

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:15 p.m., Tuesday, May 10, 2011
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg
Nicole M. Anderson
Kenneth Fong
Margaret Fortune
Melinda Guzman
William Hauck
Linda A. Lang
A. Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of March 22, 2011

Discussion Items

1. Recommended Changes to Title 5, California Code of Regulations, Requirements in United States History, Constitution and American Ideals, *Information*
2. Recommended Changes to Title 5, California Code of Regulations, Related to Baccalaureate Degrees Earned in Postbaccalaureate Standing, *Information*
3. Recommended Changes to Title 5, California Code of Regulations Doctor of Nursing Practice Degree Programs, *Information*
4. Recommended Changes to Title 5, California Code of Regulations Doctor of Physical Therapy Degree Programs, *Information*
5. Graduation Initiative Update, *Information*
6. Report on Safe Learning Environments for All Students, *Information*
7. Teacher Preparation Program Evaluation, *Information*
8. The Voluntary System of Accountability: Contributions to the Public Good, *Information*

**MINUTES OF 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**

March 22, 2011

Members Present

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Herbert L. Carter, Chair of the Board
Roberta Achtenberg
Nicole M. Anderson
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
A. Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Glen O. Toney
Charles B. Reed, Chancellor

Chair Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of January 25-26, 2011, were approved as submitted.

The committee heard from one public speaker, Nicole Ballard, a distance learning adviser for the master's of art and humanities program at California State University, Dominguez Hills and a member of Academic Professionals of California. She commented on the strategic plan for Extended Education and said the plan lacked four key components: (1) an integrated marketing plan; (2) a dedicated advertising budget; (3) enhanced avenues for financial aid; and (4) an appropriate ratio of advisers to students. Chancellor Reed said Ms. Ballard's recommendations were good and encouraged follow-up by Extended Education administrators.

Annual Update on Academic Planning and Program Review

The item was presented by Christine Mallon, state university dean, Academic Programs and Policies. Attachment A presents the proposed projections for degree programs that would be

implemented during the 10 years from 2011-2012 to 2021-2022. After trustee approval, the actual degree proposals will be reviewed and approved by the Chancellor's Office. Nineteen new programs have been proposed, which is about half the number brought to the board in recent years. Proposed plans show continued interest in the STEM fields and programs related to the environment, social inquiry and the humanities. In addition, there are twice as many new graduate programs (including the Doctor of Nursing Practice and Doctor of Physical Therapy added this past January) as undergraduate programs. The number of program discontinuations has increased, reflective of the state budget situation. Fifteen program discontinuations were reported by the campuses. After trustee approval, campus academic plans will be updated and posted on the academic planning website.

Attachment B reports on the regular program reviews that focus on the assessment of student learning outcomes. Assessment results have been used to modify and improve courses, programs and approaches to teaching and learning. Attachment C provides a summary of efforts to reduce the total number of required units in baccalaureate programs. A total of 1,017 bachelor programs, more than 49 percent of the programs offered, require no more than 120 semester units or 180 quarter units to complete the degree. As of this year, 128 programs have been reviewed and have reduced the total units required to nearly 120 units. Only 11 percent of all CSU bachelor programs have been unable to reduce the requirements. Programs still requiring more than 120 units most often are due to the additional professional requirements in the fields of engineering, computing, clinical sciences, journalism, the arts and teacher preparation programs.

Attachment D shows the results of accreditation review activities conducted by the Western Association of Schools and Colleges and the CSU campuses. Attachment E lists the colleges, schools and departments at the CSU campuses. The committee recommended board approval of the Annual Academic Planning and Program Review update (REP 03-11-02).

Strategic Implementation for Expanding Extended Education

Ephraim P. Smith, executive vice chancellor and chief academic officer, and Sheila Thomas, state university dean for extended education, presented a follow-up to the September 2010 presentation on opportunities to expand Extended Education. Dr. Smith explained how the CSU was not losing students to for-profit institutions. Of the 25,000 eligible undergraduate transfer applicants who were denied admission at their first-choice CSU, more than 70 percent attended four-year public universities and private institutions in California, 11 percent attended a University of California campus, and 23 percent attended a community college. Less than 1 percent went to a California four-year, for-profit institution. Of the more than 45,000 denied eligible first-time freshmen applications, almost two-thirds enrolled at another CSU, a UC or a four year non-profit institution. About 100 students attended a four-year, for-profit institution, and 13 attended the University of Phoenix.

Dr. Smith said that students apply to out-of-state colleges and universities because of the state's economy and budget crisis; aggressive recruiting by out-of-state schools; more educational

opportunities; concern over growing class size and shrinking numbers of faculty; and the ability to graduate in four years. For California to maintain a vibrant economy, the state cannot afford the loss of these top students. By 2025, 41 percent of the state's jobs will require a college degree, yet only 35 percent of the population will have one, leaving a shortfall of 1 million college graduates. Latino undergraduate demand will increase to 42 percent by 2019. Additionally, 277,000 students may be turned away from California higher educational facilities next year if funding is not increased.

Dean Thomas presented implementation strategies and recommendations opening with a discussion of students seeking second bachelor's degrees through Extended Education beginning in spring 2012. Offering these degrees through Extended Education will provide access for other students seeking a first degree. Self-support programs are more affordable than those offered by for-profits and private non-profits when all costs to offer self-support programs are covered by student fees.

Second, campuses have the option to offer summer session 2011 in either state or self-support. Dean Thomas pointed out several financial aid choices including self-support funded scholarships. Third, several options are being discussed to increase access for other students such as having "super seniors" move to Extended Education. Fourth, various options, including the summer 2012 to summer 2014 timeline for the Early Start program, are under review. Fifth, students can take courses from one or more CSUs, but this option is not well-utilized and discussions are underway to streamline the process. Currently there are 65 online programs, with 39 offered in self-support and 26 in state support. Extended Education can provide leadership in developing faculty resources to expand online offerings.

Currently, the CSU enrolls approximately 48,000 students each year in master's degree programs. There is a growing demand for professionals with graduate degrees and advanced training. Extended Education offers many certificate programs that are created and offered based on demand. A number of multi-campus programs that encapsulate expertise from several campuses into one program are under development. Intensive English language programs are currently offered on 15 campuses. Working with workforce investment boards, Extended Education has been able to leverage relationships and resources to assist unemployed and displaced workers. Also, there exists the potential to build additional pathways with community colleges. Expanding Extended Education include changes to Title 5 and several Executive Orders, as well as the need to provide access at a reasonable cost to students.

