

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:30 a.m., Wednesday, January 30, 2002
Glenn S. Dumke Conference Center

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Ricardo F. Icaza
Dee Dee Myers
Ralph R. Pesqueira

Consent Items

- Approval of Minutes of Meeting of November 14, 2001
- Approval of Corrected Minutes of Meeting of July 10, 2001
- 2. Revision of Title 5—Credit Card Solicitation on Campus, *Action*
- 3. Revision of Title 5—Nonresident Tuition Exemption for California High School Students, *Action*

Discussion Items

- 4. Remedial Education Policy Implementations: Sixth Annual Report, *Information*
- 5. Revision of Title 5 – Special Session Credit, *Action*
- 6. California State University Channel Islands Charter School, *Information*
- 7. Revision of Standing Orders – Extension Program Service Areas, *Information*
- 8. Notable Accomplishments in California State University Teaching, Research and Scholarship: California State University Summer Arts, *Information*

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 11:00 a.m., Tuesday, January 29, 2002
Closed Session: Munitz Conference Room

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Ricardo F. Icaza
Dee Dee Myers
Ralph R. Pesqueira

Discussion Items

1. Review and Recommendation of Nominees for Honorary Degrees, *Action*

**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**

November 14, 2001

Members Present

Debra S. Farar, Chair
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Laurence K. Gould, Jr., Chair of the Board
Harold Goldwhite
Ricardo F. Icaza
Charles B. Reed, Chancellor

Members Absent

Roberta Achtenberg
William D. Campbell, Vice Chair
Dee Dee Meyers
Ralph R. Pesqueira

Other Trustees Present

William Hauck
Murray L. Galinson
Shailesh J. Mehta
Frederick W. Pierce IV
Anthony M. Vitti
Stanley T. Wang

Chancellor's Office Staff

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

Closed Session

Review and Recommendation of a Nominee for an Honorary Degree

The committee on Educational Policy met Tuesday, November 13, 2001 at 11:00 a.m. in closed session and acted on a nomination for an honorary degree.

Open Session

Chair Farar called the meeting to order on Wednesday, November 14 at 9:20 a.m.

Approval of Minutes

The minutes of July 10, 2001, were approved by consent as submitted.

Revision of Title 5 Regulations on Refund of Fees and Nonresident Tuition

Chair Farar explained that this item recommends the adoption of changes to Title 5 which govern refunds of student fees and tuition in response to federal statutory changes.

Executive Vice Chancellor Spence stated that a systemwide task force conducted a comprehensive review of the issues relating to changes in the CSU refund policies procedures. Adoption of the Title 5 changes would standardize refund policies to meet with Federal law.

The resolution was moved and seconded. The committee recommend approval of the proposed resolution (REP 11-01-05).

Academic Plan Update for Fast-Track Program Development

Executive Vice Chancellor Spence presented the action item, giving a brief summary of the traditional and fast-track processes for reviewing and approving new degree programs. California State University, Fresno submitted a request to establish a Bachelor of Science degree program with a major in Interdisciplinary Health and Rehabilitation Sciences; California State University, Long Beach to establish Bachelor of Arts degree programs with majors in French Studies and Italian Studies, and California State University, Stanislaus to establish a Bachelor of Arts degree program with a major provisionally titled Agricultural Studies. Dr. Spence thanked Dr. Mark Bender, Dean of Agricultural Studies, Modesto Community College, and Professor Kenneth Entin, CSU Stanislaus, for their work with Agricultural Studies program. He stated that the proposed programs meet the criteria for the fast-track process.

Trustee Goldwhite asked whether the fast-track programs are included in the usual five-year program review process or whether they are on an accelerated review schedule. Dr. Spence responded that fast-track programs are on the regular review schedule.

The resolution was moved and seconded. The committee recommend approval of the proposed resolution (REP 11-01-06).

Report of First Systemwide Evaluation of CSU Teacher Preparation Programs

Chair Farar introduced the item stating in July 1998, the Trustees adopted the *CSU's Commitment to Prepare High Quality Teachers* and established benchmarks and timelines for implementation. The Board pledged to improve the quality and effectiveness of teacher preparation programs to expand the capacity of each campus to produce excellent teachers and to hold the campuses accountable for meeting these goals.

