

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **9:00 a.m., Wednesday, September 17, 2008**
 Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Lou Monville
Craig R. Smith
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of July 15, 2008

Discussion Items

1. Academic Plan Update for Fast-Track Program Development, *Action*
2. Teacher Preparation Program Evaluation, *Information*
3. The California State University Doctorate of Education (Ed.D.) Programs, *Information*
4. California State University Science, Technology, Engineering and Mathematics (STEM) Initiatives, *Information*

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

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

July 15, 2008

Members Present

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Jeffrey L. Bleich, Chair of the Board
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor
Craig R. Smith

Approval of Minutes

The minutes of May 13, 2008 were approved by consent as submitted.

**Proposed Revision to Title 5 Relative to Graduate and Post-Baccalaureate Admission
Criteria**

Submitted for information in March, this action item proposed a revision to Title 5 §41000, which specifies the minimum criteria that qualify applicants for admission as a post-baccalaureate student or graduate student. Executive Vice Chancellor Gary W. Reichard presented the proposed revision. Dr. John Tarjan, chair, Academic Senate, CSU, commented that the Senate had unanimously resolved its support for the proposed change at their March plenary meeting. Trustee Mehas requested further information from the campuses as to typical graduate admission requirements for grade-point average, and also whether the Graduate Record

Examination or other examination was a typical requirement for admission to particular graduate programs. The committee unanimously recommended approval by the Board of the proposed resolution (REP 07-08-04).

Former Foster Youth

Item was deferred to a later meeting of the Board of Trustees.

Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students

Chancellor Charles B. Reed, President John D. Welty, and Assistant Vice Chancellor Allison G. Jones presented this item for information, which focused on systemwide statistics concerning female athletes' participation in intercollegiate sports, expenditures for men's and for women's intercollegiate teams, and grants in-aid awarded to women and men. The presentation highlighted the eighth annual report on this topic, covering the 2006-2007 academic year. The report was pursuant to a CSU decision in 2000 to implement voluntary self monitoring for gender equity in athletics, and included a review of challenges faced in achieving target goals.

Trustee Carter adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

In January of each year, campuses may expand their academic plans by submitting for Trustee approval a list of proposed projections for new degree programs. Subsequent to Trustee approval in March, the campuses may begin developing corresponding degree program proposals. Policy also allows for the June submission of “fast-track” degree program projections for Trustee consideration at the September meeting. Fast-track proposals represent bachelor’s and master’s degree programs that can be implemented without major capital outlay, that do not require accreditation approval, and that will require no expenditure beyond the campus’ existing resources. Trustee approval at the September meeting allows the Chancellor to approve the program proposals for implementation following a system-level review indicating that the degree program is appropriately planned and provided for.

This fast-track process is one of a handful of mechanisms that facilitate nimble program planning, allowing the campuses to provide a timely response to the state’s changing workforce needs.

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus’s existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and Trustee policy.
5. It is either a bachelor’s or master’s degree program.

6. The proposed program has been subject to a thorough campus review and approval process.

The following fast-track proposals have been submitted, meet the required criteria, and have provided assurances that the programs will be supported by sufficient faculty, as well as facilities and information resources.

Dominguez Hills

BA Computer Technology

Fresno

BFA Graphic Design

Long Beach

MA Psychology

San Diego

MAT Teaching

San Luis Obispo

MA Biology

Sonoma

BA Applied Statistics

Recommended Action:

The proposed resolution refers to the academic plans approved by the Board of Trustees in March 2008 and includes customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for California State University, Dominguez Hills (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008 meeting of the Committee on Educational Policy) be amended to include a projected Bachelor of Arts with a major in Computer Technology, with implementation planned for fall 2008; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for California State University, Fresno (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008 meeting of the Committee on Educational Policy) be amended to include a projected Bachelor of Fine Arts with a major in Graphic Design, with implementation planned for fall 2008; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for California State University, Long Beach (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008 meeting of the Committee on Educational Policy) be amended to include a projected Master of Arts in Psychology, with implementation planned for fall 2008; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for San Diego State University (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008 meeting of the Committee on Educational Policy) be amended to include a projected Master of Arts in Teaching, with implementation planned for fall 2008; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for California Polytechnic State University, San Luis Obispo (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008 meeting of the Committee on Educational Policy) be amended to include a projected Master of Arts in Biology, with implementation planned for fall 2008; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for Sonoma State University (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008 meeting of the Committee on Educational Policy) be amended to include a projected Bachelor of Arts with a major in Applied Statistics, with implementation planned for fall 2008.

