

## **AGENDA**

### **COMMITTEE ON EDUCATIONAL POLICY**

**Meeting: 2:30 p.m., Tuesday, November 15, 2011**  
**Glenn S. Dumke Auditorium**

Debra S. Farar, Chair  
Carol R. Chandler, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Steven Dixon  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
Melinda Guzman  
William Hauck  
Linda A. Lang  
Bob Linscheid  
Peter G. Mehas  
Lou Monville  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of September 20, 2011

#### **Discussion Items**

1. Recommended Changes to Title 5, California Code of Regulations, Related to Post-Baccalaureate Admission and Nursing Programs, *Action*
2. Update on the Implementation of the California State University Early Start Program, *Information*
3. Report on SB 1440: Student Transfer Achievement Reform Act, *Information*
4. The California State University Affordable Learning Solutions Initiative and the Sony Electronics Faculty Award for Innovative Instruction with Technology, *Information*
5. Update on the California State University Mathematics and Science Teacher Initiative, *Information*
6. Summer Arts Celebrates Years of Success, *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**

**September 20, 2011**

**Members Present**

Debra S. Farar, Chair  
Carol R. Chandler, Vice Chair  
Herbert L. Carter, Chair of the Board  
Roberta Achtenberg  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
William Hauck  
Linda A. Lang  
A. Robert Linscheid  
Peter G. Mehas  
Lou Monville  
Glen O. Toney  
Charles B. Reed, Chancellor

Trustee Debra S. Farar called the meeting to order.

**Approval of Minutes**

The minutes of July 12, 2011, were approved as submitted.

**The California State University Alcohol Policies and Prevention Programs: Fifth Biennial Report**

Chancellor Charles B. Reed began the presentation stating that the issue of alcohol on campuses must be attended to every day. He identified alcohol abuse as the biggest single problem on CSU campuses due to the associated problems: violence, graffiti, fights and misbehavior. The CSU started programs on all 23 campuses to call attention to alcohol abuse, and the system has received approximately \$2.5 million in grants from many of the state agencies responsible for enforcing alcohol laws. Chancellor Reed cited a recent sobriety checkpoint at Cal Poly San Luis Obispo where 174 cars were stopped without a single arrest for alcohol abuse. He noted that campuses alert students to these checkpoints and other places officers will be, especially on the

weekends, and that notification is helping decrease cases of abuse. President John Welty California State University, Fresno presented a PowerPoint summarizing the major parts of the report. In the 12 years since the campuses undertook a comprehensive review of their approach to alcohol, each has clearly stated policies that are enforced consistently and supported by education prevention programs that provide opportunities for training and intervention of staff and students. Campuses have developed prevention strategies and proactive policies combined with an emphasis on working with community agencies. President Welty said that peer educators are probably one of the most effective ways to deal with this issue.

Some of the key issues addressed include identifying measurable outcomes and expanding tobacco prevention and prescription drug abuse efforts, which have become significant on many CSU campuses. The results from the last two-year report show a continuing trend toward less alcohol use; students using designated drivers more frequently; an increase in the number of alcohol-free events on campuses, fewer alcohol-related incidents, and a continued emphasis on increased educational programs.

In the case of the tobacco initiatives, President Welty acknowledged that campuses are in compliance with all state and CSU smoking policies. There are more smoke-free designated areas on the campuses, as well as ongoing reviews of smoking policies by campus committees.

For the first time the report addressed prescription drug use, which was a major topic at the 2011 alcohol and drug education conference. Chancellor Reed reiterated that the biggest single problem on campuses has moved from alcohol abuse to prescription drug abuse. He said the campus health centers are reporting the abuse of prescription drugs by many young students, especially new students. Antidepressants, painkillers, sedatives and stimulants are prescribed by local doctors, and parents are allowing their students to come to campus with those prescription drugs. Chancellor Reed further added that one of the problems with drug abuse is student suicide.

President Welty said that 12 percent of students reported using prescription drugs that had not been prescribed to them. Campuses have launched numerous programs, including education outreach programs that have included major speakers and wellness fairs. In addition, campuses have established student organizations and peer educators to provide workshops. They have partnered with community-based organizations to provide training, and campus health centers have placed increased emphasis on monitoring prescriptions for abuses.

Summarizing the report as to alcohol consumption, President Welty said that campus assessments reveal there is increased knowledge among students about the effects of alcohol, blood alcohol concentration levels and DUI laws. There has been a reduction in drinking and driving; an increase in protective strategies among legal drinkers who are paying more attention to how much alcohol they and their friends are consuming; an avoidance of the popular drinking games; and a reduction in high-risk drinking and binge drinking. Less than 1 percent of current drinkers report daily use and there is a decrease in drinking when students stay and live on-campus. In the future, the campuses will expand assessment activities, continue to expand

educational and prevention efforts, while at the same time placing emphasis on enforcing existing policies and continued efforts to collaborate with statewide law enforcement as well as other state agencies involved in this issue.

Trustee Hauck suggested that the CSU consider some kind of partnership with the California Medical Association, particularly on the prescription drug problem. Trustee Mehas asked if athletic contests on the campuses are alcohol-free. President Welty said a policy was instituted several years ago that calls for alcohol-free athletic events.

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

Chancellor Reed explained how CSU campuses have made remarkable strides in providing access, scholarships and resources for women athletes since CSU entered into a consent decree with the California National Organization for Women (Cal NOW) in 1993. The CSU has continued to voluntarily report statistics, even though the decree did not require this after 2000. Chancellor Reed noted only a couple campuses out of compliance, stating the big challenge is San Diego, San José, and Fresno because they have large football programs.

President Welty presented a PowerPoint summarizing the results of the report. In 1976, the state legislature adopted a bill calling for equity in athletics, essentially mirroring the federal Title 9 education amendments of 1972. It required equity in participation for all female student athletes and required that the trustees ensure reasonable funding for both male and female students. Because of the 1993 Cal NOW consent decree, the 20 National Collegiate Athletic Association (NCAA)-campuses committed to increasing participation, expenditures and grants-in-aid for female student athletes.

The three major goals in the consent decree were: (1) participation by female and male athletes would be within 5 percentage points of the proportion of NCAA-eligible women and men on that campus; (2) expenditures would be within 10 percent of the proportion of NCAA-eligible female and male athletes or undergraduates; and (3) grants-in-aid would be within 5 points of the proportion of the NCAA-eligible men and women on the campus.

Female student athletic participation has increased 126 percent from 1992-1993 to 2009-2010, in which there were 4,202 women participating in intercollegiate athletics. There was a one-year increase of 37 participants, and the CSU closed the gap between female undergraduate enrollment and female student athletic participation to within .5 percent in 2009-2010, which was a significant change from the gap of 18.5 percent in 1992. Currently, 56 percent of CSU intercollegiate athletes are women, compared with 35 percent at the community colleges and 40 percent in California's high schools.

