

The Academic Preparation and Education Programs Committee

Minutes

Office of the Chancellor, Long Beach

Wednesday March 14th, 2012

11:00 AM – 5:00 PM

Room 410

MEMBERS:

Mark Van Selst, Chair
Sandra Chong, Vice Chair
Jacinta Amaral
Bob Buckley
Karen Davis
Harold Goldwhite
Antony Hasson-Snell
Kathleen Kaiser
Steven Stepanek

San José
Northridge
Fresno
Sacramento
Monterey Bay (conflict/family matters)
Professor Emeritus, Long Beach
Maritime
Chico
Northridge (absent)

Chancellor's Office Liaison

Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs (conflict/Academic Council at LAX)

Chancellor's Office (other):

Eric Forbes

Nathan Evans

Carolina Cardenas, Associate Director, Student Academic Support

Zee Cline, Associate Director, Teacher Education and Public School Programs (filling in for Beverly Young)

Barbara Swerkes, SB 1440 implementation

Executive Committee Liaison

Christine Miller, Member at large, ASCSU (Sacramento)

Guests

Marianne Jones, Professor of Child Development at CSU Fresno (phone)

1. Modification and Approval of the Agenda

2. Chair's Report (Van Selst)

- a. Shared governance task force (three resolutions & lunch meeting)
- b. Plenary open session on budget allocation for 2012/13
- c. "From the floor" resolution re: maintaining exec committee of five people
- d. Activities and resolutions being pursued by other committees

3. Approval of minutes

- a. January 2012
- b. February 2012

4. Campus updates

- a. NORTHRIDGE: (Chong)
 - i. Discussion of recent resolution on Early Start and campus decision to not certify the one unit "early start" course. Before the vote there had been a long and complex discussion regarding the content and context of early start offerings. Cost and pedagogical concerns remain. This should be revisited by APEP.
 - ii. Presidential selection process is continuing (possible visit in March).
 - iii. Cal State online is an emergent concern.
- b. FRESNO: (Amaral)
 - i. Concerns of faculty illustrated in full-page advertisement in Fresno Bee Newspaper (Feb 15, 2012).
 1. Use money for instruction, etc.
 - ii. Concern that English composition courses (writing across the curriculum) and others may be moved from the English Department to the Office of the Provost. It is unclear that the office of the provost can or should act as a college/school.
 1. It is possible that this action is/was associated with realignment of departments across colleges.
 2. Motivations for these actions are unclear
 - iii. There are concerns over the allocation of distribution of funds from advancement, etc.
 - iv. There are actions towards establishing new transparency to the CSU:Fresno Budget.
 - v. Changes in Pell Grant eligibility and support have been posited to unusually impact CSU:Fresno.
 1. This may be reflected in a prior CSU BoT report.
- c. SACRAMENTO: (Buckley)
 - i. Cal State Online is producing a negative response on campus and it appears that the failure is largely one of communication rather than by necessity being a bad idea.
 1. ATAC has discussed the negatives of top-down initiatives
 2. The white-paper produced by the ASCSU is excellent and other campuses should address the issues identified within it.
 - ii. Policies regarding prioritization of programs regarding cuts were revisited by the local senate
 1. "how to prioritize" followed Dickson model which largely

