Academic Preparation and Educational Programs (APEP)
Committee of the Academic Senate: CSU
2014-2015 academic year
YEAR-END REPORT

MEMBERSHIP

Denise Fleming, Chair East Bay Teacher Education
David Barsky, Vice Chair San Marcos Mathematics
Kevin Baaske Los Angeles Communication Studies
Glen Brodowsky San Marcos Marketing
Sandra Chong Northridge Education
Sue Holl Sacramento Mechanical Engineering
Kathleen Kaiser Chico Sociology
J. Ken Nishita Monterey Bay Psychology

Executive Committee Liaison:

Chancellor’s Office Liaisons:
Beverly Young, Assistant Vice Chancellor: Teacher Education and Public School Programs
Ken O’Donnell, Senior Director, Student Engagement and Academic Initiatives and Partnerships
Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Carolina Cardenas, Associate Director, Academic Support
Nathan Evans, Director of Enrollment Management Services
Ed Sullivan, Assistant Vice Chancellor, Academic Research

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 2014-2015 SESSION

AS-3190-14/APEP Appreciation for the S.D. Bechtel, Jr. Foundation’s Support of the California State University Efforts to Implement the California Common Core State Standards and the Next Generation Science Standards

WHEREAS, The high quality preparation and ongoing professional development of California K-12 teachers is critical to the educational success of students across the state; and

WHEREAS, The adoption of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) creates a context and the opportunity for California State University (CSU) to re-envision its teacher preparation programs; and

WHEREAS, The S.D. Bechtel, Jr. Foundation continues to be a valued, long-term partner with the CSU, funding initiatives that enhance K-12 teacher knowledge, skills, and confidence in teaching science and integrating it across other subjects, including literacy and mathematics, as articulated in the CCSS; and

WHEREAS, Under the direction of Assistant Vice Chancellor of Academic Affairs, Beverly Young, and Director of Teacher Education and Public School Programs, Joan Bissell, the partnership with the S.D. Bechtel, Jr. Foundation enhances the capability of
CSU faculty to meet the demands for a well-prepared, new generation of K-12 teachers; and

WHEREAS, The initiatives funded by the S.D. Bechtel, Jr. Foundation allow CSU faculty to develop innovative “models that can become the standard practices of tomorrow,”1 benefiting generations of teachers and students, while advancing the ambitious goals of the CCSS and NGSS; therefore be it

RESOLVED: That the ASCSU express a deep appreciation to the S.D. Bechtel, Jr. Foundation for its ongoing support and commitment to California teachers and the students they serve; and be it further

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

AS-3198-14/APEP (Approved Unanimously) Support for Encouraging 11th Graders to Take the SAT or ACT as a Means of Establishing College Readiness in English and Mathematics and the Dissemination of Registration Fee Waiver Information

RESOLVED: That the Academic Senate of the California State University (ASCSU) appreciate the establishment of equivalency levels on the SAT and ACT in September 2014 for the purpose of establishing conditional status for college readiness in English and mathematics for CSU-bound students; and be it further

RESOLVED: That the ASCSU recognize the importance of SAT and ACT scores as timely assessments that inform 11th grade students that they are either exempt from the English Placement Test (EPT) and/or the Entry Level Mathematics (ELM) test, or should take specific coursework in the 12th grade; and be it further

RESOLVED: That the ASCSU strongly encourage the California Department of Education (CDE) and the leadership of all California school districts to continue to encourage students to take the SAT and/or ACT during their 11th grade year; and be it further

RESOLVED: That the ASCSU strongly encourage the CDE and the leadership of all California school districts to inform students of the SAT and ACT fee waiver eligibility criteria and application processes; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, Executive Committee of the Academic Senate of the California Community Colleges, CDE, and the State Superintendent of Public Instruction.