Expenditures for women's athletic programs increased 755 percent from \$11.2 million in 1992-1993 to the 2009-2010 allocation of \$92.5 million. In 1999-2010 years, both men and women's programs experienced decreases because of the CSU system and state's severe budget

constraints. Grants-in-aid for female athletes increased by 596 percent from the 1992-1993 year to \$17.4 million in 2009-2010.

President Welty reported that 19 of the 20 NCAA-campuses exceeded their target goals for participation; all 20 NCAA-member campuses achieved the expenditure goals; and 17 campuses achieved the grants-in-aid goals. Sixteen campuses met or exceeded their target goals in all three areas. There were no campuses failing to meet participation targets or expenditure targets. Three campuses failed to meet grants-in-aid targets, as Chancellor Reed mentioned, because these programs compete at the Division 1 level in intercollegiate football.

President Welty said the CSU will continue requiring campuses to submit the reports to sustain the progress that has been made in the last 17 years. He said there is no other system that is in compliance with gender equity in athletics at the level of the CSU system.. He called it a great tribute to the campus presidents and athletic leadership on the campuses.

Trustee Linscheid said he was a student in 1976 when the legislation passed. He was pleased at the progress and congratulated the system for a job well done. Trustee Steven Glazer also expressed appreciation for the exhaustive detail in the report. He said he was very involved 30 years ago on the issue on his campus. He also cited the enormous progress achieved and expressed his appreciation for campus leadership.

### **Report on SB 1440 Implementation and Oversight Committee**

Ephraim Smith, executive vice chancellor and chief academic officer, said SB 1440, signed into law in fall 2010, requiring that the California Community Colleges (CCC) develop associate of arts and associate of science transfer degrees. Students holding these new transfer degrees receive two guarantees: (1) admission priority to the CSU and (2) a 60-unit cap on the remaining units at the CSU to earn a bachelor's degree. Community college students will be able to graduate with 120 units: 60 units at the community college and 60 at the CSU.

Eric Forbes, assistant vice chancellor student academic support, presented a PowerPoint with an update on achieving the goals of the legislation. The chancellors of both the CSU and the CCC created an implementation oversight committee comprised of members of both segments. The committee has met seven times, making key decisions on the nature of admission priority, impaction, and the local admission area. The committee is currently working on communication and outreach activities. CSU staff are attending the CSU counselor conferences and are presenting sessions dedicated to explaining SB 1440. By the end of the conferences, staff will reach more than 6,000 high school and transfer counselors across the state.

Mr. Forbes said the CSU wants to make these new degrees as portable as possible across the state and accelerate their development as well. The CSU and the community colleges have worked together to develop a degree-to-degree review process, which has resulted in the Transfer Model Curriculum (TMC), created by faculty. Once created at the community colleges, the CSU reviews the TMC to ensure similarity. The individual campuses of the CCC then submit specific degree

programs utilizing the TMC to the CCC chancellor's office. If approved, the campus-specific programs are entered into the CSU degree database.

To date, 95 community colleges have submitted degree programs, with 175 degree programs submitted so far. CSU campuses will conduct a second review to be completed by the end of the fall term for any TMC's not yet determined to be similar. The scorecard presented at the board meeting was based on reporting from semester campuses since quarter campuses were just beginning the fall term.

Chancellor Reed asked Dr. Smith to talk about challenges so far with the business program. Dr. Smith stated there were some inherent problems with the TMC. In business, under the quantitative area, students could take business math, finite math, or statistics, but CSU business students must take business math and statistics. A few of the campuses have said that if they are to remain an accredited program, the student must do both, not one or the other. Dr. Smith gave assurances that these problems would be worked out. Trustee Achtenberg asked about the low similarity of the history degrees and Dr. Smith explained that the first did not call for any adjustments in our programs, but a second review will enable campuses to consider adjustments.

Chair Carter noted that the CSU is determined to make SB 1440 work with both systems. The CSU has been troubled with the transfer issue for as long as there has been a system and the Master Plan. He said SB 1440 is an opportunity to get to an acceptable transfer program that will help students to get in, get educated, and get out. The message needs to be clear to the faculty across campuses to get this work done and get this program in place. Trustee Hauck said SB 1440 is a crucial piece of legislation and a crucial process from the standpoint of trying to deal with the number of students who want to enter both systems. He asked for an update on the subject at every board meeting.

CSU academic senate chair Dr. Jim Postma said this presentation represented the first TMC review since its development. In his communication to faculty, he has asked to get all the degrees to the approval stage. He said that so far these results have created approximately 17,000 campus-to-campus linkages in our two systems.

Trustee Hauck emphasized the critical element of communicating the program to students and stressed that the CSU should let students know the curriculum that is lined up with both systems. Mr. Forbes said that the first agenda item for the next meeting is communications. He further added that what is going well for the CSU is that most CSU degrees fit the models and that the admission priority has been defined. He described how the TMCs, plus a strong commitment to the process in the community college Senate has contributed to success. What remains undetermined in the CSU is that without any of these transfer students on CSU campuses the extent to which road maps and degree audits will need customization is not clear.

He also noted some admission data challenges, such as verifying whether students have actually completed these degrees. He said that the CCCs have a weak capacity to track students pursuing degrees, so it is hard to tell which of their students are most likely to complete them. He said that

CSU Mentor has been adjusted to receive self-reported information from students if they are pursuing these degrees. Ironically, this means that CSU campuses will know before the community colleges do. In addition to the problem of tracking students for admission priority, Mr. Forbes further added that tracking is essential in order to provide solid reporting and improve processes; communicating to students; integrating advising processes to accommodate a new pathway; and outlining degree road maps once the students have transferred.

Trustee Monville, who formerly served on the CCC board, said there are students at the community colleges who are piling on units, and asked what the CSU can do to identify eligible transfer students who have 60 units but may not know the option available to them.

Mr. Forbes stated that a planning tool exists inside CSU Mentor that might be available to transfer students before they apply, which might serve as a method to capture the information. He also said that the CSU has been trying to encourage the CCC leadership to give enrollment priority to students at the community college that would carry through to the CSU upon transfer.

When asked how many transfer students are expected this spring, Dr. Smith said that 95 community colleges have developed degree curriculum, but only for an average of two programs. With so few degree programs, the CSU does not expect more than a few hundred or so unless more degrees receive approval at the community colleges. Mr. Forbes said that the CSU has created a form for students to report that they are pursuing one of these degrees. CSU is advising all of the CSU directors of admissions and records to be on the watch for this form. Dr. Smith said the biggest hurdle right now is that more programs need to be adopted at the community colleges, or there will be a pipeline with very few students coming through. The second hurdle is to get more communication out to high schools and community college students. Mr. Forbes said that electronic transcripts need to become a reality for the CSU, CCC, and the high schools.

Trustee Glazer asked about the cost and consequences of having students take more units than required for graduation. Chancellor Reed said that if the CSU could have a perfect transfer system, the minimum savings is more than \$100 million a year. Ever since he came to the CSU in 1998 he has commented on the fact that California is lacking in this communication technology in the public schools, community colleges, and the CSU. In 1985, in Florida (where he previously served as chancellor), from preschool through graduate education, medical school or law school, every system could communicate electronically with every other system.

