

**Teacher Education and K-12 Relations (TEKR) Committee  
September 15, 2005 Meeting Minutes**

Members Present: Cal Caplan; Marshall Cates; Greg Cho; Lynne Cook; Nancy Hunt( Recording Secretary); Marv Klein (via telephone); Cheryl Mason; Mark O'Shea (Vice-Chair); Jim Wheeler (Chair); Robert Williams.

Guests: Margaret Olebe (Chancellor's Office Liaison); David McNeil (Executive Committee Liaison)

Excused Absence: Lillian Vega-Castenada.

**I: Welcome and Introductions and Announcements:**

The Chair distributed Team TEKR t-shirts.

Chair Jim Wheeler announced that because of overlapping agenda items (especially legislative issues) the Academic Affairs committee and TEKR will meet jointly to discuss common issues at 2 p.m. on the Wednesdays before Plenary Sessions.

New start time for all committees on Wednesdays will be 10:15.

Hearty congratulations go from the committee to Mark O'Shea for the publication of his new book, titled "From Standards to Success."

**II: Approval of the Agenda:**

M/S/P to approve the agenda for today's meeting.

**III: Approval of May, 2005 Minutes:**

M/S/P to accept the Summary Minutes for the May 4, 2004 meeting as the official minutes for that day.

**IV: Accountability and Committee Assignments:**

Every penny that Academic Affairs and the ASCSU spend this year will be scrutinized to determine whether the body is worth their budget allocation. Jim has come up with the idea of "Tracker Scouts"; each of us will keep track of a different area related to TEKR's mission.

Jim/Mark: Legislation

Mark: CCTC

Cal: Events Coordinator; ELM/EPT and the committees responsible for their oversight

Marshall: EAP

Greg Cho: State Board of Education

Lynne Cook: Accreditation (NCATE/COA)

Nancy: Transcriber

Marv: CPEC

Cheryl: CA Department of Education (with special attention to California deliberations on “highly qualified teachers”)

Lillian: Mark’s back-up for the CCTC

Rob: Unions (CFA, CTA)

Lynne, Nancy, Margaret: Changes in federal special education law (especially “highly qualified teachers”)

Ten days before a meeting, each member should email the Chair with a brief report on current changes/issues in his/her area. Jim will give the members a two-day notice of the report due.

## **V. Updates:**

**Integrated Teacher Preparation program** (Lynne) This program was a forerunner to some of the current LDTP efforts. The Common Core is 30 units across the state; there is also another 30 units (all lower division).

Pretty good consensus exists on 45 units—the 45/15 plan. 45 units (course titles) were submitted in March of 2004, but no efforts toward implementation were pursued due to LDTP start up and changes occurring in the CAN system. Although the Elementary Subject Matter (ESM) representatives agreed to course titles for ITP, no action had been taken to develop course descriptors that are needed to facilitate articulation.

This summer an ad-hoc committee of CSU and CC faculty representing the affected disciplines drafted course descriptors (including learning outcomes) for courses included in the 45 unit group, except for courses in Child Development (being completed this week), education (plans for development this fall), and math (an issue that has been referred to the General Education committee). CO staff Mary Sandy and Beverly Young participated in this work, and the CO facilitated the meeting.

CC colleagues were especially valuable collaborators in the process. They recommended that course descriptors be written to specify pre-requisites and student learning outcomes for the courses. Now those descriptors will go to the elementary subject matter coordinators for approval by early October and then they will be formally transmitted to the CCCs. A CAN-like system will need to be created to review and certify courses submitted by the CCCs .

When agreeing to lead the descriptor development process, LC insisted that ITP and LDTP not be linked and that ITP be removed from the LDTP website. The negotiations and planning with CSU and CC faculty about ITP had been conducted for over a year in accordance with SB 81 and recommendations contained within several ASCSU resolutions that preceded and were distinct

from LDTP. Moreover, the tensions between the CCCs and CSU regarding the dissolution of the CAN process were very high and she felt this would detract from the ITP work if it were not separated from LDTP (which is closely linked to CAN). In a meeting with Keith Boyum and Marshall Cates this morning LC and Claire Palmerino (ESM lead faculty person for ITP) were informed that a MOU signed by the CSU and CCC links the ITP and LDTP and puts them under the same agreement and procedures. Keith Boyum reported in that meeting that a Non-Integrated Teacher Prep program will be subjected to LDTP process; this LDTP effort will be aimed at those students who end up opting for the historically traditional fifth-year credential program. The LDTP process will give those students guidance/recommendations for coursework to take to make their progress toward the fifth-year credential more efficient.

ITP descriptor package is ready to go out for approval. Once the 45 units are agreed to, they will be statewide; then each program will develop their own next 15 (and LC and Palmerino assert that can't be done in a meaningful way without knowing what the first 41/45 units are).

