Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Bonita “Bonnie” Andrys  Credential Field: English/Liberal Arts

Year and Semester[s] of Sabbatical: 2007-2008 School Year; Spring Semester

Name and Title of Responsible Administrator: Michael Normandin, EGF Academic Dean

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my sabbatical was to explore how the teaching of writing is done today in light of the multi-media options now available to students and schools. The written word on a simple white piece of paper is “not enough” anymore. Students, as they learn to write with computers, must now also be more aware of format and how the words on the page are designed, and how the entire design and content affects the intended audience. I also proposed the creation of a new course, “The Short Story,” to add to the EGF Liberal Arts menu. Since I had the time, I also created another course, “Community Service Writing,” which is a technical writing course but included writing for social organizations and agencies throughout the community, which would incorporate community service learning at the same time. I also visited with other college faculty (Creighton University and the University of Nebraska – Omaha) about the teaching of writing today, and while in Omaha, attended a conference about the use of Wiki’s in the college writing classroom.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

As part of this sabbatical plan, I did a review of the literature (Appendix A: Books Read). I intend to bring this research information back to the campus’s English teachers for discussion and possible changes in how we teach writing.

Another part of my sabbatical plan was to create a new course to add to the Liberal Arts menu. I actually ended up creating two courses: “The
Short Story” and “Community Service Writing.” The EGF English faculty has, for some time, wanted to expand our course offerings as some of our students are saying they have “run out of courses to take.” Earlier the EGF English faculty approached Academic Affairs and Standards Council about the creation of course number called “Special Topics,” where English faculty could offer a course of their particular forte and/or interest, while expanding the curricula with a variety of genres related to English. The AASC has rejected that idea, so my option was to present the courses as separate English courses.

I reviewed what other MnSCU colleges and universities were doing in light of English curricula, and most of them did, in fact, offer Special Topics in English, more specifically, many of the colleges and universities I reviewed did, indeed, offer “The Short Story” and “Technical Writing” (which is similar to “Community Service Writing” only with a different intended audience) [See Appendices B & C: “The Short Story” and “Community Service Writing.”

After the courses were written, I forward them to the English faculty of the entire college for their questions, input, and support. For “The Short Story” all EGF English Faculty gave their support and felt it would be a wonderful addition to our Liberal Arts menu. However, only two of the four English Faculty on the TRF campus responded to the request. Both of them felt that the course was not necessary, as short stories could be covered in our “Intro to Lit” course. The other two TRF English Faculty did not respond at all.

For the “Community Service Writing” course, again, I forwarded the course to all English Faculty on both campuses for their input and support. Again, all four EGF English faculty offered the support and were excited about adding it to our Liberal Arts menu. Only one TRF English faculty responded, and her only comment was “Interesting.” The other three TRF English Faculty did not respond at all.

I then sent both courses forward to AASC for approval and later received notification that both courses were denied because “they did not have approval from all faculty.” I also later discovered that several TRF English faculty were present at the AASC meeting to argue against the courses. I, the author of the courses, was not present, nor was I asked or invited to attend the meeting to present my proposals. So, in reality, both courses were “sandbagged” by the TRF Faculty without any input, consultation, or conversation with me or other EGF English Faculty. I did, however, do what I set out to do – create a course to add to the Liberal Arts menu. It is unfortunate the courses were not properly presented or approved, especially in light of the similar courses offered at other four-year colleges and universities within the MnSCU system.
A third part of my sabbatical plan included attending a conference: "The Wide World of Wikis: Teaching and Learning in Wikispace." I went to visit Creighton University and University of Nebraska – Omaha English faculty members. I met individually with six different English faculty. We discussed the teaching of writing in light of today’s multi-media. I also attended the conference mentioned above (Appendix D: Creighton University Conference).

I have written a brief report regarding my visits with the English faculty, and I have created a powerpoint about the use of Wiki’s in the classroom to share with any interested NCTC English faculty (Appendices E & F: “Report of Faculty Discussions” and “The Wide World of Wikis: Teaching and Learning in Wikispace.”)

3. ACTIVITIES OF MY SABBATICAL PLAN:

As far as my sabbatical plan is concerned, I did, indeed, accomplish what I set out to do:

1. I read books and magazines related to the teaching of writing.
2. I created “The Short Story” for approval by AASC.
3. I created “Community Service Writing” for approval by AASC.
4. I visited with six different English professors from Creighton University and UNO’s English Departments. These discussions are detailed in a brief report.
5. I attended a conference about using Wiki’s to teaching writing at Creighton University.
6. I created a power point related to the Wiki Conference to share with any interested NCTC English faculty.

I would like to take this opportunity to thank the College administration for the opportunity to broaden my awareness about the teaching of writing in today’s college classrooms. I also enjoyed creating two new courses for the Liberal Arts menu. Both courses, though rejected by NCTC’s AASC, were replicated at other MnSCU colleges and universities which only affirms that the EGF English faculty is on the right track. We hope that we will not forever be prevented from expanding our list of courses/coursework for our campus’s students.

4. RESULTS OF MY SABBATICAL PLAN:

1. The EGF NCTC’s English faculty will need to discuss the future of the English department, our mission, and our philosophy for teaching composition at the college- and developmental-levels.
2. If enough EGF English Faculty are interested, we could explore the
use of Wiki’s in the classroom with the support of the IT Department (as server spaced would be required).

3. The EGF English Faculty will have figure out a way to expand our Liberal Arts menu – for the sake of our students.

5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.

Appendix A: Books Read (literature review)

Appendix B: “The Short Story” Course Proposal for the MnTC and NCTC’s AASC

Appendix C: “Community Service Writing” Proposal for the MnTC and NCTC’s AASC

Appendix D: “Discussion of Teaching Writing Reports” with Creighton University Faculty and University of Nebraska—Omaha Faculty English faculty

D-1: Interview with Robert Whipple, Ph.D.
Creighton University

D-2: Interview with Susan Weber, Ph.D.
University of Nebraska – Omaha

D-3: Interview with Maggie Christensen, Ph.D.
University of Nebraska – Omaha

D-4: Interview with Lynette Leonard, Ph.D.
University of Nebraska – Omaha

D-5: Interview with Dori Richards, Ph.D. & Nora Bacon, Ph.D.
University of Nebraska – Omaha

D-6: Interview with Sean Meehan, Ph.D.
University of Nebraska – Omaha

D-7: Interview with Jon Schrage, Ph.D.
Creighton University

D-8: Interview with Matt Barton, Ph.D.
Creighton University
Appendix E: Power Point: “Using Wiki’s in the Classroom”
Appendix F: Power Point: “Why Use a Wiki to Teach Writing”
Appendix G: Power Point: “Wiki Writing Tips”

Signature of Faculty _____________________________ Date _____________________________

COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member’s sabbatical report with the faculty member.

____ This report is satisfactory for the following reasons:

____ This report is satisfactory with the following conditions:

____ This report is not satisfactory for the following reasons:
Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Why Use a Wiki to Teach Writing?

Bonnie Andrys
May 2008
in fulfillment of sabbatical requirements
"No, you weren't downloaded. Your were born."
Helping students take control of their own learning is one of the most important challenges facing teachers. The (inquiry or constructivist) approach is based on providing students with opportunities to formulate their own research and create “artifacts” or “products” that demonstrate their understanding and skill development. However, it often becomes glaringly obvious that “research” to many students involves taking the information from the first couple of web sites that appear from a Google search, cobbling it together and “voila” - there it is. This is a long way from the goal of students as knowledge “producers”. Teaching students how to evaluate the reliability of information remains one of the most important literacy skills.
The overarching research question addressed here is “How are teachers using wikis for writing tasks in education and writing instruction?”
6 Common Purposes

- Collaboration
- Facilitation of Work
- Audience Extension
- Knowledge-building and Reflection
- Effective Writing
- Multimodal Literacy
Types of Collaboration

- Single texts
- Multiple texts
- Inter-Classroom
- Cross-Classroom
- Inter-University/College

Collaboration makes students responsible for their own learning and the learning of others.
• Central location affords collaborative opportunities:

**Group Work**

Cooperation Mechanism (Pulled vs. Pushed)

**Collaboration**
• Facilitation of Work

  Reading Reflection
  Reading Response
  Central Location

  Limits negotiation of mediums
  Provides avenues for:
  Collaboration
  Student Work
  Reading Response
  Audience Extension
• Audience Extension

...encouraged by

Peer Review

Social Space

Community

Audience Extension
“...one of the main benefits of teaching writing in a large scale wiki environment is that it replaces the writing teacher with a real audience and allows the teachers to truly coach the writers to create more effective prose...”

(Bob Cummings, WPA-L)

Audience Extension
Audience made more concrete challenges the authority of:

Teacher
Author

...fundamentally transform identify by clarifying the audience’s access to the text.

Audience Extension
Knowledge Building and Reflection

Critical Knowledge Reflection

Challenge foundational knowledge schemes

Knowledge Building
Shared meaning making…

“the multiple participants and discourse threads” in wikis, “need to be seen as integral to shared meaning making in a process that involves both peer and educator mediation”
Effective Writing

Improved Writing

Accommodates writing as process
Changes students’ perceptions of the nature of writing

Effective Writing
Did it improve writing?
    Yes, students write frequently without a lot of “fuss.”
Did it accommodate writing?
    Yes, it forced students to be critical thinkers/practitioners.
Did it change students’ perceptions of writing?
    Yes the wiki shows students how writing process develops and how they think. Plus, they post as often as they wish without being graded for everything, and use of the “history tab” allows us to assess student learning.
New Media Stories
Subjectivity, Feminism and Narrative Structures
Aim:
Examine multimodality and interpret how it has been used to represent subjectivity, temporality and multiple worlds
Definitions

Web Fiction: A “born online” narrative (created specifically for the online environment)

Mimesis: A literary theory of the representation of reality (Auerbach)

Multi-mimesis: An interpretation of mimesis within the online environment as a feminist theorising of representation
Findings

Born digital fictions engage more fully with multimodality and demand different degrees of reader interaction than disk-bound hypertexts.
No single image, no single sound, no single story can *fully* represent the characters of each story.