Trustee Fortune, who originally brought the issue to the board, inquired about the timing and the capacity to increase online courses. Dean Thomas said there is great potential to extend online offerings, acknowledging many of the campuses have the infrastructure and staff expertise to do so. Working with academic partners on the campuses to identify which programs would lend themselves best to an online format, Extended Education could create curriculum for that delivery.

Benjamin Quillian, executive vice chancellor and chief financial officer, explained that the Technology Steering Committee is looking at that very issue. CSU Fresno President John Welty said the committee has engaged a consulting firm to determine what would be the most effective way for the system to work together to improve online offerings, determine exactly what the potential market is in the state and focus on CSU priorities.

California State University, East Bay President Mohammad Qayoumi said the campus has 12 online degree programs, several at the master's degree levels and bachelor's completion programs, which means the student can do the first two years at a community college online and then continue with CSUEB. There are also five online certificate programs. The campus has roughly 20 percent of its FTEs (full-time equivalent) offered online in the past quarter, with one of every two students taking a course online.

Trustee Monville said there is a great deal of interest and concern, particularly among students moving to online classes. Through the statewide student association, students should be involved in the process of adding online offerings. Trustee Dixon asked how second bachelor's programs would apply to those coming back for the second degree or for current students with double majors finishing up their second degree. Dr. Smith said the program is designed for students who are applying for a second bachelor's degree, not students currently enrolled and finishing a degree. Trustee Fortune asked if the CSU has the ability from a technology standpoint to offer more online courses and questioned whether collaborating with the Academic Senate and others to move in this direction presents a challenge. Dr. Smith noted that there is capability on campuses to produce the programs, as well as the faculty to both design and implement the programs. Trustee Roberta Achtenberg said that the CSU neither lacks the technology nor policy, citing the approval of *Access to Excellence*, the CSU's strategic plan.

CSU San Bernardino President Al Karnig brought up several issues regarding online programs, such as campus versus system offerings; ownership; how to remunerate; will faculty who create a course actually get to teach the course; whether the revenue filters centrally or back to campuses; and program purpose—to alleviate bottleneck courses or to enhance revenue. He acknowledged that none of the issues are insurmountable.

With respect to Extended Education, Chair Carter said that because of state budget cuts, the CSU probably will have to reduce its capacity to serve 8,000 students. He questioned how will that affect access if the system cannot provide the educational opportunity for students? He asked that the board not be hasty about coming to closure with this discussion because it should not be taken in isolation of other issues. Using technology as an instrument for the delivery of education is a component of providing access.

After talking with faculty, Trustee Anderson said that it takes a lot of work to put together online courses and that only so many could be monitored in an online forum. She questioned if the CSU put more resources toward online education, would campuses be producing more graduates or just essentially providing students with an alternative? Dr. Smith said that when accepting

students, second-baccalaureate students are at a low-level priority. Many students come to the CSU because of needed career changes and therefore the CSU is attractive to them. But the CSU's capacity to educate them is being challenged by the budget. If these students enroll in Extended Education, the fees would be higher, but they could be accommodated. Most of these students would be in classrooms and not online.

Lt. Governor Gavin Newsom asked to hold a comprehensive discussion regarding online programs from a systemwide perspective. He said a similar conversation is taking place with the University of California regents. Dr. Smith explained that at the May board meeting there would be a recommendation for Title 5 changes that allow the CSU to offer second baccalaureates in Extended Education. Each year, the CSU accepts fewer and fewer of those students and yet the need for retraining exists.

Safe Learning Environments for All Students

Because Assembly Speaker John Perez could not be at the meeting, the item is deferred to the May meeting.

The California State University and Carnegie Statway Collaboratory

Marsha Hirano-Nakanishi, assistant vice chancellor, explained how the CSU is the destination for the vast majority of California community college students, so it was natural for the system to be involved with helping community college students complete their mathematics requirements before transferring to a CSU campus. She presented a video featured Dr. Tony Bryk, president of the Carnegie Foundation for the Advancement of Teaching. Dr. Bryk thanked the CSU for partnering with Carnegie.

Statway is designed to serve students who frequently do not transfer because of math issues. This is a three-year pilot program and three CSU campuses are participating—Sacramento, San José and Northridge with the six community college districts in their areas. Two major initiatives of this project are creating a national faculty learning community that works together for effective and engaging curriculum, and creating pedagogy to get students to degree and begin to build learning communities among the Statway students themselves. The program will begin in fall 2011. Start-up funds to involve the three campuses were provided by the Chancellor's Office.

Julia Olkin, the CSU's director of Statway and a member of the mathematics faculty at CSU East Bay, used a math problem to demonstrate the Statway approach involving a combination of developmental math and statistics. The main goal is to engage students in math and the statistical applications. Meanwhile, classroom activities provide students with a reason for learning the mechanics of developmental math. Students finish with college credit and the prerequisites they need to move forward.

Dr. Jim Postma, Academic Senate chair, said that traditionally the CSU has not allowed course work that does not have high school algebra or intermediate algebra to avoid the slippage of high school curriculum into the university. After the Senate had math faculty evaluate the curriculum, they determined that there was algebra II content. So the full Statway curriculum was considered to meet the CSU's quantitative standards. CSU Sacramento President Alex Gonzalez said that Statway is an approach that works, and that his faculty members worked cooperatively with their counterparts to identify groups of students who would benefit. The campus was pleased to team up with American River College, its main feeder, to implement Statway.

Trustee Achtenberg asked how remediation is assessed in math. Dr. Olkin explained how students take an entry-level math exam and based on that score, they either go either into pre-algebra or algebra I or pass out of it (taking calculus in high school or having a high SAT score), and go into college algebra as the first college-level math class. If successful, students receive a passing grade for the remedial class. Students are allowed to repeat the remedial class once, but if they do not pass, they have to go to a community college to make it up.

California State University Summit on Transformative Changes in the Preparation of Teachers

Beverly Young, assistant vice chancellor for academic affairs, presented an update on the recent summit on teacher education held in February at the National Academy of the Sciences with 270 participants. Speakers included Chancellor Reed, who was the host for the entire day, and state Superintendent Tom Torlakson, as well as other national education figures. Dr. Young said Chair Carter was the inspiration for the program. The summit served to launch the California Blue-Ribbon report on education reform; all the conference sessions are online. Each CSU campus is in the process of convening discussions of the most relevant issues and setting goals related to program improvements. The committee viewed a short video featuring some of the speakers.

Trustee Achtenberg asked about the annual report on teacher evaluations, and Dr. Young said a presentation would be made at the May board meeting as well as an update on the Carnegie-funded value-added study, which looks at the CSU's teacher preparation programs and their relationship to the student achievement scores from the teachers who come from those programs.

