

IC Minutes 09/23/22

Northland Pioneer College

Instructional Council (IC)

09/23/22

Meeting Minutes

[Agenda Packet](#)

[Task List](#)

Voting Members Present:

Pat Lopez, Wes King, Ruth Creek, Xander Henderson, Eleanore Hempsey, Wei Ma, Renee Freese, Jeremy Raisor, Susan Hoffman, Kurry Klingel as proxy for Rachel Arroyo-Townsend, Michelle Prentice

Advisory Members Present:

Michael Solomonson, Cassie Dows, Donna Krieser, Luann Crosby

Guests:

Allison Landy, Susan Jensen, Melody Niesen, Lia Keenan, Kathleen Berlyn, Kimberly Terry, Shanna Kukla, James Gil, Tamara Osborne, Raeann Brittain, Brian Burson, Kathryn Matott, Mark (no last name given)

1. Roll Call
2. Approval of 09/09/22 IC Minutes (02) – Pat Lopez – (action)
 - a. **MOTION** by Wei Ma to approve 9/9/22 IC meeting minutes
 - b. **SECOND** by Ruth Creek
 - c. **APPROVED** by unanimous vote
3. Updates
 - a. DEI (03) – Melody Niesen – (information)
 - b. SSA – Melody Niesen – (information)
 - c. TAS – none
 - d. DII – none
4. Curriculum
 - a. ACRES
 - i. Proposing and Assessing SPT 3035s in ACRES (04) – Melody Niesen and Michael Broyles – (action)

1. There are currently 12 Speech and Theatre courses that need to be approved in ACRES as part of the 3035 updates
 2. There is a fulltime faculty member in SPT, but he is brand new and so the request is that we proceed as though there is not a content expert as to not overwhelm him
 3. It is believed that Peterson Yazzie, the department chair, will be the proposer
 4. **MOTION** by Xander Henderson to approve the exception as presented
 5. **SECOND** by Wei Ma
 6. **APPROVED** by unanimous vote
 - ii. Approval of new prefixes – Allison Landy – (action pending approval of Ed Prep BAS Request to Proceed – see below)
 - iii. Reminder to get into ACRES and weigh in on the curriculum that is currently waiting for voting
 1. The updating of 3035 paper forms to the digitized ACRES forms requires that voting members review the attached document and ensure that it was transcribed properly into ACRES
- b. New Programs
- i. Request to Proceed for Educator Preparation BAS⁽⁰⁵⁾ – Allison Landy – (action)
 1. This RTP includes changes that will need to occur to the AAEC, the AAS, and the CP which leads to the AAS, because of the necessary alignments of the programs of study
 - a. Early Childhood BAS
 - i. 120 credits required
 - ii. More than 30 credits of general studies
 - iii. Minimum of 30 credits in upper division course work
 - iv. Two new prefixes will be added
 1. EDP – Educator Prep
 - a. This will be used in the future to cover any courses that cover all of teacher preparation
 - b. Future degrees possible would be Elementary, Secondary, and Special Education
 2. MTE – Mathematics for Teacher Education or Educators
 - a. This will be mainly housed out of the math department, but EDP will be working collaboratively with that department to develop the courses
 - b. One of the requirements in the ADOE teacher certification is that an approved educator prep program prove to the review committee that students who come out of our program not only have course content in how to teach, but also in the content they will be teaching.

- c. A question was posed as to whether these MTE courses will replace the current MAT 161 and 162
 - i. These courses may be cross listed in the future, but they will not be going away
 - ii. Those two classes apply to teacher preparation programs at the universities
 - iii. MAT 161 requires MAT 142 as a prerequisite; however, MAT 142 is not required as part of our associate of applied science degree because it can be a significant barrier to completion for many students
 - iv. MTE ### - Math Literacy for Early Educators is the course that will be proposed for this degree in order for the students to be prepared for teaching math to K-3 students
 - v. Students who have already taken MAT 161 will not be required to take the MTE class
 - v. BAS degrees will be accepted at the universities for pursuit of a master's degree
 - 1. One university does have language that could possibly be an issue, Allison is seeking clarification, but does not believe the intent was to exclude BAS degrees
 - vi. Allison has also spoken directly with and received written documentation from the Erikson Institute (the premier institution of HE for Early Childhood degrees) stating that a student from our bachelor's program would be at no disadvantage in their rigorous application process
- 2. **MOTION** by Eleanore Hempsey to approve the Request to Proceed with prefixes
- 3. **SECOND** by Wes King
- 4. **DISCUSSION**
 - a. Concern was shared regarding the proliferation of courses splitting enrollments
 - b. Clarification was requested on the RTP and how it will affect other existing EC programs
 - i. Confirmation was given that there will be modifications done on the AAS and the AAEC as well as the CP

