Academic Planning and Educational Programs (APEP)
Committee of the Academic Senate: CSU
2013-2014 Academic Year
YEAR-END REPORT

MEMBERSHIP

Andreas Gebauer, Chair  Bakersfield  Chemistry
Denise Fleming, Vice Chair  East Bay  Teacher Education
Kevin Baaske  Los Angeles  Communication Studies
Sandra Chong  Northridge  Education
Harold Goldwhite  ERFA  Chemistry
Kathleen Kaiser  Chico  Sociology
J. Ken Nishita  Monterey Bay  Psychology
Jim Postma  Chico  Chemistry

Executive Committee Liaison:
Glen Brodowsky  San Marcos  Marketing

Chancellor’s Office Liaisons:
Beverly Young, Assistant Vice Chancellor: Teacher Education and Public School Programs
Zee Cline, Associate Director Teacher Education and Public School Programs
Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Carolina Cardenas, Associate Director, Academic Support
Nathan Evans, Director of Enrollment Management Services
Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research
Ken O’Donnell, Senior Director of Student Engagement and Academic Initiatives & Partnerships Academic Programs and Policy “GE, Transfer, & Student Success”

Responsibility of the Committee Current charge of responsibilities is: (see http://www.calstate.edu/AcadSen/Records/About_the_Senate/bylaws.pdf)

The Academic Preparation and Education Programs Committee
The committee shall make recommendations to the Academic Senate on matters of statewide concern, including but not limited to, the following areas:
(a) matters affecting and influencing the academic preparation of students prior to matriculation within the CSU system;
(b) programs in the CSU that provide for the professional development of school teachers, administrators, and counselors;
(c) liaison relationships with CSU Colleges and Schools of Education;
(d) liaison relationships with community colleges;
(e) liaison relationships with K-12 schools;
(f) admission policies and procedures;
(g) academic entry level preparation and testing (e.g. early assessment and remediation efforts and math and science education);
(h) freshman level admission requirements (e.g. a-g requirements);
(i) entry level requirements (e.g. entry level math and English placement testing);
(j) outreach and recruitment programs;
(k) remedial education;
(l) transfer issues;
(m) legislation related to the education of school personnel;
(n) intersegmental efforts to improve teaching at all levels;
(o) educational Doctorate (Ed.D.) programs;
(p) state legislation having the potential impact on the CSU responsibility to educate school personnel;
(q) state legislation and regulations concerning the requirements for credentials under the jurisdiction of the Commission on Teacher Credentialing;
(r) policies and statewide activities affecting campus teacher education and other credential programs;
(s) such other matters as may be brought before it by the Executive committee or the Academic Senate CSU.

We also note the bylaw modification in AS-3073-12 “Internal Actions Following the Disposition of Resolutions” which states, in part,

All standing and special committees shall report to the senate and unless otherwise specifically directed by the senate, shall take appropriate action to follow-up on resolutions which they sponsored, and will note in their committee minutes the results of this follow-up action. Where appropriate, follow-up actions shall be carried forward to future agendas and shared with other committees and entities. Committee recommendations shall not be considered policy statements until formally approved by the Senate.

RESOLUTIONS FROM APEP FROM THE 2013-2014 SESSION

AS-3144-13/APEP Support for Continuation of Early Assessment Program (EAP)/Standardized Testing and Reporting (STAR) Testing for College and Career Readiness Indicator Assessment until the Full Transition to Smarter Balanced Assessment

RESOLVED: That the Academic Senate of the California State University (ASCSU) appreciate the desire of the California Department of Education (CDE) to reduce the testing burden of school districts and ease the transition to the Common Core; and be it further

RESOLVED: That the ASCSU recognize the importance of the EAP/STAR that is used in the 11th grade to determine if students are college ready or identifies the need for specific course work in the 12th grade that will exempt students from the need to take the English Placement Test (EPT) and/or the Entry Level Mathematics (ELM) test; and be it further
RESOLVED: That the ASCSU strongly encourage the CDE and the leadership of all California school districts to continue their participation in the 11th grade EAP during 2013-14 as it is in the best interest of their students; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, Academic Senate for the California Community Colleges, California Department of Education, and Tom Torlakson, State Superintendent of Public Instruction.


RESOLVED: That the Academic Senate of the California State University (ASCSU) endorse the recommendations of the Chancellor’s General Education Advisory Committee (GEAC) regarding a two-year extension for the two-semester (or quarter equivalent) Statway curriculum as an alternative for achieving proficiency in quantitative reasoning (c.f. see ASCSU resolution AS-3001-10/AA/APEP (Rev); and be it further

RESOLVED: That the ASCSU continue to support the Statway pilot as a means of enabling students who successfully complete the Statway curriculum to earn three semester units (or the equivalent in quarter units) of baccalaureate credit, which potentially could be applied to the General Education (GE) Breadth in Quantitative Reasoning (“GE Area B4”) at the local institution (and thus be eligible to be considered for transfer to CSU institutions within area B4); and be it further

RESOLVED: That the ASCSU continue to support the limited exemption from the usual requirement that any GE Area B4 course carry a prerequisite of Intermediate Algebra for this pilot project; and be it further

RESOLVED: That the ASCSU encourage the pilot institutions to continue to collect evaluative data and for GEAC, in collaboration with the Math Council, to monitor those data to assure that the Statway curriculum results in demonstrated student success in subsequent coursework and/or comparable pass rates in the sequence; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, Campus Presidents and Provosts/Vice Presidents of Academic Affairs, California Community College Presidents and Provosts/Vice Presidents of Academic Affairs, the General Education Advisory Committee and the CSU General Education Interest Group listservs, CSU Campus Senate Chairs, CSU Math Council, and the California Intersegmental Articulation Council.