The meeting adjourned.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Requirements in United States History, Constitution and American Ideals

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

Title 5 section 40404 requires campuses to provide instruction in United States history (including California history and local government), the Constitution, and American Ideals; and it requires students to demonstrate competence in these areas through successful completion of courses or by passing a comprehensive examination in these fields. This requirement is sometimes referred to as the “American Institutions” requirement.

Provisions for exceptions to the Title 5 section on American Institutions are necessary so that the California State University policy and Title 5 regulations may conform to the requirements specified in state law (Education Code 66055.8 *Registered Nursing Program; Required Coursework* and Education Code 66746 the *Student Transfer Achievement Reform Act*—which is often referred to as “SB 1440”). Exceptions are proposed also for high-unit professional degree programs and in cases of individual hardship, as these exceptions are allowed in Title 5 for CSU General Education-Breadth requirements.

These exceptions allow the CSU to retain the American Institutions requirement for bachelor’s degrees while still conforming to state laws established in 2008 and 2010. Similar Title 5 changes are not necessary for the California Community College associate’s degree requirements, as this is a requirement unique to the CSU. This change is not expected to result in a significant reduction in the American Institutions courses taught within the CSU, as the courses taken by community college transfer students are often taken prior to transfer. Native (non-transfer) CSU students still will be held to the American Institutions requirement, except as provided for in limited specified cases.

The following proposed amendment to Title 5 is recommended to implement recent legislation. An agenda item will be presented at the July meeting to take action to adopt the amendment to this section.

Title 5, California Code of Regulations
Division 5 -- Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter -- 2 Educational Program
Article 5 -- General Requirements for Graduation

Section 40404. Requirements in United States History, Constitution and American Ideals.

(a) The purpose of the following requirements is to ensure that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens. To this end each campus shall provide for comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government. To qualify for graduation each student shall demonstrate competence by completing courses in the foregoing fields or by passing comprehensive examinations in those fields. Students transferring from other accredited institutions of collegiate grade, who have been certified by such institutions as meeting these requirements, shall not be required to take further courses or examinations therein. The Chancellor may institute such guidelines as may be appropriate for the administration of this section.

(b) The Chancellor may grant exceptions to these requirements for students enrolled in degree major programs who transferred from a California Community College if the California State University programs are mandated by law to articulate with California Community College associate degree programs, and the baccalaureate degree programs are limited by law to 120 total semester units (180 quarter units).

(c) The Chancellor may grant exceptions to these requirements for high-unit professional degree major programs on a program-by-program basis.

(d) The appropriate campus authority may grant exceptions to these requirements in individual cases of demonstrable hardship.

(e) A postbaccalaureate student who is enrolled in a baccalaureate degree program shall not be subject to the requirements set forth in this section if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Sections 66600, 89030, 89035, Education Code. Reference: Sections 66055.8, 66600 and 89030, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Baccalaureate Degrees Earned in Postbaccalaureate Standing

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

This item presents two recommended changes to Title 5, both of which intend to serve students, the university, the workforce, and the state, in cases in which students who have previously earned a bachelor's degree are pursuing a subsequent bachelor's degree. Under current policy, those students are required to fulfill all CSU General Education (GE)-Breadth requirements, as specified in Title 5 section 40405.1. Additionally, these bachelor's students in postbaccalaureate standing are required to complete the Title 5 section 40404 requirements in United States History, Constitution, and American Ideals; and they may be held to campus-specific required courses.

The first recommendation limits the degree requirements for "second baccalaureate" students to only those requirements in the major degree program. The language of this proposed new Title 5 is drawn from Education Code 66055.8, which prohibits postbaccalaureate students in Bachelor of Science in Nursing programs from being required to complete courses other than those required for the nursing major program. The second recommendation would impose a similar limitation, this one specific to the systemwide general education requirements established in Title 5 section 40405.1.

In both cases, the proposed changes are based on the assumption that such a previously earned bachelor's degree from a regionally accredited institution (or equivalent academic preparation, as determined by the appropriate campus authority) would represent a breadth of instruction that is acceptable nationally as appropriate for baccalaureate preparation. The proposed changes will reduce instructional redundancy and free up valuable GE enrollment opportunities for students pursuing a first bachelor's degree. The streamlining resulting from this change will allow students to complete CSU baccalaureate programs in reduced time, making the university more responsive to a changing workforce that seeks professional re-training through second (or subsequent) bachelor's degree programs.

An agenda item will be presented at the July meeting to take action to adopt the following recommended changes to Title 5.

Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter 2 – Educational Program
Article 5 – General Requirements for Graduation

Section 40509 – Baccalaureate Degrees Completed in Postbaccalaureate Standing

A campus of the California State University shall not require a student who has been admitted to a baccalaureate degree program to undertake courses other than those that are specifically required to complete the current major within the degree program if:

(a) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(b) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Sections 89030 and 66055.8. Education Code. Reference: Sections 89030 and 66055.8.

Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter 2 – Educational Program
Article 5 – General Requirements for Graduation

Section No. 40405.1—California State University General Education-Breadth Requirements.

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program that includes a minimum of 48 semester units or 72 quarter units of which nine semester units or 12 quarter units shall be upper-division level and shall be taken no sooner than the term in which the candidate achieves upper-division status. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

(1) A minimum of nine semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

(2) A minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

(3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.

(4) A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

(5) A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social and psychological entities.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit-unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the bachelor's degree under the provisions of this subdivision (a) should not be less than 48 semester units or 72 quarter units.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

(c) In the case of a baccalaureate degree being pursued by a postbaccalaureate student, the requirements of this section shall be satisfied if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

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

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations Doctor of Nursing Practice Degree Programs

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

Education Code section 89280 *et seq.* authorizes the California State University to offer at three campuses, pilot academic programs leading to the Doctor of Nursing Practice (DNP) degree. The programs are to focus on the preparation of faculty to teach in postsecondary nursing education programs and may also train nurses for advanced nursing practice or nurse leadership, or both.

Two of the three pilot DNP programs will be offered jointly by a lead campus in partnership with one or more other CSU campuses. San Diego State University will offer a DNP program with an informal partnership with CSU San Marcos. CSU Fresno will serve as the home campus in a formal partnership with San José State University, and CSU Fullerton is the home campus in a formal partnership with CSU Long Beach and CSU Los Angeles. Amendment of section 40100.1 will allow CSU campuses to collaborate with one or more campuses to offer doctoral degree programs, as is currently allowed for bachelor's and master's degree programs. Adoption of sections 40050.2, 40513, 40514, and 41021 will establish in administrative law the University's authorization to offer DNP degrees and will institute regulations regarding DNP degree programs, admission, and graduation requirements. These recommended changes have been developed in consultation with campus nursing faculty, campus and system-office administrators, and the statewide academic senate.

