Academic Planning and Educational Programs (APEP)
Committee of the Academic Senate: CSU
2012-2013 academic year
YEAR-END REPORT

MEMBERSHIP

Bob Buckley, Chair Sacramento Computer Science
John Tarjan, Vice Chair Bakersfield Management/MIS
Jacinta Amaral Fresno Spanish
Sandra Chong Northridge Education
Andreas Gebauer Bakersfield Chemistry
Kathleen Kaiser Chico Sociology
Kimberly King Los Angeles Psychology
J. Ken Nishita Monterey Bay Psychology
Steven Stepanek Northridge Computer Science

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 & Resources
Ken O’Donnell Associate Dean, 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 2012-2013 SESSION

AS-3101-12/APEP/AA (Rev) Support for Alternative General Education (GE) Pathways for Science, Technology, Engineering, Mathematics (STEM) Transfer Students

RESOLVED: That the Academic Senate of the California State University (ASCSU) endorse the Intersegmental Committee of Academic Senates (ICAS) recommendation: “2.4 STEM Students who are eligible to use the IGETC for STEM Majors” (see attached); and be it further

RESOLVED: That the ASCSU endorse similar modifications to the CSU GE breadth requirements (EO 1065) for this same set of students; and be it further

RESOLVED: That alternative pathways be established with the following features:

Students in specific STEM majors with an approved alternative pathway be allowed to defer up to three courses from the Intersegmental General Education Transfer Curriculum (IGETC) pattern selected from Area 3, Area 4 and/or Area 6a; or up to three courses from the GE Breadth pattern selected from Area C, Area D and/or Area E until after transfer and be eligible for all rights and guarantees that would accrue if they would have completed the entire package prior to transfer.
Receiving campuses not require students to complete more courses and/or units than those deferred in the alternative pathway.

Course/unit deferrals only be allowed if they are replaced with required major/major preparation courses and it would be impossible for students to complete both major/major preparation coursework and either IGETC and/or GE Breadth within 60 units prior to transfer, and be it further

RESOLVED: That the IGETC Standards Review Subcommittee and Chancellor’s General Education Advisory Committee be designated to oversee these pathways, including addressing the following issues and other necessary issues needed to establish and implement them:

A process for discipline faculty to request an alternative pathway for a specific major.
Policies/procedures to allow students to complete an alternative pathway and receive the associated rights and guarantees.
Communication with, and coordination between, sending and receiving campuses to ensure the smooth implementation and operation of these pathways.
Coordination with Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), CSU Mentor, University of California (UC) Transfer Admission Planner and other similar entities to provide students with information about these pathways; and be it further

RESOLVED: That this resolution be distributed to:

CSU Board of Trustees,
Eric G. Forbes, Assistant Vice Chancellor - Student Academic Services,
Ken O'Donnell, Senior Director - Student Engagement,
Robert Powell, Chair - Intersegmental Committee of Academic Senates,
Mildred Garcia, Chair - CSU Admissions Advisory Committee,
George Johnson, Chair - UC Board of Admissions and Relations with Schools (BOARS)
CSU Chancellor,
CSU Presidents,
CSU Provosts, and
CSU Council of Campus Senate Chairs.

AS-3103-13/APEP (Rev). Towards an Evidence-Based Culture in Establishing Academic Policies and Initiatives

RESOLVED: That Academic Senate of the CSU (ASCSU) urge that CSU initiatives and policies be grounded in research and available evidence; and be it further

RESOLVED: That all academic policy proposals under consideration by the administration, the Board of Trustees, and senates, particularly those intended to improve student success and expedite student progress toward degree, be grounded in research-based evidence relevant to the demographic profile of our student population; and be it further
RESOLVED: That, where appropriate, when initiatives and policies are proposed or implemented that they be piloted and evaluated for their intended and unintended consequences on CSU students before considering systemwide adoption; and be it further

RESOLVED: That the ASCSU distribute this resolution to:

CSU Board of Trustees,
CSU Chancellor,
CSU Provosts,
CSU campus Presidents,
Council of Campus Senate Chairs,
Executive Vice Chancellor of Academic Affairs, Ephraim Smith,
Executive Vice Chancellor of Business & Finance, Benjamin Quillian,
Vice Chancellor for Human Resources, Gail Brooks and
Vice Chancellor for University Relations & Advancement, Garrett Ashley

AS-3104-12/APEP (Rev) Failed. Faculty Involvement in the Establishment of a Uniform Set of Academic Standards for the Inclusion of High School Career Technical Courses (CTE) in Area g of the CSU a-g Admissions Standards.

