

REVISED

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

**Meeting: 1:30 p.m., Wednesday, November 19, 2003
Glenn S. Dumke Auditorium**

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

Consent Items

Approval of Minutes of Meeting of September 17, 2003

Discussion Items

2. Community Service Learning in the California State University, *Information*
3. Proposed Revision of Title 5 Regulations: Student Discipline and Intellectual Property, *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**

September 17, 2003

Members Present

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

Members Absent

Roberta Achtenberg, Chair

Other Trustees Present

William Hauck
Eric Guerra
Jack O'Connell
Frederick W. Pierce IV
Stanley M. Toy
Daniel Weinstein
Milton M. Younger

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

Vice Chair Mehta called the meeting to order on September 17 at 9:00 a.m.

Approval of Minutes

The minutes of July 16 were approved by consent as submitted.

Revision to Title 5: Integrated Teacher Preparation Programs

Vice Chair Mehta commented that recent interest in the State Legislature has prompted the development 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. Vice Chair Mehta recognized the Academic Senate's leadership in developing these programs. Executive Vice Chancellor Spence commented that integrated teacher preparation programs encourage students to select careers in teaching earlier in their student experience and offer an alternative to the traditional teacher preparation credential program. Dr. Spence stressed that the revisions to Title 5 are also important because they have the potential to increase the involvement of California Community Colleges in teacher preparation. Dr. Spence commented that SB 81 (Alpert) as passed, calls for CSU to adopt guidelines defining the structure of these teacher preparation programs.

Dr. Spence acknowledged the support and cooperation of the Academic Senate. Academic Senate Chair Cherny commented that the faculty fully supported the amendments to Title 5 and described the two resolutions in support of integrated teacher preparations programs that were passed by the Academic Senate in May and September 2003. He also pointed out that one goal of the integrated programs would be a seamless connection for California Community College students with the California State University multiple subject programs. Academic Senate Chair Cherny acknowledged Robert Snyder, Co-Chair of the Task Force and Vice Chair of the Academic Senate for his work.

Trustee Huffman wanted assurance that the quality of teachers graduating from an integrated teacher education program would be maintained. Dr. Spence and Academic Senate Chair Cherny observed that quality will be maintained by insuring that essential subject matter and professional education requirements are met, albeit more efficiently and, in some cases, in new ways. Trustee Toy asked if the integrated teaching programs would take the place of traditional teacher preparation programs. Academic Senate Chair Cherny stated that the integrated program would lay out a road map for obtaining a teaching credential in four to four and one-half years for those students who know early in their academic career that they want to become teachers. Dr. Spence commented that the integrated programs are an alternative way to earn a baccalaureate degree and a teaching credential. Trustee Kaiser commented that both teacher preparation programs are important because the programs effectively serve both those students who decide early and those who postpone their decision to become teachers until after they have completed their subject matter course work. Trustee Hoffman questioned the range of hours required for completion of the integrated program. Dr. Spence responded that the limited range allows for variation in programs for each campus and provides adequate time to meet

requirements. Trustee Pesqueira thanked the Academic Senate and Executive Chancellor Spence for their work.

The Committee recommended approval by the board of the proposed resolution (REP 09-03-06).

Academic Plan Update for Fast-Track Program Development

Executive Vice Chancellor Spence gave a brief summary of the traditional and fast-track procedures for reviewing and approving new degree programs. California State University, Long Beach submitted a request to establish a Master of Science degree program in Emergency Services Administration; California State Polytechnic University, Pomona to establish a Bachelor of Science degree program with a major in Animal Health Science; 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 Committee recommended approval by the board of the proposed resolution (REP 09-03-07).

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

Vice Chair Mehta stated that in November 2001, the California State University and the University of California entered into a formal agreement to create an expedited mechanism to establish new joint Doctor of Education programs to meet the state's need for leaders in K-12 school and community colleges. Executive Vice Chancellor Spence stated that by law California State University is not allowed to independently offer a doctoral program. Dr. Spence commented that in addition, the California State University could not operate Ed.D. programs at the normal level of CSU funding. Nonetheless, California schools need more administrators and leaders with this degree. Dr. Spence commented that the Joint Ed.D. Board was established to guide the development of Joint Ed.D. programs.

Dr. Spence commented that low cohort numbers proposed by the UC faculty are a concern. Trustee Pesqueira asked if there has been any follow up on students who are interested in the program, but unable to enroll. Dr. Spence commented that this is being addressed. Dr. Spence commented that the Ed.D. joint doctoral program has a lower priority for University of California faculty than California State University faculty. Trustee Hauck commented that it appears University of California administration is supportive of the Joint Doctoral Programs, but that the faculty is not. Chancellor Reed commented that this observation was accurate.

Trustee Younger asked if the California State University and University of California administration communicate regularly. Chancellor Reed said that he and President Atkinson communicate often as do Executive Vice Chancellor Spence and Provost King.

4

Ed. Pol.

Dr. Spence commented that the University of California has significantly fewer faculty who could participate in facilitating the Joint Doctoral Programs than does the California State University. Accordingly, the California State University would be able to assume a larger proportion of the workload. Trustees Kaiser and Pierce agreed that CSU faculty should pursue a more prominent role. Dr. Spence stated that our faculty could assume 75 percent of the workload or more.

Dr. Spence said that he would continue to argue for UC to commit more faculty to these programs or to support greater involvement of CSU faculty.

CSU Hayward President Rees clarified that the number of enrollees in the Joint Ed.D. Program was low but that this did not reflect the number of those students interested in enrollment.