The following proposed changes to Title 5 are intended to implement the new legislation. An agenda item will be presented at the July meeting to take action to adopt the recommended amended section and added sections.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 — California State University
Subchapter — 2 Educational Programs
Article 2 — Curricula
Cooperative Curricula

Section 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's, ~~or~~ master's, or doctoral degree may be established cooperatively by two or more campuses. The Chancellor is authorized to establish and from time to time revise such procedures as may be appropriate for the administration of this section.

NOTE: Authority cited: Sections 66600, 89030, and 89035, Education Code. Reference: Sections 66040, 66042, and 89280-89284, Education Code.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 — California State University
Subchapter — 2 Educational Programs
Article 1 — General Function
Function: Instruction Leading to the Doctor of Nursing Practice Degree

Section 40050.2. Function: Instruction Leading to the Doctor of Nursing Practice Degree. Notwithstanding Section 40050, the Doctor of Nursing Practice degree may be established as a degree pilot program at three campuses chosen by the Board of Trustees leading to a degree that satisfies the criteria in Section 40514.

NOTE: Authority cited: Sections 66600, 66040, 89030, 89035, and 89280-89284, Education Code. Reference: Sections 89280-89284, Education Code.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 — California State University
Subchapter — 2 Educational Programs
Article 7 — Graduate Degrees
The Doctor of Nursing Practice Degree

Section 40513. The Doctor of Nursing Practice Degree

(a) California State University programs leading to a Doctor of Nursing Practice degree shall be operated as pilot degree programs, with student enrollment permitted prior to July 1, 2018, and student course work allowed to be completed on or after July 1, 2018.

(b) The programs shall not supplant nursing programs offered by the CSU at the master's level as of January 1, 2010.

(c) California State University Doctor of Nursing Practice degree programs shall conform to the following criteria:

(1) The clinical degree programs in advanced nursing practice shall prepare graduates for leadership and clinical roles and to engage in evidence-based inquiry; and programs may also prepare graduates to serve as faculty in postsecondary nursing education programs.

(2) Programs shall enable professionals to earn the degree while working full time.

(3) Programs shall be consistent with the requirements of a professional nursing accrediting body and the regional accrediting association.

(d) Each campus offering a program leading to a Doctor of Nursing Practice degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41021.

(e) Programs leading to the Doctor of Nursing Practice degree shall conform to the following specifications:

(1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum for each DNP program shall provide professional preparation in advanced nursing practice, including but not be limited to theory and research methods and evaluation, curriculum development, professional practice, management and leadership, and essential curricular concepts for advanced nursing at the doctoral level.

(2) The pattern of study for the post-master's Doctor of Nursing Practice degree program shall be composed of at least 36 semester units (54 quarter units) earned in graduate standing. At least 27 semester units (40.5 quarter units) required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.

(3) At least 24 semester units (36 quarter units) shall be completed in residence at the campus awarding the degree or campuses jointly awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a policy allowing the transfer of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.

(4) A qualifying doctoral assessment shall be required.

(5) The pattern of study shall include completion of a doctoral project.

(A) The doctoral project shall be the written product of systematic, rigorous research on a significant advanced nursing practice issue. The doctoral project is expected to contribute to an improvement in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.

(B) The doctoral project shall reflect a command of the research literature and shall demonstrate the student's mastery of evidence-based practice at the doctoral level.

(C) The written component of the doctoral project shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

(D) No more than 12 semester units (18 quarter units) shall be allowed for the doctoral project.

(E) An oral defense of the doctoral project shall be required.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280, 89281, 89283, and 89284, Education Code. Reference: Sections: 66600, 89030, 89035, 89280, 89281, 89283, and 89284, Education Code.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 — California State University
Subchapter — 2 Educational Programs
Article 7 — Graduate Degrees
The Doctor of Nursing Practice Degree: Requirements

Section 40514. The Doctor of Nursing Practice Degree: Requirements.

(a) To be eligible for the Doctor of Nursing Practice degree, the candidate shall have completed a program of study that includes a qualifying assessment and a doctoral project and that is consistent with the specifications in subdivision (e) of Section 40513 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

(b) Advancement to Candidacy. For advancement to candidacy for the Doctor of Nursing Practice degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying assessment.

(c) The student shall have completed all requirements for the degree within five years of matriculation in the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances;

(1) the student is in good standing,

(2) the extension is warranted by compelling individual circumstances, and

(3) the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.

NOTE: Authority cited: Sections 66600, 89030, 89035, and 89281, Education Code. Reference Sections: 66600, 89030, and 89281, Education Code.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 — California State University
Subchapter — 3 Admission Requirements
Article 8 – Admission of Post-Baccalaureate and Graduate Students
Admission to Doctor of Nursing Practice Programs

Section 41021. Admission to Doctor of Nursing Practice Programs.

An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Nursing Practice degree established pursuant to Section 40513 if the applicant satisfies the requirements of each of the following numbered subdivisions:

(1) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association and a national professional accrediting association, as applicable; or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.

(2) The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable master's degree program as determined by the appropriate campus authority.

(3) The applicant maintains active licensure to practice as a registered nurse in the state in which practicum experiences will be completed.

(4) The applicant meets all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.

(5) The applicant has demonstrated sufficient preparation and experience pertinent to advanced nursing practice to be successful in doctoral education.

(6) The applicant has met any additional requirements established by the Chancellor and any additional requirements prescribed by the appropriate campus authority.

NOTE: Authority cited: 66600, 89030, 89035, and 89281, Education Code. Reference: Sections 66600, 89030, and 89281, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations Doctor of Physical Therapy Degree Programs

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

As of 2015, the Commission on Accreditation of Physical Therapy Education (CAPTE), the accrediting body for the physical therapy (PT) education, will accredit only programs with entry-level professional education at the doctoral level. Currently, 204 of the 213 PT programs in the United States are functioning as entry-level doctoral programs. The California State University has been limited in its ability to offer programs at this level, lacking the legislative authority to offer doctoral programs except when partnering to offer joint degree programs with the University of California or a private university.

On September 28, 2010, Governor Schwarzenegger signed into law AB 2382 (Blumenfeld). Chaptered in the Statutes of 2010, Education Code Section 66042 *et seq.* authorizes the CSU to offer Doctor of Physical Therapy (DPT) degree programs independently of any other institutions of higher education. These CSU doctoral programs are authorized to deliver instruction that prepares physical therapists to provide health care services. As specified in the Education Code, CSU DPT programs shall be consistent with CAPTE accreditation requirements.