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation By:

Beverly Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

David Wright
Director, CSU Center for Teacher Quality (CTQ)

Introduction

The CSU Center for Teacher Quality (CTQ) continues to make progress toward answering this question: *What are the effects of CSU teacher preparation programs on K-12 student learning in California public schools?* This report updates the Trustees on CTQ's progress by: (1) presenting the annual report on results from the systemwide evaluation based on supervisor and teacher judgments; and (2) providing an update on a very promising effort, funded by the Carnegie Foundation, to buttress this survey work with evidence in the form of student learning results.

Results from the Annual Systemwide Evaluation of Teacher Preparation

CSU colleges of education annually receive extensive evidence of the strengths and the challenges of campus-based programs for prospective teachers. CTQ obtains most of this evidence anonymously and confidentially from large numbers of school administrators who observe and assess first-year teachers after they complete CSU credential programs. Additionally, many of the new teachers also assess the effectiveness, value, and quality of their prior preparation. Every teacher-preparing campus receives summaries of supervisor judgments and teacher judgments each year. Campus reports to the Academic Affairs Division indicate that faculty and administrators at every CSU campus use extensive bodies of valid, reliable evidence to remedy program weaknesses, extend program strengths, and provide teachers with increasingly effective preparation to teach children and youth throughout California. Additionally, CSU campuses have presented CTQ evidence to accreditation bodies during external reviews at the state and national levels.

It is important for Trustees to be aware of the *supervisors'* qualifications as well as the basis for their judgments. CTQ asks a school *supervisor* to assess a first-year teacher's preparation by a CSU campus.

The *supervisor* is usually the school principal, but is always the site-based administrator who, prior to answering the CSU questions, evaluated the teacher's performance and decided whether to rehire the teacher for a second year. Overall, *supervisor* evidence is based on close and extensive knowledge of each CSU teacher's preparation and practice.

New Findings: The Effects of SB 2042 on CSU Teacher Preparation

In the September presentation, Trustees will also see a first-ever analysis comparing the effects of two state-level teacher education policies. During the 1990's, CSU co-sponsored a massive legislative reform effort that the lawmakers enacted as Senate Bill 2042 (Alpert, Mazzoni, 1997). Then, CSU campuses spent countless hours revising all of their programs for new elementary and secondary teachers. Recently CTQ summarized new evidence about an important question: *After the lengthy deliberations that went into SB 2042, and after the intense efforts to improve teacher preparation on CSU campuses, are the reformed programs more or less effective than their predecessors?* The report will include both affirmative and non-affirmative evidence related to this question.

CTQ/Carnegie Collaboration with School Districts: Linking K-12 Student Achievement with Assessment of Teacher Preparation

In the second year of a three-year grant project funded by the Carnegie Foundation, CTQ has worked with school districts during 2007-08 to realize CSU's determination to assess teacher preparation by measuring the learning gains of elementary and secondary pupils taught by recent graduates of CSU programs.

In general, California school districts are supportive of the University's effort to assess the impact of teacher preparation on student learning in reading, language skills, mathematics, and science. CTQ works closely with districts after each one determines that CSU data practices comply with all requirements of the Family Educational Rights and Privacy Act and other federal and state laws.

CTQ confers extensively with each district regarding the *Evaluation Questions* for which the CSU seeks data. The most important questions, as confirmed by the Board in its previous review of CTQ's *Evaluation Questions*, are as follows:

- (1) *What is the relative importance of university-based teacher preparation in accounting for the academic progress of K-12 students in California, compared with the relative strength of other factors that are known to influence student learning such as student factors, school factors, and community factors?*

- (2) *In relation to teachers prepared outside the CSU, how well do CSU-prepared teachers foster learning gains by their K-12 students, particularly in the core subjects of reading, language, mathematics, and science, and especially on behalf of student groups that have historically been underserved by California's system of elementary, secondary, and post-secondary education?*
- (3) *Does evidence of K-12 student achievement help to identify specific programs of professional teacher preparation that are particularly effective and, if it does, can the effective features and characteristics of these programs be identified? For university students who want to teach in the future (and for their pupils), would it be feasible for campuses to extend and enlarge their most effective programs?*

Many factors influence student learning in schools. Many (perhaps most) of these factors are not controlled or influenced by university policies or practices. When CTQ analyzes CSU's effects on student learning, the analysis will not be limited to factors related to teachers and their preparation. Rather than ignoring other important factors, CTQ will use accepted procedures for considering and controlling them. An example is the role of students' English proficiencies prior to and during instruction by CSU-prepared teachers. It is assumed that these proficiencies vary considerably among students, and that the variations in language proficiency help to explain how well individual students learn what is taught by CSU-prepared teachers. The CTQ analysis will include specific scores earned by the students on a standardized examination of English proficiency. (Developed for the State of California, this examination will have been administered to the students by their school districts prior to the CTQ evaluation.) The CTQ analysis will include all available measures of non-university factors that are likely to influence learning. Statistical procedures will not entirely discount the role of external influences, but Trustees *will* be able to consider findings that focus as "cleanly" as possible on CSU's impact.

