

AGENDA
COMMITTEE ON EDUCATIONAL POLICY

Meeting: **11:40 a.m., Tuesday, July 21, 2009**
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
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Russel Statham
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of May 13, 2009

Discussion Items

1. Proposed Title 5 Revision: California Code of Regulations - Conferral of Degree upon Completion of Degree Requirements, *Action*

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

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

May 13, 2009

Members Present

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

Approval of Minutes

The minutes of the March 24-25, 2009 were approved by consent as submitted.

Teacher Preparation Program Evaluation

For seven years, the CSU has made use of survey response data showing the effectiveness of teachers produced by the CSU. Soon the universities will be able to measure the effects of CSU teacher preparation on student learning. A series of bar charts indicated continuous improvement in the development of new teachers from CSU campuses. The most challenging aspect of the teachers' experience is with students who are English learners. President Karen Haynes described why the San Marcos teacher education programs were successful: collaboration, all-university responsibility, use of assessment, and academic support. Another important development is the creation of a Center to Close the Achievement Gap. This new center will connect campus programs, communities, and businesses to address the existence of troubling achievement gaps in K-12

California State University Mathematics and Science Teacher Initiative

The state of California needs many more teachers credentialed in the fields of mathematics and the sciences. The CSU has responded to this need by increasing recruitment, finding multiple pathways, garnering financial support, and investing in internet-supported delivery of instruction. President Warren Baker described the placement of CSU undergraduates in agencies such as NASA, NIH, DOD, and others. There have been significant gains in the numbers of teachers of mathematics, and the CSU expects to meet its target of 1500 math and science teachers prepared annually by 2010. The success of the CSU has elicited substantial external funds for the project.

Proficiency in English and Mathematics *Before* the First Year

Trustee Carter initiated a conversation on remediation, focusing on early start programs that would enable freshmen to be already proficient in English and mathematics before they enter the university. Carter mentioned three pilot programs in place for summer 2009 that show promise for achieving this goal for freshmen entering next fall. They included Humboldt (math), San Diego (math and English) and East Bay (math). The trustees acknowledged the high degree of success that CSU faculty and staff have had in bringing students to proficiency during their first year, but remarked that, in view of the significant resources that are needed to accomplish this, better ways should be sought to prepare students to be proficient before their first year at the university. Several presidents and trustees acknowledged that a key issue is poor preparation from the K-12 sector; however, these are the students that CSU receives, and the CSU must do its best by them. After comments from the English Council members and the Academic Professionals of California affirming the importance of remediation but also registering a strong concern that faculty be appropriately involved in the projected work on “early start” programs, the committee endorsed all three resolutions.

Online Education in the California State University

With over 3,000 fully online courses, the CSU has made great strides in incorporating technology in the classroom and in many other venues. But given the vastness and variety of the 23 CSU campuses, there is still much to do with these new developments in education in the 21st century. Given the size and complexity of the CSU, it is essential that there be consultation among all those involved in technology, as well as a strong management foundation. Groups that need to be involved in consultation include the Presidents Technology Steering Committee, the chief information officers, the provosts, faculty, students, and the Academic Technology Advisory Committee. A new body that includes representation from provosts, chief information officers and the ASCSU chair (the Academic Technology Steering Committee), has been formed to aid in coordinating and managing future developments with respect to online education. It will bring recommendations directly to the Presidents’ Technology Steering Committee. Key assets that will help to advance online education in the CSU include MERLOT, the CSU Virtual Library, CalStateTEACH, the learning management services initiative, and the accessible technology initiative. Two major challenges are determining student readiness for online learning and providing adequate faculty professional development in this area.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: California Code of Regulations - Conferral of Degree upon Completion of Degree Requirements

Presentation By

Jeri Echeverria
Executive Vice Chancellor
and Chief Academic Officer

Christine Helwick
General Counsel

Summary

Over the course of the last several years, budget reductions have forced the University to limit enrollment, turning away thousands of qualified students from its incoming freshman and transfer classes. To increase space available for new and continuing students, the University needs to be able to graduate those students who have already completed all the requirements for a degree, but for some reason have not applied to graduate. Such an enrollment management strategy is consistent with the CSU's "Facilitating Graduation" initiative. Moreover, recent improvements in the technology of record keeping have made it possible to guide and monitor students' progress towards degree completion.

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that Title 5 is amended to add Section 40411 as follows:

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

§ 40411. Conferral of Degree upon Completion of Degree Requirements.

The president of each campus may preclude any student from enrolling in any additional state-supported courses when that student has met all necessary requirements for a degree, and may take the actions necessary to confer the degree.¹

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

¹ The text contained in the formal 45-day notice of this proposed addition to Title 5 was modified slightly so as not to be limited to a degree in a particular program.