The following proposed additions to Title 5 are intended to implement the new legislation. An agenda item will be presented at the July meeting to take action to adopt these recommended sections.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 2 Educational Programs
Article 1 – General Function
The Doctor of Physical Therapy Degree

Section 40050.3 Function: Instruction Leading to the Doctor of Physical Therapy Degree.

Notwithstanding Section 40050, the Doctor of Physical Therapy degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in section 40515.

NOTE: Authority cited: Sections 66042, 66600, 89030 and 89035, Education Code. Reference: Sections 66042, 89030 and 66600, Education Code.

Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 2 Educational Programs
Article 7 – Graduate Degrees
The Doctor of Physical Therapy Degree

Section 40515. The Doctor of Physical Therapy Degree.

(a) A California State University program leading to a Doctor of Physical Therapy degree may be offered independently of any other institution of higher education. California State University Doctor of Physical Therapy programs shall:

- (1) provide curriculum grounded in evidence-based practice, and
- (2) prepare graduates to enter the field of physical therapy practice, and
- (3) be consistent with the requirements of the professional accrediting body.

(b) Each campus offering a program leading to a Doctor of Physical Therapy degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41022.

(c) The program leading to the Doctor of Physical Therapy degree shall conform to the following specifications:

(1) The curriculum shall include learning experiences that balance research, theory, clinical education, and practice. The core curriculum shall provide professional preparation focusing on critical thinking and decision making, including but not limited to: foundational sciences, clinical

sciences, and behavioral sciences; professional practice; patient/client management; and practice management.

(2) The postbaccalaureate pattern of study shall be composed of at least 90 semester units (135 quarter units) earned in graduate standing. At least 72 semester units (108 quarter units) required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.

(3) No fewer than 60 semester (90 quarter units) shall be completed in residence at the campus awarding the degree. At the discretion of the appropriate campus authority, courses required for California State University Doctor of Physical Therapy programs that are completed at another CSU campus may apply toward the residency requirement at the CSU campus that awards the degree.

(4) A qualifying assessment may be required.

(5) The pattern of study shall include successful completion of a doctoral project that is expected to contribute to an improvement in physical therapy practice, policy, or client outcomes.

(A) The doctoral project shall demonstrate the student's doctoral-level mastery of current evidence-based practice. It shall demonstrate critical and independent thinking and a command of the research literature.

(B) A written component of the doctoral project shall demonstrate originality, evidencing critical and independent thinking. It shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

(C) An oral defense of the doctoral project or public presentation of the project may be required.

(D) No more than eight semester units (12 quarter units) shall be allowed for the doctoral project.

NOTE: Authority cited: Sections 66600, 66042, 89030, and 89035, Education Code. Reference: Sections 66600, 66042, 89030, and 89035, Education Code.

**Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 2 Educational Programs
Article 7 – Graduate Degrees
The Doctor of Physical Therapy Degree Requirements**

Section 40516. The Doctor of Physical Therapy Degree: Requirements.

(a) Advancement to Candidacy. For advancement to candidacy for the Doctor of Physical Therapy degree, the student shall have achieved classified graduate standing and met such particular requirements as the chancellor and appropriate campus authority may prescribe. The requirements may include a qualifying examination or other qualifying doctoral assessment.

(b) To be eligible for the Doctor of Physical Therapy degree, the candidate shall have completed a program of study that may include a qualifying assessment and shall include a doctoral project and that is consistent with the specifications in section 40515 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

(c) The student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program. The appropriate campus authority may extend the time for completion of the requirements if:

- (1) the student is in good standing,
- (2) the extension is warranted by compelling individual circumstances, and
- (3) the student demonstrates current knowledge of research and practice in physical therapy, as required by the campus.

NOTE: Authority cited: Sections 66042, 66600, 89030, and 89035, Education Code. Reference: 66042, 66600, 89030, and 89035, Education Code.

**Title 5, California Code of Regulations
Division 5 - Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 3 Admission Requirements
Article 8 – Admission of Post Baccalaureate and Graduate Students
The Doctor of Physical Therapy Degree**

Section 41022. Admission to Doctor of Physical Therapy Programs.

(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Physical Therapy degree established pursuant to Section 40515 if the applicant satisfies the requirements of each of the following numbered subdivisions:

- (1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.

(2) The applicant has completed all required prerequisite coursework for the campus program(s) to which he has applied with a cumulative grade point average of at least 3.0.

(3) The applicant must have been in good academic, professional, and clinical standing at the last institution and if applicable in the last entry-level physical therapist educational program attended.

(4) The applicant has met any additional requirements established by the chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

(b) Only those students who continue to demonstrate a satisfactory level of scholastic, professional, and clinical competence shall be eligible to continue in Doctor of Physical Therapy programs.

Note: Authority cited: Sections 66042, 66600, 89030, and 89035, Education Code. Reference: Sections 66042, 66600, 89030, and 89035, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative Update

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Robyn Pennington
Director
Quality Initiatives

Jeff Gold
Director
Academic Technology Services

Summary

At the beginning of 2010 the Board of Trustees committed the California State University to dramatic improvements in student success. Together we pledged to raise six-year graduation rates eight percentage points, from 46% to 54%, and to cut in half the gap in graduation between students of color and other students.

During the past year, the CSU Executive Vice Chancellor and Chief Academic Officer and staff visited each CSU campus to check on progress, identify challenges and look for opportunities for systemwide collaboration to improve student success. During the visits, the team identified several promising practices worth sharing with trustees.

A group of CSU leaders recently gathered to discuss desired activities and outcomes for the next fiscal year. In the year ahead, the CSU Graduation Initiative will focus on strategies to reduce achievement gaps and sustain recent momentum to raise overall graduation rates.

Background

As part of the national *Access to Success* campaign, the CSU has committed to raising its graduation rate by eight percentage points and halving its achievement gaps by 2015. In October 2009, each campus president and provost agreed to institutional targets that, if met, will bring the

system to its goal. Two months later each university submitted an action plan, and since then staff from the Office of the Chancellor have monitored and guided progress.

One and a half years into the initiative a few trends are emerging. Recent data suggest that the CSU system is on track to exceed its graduation rate goal of 54% by 2015. Graduation and retention rates for underrepresented minorities (URMs) and non-URMs have both increased in recent years, however non-URM graduation rates are rising more precipitously than their URM counterparts. As a result, the achievement gap is widening rather than shrinking. The initiative's leadership team is looking for ways to consolidate and build on recent gains, and to address the persistent achievement gap.

