

### AcAB Appendix 1 (3/4/14)

The **International Education Committee** met on February 13, 2014. We finalized a report that was sent to President Knapp as a follow-up to our meeting with him in January (attached). This report contains recommendations on an issue forwarded to IEC by the Academic Affairs Board, namely, increasing the number of Hope students who study in off-campus programs. The Committee also approved changes to the application essay question for off-campus study. (Students now need to address how their off-campus study will address the Global Learning Outcomes of Curiosity, Empathy, Knowledge, Responsibility and Self-Awareness.) And the Committee approved going forward with the "Generation Study Abroad Challenge" of the Institute of International Education whereby Hope commits to double the number of students studying abroad by the year 2019, making us eligible for grant money from IIE for this purpose. The Letter of Commitment to IIE was signed by President Knapp and Dean Gonzales.

The Curriculum Committee Meeting took place on Thursday February 20, 2014 at 11:00 a.m. in Martha Miller.

The committee considered 5 proposals and all were approved (the 5<sup>th</sup> proposal was partially deferred for next meeting):

1. Psychology Department: Proposal to drop PSYCH 380, Psychology of Women and add Psychology of Gender in its place (PSYC 382).
2. Biology: Proposals to separate the lab from lectures in BIO 105 and BIO 106. The course numbers and credits will be changed as follows. BIO 105 lecture will remain BIO 105 but change to 3 credits; The lab for BIO 105 will be BIO 107 (1 credit); BIO 106 lecture will remain BIO 106 but change to 3 credits; The lab for BIO 106 will be BIO 108 (1 credit)
3. Biology: Proposal to assign regular course numbers to the current topics courses: Honors Lab: Cells & Genetics will change from BIO 295 to BIO 207/208; Marine Biology will change from BIO 395 to BIO 330, to be cross-listed with PHYS 330; Mathematical Biology will change from BIO 395 to BIO 318 to be cross-listed with MATH 318.
4. Engineering: Proposal to change the title of ENGS 221 Introduction to Solid Mechanics to ENGS 220 Statics, and to change the credit hours for the course from four to three.
5. Dance: Proposals for course and curricular changes to the B.A. in Dance Performance Choreography, the B.A. in Dance Education and to the Dance minor.
  - a) Change DAN 360 Dance Therapy (a three credit course) to Dance/Movement

- Therapy I, (two-credits), and Dance/Movement Therapy II (one-credit).
- b) A new course, Drumming, Percussion and Rhythm for Dance (0.5 credit), to replace DAN 201 Eurhythmics (0.5 credit)..
  - c) Change DAN 370 Laban Movement Analysis and Motif from two credits to three credits. This course includes notation content previously taught in DAN 372 Labanotation, which will be dropped.
  - d) The number of credits required for the B.A. in Dance Performance Choreography is reduced from 59.5 to 57 credits.
  - e) A motion to defer discussion of the proposals to change to the Dance Education Minor for Elementary Certification, the Dance Education Minor for Secondary Certification and the Dance Education Major for K-12 Certification was moved

Miguel Abrahantes

**TEC MEETING**  
**VanZoeren 247**  
**4:00 to 5:30 p.m.**  
**2.25.11**

Purpose: Now that Superintendents, Principals and Teachers are now being judged by various standardized test scores, finding placements for teacher candidates (student teachers) has become increasingly difficult. Districts are reluctant to entrust valuable teaching time to teacher candidates who are in the process of completing their teacher preparation. It's to everyone's benefit to have highly qualified, well trained teachers in classrooms to increase student achievement. This is a local, state and national economic issue. Therefore, it is imperative to find a mutually beneficial solution to this problem.

We divided into three groups to brainstorm possible alternative models to the current traditional student teaching model. Some of the thoughts and ideas are listed below.

**THOUGHTS AND IDEAS**

This group discussed the Co-teaching model of student teaching and felt that it had merit. We also talked briefly about a resident school type of set up.

- Build rapport with mentor teacher before the student teaching semester begins
- Teacher candidate and mentor teacher set goals for the semester together
- Use a coaching model rather than the “supervising teacher” model. The term supervising teacher can carry punitive connotations. This is a two-way learning street.
- Provide training for the mentor teacher and college supervisor
- Develop a mentor teacher cohort in several districts
- Place the teacher candidate with the mentor teacher in field placements before the student teaching semester
- Give field placement credit for helping in district after school programs (a certified teacher must be the one evaluating the teacher candidate in the field placement).
- Look at designing field placements so that they're more like lab schools, allowing teacher candidates more freedom
- Examine the department's philosophy – how much is accomplished in class vs actually being in a classroom? Are there classes that can be redesigned to allow for more time in the classroom?