

MSA Academics Committee

Minutes

Weds., June 7, 2017, 8 a.m., Room 8A

Present: Lisa A., Markell A., Maggie B., John G., Emily G., Noelle H., Cheri H., Romelle P., Joelle P., Tim T., Bronwyn W., Amanda H., Jenna R., Aaron N., Donna N., Troy N., Patti M., and Deb L. Absent: Courtney H., Hannah K., Kassie L., Jerry S., and Rita W.,

1. Old Business

a. PSEO Task Force update (Lisa):

PSEO Spanish - The task force met with the Spanish dept. to figure out what PSEO Spanish courses align with MSA Spanish classes. The Spanish dept. developed PSEO guidelines based on their research (*see attachment*) and this would be the recommendation starting with the 2018-19 school year. This means students need to be cognizant of their access to Spanish courses at PSEO institutions, if there are placement tests and how that might affect their course options.

There is also an option to speak with a professor at the PSEO institution if students need to be in a different Spanish course. It is understood that this will be decided on a case by case basis. Hypothetically, if a student takes a PSEO Spanish course that does not work with the created chart, a conversation could take place prior to making the decision.

Emily will hear from the students where this new policy does not work. It would then be worked out between the student, the Spanish department, and the PSEO institution.

Will that eliminate Century College for MSA students? Century does not offer higher level Spanish courses that our students need. But, they have an option this year to take an online class through Inver Hills Community College in level 2 Spanish. We have students who have finished their Spanish requirements and will not need to take Spanish as a PSEO student, but there are students who do need to complete this requirement. This will be determined on a case by case basis. We have no control over what Century offers for their courses.

Emily recommends students have a plan A, B, and C in regards to taking PSEO courses due to the unpredictability of what courses are offered at PSEO institutions each year.

Former MSA student Aaron N., who took Spanish II and III at MSA, enrolled in an online Spanish course at Century last year and feels that these courses are much more rigorous than the MSA Spanish guidelines indicate (*see attachment*). The Spanish dept. commented that the MSA Spanish program is more rigorous now than when Aaron attended MSA.

- Aaron stated that the Century coursebook is correct in its description, but is more rigorous than it appears. Because of the change in the MSA Spanish curriculum, he would take Spanish 202 at Century if he were a student here today. (NOTE: Century is only offering Spanish 1011 in Fall 2017)
- MSA Spanish does reading, writing, speaking here at that level. Now our students are beginning to speak in Spanish more in 8th grade than they used to. MSA Spanish includes more conversation and more higher level concepts than previous students experienced. We know MSA kids are behind on speaking fluency, but until the current students move through the Spanish program, we won't have all the information.

It was suggested that an informational meeting be scheduled with families for a discussion about these changes and how that will affect the kids and their opportunities. This item needs more conversation and will be brought to the BOD.

PSEO Weighted Grades - The task force presented several options in regards to the issue of weighting grades for PSEO classes.

1. PSEO grades are not weighted. AP students can ask to have their grades weighted or not. This is our current process.
2. All PSEO and AP students are allowed to ask to have their grades weighted.
3. All PSEO and AP classes are weighted.
4. Go back to non-weighted for all.

Is it fair for the PSEO students? AP is nation wide, PSEO credits are different for each institution, but we are offering 1 credit per course regardless of the PSEO institution credits. Do we know how our students are being affected by weighted or non-weighted grades? It has more to do with scholarships than college acceptance. Every college looks at whether they are weighted or not.

Option 4 still allows us to answer the questions: "Theoretically, if his/her grade was weighted..." we could answer that.

All schools will ask for the GPA and ask if it is weighted and what scale is used.

The only high school that was weighting PSEO classes is Burnsville. Academically it may be a detriment to students when colleges ask us to unweight grades, depending on how they unweight the grade.

Rita W. sent a statement preferring Option 2. Noelle agrees that students should be able to ask for the option. Math, Science and Spanish courses were all more advanced elsewhere than at MSA.

Should we separate these based on academic and scholarship applications?
Non-weighted grades academically, but the option to weight them for scholarships.

AP being weighted but not PSEO is difficult for the committee to come to an agreement on. Is there a standard or a policy for doing this? If we did option 4, but a request is made for a weighted GPA, we could have a process in place.

This information needs to be shared with all of the MSA community. Who is coming up with the process? Emily will come up with something and bring it back to the committee in the fall.