Just as they are multimodal, so too are the fictions.
Multi-Modal Literacy

… “giving students the skills and literacies to be able to express themselves in many different ways” and “developing the critical mindset that they can learn to adapt and engage these literacies”

--Chad Cross
Wikis…

cross boundaries
(images, audios, blogs, etc.)

Offer associate links

Incorporate various Modalities

Multi-Modal Literacy
The Future of Wiki Writing

• …is bright, but also challenging
Wiki Writing: Tips and Suggestions

Bonnie Andrysys
May 2008
In fulfillment of sabbatical requirements
“Wysiwyg”

• Wiki

“What you see is what you get”
Setting Up a Wiki

• Most wiki software is free software. However, you will still need to pay for hosting.

• Usually this costs about $10 - $15 per month, although you may be able to work with your college to host the wiki software for you.
Setting Up a Wiki

- You may or may not need significant expertise to set up a wiki.
- Some hosts have an automated system that installs the wiki software for you.
- It is recommended that you research this option before committing to a host.
Setting Up a Wiki

- Site5 (http://www.site5.com) is a host to take a look at, though there are many more who offer wiki software.
Setting Up a Wiki

• The most popular wiki software is mediawiki, which is what Wikipedia and Wikibooks run on.

• However, remember that you may not need to download the file yourself if it is available on your commercial host (or college host).
Setting Up a Wiki

• The easiest options are WetPaint and Google Sites, which are free-to-use and do require installation.
• PBWiki is another popular choice but will take some expertise to set up.
• There are dozens of other options, and many programs are not offering wiki-like features. You can easily find these programs by typing their name into Google’s search engine.
What to Do with a Wiki

• The best use of wikis is collaborative, multi-author writing.
• It is also best if the documents has multiple “pages” or sections rather than existing on one big page.
What to Do with a Wiki

• Possible assignments:
  – Guidebooks
  – Document Plans
  – Reference
  – Study Guides
What to Do with a Wiki

• Wikis also work well for de-centered classrooms.

• For example, you could have your students use wikis to compose a list of readings or even the syllabus.
Tips for Using Wikis

• Create a Wiki Policy Page to establish guidelines and “etiquette”
• Wikipedia has an enormous policy between “freedom” and “anarchy.”
• YouTube: “Wikis in Plain English”
• Include Proofreading Bloopers
• Including Proofreading Symbols
Tips for Using Wikis

• Avoid Wikis for personal or subjective assignments
• This includes personal essays, resumes, reports, biographies, or any sort of document whose grade will depend on a single student’s work.
• If the assignment doesn’t involve collaboration and multi-authorship, it’s really not suitable for wikis.
Tips for Using Wikis

• One nice thing about wiki writing is that you can have students look at the versions and discuss or analyze how the composition process took place.

• You could also talk about the importance of negotiating authorship via the comments wiki writers make when they make changes.
Tips for Using Wikis

• If someone’s changes are continuously reverted (rolled back), you can take that opportunity to explain how communities control test – i.e., the implicit and explicit norms and rules that determine what is acceptable.
Tips for Using Wikis

• You can GRADE the wiki by balancing a holistic score with individual contributions.
• One recommendation is to use a self-evaluation form to help the teacher assess the individual contributions.
Appendix A. Books Read


Appendix B: “The Short Story” Proposal for AASC

Northland Community and Technical College
Common Course Outline
Date: March 24, 2008

ENGL 2xxx
The Short Story

Credits: 3
Lecture/lab/OJT: 3/0/0

Course Description:
(Fulfills MNTC Area 6) This course is designed for the General Education student who has fulfilled their written communication requirement or its equivalent. This course is an introduction to the short story genre, emphasizing major writers from various cultures of a modern, contemporary, and global world. Included in the appreciation for the short story, students will look at historical aspects and mindset of each story, as well as major issues, character, plot, theme, point of view, setting, tone, style and other literary devices as they function within the context of a particular story. Students will analyze and compare literature, especially the short story form, in order to understand the scope and variety of the human experience and the techniques used by authors to capture the experience. The analysis and comparison will be done using standard bibliographic citation methods and critical analysis of the literary works.

Prerequisite: Completion of READ0098 and ENGL0090 with a “C” or higher, or equivalent Accuplacer scores in lieu of READ0098 and ENGL0090.
Recommendation: Completion of ENGL 1111 with a grade of “C” or higher.

Indicate which area of the Minnesota transfer curriculum is satisfied, if any: The Humanities: Arts, and Literature, and Philosophy.

Learner outcomes: (suggested 2 -- 6 outcomes per credit)
1. Students will learn the necessary terminology to discuss and write about literature, especially the elements of the short story.
2. Students will write on a level appropriate to college work in critical analyses of literature.
3. Students will compare and contrast the literary elements used in a variety of short stories.
4. Students will write reflectively to support their interpretations of a short story using appropriate terminology, evidence and/or research material.
5. Students will accurately cite research material in defense of their critical opinions about the literary works and their interpretations.
Students will effectively participate in group discussions of the critical merits of the literary works and their interpretations with emphasis on listening, critical and reflective thinking, and responding.

**Suggested methods of Learner Outcomes assessment:**
1. Reflective and research-based essays
2. In-class discussion activities
3. Small group discussions
4. Instructor, peer, and self-assessment
5. Tests and quizzes

**Institutional Learner Outcomes addressed:**
Foundation Skills
Thinking Skills
Applied & Information Technology

**Suggested Methods of Institutional Learner Outcomes assessment:**
Same as above.
Course Prefix and Number: ENGL2xxx (to be assigned)
Course Name: The Short Story

Person submitting: Bonnie Andrys        Date: April 2008

Goal 6: The Humanities — the Arts, Literature, and Philosophy
Goal: To expand students' knowledge of the human condition and human cultures, especially in relations to behavior, ideas, and values, expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Competencies:

A. Understand selected short story literary works as expressions of individual and human values within an historical and social context.

Objectives:
1. Read and review selected works critically.
2. Demonstrate understanding of the literary elements used in short stories.
3. Demonstrate understanding of the social significance of a short story and literary works through in-class and small group discussions with appropriate sociological references.
4. Demonstrate, in writing and/or discussion, awareness of the scope and variety of short story works in the areas of the arts and/or humanities.

Activities:
Activities can include, but are not limited to, in-class and small group discussion, in- and out-of-class writing assignments, in-class and out-of-class reading of short stories, and objective quizzes and tests.

Assessment:
Students will demonstrate proficiency in each of the above-listed objectives through in class discussion participation, small group discussions, and through peer-review comments.
B. Respond critically to works in the arts and humanities

**Objectives:**
1. Read and review selected works critically.
2. Explain how short stories are expressions of individual and human values within historical and social contexts.
3. Analyze and/or critically evaluate works of human imagination and thought in discussion and/or writing.
4. Engage in the creative process or interpretive performance.

**Activities:**
Activities can include, but are not limited to, in-class and small group discussion, in- and out-of-class writing assignments, in-class and out-of class reading of short stories, and objective quizzes and tests.

**Assessment:**
Students will demonstrate proficiency in each of the above-listed objectives through in class discussion participation, small group discussions, and through peer-review comments.

C. Articulate an informed personal reaction to works in the arts and/or humanities.

**Objectives:**
1. Cultivate an appreciation for literature and develop the skills of close reading and analyses of selected works
2. Articulate analysis of short stories in terms of literary elements of the short stories
3. Evaluate each author’s work in terms of narrative style and descriptive technique in terms of narrative style, language, tone or mood, and literary conventions
4. Compare and contrast the principal characters in each short story, their actions and their motives
5. Analyze examples of literary stylistic devices used by the authors, such as symbolism, imagery, irony, etc.
6. Explain how those works are expressions of individual and human values within historical and social contexts.
7. When appropriate, compare and contrast the elements of several of the cultures depicted in the stories studied.
Support from Faculty

A majority of faculty offered support for the offering of this course. Most four-year colleges and universities offer special topics in particular disciplines, and faculty members with a certain expertise may offer their specialty coursework. Northland recently approved the *Literature and Film* course which is a clear example of the kinds of special topics that could be offered within one discipline, in this case English.

A very small number of faculty, however, felt that the short story genre could be covered in the ENGL 1126 “Intro to Literature” course. While certainly the short story could be covered as one type of literature, it would be disingenuous to spend the entire semester on the short story when students are supposed to receive a “big picture” of the types of literature available in the discipline of English. For those who feel this genre could be covered in the ENGL 1126 “Intro to Lit” course, one could also argue that there would not be a need for an American or British Lit course either, because those, too, could be covered in the “Intro to Lit” course, but again, the depth would be sorely lacking.

For the majority of the faculty who offered their support for the Short Story course, we feel there is not enough time in the “Intro to Lit” course to give the genre of short stories the focus it deserves. “The Short Story” course would be a deeper focus on a vital area of literature than could be done in the Intro to Literature course. “The Short Story” course would also make a useful addition to our current English inventory, particularly for Liberal Arts students or any other students needing an Area 6: Humanities course.

Similar Courses Offered at Partner Institutions

**Metropolitan State University**

*Lit 301: The Short Story*

4 Credits

This course is designed to help students read short stories with enjoyment, understanding and critical appreciation. It emphasizes twentieth-century writers including women, ethnic and minority writers, and writers both within and outside the European literary tradition.

**Minnesota State University – Moorhead**

*English 183: Introduction to the American Short Story*

3 credits

(This course fulfills Inner Core Competency #6: The Humanities – Arts, Literature & Philosophy)

This course is designed for the student who has fulfilled their Written Communication requirement or its equivalent. This course is an introduction to the American short story, emphasizing major American writers from the nineteenth and twentieth centuries and from various cultures in modern/contemporary America. Included is a view of each historical period and mindset of the study of ideas, major issues, character, plot, theme,
point of view, setting, tone, style and other literary devices as they function within the context of a particular story.