Phase I. Focus on Urban Schools

During this phase of its work, CTQ is focusing on *urban schools* in California. CSU has formed partnerships with large, urban districts that serve many low-income families, English learners, and children of color. This focus on urban schools reflects the overall priorities of the CSU system which directly serves the nation's largest population of students from traditionally underrepresented groups. If the current effort is effective in strengthening the preparation of urban teachers, CSU is likely to be a beneficiary because so many graduates of urban schools need remediation when they enter CSU campuses. The project may have broader implications, as well, because achievement gaps between advantaged and disadvantaged groups of students are the most serious and destructive failures of K-12 education in California today. If the project initially serves the state's urban centers, the CSU may later expand its research scope to benefit other populations of California students.

Ed. Pol.
Agenda Item 2
September 16-17, 2008
Page 4 of 4

Three large, urban districts completed their data submissions to CTQ in June 2008. On August 22, a fourth large, urban district finished its comprehensive data files. Our fifth and final partner has promised to fulfill CSU's data request in October 2008.

After receipt of district data, CTQ must screen each data record, format each one for analysis, and impose a common format on all records. CTQ pursues these necessary steps as quickly and cost-effectively as feasible. Meanwhile, the Center is nearly finished writing a computer program that will respond to the *Evaluation Questions* (above) that were previously discussed by the Committee on Educational Policy. Answers to the *Evaluation Questions* will be brought to the Committee at the earliest feasible time, probably in mid-2009.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Doctorate of Education (Ed.D.) Programs

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

Background

In order to address needs throughout the state for training of public school and community college administrative leaders, the California State University (CSU) began systemwide implementation of Doctor of Education (Ed.D.) programs in Educational Leadership in Fall 2007. The new programs were made possible by landmark legislation, Chapter 724, Statutes of 2005 (Senate Bill SB 724), authored by Senator Jack Scott, which for the first time authorized the CSU to offer the doctorate independently.

Successful Initiation of Ten New Ed.D. Programs

Seven CSU campuses began new Ed.D. programs in 2007: Fresno, Fullerton, Long Beach, Sacramento, San Bernardino, San Diego, and San Francisco. Three additional campuses will start new programs in Fall 2008—East Bay, Northridge, and Stanislaus. Four campuses are planning programs for Fall 2009—Bakersfield, Dominguez Hills, Los Angeles, and San Jose State. Common features of the programs include:

- Commitment to rigor and excellence in professional preparation
- Partnerships with local P-12 schools and community colleges
- Involvement of expert practitioners throughout the program
- Fundamental focus on reforms addressing regional educational problems

Eight of the first ten programs have both P-12 and community college specializations and two have P-12 specializations. More than 130 aspiring educational leaders were enrolled in the programs that began in Fall 2007, and the program enrollment will increase to over 300 across the ten programs that will be operational in 2008-09.

Approximately 60% of the Ed.D. candidates enrolled in Fall 2008 are in the P-12 specialization and 40% in the community college specialization. These candidates represent considerable ethnic and gender diversity, with a majority from groups traditionally underrepresented in educational leadership.

It is highly significant that the CSU has had ten new Ed.D. programs accredited by the Western Association of Schools and Colleges (WASC), including programs on campuses that did not previously have a joint Ed.D. The success is in part due to campus-wide engagement in the Ed.D. programs. On most campuses, programs include faculty from disciplines such as management, social sciences, public administration, and economics, as well as education. The strength of the programs has been enhanced by a systemwide strategic expansion of electronic library resources supporting the Ed.D. programs.

The Ed.D. programs have benefitted from partnerships with educational leaders at both the campus and systemwide levels. The system's Ed.D. Advisory Committee has provided strategic direction to the CSU regarding program growth and priorities for collaborative attention across programs. Composed of top leaders from P-12 education, community colleges, and the CSU, it is chaired by Dr. Herbert Fischer, recently retired Superintendent of San Bernardino County Schools and a member of the statewide P-16 Council.

The CSU Ed.D. initiative is becoming known nationally as a model for the education doctorate. The Carnegie Foundation for the Advancement of Teaching has initiated a national examination of the professional doctorate in education, *the Carnegie Project on the Education Doctorate (CPED)*. The Carnegie Foundation invited CSU to participate in this distinguished national project, and has subsequently recognized the uniqueness of the new CSU Ed.D. as stemming from practice and incorporating distinctive features of a doctorate that is professionally grounded and focused.