Four Keys to Improving Student Success

Our students are as unique as our universities, and drop-out for a variety of reasons. However, within the context of our state and mission a few themes stand out:

1. Academic preparation. Students leave when they are not ready for college-level work, or the path to degree appears longer than they can last. The CSU Early Assessment and Early Start programs allow opportunities for high school students to make better use of testing to not only learn whether they are ready for college-level math and English, but also to do something about it before arriving at the CSU.

2. Engagement with campus intellectual life. Students who feel personally connected with the social and academic climate of the CSU are likelier to persist. The Graduation Initiative team saw many innovative ways campuses bring this about, some of them quite inexpensive: for example, offering student-led supplemental instruction, learning communities, peer mentoring, and prioritized advising. Key to this work is its intellectual component: research shows that highly engaging practices in curriculum and teaching benefit all students, and in particular the historically underserved. When traditionally co-curricular strategies are embraced by academic affairs and faculty, graduation rates rise and gaps shrink. In support of this work, the Graduation Initiative is bringing teams from nine campuses to the AAC&U Summer Institute on High-Impact Practices and Student Success.

3. Strategic, data-driven decision making. Support programs that target particular majors, age, ethnic groups or regions abound on every campus of the CSU. Often they are funded by separate private foundations or state or federal agencies. Less pervasive is the insight and collaboration required to coordinate work across these disparate offices. The Graduation Initiative team found that those making the most progress were highly involved in strategic planning. By coincidence several had concluded that the ideal structure was bi-weekly meetings of around 20 people, drawn from faculty, staff and administrators across the institution. These groups had different

methods of working together, but all used data to guide strategic decisions and shared an unwavering commitment to advance the graduation agenda.

4. Presidential leadership. The campuses with strong records of improvement are often those with a stable and respected senior leadership. Improving student success is very hard work, requiring sustained, focus year in and year out. Successful campuses can point to particular moments when their culture changed, when the entire community began pulling in the same direction. Several CSU campuses have created a campus culture of graduation, whereby faculty, staff, students, and administrators are all driven toward fulfilling this mission.

COMMITTEE ON EDUCATIONAL POLICY

Report on Safe Learning Environments for All Students

Presentation By

Charles B. Reed
Chancellor

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Ray Murillo
Associate Director, Student Programs
Academic Affairs

Summary

The California State University is committed to creating an atmosphere in which all students have the right to participate fully in CSU programs and activities free from unlawful discrimination, harassment and retaliation. In keeping with its mission, the CSU strives to prepare students for an international, multicultural society. To accomplish this, the CSU promotes an understanding and appreciation of the peoples, natural environment, cultures, economies and diversity of the world, and encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.

In response to correspondence of November 23, 2010, from the Honorable John A. Pérez, Speaker of the Assembly, the CSU prepared this report to address what is being done to ensure a safe learning environment to historically underrepresented and marginalized students, including Lesbian, Gay, Bisexual and Transgender (LGBT) students.

Policies

The CSU has several policies protecting students and employees by prohibiting discrimination, harassment and retaliation on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, marital status, veteran status or age.

- **Executive Order No. 1045** – Systemwide Policy Prohibiting Discrimination, Harassment, and Retaliation Against Students and Applicants for Admission and, Systemwide Procedure for Handling Discrimination, Harassment and Retaliation

Complaints by Students and Applicants for Admission Against the CSU and/or CSU Employees

- **Title 5, California Code of Regulations, sections 41500-41505** – Nondiscrimination in Student Organizations
- **Executive Order No. 928** – Systemwide Complaint Procedure For Discrimination, Harassment and Retaliation Complaints for Employees Not Eligible to File a Complaint or Grievance Under a Collective Bargaining Agreement or Whose Collective Bargaining Agreement Incorporates CSU Systemwide Complaint Procedure
- **Executive Order No. 927** – Systemwide Policy Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participation in a Harassment Investigation
- **Executive Order No. 883** – Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment

The United States Department of Education, Office for Civil Rights (OCR) issued a “dear colleague” letter dated October 26, 2010, addressing bullying in schools and identified statutes the OCR enforces that include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability. The CSU recognizes that, in addition to being prohibited by the CSU’s Student Conduct Code (as discussed below), bullying and harassment may also constitute activity that is prohibited by civil rights laws. Under these circumstances, the student discipline process would be an important—but not necessarily the only—step that an affected campus would take in an effort to eliminate any hostile environment and prevent its recurrence.

Standards for Student Conduct

Campus Community Values

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Examination of Acts of Harassment, Intolerance and Hatred

The CSU has applied its Student Conduct Code to various scenarios involving acts of harassment, intolerance and hatred, such as the Rutgers University incident, and has concluded that the Student Conduct Code enables a campus to take appropriate disciplinary action in response to situations that affect the health and safety of members of the university community. For reference, the Student Conduct Code can be found in Title 5, California Code of Regulations, section 41301. The following outlines individual violations that may be applicable.

- Sec. 41301(b)(4): Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.
- Sec. 41301(b)(7): Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment or sexual misconduct.
- Sec. 41301(b)(12): Unauthorized destruction, or damage to university property or other property in the university community.
- Sec. 41301(b)(15): Misuse of computer facilities or resources, including:
 - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
- Sec. 41301(b)(18): Any act chargeable as a violation of a federal, state or local law that poses a substantial threat to the safety or well being of members of the university community, to property within the university community or poses a significant threat of disruption or interference with university operations.
- Sec. 41301(b)(20): Encouraging, permitting or assisting another to do any act that could subject him or her to discipline.

Executive Order No. 1043, Student Conduct Procedures, outlines the sanctions that may be imposed for violation of the Student Conduct Code. The sanctions are restitution, loss of financial aid, educational and remedial sanctions, denial of access to campus, disciplinary probation, suspension, expulsion, and qualified, revoked or denied admission or readmission. More than one sanction may be imposed for a single violation.

Privacy

The expectation of privacy is high for students living in on-campus housing. Student residents are notified of privacy rights and expectations in the Housing License Agreements and Student Housing Handbooks that are distributed to each resident and posted in housing offices.

The general agreement language and expectations that are communicated to student residents include community expectations, basic roommate rights and discipline and sanctions. One of the

CSU's community expectation goals is to develop a cohesive community where students of all racial, ethnic, socio economic groups, backgrounds and life styles can co-exist and learn in a pleasant and relaxing atmosphere. Unlawful harassment and discrimination are not tolerated.

