
Academic Council Meeting Minutes

Friday, March 22, 2024

Call to Order

A special meeting of the Academic Council was held via Zoom on Friday, March 22, 2024.

Voting members in attendance included Beylul Solomon, Isabel Matsunaga, James Kline, Lisa Lunde, Kathy Winkfield, Mary Tabarsi Tsang, Roland Merar, Velma Deleon Guerrero, William Hunter, and Zerlyn Taimanao.

Voting members not in attendance: Barbara Hunter (Proxy = Lisa Lunde), Christine Inos, Johnny Aldan, and Kelsey McClellan.

Non-voting members in attendance: Geri Rodgers

Guests: Denise Myers and Randy Yates

The meeting was called to order at 9:01 a.m.

Adoption of Agenda and Minutes

The agenda was presented to the Council by Velma Deleon Guerrero. Beylul Solomon requested to table the minutes from the March 1, 2024, meeting since they were not finalized yet. Zerlyn Taimanao made a motion to adopt the agenda with changes. The agenda was adopted unanimously.

The minutes for the March 1, 2024, meeting were tabled until the next meeting.

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. Velma Deleon Guerrero stated that Interim Dean Lorraine Maui asked whether the Council's bylaws need to be updated. She said that the bylaws were last updated in 2021 so it should be time to review them again. She explained that one of the reasons this was brought up was in conversation with the Interim Dean that

Academic Unit Heads (AUHs) already serve on a lot of committees and whether it was necessary to also have them serve on Academic Council. Velma Deleon Guerrero asked the Council to consider whether they felt it was sufficient for AUHs to appoint someone to represent them and that it didn't need to necessarily be addressed at today's special meeting. She also asked to confirm in which capacity various voting Council members were serving. The Council composition was confirmed as follows: Mary Tabarsi Tsang (Language & Humanities); James Kline (Social Science & Fine Arts); Kathy Winkfield (Science, Math, Health, & Athletics); Barbara Hunter (Business); Johnny Aldan (Nursing); Roland Merar (Education but his position needs to be switched out to an instructional faculty member next semester); Beylul Solomon and Lisa Lunde (At-large-faculty representatives); Christine Inos (Learning Support Services); Isabel Matsunaga (Registrar); William Hunter (Distance Learning Education); Velma Deleon Guerrero (Liberal Arts); Zerlyn Taimanao (Criminal Justice); and Kelsey McClellan (Natural Resource Management).

- b. Velma Deleon Guerrero requested that the Council discuss this in detail in the next academic year.

Course Guides and Individualized Degree Plans for Review

A. Personal Training (KI 210)

- a. The new course guide for KI 210 was presented to the Council by Denise Myers. She stated that she would be inserting a textbook for the course but that she was waiting for a certification package and would update that section once she received it.
- b. The Council made the following recommendations in addition to minor grammatical changes: add textbook/certification package to *Required Textbook* section; change the verb for SLO 3.0 from "Display an understanding" to "Explain"; separate SLO 6.0 "Demonstrate and monitor exercise techniques" into two separate SLOs (i.e. "Critique exercise technique" and "Demonstrate proper exercise technique."
- c. Beylul Solomon made a motion to adopt the new course guide with changes. The motion was adopted unanimously.

B. Individualized Degree Plan for Master of Arts in Teaching

- a. Prior to presenting the IDP, Velma Deleon Guerrero asked whether there had been a needs assessment conducted for the creation of the Master's degree programs. She shared the Guide to Proposing Program Proposals (GPPP) and asked whether SOE had a report that they could share with the Council since it would be asked at College Council and the Board of Regents down the line.
 - i. Roland Merar stated that the needs assessments have been conducted and all necessary documents were already prepared to be submitted to the College Council. He stated that he wasn't aware that the Academic Council also needed to review the documents and questioned why that was necessary. Velma Deleon Guerrero responded that the Academic Council must review the data for any curricular matters – including new program proposals – before it goes to the College Council. Thus, Randy Yates stated that he would share the data from the community needs assessment with the Council prior to the next meeting.
 - (1) Velma Deleon Guerrero stated that the Council could go ahead and review the course guides but would not be approving them until AC has reviewed the needs assessment.
- b. Velma Deleon Guerrero stated that although the IDP was already approved as the Master of Arts in Teaching with an emphasis in Elementary Education, Randy Yates

asked to bring the IDP back in to reinstate its original degree name – Master of Arts in Teaching.

