
Academic Council Meeting Minutes

Friday, April 5, 2024

Call to Order

A special meeting of the Academic Council was held via Zoom on Friday, April 5, 2024.

Voting members in attendance included Barbara Hunter, James Kline, Johnny Aldan Lisa Lunde, Kathy Winkfield, Kelsey McClellan, Mary Tabarsi Tsang, and William Hunter.

Voting members not in attendance: Beylul Solomon, Christine Inos, Isabel Matsunaga, Roland Merar, Velma Deleon Guerrero, and Zerlyn Taimanao.

Non-voting members in attendance: Geri Rodgers

Guests: Randy Yates

The meeting was called to order at 9:00 a.m.

Adoption of Agenda and Minutes

The agenda was presented to the Council by James Kline who was serving as the Chair for the meeting. Kelsey McClellan made a motion to adopt the agenda. The motion was adopted unanimously.

The minutes for the March 1, 2024, meeting was presented to the Council by James Kline. There were no changes made to the minutes. Kathy Winkfield made a motion to adopt the minutes. The minutes were adopted unanimously.

Announcements

- A. None.

Reports

- A. None.

Old Business

- A. Self-study Review starting January 2024. Recommendation for periodic review every 3 years.
 - a. This agenda item was tabled.

New Business

- A. AC Bylaws. Is there a need to update? Last updated Spring of 2021
 - a. This agenda item was tabled.

Course Guides and Individualized Degree Plans for Review

- A. Prior to reviewing the course guides, there was extensive discussion on the needs assessment. James Kline stated that Council members had divided up the course guides for the M.A. in Teaching and asked whether any course guides listed on the agenda have already been approved.
- a. Kathy Winkfield stated that none of the course guides were approved since Velma Deleon Guerrero had requested to see a needs assessment from the School of Education. Randy Yates stated that he had sent out the results of the needs assessment a few days after Velma Deleon Guerrero had made the request.
- i. Kathy Winkfield asked to see the survey that was sent out to the schools for the needs assessment. Randy Yates summarized some of the questions that were asked on the needs assessment. He stated that he was only allowed to send out the survey to the administrators and not the teachers. In addition, he shared his screen and read out the results of the needs assessment to Council members (VELMA: perhaps include a link to the needs assessment Randy provided?).
 - ii. Geri Rodgers inquired on how many schools were contacted for the needs assessment and Randy Yates stated that all the schools responded (100% response rate). Will Hunter asked when the last time the Framingham Master's program was offered, and Randy Yates responded that the last time it was offered was 4-5 years ago and graduating approximately 15 students each academic year.
 - iii. Lisa Lunde asked whether there were specific questions asked on the needs assessment since Randy Yates only provided general statements from the needs assessment. Randy Yates stated that the needs assessment didn't ask for specific data, it only asked administrators to report on what was needed to get the program started. He explained that NMC President, Galvin Deleon Guerrero, had asked him to get the program started right away so he conducted a survey monkey to administrators after receiving permission from the Commissioner of Education, Alfred Ada, and called and spoke to administrators over the phone if they had not responded to the survey and filled in their responses for them. He stated that the questions asked were whether they had teachers that were not certified within the field that they were teaching and whether there were teachers that had a Bachelor's degree in Education for the elementary level and teachers that had a degree but not in education for the high school levels. He also indicated that there were some teachers who had Education degrees with a concentration in Rehabilitation and Human Services that were teaching – but were not fully trained as elementary school teachers. He stated that it was a very basic questionnaire.
 - iv. Geri Rodgers stated that the needs assessment needs details, methods, and specific numbers and not only percentages reported. She emphasized that it would be needed for accreditation. Randy Yates stated that it would be under the substantive change that they were in the process of building.
 - v. Mary Tabarsi Tsang stated that it would be good to have had focus groups and explained that she also spoke with other teachers who were also excited for the program. However, others stated that there would be little interest because teachers wouldn't get paid more money if they had a

Master's degree and asked whether that was still the case when the needs assessment was conducted in 2022. Randy Yates responded that he always told students that the more education they had, the more qualified and marketable they would be in their careers. He added that it is important that "we don't teach just for here in the CNMI" and that there are schools elsewhere that may pay more and that there was additional pay at the time for teachers with Master's degree at CNMI PSS when he conducted the needs assessment.