AS-3111-13/APEP/AA (Rev) Support for the Course Identification Numbering System (C-ID)
RESOLVED: That the Academic Senate of the California State University (ASCSU) applaud and continue to support the inter-segmental collaboration and work in the development of the C-ID system (http://www.c-id.net); and be it further

RESOLVED: That the ASCSU commit to shared governance with the Academic Senate for California Community Colleges (ASCCC) to ensure the continued success of the C-ID partnership; and be it further

RESOLVED: That the ASCSU work with the ASCCC and the Inter-segmental Committee of Academic Senates (ICAS) to seek the funding necessary to ensure the continued viability of the C-ID partnership; and be it further

RESOLVED: That the ASCSU distribute this resolution to Governor Jerry Brown, Chancellor Timothy White, University of California President Mark Yudof, California Community College Chancellor Brice Harris, Executive Vice Chancellor Ephraim Smith, and ICAS.

AS-3126-13/APEP Commendation of the Undergraduate Science Education Project: Preparing Future Elementary Teachers for the Next Generation Science Standards

RESOLVED: That the Academic Senate of the California State University (ASCSU) commend the S.D. Bechtel, Jr. Foundation for its ongoing, generous support of efforts to incorporate the Next Generation Science Standards (NGSS) into teacher preparation curricula and to disseminate them into K-8 classrooms; and be it further
RESOLVED: That the ASCSU also commend the Undergraduate Science Education Project Work Group for its leadership in facilitating support to campuses in their efforts to adopt NGSS and also commend the many California State University (CSU) education, science, mathematics and engineering faculty committed to this effort; and be it further

RESOLVED: That the ASCSU recognize and commend Assistant Vice Chancellor Beverly Young and Director Joan Bissell for their work with the S.D. Bechtel, Jr. Foundation, the CSU campuses, and the faculty of the CSU in these groundbreaking and vitally important endeavors to improve Science, Technology, Engineering and Mathematics (STEM) education in California; and be it further

RESOLVED: That this resolution be distributed to The S.D. Bechtel, Jr. Foundation; CSU Board of Trustees; Chancellor Timothy White; Executive Vice Chancellor Ephraim Smith and members of the Undergraduate Science Project Work Group.

AS-3129-13/APEP. Commendation of Assistant Vice Chancellor Beverly L. Young for Her Activities in Common Core State Standards (CCSS) and Smarter Balanced Assessment (SBA) Development

WHEREAS: The California State University has been deeply involved with K-16 education through teacher and school administrator preparation; and

WHEREAS: Forty-five states have already adopted the CCSS and twenty-one states have embraced the SBA; and

WHEREAS: California K-12 have already begun CCSS implementation and the piloting of SBA has begun; and

WHEREAS: Dr. Young, in her role as a member of the CCSS Advisory Committee and SBAC Executive Committee, has provided leadership for higher education to have a strong voice in the development of the new standards and accompanying assessment; and

WHEREAS: Dr. Young has strongly advocated for CSU faculty representation involving curriculum and content of the new standards and accompanying assessment; and be it therefore,

RESOLVED: That the Academic Senate of the California State University commend Dr. Young for taking on these extended responsibilities to ensure CSU faculty involvement in the development of these important standards and assessment contributions.

RELEVANT NON-APEP RESOLUTIONS FROM THE 2012-2013 SESSION

AS-3113-13/AA/FGA (Rev) Request for a Task Force to Study CSU Student Tuition Fees and Financial Aid Support
RESOLVED: That the Academic Senate of the California State University (ASCSU) reaffirm AS-2774-06/AA, Request for a Task Force to Study California State University (CSU) Student Fee Policy (http://www.calstate.edu/AcadSen/Records/Resolutions/2006-2007/documents/2774.pdf); and be it further

RESOLVED: That the ASCSU request that the Chancellor’s Office, in conjunction with the ASCSU and the California State Student Association (CSSA), undertake a study of CSU student tuition fees and financial aid support (including Pell grants, Cal Grants and State University Grants, funding levels and eligibility criteria) to determine what changes, if any, may be made to existing policies, procedures, funding levels, and eligibility criteria that results in an allocation of resources that enhances academic achievement, facilitates graduation, and promotes student success; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, the CSU Chancellor, CSU campus Presidents, CSU campus Provosts, CSU campus Senate Chairs, and the California State Student Association.

AS-3119-13/AA (Rev) Clarifying the Changing Expectations for General Education

RESOLVED: The Academic Senate of the California State University (ASCSU) request that a joint task force of representatives from the ASCSU and CSU Chancellor’s Office be established to address the pedagogical shift towards outcome-focused assessment, greater alignment of co-curricular activities with learning outcomes, and the need for systematic assessment of General Education (GE) through program review; and be it further

RESOLVED: The ASCSU request a preliminary report of actions to come forward at the November 2013 Meeting of the ASCSU; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU campus Provosts/Vice Presidents of Academic affairs, CSU campus Senate Chairs, and the California State Student Association (CSSA).