- iv. LGBT students: how are their needs assessed? Do we assess numbers after admissions? Unisex bathroom prevalence across the CSU.
- b. California Academic Partnership Program (Amaral [& Chong])
 - i. The next CAPP meeting will be held in April 2012.
- c. California Commission on Teacher Credentialing (Chong)
 - i. Content covered under action items
- d. California Postsecondary Education Commission
 - i. No longer functional; pending legislation looks to revisit CPEC functions
- e. CSU Doctorate in Education Advisory Committee
 - i. No report
- f. Student Readiness Access and Success Committee
 - i. See agenda item
- g. General Education Advisory Committee (Van Selst, etc.)
 - i. March 13, 2012 meeting – see GEAC notes (distributed)
- h. Give Students a COMPASS (steering committee) (Van Selst)
 - i. No report
- i. Institute for Teaching and Learning Board (Goldwhite)
 - i. April 5 meeting
- j. C-ID meeting (Van Selst)
 - i. See agenda item
- k. SB 1440 implementation committee
 - i. See agenda item
- l. *Student Readiness Access and Success Committee*
 - i. See agenda item
 - ii. Early Start
 - iii. English Council?
 - iv. Math council
 - 1. April 13 at Northridge
- m. History Chairs (or others on American Institutions)
 - i. No report
- n. Academic Technology Advisory Committee (Buckley)
 - i. Increase in mobile devices
 - 1. These may not be covered or adequately accommodated by local (often unusually top-down) policies
 - ii. How to accommodate “cloud” information (or services [e.g., “office type products”]) vs. controlled (campus license) information or services.
 - iii. Student purchase of tablet devices has ?doubled? in the last year.

7. Chancellor’s Office Liaison Report (Zee Cline)

- a. Preliminary version of executive order on teaching credentialing was discussed.

8. Career Technical Education (Cardenas/Van Selst)

- a. The resolution “*Action in Response to Education Code Section 66205.8 Regarding the Applicability of High School Career Technical Education Courses Towards CSU Eligibility*” (AS-3052-12/APEP) was presented to the Senate as a first reading item for the January Plenary session.
- b. It was asked of Carolina Cardenas to investigate what would be required to ensure that the item, presuming approval in March, would appear as an action item on the BoT agenda.
 - i. CO action will wait for approval by the ASCSU
- c. APEP revisited and improved the resolution prior to its being provided as a second reading.
- d. APEP will want to see the “interagency agreement” with University of California, Office of the President re: high school CTE.

9. LGBT identification at application and/or acceptance (Kaiser)

- a. At ICAS it was mentioned that CCC applications are including LGBT status as a question.
- b. CO is collecting data about what measures the campus are collecting data.
- c. Consensus seems to be that it is a bad idea to ask re: LGBT status at admissions.
- d. APEP issue if collected prior to matriculation on the campus. It is believed that this is, in fact, and thus an APEP issue insofar as there is a statewide issue identified.

10. Shared Governance

- a. There was a separate meeting in the Munitz Room to discuss Shared Governance Resolutions over lunch
 - i. Resolution on internal processes
 - ii. Resolution on CO responses
 - iii. Resolution on BoT responses to votes of no confidence

11. ASCSU Executive Committee Liaison Reports (Chris Miller)

- a. Discussion of ideas about what to recommend re:allocation of assigned time:
 - i. by class of senators?
 - ii. Senate specialists (assigned time?) to receive “slack” if a full class of senators (first year or third senator) cannot be funded?
- b. Definition of a program (for purposes of prioritization at some campuses)
 - i. Out of Chancellor’s Office
 - ii. As is being used by Sacramento
 - iii. To include credentials or not?
- c. SB 1440
 - i. Movement to “yes” re: comparable degrees
 - ii. Potential legislation (placeholder) re: sb1440 targeted towards CCC.
 1. Tracking of degrees at the CCCs is required for SB1440 to be successful.
- d. AI waivers
 - i. No waivers have been authorized via the chancellor’s office
 - ii. One campus had thought they had capability to do so but have now been informed that they were not authorized to do so.
- e. Cal State Online
 - i. Distribution of open letter re: Cal State Online
 - ii. Questions to the chair
 - iii. The courses and processes contained within cal state online are CSU faculty/staff offerings
 - iv. The focus of Cal State Online is on programs.
- f. A brand new issue of the restriction on packaging of state university grants for graduate students was brought to the committees attention as a (non-APEP specific) information item.

12. Teacher Credentialing (Resolution on courtesy credentials [Sandra Chong, Beverly Young])

- a. APEP and the CSU Education Deans both appear to be in favor of a limitation on courtesy approvals. The details will be presented to the body in resolution format. The resolution: ***On California State University “Courtesy Recommendations” to the California Commission on Teacher Credentialing. (first reading)*** — was introduced to the Plenary as a first reading item.
- b. Beverly Young is working on revisions to an intended Executive Order which would dramatically limit the ability of the CSU colleges of education to approve courtesy credentials – the distribution of this draft EO is anticipated by APEP.