Basic rights of a roommate include, but are not limited to, freedom from undue interference in one's room; right to feel free from fear, intimidation and physical or emotional harm; right to personal privacy; and right to expect reasonable cooperation. Student residents are also informed that entering a student's room without the express permission and presence of the student who resides in that room is prohibited. Inappropriate room entry includes, but is not limited to, borrowing another student's key to access her/his room, forcing a door open or entering a room through a window or bathroom.

Lastly, student residents are informed that residents who violate residence hall policy, university policy or the Student Conduct Code can expect to be held accountable. Violations of policy will result in conduct sanctions and can jeopardize the Housing License Agreement and/or the status as a student. Sanctions (consequences for inappropriate behavior) will be determined on the basis of a variety of factors, including but not limited to, the particular circumstances of the misconduct, previous warnings, disruption to the community, health and safety implications, and violations of state and federal law. Sanctions include warning, residential probation, residential relocation, residential suspension and residential expulsion. Sanctions may also include those imposed for violation of the Student Conduct Code; housing-related misconduct may also form the basis for student disciplinary proceedings.

Campus Services

Throughout the system, campuses provide a wide array of programs, services and trainings to create a safe, positive campus climate for all students. Nearly all campuses have a Pride Center, Multicultural or Cross-Cultural Center, Women's Center, or a combination of the three. The purposes of the centers are to create a safe haven for students to discuss issues, to provide programming focused on social justice and understanding, and to offer training for the campus community.

The Offices of Student Life and Leadership include a number of campus wide programs and services that focus on diversity. Programs would include cultural celebrations, cultural graduations, and diversity and social justice summits and retreats. The offices also host a myriad of cultural and special-interest student organizations.

Training programs exist throughout the campuses. Most campuses have leadership institutes to develop and train future leaders, and all of the institutes include diversity topics as a key component. Housing and Residential Life Offices provide comprehensive training for their resident assistants and professional staff that address diversity issues, health and safety concerns and privacy. Several campuses have instituted Safe Zone Programs, which offer training

programs addressing the needs and concerns of the LGBT community. Most importantly, the program identifies LGBT allies for students to feel safe to approach.

On an individual basis, the Counseling and Psychological Services Centers provide personal counseling, support groups and crisis intervention. Personal counseling sessions address family and relationships, sexual identity, suicide, and other psychological needs. Many of the support groups focus on gender, cultural groups and sexuality.

Funding for Services

Given the current fiscal challenges, the CSU has been committed to ensuring an appropriate balance between the number of students enrolled on campuses and services necessary for student success. The most recent example of the CSU's commitment to providing critical student services is the issuance of Executive Order No. 1053 – Policy on Student Mental Health.

The Policy on Student Mental Health calls for uniform basic services: Counseling/Psychotherapy, Suicide and Personal Violence Services, Emergency/Crisis Services, Outreach, Mental Health Consultation, Referral Resources. The policy also addresses various funding options for campuses to deliver the basic services (e.g., state appropriations, student health services fee, mental health services fee.).

Responding to National Incidents

In regard to responding to national incidents, the CSU vice presidents for student affairs regularly discuss national incidents, such as those at Rutgers University and Cornell University, and national trends that may impact students' development and well-being. The vice presidents as well as the chancellor's office staff make recommendations when a systemwide response is warranted. In addition, the directors from various student services (e.g., counseling and psychological services, student health services, housing services, student leadership and activities, etc.) routinely discuss critical issues among their CSU associates as well as engage colleagues from state and national professional organizations. These important discussions serve to inform our policymakers as they consider and re-visit the CSU's existing policies in light of the challenges presented by emerging trends on college campuses.

Conclusion

The CSU is deeply committed to providing the best educational experience free from acts of violence, harassment and intolerance for all students. It will continue to expect and encourage campuses to maintain and further develop policies and programs geared to creating safe environments and positive campus climates for all students.

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

Ephraim Smith
Executive Vice Chancellor
and Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Academic Affairs

Summary

In a typical school year, more than 750,000 students in elementary and secondary schools are taught mathematics, science, reading, writing and/or history by first-year teachers who recently completed California State University teacher preparation. How well do beginning teachers from CSU campuses foster academic learning on the part of students who have been underserved by the education system in the past, including students in low-performing urban and rural schools? To address this question for the first time in California, more than 20 school districts are cooperating with CSU campuses and the Center for Teacher Quality (CTQ).

K-12 Student Learning as an Outcome of California State University Teacher Preparation

Drawing on data from a large group of low-performing schools, CTQ is comparing the learning gains of students who are taught by first-year teachers from different CSU programs, from different CSU campuses and from outside the CSU system. CTQ is examining the effectiveness of CSU first-year teachers in different subjects, different grade-levels, different school years and with different groups of students. These contrasts address the basic question: How well do California's diverse K-12 students learn core subjects from recent CSU graduates?

The CTQ analysis also focuses on student effects that can be attributed to specific features and characteristics of CSU preparation programs. Campuses offer many options and alternatives to prospective teachers during their preparation. Candidates for teaching credentials may learn professional skills in a program with supervised teaching or one with internship teaching. They may enroll in an undergraduate program that combines content studies with pedagogical studies or in a five-year program that separates subject-matter studies from the analysis and practice of teaching. What effects do these alternatives have on the prospective teachers' subsequent

students? In the last decade, campuses made significant changes in the content and qualities of preparation programs. Did these changes improve the effectiveness of CSU-prepared teachers?

By focusing on the academic effectiveness of CSU teachers, CTQ does *not* mean to imply that academic achievement in core curriculum subjects is the *only* worthy outcome of effective teacher preparation or effective P-12 teaching. Student gains in math, science, reading, writing and history are critically important measures of CSU effectiveness, but so are gains in other subjects, as well as progress in the added functions of education in a democracy. CSU teachers do have essential roles and responsibilities beyond the scope of available measures of student academic learning. To examine CSU's effectiveness in addressing the broad goals of education, CTQ would need to continue soliciting the professional judgments of experienced leaders in elementary and secondary schools, whose feedback is as broad as the scope of CSU questions.

To measure CSU effectiveness in fostering student learning of core subjects, CTQ uses scores on California's standardized tests while recognizing and acknowledging the substantial limitations of the current exams. Some CSU teachers cannot be included in CTQ analyses because they teach grade-levels and/or subjects that are not assessed statewide. CTQ cannot report the effects of CSU teachers on pupils' 21st-century skills such as group problem-solving, analyzing issues in interdisciplinary ways and critical thinking, because the current tests do not focus on these skills. CTQ has examined the capabilities and limitations of California's tests, and is studying the design of new tests being developed for the future. Although tests in the next generation are likely to yield more useful and significant results for the CSU, important policy effects and program effects can already be investigated on the basis of currently available evidence.