OTHER ISSUES OF CONCERN TO THE COMMITTEE THROUGH 2012-13

Requirement for Multiple Chancellor’s Office Liaisons The necessity of having a (informal) second liaison from the Chancellor’s Office (e.g. Eric Forbes, Carolina Cardenas, Barbara Swerkes) since the charge of the APEP committee does not line up neatly with the divisions within the Chancellor’s Office. This reality places a burden on the chair to ensure that there is a CO representative available to discuss or present details of initiatives and/or up-to-date status reports that would otherwise be unavailable to the committee. (carry-over concern from 2011-12)

CPEC data set. With the elimination of CPEC The concern over the data collection and retention of the “CPEC data set” was raised in 2011-12. There was no communication as to the whether or not this data set is being maintained… and by whom. A follow-up on this issue should be pursued in 2013-14 by APEP.
**SB1440.** As indicated in the 2011-12 year-end report, APEP reiterates that SB1440 is squarely within the charge of APEP and an ASCSU member appointed to the SB1440 implementation committee should sit on APEP. The involvement and leadership with this committee by APEP’s 2013-14 Chair Postma should resolve this concern. Some of the issues in the coming year might include the relationship between courses approved as “similar” in relation the courses appropriate preparation for upper division coursework, grade minima for AA-T and AS-T degrees, pathways to majors that are impacted, tracking of degree progress at the CCCs of the development of 1440 AA degrees, CCC verified AA-T and AS-T completion prior to admission to a 1440 guaranteed major.

**EAP.** The need for involvement of ASCSU in the work needed to “redesign” the EAP system in light of the California’s implementation of the Common Core State Standards. Issues would include the realignment of ELM/EPT with the tests be developed and implemented by the Smarter Balance Assessment Consortium (SBAC). Both the Math Council and English Council should be in included in this redesign process. One approach to consider might be the re-establishment of the EAP Advisory Committee (with new charge and membership).

There also need for APEP to better understanding of how Colleges of Education in the CSU are responding to the revision of the K-12 curriculum and its impact on teacher education.

A concern to, at least be discussed, is the differential affects/results of implementation of CCSS between “high resource” and “low resource” districts. CCSS is similar to NCLB in that the initiative is top-down and does not seemingly provide for the added “resources” that might be needed to compensate. While this is not directly in our preview, but the reality is. This is an issue that might possibly be address by and through our EDD programs.

**Early Start.** In the 2011-12 end-of-year report that concern was raised over the difficulties addressing “early start” without committee representation on APEP. Again, Chair Postma’s involvement with implementation planning for Early Start should resolve this concern. The major concern discussed by the 2012-13 Committee was the need for a specific assessment plan; one in which the goals used as the rationale for the establishment of the Early Start program would be assessed (reference the Early Start task force report to Vice Chancellor Echeveria, as well as prior APEP resolutions on this subject approved by ASCUS… relevant documents are included in the 2012-13 APEP dropbox).

NOTE. Improving remediation rates at the end of the freshmen year was NOT a goal/reason for initiating the Early Start program. CSU campuses had been quite successful in meeting this EO 665 goal.

Data is needed on the scope of implementation of ERWCourses in California High Schools, the involvement of CSU campuses in working with these high schools in the training and implementation. In addition, CSU/ASCSU leadership is needed in the development of a Math ERWC-type course that would be available to high school seniors identified as needing math remediation (Long Beach is using such a course).

**CTE** Process for the approval of proposed CTE courses to be included in area g. State law required that ASCSU present to the BOT the process for developing criteria to be used in assessing proposed courses. The deadline for this process to be up-and-running is January 2014. If the process is not effectively in place by then,
the State Board of Education will approve the criteria. (See the CTE folder in the APEP dropbox for further information, including the June 21st email from Carolina Cardenas in which she describes the work yet to be done).

**Systemwide Committees/Task Forces.** APEP is often out-of-the-loop when it comes to issues that are directly related to the Committee’s charge. Without committee members also being members of Systemwide Committees/Task Forces that deal with these issues, APEP is uninformed, at best. Possible solutions might be to make appointments to APEP and then try to appoint APEP members to the appropriate Systemwide Committees/Task Forces… or to formally identify liaisons to meet with APEP.

Some of the appropriate Systemwide Committees/Task Forces are:

- ICAS (an APEP member as an ex-officio member)
- Admission Advisory Council
- CID Numbering Project
- California Academic Partnership Program (CAPP)
- ASSIST next Generation Workgroup (if it still exists)
- UC Academic Senate Board
- Board Of Admissions & Relations with School (BOARS)
- English Council (English Placement Test (EPT) subcommittee)
- Math council (Entry Level Mathematics (ELM) subcommittee)
- California Commission on Teacher Credentialing (CCTC)