**Accreditation:** Committee on Accreditation (COA), along with a stakeholder work group, is preparing a proposal for CCTC approval under which state accreditation processes will be more data-based and utilize less frequent visits (every 7 years) along with annual data reporting. More scrutiny on subject-matter preparation should be anticipated.

**Enrollments in Teacher Ed (Lynne Cook):**

CSULA, Monterey Bay, CSUN, CSUDH are down. It appears that special education enrollments are holding their own (up at San Diego) at Long Beach and Humboldt.

National data suggest we are heading for a shortage in elementary teachers, based on projected retirements. The committee discussed the CSU enrollment declines and noted that contributing factors include the CSU's CSET requirements, recent population shifts in K-12 students, and increased class sizes.

Lynne would like TEKR to take the lead on this, proactively. We need data related to these factors in order to do thoughtful and effective statewide planning for the future of teacher education in the CSU.

Margaret Olebe said that Center for the Future of Teaching and Learning is working hard on this issue. It has an upcoming report on the state of the teacher workforce in December. *Issues in Teacher Education*, a journal of CCTE, has an upcoming article on the topic.

**Early Assessment Program (EAP):** Marshall Cates reported on the EAP. The program is in place now; tests have been given twice. At this point 50,000

students will be exempt from remediation in the CSU if they take math in their senior year.

English: High school curriculum needed to have more opportunities for students to write about other people's opinions and experiences, not just their own, so professional development for HS English teachers is in progress. In the math area, faculty of the CSU are being trained to train HS teachers, especially Algebra 2 teachers.

EAP is becoming standardized and understood in the schools. Scores just came out, so there may be some media attention in the next few weeks. Interest in doing college preparation work seems to be increasing.

CSU is now participating in writing the state exams; Marshall is traveling to Alaska and Washington to consult with those states on their comparable programs.

Chair Jim Wheeler suggested drafting a resolution of commendation for those involved in the development of the EAP, for presentation as a first reading item by TEKR in November. Marshall will write a rough draft of the resolution.

**Lower Division Transfer Package (LDTP):**

Marshall Cates reported that 45-unit program for CC students has been agreed upon in most disciplines. Departments are now submitting proposals for 15 unique units. About 40 departments have yet to produce theirs (out of 700).

In November a 3-5 person team will get together to write the course descriptions. CAN has been dissolved; CSU withdrew its funds, will develop its own course numbering process.

Fifteen more majors are being done this year (e.g. Music, Dance, Geosciences) and after this year about 98% of majors will be done. It is not time- or resource-effective to address some of the smallest majors (e.g., Physics) so these will never be subjected to the LDTP process.

**VI: New Business:**

Chair Jim Wheeler reviewed the contents of the handout packet we received today, including the committee charge, the results of last year's faculty collaboration survey, a list of TEKR resolutions from 1999 to the present, and the ASCSU bylaws relative to TEKR. We have been asked to look over the bylaws and the draft language offered by John Tarjan today. We will look at the material overnight and report back tomorrow.

LDTP/ITP has already been covered.

**CSU and the Ed.D.:**

Issues related to the Ed.D. are being discussed by the Executive Committee and a select group of others who have been communicating through a list-serve. Committee members very strongly recommended that TEKR should be involved in this process, particularly members from Education.

David McNeill is the TEKR liaison from the Executive Committee this year. He arrived for a time certain at 2:17

### **Budget**

David reviewed the ASCSU budget and budget deficit for the 2005-2006 academic year, and discussed strategies for savings with committee members.

### **Ed.D. (SB 724)**

Chair Jim Wheeler presented the committee's recommendation that a joint task force between Academic Affairs (AA) and TEKR be formed to address the development of the Ed.D. in the CSU. DM appeared to be receptive to our suggestion that a six-member task force be assembled. Members expressed hope that the task force could be appointed and convene as soon as the Governor signs the legislation.

### **VII. Office of the Chancellor Teacher Education**

Margaret Olebe gave her report.

Math/Science teacher initiative: Basically the UC was given the lead in the higher education compact. Of the one million dollars that the Governor set aside for this initiative, UC got \$750,000 and CSU \$250,000. CSU is working with potential private donors who could provide a supplement to this amount so that we can develop a comprehensive program.

Margaret reported that there is a possibility that there will be a group put together to address the needs of general education teachers, system-wide, to work with students with disabilities who are included in their classes. This comes out of last year's annual evaluation survey that concluded that this was the lowest-rated competency of general education teachers educated across the system.

The committee then returned to the topic of the applied doctoral degree/Ed.D., and drafted a resolution to present to the ASCSU tomorrow titled *Faculty Participation in the Development of Applied Doctoral Programs*.

### **VIII: Horizon Issues:**

Annual Evaluation of Teacher Preparation Programs: The committee will invite Bill Wilson and David Wright from the CO to discuss this topic.

**IX: Adjournment:** The meeting adjourned at 4:23 p.m.