Dr. Spence commented that he believes the CSU is the first public system of higher education to have conducted an evaluation of the quality and effectiveness of professional teacher preparation. Dr. Spence stressed that the systemwide evaluation was designed to provide information to campus leaders, enable them to make needed improvements, and track changes. In addition, the evaluation reflects ongoing priorities of the Governor, CSU Board of Trustees, Chancellor Reed, and the campuses. Dr. Spence commended Dean Lionel Meno, College of Education, San Diego State University and the Deans of Education for their work in organizing and planning the evaluation. Dr. Spence also thanked Dr. William Wilson, Assistant Vice Chancellor, Academic Affairs, and Dr. David Wright, Associate Director, Teacher Education and Evaluation and Assurance for their work.

Overall, the first annual evaluation found that (1) 96 percent of the graduates of CSU teaching credential programs were teaching in K-12 schools one year later; (2) a large majority of CSU graduates were well or adequately prepared to teach reading, language arts and mathematics skills in grades K-8, and to teach California's academic curriculum in grades 7-12, according to State Content Standards; and (3) a large majority were well or adequately prepared to begin to organize and manage a classroom for instruction, and responsive and supportive in her/his interactions with parents.

Dr. Spence commented that beginning in 2004, participation in the Beginning Teacher Support and Assessment Program (BTSA) would be a credential requirement, confirming that university preparation is part of a larger system for teacher learning. He concluded the evaluation results were largely positive and useful in identifying areas of needed improvement.

Chair Farar thanked Dr. Spence and staff for their work. Trustee Goldwhite extended his congratulations to Dr. Spence and staff. Chancellor Reed thanked the Deans of Education and

faculty. Dr. Reed stated he shared the results of the evaluation with the National Education Trust. Trustee Galinson questioned whether teachers are tracked more than one year, and asked about the drop out rate after one year. Dr. Spence commented that a follow up evaluation would be completed to provide longitudinal dates.

A Report from the Academic Senate of the California State University

Chair Farar stated that as a response to a joint legislative committee inquiry, the Academic Senate CSU developed a report entitled *The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of California*.

Executive Vice Chancellor Spence stated it was a pleasure to work with the Academic Senate in preparation of the report. Dr. Spence introduced Academic Senate CSU Chair Kegley, and Vice Chair Cherny.

Dr. Kegley commented that the report is from the perspective of the Academic Senate and faculty and focuses on faculty concerns over the current state of teaching and learning in the CSU. Dr. Kegley stated it was important to recognize that CSU today still has not yet recovered from the budget cuts of the early 1990s, and that the State now faces a period of economic uncertainty. Dr. Kegley stressed the importance of CSU faculty, administration, and Trustees, working cooperatively and collegially together to meet the challenges of future budget planning and to define goals for the coming decade.

Vice Chair Cherny added that the report showed an increase in the student-faculty ratio, an additional need for library funding, and an increased need for clerical staff to assist students and faculty. The report showed changing patterns of faculty hiring and an increase in temporary faculty. Dr. Cherny pointed out that the report looked ahead ten years to projected increases in enrollment, the need for expansion of the physical infrastructure, the crisis of faculty hiring, and the important need for growth funding.

Chair Farar thanked the Academic Senate for preparing the report. Chair Gould also thanked Drs. Kegley and Cherny for their work, and commended the faculty for their work. Trustee Galinson also complimented the Academic Senate for their report. Chair Gould stressed that the Board understood the current economic climate and that the Board was trying to achieve long-term health for the CSU. Chair Gould acknowledged that the Board is aware of infrastructure problems, high housing costs, and has requested CSU Presidents assist in pursuing additional salary compensation for faculty and staff.

Chancellor Reed stated that he recently met with the Academic Senate, and has requested that they determine the costs of their recommendations and establish priorities. Dr. Kegley responded that a special committee has already begun that work. Trustee Goldwhite thanked the Academic

Senate for their work. Trustee Vitti asked if there was a reason for a rise in executive hires versus faculty hires. Dr. Cherny responded that the data was merely presented as gathered. Vice Chancellor McClain responded that the ratio between faculty and administration has remained constant for the past five years. President Baker, Cal Poly University, San Luis Obispo explained the campus looked at campus MPP growth and determined that it was mainly developmental staff. Trustee Fallgatter inquired about the student faculty ratio prior to 1990. Dr. Cherny commented that in the 1980s the ratio averaged 18.2, and that ideally the student faculty ratio should return to that level instead of the 1999-2000 average of 19.1.