### **Academic Plan Update for Fast-Track Program Development**

Christine Mallon, state university dean for academic plans and policy, presented the item. In March of every year the trustees review and approve campus requests to add projected programs to the CSU Academic Master Plan. A projection on the Master Plan represents that the trustees have given campuses permission to develop a degree proposal. Campuses may develop a proposal only after the trustees approve a projection. In 1997, the trustees approved a fast-track process that allows an additional submission time at the September meeting if the program meets

the six criteria listed in the agenda item. When these fast-track projections are approved by the board, the chancellor may authorize the degree proposals for implementation.

This fast-track process allows campuses to respond more quickly to employment needs, student demand, or other considerations that drive program development. These programs differ vastly from what the CSU was offering 50 years ago. They are responding to a new world, a new society, and to a new social and economic environment. This fall, three campuses proposed fast-track projections. The resolution would approve the following projected programs on the CSU Academic Master Plan:

Bakersfield	MS	Science Education (fall 2012 implementation)
San Diego	BA	Comparative International Studies (spring 2012 implementation)
	BA	Lesbian, Gay, Bisexual, and Transgender Studies (spring 2012)
	BA	Sustainability (spring 2012 implementation)
San José	MS	Biomedical Engineering (fall 2011)

(REP 09-11-07)

### **International Programs in the California State University**

Dr. Smith introduced this item and item six together because of shared similarities. Both international programs and community engagement/service learning are high-impact practice programs. Research has shown that students who participate in these programs tend to have higher graduation rates than those who do not, and there is an especially strong impact on underrepresented students.

Leo Van Cleve, director of international programs, provided a PowerPoint presentation and video. Before beginning, he gave an update on the CSU policy as it relates to countries where there is a state department travel warning. Current CSU policy prohibits operation of programs in countries where there is a travel warning. The concern is always for the safety and security of students in these uncertain situations. Since the fall of 2000, there has been a warning in place in Israel and the CSU has not sent students. In April 2010, Chancellor Reed asked for a review of that stance. A risk assessment was conducted and the CSU is now reviewing that risk assessment and developing recommendations regarding the potential operation of programs in Israel.

Moving to his PowerPoint, Mr. Van Cleve said that international engagement has a variety of implications for the CSU in the curriculum, students, faculty, projects and initiatives. A recent survey shows the number of students taking advantage of the opportunity to study abroad continues to grow. Approximately 6,500 students are taking part in programs in 69 countries, and 8.7 percent of the bachelor's degrees awarded are given to students who have participated in these programs, which is a strong performance for public university such as the CSU.

Data gathered by the Institute of International Education shows 10 CSU campuses are in the top 25 in one or more categories for sending students abroad. International programs occur at the



campus level and the system level. Many campuses have well-developed international offices that provide support for international programming of all kinds. A recent national trend in education abroad has been toward programs that are led by faculty, who take students for short time periods and provide credit toward their degrees. The system programs, which have operated for 48 years, are much smaller and focus on year-long academic opportunities within the framework of a CSU degree.

The video presented focused on the system programs in Africa at the University of Ghana and in South Africa at the Nelson Mandela Metropolitan University. Besides sending students to these universities, the system has a number of other initiatives including the MERLOT online educational resources project. The CSU used to send books; now, through an organization like MERLOT, the development of higher education in those countries is supported in other ways. Some CSU campuses have partnerships with African institutions, some faculty are working in conflict resolution programs there, and some faculty have received Fulbright scholarships.

The five-minute video highlighted students who are considering studying abroad and some who have returned from abroad. The footage includes students from the system's programs in Ghana and South Africa as well as footage of a San Diego State University student who participated in the faculty-led program in Tanzania.

Trustee Kenneth Fong asked about the number of students studying abroad now (6,500) as opposed to five or 10 years ago. Mr. Van Cleve said there were about 3,000 previously. Trustee Fong asked how many students are expected in five years from now. Mr. Van Cleve responded stating that he hopes the program continues to grow. He further added that work is underway to increase participants and the diversity of options available, both geographically in a continent like Africa, and in term of disciplines.

Chancellor Reed cited former Trustee Stanley Wang's substantial donation to send about 30 students to Taiwan and China annually. Not only do students attend school in Taiwan and China, but they work in a plant or research park, which means a connection for them when they return to the United States. Chancellor Reed said it would be ideal if every student could have an experience abroad because it is one of the most wonderful educational experiences the CSU can provide students. The system tries to provide some scholarships and financial aid students need to support themselves while abroad. He said he appreciates that programs can be of different durations, and gave an example of the study abroad program in Vietnam.

Speaking to reopening the program in Israel, Chancellor Reed said that the University of California reopened its program a year or so ago. Mr. Van Cleve will visit Israel to assess the situation. The CSU has a great responsibility for all CSU faculty and students who go abroad. Often supplemental insurance has to be provided because of situations in other countries, citing the uprisings in Egypt and the earthquake in Japan, when students and faculty wanted to depart those countries. He also mentioned Mexico, where the CSU has been advised by Homeland Security, federal law enforcement officials, and the U.S. State Department that Mexico has safety concerns, some areas are safe, while others are not. Students often travel on weekends, so the

CSU has not approved sending students to Mexico for the past year. However, he has approved faculty to do research in Mexico. He said it is not simple to put in a program without assessing the risks for students.

Chair Carter, who originally asked for a report on African programs, said he was pleased to see that the CSU is looking at opportunities to expand participation with the universities in one or more African countries.

### **The California State University: Service Learning from Local to Global Engagement**

Judy Botelho, director of the CSU Center for Community Engagement, presented the annual update on CSU's community engagement and community service learning. This year's report focused on the influence of globalization in world economies, social networks and the educational system. The wide ranging community engagement efforts of CSU faculty, students and their community partners serve to bridge the inter-dependent connection among local efforts, national priorities and ultimately the global environment.

Despite budget cuts and enrollment reductions, the CSU was still able to provide service learning opportunities for 61,645 students during 2010-a 114 percent increase since the program began in 1998. Some 237 new service learning courses were created last year, bringing the total number of courses to 2,739 systemwide. CSU students contributed more than 1.2 million hours to their communities through their service learning courses, and nearly half of CSU students provide some type of service totaling 32 million hours annually. More than \$4.7 million in grants and external awards were secured systemwide to support service learning and community engagement, which is a return on investment of \$5 for every dollar invested by the state. If service learning, community service and civic engagement hours were totaled, the economic impact approaches \$680 million. Of the 2,739 courses offered systemwide, 11.8 percent were in the science, technology, engineering, and math (STEM) disciplines.

Through the CSU's Learn and Serve America grant, *Service Learning Transforming Educational Models in Science, Technology, Engineering and Math*, more than 6,000 kindergarten through 12<sup>th</sup> grade students participated in STEM activities, and more than 30 new STEM service learning courses will be offered this academic year. CSU campuses lead in community engagement: 14 campuses are listed on the President's Honor Roll of the Corporation for National and Community Service and 13 CSU campuses have earned the Carnegie Foundation community engagement classification.