Southwest Minnesota State University -- Marshall
LIT 262 (LAC, T) Short Story
3 credits
This course introduces students to the short story as a literary form.
Appendix C: “Community Service Writing” Proposal for AASC

Northland Community and Technical College
Common Course Outline
Date: March 24, 2008

ENGL 2xxx
Community Service Writing

Credits: 3
Lecture/lab/OJT: 3/0/0

Course Description:
(Fulfills MNTC Areas 2 & 9) This course is designed for the General Education student who has fulfilled their written communication requirement or its equivalent. Community Service Writing is a service-learning course designed to integrate the worlds of the campus and the community. Students in the class will learn not only from reading, writing, and discussion but from experience volunteering in community-based organizations.

Prerequisite: Completion of ENGL 1111 with a grade of “C” or higher.

Indicate which area of the Minnesota transfer curriculum is satisfied, if any:
Area 2: Critical Thinking; Area 9: Ethical & Civic Responsibility

Learner outcomes: (suggested 2 -- 6 outcomes per credit)

7. Students will write on a level appropriate to college work in critical analyses of a variety of written documents.
8. Students will compare and contrast the technical writing conventions used in a variety of written documents.
9. Students will interpret the culture of a local community-based organization and the population it serves.
10. Students will ascertain the social issues addressed by a community organization.
11. Students will demonstrate the relationship between text and context and between written documents and the social settings in which they function.
12. Students will write reflectively to support their interpretations of an organization’s specific needs using appropriate terminology, evidence and/or research material.
13. Students will accurately cite research material in defense of their documents created for a community-based organization.
14. Students will effectively participate in group discussions of the critical merits of the technical documents and their interpretations with emphasis on listening, critical and reflective thinking, and responding.
15. Student will perform ten hours of “direct service” at a community-based organization undertaking tasks to meet the needs of the organization’s clients (e.g., tutoring ESL students, acting as a conversation partner to someone learning English, stocking the pantry at the local food shelf).

16. Students will perform “indirect service” by writing documents – newsletter articles, fundraising letters, fact sheets, brochures – to advance the work of the organization.

**Suggested methods of Learner Outcomes assessment:**

6. Reflective and research-based essays
7. In-class discussion activities
8. Small group discussions
9. Instructor, peer, and self-assessment
10. Tests and quizzes

**Institutional Learner Outcomes addressed:**
Foundation Skills
Thinking Skills
Applied & Information Technology

**Suggested Methods of Institutional Learner Outcomes assessment:**
Same as above.
Course Prefix and Number: ENGL2xxx (to be assigned)
Course Name: Community Service Writing

Person submitting: Bonnie Andrys    Date: April 2008

Goal 2: Critical Thinking
Goal: To develop thinkers who are able to unify factual, creative, rational, and valuesensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Competencies:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which they can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 9: Ethical and Civic Responsibility
Goal: To develop students’ capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and other’s positions, be part of the free exchange of ideas, and function as public-minded citizens.

Competencies:
1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

**Objectives:**

**A. Understand the relationship between academia and the larger community**

1. Read and review selected works critically.
2. Demonstrate understanding of the literary elements used in technical writing.
3. Demonstrate, in writing and/or discussion, awareness of the scope of technical writing in the areas of critical thinking and ethical and civic responsibilities.
4. Record and reflect on service experience.

**Activities:**

Activities can include, but are not limited to, in-class and small group discussion, in- and out-of-class writing assignments, in-class and out-of-class reading of technical documents, and objective quizzes and tests.

**Assessment:**

Students will demonstrate proficiency in each of the above-listed objectives through in class discussion participation, small group discussions, and through peer-review comments.

**Objectives:**

**B. Understand the relationship between technical writing and a specific audience, including the historical and social values assumptions**

1. Read and review selected works critically.
2. Respond critically to technical documents.
3. Demonstrate understanding of the social significance of a local community organization through in-class and small group discussions with appropriate sociological references.
4. Complete a genre analysis focused on a document characteristic of the chosen community agency.
5. Compare and contrast academic and community-based tasks.
Activities:
Activities can include, but are not limited to, in-class and small group discussion, in- and out-of-class writing assignments, in-class and out-of class reading of short stories, and objective quizzes and tests.

Assessment:
Students will demonstrate proficiency in each of the above-listed objectives through in class discussion participation, small group discussions, and through peer-review comments.

Objectives:
C. Perform genre analysis in relation to social issues relevant to community service
1. Cultivate an appreciation for the culture of a local community organization.
2. Articulate analysis of written documents in terms of appropriate elements, conventions, and techniques of technical writing.
3. Evaluate the rhetorical demands of specific written documents and conventions governing the genres produced.
4. Compare and contrast written documents of a variety of local community organizations.
5. Create cover memo, project proposal, project planning form, and audience analysis worksheets.
Faculty Support
Community Service Writing is a unique focus on technical writing. While technical writing is functional writing, Community Service Writing has a ground-breaking “twist” that allows us to combine Service Learning with technical writing. Additionally, this course clearly meets the critical thinking and ethical/civic responsibility requirements of the Minnesota Transfer Curriculum. This course in not intended to be a substitution for Comp I, Comp II, or Technical Writing. It is designed for students looking for more writing and more Liberal Arts (which is important, because the College wouldn’t want students who haven’t successfully completed Comp I to represent us in the Community). Community Service Writing would also be a way of demonstrating how our College meets Criteria 5 of the NCA accreditation: Engagement and Service.

Similar Courses Offered at Partner Institutions

Minnesota State University – Moorhead
ENGL 286 [E/W] Practical Writing 3 credits

Study and practice in writing non-academic material linked to the experiences of daily life and to practical career situations. Prerequisite: ENGL 101

Southwest Minnesota State – Marshall
ENGL 492: Theory and Practice of Professional Writing (capstone) 3 credits

This course is a final course in sequence of writing courses. Students are involved with various service-learning options that provide them with opportunities to work with non-profit agencies to develop “real world,” usable texts (in contrast to texts written for academic contexts) for those agencies.

Winona State University ENGL 211 Writing in Communities 3 credits

The study and practice of writing as a means of participation in a diverse, democratic, and literate society. Offered yearly. Grade only. Prerequisite: ENGL 111.
Appendix D-1. Discussions about Writing
Sabbatical Report: Interview with Robert Whipple, Ph.D.

Robert Whipple, Ph.D.
A.F. Jacobson Chair in Communications
Creighton University
Omaha, NE

Bob is the chair of the English Department for Creighton University. I asked him what kinds of technology he uses or recommends to teach writing and what direction is the teaching of writing going in.

One piece of technology he uses is called “Angel Learning.” Angel Learning is a web-based teaching and learning tools that allow teachers to get perspective on student performance, take action to interact and intervene, and to see the results of their students’ achievements. Angel delivers immediate visibility into key course metrics instantly at login. Academic performance and student activity are automatically assembled, quickly communicating behavior, participation and performance with options to take immediate action.

Angel Learning allows teachers to:
- Configure, customize, display, and share course reports via a easy-to-learn and use console
- Monitors performance and patterns of activity in real time
- Easily pinpoints at-risk behavior
- Intervene proactively

Another type of technology Bob uses is the “blog.” The blog is short for “web log” and is usually maintained by an individual with regular entries of commentary, descriptions of events, or other such material, such as graphics or video. Entries are commonly displayed in reverse chronological order. Bob uses blogs to provide commentary or new on a particular subject from his course. He can also use a blog to link to other blogs. Most blogs, though, are primarily textual.

Web 2.0 is a term describing the trend in the use of technology that aims to enhance information sharing, especially collaboration among users. Use of Web 2.0 creates web-based communities, which can be especially useful to allow students in a class to collaborate on ideas and projects, e.g., discussion, posting papers, uploading multi-media, post.

Bob uses such technology to not only teach writing but also technological literacy. Today’s students use technology with ease. He feels his best use of
the technology to teach writing includes discussions, sharing presentations, offer a historical view to writing (back to the printing press), share videos, audios, and podcasts. There is clearly a discussion that needs to be had among teachers of writing about “traditional ink” (ink on tree carcasses) versus writing with technology. One of his favorite assignments is to ask students to write/create a rhetorical autobiography that makes students demonstrate what they have learned related to technical literacy.

This discussion has made clear the end result runs everything (outcomes). Walvord from the School of Education at Notre Dame says, “Instruction about audience is vital when it comes to writing.”

The Webriary is another valuable tool for teachers and students. It provides links to current media, e.g., “Shift Happens” on YouTube.

Another useful assignment related to writing in the 21st century is an “Impact Project.” This assignment has students (1) pick a technology, (2) research and write a historical background of this technology, (3) discuss the social impact of this technology, (4) discuss the intended and unintended effects of this technology, and (5) write about the moral and ethical implications of this technology.

Do students write better with technology? That is not really the right question. It’s irrelevant, really. Today’s students write with technology – and they always have! Our job then, as teachers of writing, is to make them more adept communicators, to teach them to become better with technology in the 21st century.
Susan is the chair of the English Department for the University of Nebraska – Omaha. I asked her what kinds of technology she uses (or could recommend) to teach writing and what direction is the teaching of writing going in.

After a lengthy conversation about the use of technology in the writing classroom, Susan, an administrator, says that staff training is important to ensure the success of integrating technology into writing. Instilling comfort and confidence in the faculty is essential to classroom success.

Quoting Lee (Lee, 2001), Susan said faculty fears regarding technology create barriers that can be broken down into four main categories: concerns of individual incompatibility, concerns of the unknown, concerns of organizational support, and concerns of organization incompatibility. In order to ensure success of technology in the classroom, these fears and concerns would have to be carefully managed, both from the instructor and student perspectives.