AS-3201-15/APEP (Approved Unanimously) Call for Withdrawal of the Proposed 2015 Teacher Preparation Regulations under Title II of the Higher Education Act
RESOLVED: That the Academic Senate of the California State University (ASCSU) assert that the California State University (CSU), as the largest teacher preparation institution in the United States, already engages in robust evidence-based continuous improvement, including systematic and rigorous program review, accreditation by the California Commission on Teacher Credentialing (CTC), and has, for more than a decade, conducted annual surveys of teacher preparation graduates and their employers for the purpose of program improvement; and be it further

RESOLVED: That the ASCSU concur with the analysis submitted on behalf of the CSU by Dr. Beverly Young, Assistant Vice Chancellor for Academic Affairs, indicating that the proposed 2015 Federal Teacher Preparation Regulations under Title II of the Higher Education Act “represent an economic hardship due to their large cost burden” and that this cost burden would “adversely affect teacher preparation institutions nationally”; and be it further

RESOLVED: That the ASCSU recognize that many factors contribute to student success and failure, and that the proposed regulations pose an erroneous causal connection between students’ standardized test scores and the effectiveness of individual teachers and teacher preparation programs; and be it further

RESOLVED: That the ASCSU declare that the proposed regulations represent an unwarranted and detrimental intrusion in the states’ responsibility for teacher preparation and particularly jeopardize teacher candidates and programs serving high poverty and ethnically diverse communities; and be it further

RESOLVED: That the ASCSU acknowledge that the Commission on Teacher Credentialing, the California Department of Education, and the California State Board of Education have jointly signed a memorandum calling for the rejection of the proposed regulations; and be it further

RESOLVED: That the ASCSU call for the withdrawal of the proposed teacher preparation regulations; and be it further

RESOLVED: That the ASCSU distribute this resolution to the Secretary, United States Department of Education, CSU Chancellor, CSU Board of Trustees, CSU campus Provosts, CSU campus Presidents, CSU campus Senate Chairs, CSU Deans of Education, State Superintendent of Public Instruction, California Department of Education, Executive Director of the California State Board of Education, Student California Teachers Association, California State Student Association, California Teachers Association, Executive Director of the California Commission on Teacher Credentialing.

**ISSUES OF CONCERN TO THE COMMITTEE THROUGH 2014-15**

**Requirement for Multiple Chancellor’s Office Liaisons.** As has been discussed in multiple annual reports, 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. That said, a solid argument can be made that the benefits derived from discussions with CO liaisons outweigh any logistical concerns. We will proceed accordingly in 15-16.

**Early Start and Extended Early Start.** APEP After a long period of requests for clear, meaningful information on Early Start, APEP welcomed the arrival of Dr. Ed Sullivan, who has already provided information and clarification on the program. It is clear that a continuing issue will be how to make system-wide sense of data that are really campus-specific. We look forward to an early fall meeting with Dr. Sullivan and an update on any progress made in his shop on the campus reporting system for the program.

**Teacher Preparation:** APEP will feel the loss of newly retired AVC Young, whose knowledge base and collaborative working style around issues and initiatives related to credentialing and accreditation have proven invaluable. Each APEP meeting this year will include several weighty teacher preparation topics. These include the growing movement toward national use of the EdTPA in teacher candidate assessment, progress on any forthcoming Title II and/or Elementary and Secondary Education Act revisions, transitional Kindergarten programs (T-K) and the implications for teacher prep, the Commission on Teacher Credentialing (CTC) development of its three-tier or “accreditation plus” exemplar model for multiple subject credential programs, and promising practices from Bechtel-funded initiatives at several campuses.

**Issues Related to Common Core.** There are growing pains associated with California’s implementation of the Common Core. The California High School Exit Exam (CASHEE) is no longer a valid measurement of the standards, so it needs to be revised. In addition, use of the Smarter Balance Assessment has only recently begun in earnest, meaning that much of the work associated with a major assessment revision is still to be done. APEP will continue to monitor 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.

**Systemwide Committees/Task Forces.** APEP will continue to assign members to liaise with systemwide committees/task forces, including, 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)

Respectfully submitted,
Denise Fleming, APEP Chair 14-15, 15-16