Trustee Icaza asked for a comment about lagging faculty salaries. Dr. Cherny responded that faculty salaries needed to be competitive, particularly given the high housing cost in California, if CSU wants to hire and retain faculty. Specifically, Dr. Cherny expressed concern that the CPEC faculty salary gap had not yet been closed. Trustee Hauck commented that in the past several years, all that could be allocated for faculty salaries has been allocated. Dr. Kegley responded that when the entire CSU budget is taken into account, increased faculty salary compensation, specifically an investment in faculty, needs to be a central issue. Chair Farar commented that the Board has worked diligently to invest in increased salary for both faculty and staff, and Vice Chancellor McClain also stated that faculty salary has been high priority. Vice Chancellor McClain stressed that in the current budget year, CSU requested a six percent salary increase, but received only a two percent increase. Dr. Kegley stressed the need to work together for additional faculty compensation. Chair Gould commented that an ad hoc committee and the Academic Senate should work together to persuade the Governor and legislature to invest additional funds in the CSU system, specifically faculty compensation.

Dr. Susan Meisenhelder, President, California Faculty Association, Dr. George Diehr, College of Business Administration CSU San Marcos, Professor John Travis, Humboldt State University, Jennifer Brown, a CSU San Bernardino student, State Senator Gloria Romero, and L.A. County Federation of Labor Executive Secretary-Treasurer, Miguel Contreras spoke about matters related to the Academic Senate report.

Adjournment

The meeting adjourned at 11:08 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominees for Honorary Degrees

Presentation By

Debra S. Farar, Chair
Committee on Educational Policy

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Recommendations from the Committee on Educational Policy, Subcommittee on Honorary Degrees, will be addressed in closed session pursuant to Government Code Section 11126 (c) (5) [closed session “to consider the conferring of honorary degrees”].

COMMITTEE ON EDUCATIONAL POLICY

Revision of Title 5—Credit Card Solicitation on Campus

Presentation By

Christine Helwick
General Counsel

Summary

Section 42350.6 of Title 5 currently authorizes CSU campuses to adopt time, place, and manner rules governing commercial solicitation on campus. Section 42350.6 would be amended by adding a new subdivision addressing the marketing to students of credit cards. Campus presidents would be authorized to limit and to register the number of sites available for student credit card marketing and credit card marketers would be prohibited from offering gifts to students for filling out student credit card applications. "Student credit cards" would have the meaning in Civil Code Section 1747.02(m).

Background

The Student Financial Responsibility Act (Stats. 2001, Ch. 294; A.B. 521) effective January 1, 2002, requires the Trustees, among others, to "regulate the marketing practices used on campuses by credit card companies." The Legislature's intent is that (1) campus administrators require registration of credit card sites, (2) that the sites at which credit cards are marketed be limited, and (3) marketers be prohibited from offering gifts to students for filling out credit card applications. The amendment of Title 5, California Code of Regulations, Section 42350.6 is in response to this legislation.

Proposed Revision

The following resolution is recommended 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 Section 42350.6 of Article 9, Subchapter 5, Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§ 42350.6. Commercial Solicitation.

(a) Commercial solicitation on a campus is prohibited unless prior written authorization has been obtained from the campus president. Permission for commercial solicitation shall be granted by the

campus president subject, however, to regulation as to time, place and manner thereof, unless such solicitation for sale would be in violation of law.

(b) Sites available to marketers of student credit cards shall be limited and registered with the campus administration. Those marketers shall be prohibited from offering gifts to students for filling out student credit card applications. As used in this section, "student credit cards" shall have the meaning in Civil Code section 1747.02(m).

(c) All directives issued by the campus president pursuant to this section shall be available to the public at places designated pursuant to Section 42354.

NOTE: Authority cited: Sections ~~66600~~, 89030, and 89031 ~~and 89035~~, Education Code. Reference: Sections 89031 and 99030, Education Code.

And, be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed revision to Title 5 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 nondiscretionary 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 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

Revision of Title 5—Nonresident Tuition Exemption for California High School Students

Presentation By

Christine Helwick
General Counsel

Summary

Section 68130.5 of the Education Code (Stats. 2001, Ch. 814; AB No. 540), effective January 1, 2002, requires the adoption of an exemption from nonresident tuition for certain students, including undocumented immigrants who attend California high schools for three or more years, graduate or attain a graduation equivalent, and who register in a CSU campus for any term commencing on or after January 1, 2002. Completion of a questionnaire and verification documentation would be required, including, for persons without lawful immigration status, the filing of an affidavit stating that the applicant has filed or will file an application to legalize his or her immigration status.