Teachers need to “be the technology” by modeling its use in the classroom (Mills and Tincher, 2002). Teachers, then, must fully prepare themselves and allow the technology to have an impact on how and what is taught – which is a significant change in methodology.

At UNO, the first technology introduced was the use of WebCT. Teachers were given training in this online management platform, and it was decided that students must become familiar with the technology early on in their academic careers, namely the freshman year.

Susan recommends careful thought regarding Fox’s theories of teaching: transfer theory, shaping theory, traveling theory, and growing theory. These theories relate to the context of fitting modern technology into established teaching (Fox, 1983; Siemer-Matravers, 2000). In transfer theory, learning is seen as a process in which knowledge represents a commodity that needs to be transferred from the teacher to the learning. An example of this can be seen in document dissemination to freshmen students.
The shaping theory advocates the learner as having to be shaped into a particular specification, demonstrate a particular task, and put into practice by the student.

In the growing theory, the teacher can be viewed as a gardener within the students’ minds: emphasizing the development of the learner as a human. UNO, for example, viewed the integration of WebCT’s technology as a way to improve retention and promote student success within the context of the University’s strategic plans.

Teachers need to have a discussion regarding the pedagogy behind the use of technology in their classrooms, specifically dealing with the objective of good teaching practice.

In conclusion, Susan’s advice is to examine and implement the use of technology into the Freshman year, e.g., a Freshman Seminar-type session, thus removing barriers to integrating technology into the classes, both for the students and for the instructors. The success of such a format must have support among all instructional faculty and administration. Her suggestions have been verified by the sources listed below.

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*College Teaching Methods & Styles Journal* – Second Quarter 2006
Volume 2, Number 2

REFERENCES


Appendix D-3. Discussions about Writing
Sabbatical Report: Interview with Maggie Christensen, Ph.D.

Maggie Christensen, Ph.D.
Department of English
University of Nebraska – Omaha
Omaha, NE

After visiting with Maggie, it became clear that teachers have to know more about the technology itself (as also suggested by Bob Whipple, Creighton University). The theme of “Interrogate the Technician” is vital if teachers are to use technology effectively in the classroom. Teachers have to understand the lingo and language of the computer and its ideology, as well as understand basic audience precepts. We cannot blame the technology for poor writing. Teachers must learn the framework of the technology so we can ask questions. If we want to transform students in multi-media in the 21st century teachers must realize our place in the realm of technology, and we must become technology managers.

Maggie suggests the use of a “Technology Autobiography” as a classroom assignment. This assignment allows students to reflect upon their use of technology and how they learned to use it. This kind of reflection is important for students to understand how they write using technology.

Another suggestion, probably for a Comp II course, would be to have students write the required term paper, but then have them create a “visual argument,” turning their textual term paper into a different medium for a different audience. An example of a visual argument is “Safe Haven Wall.” Students could write a collaborative paper explaining their decisions, audience, and other questions related to effective writing.

Another techniques to use technology for writing included:

- Discussion Board: students must post, read two other postings, and comment on those postings. (Students would have to be taught how to critique writing first.)

- Posting “anonymous” thesis statements for peer critique is another way for students to gather perspective regarding audience and function of writing.
• Have students create a document with hypertext (e.g., Mozilla), linking what might be useful links or information for others to use.

• Create a “He Said/She Said” format for students write about the pros and cons of a controversial topic.

• Start a short story...and several other students must add to it. This could lead to a discussion related to audience, voice, etc.

• Write a Heading: insert two photos (NOT clip art), and students must write about the visual image, wrap around text, use colors, etc. to create a visual experience.

• Have a discussion regarding “producing” versus “consuming” and how this might apply to effective writing.
Appendix D-4. Discussions about Writing
Sabbatical Report: Interview with Lynette Leonard, Ph.D.

Lynette Leonard, Ph.D.
School of Communication
University of Nebraska – Omaha
Omaha, NE

Lynette uses *Second Life*, a 3-D virtual world created by its “residents,” or in this case, her students. Since it opened to the public in 2003, *Second Life* has grown explosively and is now inhabited by millions of “residents” from around the globe.

In order to become a part of *Second Life*, students have to create their own Avatar. This means they create a person, a personality, a house, a business, a town, etc. They’re also surrounded by other “residents,” because residents can retain intellectual property rights in their digital creation, and they can even buy, sell, or trade with other residents.

**Questions:**

Is *Second Life* like other role playing games?  
Yes and no. It’s similar with two differences. One difference is creativity. Students get unlimited freedom to create whatever kind of world they want. If they want to hang out with their friends in a garden or a nightclub, they can. If they want to go shopping or fight dragons, they can. If they want to start a business, create a game, or build a skyscraper, they can. Another difference is ownership. Instead of paying a monthly subscription fee, residents can obtain their first basic account for free. If they choose to get land to live, work, and build on, then they pay a monthly lease fee based on the amount of land they have. They also own anything they create. For purposes of this class, we have created a virtual classroom where they are the students.

What’s it really like?  
*Second Life* is the size of a small city with thousands of servers (or simulators) and a resident population of over 13,631,085. Residents come from over 100 countries; 60% are men and 40% are women.

How computer-savvy do you have to be to participate?  
Creating and building is easy, because *Second Life* has built-in tools. There are also resident-run classes and tutorials to help students learn.
How does one find his/her way around *Second Life*?

*Second Life* comes with an updated-daily list of public events, including games, parties, and contests. There’s a search window that acts like a traveler’s guide. Outside Second Life world, there are official discussion forums, which cover a wide range of subjects, including upcoming projects.

Is *Second Life* a game?

Of sorts. But *Second Life* is a persistent 3D virtual world which is different from typical computer games. You don’t have to start all over each time you enter. There are games available, like strategy games, puzzles, adventure games. Several regions are devoted to role playing. While *Second Life* is sometimes referred to as a game, this description does not fit the standard definition. It does not have points, or scores, or winners, or losers. However, as I said, there are a variety of games that have been created in the *Second Life* environment.

What are the advantages of using *Second Life*?

The students seem fascinated with it. It’s technology, and they’re very comfortable with technology. It allows them the chance to be creative and to “be someone else,” often making it easier for them respond/answer in the virtual academic setting. Constructs created by students get saved on the college’s server, and students have to use school passwords to get in. Also, it’s not purely textual but visual as well.

What are the disadvantages?

Some say it’s notoriously slow to load. It runs on free software that you have to download. Some say it’s hard to navigate, and too time-consuming to create your own virtual world. Sometimes, if you don’t have the right computer components or speed, there can be a lag between commands and action. There’s a learning curve to use it, and it takes some students longer than others to use it.

How have you made it work for your class?

I have created a 1 ½ hour “Boot Camp” to use it for educational purposes.
Appendix D-5. Discussions about Writing
Sabbatical Report: Interview with Dori Richards, Ph.D. and Nora Bacon, Ph.D.

Dori Richards, Ph.D.
Nora Bacon, Ph.D.
Department of English
University of Nebraska – Omaha
Omaha, NE

Dori and Nora work in the Writing Center as well as teach Freshman Composition I and II. Since I would be attending a conference regarding Wikis the next day, I asked them about their use in the their writing classrooms.

Both Dori and Nora use Wikis on a limited basis. They find that students tend to use wikis in non-wiki ways. While wikis are supposed to “quick” and short, students to create extremely long written documents, much like using Word. They students typically don’t use websites like that (extremely long) so their wikis, at least at first, tend to be an odd outcome versus a richly linked document.

Dori and Nora have both used wikis for their class notes, but they’ve discovered that system works better for on-line courses rather than on-campus courses. Students seem to think that if they have the notes, they don’t need to go to class.

They also noted that student seem to think that copyright issues are trivial. If the wiki is open, it’s easy for them to “borrow” information. If the wiki is closed, they tend to pay more attention to copyright issues. The problem is, with Wikipedia you can legally copy entire texts, which goes against everything they have been taught about plagiarism. So in wikis, all of a sudden cut-and-paste is okay as long as the original site is mentioned and linked. So there seems to be fine line to deal with here. The issues of copyright versus fair use versus creative comment could become a whole course in itself.

Dori and Nora also noted that elements of wiki writing, especially editing, is more complicated than it is in Word.

I asked them if wikis could be used for creative writing purposes, and both agreed that it could be used for collaborate work. But one has to deal with when does the writing become “interpretations” and not “facts”? This issue clearly needs more discussion.
The use of wikis also introduced a whole new discussion related to scholarship – who owns the information created in a wiki? One benefit would be to teach it as way to make student more respectful of original works. Issues related to copyright are important, but so are issues regarding privacy about information on websites. For example, we’re not allowed to publish any photos of minors without parental permission. So is privacy an issue we need to be concerned about with the use of wikis? If you take a look at MySpace and FaceBook, a dialogue about privacy needs to be had. In the meantime, since this is new historically speaking, teachers should tread carefully and keep student works closed. Teachers also have to be concerned about links – what if, for example, a student puts in a link that goes to a porn site? Then who would be responsible? At this point, the answer to that is not clear.

Some possible assignments:

- **Anonymously submit your thesis at the beginning of class.** After class discussion about theses expectations, respond to the people whose messages appear before and after yours on the list. Using the thesis handout information, provide constructive feedback on their thesis statements.
- **In-Class Writing:** After reading “Tips for Improving Your Writing Process” (Ramage, Bean and Johnson), which presents four parts to the writing process. How does their description of the process compare or contrast with the way you usually write papers? Include some examples of your process based on previous papers you’ve written for other classes.
- **In-Class Writing:** Have you ever been caught up in a pseudo-argument? If so, tell the story: what was the discussion about? Which factor of rational argument was missing? What was the end result? If you have never engaged in a pseudo0argument yourself, write a two-paragraph summary. Be sure to put a ideas into your own words and sentence structures (Use effective paraphrasing and quoting skills).
- **In-Class Writing:** Pretend you are a member of an Academic Standards Council committee. Would you vote for or against Gordon Adam’s petition request (provided)? Why or why not? Justify your choice using evidence from the text “Writing Argument”). Please be specific. Vague, unsupported responses will receive little or no credit.
Appendix D-6. Discussions about Writing
Sabbatical Report: Interview with Sean Meehan, Ph.D.