- vi. Johnny Aldan asked whether the degree for M.A. in Teaching would be valid for graduates moving outside of the CNMI and Randy Yates stated it would be valid once the program has received accreditation.
- vii. James Kline asked whether Council members were satisfied by the assessment summary or whether they had any additional comments before reviewing the course guides. Geri Rodgers stated that for OIE, the needs assessment needs to be more robust than what was presented, including copies of the survey and addressing Mary Tabarsi Tsang's comments about the lack of increased pay for teachers with M.A. degrees since students would in the CNMI would not receive a return on their investment. Other Council members agreed with this suggestion. Geri Rodgers also asked whether approving the needs assessment was contingent on reviewing the course guides and Kathy Winkfield stated that it was the reason why Velma DLG had requested the needs assessment first. However, Mary Tabarsi Tsang felt that although the needs assessment was not adequate, "time was of the essence" and suggested reviewing the course guides in tandem since the needs assessment would still have to go on to the College Council as well as the Board of Regents.
- viii. James Kline agreed and stated that the course guides could be reviewed while the needs assessment was being revised.

B. Foundations of Teaching and Learning (EDUC 511)

- a. James Kline stated that this course guide had been reviewed by Council members in a prior meeting and asked if there were any additional comments or feedback.
- b. Geri Rodgers asked that the contact hours be more specific instead of "3 per week/45 per semester." Thus, it was modified to "45 contact hours per semester".
- c. Kathy Winkfield asked for clarification on what "Cultural Competence Reflection" means under *Assessment Measure of Student Learning Outcomes*. Changed to "Cultural Awareness".
- d. Lisa Lunde asked about the prerequisite being "enrollment into the Master's program" and Randy Yates said that had been discussed before and that it is an enrollment question with OAR since this is the first course on the IDP. Standardize to state "M.A. in Teaching program" across all course guides for the program
- e. He asked Council members whether they could make a motion to approve the course guide or whether they should wait on the submission of the revised needs assessment.
- f. Kelsey McClellan made a motion to adopt the course guide with changes. Although not unanimous, four Council members voted in favor of the motion, and the course guide was adopted.

C. Learning Theory, Development, and Research (EDUC 521)

- a. Randy Yates stated that the course guide for EDUC 521 was reviewed in a previous meeting and that he had made all the recommended changes. He added that for *Contact Hours*, he had looked at other course guides which only stated, “3 per week/45 per semester”. Thus, James Kline asked Council members whether they wanted to leave it as-is or whether they wanted to modify it as was done for the EDUC 511 course guide that was adopted in the current meeting. Council members stated that it should be standardized to “3 hours per week/45 hours per semester.”
- b. Mary Tabarsi Tsang stated that there was another course on the IDP that focused on research (Education in Research – EDUC 525). She wanted clarification on how much research would be involved in this course and whether it would be focused on learning theory and research or conducting actual research. She expressed concern about the course title having “Research” included if students were not doing actual research.
 - i. Randy Yates responded that this course was going to be introductory while the other course (EDUC 525) would be focused on writing a research paper. He further explained that EDUC 521 would emphasize how to use research that has already been developed for education. After a brief discussion, the course title was changed to “Learning Theory and Development.”
- c. The other recommendation from the Council included changing the verb for SLO 2.0 from “Use” to “Utilize” under the *Student Learning Outcomes* section.
- d. Mary Tabarsi Tsang made a motion to adopt the course guide for EDUC 521 with changes. The course guide was adopted unanimously.

D. Research in Education (EDUC 525)

- a. The course guide for EDUC 525 was presented to the Council. James Kline whether Council members had reviewed the course guide since there were only minimal comments made by Geri Rodgers that appeared on the document. Mary Tabarsi Tsang stated that she had reviewed the course guide and that all her comments had been “resolved” by Randy Yates thus were not showing any longer. Randy Yates affirmed that he had made the changes she requested and resolved the comments.
- b. Kelsey McClellan noted that under the *Course Activities and Design* section, it stated “IRB guidelines” as part of the course activities. However, since the institution does not have an IRB, she asked whether the plan was to develop an agreement with the University of Guam or whether there were other plans.
 - i. Randy Yates explained that there is an agreement for an IRB with the University of Hawaii, however he stated that President Galvin Deleon Guerrero wants to create an IRB at NMC.
 - ii. Kelsey McClellan asked whether the agreement for an IRB with the University of Hawaii was for the entire institution or whether it was for the course. Randy Yates responded that he thought it was for the institution but was not sure.
- c. Kathy Winkfield requested that “IRB” be spelled out.

