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Curriculum Committee Minutes

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10-10-2019

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# UMN MORRIS CURRICULUM COMMITTEE

2019-2020 Meeting #3 Minutes

October 10, 2019, 11:40 a.m., Moccasin Flower Room

Members Present: Janet Ericksen (Chair), Stacey Aronson, Stephanie Ferrian, Simón Franco, Stephen Gross, Arne Kildegaard, Ben Narvaez, Denise Odello, Peh Ng, Gwen Rudney, Julia Scovil, Jeri Squier, Josh Westfield

Members Absent: John Barber, Adrienne Conley, Stephen Crabtree

Others present: Rebecca Dean, Kiel Harell

## **In these minutes: Elementary Education Program Review presentation**

### #1 Welcome and announcements

Student representation has changed. Anika Finken and John Barber switched committee assignments and Josh Westfield joined. GenEd work groups were adjusted.

### #2 Approval of Minutes

MOTION (Franco, Ng) made to approve the minutes from Meeting #1 on September 12, 2019. VOTE: Motion passed.

MOTION (Franco, Ng) made to approve the minutes from Meeting #2 on September 26, 2019. Ng requested that the work groups for GenEd be updated to reflect the student members. VOTE: Motion passed.

Call for EDP and ICDP proposals. Ericksen asked the group how much in advance do you need to review proposals. Asking for 2 weeks. Ericksen will be asking for volunteers for the review subcommittee at the next meeting. She will send out the call for proposals with a deadline of November 1, 2019.

### #3 Academic Program Review: Elementary Education

Kiel Harrell, discipline coordinator for elementary education, was present. This is an opportunity to share strengths, challenges, etc. and answer questions. Elementary Ed is both a major and a licensure program – state approved and nationally accredited. Those other networks create some of the strengths and challenges. The structure is a cohort program – one for the junior class and one for the senior class – which is valuable for the students and faculty. Staff meet every week to discuss the cohorts. The connections with local schools is also a strength of the program and leads to good placements. Challenges with staffing continue, but the additional tenure-track position this year will help. Faculty are working to fit all licensure items in and give a broad liberal arts education. This has historically been a large major – close to 100 in 5 years. Cohorts are now about 20/year.

Faculty need to continue to respond to changes and build more relationships with schools. One way they've done this by bringing together teachers and UMN Morris faculty and staff last year at Southside.

One area of discussion was the need for Native licensed teachers. Can paras be given opportunities to become teachers? The faculty are always talking program redesign, always looking for ways to make program more accessible and easier to complete, and ways to meet better the needs of schools.

How many EI Ed students have 2<sup>nd</sup> majors? They get additional endorsements, but not many have double majors or minors. Maybe 10-20% get endorsements. One challenge is the risk of extending their timeline for graduation.

Ericksen asked about Native students who are new students here. Can language instruction be a cohort? Harell doesn't believe we have enough courses in Native language for licensure. Schools are looking for elementary educators who are Native. Harell stated they would need an expert to contract with for Native languages, and world languages fit into Secondary Ed. There is a tremendous number of regulations to meet when a licensure area is added. Too, elders still determine Native language proficiency and make the final determination. We do, though, have alumni who are teaching at tribal schools. A 30-person cohort would drastically increase the number of licensed teachers in Minnesota. South Dakota has different licensing requirements. Education is interested in increasing the number of Native teachers and is doing a lot of work on this. Dr. Jane Harstad, Director of the Office of Indian Education visited in late September. Darlene St. Clair will be on campus later this semester to lead a day-long training. Faculty are reaching out and creating opportunities and connections.

Kildegaard asked if some of the Social Science offerings would be helpful to Education. They are accepted to meet requirements of Education major and students are encouraged to take them to meet general requirements. Psychology classes can replace some Ed requirements; this was the structure in the past, but it went away, and Ed now offers a course that covers the required material. Might it return to Psych? There has been turnover in Psychology –someone else is now teaching Child Development. Discussion about 2 credit vs. 4 credit course to reach licensure requirements. How many standards are met in courses? Courses need to be efficient. It was encouraged to use other disciplines to meet the requirements. Rudney and Harell both expressed interest in this.

Education is required to track teacher placement. Virtually 100% of their graduates go into the field of education – most are in their area of record. They are often offered positions during their student teaching, and overall, Morris EI Ed graduates are getting hired and doing well. The program is required to send surveys to graduates and their employers.

The program does, though, have room for more students in the cohorts. Nationwide, there are reasons that numbers are down. At one time, EI Ed was told they were

preparing too many teachers, then the standards increased, and they were producing too few teachers. The program tries to keep up with demand and requirements.

Elementary Education offers an important cross-cultural field experience in Chicago. Students who don't participate in the Chicago trip go to Willmar or Tiospa Zina. Chicago is often affordable, but there is a \$350 fee. Transportation is covered, parking, housing, additional background check. Food is not covered, but breakfast is provided at the hotel (and bread and peanut butter).

Franco asked about the possibility of a non-teaching degree option—higher ed/administrator emphasis. There are some courses that could be applied, but no one to direct it at this point. Working with adults would be good for the community, and the EI Ed faculty are open to this idea. The program is at this point definitely built to meet the teaching licensure requirements. They do have students, however, who are unable to complete student teaching successfully or to pass the licensure exam. They then can shift fairly easily to an area of concentration so that they can graduate, although accreditors count non-completers against the program.

Gross asked about tracking graduates. Education is required to track to a certain point. Are they persisting in education? Are they successful if they leave education? If they do leave, did they change their minds or fail? They can change their mind, and it is not a failure of the program. The reason people leave is often based in the school.

EIEd is not just K-6 curriculum – students don't do cutting and pasting. The program prepares students for working with groups of students/people at their level, and graduates are liberally educated. Squier encouraged those words to be added to the student learning outcomes. Advisors could also use it to speak with students.

#### #4 Working groups: General Education

Ng asked if more clarity will be sent out to the group regarding the basic parameters for GenEd program proposals. Quick discussion about the program guidelines. Ericksen will clarify further when this is sent out to the campus. The remainder of the meeting was spent working in the GenEd sub-groups.

Submitted by Robyn VanEps