Sean Meehan, Ph.D.
Department of English
University of Nebraska – Omaha
Omaha, NE

“From Whitman to Wikis: Towards Pedagogy of Distraction”

How do authors feel about technology? Authors see writing and reading as processes of construction. They fear a book would stop being a book unless authors and readers become engaged. Meehan is very interested in the “messiness” of writing.

With the “emergence of digital humanities,” the technology has to get used to Whitman versus the technology Whitman used to get to us. This is his premise for the teaching of Whitman archives today. “Song of Myself” reads almost like a blog and looks like a wiki. It is almost a pre-electronic form – telling and tagging everything. Since some students are ahead of us with technology, using Whitman’s actual documents might prove more interesting to them. However, an objection could be raised, especially with poetry. Poetry takes a focus and the digital world can become a distraction. The question is do the distractions make the work more interesting or do we have to re-think and re-define what this means?

Consider Whitman’s “Memoranda During the War,” when he says, “I have perhaps 40 such little notebooks full…” the actual manuscripts are art pieces in themselves. He has created a Civil War manuscript. There is blood on the manuscript from Whitman sitting at hospital bedsides, and he worried that the blood would be removed when the work was printed…he worried about the loss of “…the heat, smoke, excitement of the times.” So perhaps the use of the actual written documents would be more fascinating for students and lead to a whole new level of discussion about the writing itself. This would be no different than students of today being concerned about how their writing looks on the electronic page. Also, the history of the edits done, or the “source code” is part of the whole text for Whitman.

These issues force us to re-look at manuscripts. Students keep getting “clean” books from us and not the “chaos of words” [Whitman]. Are we seeking to replace finished, clean books or remediate it? Actual manuscripts bring us to another media which allows us to take another look at the text.
Students have very little knowledge of this dichotomy: “Abstraction,” which is how students might see the document, versus “Distraction,” which is opening the door to chaos and convulsion. But using the media can help them to further understand the writing. Visual reproduction of Whitman’s Leaves of Grass, especially the introduction, is a perfect example because they are many renditions. Comparing the renditions could lead to an interesting discussion regarding interpretation. Students are primed to see a dramatic prose, but does it affect how they will read the text?

Whitman had over 130 photographs taken of himself. He was very interested in photographic technology. Students could pick one that they associate with a particular Whitman text. Also, the photos take students back to the print books culture that is lost today. Students could start with the book cover, the size of the book, the length of the book, etc., for analysis.

Whitman’s image gallery is much like today’s FaceBook. His photos clearly demonstrate his homosexual orientation, almost an “exposure” if you will of himself.

The actual Whitman archives (available online) give students more information, textual information, than today’s writing does. Perhaps this is a new field, a new digital textual study, which would be more than linguist elements that always get analyzed. For example, we could give students a finished poem and a unfinished poem with all of its distractions from the manuscript...then analyze which one is really the actual poem.

Regarding the use of wikis, are they really the place to have a discussion of distraction? How should or could a teacher take this? Does it add to the scholarship? Do we need to keep wikis separate from scholarship writing? Clearly, these are questions for much discussion amongst English faculty.
Appendix D-7. Discussions about Writing
Sabbatical Report: Interview with Jon Schrage, Ph.D.

Jon Schrage, Ph.D.
Department of English
Creighton University
Omaha, NE

Interview: "Using Wikis in Atmospheric Sciences Education"

"Students are scholars. They are not future employees of StarBucks or a bank or whatever. They are consumers of knowledge."

Creighton offers a course for students who “hide” from real science courses: ATS 113: “Intro to Atmospheric Science.” Dr. Schrages uses wikis to develop collaboration of notes and grade participation (to the wikis, which are closed with log-in requirements).

Creighton also offers an advanced course: ATS 642: “Physical Meteorology.” This course is presented a local “Moodle” website (which is similar to Angel or Blue Line). It is an open source (stratocumul.us) and requires a log-in but not tied into the school’s system (which is a blessing and a curse: students have so many accounts and log-ins).

To use a wiki for course notes, create a “Topic Outline” on the wiki page. It can be considered a “news forum.” Be sure to also include “How to Contribute to Wikis.” We have to teach student how to contribute to a wiki, the ideas behind it, strategies, grading, and adding links, etc. In order to contribute to Group Notes, student are tracked by a log-in and not so much by the number of edits. Although you can track individual edits by using the history tab, and it shows how many times students actually edited a wiki comment.

Scrages’ use of Group Notes found the following:
- Students are going to just type up their notes, which actually has mixed results.
- Sometimes they edit others’ notes or merely add to their own
- The teacher can go back and enhance their notes (“added by Bonnie...”)
- They tend to make one giant page instead of links (mostly because it’s easier to print that way).

Benefits of Group Notes:
- It becomes a source of notes for students who miss class
- It is a reason for students to type/review their notes
- It is an opportunity to have errors in their notes found before it's too late.
- It is a graded way to assess their work.

Some “Doubtful” Notes of Wiki Use:
- If it is a source of notes, does this reduce the risks for students who are tempted to skip?
- If it is a reason for them to type their notes, how often is that helpful? Is it helpful for all students?
- If it is an opportunity to find errors, do students go back and find out if someone corrected/improved their notes? There’s really no way to know.

One idea:
- Develop a “Glossary of Terms” from Chapter One. Here would be a list of key vocabulary terms from Chap. 1. The teacher can edit this list to include your definitions or print it for your reference or whatever. Again, it becomes one giant long page, because it’s easy to print for students.
- It provides a way to “assign” material that they learned in a more independent way.
- It’s easy to coordinate with distance students.
- Wiki’s tend to be dominated by one or two highly motivated students, but perhaps the weakest students consume the information???

Assessment:
Offer students a chance to assess their wiki experiences. For example:

1. I never used wiki.
2. I read others’ contributions but didn’t contribute myself.
3. I contributed but didn’t read the contributions of others.
4. I contributed and I read what others contributed.
Appendix D-8. Discussions about Writing
Sabbatical Report: Interview with Matt Barton, Ph.D.

Matt Barton, Ph.D.
Department of English
Creighton University
Omaha, NE


What have people suffered with the use of the Wikis? Where do teachers fit into this? Are we trying to rope-in information?

Using collaborative writing is not easy. But by using the wiki, it becomes a community of authors, a community of editors, and a community of readers. This is how scholarship gets made. You know the old joke about the higher the rejection rate of a journal article, the more prestigious the journal? Well, what about those not being represented by that journal? That information is important too.

Why use Wiki: It’s fast. It’s free. It’s You and Me.

A “Wiki Quickie”:
It’s fast (unless you start bringing in rich text editor, etc.).
It’s free (kind of...someone has to host it; free ware; all rights reserved? Borrowed information?)
It’s You and Me (this is the key to Wiki – a lot of things get build from the top down, e.g., business, administration; but with a Wiki it’s kind of like student writing their own textbook).

If you use a wiki, it demands a discussion about “community,” “social construction,” and “copyright.”

How are wikis used? Wikipedia has 2.3 million articles. If you go to Google, you’re more likely to get Wikipedia articles first. But there are different kinds of wiki available on the Internet. “WOW WIKI” is information about the world of warcrafts, “MEMORY ALPHA” is information about Star Wars, and “WIKI LEAKS” is information usually accessed by people from countries with repressive regimes, “WIKI EDUCATOR” is a clearinghouse for free content for teachers, then there’s “WIKI TRAVEL,” “WIKI HOW-TO,” and even “WIKI SUMMARY,” which is a type of Cliff’s notes.

The difference between Wikipedia and Google documents is that Google limits and recognizes author and authority.
So, why aren’t more teachers (the Academy) more excited about Wikis? Somehow in scholarly fields it doesn’t sound that impressive to say, “I worked on a Wikipedia article.” But, at the same time, The Academy has a “circle the wagons” kind of mentality ("Don’t let the savages in!"). We are trying to protect “intellectual property,” almost like it’s a tangible object and not ideas.

Considering the price of today’s textbooks, who owns information? ("Textation not Representation"). Wiki thinks in terms of webs, not books, which is whole new culture.

Consider this: one cannot master the content of an entire book. Instead, we have to think in terms of systems, e.g., “English” versus “Communication,” and “individual” versus “collaborative.” “Turnitin.com” is actually the opposite of Wiki. It’s the wrong way to be going. We should be trying to synthesize information.

Remember “Bill and Ted’s Excellent Adventure”? Their homework assignment was to bring a historical figure into modern day (via a Time Machine, of course). Think about today’s use of YouTube or MusicTrack. This is a contradiction of our old model. If Bill and Ted showed up in class with a historical figure – not a paper – is that an “A” or an “F”?

So teachers have to re-think the use of Wiki. It’s about collaboration, not control. It’s about innovation, not invention. It’s about “Datagogy,” not pedagogy. Teachers must go from “Sage on the Stage” to “Guide on the Side.”

Possible uses of Wiki:
- Enter your course description, then let students edit it.
- Let students use Wiki to make a course syllabus (What if students helped generate syllabi – does participation increase?)
- Create Study Guides
- What if students used Wiki to take a test? Are students “part” of this community? Can they affect the outcome?
- Create an Annotated Bibliography
- Do a Literature Review as a Wiki (thesis/dissertation)

Assessment of Wiki Use:
- The question now becomes “how do we grade these things?” First, set up the Wiki so students have to log-in, then you can monitor their use. After that, we can use a combination of procedures for assessment.
  - Contract (What are you saying you’re going to do every week? Log on twice a week? Add a certain amount of information? Contribute articles you’d like to read and have others read?)
assess, you could have students justify their edits (that gets rid of “It’s fine” kind of feedback).

