

MINUTES OF THE HOUSE COMMITTEE ON EDUCATIONThe meeting was called to order by Representative Don Crumbaker at  
Chairperson3:30 a.m./p.m. on March 24, 1983 in room 423-S of the Capitol.

All members were present except: Representative Bussman who was excused.

## Committee staff present:

Avis Swartzman, Revisor of Statutes  
Ben Barrett, Legislative Research  
JoAnn Mann, Secretary to the Committee

## Conferees appearing before the committee:

Joe McFarland, Board of Regents  
Marilyn Flannigan, Kansas-National Education Association  
Dr. Mac McKenney, United School AdministratorsHCR 5039 - HCR Support recommendations of the Board of Regents defining university preparatory curriculum.Joe McFarland, Board of Regents, supported the legislation and felt implementation of their recommendations would upgrade the quality of both students and teachers. A copy of his testimony is attached. (Attachment A)Marilyn Flannigan, Kansas-National Education Association, supported HCR 5039 and a copy of her testimony is attached. (Attachment B)Dr. Mac McKenney, United School Administrators, opposed the Resolution. He said even though the improvement of curriculum and studies leading to college entrance is a laudable goal it should not become so high a priority that it ignores the needs and rights of access to all students of educational opportunities. A copy of his testimony is attached. (Attachment C)HCR 5001 - Concurrent Resolution Governor to establish task force on lifelong learning.Representative Apt made a conceptual motion to amend to delete any reference to the Task Force. Representative Lowther seconded and the motion carried.Representative Reardon moved to report HCR 5001 favorably as amended. Representative Polson seconded and the motion carried.HCR 5019 - Modifying rules and regulations of board of education, intellectually gifted children.Representative Leach made a motion to report HCR 5019 favorably and Representative Fuller seconded.Representative Myers made a substitute motion to amend in line 56 by striking "either" and on line 58, "rather than high school". Representative Reardon seconded and the motion carried.Representative Myers then moved to report HCR 5019 favorably as amended. Representative Helgerson seconded and the motion carried.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,  
room 423-S, Statehouse, at 3:30 ~~am~~/p.m. on March 24, 1983.

HCR 5029 - A Concurrent Resolution urging support of education programs for pre-school handicapped children.

Representative Lowther moved to report HCR 5029 favorably and Representative Myers seconded. Following committee discussion regarding the January 1984 date when the long-range plan was to be adopted, Representative Lowther withdrew his motion.

Representative Apt then moved to amend by striking "1984" and inserting "1985". Representative Reardon seconded and the motion carried.

Representative Myers moved that HCR 5029 be reported favorably as amended and Representative Brady seconded.

Representative Leach made a substitute motion that HCR 5029, HCR 5033 and HCR 5039 be subjects of an interim study. The Chair ruled the motion out of order.

Voting was held on the original motion and the motion carried.

HCR 5039 - HCR Support recommendations of the Board of Regents defining university preparatory curriculum.

Representative Lowther moved that HCR 5039 be reported favorably. Representative Brady seconded and the motion carried.

Representative Moomaw moved that HCR 5001 be placed on the consent calendar and Representative Hensley seconded. Representative Lowther noted that an amended bill cannot be placed on the consent calendar and the Chair ruled the motion out of order.

HCR 5033 - A Concurrent Resolution urging the Kansas State High School Activities Association to schedule fewer basketball games.

Representative Polson made a motion to report HCR 5033 favorably and Representative Hassler seconded.

Representative Apt made a substitute motion to table and Representative Laird seconded. The motion carried.

The meeting was adjourned.

*Approved by the  
Board of Regents  
State of Kansas  
February 18, 1983*

## KANSAS REGENTS UNIVERSITIES - SECONDARY SCHOOL ARTICULATION

### Introduction

The students who enter Kansas colleges and universities have a variety of backgrounds in English and mathematics. Students differ considerably in the content of their high school courses, the amount of coursework completed, and their levels of learning in basic skills. Because of this, and in light of Kansas' open admission policy, the Regents institutions have of necessity provided multiple levels of freshman courses to accommodate all students. The cost of supplementing high school level work in college and the extra time students must take to achieve college entry level skills strongly suggest the need for a clearly defined college preparatory course to be taken by those high school students who plan to enter college.