CTQ uses a value-added approach to measuring CSU effects on student learning. Scores that students earn *after* being taught by CSU teachers are compared with scores earned by the same learners *prior to* CSU-prepared instruction. In this way, the CTQ focuses on learning gains that can be attributed to instruction by CSU teachers. CTQ also counts how many students achieve proficiency while being taught by CSU teachers, and how many of them do so for the first time with CSU teachers. Both of these proficiency measures add to the scope of CTQ findings, all of which are consistent with a new value-added paradigm in the field of educational measurement.

In producing value-added results of CSU teacher education, CTQ uses available evidence to take account of factors other than students' prior learning levels, particularly factors that have often been shown to influence P-12 learning. The effects of CSU programs are compared with those of non-CSU programs while the parallel effects of student demographic factors are held statistically constant, using analysis methods that are endorsed by statisticians and researchers. For example, CTQ uses all available evidence about students' proficiency in English to control for variations

between groups of students taught by teachers with different preparation records. Available data to describe these student factors are imperfect and incomplete, however. For this reason, CTQ cannot produce “pure” reports of CSU effects. Although CTQ findings are based on analyses that are thorough and careful, the findings estimate the CSU’s “true effects” and are not perfect measures of CSU’s actual effects.

Value-added assessments of teaching are controversial in California and throughout the nation. CTQ has examined diverse perspectives regarding emerging issues in educational measurement. Current debates pertain to value-added assessments of teachers and schools, but CTQ does not assess teachers or schools. Value-added methods are widely considered to be legitimate and promising in assessing the preparation of first-year teachers, provided the evaluation results are based on large groups of teachers who experienced common patterns of preparation that are legitimately linked to the value-added findings. CTQ is currently benefitting from the valuable advice of two national leaders in value-added assessment of teacher education. They, and other measurement experts, view this CSU initiative to be responsible and significant.

Describing the effectiveness of CSU preparation is not the only way to use value-added assessments of CSU programs. It’s very important for CSU leaders, administrators and faculties to be informed about CSU’s effectiveness, but it is even more critical for the CSU to use value-added results to improve CSU programs, and then to track the effects of resulting program changes. Under CSU Chancellor Charles B. Reed’s leadership, program improvement has been the primary purpose of the *CSU Systemwide Evaluation of Teacher Preparation* since its inception. As a result, campuses are accustomed to using evidence of program effects in program-improvement decisions. Evidence of P-12 learning can add to the scope and value of CTQ data that campuses already use to reach the goal of providing an outstanding education to every California student.

In recent years, the Committee on Educational Policy has responded to a series of evaluations based on the professional judgments of experienced school leaders about the effectiveness of CSU preparation. Trustees’ responses to CTQ reports annually shaped the scope and content of subsequent evaluations. Today’s presentation will not be a final or conclusive evaluation of CSU effects on student learning. For a comprehensive look at this complex topic, the staff anticipates presenting a series of results to the committee in 2011 and 2012.

Preparing CSU Teachers to Support EAP Implementation in All California High Schools

CSU’s landmark Early Assessment Program (EAP) has important implications for programs in which CSU students prepare to become high school teachers. In grades 7-12, it is critical that new CSU teachers be ready to help all students sign-up for EAP and do well on the test by helping students developing their college-level academic skills effectively. When EAP began,

the Chancellor's Office provided leadership in articulating these EAP-related goals to teacher preparation departments.

CSU campuses responded promptly to a welcome opportunity to reduce the need for remediation among incoming students. To investigate the success of these efforts to prepare "EAP-ready teachers," CTQ expanded added EAP implementation to the scope of the *Systemwide Evaluation of Teacher Preparation*. Evaluation results suggest that, although campuses are becoming effective in readying teachers for their EAP-related responsibilities, more work is needed so all students benefit from this CSU initiative.

Fieldwork in CSU Teacher Preparation: A Baseline for the California Alliance

When a new initiative begins in education, it is important to decide how its effectiveness will be evaluated. An early step in evaluating an initiative is to examine evidence that describes the state-of-affairs before the initiative began. A subsequent step is to measure changes in the status quo that can be attributed to the initiative. CSU is currently initiating a transformation of teacher preparation, and is looking at evidence that describes the prior status quo.

Chancellor Reed recently provided leadership for a national plan to improve teacher preparation and P-12 schooling concurrently by focusing both on strategies known to maximize academic achievement at all levels. An initial product of this initiative was a recent nationwide report titled *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*. To make the national plan work effectively in California, the Chancellor's Office is working closely with the state's P-12 leaders. Similar efforts are starting in several other states. Fortunately, the *CSU Systemwide Evaluation of Teacher Preparation* already compiled evidence of the quality and effectiveness of clinical components of CSU programs for future teachers. This evidence warrants review and the clinical components warrant improvement in the Chancellor's initiative, which is called the *California Alliance*.

COMMITTEE ON EDUCATIONAL POLICY

The Voluntary System of Accountability: Contributions to the Public Good

Presentation By

F. King Alexander
President
California State University, Long Beach

Marsha Hirano-Nakanishi
Assistant Vice Chancellor
Academic Research and Resources

Summary

In November 2007, California State University, Fresno President John Welty reported on the development and launching of the Voluntary System of Accountability (VSA) – a joint initiative of the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-grant Universities (APLU) to address the public’s desire for more transparency and accountability. CSU Chancellor Charles B. Reed and President Welty served on the VSA Presidential Advisory Commission. CSU Presidents F. King Alexander (Long Beach) and Jolene Koester (Northridge) served as chairs of working groups that researched and designed what eventually became the VSA *College Portrait*.

As chair of the first VSA Oversight Board, President Koester subsequently provided the leadership that transformed *College Portrait* plans into one of the best website guides on colleges and universities for students and parents, as well as the only current guide that includes information about student engagement and learning. The national guide to four-year public university and college, *College Portraits* is posted at <http://www.collegeportraits.org/>. Links to *College Portrait* are located on the CSU system home page under Spotlight, “Measuring the Value of the CSU” (<http://www.calstate.edu/value/>), and *College Portrait* links are posted prominently at every CSU institution frequently visited online by prospective students and parents.

Based on a heightened understanding of CSU Long Beach’s contributions conveyed by President Alexander, the CSU Presidents’ Council on Accountability decided to include a common CSU page – *CSU Contributions to the Public Good* – where CSU campuses communicate their value to the public.