Ms. Botelho introduced Carlos Silvera, professor of art at CSU Long Beach, as a faculty member who uses art to engage his students in local and international social justice issues. In January 2005, he taught art and social action in Cambodia, an international service learning course which utilizes art as an instrument for social change. For the three-week course he took 27 CSU students where they joined students from the University of Cambodia. The topics addressed were social justice education, art education, Cambodian art and history, art therapy, human rights, HIV/AIDs in southeast Asia, child labor and sex trafficking. The students learned how to design,

teach and implement community-based art education projects that were sensitive to the needs of the populations involved and reflect the rich tradition of Cambodian art. He called the class the most rewarding experience he has ever had as a professor, especially because he observed transformations in the attitudes of both the disenfranchised youth and college students. He will teach another class in fall 2012. His goal is to develop sustainable social justice arts programs in Cambodia by strengthening the partnership with organizations.

Tom Torlakson, State Superintendent of Public Instruction spoke of the STEM focus component of the service learning program—expressing interest in the 30 service learning STEM courses that will be offered systemwide in 2011-2012 and the relationship with K-12 education. He said California will be one of 20 states leading the development of new national standards on science. He wants to follow the work completed at the recent CSU Teachers Summit including looking at the pipeline of STEM educators, and looking at ways to connect these kinds of efforts.

Trustee Farar adjourned the meeting.

**COMMITTEE ON EDUCATIONAL POLICY**

**Recommended Changes to Title 5, California Code of Regulations, Related to Post-Baccalaureate Admission and Nursing Programs**

**Presentation By**

Christine Mallon  
State University Dean  
Academic Programs and Policy

**Summary**

This item would amend Title 5 regulations related to post-baccalaureate admission and nursing programs. Board approval of the amendment would bring Title 5 section 41000 into compliance with Education Code section 89267.3. That state law prohibits using post-baccalaureate standing as the sole basis for denying admission to students who apply to California State University bachelor's degree programs in nursing. Historically, when admission pressures exceed the university's ability to serve enrollment demand, CSU practice has been to admit post-baccalaureate students only if they will enroll in programs that lead to certificates or graduate degrees. This enrollment management strategy was implemented to allow the state's citizens an opportunity to earn a first bachelor's degree. Campuses may seek, and are granted, exceptions that allow the admission of post-baccalaureate students to high workforce-demand programs, such as nursing. In effect, Education Code section 89267.3 grants a permanent exception to applicants who hold a bachelor's degree and who wish to pursue a CSU bachelor's degree in nursing.

California Education Code section 89267.3 reads:

The California State University may establish priorities for admission to baccalaureate degree nursing programs, but it shall not disqualify or prohibit any student who possesses a baccalaureate or higher degree from enrolling in, and completing, a baccalaureate degree nursing program on the sole basis of that student's possession of the degree.

**Recommended Action:**

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 and 89030.1 of the Education Code, that Title 5 section 41000 is amended as follows:

**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**

**§ 41000. Admission to Post-Baccalaureate Standing: Unclassified.**

(a) An applicant may be admitted to a campus as an unclassified post-baccalaureate student if the applicant satisfies the requirements of each of the three following ~~lettered~~ numbered subdivisions:

~~(a)~~ (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; and

~~(b)~~ (2) The applicant has satisfied any one of the following three ~~numbered~~ lettered conditions:

~~(1)~~ (A) The applicant has attained a grade point average of at least 2.5 in an acceptable earned baccalaureate degree;

~~(2)~~ (B) The applicant has attained a grade point average of at least 2.5 in the last 60 semester units (90 quarter units) attempted;

~~(3)~~ (C) The applicant holds an acceptable post-baccalaureate degree earned at an institution accredited by a regional accrediting association;

~~(e)~~ (3) And the applicant was in good standing at the last institution of higher education attended.

(b) A post-baccalaureate applicant may be admitted to a campus state-support baccalaureate nursing program. A campus shall not disqualify or prohibit any student who possesses a baccalaureate or higher degree from enrolling in and completing a state-support baccalaureate degree nursing program on the sole basis of that student's possession of the previously earned degree.

Note: Authority cited: Sections 66600, 89030, ~~and~~ 89035 and 89267.3, Education Code.  
Reference: Sections 66600, ~~and~~ 89030 and 89267.3, Education Code.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Update on the Implementation of the California State University Early Start Program**

#### **Presentation By**

Ephraim P. Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Eric Forbes  
Assistant Vice Chancellor  
Student Academic Support

#### **Background**

Since our last report to the Board of Trustees in January 2011, the CSU Implementation Team has reviewed each of the campus Early Start plans, has defined both the program fee as well as a financial aid funding source for students in need; published a set of decision standards for the program; and reviewed the infrastructure data-processing specifications that are now in development. In addition to systemwide conformity to the rules defined in Executive Order 1048 and reinforced by the Implementation Team, the project requires the establishment of a systemwide Early Start Communication Plan. While elements of this plan are already in place, they need to be unified into a comprehensive approach and shared with the campuses. This unification will be accomplished in three phases.

#### **Phase I**

Even though the elements that comprise Early Start rapidly evolved in the initial period, campus leaders at all levels were kept regularly informed. Once these elements were framed into a set of principles about the overall program requirements, they were communicated to: presidents, provosts, vice presidents of student administration, associate vice presidents, chief information officers, deans of extended education, directors of admissions and records, directors of outreach, registrars, testing officers, Educational Opportunity Program officers, financial aid officers, faculty senate groups, and English and math councils. At the same time, the data processing infrastructure specifications emerged from several prototyping sessions with the student administration users group; the infrastructure is now in development and will be released to campuses in three parts—January, March and June 2012. Campuses also started to design their

individual Early Start Program websites and preliminary communication strategies for both destination and service students.

### **Phase 2**

The second phase was inaugurated in late August when the Implementation Team met with the associate vice presidents and Early Start leads. “Student Communication” was the theme of this meeting as it was important to set the stage for the initial fall recruitment and application cycle. The communication plan included presentations at the High School Counselor Conferences and workshops, high school visitations, as well as preparation of Early Start materials including the new CSU Success websites, the “Early Start is a Smart Start” postcards and the plan for a systemwide schedule of classes. Standard communication templates for letters and emails regarding application confirmations, admission notices as well as announcements about utilizing the Smart Page for both destination and service students, and templates for service student registration were shared and discussed along with Early Start Program flyers and inserts.

### **Phase 3**

The editorial board of the CSU Chancellor’s Office met with the Student Academic Support department to outline the student communication messaging plan for Early Start. This phase includes keeping the message simple for students and families in addition to outlining the communication tools that are most effective for various populations. Communication tools will include adding additional content to websites that appeal to students including vignettes from a variety of Early Start programs which will be added to campus Facebook/Twitter/YouTube accounts; Early Start informational flyers for all ELM/EPT administrations (English/Spanish); and an Early Start Webinar for CSU High School Conference (over 5000 high school personnel) attendees to receive updates on Early Start, including the new EPT/ELM registration system. These audiences are especially significant as they become the “front line” of this message once students receive their notices from the campuses.