### Background

Members of the Council of Chief Academic Officers of the Kansas Board of Regents have been concerned for some time by the necessity for courses supplementing school work at the college level. For many reasons, there appears to be a large variation in the competencies of entering university freshmen in mathematics, English composition, oral expression and reading comprehension. All Regents institutions have found it necessary to

implement transitional academic programs, with their attendant costs in personnel and fiscal resources, to deal with these deficiencies. Public secondary and higher education in Kansas have a joint responsibility to provide quality educational experiences to students who pursue their education at a Regents institution. That responsibility includes a duty to maximize resource efficiency.

It is of critical importance for all students to be provided the opportunity to acquire the necessary academic tools to increase the probability of a successful articulation with higher education. This is especially vital in light of the fact that more students complete high school and take advantage of equal educational opportunity afforded by the state supported institutions of higher education. It is realized that the problems of articulation, as well as their solutions, are multifaceted and bridge the secondary and university levels of education. It is acknowledged that many students are leaving high school ill-prepared for university level work, particularly in the areas of verbal and quantitative skills. Although courses are in place in most high schools, students may choose not to take them realizing that university admission is not contingent upon the courses taken. Lack of motivation, poor study habits, misunderstanding of university requirements, and late decisions to enroll in an institution of higher education all contribute to students being unprepared academically.

In Kansas Regents institutions, there are no admission standards beyond a high school diploma. Further, there is not a recommended college or university preparatory curriculum available for guidance of students contemplating higher education.

### Assumptions

Major assumptions underlying the recommendations that follow are:

- The college preparatory curriculum has not been defined in recent years. This lack of clearly stated academic requirements by Regents institutions represents a void in the information available to the university bound Kansas secondary students;
- Clearly articulated expectations of the academic preparation of the college preparatory student would assist teachers, counselors, and parents in providing appropriate educational experiences for students;
- Students who enter as freshmen possess a variety of competencies and backgrounds in reading, writing, oral expression, and mathematics. They also demonstrate, perhaps not as dramatically, various levels of achievement in the disciplines of the social sciences, natural sciences, and foreign languages;
- High school students would benefit from cooperatively derived curriculum guidelines concerning the requirements of a college preparatory program;
- An academically challenging high school curriculum encompassing the senior year is important in making a successful transition to college level work.

-- The effective use of resources available to Kansas' educators would be enhanced by the articulation of secondary school and university curricula.

### Recommendations

In an effort to provide direction and guidance to students, parents and secondary schools, it is recommended that a Kansas Regents university preparatory curriculum include the following fifteen units:

- 4 units of English
- 3 units of mathematics
- 3 units of social studies
- 3 units of natural sciences
- 2 units of foreign languages

It is further recommended that each of these academic areas consist of the following subject matter content:

- |             |  |
|-------------|--|
| English     | - four units of composition and grammar, including one unit of literature and one unit of oral expression.   |
| Mathematics | - two units of algebra and the remaining unit consisting of one-half unit of geometry and one-half unit of trigonometry with the objective of preparing students for entry level calculus. |

- Social Studies - one unit of American history, one-half unit of government, one-half unit of economics, and one additional social science course.
- Natural Sciences - any combination of two of the three natural sciences (biology, chemistry, physics) which adds to three units or one unit each of biology, chemistry and physics.
- Foreign Languages - two units of one foreign language or one unit each of two foreign languages.

Mr. Crumbaker, members of the committee, my name is Marilyn Flannigan.

I am here representing the Kansas-National Education Association in support of the concept of HCR 5039. We are supporting this resolution with some reservations.

As an Association, we have long supported academic excellence in our public schools. We believe that the guidelines as set forth in this resolution will be of benefit to Kansas and public education in general. We believe this is but one component of a sound educational philosophy.

We believe that those who will receive the greatest benefit from such guidelines are: the colleges and universities since those institutions will be receiving students who will presumably be better prepared to meet the rigors of academic life at the colleges; additionally, there will be a larger market for students entering the field of education so the training institutions will benefit through a higher demand for teachers in those areas; K-NEA will undoubtedly benefit since the number of teachers will increase and thus our potential for membership growth is increased; and I believe the public image of education will improve as a result.

I stated earlier that we have some reservations, and I would like to articulate them now. The first reservation is that the guidelines were developed without consultation with the practitioners in the field. If practitioners are to be a part of the implementation of the guidelines, it seems only appropriate that they should have had a part in the development of the guidelines. The second reservation is that even though we believe the guidelines to be educationally sound, the current situation of a shortage of teachers in the fields specified (Skillett -- Teacher Supply and Demand in Kansas Public Schools, Jan. 1983) would be exacerbated by creating a higher demand for teachers in English, mathematics, social studies, science and foreign languages. The third reservation we have is that the implication of this recommendation is that to be an educated person in Kansas in the future will mean education in math, science, English, social studies and foreign languages and that

all else is irrelevant, insignificant, and ignored. I am confident, however, that the intent of these guidelines was not to establish what might be considered as an elitist curriculum for the college bound student to the exclusion of those students whose plans do not include college.