- i. Randy Yates explained that he had spoken erroneously about making the emphasis only for Elementary Education because it would hinder individuals who wanted to focus beyond that level and that the courses would be relevant to all levels of education, not only elementary. He said that an emphasis or certification can be established by taking the appropriate PRAXIS test in that subject matter. He also explained that this Master's program is a general Master's program that covers all areas. He was hopeful that eventually, the institution would be able to add more degree programs, like secondary education. Thus, he asked for the Council to reassess the name of the program and have it reverted back to its original proposed degree name: Master of Arts in Teaching.
 - (1) Velma Deleon Guerrero stated in the previous meeting, Randy Yates had said that the courses were emphasizing elementary education. Lisa Lunde also added that she recalled that Randy Yates had stated in the previous meeting that it needed to be Elementary Education because there weren't enough personnel to offer a degree for Secondary Education.
 - (a) Randy Yates apologized again that he had misspoken and that the courses would be relevant to all levels of education, not only elementary. He also explained that to teach Secondary Education requires students to major in a particular subject in addition to Education (i.e. Math, Science, etc.) and NMC does not offer those majors. Thus, if someone already has a Bachelor's degree in a subject like Math or Science, then they can get their Master's in Teaching so they would have the Education background as well to be successful in teaching.
 - (2) Velma Deleon Guerrero also confirmed whether this program would be recommended for students who have received their Bachelor's in Education from SOE (i.e. would this simply be a review of everything they learned at the bachelor level?).
 - (a) Randy Yates stated that anyone can register for the degree program. He explained that although several concepts are the same at the Bachelor's or Master's level, the courses at the Master's level are more advanced since they'll be required to do more research as well as a professional paper, in addition to other more advanced concepts.
 - (b) Beylul Solomon also added that typically students who have a Bachelor's degree in Education would specialize in a specific area for their Master's degree (i.e. Leadership, Special Education, etc.). Thus, although it doesn't preclude students from being able to enroll in the M.A. in Teaching, if they already have a B.S. in Education, it would be more beneficial for them to specialize in something else for their M.A.
 - (3) Mary Tabarsi Tsang asked whether the community needs assessment (CNA) addressed whether there was a need for an M.A. in Teaching for current high school teachers and whether discussions were also had with potential students about the creation of the program. Randy Yates stated that he had spoken to principals at the public, private, and parochial schools as well as students while conducting the CNA who stated that there was a need for this program.
- c. Beylul Solomon made a motion to adopt the IDP for M.A. in Teaching with changes. The motion was adopted unanimously. Velma Deleon Guerrero reminded Council members that the IDP would not be effective until all course guides have been approved.

C. Foundations of Teaching and Learning (EDUC 511)

- a. Randy Yates was present to discuss the new course guide for EDUC 511.
- b. Velma Deleon Guerrero commented that under the *Reason for initiating, revising, or canceling* section, it stated the course was being initiated in response to “teacher qualification shortages”. She stated that this is the reason why the Council needs to review the CNA in order to properly understand community needs and the program purpose.
- c. Mary Tabarsi Tsang asked how this program was different from the M.A. degree offered by Framingham State University. Randy Yates explained that Framingham hasn’t been offered at NMC in several years and that he did not look at their program to avoid bias and ensure that the program meets the needs of the CNMI community. He said that he did look at several other programs that he felt met the needs for our community.
- d. There was also discussion on the inclusion of “research facilities” under *Instructional Resources Needed* section. Velma Deleon Guerrero questioned why it was being included in the course guide.
 - i. Beylul Solomon explained that one of President Galvin Deleon Guerrero’s vision was to have NMC become a research institution, thus SOE had requested to have research/lab facilities included as part of its facilities request for the Facilities Master Plan during the planning stages several years ago. Thus, SOE included it as an instructional resource for all Master’s-level course guides.
 - ii. Velma Deleon Guerrero expressed that research facilities are not included in any of the science courses under this section. She felt that this should be part of ongoing discussions with facilities and not in the course guide.
 - (1) After further discussion, Roland Merar agreed to have it removed.
- e. Additional discussion was had with regard to the wordiness of the Instructional Goals. Beylul Solomon stated that most of the Instructional Goals were left wordy since it was at a Master’s level. Thus SOE felt it would have more substance to it by having more description of all goals. However, Council members still felt it was too much, thus all Instructional Goals were pared down.
- f. The Council made the following recommendations in addition to minor grammatical changes: remove “(3)” from the header, remove sentence on teacher shortages from *Purpose* since it was already stated under *Reason for initiating* section; remove the publication year and add “latest edition” under *Required/Recommended Textbook(s)* section; modify *Course Activities & Design* to say “Recommended course activities and designs may include historical...” and add “presentations” to “culturally responsive workshops”; remove “online learning platforms”, “research facilities”, “faculty development”, and “professional development” from *Instructional Resources Needed* section; under *Method of Evaluation*, remove “research” from “research paper”; under *Course Outline*, remove “final exam and course wrap-up” and add application to practice to address simulations; pare down all *Instructional Goals* since they are too wordy; under *Student Learning Outcomes* section, change the verb for SLO 1.0 from “Articulate understanding” to “Explain” and delete “recognizing their implications for contemporary teaching practices; delete second half of SLO 2.0 & 3.0; delete “Engage in reflective teaching practices by critically assessing” from SLO 4.0 and use “Evaluate” as the verb; change the verb for SLO 5.0 to “Apply educational research practices”; delete “Design” from SLO 6.0

and delete “fostering engagement and effective learning experiences for diverse student populations”; and delete “engaging in meaningful discussion, and presenting ideas....” from SLO 7.0.; under *Assessment Measures of Student Learning Outcomes*, delete “on Educational Philosophy” from measure 2.0, delete “Inclusive Teaching” from 3.0, delete 11.0 “Class participation and discussion”, delete “ethical dilemma” from 12.0.

- g. Velma Deleon Guerrero stated that she will note that the Council reviewed the EDUC 511 course guide but that she would like to review the CNA first so see if there were ways to add to the course guide to make it stronger. She said that although the course guide is “good right now”, she felt it would be best to adopt it at a later date once the data from the CNA has been reviewed.
- h. Velma Deleon Guerrero said that since the meeting was almost out of time, she suggested that Council members divide up all the course guides for the M.A. in Teaching since it would be overwhelming for members to review all of them in the short time left in the semester. She stated that it would help get the reviews completed faster. All Council members agreed, and the course guides were divided as follows: Geri Rodgers (EDUC 550 and 551), Kathleen Winkfield (EDUC 555 and EDUC 570), James Kline (EDUC 561), William Hunter (EDUC 585), Zerlyn Taimanao (EDUC 595), and Lisa Lunde and Velma Deleon Guerrero (EDUC 592). Velma Deleon Guerrero thanked all Council members and said the next meeting was scheduled for Friday, April 5, 2024.

Adjournment

The meeting was adjourned at 10:49 a.m.

Beylul Solomon

Secretary

Date of approval