### **Summary**

The centerpiece for student communication is the “Smart Page” which will be required use for all students who qualify for Early Start. At most campuses, the Smart Page will be available to students after they file their intents to register. The purpose of this page is to permit students to inform campuses just how they plan to fulfill their Early Start requirement. Campuses are expected to be able to test the Smart Page when it is released in mid-December to early January. The success of Early Start depends on the execution of a strong communication plan not only from the central office but at each campus across the system. The first students to be involved in Early Start in summer 2012 are currently applying for admission to the CSU.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Report on SB 1440: Student Transfer Achievement Reform Act**

#### **Presentation By**

Ephraim P. Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Eric Forbes  
Assistant Vice Chancellor  
Student Academic Support

Ken O'Donnell  
State University Associate Dean  
Academic Programs and Policy

#### **Summary**

SB 1440, which authorized the creation of Associate of Arts Degrees for Transfer to the California State University (CSU), was signed into law in fall 2010. The Implementation and Oversight Committee (IOC) was established in fall 2010 and has met seven times to address policy and processes for both segments. Discipline faculty from the CSU and California Community Colleges (CCC) have continued to develop Transfer Model Curriculum (TMC) for more than 20 academic programs. Associates' degrees following the TMC have been submitted for approval by 93 community colleges.

In late spring 2011, CSU Chancellor Charles B. Reed and CCC Chancellor Jack Scott agreed to a set of principles regarding the implementation of SB 1440 that addressed consideration in admissions and enrollment processes and participation by campuses.

In collaboration, CCC and CSU faculty have continued to review and approve TMC templates that will lead to the creation of local degrees within those templates. All CSU campuses are participating with the majority of TMCs deemed similar without the need to modify existing programs. A second review is underway. Strategies have been provided to allow campuses to reach the similar determination by exercising flexibility in the consideration of graduation requirements.



To accommodate data collection regarding Associate of Arts/Associate of Science (AA/AS) transfer degrees, enhancements have been added to the CSU degree database, CSU Mentor, and within the institutional reporting processes. In collaboration with the CCC, new websites supporting prospective students and community college counselors have been developed to address outreach and advisement regarding the new degrees. In August 2011, training sessions were conducted with CSU campus outreach, admissions and advising staff. In September 2011, fifteen presentations were conducted with high school and community college counselors as part of the CSU Counselor Conferences.

A comprehensive implementation of SB 1440 will require taking additional steps to improve communication and efficiency. Modifications to CSU Mentor will enable the collection of self-reported applicant information on AA-T/AS-T degrees. These modifications were launched on October 1, 2011, with the opening of the fall 2012 priority application period. A coded memorandum outlining the impact of SB 1440 on all aspects of admission and enrollment has been published to assist campuses in implementing the law's requirements. A subcommittee of CSU and CCC administrators is developing a comprehensive communication plan and campaign for the new degree program.

Community colleges continue to work toward creating a method to identify candidates for the new AA/AS transfer degrees *before* graduation. In order to equitably offer admission priority consideration of students completing these degrees, CSU campuses will be dependent on verification of the degree objective and major. Early feedback regarding fall 2012 transfer applications submitted via CSU Mentor indicates that many "false positive" responses to the SB 1440 questions are occurring, so an additional level of initial collaboration to discern and verify applicants completing the degrees will need to be defined.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **The California State University Affordable Learning Solutions Initiative and the Sony Electronics Faculty Award for Innovative Instruction with Technology**

#### **Presentation By**

Gerry Hanley  
Senior Director  
Academic Technology Services

#### **Summary**

The first 18 months of the California State University's Affordable Learning Solutions (AL\$) Initiative have produced a stable of business strategies, technologies and campus deployment plans that are driving down the cost of learning resources for students while offering greater access to no- or low-cost academic content for faculty. Multiple tested projects have validated the capacity of the CSU to deliver more affordable choices for course materials, through digital resources and usable technologies that also are accessible to people with disabilities.

The first phase of the initiative produced a "one-stop shop" for faculty and students to explore the range of no- and low-cost resources and tools to conveniently scale the adoption and impact of these lower-cost alternatives (see <http://als.csuprojects.org>). The initiative's focus on building the scalable capacity of the AL\$, resulted in technologies that make it easy for faculty to discover and integrate Open Educational Resources and CSU- licensed library resources into their courses through commercial partners and learning management systems. Recognizing the transformation of the publishing industry, the CSU also has tested and validated different business models for eTextbooks, saving students significant amounts of money while increasing access.

#### **Background**

##### **The Costs and Consequences of Course Material for Our Students**

Between 1986 and 2004, textbook prices rose 186 percent in the United States, or slightly more than six percent per year (GAO, 2005). The 2008 California Bureau of State Auditor Report indicates that CSU students paid \$812 per year for textbooks, a significant percentage of students' total cost for their education. Applying the historic textbook inflation trend of 6.1 percent annually means CSU students are now paying approximately \$1,000 per year for textbooks. Collectively, CSU students are paying well over \$300 million for textbooks.

In a recent national Student PIRG survey of 1,905 students at 13 college campuses, seven out of 10 students report not buying at least one of their required textbooks because it was too expensive (August 21, 2011). Seventy-nine percent of all students in this survey stated that they would do "worse/much worse" in a class without their own textbook. The affordability of course materials is a significant barrier for student success. Strategies for improving the affordable choices of course materials for CSU students has become part of a number of campus Graduation Initiative programs.

### **Digital Innovations in Higher Education**

As noted in the CSU 2010 AL\$ report, higher education is at a “tipping point” for changes in the instructional content and learning methods faculty and students use to engage in quality education experiences. Within the CSU, as well as throughout higher education, significant changes are occurring in the pedagogy, business and technology innovations for producing, discovering, marketing, selling, acquiring, managing and adopting digital content. These changes are producing shifts from the extensive use of commercially produced, printed textbooks and journals, to digital content that is produced by a wide range of non-commercial and commercial publishers.

### **Requirements Shaping the CSU’s Strategy**

The textbook provision of the 2010 Higher Education Opportunities Act requires campuses to provide students registering for their next semester’s courses easy access to the cost and description of the associated course materials. All CSU campuses are complying with this new federal regulation, which aids students in planning for the total cost of their education. Section 508 of the Rehabilitation Act requires that electronic and information technologies (e.g. instructional materials and campus web services) be accessible to individuals with disabilities. The CSU has been recognized by the National Federation for the Blind as a leader in implementing strategies for improving the accessibility of digital instructional services and resources.

### **Affordable Learning Solutions Principles**

**Choice**—Enables the discovery of course-appropriate content, including commercial publisher content, library resources and a wide array of open educational resources.  
**Affordability**—Technology and business solutions that reduce the cost of learning materials to the student and the institution.  
**Accessibility**—Every student, regardless of economic, physical or learning disability, is entitled to a high-quality education with complete access to all learning materials.