13. Accepting units from non-regionally accredited institutions for early childcare permits. (e.g., Montessori) [Chong/Young]

- a. Conversation with Marianne Jones of CSU Fresno (CHAD lead for CSU) in support of a request for APEP to support: (note that Sandra Seidman (CSU Fullerton) was unable to join us but has weighed in via email correspondence)
 - i. Protecting the role of Child Development Programs at CSUs, which are being decimated due to budget cuts
 - ii. To oppose the proposal brought forth to the January Commission on Teaching Credential meeting to approve non-regionally accredited coursework for the Child Development Permits.
 - iii. Historically CCC have been the primary providers of Early Childhood Education permits
 1. Low level of preparation, lack of understanding of importance of ECE, low level of compensation, etc.
 2. Low priority in society
 3. Head-Start brought new focus to importance of ECE
 - iv. Impetus to revisit role of Baccalaureate preparation for ECE
 1. Question of standards of what should be required to allow one to work with children re: child development.
 2. A strong Child Development background should be the foundation for people working with children.
 3. CSU CHAD lead: made the case that CCC / CSU ECE need to become the training resources for child practitioners.
 - v. California Dept. of Education: Child Development Division:
 1. Built curricular standards, framework, tools, assessments to examine ECE competencies vis-à-vis effectiveness for work with children.
 2. Formal ECE competencies recently made public
 3. State dept. of Education has supported development of competencies.
 - vi. Request for faculty to examine ECE competencies in their curricula (intersegmental CCC/CSU project is underway)
 1. There is a ECE self-assessment toolkit
 - vii. Montessori have self-contained training regimen for training in a Montessori method of providing training within an early childhood educational environment.
 1. The Montessori preparation is well-grounded and supported but is focused on a particular (one approach only) methodology and approach – ECE credentialing is broader than this (theories, philosophies, pedagogies, etc).
 2. CSU ECE courses include Montessori as an elemental influence, but is not constrained to only Montessori influences.
 - viii. Request that coursework credit towards certification should be broader than the theories of a single (or unduly limited) set of theoretical influences.
- b. The structural issue is that CTC is being asked to give approval to Montessori classes rather than being evaluated at the individual student level at a particular CSU vis-à-vis their Early Childhood Education Programs.
- c. An argument is that appropriate since Montessori classes are not WASC-accredited (lacking in breadth & depth – they are inherently depth only without breadth).
- d. APEP likely intended actions
 - i. Encourage staying within WASC accreditation
 - ii. Highlight challenge processes
 - iii. Acknowledge campus by campus procedures
 - iv. Highlight need for certification
 1. Highlight “meaning of degree” at output (cannot control input means that we cannot control the output).

2. Non-credential acceptance enforced?
 - a. Slippery slope
 - b. Accountability of content
- e. The committee drafted a joint letter to CTC (cc: WASC cc: ECE programs at CSUs)
 - i. Signed: Postma? Young? Van Selst? Jones?
 1. Note: after the plenary Jim Postma noted that the authority to illustrate as a position of the senate was not there – will sign off as a committee recommendation (it was noted that APEP report of actions will be available in the plenary minutes).
 - ii. Marianne Jones, Sandra Seidman, and Beverly Young will be asked to review the letter.

14. **Student Readiness Access and Success Committee (Forbes and Evans)**

a. **Charge and Membership**

- i. Membership
 1. Has to go to Ephriam Smith for formalization
 2. Will include membership from outside the CSU, including reps from K-12 and county offices of eds, District Superintendents, and CCCs
 3. Does the membership include enough “outsiders” (in order to avoid a positive feedback loop)
- ii. Charge
 1. The Student Readiness, Access, and Success Advisory Committee will provide general policy a strategic planning advice to the Chancellor of the CSU related to strengthening readiness, access, and graduation outcomes. The committee will provide insight from varied perspective in order to support the CSU in meeting the needs of prospective and current students, guiding them through a supportive CSU environment that will prepare them to be contributing citizens to the state.
 2. Keeping the segments and the activities within the segments aligned in the same direction (not at accidental cross-purpose).
- iii. Meets the needs of kick-starting the EAP committee (included in scope)
- iv. Analogies to function
 1. CAPP
 2. “Advising Council” to coordinate campus activities
 3. Alison’s old “access success (name?)” committee
 4. Chairs of various committees as the “super-committee”