2. Do a Self-Assessment of Wiki Work (What did you edit? What did you contribute? What grade do you think you deserve?)

3. Wholistic Score (Overall Wiki grade; everyone gets an “A” if it’s good – give everyone a percentage, e.g., 40% - 60% – just enough to “matter”).

Just think, with Wiki you and your students could create “Rhetoric and Composition: A Guide for the College Writer” – a book for students by students (Unavailable wherever books are sold!).

Once a Wiki is created, teaching the second time around is different because the text is already there. This is a totally different challenge. Students have a hard time going in to change someone else’s writing (authority issue). On the other hand, if it’s perfect, then it’s teacher-driven. Besides, there are always to improve the page/Wiki.

**Questions about Wiki:**

- **How do you deal with “voice” of Wikis?** Admittedly, this is probably not the best tool for “voice,” a blog would be better for that.

- **Could you use Wiki in creative writing to build on voice?** Does it change the point of view? Could you add images, etc.?

- **What is the purpose of Wikis?** To give factual information, so is “voice” really that important? That’s how wikis get used as well. If there’s no vice, that’s the best voice of all (because there would be no bias, it would be neutral).

- **Is there a noticeable difference in class dynamics?** Some teachers get a lot of resistance, and some don’t. Wikis are not a replacement for books, poems, etc.) Teachers could spend a lot of time putting in structure (headings, etc.)

- **Is Wikipedia “subjective” or “objective”?** Does it document sources? Flags? No, but it does give a place to START looking for sources for a more scholarly search.

Wikipedia is a good argument for teaching about credible sources

- Use it all you want, but don’t cite it – use it as the “first step” (overview) then go to scholarly sources.

**Types of “Wiki Personalities”**

Many teachers will ask “Can I trust the information on this site?” But use of wikis helps students to learn how to edit. Wikis are easy enough to create and post, so they could work for just about any subject.
Another assessment idea: Create at least five new articles and edit five other articles.

- Go to user page – this is what I will use to grade you by counting the number of edits
- Self-Reporting – Identify 7 or 8 different activities you did on the Wiki page (e.g., four hours looking up pronouns – that won’t show up as use; or someone can go in and just fix commas instead of actual writing; or spend six hours taking photos)
- Explain your role and what you did.
Appendix E. PowerPoint
“Using Wikis in the Classroom”
Appendix F. PowerPoint

“Why Use a Wiki to Teach Writing”
Appendix G. PowerPoint
“Wiki Writing Tips”
August 20, 2007

Dr. Anne Temte, President
Northland Community and Technical College
1101 Highway One East
Thief River Falls, MN 56701

Dear Dr. Temte,

I wish to thank you as the representative of Northland Community and Technical College for the opportunity to further my education as I move from the baccalaureate to the master's degree level in nursing. Had I not been granted the sabbatical leave for the Spring of '07, two of the courses I needed to complete in the Nursing Health Administration master's curriculum would not have been accessible to me as these courses are only available once per academic year and are not available during the summer session or in on-line format. I am currently completing my last two credits of the master's program this fall and look forward to graduation in December. (YEAH!!!)

This folder contains the report from my sabbatical leave for Spring '07. As you read through the information I have provided, if you have any questions, comments or ideas of how my work and courses can further strengthen the college, the students we serve, or the relationship we enjoy with our healthcare clinical facilities, please do not hesitate to contact me.

Sincerely,

Mary L. Amundson
Practical Nursing Program
Northland Community and Technical College
East Grand Forks Campus
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: Mary T. Amundson

Assigned Field: Practical Nursing

Year and Semesters(s) of Sabbatical: Spring 2007

1. OBJECTIVES OF MY SABBATICAL:

1. To complete 12 graduate credits for the Nursing Health Administration Master's degree Program of Study at the University of North Dakota College of Nursing, 6 credits of which is a practicum experience in Nursing Administration at Altru Health System.

2. To collaborate with healthcare educators and healthcare administrators for the purpose of identification, research and formulation of projects or quality improvement initiatives that will promote an improved clinical education outcome for healthcare students and foster a continued positive relationship between NCTC and Altru Health System.

2. RESULTS OF MY SABBATICAL:

1. Registered for and completed 14 graduate credits from the College of Nursing and the College of Business and Public Administration at the University of North Dakota.

2. Semester GPA of 4.00 (see attached Spring 2007 Grade Transcript)

3. Total of 4 credits remaining to receive Nursing Masters degree in Healthcare Administration. Anticipated graduation is December, 2007.

4. Authored many papers of literature review, topic analysis and application, and selected problem solving addressing topics of interest for health system administration and human resources.

5. Began work on facility guideline addressing student and faculty orientation, documentation training, and clinical experiences for healthcare students participating in clinical courses at Altru Health System. Proposal to be trialed Fall of 2007 with full implementation forecast for Spring semester 2008.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: ___________ Mary T. Amundson ___________ Credential Field: _______ Practical Nursing _________

Year and Semester(s) of Sabbatical: ____________________ Spring, 2007

Name and Title of Responsible Administrator: __________ Mike Normandin, Dean of Academic Affairs

1. PURPOSE OF MY SABBATICAL PLAN:
   1. To enroll in and complete graduate credits in the Nursing Health Administration Master’s curriculum at the University of North Dakota.

   2. To collaborate with healthcare educators and healthcare administrators for the purpose of identification, research and formulation of projects or quality improvement initiatives that will promote an improved clinical education outcome for healthcare students and foster a continued positive relationship between NCTC and Altru Health System.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:
   1. Completed 14 graduate credits from the College of Nursing and the College of Business and Public Administration at the University of North Dakota.

   2. Semester GPA of 4.00 (see attached Spring 2007 Grade Transcript)
3. ACTIVITIES OF MY SABBATICAL PLAN:

1. Spent 247 hours working with Altru Health System Administration and Human Resources personnel learning and applying all aspects of health system management as part of a 6-credit required practicum course.

2. Authored several papers including literature review, topic analysis and application, and problem solving for varied assigned topics for various courses. (See listing of topics covered. Will supply copy of writings on various topics as requested.)

3. Began work on facility guideline addressing student and faculty orientation, documentation training, and clinical experiences for healthcare students participating in clinical courses at Altru Health System. This guideline will benefit not only the nursing programs that contract with Altru Health System for clinical experiences, but all healthcare programs from NCTC and other educational institutions that utilize Altru Health System for student clinical experiences.

4. RESULTS OF MY SABBATICAL PLAN:

1. Gained experience in health system administration and personnel management, which may also be applied to the educational setting.

2. Authored literature review, topic analysis and application, and problem solving papers on the following topics (listed alphabetically):
   a. Analysis of AHS Employee Exit Interview Questionnaire Responses
   b. Analysis of Manager Satisfaction
   c. Communication and Networking
   d. Decision Making
   e. Economics and Ethical Issues
   f. Employee and Manager Satisfaction
   g. Employees and Employee Problems
   h. Evaluation and Executive Evaluation
   i. Humor in Healthcare
   j. Insuring Productivity and Quality
   k. Management and Leadership
   l. Managing People
   m. Massage Therapy
   n. Nurse Retention
   o. Nursing Scholarship Recipient Placement
   p. Professional Development and Self-Management

3. Authored proposals for program improvements for the following topics: (listed alphabetically)
   a. AHS guideline for student clinical experiences
   b. AHS student, staff, faculty communication
   c. AHS student compact
   d. Instituting complementary and alternative medicine techniques in occupational health
   e. Return to work guideline, algorithm, and assignment for injured healthcare workers
   f. Tuition and scholarship program for healthcare workers returning to the education setting.

4. Total of 4 credits remaining to receive Nursing Masters degree in Healthcare Administration. (anticipate graduation in December, 2007).

5. Presented synopsis of work for improvement of student clinical experiences to health division during pre-service days August, 2007.

6. Have maintained communication with Altru Health System Department of Learning and Organizational Development personnel for the purpose of a trial implementation for the guideline for student clinical experiences at AHS. Following trial, evaluation and any changes, full implementation of plan is forecast for the spring semester of 2008.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.

University of North Dakota Spring Semester 2007 Grade Report
AHS Guideline for Student Clinical Experience
Altru Health System Student Compact
Altru Health System Student-Staff-Faculty Communication

Other completed course writings as listed under the results section of the report are available on request.

Signature of Faculty

August 20, 2007
Date
COLLEGE RECOMMENDATION:

Ease relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

This report is satisfactory for the following reasons:

The sabbatical report of Ms. Mary Amundson is complete and satisfactory. Her sabbatical narrative details her sabbatical activities and documents the completion of her objectives. A grade certificate verifying completion of her graduate work was included.