- b. **WBWF** Goal (Romelle) PBIS is still moving forward with Response to Intervention (RTI). Tom will be in charge of how this is implemented; some study hall time will be dedicated to this.
- c. **2017-2018 Enrollment/Schedules Update** (Joelle)
 - AP Calc BC will proposed as a 0 hour for next year. There are 7 students interested in taking this course. Some are PSEO and some are full time students.
 - Enrollment Update:
 - 6th: 88 students enrolled
 - 7th: 2 students leaving
 - 8th: 2 students leaving (8 siblings on sibling waiting list)
 - 9th: 27 students leaving - will try and fill 9th grade class to the Board approved number of 75 students
 - 10th: 3 students leaving
 - 11th: Board approved 60 students; we are at 59. One spot open.
 - 12th: 2 students leaving
- d. **Policy 616 Update** (Cheri/Maggie) - Maggie and Cheri went over the policy and were left with more questions than answers. Below are some notes about portions of the policy that were questioned:

IV. A. MSA Goals - Is this done through the authorizer? Is it through the WBWF? When does the BOD annually review and approve the broad goals through the authorizer? Does it need to be done differently?

IV.B. What "system" do we have for reviewing all instruction and curriculum? Suggests we need a Curriculum Supervisor. It feels very overwhelming -- it is too big for the committee to take on. This seems like a full time job not a committee issue. Who needs to be on the committee? It makes things difficult to get done. How do we proceed? (Right now each dept. reviews its curriculum, makes curriculum maps, writes course descriptions for MSA course guide)

IV.B.3. - WBWF: In assessing student progress the WBWF compares one cohort of students to another year's cohort of students. Policy 616 seems to state that we need to be able to compare individual student progress. How are we assessing these students? Is this our task? MDE? What models does MDE have for us to use?

IV.D. Needs to be looked at.

IV.D.4.

- a. Romelle advises that the counselor be the Curriculum supervisor (?).
- d. You need to be careful with the BOD student rep being the student at these meetings. (Also, as a BOD committee, there cannot be quorum of BOD members sitting on the Academics Committee) -- Something to consider.

IV.D.6. Authorizing legislation is Statute 120B.11. Encourage this committee to look at the legality of this statute. What is cycle content area? Is it the curriculum maps? Is it the curriculum review (*what is the curriculum review*)?

E and G. - Is this the WBWF? What are "cultural competencies -- what does this look like? Who does this? Do we have guidance? Do we have a diversity director?

This will be brought to the BOD for discussion.

2. New Business

a. AP Calculus - grade-based procedure to transfer to regular Calculus

- Regular Calc 1 is a graduation requirement. We have students who take the AP Calc class and refuse to move back to Calc 1. We would like a procedure in place that if your AP Calc grade falls below C-, you will automatically be placed into Calc 1. If they are not ready for AP, then they will still be able to graduate.
- Let's see how it goes with Calc, and then it can be applied to other AP courses.

- b. **MSA Strategic Plan goals** - which core initiative/performance indicators involve Academic Committee? Review for next year how this fits into the Academic Committee goals. - Tabled due to time
 - c. (2) need to change day of meeting from Wednesday-which day works best; change room?
- c. Suggest to move to Tuesday mornings or a day after school. Moved to Mondays starting in the fall. Location will be 4A.

3. **Next Meeting**

- a. Meetings will held on the first Monday of each month at 8 am in Room 4A. The next meeting will be held Monday, Sept. 11, 2017. Meetings are open to the public.

(ATTACHMENT - MSA/PSEO College Course alignment)

Concordia St. Paul

COURSE	TEXT USED	TOPICS COVERED	EQUIVALENT MSA COURSE
SPA 101	Vistas 1-6	Basic topics (numbers, colors, weather, greetings), present tense verbs, stem-changers, preterite	6th and 7th Grade Spanish
SPA 102	Vistas 7-12	Preterite, comparisons, double object pronouns, reflexive verbs, present progressive (7th Grade Spanish) Irregular Preterite, imperfect (Spanish 1) Commands, subjunctive	Spanish 1 and 2
SPA 201	Vistas 13-18	Subjunctive, perfect tenses, future, conditional	Spanish 3
SPA 202	Suena	Writing, conversation, all verb tenses	Spanish 4
SPA 301	Varies per instructor	Primarily grammar review, writing and conversation sessions. Creative writing, syntax, stylistic and idiomatic language usage. Advanced Spanish translation introduced.	AP
SPA 302	Varies per instructor	Advanced Spanish focusing on vocabulary expansion and conversation. Reading material, class discussion, videos, movies and audio	No equivalent
SPA 401	Varies per instructor	Spanish linguistics, writing and culture	No equivalent
SPA 402	Varies per instructor	Reading literature and some films	No equivalent