Adjournment

The meeting adjourned at 10:00 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Community Service Learning in the California State University

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Rollin C. Richmond
President
Humboldt State University

Summary

In March 2000, the California State University Board of Trustees passed a landmark resolution in response to a request from the governor for a community service requirement for all students in California's public institutions of higher education. In a strong display of support for community service learning, the CSU Board of Trustees' resolution called for the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both."

A report on the campus's efforts to meet the goals of California's Call to Service initiative in the 2002/2003 academic year will be provided followed by a description of the impact and value of service-learning and civic engagement programs on the Humboldt State University campus.

Background

Service learning is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community.

CSU's 2002/03 budget included \$1.1 million to create or expand service-learning offices on all CSU campuses. As a result of this investment, CSU developed new service-learning opportunities and supported the implementation of service-learning courses. In addition, campuses secured over \$2 million from external sources in 2002/2003 to support service-learning initiatives.

In 2002/2003, CSU campuses developed 198 courses with new service-learning components. Many of the service-learning courses that were created offered more than one section. Therefore, over 259 sections that included a service-learning component were offered. As a result, there were new opportunities for more than 8,800 students to experience service learning.

The development of new service-learning courses occurred in disciplines as varied as women's studies, business, visual and performing arts, gerontology, criminal justice, anthropology, accounting, and speech communications. For example, CSU Northridge liberal studies students enrolled in a biology course conduct an after-school program, "Tomorrow's Scientists," which brings 25 seventh graders twice a week to campus during the semester for hands-on science lessons. CSU Stanislaus students enrolled in an accounting course work with the Internal Revenue Service, a local credit union, and an elementary school to help low-income residents compile their taxes and learn about sound financial practices. Residents also gather information about financial programs that will assist them in first time home buying.

Summary

Since passing the resolution on community service and service learning in 2000, the CSU has increased by over 100 percent the number of opportunities for students to participate in service-learning courses. In 2002/2003, over 1,700 courses with service-learning components were offered, providing more than more 60,000 students with opportunities to participate in service learning, representing 14.4 percent of the student body.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations: Student Discipline and Intellectual Property

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This item presents and recommends revising Title 5, *California Code of Regulations*, to meet the requirements set forth in Assembly Bill 1773, which was enacted into law in September 2000 and added as Education Code Sections 66450 through 66452. The revision to Title 5, Section 41301, would as specified in California Education Code Section 66452, prohibit any unauthorized recording, dissemination, and publication of academic presentations for commercial purposes.

Background

The Governor approved Assembly Bill 1773, regarding the unauthorized use of academic presentations for commercial purposes, in September 2000. The law added California Education Code Sections 66450 through 66452. Section 66450 states that: "...no business, agency, or person, including, but not necessarily limited to, an enrolled student, shall prepare, cause to be prepared, give, sell, transfer, or otherwise distribute or publish, for any commercial purpose, any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction by an instructor of record. This prohibition applies to a recording made in any medium, including, but not necessarily limited to, handwritten or typewritten class notes."

Section 66452(a) states that: "...the Trustees of the California State University shall, ...in consultation with faculty, ...develop policies to prohibit the unauthorized recording, dissemination, and publication of academic presentations for commercial purposes." To satisfy Section 66452(a), it is proposed that the Board of Trustees amend Title 5, Section 41301, to include the following cause for student disciplinary action:

- (n) Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.

- (1) The term “academic presentation” means any lecture, speech, performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.
- (2) The term “commercial purpose” means any purpose that has financial or economic gain as an objective.
- (3) “Instructor of record” means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.

The Academic Senate, CSU, has been consulted as directed by Education Code Section 66452(a) and concurs with the proposed amendment to Title 5.

California Education Code Section 66452(b) states that: “...the Trustees of the California State University shall, ...adopt or provide for the adoption of specific regulations governing a violation of this chapter by students, along with applicable penalties for a violation of the regulations.” The penalty requirement of this code section is already satisfied by Title 5, *California Code of Regulations*, Section 41301, which specifies that a student may be “expelled, suspended, placed on probation or given a lesser sanction” as penalty for any of the behaviors listed therein. Executive Order 628, the Student Disciplinary Procedures for the California State University, satisfies the Education Code Section 66452(b) requirement that regulations be adopted governing a violation of the chapter by students. EO 628 establishes procedures that are to be followed on the campuses, and it designates that probation, suspension, and expulsion are the possible sanctions for violation of the Student Code, that is, the behaviors listed in Title 5, Section 41301.

Finally, Education Code Section 66452(b) states that: “...the trustees shall, ...adopt procedures to inform all students of those regulations, with applicable penalties, and any revisions thereof.” Upon the amendment of Title 5 recommended in this item, the Chancellor will issue an advisory memorandum to campus presidents, vice presidents for academic affairs/provosts, and vice presidents for student affairs, requiring that the revised Student Code and its associated penalties for violations be included in mandatory catalog copy and campus class schedules.

The following change will be presented for approval at the January meeting of the Board:

41301. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes which must be campus related.

(n) Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.

- (1) The term “academic presentation” means any lecture, speech, performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.
- (2) The term “commercial purpose” means any purpose that has financial or economic gain as an objective.
- (3) “Instructor of record” means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.

This amendment will cause the re-numbering of Section 41301, present items (n) through (p), to become items (o) through (q). The Chancellor will distribute an advisory memorandum to campus presidents, vice presidents for academic affairs/provosts, and vice presidents for student affairs, requiring that the revised Student Code and its associated penalties for violations be included in mandatory catalog copy and campus class schedules.