Conclusion

Just three years after legislation authorizing the CSU to offer the independent Ed.D, ten excellent programs have been created, each characterized by a strong partnership with local P-12 and community college educators. The long-standing need for programs preparing educational leaders to lead public school and community college reform efforts in California is now being met by the CSU and will be further addressed in additional regions of the state as the system continues the statewide phase-in of these programs.

COMMITTEE ON EDUCATIONAL POLICY

California State University Science, Technology, Engineering and Mathematics (STEM) Initiatives

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Warren Baker
President
California Polytechnic State University, San Luis Obispo

Beverly Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

Mathematics and Science Teacher Initiative

The California State University (CSU) made a commitment four years ago to double its annual production of math and science teachers, from 750 to 1,500 by 2010. To date, it has increased teacher preparation in these fields by 68%, to 1,289 with gains particularly large in mathematics—more than 125%, and sizable increases on virtually all campuses.

Algebra I for All Students in Eighth Grade

As a result of the recent decision by the California State Board of Education to require all 8th grade students to take and be tested in Algebra I by 2011, a significant number of additional algebra teachers—estimated in the range of 3,000—will be needed. In addition, professional development will be required for current algebra teachers and teachers in elementary grades in order to equip them to prepare students for success in algebra in middle school.

CSU campuses are very well positioned to contribute to the preparation of the state's algebra teaching force. Areas in which the campuses can have a major impact include: (a) preparing additional middle school math teachers through the Foundational Level math credential, now earned by one-third of the math teacher candidates on CSU campuses, and (b) providing professional development for current elementary and middle school teachers in mathematical content and in effective pedagogical strategies.

Currently, 15 CSU campuses have formal programs of mathematics professional development through which they offer training in summers and during the school year to math teachers in elementary and secondary grades. Evaluation results from a number of these programs have demonstrated significant gains in performance in elementary math and in algebra of students whose teachers have participated in these CSU professional development programs.

CSU leadership is considering options for additional initiatives to help public schools address this challenge. Such options include the development of preparation programs for “Math Specialists”—fully credentialed teachers with additional mathematics preparation to serve as resources in elementary school settings, providing additional math instruction and support to students and teachers. This would provide teacher expertise like that deriving from the “Reading Specialist” program, already in place in California public schools.

Long-Term Planning for Comprehensive STEM Reform

Through the leadership of President Baker and California Polytechnic State University, San Luis Obispo, long-term planning has begun for comprehensive reform of P-12 science, technology, engineering and mathematics (STEM) education in California. The effort seeks to achieve three outcomes: (1) agreement by statewide stakeholders to a blueprint for reform to substantially improve P-12 STEM education outcomes; (2) establishment of a sustainable STEM education leadership group, composed of senior leaders from government, industry, and education to lead STEM education reform; and (3) design and testing of a STEM Innovation and Learning Network, aimed at introducing major P-12 STEM reforms at the local and regional level.

As this planning for comprehensive reform proceeds, progress continues in developing major partnerships with the National Aeronautics and Space Administration (NASA) and the U.S. Department of Energy that are enhancing CSU’s role in recruitment, preparation, and retention of math and science teachers.

Professional Science Master’s Initiative

The Alfred P. Sloan Foundation in June awarded the CSU a second major grant—of more than \$474,000—in order for it to serve as the national model for implementing the Professional Science Master’s (PSM) program across an entire state university system. Total Sloan Foundation support of this STEM workforce preparation initiative is now at \$1.365 million.

The CSU PSM design is based on a model of partnership with the state’s science and technology industrial sectors. At the system level, this has led to the establishment of an Executive Board with representation from CEOs of the state’s leading pharmaceutical and life sciences, computer and information technology, and energy firms, as well as the Governor’s office and CSU campus presidents.

In July, the National Research Council released a highly significant report, *Science Professionals: Masters Education for A Competitive World*. The report strongly endorsed and recommended federal funding for the PSM, and cited the CSU and CSU's PSM Executive Board as a model for relationships with industry in these programs.

The planned expansion of the PSM as a central component of graduate program growth aligns with the system's commitment to alliances with industry and partnerships that advance the state's economic development, as described in the *Access to Excellence* strategic plan. The intent is to have one or more PSM programs on most campuses by the end of the decade. Through these programs, the CSU is meeting critical workforce needs in California's high-growth STEM industrial sectors just as it is addressing the critical need for STEM teachers in its Mathematics and Science Teacher Initiative.