I appreciate the opportunity to appear before you today.



# UNITED SCHOOL ADMINISTRATORS OF KANSAS

1906 EAST 29TH

TOPEKA, KANSAS 66605

913-267-1471

**JERRY O. SCHREINER**  
EXECUTIVE DIRECTOR

**M.D. "MAC" McKENNEY**  
ASSOCIATE EXECUTIVE DIRECTOR

To: House Education Committee  
From: M. D. McKenney, Associate Executive Director,  
United School Administrators of Kansas  
Subject: Testimony for HCR No. 5039  
Date: March 24, 1983

Mr. Chairman and members of the committee, I appreciate the opportunity to appear before this committee to make comments regarding the content of this resolution. The general concern being addressed in this resolution is shared by all educators who are striving to provide the best possible preparation for their students, not only to succeed in higher education but in any endeavor to which their talents or limitations direct them. Secondary public educators must also provide for the needs of the majority who will not enter a college. Certainly any goal to develop the best programs possible for either group is indeed laudable.

Every teacher in America can share with you the problems faced in our schools as we try to provide ACCESS to quality education AT ANY LEVEL to our citizens. That is the ingredient in American education that sets it apart from education in other countries. The educators and board members of Kansas are already committed to high standards but many are not able to provide the educational programs outlined in this resolution. Line 43 of this resolution suggests that counselors, teachers, administrators and board members have not addressed this issue with the establishment of local guides and recommendations to student who are college-bound. Such a generality is not true and given the time necessary to survey Kansas high schools' statements and recommendations made to college bound students would, I believe, indicate the inaccuracy in that assumption.

There is a rule of thumb in the research on public education that is sometimes referred to as the "natural grade spread" which means that regardless of the grade level being assessed, there will be a spread of achievement in that grade equal to the number of the grade. Example: A typical sixth grade class will contain students whose achievement will vary three years below the norm of the sixth grade to three years above. Our elementary and secondary schools must be able to provide compensatory education at all levels and teachers and administrators understand the concern the faculty members of the Regents Institutions are expressing through their board and through this resolution. The language of this resolution starting at line 25 could be paraphrased by the substitution of the words high schools for colleges and universities. But they do not have the right nor the motivation to sweep this problem aside by establishing standards which will eventually make the problem go away.

We are also concerned about what will be provided for the slower learners who will be capable of completing a program in a Regents institution, though with greater difficulty and at a slower pace than those institutions would like. We are concerned that in the future, that kind of student may have access to one of our universities only through a community college or no access at all.

On line 46 of the resolution the assumption is made that there has been "consultation with the State Board of Education and representatives of public schools." I cannot speak to the consultation with the State Board of Education. I began receiving questions about the plan when it was made available to district administrators, many of them indignant and questioning whose input went into the plan. I made an effort to determine where that input came from and in what amount. I found that only on one occasion, a meeting of a group known as the "Council of Superintendents", was the content of the Regent's Plan for Articulation, upon which this resolution is apparently based, ever presented. That group had no input into the plan, nor did any other group of educators that I can find as stated in the Articulation Plan. The reaction of the Council of Superintendents to the plan is substantially the same as outlined in my remarks, as indicated by the communication I have had with some of those members.

At that meeting superintendents pointed out the difficulty of obtaining teachers in such areas as mathematics, science, secondary reading and foreign languages, all of which would be necessary to provide the program outlined in the Regent's Articulation Plan. Many districts will have a difficult task in the near future providing even a minimal program in math and sciences given the present availability of teachers and the alarming decline in students entering those teaching fields. For several years the private sector has been raiding the math and science departments of secondary schools and doubling their salaries almost immediately. Though neither the resolution nor the Regent's Articulation Plan require them, I hasten to point out that there are other areas of education which also have significant shortages such as special education, industrial, technical and vocational education.

I close by stating that we believe working toward improvement of curriculum and studies leading to college entrance is a laudable goal but should not become so high a priority that it contributes to a new philosophy or development of an elitist society while ignoring the needs and right of access to ALL students to all kinds of educational opportunities in Kansas.