**Scalable Capabilities Tested and Ready for Deployment:** The first year of the AL\$ Initiative focused on building technologies, business models and deployment strategies that would provide CSU campuses convenient, cost-effective methods for implementing their own AL\$ Initiative. The CSU needed to develop the capacity and readiness to adopt affordable learning solutions before campuses could implement these solutions in a sustainable manner. The CSU has demonstrated the AL\$ capabilities with campus projects in four major areas by:

1. Improving the use and integration of CSU's library resources
2. Improving the adoption of lower-cost digital materials from publishers
3. Improving the discovery and integration of Open Educational Resources
4. Improving the creation of digital course materials when desired content is not available

### **CSU Libraries Leading the Way**

Increasing faculty and student use of digital library resources (e.g. eBooks, eArticles, multimedia, etc.) for instructional purposes results in significant cost reductions for students, especially in upper-division courses. A persistent barrier was the convenient integration of and access to library resources within campus learning management systems, such as Blackboard, Moodle, or Desire2Learn. In May 2011, CSU campuses began adopting the Chancellor's Office AL\$ technologies that make it easy for faculty to search, organize, and deliver CSU library resources within their campus learning management system. In fall 2011 and spring 2012 semesters, CSU libraries are testing innovative eBook services that would result in systemwide access to eBooks that are licensed and/or purchased in accordance with actual use. Upon completion of pilots with different vendors, CSU libraries can provide every faculty and student access to eBooks they can substitute for textbooks, eliminating significant costs to students and maximizing the value of library acquisitions.

CSU libraries are delivering much more than quality content. On many CSU campuses, the library deans and staff are providing the leadership for managing the deployment of their campus AL\$ initiative. The libraries at CSU Dominguez Hills <http://library.csudh.edu/ALS/> and Cal Poly Pomona <http://www.csupomona.edu/~library/ali/> are two examples of libraries leading the way on their AL\$ initiatives.

**Outcomes:** CSU libraries are ready and capable of delivering affordable and high-quality instructional content to CSU faculty and students through their technologies, staff and facilities as well as providing leadership in coordinating campuses' affordable learning initiatives.

### **CSU Bookstores, Publishers, and Digital Rentals**

In fall 2010, the CSU collaborated with the five major publishers, Pearson, McGraw-Hill, Wiley, Cengage, and Bedford, Freeman & Worth to evaluate a "digital rental" business model with

etextbooks. Approximately 3,000 students across five campuses participated by purchasing eBooks at a negotiated 65 percent discount off the new textbook cost, saving these CSU students about \$300,000 in one semester. Though the cost savings (\$60 vs. \$173) was highly valued by students, our research also found that one third of the students liked the eBook, one third remained neutral, and one third did not like the eBook. These and other findings from the year-long research guided the design for the Digital Rental Program that will be available in spring 2012 for all participating CSU campuses. Providing students a choice of the format (print vs. digital) at different prices will enable the students to find the right balance for their learning and affordability needs. With only 1 percent of current bookstore sales being eBooks and 33 percent of the students liking eBooks, there is a market for the affordable, digital choice. The CSU bookstores will be working with the publishers in marketing and delivering the digital option to our students.

### **Designing the “etextbook” from the ground up**

The CSU and Nature Publishing Group are collaborating to develop and deliver “born digital, interactive textbooks.” This fall, students have access to a high-quality, interactive, multimedia and digital text with unlimited printing rights and no expiration date for \$35. The price of a new, print introductory textbook for biology majors is more than \$200. Faculty at CSU Los Angeles, Northridge and Chico helped design and have adopted the *Principles of Biology* text which utilizes more than 175 interactive lessons and continual assessment to help students master basic concepts.

**Outcomes:** CSU bookstores are ready and capable of delivering affordable and high-quality instructional content to CSU faculty and students through their technologies, staff and facilities, as well as actively participating in campus affordable learning initiatives. Publishers are ready and capable of partnering with the CSU to develop and/or distribute affordable and high-quality etextbooks for those faculty and students who choose these formats.

### **Open Educational Resources: CSU Putting Innovations into Practice**

Open Educational Resources (OER) are digital materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. The U.S. Department of Education has incorporated OER requirements in their initiatives and grant programs (see “[Free to Learn](#)” by Hal Plotkin, senior policy adviser to the Under Secretary of Education). The 2007 U.S. Congressional Hearing and the 2008 California State Auditor Report on textbook affordability both recognized the importance of OER and acknowledged the CSU’s leading role with the CSU-MERLOT program (Multimedia Educational Resources for Learning and Online Teaching at [www.merlot.org](http://www.merlot.org)). The Affordable Learning Solutions website (<http://als.csuprojects.org>) provides faculty, staff and students a “one-stop shop” for discovering

more affordable course materials and is currently visited more than 1,500 times per month, a three-fold increase from last year.

The Affordable Learning Solutions initiative has leveraged MERLOT's community and technologies to provide easy access to:

- FREE open textbooks (over 2,000 available)
- FREE open courseware (over 4,000 available)
- FREE open course modules (over 1,000,000 available)

To scale the convenience for faculty adopting OER, the AL\$ initiative developed the *CSU OER Finder* tool which begins with the ISBN of the faculty's textbook and automatically produces a list of OER-related to the topics of the textbook. Barnes and Noble has integrated the *CSU OER Finder* into their free downloadable NOOK Study application so when faculty and students are searching for textbooks, they can find related OER with a "click of a button." The AL\$ initiative also has worked with all major learning management systems so searching for and integrating OER into CSU courses can occur within Moodle, Blackboard and Desire2Learn.

CSU Chico has successfully integrated MERLOT and AL\$ services into its Academy eLearning program, supporting faculty's redesign of their courses to improve learning outcomes and affordability.

**Outcome:** The CSU Chancellor's Office and corporate partners are ready and capable of delivering shared services to campuses, enabling convenient and effective integration of OER into their affordable learning initiatives.

### **Authoring When Content Is Not Available**

The unique curriculum that frequently distinguishes the CSU academic programs above many of our competitors is often a result of our faculty's expertise. Enabling faculty to create affordable and accessible course materials that meet the targeted learning needs of our students is the fourth element of the CSU's AL\$ strategy. The CSU has worked with both open source and proprietary authoring tools to enable faculty to create digital quality instructional materials that will be accessible to all students and will be free or very affordable. The CSU has worked with a proprietary company, SoftChalk, to meet accessibility (Section 508) requirements, to integrate MERLOT's library services into the authoring tool and to enable authors to post their materials in MERLOT so they can be easily discovered. The CSU negotiated a 53 percent discount on SoftChalk licenses, facilitating the purchasing of 140 licenses by CSU campuses.

**Outcome:** CSU campuses are ready and capable of delivering accessible authoring tools enabling faculty to create high quality and affordable instructional materials for their students.

