruitment*

The Center for Teaching Careers (CalTeach), housed on the Sacramento and Long Beach campuses, is an intersegmental activity to increase the number of teachers recruited for California and to improve their access to teacher preparation and teaching positions. This program will increase its public service efforts through a multimedia campaign (funded at over \$2 million for this year) and will have a CSU emphasis on the recruitment of mathematics teachers (\$200,000) in addition to its current level of funding. It will also provide one-stop service for individuals seeking information on credential requirements, transcript evaluation, and assistance dealing with the credentialing commission.

### *Year Round Operation*

The chancellor has indicated that in order to meet the demand for teachers and to meet future demands in other fields, the CSU must consider moving to year round operation by offering state supported programs during the summer. Several campuses are offering pilot programs to implement this initiative.

### *Adapt Open University Approach*

An innovative approach to teacher preparation includes a proposed partnership with the British Open University to develop a high quality distance education program for students who may not otherwise have access to CSU teacher preparation programs. The program will be a multicampus effort serving emergency permit holders and other applicants who are in situations that preclude them from entering traditional programs. Five million dollars has been appropriated to conduct this effort. It is anticipated that this endeavor can be integrated with other CSU distance learning credential programs, such as CredentialNet.

### *New Teacher Support*

The Beginning Teacher Support and Assessment (BTSA) Program, administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC), will receive over \$49 million. This is currently a limited program for first and second year teachers that includes professional development, support, and feedback on teaching. This funding will permit the program to be expanded to all eligible new teachers. Many CSU campuses are partners with school districts implementing BTSA.

4  
Ed. Pol.  
Agenda Item 1  
July 14-15, 1998

### *CSU-District Internships*

The Pre-Intern program, a new program for emergency permit holders, has been allocated over \$11 million. CSU campuses and school districts will be able to enroll and provide services to these new underprepared teachers, facilitating their progress to a full credential. Five thousand teachers can be served during the first year of the program administered by the CCTC.

### *Integrated Programs*

In accordance with the CSU move to develop an integrated undergraduate route to teacher preparation, there is a pending allocation of \$350,000 to facilitate the development of these programs at every campus.

### *Alternative Certification*

Alternative certification programs may receive up to \$9 million in expansion of support for teachers who are finishing their preparation while they are already beginning to teach. Every one of the CSU campuses sponsors at least one of these programs in partnership with school districts and county offices of education.

### *Transforming Teacher Aides into Teachers*

A program that is designed to recruit teacher aides into teaching careers may receive \$10 million in expansion. These paraprofessionals are one of the most promising pools of future teachers for public schools. Each campus of the CSU has been encouraged to expand its partnerships in working with these programs.

## **CSU Commitment to Prepare High Quality Teachers**

CSU has drawn from the recommendations of the Presidents Commission, the SB 1422 Advisory Panel Report, and the work of the CSU Institute for Education Reform to develop the attached statement, CSU's Commitment to Prepare High Quality Teachers. This statement begins by articulating CSU's commitment to serve every individual who wants to be a teacher, wishes to be prepared by CSU, and meets CSU admission standards. It then summarizes the key steps being taken to enhance access to teacher education programs and ensure its teacher preparation is of high quality, and indicates dates by which these actions are to be completed.

This statement has been developed by the Presidents Commission and endorsed by the vice presidents, academic affairs and Executive Council. Its primary purpose is to communicate CSU commitments within and beyond the system, to establish goals and publicly pledge to achieve them, to recognize CSU's central role in serving K-12 education, and to reaffirm that teacher education is one of CSU's highest priorities. The statement has been useful as CSU representatives have worked with legislators, their staff members, Department of Finance and Office of Legislative Analyst staff, and public school representatives. Regular reports on CSU's progress toward these goals will be presented to the Board of Trustees.

## **Proposed Resolution**

The following resolution is proposed for adoption by the California State University Board of Trustees:

**RESOLVED**, By the Board of Trustees of The California State University, that this board endorses the statement in Agenda Item 1 of the trustees' July 14-15, 1998, meeting of its Committee on Educational Policy, entitled "CSU's Commitment to Prepare High Quality Teachers" to reinforce CSU's dedication to preparing more high quality teachers as quickly as possible.

## **CSU'S COMMITMENT TO PREPARE HIGH QUALITY TEACHERS**

The California State University is committed to serving every individual who wants to be a teacher, wishes to be prepared by CSU, and meets CSU admission standards. To enhance access and to ensure its teacher preparation is sound and of high quality, the CSU is drawing from the recommendations of the *CSU Presidents Commission on Teacher Preparation and K-18 Education Report*, (1997) the *SB 1422 Advisory Panel Report* (CCTC, 1997), and *The Teachers Who Teach Our Teachers* (CSU Institute for Education Reform, 1996).

To honor this obligation and fulfill its responsibility as the primary source of California teachers, **the CSU is committed to reach the following goals by the dates indicated.**

### **Access** (*To build capacity and efficiency of California's largest public university*)

- By March 1998, the California Center for Teaching Careers (CalTeach) will be recruiting new teachers and referring students to teacher preparation programs. Special efforts will be devoted to attracting students from groups having low college participation rates. By July 1999, CalTeach will be the focus of recruitment for the CSU and local education agencies in California.
- By November 1998, all admissions procedures for teacher preparation programs on campuses will be simplified and more user friendly. Students will be able to make one call, visit virtually via WEB, or make real visits and receive complete, consistent, and accurate information.
- By July 2000, the CSU will increase recommendations for credentials from approximately 12,000 to 15,000 annually.

### **Curriculum** (*To develop opportunities for early and better articulated teacher preparation*)

- By July 1999, the CSU will have initiated integrated undergraduate teacher preparation programs that provide multiple entry points and pathways to the teaching profession that include: (1) a system of application and early advisement, (2) subject matter/teacher preparation integration, (3) early field experiences for candidates, including articulation with community colleges, (4) local district participation, and (5) effective coordination, administration, and support of undergraduate programs leading to teaching credentials.
- By September 1999, all CSU campuses will have a continuum of teacher preparation programs including four or five year integrated programs, extended education, district partnerships, and traditional fifth year programs. These classes will be offered on campus, off campus, and via distributed learning.

### **High Standards** (*To establish the CSU benchmark for a well-prepared California teacher*)

- By July 2000, all CSU campuses will have adopted common admission guidelines, common transfer procedures, and common exit standards based on the *California Standards for the Teaching Profession*.
- By July 2000, all CSU teacher preparation programs will participate in individual candidate assessment programs for both teacher and subject matter content preparation in response to state mandate.

6

Ed. Pol.

Agenda Item 1

July 14-15, 1998

**Collaboration with Schools** (*To broaden University/K-12 shared role in teacher preparation*)

- By July 2000, each CSU campus-based teacher preparation program will have significantly increased and expanded the number of university/school district partnerships to include preparations for MSAT, emergency permit to intern, intern to full credential, supplementary authorizations, teacher aide to full credential, and other programs consistent with regional needs.
- By February 1999, CSU campuses will use joint appointment processes to employ district personnel to work as full partners with other CSU faculty to advance teacher preparation.
- By July 2000, all CSU teacher preparation programs will participate in induction programs providing support for new teachers and establishing a lifelong professional development program that includes district and teacher organization participation as possible.