Background

Assembly Bill No. 540 enacted as Stats. 2001, Ch. 814 and codified as Section 68130.5 of the Education Code (effective January 1, 2002) requires the Trustees of the California State University, among others, to "prescribe rules and regulations for the implementation of this section" [Educ. Code Section 68130.5(c)]. The adoption of Section 41906.5 of Title 5 responds to this statutory mandate. The proposed text of the regulation provides for submission of information to the CSU campus to enable it to determine eligibility of the applicant for exemption from nonresident tuition. It would also allow a campus to require verification from the applicant as to his or her eligibility for the exemption.

Proposed Revision

The following resolution is recommended 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 adopts Section 41906.5 of Article 4, Subchapter 5, Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

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§ 41906.5. Nonresident Tuition Exemption for California High School Students.

(a) Any student, other than a student who is a nonimmigrant alien under Title 8, United States Code, Section 1101(a)(5)(15), shall be exempt from paying nonresident tuition at any California State University campus if he or she:

(1) Attended high school in California for three or more years.

(2) Graduated from a California high school or attained the equivalent of such graduation; and

(3) Registered for or enrolled in a course offered by a California State University campus for any term commencing on or after January 1, 2002.

(b) Any student seeking an exemption under subdivision (a) shall complete a questionnaire furnished by the California State University campus of enrollment verifying eligibility for this nonresident tuition exemption and may be required to provide verification documentation in addition to the information required by the questionnaire. Nonpublic student information so provided shall not be disclosed except pursuant to law.

(c) In addition to the requirements of subdivision (a), any student without lawful immigration status shall file with the California State University campus an affidavit of enrollment on a form furnished by the campus stating that he or she has filed an application to legalize his or her immigration status or will file such an application as soon as he or she is eligible to do so.

~~(d) For purposes of subdivision (a), a student who entered the United States as a nonimmigrant alien under Title 8, United States Code, Section 1101(a)(15) shall be deemed to remain a nonimmigrant until he or she applies to the Immigration and Naturalization Service for a change of status to a classification other than nonimmigrant.~~

~~(e)~~(d) A student seeking this tuition exemption has the burden of providing evidence of compliance with the requirements of this section.

~~(f)~~(e) Nothing herein modifies eligibility standards or requirements for any form of student financial aid.

NOTE: Authority Cited: Sections 68130.5 and 89030, Education Code. Reference: Section 68130.5, Education Code.

And, be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed revision to Title 5 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 nondiscretionary 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 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

Remedial Education Policy Implementation: Sixth Annual Report

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

The CSU Board of Trustees adopted in January 1996 a policy designed to reduce the need for remediation in English and mathematics at the college level. This annual report provides information about systemwide implementation activities, the effectiveness of campus efforts to remediate students during their first year of enrollment, and campus plans for reducing the proportions of regularly-admitted freshmen needing a second year of remedial education.

The proportions of incoming freshmen proficient in English and mathematics upon entry and the extent to which students who are not proficient are remediated by the end of the first academic year will be provided at the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Revision of Title 5 — Special Session Credit

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This item presents and recommends adoption of a revision to Title 5, *California Code of Regulations* that will limit the amount of credit earned in self-support Special Session that a non-matriculated student may apply to a degree.

Background

Title 5, Section 40202 currently allows non-matriculated students to enroll in state-supported regular course offerings on a space-available basis. Such students pay the higher self-support fees and receive Special Sessions credit. These programs are typically called Open University or Concurrent Enrollment. Title 5 also limits the amount of credit (24 semester or 36 quarter units) earned in *state-supported* Special Sessions that a student may apply toward a degree.

In addition to Open University/Concurrent enrollment, Special Sessions offer programs for matriculated students paying self-support fees in circumstances where state funding is either unavailable or inappropriate. Non-matriculated students may also enroll in self-support courses offered for Special Session programs on a space-available basis. However, Title 5 does not currently extend the 24 semester unit (36 quarter unit) degree credit limitation for credit earned in Open University/Concurrent Enrollment to credit earned in *self-support* Special Sessions courses.