AS-3161-14/APEP (Rev) Using Common Core State Standards in CSU Admission and Prerequisite Requirements for Mathematics and Other Disciplines

RESOLVED: That the Academic Senate of the California State University (ASCSU) urge the California State University (CSU) to adopt the language of the Common Core
State Standards (CCSS) as it defines college readiness in its admission and prerequisite requirements; and be it further

RESOLVED: That the faculty of the CSU work diligently (through its Academic Senate CSU representatives) to cooperate with the University of California and California Community College faculty) the specific meaning of “college readiness for mathematics” as outlined in the jointly-issued Statement on Competencies in Mathematics Expected of Entering College Students (attached); and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Math Council, CSU Provosts/Vice Presidents of Academic Affairs, Board of Admissions Relations with Schools (BOARS), Campus articulation officers, Academic Senate for the California Community Colleges, and the Academic Senate of the University of California.

**AS-3167-14/APEP/AA (Rev) Creation of California State University Discipline Councils**

RESOLVED: That the Academic Senate of the California State University (ASCSU) urge the CSU Office of Chancellor to facilitate the formation of Discipline Councils, similar to, for example, the English Council and the Math Council, in all of the academic programs within the CSU; and be it further

RESOLVED: That the ASCSU urge that the Office of the Chancellor facilitate annual meetings of these discipline councils by providing resources, including, for example, a venue and web support for the councils; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, and CSU Provosts/Vice Presidents of Academic Affairs.

**OTHER ISSUES OF CONCERN TO THE COMMITTEE THROUGH 2013-14**

**Requirement for Multiple Chancellor’s Office Liaisons.** APEP’s charge does not neatly align with assignments to any single person in the Chancellor’s Office, resulting in multiple CO liaisons attending APEP meetings, each reporting on and/or discussing with APEP initiatives those initiatives with which they are familiar. It is noted that the issue of multiple CO liaisons has been raised at least three times (including this year). The APEP Chair must ensure that the correct liaisons be present for agenda items, as they are often the only individuals able to brief the committee. We note that the division of CO assignments appears to create or exacerbate communication between CO staff. The CO are aware of this issue; however, it remains to be seen what, if anything, will be done to resolve. (carry-over concern from 2011-12, 2012-13)

**Early Start.** After multiple requests, APEP received three campus reports on reports on Early
Start in February. The reports, written independently and by IR personnel at each campus, came with no unifying methodology, guiding questions, or reporting format. These factors, the low $n = 3$, and a lack of cost/value information, left APEP with insufficient basis for informed analysis. This coming year, APEP will consider a resolution calling for each participating campus to submit a report on their Early Start program to the ASCSU. To be useful for comparison and best practice purposes, reports would need to use standardized reporting guidelines (developed by the CO) and should include a cost/benefit analysis, glossary of definitions (e.g., stretch and summer bridge), etc.

**Teacher Preparation:** APEP will monitor and discuss issues and initiatives related to credentialing and accreditation. These include, but are not limited to: PE authorization for ROTC instructors, edTPA and feedback from campuses piloting the new assessment, any movement toward transitional kindergarten programs (T-K) and the implications for multiple subject credential programs, national accreditation cost/benefit (in light of increasing rigor of CTC accreditation process). APEP should review one-year out surveys of teacher credential program completers.

**SB1440.** APEP will continue to monitor SB1440 implementation and address any issues that may arise.

**EAP.** As California continues implementing the Common Core, APEP will continue monitoring initiatives from the Smarter Balance Assessment Consortium (SBAC), especially pertaining to the transition to new CCSS assessment. Three members of APEP attended the 7/31/14 webinar on the progress and implication of SB assessment; there was discussion of standardization and alignment of readiness markers (e.g., what was ELM/EPT). Math Council and English Council liaisons should be included in ongoing discussions and initiative implementation. APEP will have its eye on how teacher preparation programs in the CSU are responding to the revised K-12 curriculum and meeting the demands of preservice and inservice teacher training.

**CTE.** APEP will continue to monitor and provide input on assessment criteria for courses included in area $g$.

**Systemwide Committees/Task Forces.** APEP will continue to assign members to liaise with systemwide committees/task forces, including some, but not limited to:

- ICAS
- Admission Advisory Council
- CID Numbering Project
- California Academic Partnership Program (CAPP)
- ASSIST next Generation
- UC Academic Senate Board
- Board Of Admissions & Relations with School (BOARS)
- English Council
- Math council
- California Commission on Teacher Credentialing (CTC)