5. **MOTION AMENDED** by Eleanore Hempsey to approve the Request to Proceed for Educator Preparation Programs
6. **SECOND** by Wes King
7. **APPROVED** by unanimous vote
- ii. Approval of new prefix EDP ⁽⁰⁵⁾ – Allison Landy – (action from item 4.a.i above)
 1. **MOTION** by Ruth Creek to approve the new EDP prefix
 2. **SECOND** by Susan Hoffman
 3. **APPROVED** by unanimous vote
- iii. Approval of new prefix MTE ⁽⁰⁵⁾ – Allison Landy – (action from item 4.a.i above)
 1. **MOTION** by Ruth Creek to approve the new MTE prefix
 2. **SECOND** by Wes King
 3. **DISCUSSION**
 - a. The instructors for the MTE courses could be either math qualified or educator prep qualified
 - b. There had been consideration for keeping these math courses for educators in the MAT prefix, but if this was done, an instructor who is hired as an educator prep instructor and is qualified to teach math, would be restricted from instructing these courses
 - c. It may also cause issues with articulation and the AGEC requirements vs Gen Ed
 - d. These courses will be content courses. There will be separate courses on instructing separate courses on math and science pedagogy
 - e. If there is a way to show Pre-K through Kindergarten teachers who may not be well-versed in mathematics, that math can be fun, they may be less likely to pass on math-phobia to the students
 - f. The notion of shifting mathematic identity through connecting with these basic math concepts and understanding why they are critical for young children being taught can lead to a shift in mathematical agency and math identity
 - g. The importance of the Early Childhood educator in math is to instill the foundational knowledge that is needed to be built upon throughout a child's life
 4. **APPROVED** by unanimous vote
- c. Program Modifications
 - i. Request to Proceed - General Education Program ⁽⁰⁶⁾ – James Gil – (action)
 1. In the three sessions of MAT 125 that James has taught, all classes had low enrollment
 2. The math background of the students James taught was very low as well
 3. In discussions with Math department chair, Brian Burson, and Math ATF member, Xander Henderson, it is recommended MAT 125 be replaced with MAT 160 with the following changes:
 - a. Add ANOVA and statistical software to the course content
 - b. Raise the credit hours from 3 to 4
 - c. Change the prerequisite to MAT 152 or instructor's permission
 - ii. **MOTION** by Eleanore Hempsey to approve this Request to Proceed

iii. **SECOND** by Wei Ma

iv. **DISCUSSION**

1. Concern was expressed about the fact that this is a 100-level course that is being compared to a 200-level course at another institution
 - a. This course will have a SUN# that will allow it to transfer as needed
2. Concern was expressed regarding the possibility of changing the required number of credits for a program
 - a. ABUS of Business Accounting will be affected by this, but to get an associate degree in Business Accounting, the student should take at least MAT 142
 - b. Only the Nursing students might potentially be affected, but mainly the effect would be to the order in which they take Pre-calc and Statistics

v. **ABSTAIN** by Xander Henderson

vi. **APPROVED** by majority vote

d. Program Deletions – none

e. Program Suspensions – none

f. Misc. Curriculum

i. ISW prefix (07) – Wei Ma – (discussion)

1. Currently, the ISW course is under an EDU prefix which is housed in the A&S division in the EDU/EDP department, however, the ISW budget is housed in the Instructional Innovation division which causes some confusion as to who/where/how this is managed.
2. This discussion is to get IC's input on this subject
3. Should this type of faculty development even have a prefix
 - a. There are practical considerations such as room and system scheduling
 - b. It also helps track the compensation
 - c. It impacts HR in the bump in adjunct faculty level
 - d. There is a need to have this be a course with prefix
4. This is not available to the general public, it is for DE, adjunct, and contracted faculty
 - a. This could possibly be a new employee-only prefix
 - b. Training prefix might be another option
 - c. Other courses that could be moved under a new prefix for training-in house
 - i. EDU 101 and 102 are tutoring courses that are intended to be for internal use only
 - ii. CPR courses
 - iii. OER course
 - iv. ACRES 101
5. ISW is more of a professional development than education
 - a. It might be a good idea to loop the PD subcommittee in on this
 - b. Original intent of ISW was for those faculty who were content experts but were not trained in instruction.
 - c. ISW was intended to be about teaching practice, not teaching technology