Students pursuing degrees, whether through state-supported programs or self-supported Special Session programs must be formally admitted to the university. In so doing, their academic records are evaluated and they are judged as qualified to pursue the academic program. By enrolling in the university and thus becoming matriculated students, they qualify for academic support and student services that facilitate their educational experience.

By extending the 24 semester unit (36 quarter unit) degree credit limitation to credit earned in *self-support* Special Sessions courses by non-matriculated students, we insure that such students will apply for admission and, once enrolled, receive appropriate academic support and student services.

Proposed Resolution

The following resolution is recommended 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 Article 5 of Subchapter 2 of Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§40407.1. Special Sessions Credit.

A maximum of 24 semester units in special session course credit earned through state supported or self supported regular course offerings in non-matriculated status may be applied toward the degree. The Chancellor is authorized to establish and revise criteria for application of special sessions credits earned through enrollment in state supported or self supported regular course offerings toward the degree in accordance with applicable law.

NOTE: Authority cited: Section 89030, Education Code. Reference: Sections 89030, 89704, 89708 and 89709, 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 University Channel Islands Charter School

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Richard R. Rush
President, CSU Channel Islands

Summary

Land has been set aside within the CSU Channel Islands East Campus Residential Development for a grade K-8 school that will serve as a neighborhood school for the CSUCI residential development and a professional development school that will become an integral part of CSU Channel Islands education program. Since funding to build the school is not currently available, the Pleasant Valley School District (PVSD) and CSU Channel Islands have mutually developed the concept and petition, in the form of a Facility and Resource Use Agreement, for a Grade K-5 Charter School that would be located in an existing PVSD school site. The project is being presented to the Board for review prior to implementation of the agreement.

Background

Purpose of Charter School

The Charter School will be a model of collaboration between a public school and a university with a shared goal of improving educational pedagogy and student success. It will provide an exceptional environment for future and current educators to develop skills and refine their teaching practice, and a setting in which university faculty and classroom teachers may collaborate and pursue research which will contribute to the body of knowledge regarding curriculum, instruction, student learning, assessment, child growth and development, parent education, and site administration. The Charter School will also serve as a mentor training center for master teachers who will expand the capacity of CSUCI to prepare school personnel by returning to their home districts, knowledgeable of the conceptual framework used in CSUCI teacher education programs, prepared to initiate professional development school relationships in their home schools, and guide the development of future teachers and administrators as these prospective teachers complete their clinical experiences.

It is anticipated that a reasonably diverse student population will be obtained from the neighborhood children of the PVSD school site and the children in the CSUCI residential development. However, in order to ensure a learning experience which will reflect the overall needs of California schools and classrooms, students will also be recruited from districts throughout Ventura County.

Master teachers who demonstrate the best and most promising pedagogical and standards-based practices will be recruited to teach in the school for a period of two years, before returning to their home districts. CSU Channel Islands professors will participate with the master teachers in all aspects of the educational process. Student teachers will practice skills in an environment where students will reflect the diversity of the state of California and administrative interns will apply the theory learned in coursework to daily practice. Student performance and needs will drive the curriculum and each student will be assessed for correct placement upon entering the school. Classes will be comprised of multi-age clusters so that students may move freely as their educational needs change. New technologies will provide a variety of strategies tailored to individual learning needs, styles, and differences.

The environment of the Charter School will incorporate current knowledge, research, and the wisdom of practice as well as exemplify the findings of the much replicated Effective Schools research of the past twenty-five years which has identified the following correlates as central to student success:

- Clear mission
- Safe and orderly environment
- Strong instructional leadership
- Equal opportunity to learn
- High expectations
- Positive climate
- Frequent monitoring of student progress

School Site

The CSU Channel Islands campus master plan identifies a site for a K-8 school and a day care facility adjacent to what will become a university resident community of 900 units for faculty, staff, and their families. The estimated \$15 million necessary for its construction has not yet been attained; however, the host/partner school district, PVSD, has offered a facility to serve as the Charter School until a facility can be constructed on campus. This facility, presently known as El Rancho School (ERS), is located approximately four miles from the CSU Channel Islands campus and adjacent to the Metrolink Station which serves as a boarding point for the shuttle busses which transport students, faculty, and administration to and from the CSU Channel

Islands campus at fifteen minute intervals daily. The ERS building has been recently remodeled and is in good physical condition.

Because the capacity of ERS is 500 youngsters, grades K-5 only will be accommodated until an on-campus facility is completed. The offer of the Pleasant Valley School District of the use of this facility and the partnership forged between PVSD and CSU Channel Islands have made it possible to schedule the school's opening for fall, 2002, simultaneous to the University's official opening.