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

Signature of Dean

Signature of President

Date 9/11/07

Date 10/4/07

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
### NURS 501
- **Class Nbr Sect**: 5305 01
- **Course Title**: Complement Health Care Therapy
- **Component**: Lecture
- **Grading Basis**: Graded
- **Official Grade**: A

### NURS 502
- **Class Nbr Sect**: 5320 01
- **Course Title**: Health Admin Pract And Seminar
- **Component**: Seminar
- **Grading Basis**: Graded
- **Official Grade**: A

### NURS 591
- **Class Nbr Sect**: 5339 13
- **Course Title**: Readings In Nursing
- **Component**: Ind Study
- **Grading Basis**: Graded
- **Official Grade**: A

### POLS 536
- **Class Nbr Sect**: 10284 01
- **Course Title**: Public Personnel Administration
- **Component**: Lecture
- **Grading Basis**: Graded
- **Official Grade**: A

### Term Statistics

| Courses Attempted | Units Taken Toward GPA | Units Passed Toward GPA | Grade Points | C
|-------------------|------------------------|------------------------|--------------|---
| 4                | 14.000                 | 14.000                 | 55.000       |   

### Cumulative Statistics

<table>
<thead>
<tr>
<th>Total Taken Toward GPA</th>
<th>Total Taken Not Toward GPA</th>
<th>Total Passed Toward GPA</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.000</td>
<td>1.000</td>
<td>35.000</td>
<td>140.000</td>
</tr>
</tbody>
</table>


**View My Grades**

Mary Amundson

Graduate

- **NUFS 501**: Complement Health Care Therapy (A)
- **NURS 502**: Health Admin Pract And Seminar (A)
- **NURS 591**: Readings In Nursing (A)
- **POL5 536**: Public Personnel Administration (A)

**Term Statistics**: 4 courses attempted, 14 units taken toward GPA, 14 units passed toward GPA, 55 grade points.

**Cumulative Statistics**: 35 units taken toward GPA, 1 unit not toward GPA, 35 units passed toward GPA, total grade points 140.000.
Altru Health System
Guideline for Student Clinical Experience Coordination

Purpose: The mission of Altru Health System, improving health, enriching life includes participation in the development and education of healthcare professionals. Collaborative relationships exist between Altru and select public and private educational facilities. The purpose of such relationships is to educate medical and healthcare professionals in state-of-the-art technologies and implementation of evidence based best practices for the maximum promotion of health and compassionate, appropriate care for the ill or dying throughout the lifespan. Altru Health System acknowledges the contribution the clinical student can provide to the patient, physician, staff, and family and also recognizes the value of providing positive learning experiences for students in health care professions.

Coordination of students within Altru Health System: The coordination of all student placement requests, assignments and communication between the education facility and Altru comes under the function of the manager of the Department of Learning and Organizational Development. To support Altru’s mission related to education of future health care providers, efforts will be made to accommodate as many health care students as feasible. In order to provide a learning environment in which patients, physicians, staff, and the student benefit without compromising patient care or department/staff efficiency, a maximum number of students for each department or function will be determined. All administrative documents associated with the student clinical experience will be maintained by the Department of Learning and Organizational Development as is necessary for legal liability.

Requests for student clinical placement: Requests for student placement are accepted year round. A copy of the course syllabus, tentative calendar and clinical learning objectives will be submitted by the program director along with the request for student placement in order for the request to be considered. Available positions are assigned on a
first come-first served basis. Students may be placed in learning assignments 24 hours a day, 7 days a week. In the event that all student clinical placement requests exceed placements available, requests will be reviewed on an individual basis and resources will be allocated accordingly.

**Instructor availability:** Whenever a student is functioning in their assigned role, an instructor/faculty member responsible for the course or learning in which the student is enrolled must be available to the student and to the facility staff. Availability may be via direct presence on an Altru campus or via indirect means such as beeper or telephone. In order for the student assignment to be approved, the instructor/faculty member must be able to be reached by the student or facility in case of needed communication.

**Learning environment:** Students within Altru Health System may experience learning situations by observation, direct hands-on participation in patient care, case studies through the use of medical records, participation in a selected aspect of the medical system, attendance at in-service or training presentations, informal teaching opportunities with physicians or health care professionals, and collaboration between students.

**Assignment of students to specific patients:** All patients have the right to accept or refuse participation in health care education training. It is understood that a patient is accepting of participation in health care education at Altru Health System when the release of information form is signed by the patient or their legal representative or guardian. In the event a patient, legal representative or guardian requests that no students be involved in their care, a notation will be made on the patient chart, Kardex, and verbally relayed through appropriate department communication. Appropriate health care personnel will be aware of any request for non-education participation. Likewise, a physician or other health care professional may determine that a particular patient is not a suitable learning assignment for a student. In this case the physician or health care professional will communicate such information to the person(s) responsible for student-patient assignments.
No more than 2 (two) students from the same discipline may be assigned to the same patient in a direct patient care situation at any one time, unless specifically designated by the department.

Procedure for Health Care Student Placement:

A. Requests for student placement:

1. Request for student placements are received at Altru Health System and forwarded to the manager of the Department of Learning and Organizational Development for consideration. A copy of the course syllabus, tentative calendar and clinical learning objectives will be submitted along with the request for student placement in order for the request to be considered. It is the responsibility of the faculty and/or student and the instructional facility representative to communicate regarding specific departmental or experience needs. Available positions are assigned on a first come-first served basis.

2. For accepted student clinical placements, each program director and/or faculty will submit to the manager of the Department of Learning and Organizational Development information about the clinical students to include name, e-mail, phone number, area(s) of clinical assignment, level in school, rotation, and any other information deemed necessary.

3. Individualized education experiences (graduate student, independent study, specialty experience, refresher experience) are available and are negotiated on an individual basis. A copy of the course syllabus (for credit courses), tentative calendar and clinical learning objectives will be submitted along with the request for student placement in order for the request to be considered. Requests for individualized education experiences are forwarded to the manager of the Department of Learning and Organizational Development for consideration. It is the responsibility of the faculty and/or student and the instructional faculty or student to communicate regarding specific departmental or experience needs. Available positions are assigned on a first come-first served basis and require a
qualified Altru employee be available to serve as the student preceptor during the affiliation with Altru Health System.

B. Contract:

1. All educational facilities requesting student placements at Altru Health System shall have a written agreement in effect prior to the start of the student learning experience. This agreement is renewable annually and must be signed by designated representatives of both the educational facility and Altru Health System to be valid. For Altru Health System, negotiation for the agreement is the responsibility of the manager of the Department of Learning and Organizational Development. A copy of each agreement is kept on file in the Department of Learning and Organizational Development.

2. For persons obtaining individualized education experiences outside of a formal course program, a written agreement between the requesting individual and Altru Health System shall be completed prior to the start of the student learning experience. This type of agreement will include beginning and end dates, learning objectives, proof of prior education to demonstrate suitability for the requested experience, proof of professional liability coverage, and the name of the preceptor accepting the assignment.

3. Once an educational request has been granted by Altru Health System, the educational institution or in the case of an individualized education experience outside of a formal course program, the individual is responsible for providing documentation that the student(s) and faculty have met the same health and background requirements as those required for employment at Altru Health System. Students of educational facilities, faculty, and individual learners must have liability coverage. This documentation will be submitted to the manager of the Department of Learning and Organizational Development and kept on file in the Department of Learning and Organizational Development as necessary for legal liability.

4. If a change in an agreement is needed or an agreement is cancelled prior to its expiration, an addendum is to be added to the agreement and kept on file in the
Department of Learning and Organizational Development and a copy sent to the educational facility.

C. Faculty:
1. All clinical faculty will possess a current unencumbered professional license, registration, or certification appropriate for the discipline and valid for the location of the clinical experience. The highest level of education attained by each faculty member will meet or exceed that required by the educational institution and accreditation, licensing, or approval body for the specific discipline for which they are providing instruction. In addition, all faculty will meet the same health and background requirements as those required for employment at Altru Health System.

2. Faculty assigned to assist students with clinical learning assignments and situations must have appropriate clinical knowledge and background to deal with the actual and potential student, staff and/or patient situations encountered on any particular direct care assigned department.

3. Prior to the beginning of the clinical experiences all faculty are invited for an information sharing session among all educational facilities conducting clinical experiences at Altru Health system and representatives from Altru human resources, education, nursing administration, department managers, and care coordinators. The purpose of this gathering is to share facility, operational, procedural, and program updates among clinic, inpatient and educational representatives.

4. Prior to the beginning of student learning assignments, each clinical faculty must successfully complete skill validations and documentation training as determined by the particular department(s) where the faculty is assigned. A skill validation departmental listing will be forwarded annually or as requested to each program director. It is the responsibility of the program director/faculty to forward what skill validations the faculty require to the Department of Learning and Organizational Development.
5. Faculty not employed by Altru Health System must complete a minimum of one (1) clinical shift of shadowing during a timeframe similar to that which will be utilized during the clinical experience. If the faculty member will be assigned to more than one area or department, the shadowing experience minimum requirement will be extended until the faculty has attained adequate familiarity for each area or unit for which they will be responsible for supervising students. The purpose of such an experience is to become familiar with the particular departments, daily care routines, staff, organization and overall operation of the department.

6. All faculty will participate in the clinical orientation program along with the clinical students. The purpose of this requirement is to not only familiarize the faculty with facility and departmental operations but also to act as a resource to and for students as needed.

7. Patient assignments for students may be designated on certain inpatient departments. Due to fluctuations in patient census, assignments are not to be made prior to 6:00 pm the evening prior to a day shift clinical or prior to 11:00 am the day of an afternoon clinical. For the best learning experience, assignments should be made in consultation with the unit care coordinator or shift charge nurse. If made, assignments are to be posted on the designated department student assignment area.

8. Whenever a student is functioning in their assigned role, an instructor responsible for the course in which the student is enrolled must be available to the student and to the facility staff. Availability is determined by the course requirements and educational level of the student. Availability may be via direct presence on an Altru campus for students involved in direct patient care or via indirect means such as beeper or telephone for those on indirect, observational experiences, or practicum/preceptor experiences. In order for the student assignment to be approved, the instructor must be able to be reached by the student or facility in case of needed communication.

9. At or near the end of each academic year, all educational faculty who have been involved with student educational experiences at Altru Health System are
requested to complete a brief evaluation form and set up an information sharing session with representatives from Altru Human Resources, Department of Learning and Organizational Development, Nursing Administration, department managers, and care coordinators to discuss the quality and quantity of student experiences, educational or facility needs, changes for the following semester or year, and any identified issues of common concern to both Altru Health System and the educational facility.