6. There could be some real benefit for college instructors and dual enrollment instructors being in these courses together due to the difference in college teaching versus high school teaching
7. Consensus around creating a special prefix around ITCS courses
 - a. Wei will work with the other stakeholders to put together a recommendation to bring back to IC for approval
5. Old Business (not related to curriculum) – none
6. New Business (not related to curriculum)
 - a. Regional Accreditation terminology ⁽⁰⁸⁾ – Jeremy Raisor – (action)
 - i. During the pandemic, a change was made through the US Department of Education where they no longer recognize the different accrediting bodies as regional and national accreditors
 - ii. NPC references “regional accreditors” in multiple places and this is no longer a recognized label anymore
 - iii. A list was given of some of these references
 - iv. The CHEA – Council for Higher Education Accreditation does recognize the group of accreditors that were designated as regionally accredited
 1. There are pros and cons to tying ourselves to what a third party decides
 2. AS or IC should have a discussion on how to handle this
 - v. There is no reason to believe that this will be changing back anytime soon
 - vi. A question was posed as to why we wouldn’t just change our wording to “accredited” rather than narrowing the college’s ability to make the decision on what is acceptable
 - vii. Perhaps this needs to be a broader discussion as our job descriptions reference “a degree from a regionally accredited institution” and the procedure on faculty qualifications also calls for degrees from a “regionally accredited institutions”
 - viii. NPC does not have to be the purveyor of these institutions regarding what accreditation is acceptable, the US DOE oversees them just as they oversee CHEA to make sure that they are doing their jobs
 - ix. A blanket approach to accreditation isn’t ideal, but we need some guidance on how to handle this now and then return to this at another time for a deeper discussion
 - x. **MOTION** by Eleanore Hempsey in the short term to replace the term “regional accreditation” with the term “CHEA-recognized” throughout the college’s documentation
 - xi. **SECOND** by Xander Henderson
 - xii. **DISCUSSION**
 1. There was a recommendation that a time frame more specific than “short term” be added for clarity
 - xiii. **MOTION AMENDED** by Eleanore Hempsey to replace the term “regional accreditation” with the term “CHEA-recognized” throughout the college’s documentation (no time frame specification)
 - xiv. **SECOND** by Xander Henderson
 - xv. **ABSTAIN** by Michelle Prentice
 - xvi. **APPROVED** by majority vote
 - b. Open Textbook Grant Project ⁽⁰⁹⁾ – Wei Ma – (information)
 - i. We are entering Year Two of this OER project

- ii. There is an opportunity for faculty for some personalized learning and continuing improvement at different levels.
 - iii. It also gives us access to shared resources from other faculty at other institutions
 - iv. We would like to encourage more faculty participation; a call for proposal went out earlier this week
 - 1. Stipends are being provided for:
 - a. Adopting and adapting current OERs already on the website
 - b. Creating your own OERs
 - 2. Deadline for proposals is October 26th
 - v. While this is a great grant opportunity, we need to be cognizant of the limitations our location poses for our students
 - 1. There are ways to work around limitations (PDF books, accessing internet from another location) that we are limited in our ability to fix, such as lack of internet availability in certain areas
 - 2. The idea of OERs is that with a lot of different people looking at a resource, the resource will only get better
 - 3. This project is a good opportunity to interact with other community colleges in the state.
 - 4. The English department was recognized for their pioneering efforts to adopt OERs.
- c. [ASK Extension of Planning Day – Michael Broyles – \(information\)](#)
 - i. This item was accidentally left off the agenda, but was added on (with no objection from the IC members) after the fact due to its time-sensitive nature
 - ii. As ASK assesses their processes, some ASK members will be working on editing the template, and for this reason, Planning Day will likely be pushed back a month.
 - iii. If you have any questions, follow up with Michael Broyles
- 7. Announcements & Reporting of Previous Tasks
- 8. Future Agenda Items
- 9. Adjournment – (action)
 - a. **MOTION** by Eleanore Hempsey
 - b. **SECOND** by Ruth Creek