Business Plan

CSU Channel Islands will set up a non-profit public benefit corporation, a 501(c) 3 organization that will be headed by a Board of Directors. The Board will be the policy setting body with responsibility for establishment and ongoing evaluation of policies as set forth in the charter legislation and charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach. The Board's membership will be comprised of representation of each participating school district, PVSD and CSU Channel Islands.

The School Advisory Committee will include parents, school site staff, and CSU Channel Islands education faculty representatives. This committee will assist in budget development and oversight of site programs such as the School Improvement Program, material and ongoing supplies for classroom use, as well as design and implementation of sound programs to ensure accountability for the vision of the school. Extended day activities will be available to parents and students for classes in core subjects, art, computer applications, ESL/SSL and additional topics, which will be defined with parent input.

The Charter School will be funded in the same manner that all public schools are funded in the State of California. It will receive average daily attendance funding for each student enrolled. It is also expected that the school will aggressively pursue government grants and contracts as a mechanism for funding new and/or innovative funding. A budget has been prepared using conservative revenue projections and complete expense projections have been developed that indicate that the Charter School will be able to function effectively within its financial means.

Employment

Teachers. The employment of Master Teachers will be contracted on a "Teacher-on-Leave" basis for a specified term from school districts throughout Ventura County. As a provision of the Teacher-on-Leave contract, sending districts will be requested to agree to maintain participating educators on the existing district salary and benefit schedule without a loss in seniority, longevity, or any other benefits derived by the educator owing to service in the home district. Thus, Master Teachers will retain their status in the State Teachers Retirement System and will

continue to accumulate service credit years in the same manner as all other members of STRS. The Charter School will forward funds to each sending district equal to the costs of salary, benefits, and district STRS contribution.

The Special Education Local Plan Area or SELPA will serve the Charter School for special education students.

Maintenance and Equipment. PVSD is supplying an initial set of equipment and textbooks. It will be supplying maintenance, repair, and other support services on a reimbursement basis. The funding will flow through PVSD.

Classified Staff. The Charter School will contract with PVSD for classified employee services and will transfer funds to PVSD equal to the costs of salary, benefits, and district retirement contribution, as appropriate.

Principal. If an appropriate benefits package can be obtained, the principal will be an employee of the Charter School. Otherwise, the principal may be either a PVSD or CSU Channel Islands employee as negotiated.

Other Terms

Other terms of the Facility and Resource Agreement between PVSD and CSU Channel Islands include:

Length: Five (5) years ending June 30, 2006 and renewable for another five (5) year period.

Enrollment: Grades K-5 Program, maximum enrollment of 500 students.

Admission: Equal preference to ERS neighborhood and CSUCI East Campus children.

Rent: \$1/Year

Liability: All debts, obligations and liabilities of the Charter School shall be borne exclusively by the Charter School. Neither PVSD nor CSU Channel Islands bears any liability.

The major terms of this agreement will be incorporated into the Charter School's By-Laws or Articles of Incorporation as appropriate.

COMMITTEE ON EDUCATIONAL POLICY

Revision of Standing Orders — Extension Program Service Areas

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This item presents and recommends the repeal of a section of the Standing Orders of the Board of Trustees that authorizes the Chancellor to annually review and effect changes in the Extension Program Service Areas.

Background

Subdivision (f) of Section 3 of Chapter III of the Standing Orders of the Board of Trustees enacted November 21, 1972, states

“The Chancellor is authorized to conduct an annual review of the Extension Program Service Areas of the California State University; and, following appropriate consultation to effect such changes in the Extension Program Service Areas as may be deemed necessary. The Chancellor shall report to the Board of Trustees all actions taken pursuant to this provision.”

Extension Program Service Areas were initially established by the Board in September, 1964 to insure that all parts of the state were provided with the opportunities for lifelong learning, professional development, and retraining that are part of the Extended Education programs offered by CSU campuses. Each campus, at that time, was assigned a contiguous geographic area within which it had responsibility for developing credit and non-credit programs, and other extension services.

As implemented, this policy gave each campus the exclusive right to offer programs within its Extension Program Service Area. Campuses wishing to offer programs that might attract students from another campus's service area had to consult with the other campus. Disputes were to be resolved by the Chancellor's Office. This approach worked well as long as programs were essentially site-based.