- d. Council members also made the following recommendation under the *Student Learning Outcomes* section: change all verbs ending in “-ing” to their present tense.
 - e. Will Hunter made a motion to adopt the course guide with changes. Although not unanimous, four Council members voted in favor of the motion, and the course guide was adopted.
- E. Assessment and Instructional Design and Delivery for Diverse Learning (EDUC 550)
- a. Mary Tabarsi Tsang stated that the title had too many “and” in the title and Council members agreed. Thus, the title of the course was modified to “Assessment and Instructional Design for Diverse Learners”.
 - b. The following changes were made by the Council: add “hours” under *Contact Hours* section; modify “Projects which may include Culturally Response Teaching and Inclusive Assessment” to “Culturally Responsive Teaching and Inclusive Assessment projects” under *Assessment Measure for Student Learning Outcomes* section; and under *Student Learning Outcomes* section, delete SLO 2.0 (Create a variety of formative and summative assessments that align with learning objectives) and SLO 9.0 (Identify ethical considerations in assessment); modify wording of SLO 3.0, 6.0, and 8.0.
 - c. Geri Rodgers who had made the changes to the SLO section, indicated that she was consolidating Student Learning Outcomes where she found them repetitive but stated that she would defer to Randy Yates as the Proposer and all other Council members. Randy Yates agreed with her edits and accepted her changes.
 - d. Lisa Lunde asked whether the courses would be starting in Fall 2024 as stated on the title page. Randy Yates explained that courses could not begin until they had gone through the appropriate review channels (i.e. Academic Council, College Council, Board of Regents, WSCUC, etc.) but that he had put in an effective date of Fall 2024 so they could get the process started. Geri Rodgers suggested removing Fall 2024 since there was no approval date yet. Barbara Hunter suggested putting “Fall 2024 (Pending WSCUC Approval)” for *Effective Semester/Session* and all Council members agreed that all the other course guides for the M.A. in Teaching should have those changes made as well.
 - e. Will Hunter made a motion to adopt the course guide with changes. The motion was seconded and adopted.
- F. Effective Design and Management of the Classroom Environment (EDUC 551)
- a. The following changes were made by the Council: change effective date to state “Pending WSCUC Approval”; add “hours” under *Contact Hours* section; delete “icebreaker and introductions” and “school psychologist” from *Course Activities and Design* section; and change “graduate-level course” to “Master-level course” under *Catalog Course Description* section. (*Note: additional edits may have been made by Council members, but all those comments had been resolved by Randy Yates prior to the meeting thus not included in the meeting minutes*).
 - b. Mary Tabarsi Tsang made a motion to adopt the course guide with changes and Kelsey McClellan seconded the motion. There were only 2 visible votes on the Zoom video for adopting the course guide and 1 vote abstaining. All other members either did not vote or had their videos turned off. However, James Kline stated that the course guide was adopted.

G. Diversity in the Classroom (EDUC 555)

- a. Lisa Lunde stated that Kathy Winkfield had to leave the meeting and that she would be acting as her proxy. She stated that this was one of the course guides that she had been assigned to review.
- b. Randy Yates stated he would correct the *Effective Semester* section for all remaining EDUC course guides.
- c. Council members requested the following changes: remove title of the course from the *Reason for initiating, revising, or cancelling* section and *Purpose* section state “This course is...”
- d. Lisa Lunde stated that there were several courses with “Diversity” in the titles on the IDP and whether it was necessary to have so many courses with diversity in the course titles. Randy Yates explained that this was a “more advanced class” but that he would need to go back and check.
- e. Mary Tabarsi Tsang requested that the course guide be tabled. She stated that Lisa Lunde had a valid point regarding the three course names having “diversity” in the title. She explained that although diversity is extremely important, she suggested that Randy Yates (or someone in the program) could create a spreadsheet of the 3 courses with “diversity” in their title indicating how they are the same and how they are different, when they are taught, etc. She stated that EDUC 555 appears to be more introductory but is higher up on the IDP. Randy Yates stated he would provide that information.
- f. No votes were made on the request to table the course guide.
- g. James Kline stated that the Council would not be able to get through all the course guides at the meeting and that they had made significant progress. Mary Tabarsi Tsang made a motion to adjourn the meeting. James Kline reminded Council members that the next meeting will be held on April 19th, 2024, to get through the remaining course guides for the M.A. in Teaching.

Adjournment

The meeting was adjourned at 10:55 a.m.

Beylul Solomon

Secretary

Date of approval
