

School of Teaching and Learning  
October 6, 2008

Agenda:

Old Business

1. Approval of minutes
2. West Fargo kindergarten teachers
3. Lommen renovation
  - a. Holmquist Hall or Plan B
  - b. Moving date-Summer or after Fall Semester
  - c. Logistics
    - i. Boxes
    - ii. Personal items
    - iii. Storage vs. office materials
    - iv. Clean house
4. Policy on renewal, tenure, promotion

New Business

5. Changes to EECE writing requirement (John)-action
6. Core / Major / Related Requirements (Lynn)-action
7. Dual major-handout-what are your thoughts?
8. Summer School
9. Ed 294 –Mary Dosch- discussion
10. Faculty survey (Ann)-discussion
11. Review of STL policies

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**Present:** Lisa Staiger, Barb Worman, Jessica Molstre, Coleen Roller, Barb martin, Lynn Mahlum, Valerie Ritland, Solveig Bartz, Camille Brandt, Steve Grineski, Shirley Johnson, Peggy Rittenhouse, Ann Goldade, Keri DeSutter, Deanne Borgeson, Melody Chuang, Dean Mollerud, Erin Gillett, Teresa Shume, Bruce Harmon, John Benson, Jerry Stigman, Becky Williams, Mary Dosch, Layna Cole, Steve Street, Sue Severson

Approval of minutes for Sept. 22, 2008 meeting. Make correction for Special Education to 494/594. Motion made to accept minutes, seconded. Motion passed.

At the meeting on Sept. 22, there was discussion for offering EECE classes to West Fargo teachers. Erin stated that we are working on meeting those needs.

Lommen renovation. The committee met and they are working on logistics. It is possible we will be moved to Holmquist Hall, but we are not sure if Holmquist is up to code. Dean Walseth has stressed the importance of needing the faculty and staff to be housed together. If Holmquist doesn't work out, Plan B has a variety of options not yet researched. More information will be coming in the next two to four weeks. The move could take place the summer of 2009, or after Fall Semester '09. If we move in the summer, we will continue to teach Fall '09 in Lommen Hall. We will be teaching in new classrooms in January 2010 and storage will be added to the classrooms to meet our needs. We are responsible for packing our own office contents. All personal items should be taken home and they would like us to take home as many books as possible. This would be a good time to "clean house".

Policy on renewal, tenure, promotion. This will be turned over to the committee. They will work on drafting a flow chart or map of this information. Proposal will be presented at the October 20<sup>th</sup> meeting.

John met with EECE faculty on the continuation of the Department Essay. Right now there is a bottleneck for our students trying to get through English 202 and applying for SARTE. A motion was made to change the writing competency for SARTE from six credits of freshman English to three credits; but keep the requirement of six credits of freshman English for the major. There was a second made. Discussion ensued. Motion passed.

Lynn discussed the core/major/related requirements. It was suggested that students with a previous license in teaching, who are adding a licensure in Special Education, Elementary Education, or Early Childhood Education, not be required to take Related Requirements. They must take Core Requirements and Major Requirements. There was much discussion. This should be discussed at the program level and then brought back to the department.

Creating a dual major was discussed. The goal is to conduct curriculum revision based on student exit survey data, communications from local administrators, direction the state of MN is moving and in the process work to consider developing a dual major with all elementary majors attaining licensure in either learning disabilities or emotional/behavior disorders. We will continue to have discussion on this in future faculty meetings.

Summer school may be pared back; we need to advocate for classes that are necessary. Courses will need to be profitable to be offered.

Agenda items 9, 10, and 11 were tabled due to lack of time.

Meeting adjourned: 9:35 am

Attachments--

DRAFT 10/1/08

## EECE/SPED DUAL MAJOR SUMMARY

### Goal:

Conduct curriculum revision based on student exit survey data, communications from local administrators, direction the state of MN is moving and in the process work to develop a dual major with all elementary majors attaining licensure in either learning disabilities or emotional/behavior disorders.

### Basis for a dual major:

- EECE majors need to acquire essential knowledge and skills to work with students with mild disabilities (students with mild disabilities experience most of their school day in the general education classroom).
- SpEd majors need to develop knowledge and skills in the content areas to become "highly qualified" teachers.

### The job market supports this goal.

- There are approximately 200 applicants for Elementary positions in the public schools.
- Special Education majors need to be "highly qualified" in seeking employment.
- Twin Cities administrators are only interested in hiring teachers with multiple licensure. (policy)

### Background Information:

- A MN training program has already developed and is offering a dual major (U of M Duluth; every elementary education major graduates with LD OR EBD licensure).
- Enrollments have decreased in both EECE and SpEd at MSUM. The dual major provides increased enrollment opportunities for both programs.
- Early childhood education and Early Childhood Special Education have already made movement towards common courses.

### Already established:

- We can maintain 128 (vs. 120) credits for a dual major.
- The Standards for Effective Practice are common across the two majors (EECE/SpEd).