Students that have taken ____ at MSA	Take ____ at Concordia
Spanish 2	SPA 201
Spanish 3	SPA 202
Spanish 4	SPA 301
AP Spanish	SPA 302

Century College

COURSE	TEXT USED	TOPICS COVERED	EQUIVALENT MSA COURSE
SPAN 1011		Basic topics (numbers, colors, weather, greetings), present tense verbs, stem-changers (6th grade) Reflexive verbs, demonstrative adjectives (7th grade)	6th Grade Spanish and part of 7th Grade Spanish
SPAN 1012		Present progressive, irregular present tense yo forms, object pronouns, regular preterite (7th grade) Irregular preterite, imperfect, present subjunctive (Spanish 1)	Some of 7th Grade Spanish and Spanish 1
SPAN 2021		Preterite vs. imperfect, double object pronouns, subjunctive vs indicative or infinitive, impersonal se	Review of 6th-8th, Spanish 2 and 3
SPAN 2022		Conditional, future, perfect tenses, imperfect subjunctive, subjunctive perfect tenses, if clauses, literature	Spanish 4

***Only offering Spanish 1011 in the fall of 2017. MSA students will not be able to take Spanish at Century.**

Inver Hills Community College

COURSE	TEXT USED	TOPICS COVERED	EQUIVALENT MSA COURSE
SPAN1101	Vistas Chapters 1-5	Basic topics (numbers, colors, weather, greetings), present tense verbs, stem-changers	6th Grade Spanish
SPAN1102	Vistas Chapters 6-10	Preterite, comparisons, double object pronouns, reflexive verbs, present progressive (7th Grade Spanish) Irregular Preterite, imperfect (Spanish 1)	7th Grade Spanish and part of Spanish 1
SPAN2201	not regularly offered and not on the schedule for 2017-2018		
SPAN2202	not regularly offered and not on the schedule for 2017-2018		

***MSA students will not be able to take Spanish at Inver Hills.**

U of M

COURSE	TEXT USED	TOPICS COVERED	EQUIVALENT MSA COURSE
SPA1001	Gente 1-5, 8-10	Basic Spanish, articles, noun-adjective agreement, present tense, stem-changing verbs, object pronouns, reflexive verbs, comparisons, regular preterite, irregular preterite	6th and 7th Grade Spanish
SPA1002	Gente 11-19	Preterite review, imperfect, commands, more verbs like gustar, present perfect, future, conditional, present subjunctive	Spanish 1 / 2
SPA1003	Conexiones	Review present, preterit, imperfect, future, subjunctive, commands, perfect tenses	Spanish 3/4
SPA 1004	Conexiones	Review preterit vs imperfect, conditional, imperfect subjunctive, pluperfect subjunctive, si clauses, relative pronouns, sequence of tenses, passive voice	AP
SPA 3015	Tradición y cambio		None

Students must take a placement test. Students with 3 or more years of language study should take the EPT test to place into levels 1003-1004.

Students with 5+ years of language study should take the LPE to place into 3000 level courses.

“3000-level Spanish courses are often not open to PSEO student due to limited seats.”

<https://sites.google.com/a/umn.edu/pseostudenthandbook/placement-tests>

Students that have taken ____ at MSA	Take ____
Spanish 1-3	LPE
Spanish 4 - AP Spanish	EPT

St. Paul College

COURSE	TEXT USED	TOPICS COVERED	EQUIVALENT MSA COURSE
SPAN1710	Portales Chapters 1-5	Basic topics (numbers, colors, weather, greetings), present tense verbs, stem-changers, ser and estar, present progressive	6th Grade Spanish
SPAN1720	Portales Chapters 6-10	Preterite, comparisons, double object pronouns, reflexive verbs, (7th Grade Spanish) Irregular Preterite, imperfect (Spanish 1)	7th Grade Spanish and part of Spanish 1, part of Spanish 2
SPAN1730	Portales Chapters 11-15	por, para, subjunctive, commands, present and past perfect, present perfect subjunctive	Some of Spanish 2 and 3
SPAN1740	Portales Chapters 16-18	future, future perfect, conditional, conditional perfect, past perfect subjunctive, present subjunctive review	Spanish 4

*Offers the CLEP test which grants college credit. The test costs \$85 plus a \$20 fee to the school. If students get a good enough score they can get credit for SPAN1710 and SPAN1720. The CLEP test is not required to place into a level. It is optional to receive credit to replace the first two levels offered.

