Academic Preparation and Educational Programs (APEP)
Committee of the Academic Senate: CSU
2015-2016 Academic Year
YEAR-END REPORT

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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 2015-2016 SESSION

AS-3230-15/APEP/AA (Approved Unanimously) Establishing a Task Force on the Requirements of CSU General Education (GE) Mathematics / Quantitative Reasoning (B4) Credit

RESOLVED: That the Academic Senate of the California State University (ASCSU) appoint a task force to address two fundamental questions.
- Can the pre-requisite content for the CSU GE B4 course be met concurrently with achieving the CSU GE B4 standards?
- What should be the pre- (potentially co-) requisite content for quantitative reasoning and mathematical competency (CSU GE B4)?

; and be it further,

RESOLVED: That the ASCSU define the membership of this task force to potentially include:
- A member of the General Education Advisory Committee (GEAC) Statway advisory group
- Another member of GEAC
RESOLVED: That the ASCSU distribute this resolution to University of California (UC) Board of Admissions and Relations with Schools (BOARS) leadership, General Education Advisory Committee (GEAC), CSU Math Council, Academic Senate of the California Community Colleges (ASCCC) Leadership, Executive Vice Chancellor Loren Blanchard.

AS-3232-15/APEP (Approved Unanimously) On the California High School Exit Examination

RESOLVED: That the Academic Senate of the California State University (ASCSU) acknowledge and applaud the efforts of Senator Loni Hancock and Assembly Member Patrick O’Donnell, which culminated in emergency legislation, that lifted the requirement for an exit exam in English and Mathematics for California 2015 high school graduates (SB 725, Hancock. Pupil testing: high school exit examination: exemption); and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU State Government Relations Office, CSU Board of Trustees, CSU campus Presidents, CSU campus Senate Chairs, Assembly Speaker Toni G. Atkins, Senator Kevin de León, and Governor Edmund G. Brown, Senator Loni Hancock, Assemblymember Patrick O’Donnell and State Superintendent of Public Instruction Tom Torlakson.

AS-3244-16/APEP (Rev) Support for Requiring a Fourth Year of Mathematics/Quantitative Reasoning for Admission to the California State University

RESOLVED: That the Academic Senate of the California State University (ASCSU) call for the CSU to require a fourth year of mathematics/quantitative reasoning as part of the high school experience of entering first-year students; and be it further

RESOLVED: That the ASCSU further specify that a mathematics/quantitative reasoning course be completed as part of the final year of high school; and be it further

RESOLVED: That the ASCSU recommend that the CSU investigate the impact these requirements may have on the success of all students, particularly those from historically underserved populations; and be it further

RESOLVED: That the CSU continue to engage K-12 and intersegmental constituencies
regarding the impact these requirements may have on K-12 resources, advising, and implementation, including professional development needs; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Admissions Advisory Committee, CSU Board of Trustees, CSU campus Deans of Education, CSU campus Senate Chairs, CSU Math Council, CSU Provosts/Vice Presidents of Academic Affairs, Director of the California Academic Partnership Program (CAPP) Advisory Committee, California State Student Association (CSSA), Intersegmental Committee of Academic Senates (ICAS), University of California (UC) Board of Admissions and Relations with Schools (BOARS), California State Superintendent of Public Instruction, CSU Deans for colleges that include math (by request to Provosts).

AS-3253-16/APEP (Approved Unanimously) Call for a Center for Advancement of Instruction in Mathematics

RESOLVED: That the Academic Senate of the California State University (ASCSU) encourage the establishment of a center to support mathematics instruction, analogous to the CSU Center for the Advancement of Reading (CAR); and be it further

RESOLVED: That the center have among its responsibilities:
   a. Development of a fourth-year high school mathematics course, analogous to the Expository Reading and Writing Course (ERWC);
   b. Professional development for, and evaluation of, the fourth-year mathematics course;
   c. Professional development in effective mathematics/quantitative reasoning instruction; and
   d. Policy alignment in matters affecting mathematics curriculum and instruction.

; 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 Provosts/Vice Presidents of Academic Affairs, CSU Math Council, CSU Deans of Colleges of Education, and the CSU Quantitative Reasoning Task Force.

ISSUES OF CONCERN TO THE COMMITTEE THROUGH 2015-2016

APEP will focus on issues related to the committee charge (see pp 1-2 above), with emphasis on those identified below, by the committee at our September 14, 2016, meeting, and as others may arise throughout AY 16-17. In keeping with the ASCSU theme of “Finding the Balance,” APEP will seek engage in program, policy, and outcome monitoring with an eye toward supporting student and professional success, informing improvement efforts, and making constructive suggestions for effective allocation of scarce resources.

Early Start and Extended Early Start. 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 looks forward to establishing a collaborative working relationship with Dr. Marquita Grenot-Scheyer, incoming Assistant Vice Chancellor for Teacher Education and Public School Programs. Key issues for the committee include exploring ways to address the growing teacher shortage in California, newly revised accreditation standards and Teacher Performance Expectations, the national movement toward EdTPA in teacher candidate assessment, implications of the revised Title II and/or Elementary and Secondary Education Act revisions, preparation for the move to transitional Kindergarten programs (T-K), monitoring changes at the Commission on Teacher Credentialing (CTC), and policy implications relative to promising practices from Bechtel-funded initiatives at several campuses.

**Issues Related to Common Core.** Last year’s report mentioned the “growing pains” associated with California’s implementation of the Common Core. We will monitor movement towards a revision of the California High School Exit Exam (CASHEE). We should expect to see data coming in from administrations of the Smarter Balance Assessment and revised SAT; these data, when made available, will be examined with an eye towards identifying any significant fluctuations in readiness measures. APEP will consider calling for new and renewed system-wide mathematics-focused programs for the new Center for the Advancement of Mathematics (analogous to literacy initiatives developed through the Center for the Advancement of Reading) that partner CSU campuses and K-12 entities for the purpose of cutting edge preservice and inservice teacher training.

**Systemwide Committees/Task Forces.** APEP will continue to gather information from members who liaise with systemwide committees, task forces, and other entities, 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)

**Resolution-based Activities.** APEP will monitor the Report of the Quantitative Reasoning Task Force as it is vetted by the ASCSU, the Chancellor’s Office, CSU campuses, and state and national entities. We will also look to see progress toward the Center for the Advancement of Mathematics and we expect to engage in conversations with sister committees and outside agencies regarding the call for a fourth year of high school mathematics.

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