

Committee on Teacher Education & K-12 Relations (TEKR)
Meeting Summary
September 4, 2003

Attending: Bobbi Bonace, Calvin Kaplan, Marshall Cates (chair), Sam Edelman, Marvin Klein, Tom Krabacher, Barbara Swerkes, James Wheeler

Guests: Nancy Hunt (new senator), Beverly Young (Chancellor's Office)

I. Preliminary Business:

Chair Cates called the meeting to at 10:00AM. Introductions were made and the following committee tasks were assigned:

- Vice Chair (resolutions): Sam Edelman:
- Vice Chair (legislation): Tom Krabacher:
- Webmaster: Sam Edelman
- Recording Secretary (*pro tem*): Tom Krabacher
- Senate Office Contact Person: Shirley Sparkman

II. Reports:

1. Chair Cates reported on the following:

- A.** Associate Vice Chancellor David Spence spoke with executive committee regarding early assessment.
- B.** An academic conference on facilitating early transfer is currently scheduled for December 4-6, 2003. Venue will be the LAX Radisson.
- C.** A social get-together was scheduled to follow the day's plenary session.

2. Beverly Young:

- A.** distributed the following reports on behalf the Chancellor's Office:
 - Teacher Education Annual Report (primary audience: policy & law makers)
 - President's Commission Report on Teacher Education (focus: secondary education)
 - Faculty Reading Document
- B.** announced that the next President's Commission (under President Welty) would convene later in September; its topic: preparing education administrators. The specific goal will to develop strategies for reversing the recent removing the responsibility for preparing education administrators out from traditional institutions of higher education. The CSU needs to begin addressing this.
- C.** provided a status report on the state of the joint doctorate in education (the Ed.D.) on various CSU campuses. Her sense is that it is not working in large part due to a lack on commitment on the part of the UC. She was asked what outcome measures were being used to determine whether joint programs are working; she replied that joint programs would be considered to be working effectively when equivalent resources were provided to both the CSU and UC campuses and a sense of equal partnership and responsibilities had emerged. There is concern the UC sometimes treats CSU faculty as little more than subcontractors.

D. reported on possibilities for a program of joint curriculum development between the CSU and NASA; representatives from all CSU campuses are involved in the discussions. A more detailed report on this will take place at a future meeting.

III. Old Business:

Federal No Child Left Behind Act (NCLB):

The principle item of old business was an update on the impact of the federal No Child Left Behind Act (NCLB) on teacher preparation in California. While the act applies to K-12 teachers, to date it seems primarily to be focusing on teachers at the elementary levels. The key issue is the Act's provision requiring all teachers to be "highly qualified" in order to teach. The challenge is for California (i.e., the CTC) to clearly identify how prospective teachers can achieve "highly qualified" status. The two most likely routes are to be by (1) completing a subject matter degree (i.e., approved major) in the appropriate field of study, or (2) passing the CSET (California Subject Exam for Teachers). A broad discussion then ensued among committee members as to the best way to assure that CSU trained teachers are "NCLB compliant." Considerable discussion was also given to the implications for the CSU of the anticipated federal requirement that all teachers become "compliant" only by passing a competency exam, such as the CSET; the "approved major" option will no longer be sufficient. The question is how to accommodate this within existing CSU credential programs. Making passing the CSET a precondition for admission to a credential program is one possibility.

The Federal government will also be publishing CSET pass rates for individual campuses, making the comparative ranking of campuses possible. The Committee agreed that crucial to this will be the way in which the data is reported.

Senator Caplan noted that most discussion to date has focused on the multiple subject credential; at some point we need to focus on the single subject programs.

SB 81:

The current status of SB 81 (Alpert) was summarized. Originally the bill would have required development of an Elementary Education degree, but it was later changed to require:

- 120-135 unit blended program
- close articulation with community colleges to facilitate student transfers;

After further negotiation, the following additional changes have been made:

- the 120-135 unit requirement is removed from legislation and moved to Title V;
- it now calls for the development of regional articulation patterns established through regional articulation agreements, guaranteeing that 45-60 units would be transferable from community colleges to their designated CSUs. (See ITP Report below)

IV. New Business:

1. *The ITP Task Force Report:* The ITP (Integrated Teacher Preparation) Task force report contained the framework for an integrated teacher preparation program that would make it possible for students to transfer between 45-60 units towards their baccalaureate degree when transferring from a California community college to the CSU. The proposal calls for:

- 30 units to be transferable statewide;
- 15 additional units to be transferable between institutions within a region;

- 15 additional units potentially transferable between through agreements worked specific agreements developed between individual institutions.

For a total of 45-60 units.

Chair Cates described the regionalization process and then went on to explain the purpose behind the two resolutions TEKR was placing before the full Senate.

As a conclusion to the discussion, chair Cates posed the question: “What issues does TEKR want the task force to look at in regard to single-subject programs?” Considerable discussion ensued but no clear issues were identified.

2. *New Discussion Item: Post Graduate Units:* Prior to breaking for lunch, a new item was introduced for discussion by the Committee: the issue of consistency across campuses regarding the question of identifying and labeling post-graduate units. Although concerns were expressed, no conclusions were reached.

3. *Resolutions:* The committee finalized language on the following two resolutions it was sending forward for consideration by the full senate during the current plenary:

- “Framework for Integrated Teacher Preparation Programs Leading to a Recommendation for a Baccalaureate Degree and a Level 1 Multiple-Subjects Teaching Credential.” (AS-2622-03/AA/TEKR)
- “Articulation Agreements for Multiple Subject Integrated Teacher Preparation Programs: Principles for Formation of Regions” (AS-2623-03/AA/TEKR)

The Committee than met jointly with the Committee for Academic Affairs to reach a agreement on resolution language, given that the resolutions were to be jointly sponsored.

The meeting adjourned at approximately 2:20PM.

--Submitted by Tom Krabacher