Over the last few years, it has become apparent that while the purpose of offering access to Extended Education programs and services to all parts of the state remains valid, the mechanism of the Extension Program Service Area has become unwieldy. With the rapid growth of instructional television and Web-based instruction, policies built around assumptions of site-based instruction have become anachronistic. In faithfully observing this policy, CSU campus extended education units are more constrained in offering distance education programs in California than are their primary competitors at other universities. Indeed, this difficulty has been the primary reason why the last three CSU campuses created, San Marcos, Monterey Bay, and Channel Islands, have no formal Extension Program Service Area.

In the absence of formal Extension Program Service Areas, campuses would be asked to continue to insure that opportunities for more traditional extended education programs and services be pursued in the campus's immediate region. Campuses would also be urged to cooperate in the offering of similar programs on an interregional or statewide basis.

Recommendation

Accordingly, it is recommended that subdivision (f) of Section 3 of Chapter III of the Standing Orders of the Board of Trustees be repealed. Agenda item 1 on the agenda of the Committee on Organization and Rules will repeal this subdivision.

COMMITTEE ON EDUCATIONAL POLICY

Notable Accomplishments in California State University Teaching, Research, and Scholarship: California State University Summer Arts

Presentation By

David S. Spence
Executive Vice Chancellor
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Jim Spalding
Director, CSU Summer Arts

CSU Students Produce a Live Entertainment Special

The California State University is notable for the contribution it makes to film/video and the arts and entertainment industry in California. Almost all of the CSU's 23 campuses offer degrees in film, video, television, radio, or other media, and these programs generally blend a thorough grounding in theory with real-life, hands-on, practical application of skills. The CSU sponsors, for example, an annual Media Arts Festival in which students from all 23 campuses have the opportunity to present their work for critical review, and cash prizes are awarded to winning entries. On the faculty of the CSU's film/video departments are numerous Emmy award winners, and recently CSU Northridge was named the best film school in southern California by the Association of Independent Feature Film Producers. The film/video programs on the CSU campuses have produced many distinguished alumni, and the cutting-edge coursework available gives current students the professional foundation that will help them succeed in the arts and entertainment sector.

In the summer of 2001, CSU film/video students from across the system were given an unusual opportunity to extend their repertoire and to learn new skills by participating in a video experience rarely available to students: a live television variety show. CSU Summer Arts, which, every July, gives CSU arts students the chance to work with internationally known guest artists in all the arts disciplines, offered a new multi-disciplinary course called "Television Arts: Producing the Live Entertainment Special."

The brainchild of Summer Arts Director Jim Spalding, faculty member Don Priest of CSU Fresno, and Hollywood director Howard Ritter, the course offered 40 CSU students an intensive, two-week experience in live entertainment production. Under the supervision of professionals in

the field, CSU students learned about the many components required to execute a live variety show—from lighting and sound to camera work, directing, and production.

Students in the course spent the first week of the class finalizing a script, identifying the tasks necessary to produce the event, and designating individual students to do the tasks. In the second week, under the guidance of industry professionals, they set up equipment and rigging in an outdoor venue on the Fresno State campus (working twenty-hour days), and after two rehearsals, presented the event, a ninety-minute variety show broadcast live by AT&T Broadband throughout the Central Valley.

The program of music, dance, and theatre was co-hosted by Fresno KSEE (NBC) broadcasters Stefani Booroojian and Rich Rodriguez. It featured music by Mariachi Imperial de Mexico, Folklorico dance by Vicki Filgas-Trevino, Russian dance by the Kannon Dance Company, and a scene from the Cornerstone Theater Company's new work. (These performers served as guest artists and master teachers for other courses that were being concurrently offered by CSU Summer Arts.) The event also included pre-recorded segments of other Summer Arts activities and recognition of each of the twenty-three campuses that comprise the CSU.

Such a sophisticated and complex event was made possible only through the in-kind donations of time and equipment from the entertainment industry and local Fresno merchants. This includes the time of producer Howard Ritter, whose directorial credits include *Night Court*, *Sinbad*, and *General Hospital*. Also donating time and expertise were other Hollywood veterans and CSU alumni.

While the live program presented the opportunity to showcase the entire CSU system to a cable audience throughout the Central Valley, the main beneficiaries of the event were 40 CSU students who participated in a unique course, one never before offered in the United States.