## **Accessibility and the Digital Revolution**

The CSU's Accessible Technology Initiative (ATI) reflects our ongoing commitment to provide access to information resources and technologies to individuals with disabilities. This commitment is articulated in [Executive Order 926 \(EO 926\)](#), the CSU Board of Trustees Policy on Disability Support and Accommodations: *"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability."*

The rapidly changing technologies and the availability of digital textbooks could be a significant benefit for all CSU students and campuses if vendors delivering their technologies designed accessibility into their products and services. Unfortunately, we have found that frequently this is not the case. To prevent an achievement gap and digital divide for students with disabilities, the AL\$ initiative has worked closely with vendors to define accessibility requirements, evaluate their satisfying accessibility requirements, and advise vendors on improving the accessibility of products and services. The initiative also included accessibility requirements in procurement (RFP) processes enabling vendors to demonstrate the accessibility of their products and services. These actions have proved essential for vendors providing eReaders on our campuses. Due to the CSU leadership, some vendors have made very significant improvements in accessibility while others have added accessibility evaluation and improvements in their product development process.

**Outcome:** The CSU is ready and capable of improving the accessibility of the digital learning tools that will be essential for the success of the Affordable Learning Solutions Initiative for all our students, faculty and staff.

## **Campus Affordable Learning Campaigns: Models for Institutional Adoption**

Every CSU campus has been working to improve the affordability of course materials for their students. There are some exemplary practices in place on CSU campuses.

**CSU Dominguez Hills:** Under the strategic leadership of the president and provost, the library dean and chief information officer collaboratively planned and customized their campus campaign in consultation with their Academic Senate, Associated Students and other campus centers. This effort began in fall 2010, with the development of a [CSUDH Affordable Learning Solutions initiative website](#). In May 2011, more than 70 CSUDH faculty were recognized by the president, provost, and deans for their actions to choose alternative course materials that could save their students money. For example, Douglas Borcoman, an adjunct faculty in the Department of Philosophy, selected free OER from MERLOT, a low-cost digital textbook (\$47), and a low-cost authored book (\$16.95), which saved 100 students an estimated \$150 each.



**Exemplary Practices:** Campus and library leadership and a faculty recognition program.

**Cal Poly Pomona:** Under the strategic leadership of the president and provost, the library launched its Affordable Learning initiative website and services in fall 2011. On September 28, 2011, the Academic Senate unanimously passed a resolution in support of the [Affordable Learning Initiative program](#). The bookstore is significantly expanding textbook rental offerings and set targets for fall 2011.

**Exemplary Practice:** Campus leadership, collaborative engagement strategies and setting targets.

**California State University, Chico:** Under the strategic leadership of the president and provost, the Affordable Learning Solutions has been integrated into a three-week faculty training program that results in a yearlong academic transformation effort (Academy eLearning). Faculty members receive in-depth training over the summer, including guided academic transformation efforts. CSU Chico biology faculty members also are using the Nature digital *Principles of Biology*.

**Exemplary Practices:** Campus leadership, academic technology support services, and integration into academic program transformation initiative.

**San Francisco State University:** The SFSU Bookstore has offered in-store rentals since 2009, with more than 1,000 rental titles currently available. EBooks have also been available for many titles through the SFSU Bookstore website for the last five years. In fall 2011, for example, students saved \$405,825 through textbook rentals provided by the bookstore.

**Exemplary Practice:** Bookstore leadership actively participating in campus initiatives.

**CSU Fresno:** The Faculty Senate and Associated Students [communications campaign](#) on choosing affordable alternatives and getting orders for course materials to the bookstore on time is creative and exemplary. They produced a YouTube video dramatizing the plight of some students having to pay for expensive textbooks and they showcased practices that can reduce the cost of course materials for students. CSU Fresno also integrates the accessibility requirements into their affordable strategy.

**Exemplary Practice:** Academic Senate and Associated Students leadership in marketing affordable alternatives and “best behaviors.”



### **2012 Priorities for Affordable Learning Solutions Initiative:**

1. Collaborate with California State Student Association (CSSA), the Chancellor's Office public affairs office and CSU stakeholder communities to deploy a systemwide marketing campaign for the Affordable Learning Solutions Initiative.
2. Focus on scaling and sustaining campus affordable learning campaigns to accelerate the adoption and effective use of more affordable course materials. Continue to share exemplary practices and facilitate the adoption of such practices.
3. Continue developing CSU-business partnerships that result in high-quality, more accessible, and more affordable content for our institution and our students. The Digital Rental Program will be kicked off in spring 2012 with significant impact in fall 2012.
4. Continue to streamline the technologies that result in more convenient and cost-effective delivery of quality and accessible digital content.
5. Develop accountability strategies and tools that will enable CSU campuses to measure the student cost savings produced by affordable learning initiatives.

### **The Sony Electronics Faculty Award for Innovative Instruction with Technology**

The CSU Office of the Chancellor and Sony Electronics, Inc. in partnership with Intel Corporation, are pleased to announce a second year of awards for the Sony Electronics Faculty Award for Innovative Instruction with Technology. This award recognizes CSU's early career faculty, acknowledging their current and potential innovative use of technology in delivering quality and affordable education to students and encouraging continued achievements in teaching. The award consists of a VAIO computer, LCD TV, Sony Reader and web camera that will be the awardees' personal property.

Each year, four CSU campuses are selected to receive the award and this year CSU East Bay, CSU Fullerton, San Diego State University and San Francisco State University are the campuses whose faculty will be eligible. The Sony eligibility criteria are tenured/tenure-track faculty members from all fields who have received their terminal degrees within the last seven years and who are actively involved in teaching with technology in innovative ways that lead to student success. Nominees submit a current curriculum vitae and a brief statement about current and anticipated innovative teaching with technologies.

**Sony Electronics Faculty Awards for Innovative Instruction with Technology  
2011 CSU Faculty Awardees**

San Diego State University	Kurt Lindemann	Associate Professor, School of Communication
San Francisco State University	Jae Paik	Associate Professor, Department of Psychology
CSU Fullerton	Philip Janowicz	Assistant Professor, Dept of Chemistry and Biochemistry
CSU East Bay	Diana Wakimoto	Senior Assistant Librarian, Online Literacy/ Archivist

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Update on the California State University Mathematics and Science Teacher Initiative**

#### **Presentation By**

Beverly Young  
Assistant Vice Chancellor  
Teacher Education and Public School Programs

#### **Overview**

The California State University (CSU) has achieved the goal set in the Math and Science Teacher Initiative (MSTI), increasing production of teachers from 750 in 2003 to 1,500 annually in 2010. Of the 1,502 teachers prepared by CSU this past year, 780 were math teachers and 722 were science teachers. In the severe shortage areas of physics and chemistry, the CSU has increased the number of fully qualified teachers by 114 percent annually. The math and science teachers prepared by the CSU contribute markedly to addressing teacher shortages in the highest-need schools in the state. Sixty-three percent of CSU math and science teacher graduates take positions in schools with more than half of the students in poverty; 40 percent teach in the state's high poverty urban schools and 12 percent in rural schools.