<https://www.saintpaul.edu/admissions/Pages/CLEP-Information.aspx>

Students that have taken ____ at MSA	Take ____ at St. Paul College
Spanish 2	SPAN 1730
Spanish 3	SPAN 1740

Metro State

Students that have taken ____ at MSA	Take ____ at Metro State
Spanish 1	SPAN 102
Spanish 2	SPAN 201
Spanish 3	SPAN 202

(ATTACHMENT - student email addressing PSEO Spanish course alignment)

Dear Ms. Howe,

Thank you for letting me voice my experiences on the decisions regarding Spanish classes at the local colleges. These are the notes I prepared for the meeting. I didn't get to share all of my thoughts, but thought you might be interested. What follows is a brief summary of my experience with the class at Century College. I hope you will share it with your committee.

My interactions with the Spanish department at Century College began when I was a junior at MSA. Before registering for classes at Century, I contacted one of the Spanish professors at Century (Barbara Kennedy). I emailed her asking what Spanish class I should take, and gave her a summary of what I had learned at MSA.

I met with Sra. Kennedy and was able to get a better idea of what Spanish class I should take. She recommended that I take beginning Spanish 2. However, because I was interested in applying to some very prestigious colleges (MIT, Princeton, Purdue, Cal Tech, etc.), I decided to take Intermediate Spanish 1. The reasoning behind this was that I would be able to show these schools that I was taking a rigorous language class.

Intermediate Spanish 1 at Century College is only offered in the spring, and because of my schedule I had to wait until my senior year to actually take the class. At Century, Intermediate Spanish 1 is a 5 credit class, and I found it to be a lot of work. (Keep in mind that I was a straight A student at MSA, and had never thought that my previous Spanish classes were too difficult.) Because of my busy senior schedule, I chose to take the online version of the class.

Intermediate Spanish 1 at Century had many different assignments. Each week we were tasked with reading 1-2 chapters in the online textbook. We had to learn new vocabulary for each chapter, and reviewed a different verb tense each week. (Until we ran out of tenses). Our homework assignments included watching short videos in Spanish and answering comprehensive questions as well as multiple page papers entirely in Spanish. These papers were assigned every week or two. In addition to this, we had homework from the textbook to do, which was usually about 10 pages worth of homework per week. In addition to all of this, we had a class forum where we were required to answer questions weekly. Lastly, and probably the most rewarding, we were required to spend 1 hour in the language lab at Century each week. In this lab we spoke with a native Spanish speaker using only Spanish, and had conversations about the subjects presented in the textbook. Having conversations in Spanish with this group of 3 to 4 students in the language lab each week was very rewarding for me, and my Spanish speaking abilities grew substantially because of this course at Century College.

Now, when I say that this class is rigorous, I mean it was VERY HARD. I urge you to keep in mind what kind of student I was. I took calculus (with ease) as a freshman in high school, and had taken calculus 4 (formally called linear algebra and differential equations) by my senior year. I also was able to complete two years of an electrical engineering degree while doing PSEO. (Keep in mind that electrical engineering is one of the most difficult engineering majors to pursue - second to chemical engineering.) While doing this, I kept a 3.9 GPA and got A's in nearly every class I took. If you like, you can confirm the type of student I was with Ms. Howe or Ms. Zachman.

I was quite shocked when I saw that Intermediate Spanish 1 at Century was listed as being equivalent to 6-8 grade Spanish at MSA. This is a second year college level class that is usually only taken by students wishing to minor in Spanish. It is my opinion that Intermediate Spanish 1 at Century, and in

some cases beginning Spanish 2 at Century should be counted as a third and final year of high school Spanish at MSA. I urge you to speak with the faculty at Century College as well as former MSA students who took Spanish at Century before finalizing this decision.

In closing, I would like to remind you that Century College is one of the best community colleges in the country, and is a “feeder school” for the University of Minnesota (a top 20 college nationwide). My spanish classes from Century College, as well as all of my classes taken at Century College, earned credit at the University of Minnesota. The fact that MSA is debating whether or not this class is rigorous enough to be counted for credit towards high school graduation boggles my mind.

Thank you for letting me express my experiences on this matter, and feel free to reach out to me with any other questions.

Thanks again,
~Aaron N.
Class of 2016