b. **ELM/EPT Testing**

- i. <http://www.calstate.edu/eap/>
- ii. CCCs are addressing issue of adequacy of placement test placement
- iii. ELM may not pick up math students who met all of their math requirements prior to 11th grade – the interpretations of need to test these groups in 11th grade with the ELM seem to differ (CTC vs. school-board instructions?)

c. **Early Start**

- i. The internal page for Early Start:
<http://www.calstate.edu/acadaff/EarlyStart/index.shtml>
- ii. Northridge Resolution suggests early start is not more effective than stretch courses – on the other hand, both stretch and early start experience (e.g., SFSU experience; San Marcos use of ALEKS; etc.) should continue to be collected and carefully evaluated.
- iii. Questions about data collection
- iv. Initial evaluation of using ALEKS for incoming remedial students suggests need for strong motivation.
- v. Course listings for early start are at: <http://www.csusuccess.org/earlystart>

- vi. Enrollment for early start will be available via local extension office (i.e., enroll on the campus via self-support mechanisms)
- vii. Questions were raised about the dissimilarity of the experiences
 - 1. Could be used in tandem with assessment data to pull out best practices
- viii. San Bernadino, etc. area has a high need for Early Start offerings. Some of these CSU:SB offerings will be offered located at CCC campuses.
- d. **Expository Reading and Writing Course (ERWC) and Strengthening Mathematics Instruction (SMI) content**
 - i. Strengthening mathematics instruction (SMI) task-force (has met once so far); focus on project based activities and MDPT (math diagnostic testing program).

15. SB1440 (Forbes / Swerkes)

- a. Summary of ASCSU resolutions related to SB 1440
<http://www.sb1440.org/Portals/4/sb1440home/Policy/ASCSU%20Resolutions%20Related%20to%20SB%201440%20As%20of%20Oct.%202011.pdf>
- b. TMC matching to programs at the CSU is increasing
- c. Music and Education Preparation TMCs were distributed for content.
- d. Relatively little movement on the CCC program offerings.
- e. CSU admissions for fall 2012 depend on CCC applications for graduation with a TMC degree.
- f. AS-T and AA-T need to be completed by Spring for Fall admission bump and 60 unit promise; Summer and Fall for Spring admission considerations.
- g. Electronic transmission of coursework, degrees, and GE certification was discussed.
- h. CCC/CSU chancellor's proposal for priority registration faces a road-block in that CCCs generally do not have the capacity for tracking degree progress.

16. C-ID

- a. Reviews are a slow process
- b. More reviewers are being sought
- c. Inclusion in ASSIST
- d. How should C-ID information be displayed in ASSIST? C-ID group has made recommendations, are being forwarded to ASSIST folks for implementation (and evaluation).
- e. Curriculum reviewers for C-ID courses
 - i. Need 100+ reviewers
 - ii. Some folks originally assigned to FDRGs are dropping out of the process but we need the FDRG to be fully constituted to meet review requirements.
 - iii. A lot of person to person contact and follow-up is needed to support the process
 - iv. There is a concern that CSU/CCC reviewer "ties" are (always) broken by an additional CCC reviewer
 - 1. Request for data to determine the prevalence of tie ratings (and who is more likely to say "no")

17. Ed.D. Programs

- a. Legislative report
 - i. Being produced by Joan Bissell, 2012 will be forwarded

18. ASCSU Proactive Strategic Planning Actions (re: A2E)

- a. Not addressed

19. Board of Trustee Agendas & Actions

- a. Not addressed

20. New Business

- a. Incorporated into minutes

21. Adjournment