#### **Partnerships and Initiatives**

Ten CSU campuses more than doubled their production of math and science teachers between 2003 and 2010, and the strategies they deployed are highly instructive. Most gave significant attention to California's two new middle school credentials—Foundational Level Math and Foundational Level General Science. In 2010, CSU campuses prepared 397 teachers for these two new credentials, addressing significant shortages statewide in middle grade math and science teachers.

The CSU has developed large-scale partnerships with federal agencies through the math and science teacher initiative. For example, the National Science Foundation (NSF) has provided prestigious Robert Noyce awards to all CSU campuses. These awards provide scholarships ranging from \$30,000 to \$50,000 for outstanding math and science majors pursuing teaching careers. Fully 20 percent of CSU math and science teacher candidates are now Noyce Scholars with grade point averages of 3.0 or greater in rigorous science or math majors.

Other federal agencies with which CSU has developed deep partnerships are the U.S. Department of Energy and the National Aeronautics and Space Administration (NASA). Together, these two

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federal agencies provided research internships for more than 70 CSU future science teachers in summer 2011, with research internships for these students in federal laboratories across California. The CSU Science Teacher and Researcher (STAR) program, which coordinates these research opportunities, was cited by the President's Council of Advisors on Science and Technology (PCAST) as a national model for recruiting outstanding science, technology, engineering and mathematics (STEM) majors into teaching and enabling them to continue participating in the community of science.

The CSU's widely recognized success in its math and science teacher preparation led to it being selected as a member of the prestigious *100Kin10* national initiative. This initiative includes some of the nation's most distinguished philanthropic foundations (for example, Carnegie Corporation of New York, Gates Foundation) and corporate leaders (for example, Google, Dow Chemical), that have joined with universities, school districts and professional societies to increase by 100,000 the supply of excellent STEM teachers in the next decade and to deploy strategic efforts to retain these teachers.

The CSU *100Kin10* commitment to maintain the level of 1,500 new math and science teachers annually (half will teach in high-need schools for at least three years and 10 percent will earn dual certification), addresses the needs of hard-to-staff schools. Recruitment of top math and science majors into teaching is a central part of CSU's *100Kin10* commitment, and it is projected that at least one-quarter of new CSU math and science teachers over the next decade will be outstanding STEM majors who have grade point averages of 3.25 or above.

The CSU's *100Kin10* commitment includes development of partnerships with school districts that foster retention of new STEM teachers, including teachers affected by layoffs. Nationwide, the CSU alone is leading an initiative to have universities and school districts join forces to prevent loss from the teaching workforce of new teachers affected by layoffs. With support of more than \$1.4 million from the S.D. Bechtel, Jr., James Irvine, and David and Lucile Packard foundations, the CSU has developed an innovative program that enables new teachers, who have been laid-off, to complete the state's required two-year induction program. It targets new math and science teachers affected by layoffs to prevent their attrition.

In a companion initiative to assist laid-off teachers, the CSU is working with some of the largest Workforce Investment Boards across the state to create programs supported with Department of Labor funding designed to enable laid-off elementary teachers to add middle school math and science credentials. The CSU campuses are working with 10 urban school districts that experienced significant layoffs in 2010 or 2011. These CSU campuses are assisting the laid-off elementary and secondary teachers from those districts in obtaining new positions by developing skills in the high-need fields of middle school math and science with support from the

Department of Labor. The districts are in Azusa, Centinella, Compton, El Rancho, Inglewood, Long Beach, Los Angeles, Lynwood, Pasadena and Sacramento.

The CSU is investing significant attention in preparing STEM teachers to integrate transformative applications of technology into classroom instruction. The underlying goal is for students to experience the wonder of math and science by having direct access to inquiry, discovery and investigation. Students are able to connect with challenging real world problems as the scope of classroom experiences is expanded through technology.

The CSU system has entered into a partnership with Google through which future math and science teachers are being prepared in a range of highly accessible, low-cost technology applications designed to transform classroom learning. Faculty selected as “Google Fellows” are exploring advanced applications of tools such as Google Earth and Google Body to high school STEM teaching and learning. These are no-cost resources that enable students to actively explore math and science phenomena first-hand.

### **The CSU in Leadership Roles**

The CSU is playing a leadership role across the state in addressing the need for better prepared elementary as well as secondary math and science teachers. With support of the S.D. Bechtel, Jr. and David and Lucile Packard foundations, the CSU is placing substantial numbers of its elementary teacher candidates in after-school programs to provide math and science education to the children who participate in the 4,000 after-school programs that serve California’s highest need elementary and middle schools. This provides the opportunity for future elementary teachers to engage in STEM teaching and learning in out-of-school environments that emphasize inquiry-oriented and project-based learning.

In addition to preparing math and science teachers, the CSU has engaged in a major initiative aimed at integrating STEM across the high school curriculum. With support from the James Irvine Foundation, the CSU has created a network of teacher education programs that are preparing high school teachers for the growing Linked Learning movement in California. In Linked Learning, academic subjects are integrated with career technical education in pathways, often within academies, that prepare high school students for college and careers and enable them to choose particular career clusters of interest to them (for example, architecture, construction and engineering, biomedical careers). Math and science teachers are prepared to engage in interdisciplinary instruction in which these disciplines are connected with career-technical applications—as in the case of algebra being used in engineering applications in which students solve real-world problems.

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The CSU also is playing a notable role in the newly launched California STEM Learning Network. The CSU is helping to provide leadership to CSLNet's STEM Teacher Pathways initiative, focused on strengthening STEM teacher preparation and professional development. In this role and more generally, the CSU is connecting its STEM initiatives with its leadership of the California Alliance for Teacher Preparation Partnerships.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Summer Arts Celebrates Years of Success**

#### **Presentation By**

Ephraim Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Jim Spalding  
Director  
Summer Arts

#### **Summary**

California State University Summer Arts, established 27 years ago, is a multidisciplinary systemwide program offering academic credit plus a festival in the visual, performing and literary arts. The academic component offers two- and three-week residency courses for undergraduates, graduates, and professionals in creative writing, dance, music, film, video, theatre, performance, visual arts, design, and new technology.

This program gives CSU students from all 23 campuses the opportunity to work with both CSU faculty and guest artists in an intensive one-on-one setting. Guest artists from previous seasons include: Bebe Miller Dance Company, Urban Bush Women, New York New Music Ensemble, Alexander String Quartet, George Segal, Bobby McFerrin, Ming Cho Lee, Jane Henson and the Muppets, Lawrence Ferlinghetti, William Friedkin, San Francisco Mime Troupe, Augusto Boal, and Edward Albee.

Summer Arts rotates among campuses and has been hosted at Humboldt State University, California Polytechnic State University, San Luis Obispo, and California State University, Long Beach. The program is moving to California State University, Monterey Bay after 13 exceptionally successful years at California State University, Fresno.

This item will include a short video created at Summer Arts' 25<sup>th</sup> year anniversary.