D. Student Orientation:
1. Clinical student orientation sessions are scheduled at the beginning of each academic semester (August or September and January) and are conducted by representatives of Altru Health System. For orientation planning purposes, the program director/faculty will forward to the manager of the Department of Learning and Organizational Development either a total number or a name list of students who are to be included for the student orientation session.
2. Dates for clinical student orientation are determined by the manager of Learning and Organizational Development following consultation with representatives from the educational facilities with scheduled clinical experiences and those providing the orientation sessions.
3. In keeping with JCAHO guidelines, all clinical students must attend a student orientation session annually just as healthcare employees do. The content and length of the orientation session may vary depending on the course enrolled in.
4. Faculty will review the names of those in attendance at orientation. Students not in attendance for student orientation in its entirety will be removed from the clinical assignment list, their student clinical privileges voided, and their computer documentation code deactivated until the missed orientation sessions are completed. Names of non-attendees will be forwarded to the manager of the Department of Learning and Organizational Development and the assigned clinical department(s).
5. Clinical students who are also Altru employees are not exempt from attending the clinical student orientation sessions, as their role as a student differs from their role as an employee.

6. For persons obtaining individualized education experiences outside of a formal course program, orientation will be negotiated and individualized as determined by the manager of the Department of Learning and Organizational Development.

7. Some student orientation topics will be covered within the didactic course offerings of the student's educational program. The clinical student must have completed coursework in these topics prior to being accepted as a clinical student at Altru Health System. The student will be considered to have successfully mastered this information if they have attained a passing grade in a separate module or course, provided by the school, in which the material is offered as determined by the program director. The course topics which are included in this category are: infection control, isolation techniques, standard precautions, hazardous materials management, hand washing, asepsis, accurate monitoring of intake and output, confidentiality, sexual harassment/workplace violence, substance abuse, cultural diversity, HIPAA regulations, age-appropriate care, identification of pain and pain management, and communication in the professional setting.

8. Topics to be covered during the formal student orientation include: Welcome, Altru Health System mission, vision, values, Departments and services offered at Altru Main Campus and outlying facilities, Student/Faculty/Altru Goals and Communication, Parking, Incident identification and reporting, Safety in the workplace (Blood and body fluid exposure, electrical safety, fire safety, personal safety, injuries), Customer service from the student perspective, Computer access and documentation training, Expected communication with staff (use of Student-Faculty-Staff Communication Page), Expected communication with patient/family (introduction to patient and explaining the student role in their care), plan of care, patient rights and responsibilities. The orientation agenda may be modified as needed to provide appropriate patient care.
9. Familiarization with equipment used at Altru Health System will be available for students and faculty to practice with during the unit/department orientation.

10. Tour of first assigned clinical location to include student locker area, how and where to find assignments if needed, report location.

11. Suggested complete orientation schedule: 4 hrs. "seat time" information, 2 hrs hands-on equipment practice, 3 hrs documentation training, 3 hrs tour and shadow experience. Orientation may occur over 2 “full” days, or may be divided into several smaller chunks of time to accommodate student schedules and Altru Health System personnel. Scheduling of orientation will be coordinated between the Department of Learning and Organizational Development and the educational program. Efforts for combining as many opportunities for non-repetition of information to various student groups will occur.

12. At or near the end of each clinical course, all clinical students at Altru Health System are requested to complete a brief evaluation form while attending an information sharing session with representatives from Altru Human Resources and the Department of Learning and Organizational Development. The purpose of this session is to discuss the quality and quantity of student experiences, educational or facility needs, changes identified for the following semester or year, and any identified issues of common concern to both Altru Health System and the clinical student.

E. Pre/post Clinical Conference Room Assignments:

1. If an “off unit” meeting area is desired for the purpose of pre and/or post clinical conferences between students and faculty, a request for room assignment will be made by the clinical course faculty as early as possible in the semester.

2. All requests should include the date(s) and time(s) a room is needed, the number of persons in the group, including faculty and the name under which to reserve a location (such as NCTC PN Clinical I post conference - Mary)

3. If a number of requests are being made from one educational facility, grouping the list of requests and having one person forward the entire list will facilitate organization and assigning of rooms available.
4. It is to be understood that room locations for conferences are offered as a courtesy on an "as available" basis and availability is not guaranteed. Once an assignment is made, a schedule change may be made based on the needs of Altru Health System.

5. Room requests are to be forwarded to the Department of Learning and Organizational Development.

6. If a faculty member has requested a pre/post clinical conference room and is no longer in need of the room, even if for 1 (one) date, an e-mail or phone notification should be sent as soon as it is determined the room will not be utilized to the Department of Learning and Organizational Development so the room may be made available for another room request.
Altru Health System
Clinical Facility-Student Agreement
2007-2008 Academic Year

Welcome to Altru Health System (AHS). We look forward to assisting you in your educational learning through the clinical assignments you will experience as a student in our facilities.

It is the goal of Altru Health System (AHS) both as an organization and as a group of dedicated personnel to make your clinical experience as rewarding as possible. This Clinical Facility-Student Agreement has been designed as a tool to assist you in understanding the resources and responsibilities you will have while you are affiliated with us as a student.

Responsibilities of Altru Health System to student learners:
1. Provide a student orientation to Altru Health System appropriate for the field of study.
2. Provide AltruNet and computer documentation instruction and student access codes.
3. Communicate with Altru Health System departments and nursing unit personnel where students may be assigned.
4. Promote an atmosphere conducive to student learning.
5. Assist student learning in the provision of safe, effective and efficient patient care or patient support by adhering to established policies and procedures.
6. Provide effective feedback to students throughout their learning experience.

Responsibilities of student learners assigned to Altru Health System:
1. Meet pre and/or co-requisites of clinical course including current immunization status, mantoux testing and CPR for Healthcare Providers.
2. Attend Altru Health System orientation prior to first assigned clinical experience.
3. Attend Altru Health System computer documentation instruction prior to entering any patient data into computer chart system.
4. Secure individual computer access code, understanding that the code is not to be shared among other students or staff. Students are to enter computer documentation using only their code.
5. Know how to utilize AltruNet to obtain policies and procedures for review and correct performance of duties and procedures within the established and approved practices at Altru Health System.
6. Maintain frequent communication regarding assignment and patient information with Altru staff including an effective patient handoff.
7. To seek assistance from clinical faculty and/or Altru Health System staff prior to performing unfamiliar or new assessments, procedures, or medications.
8. Seek learning opportunities within the scope of practice for enrolled field of study.
9. Respect patient requests for privacy or declining care from students.
10. Adhere to all patient confidentiality standards. In addition, understand that a student may not remove ANY identified patient data (including laboratory results or chart documents) from the campus of Altru Health System for any reason.

____________________________________  __________________________  __________________________
Student                                     Faculty Representative               AHS Representative
*Student Name: _____________________  *Date: _____________________

*Educational Facility: _____________________  *Student status: _____________________

*Course: _____________________  *Student status: _____________________

*Faculty Instructor: _____________________  *Pager or Phone #: _____________________

*Staff resource(s): _____________________  *Pager or Voice: _____________________

*Unit or Department: _____________________  *Clinical Time: _____________________

*For my clinical time I am assigned to: _____________________

*My goal(s) during this clinical time are: _____________________

*I anticipate I will need the assistance of my staff resource person(s) to: _____________________

*Nursing Procedures:
I will / will not be administering oral medications to my assigned patient(s).
I will / will not be administering injection medications to my assigned patient(s).
I will / will not be administering intravenous piggyback medications to my assigned patient(s).
I will / will not be monitoring intravenous solution infusions for my assigned patient(s).
I will / will not be obtaining vital signs and nursing assessment data for my assigned patient(s).
I will / will not be entering data into the patient chart.
I will be doing the following procedure(s) in accordance with Altru Health System policy and procedure standards: _____________________

Staff feedback to assist me in my learning: _____________________

________________________________

Student: Complete all areas designated with the "*" prior to the beginning of your clinical shift and give to the primary staff person you are working with.
Faculty: Verify student "*" information for accuracy pertinent to the course/discipline and student level of education and preparation.
Staff: Complete feedback section prior to end of assigned clinical time and return page to student.
Student is to submit completed page to clinical faculty following clinical shift.
Mike,

As I was reviewing my Sabbatical Leave request and letter from Dr. Davis of approval, one of the requirements is to notify the Dean of Academic Affairs if there has been a substantial change in the Sabbatical plan.

My plan was written up to complete classes that will ultimately result in a Master Degree in Technology / Career and Technical Education or Education/Information Communications and Technology. After working with my Advisor at BSU my Masters that I am working towards is in Master of Science - Education (MS) with an Online Cognate. Is there a formal form to complete or will this email be substantial notice? Is this a substantial change because ultimately my goal was to complete a degree to obtain a Masters? Please let me now as soon as possible if there is anything else I need to do. Thank you.

Mary Belanus  
Northland Community & Technical College  
2022 Central Ave NE  
East Grand Forks, MN  56721  
mary.belanus@northlandcollege.edu  
218-773-4796

CC: Anne Temte; Becky Holthusen
Requesting Pre-Approval for:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 6100</td>
<td>Educational Research</td>
</tr>
<tr>
<td>ED 6107</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>ED 6117</td>
<td>Critical and Creative Thinking</td>
</tr>
<tr>
<td>ED 6336</td>
<td>Instructional Design</td>
</tr>
<tr>
<td>ED 6108</td>
<td>The Learning Community</td>
</tr>
<tr>
<td>ED 6920</td>
<td>Directed Group Study and Written Exam</td>
</tr>
<tr>
<td>ED 6115</td>
<td>Psychology of Learning</td>
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<tr>
<td>ED 6120</td>
<td>Critical Issues in Education</td>
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<tr>
<td>ED 6446</td>
<td>Distance Education: History and Development</td>
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<tr>
<td>ED 6447</td>
<td>Seminar in Teaching Online</td>
</tr>
<tr>
<td>ED 6155</td>
<td>Capstone Experience</td>
</tr>
</tbody>
</table>
From: Becky Holthusen  
To: Mary Balanus  
Date: 7/18/2006 7:41:30 AM  
Subject: Fwd: Re: Column Change  

As Brian indicated, you are to provide a list of courses by institution with the prefix, course number, and course title. Copies of the BSU catalog pages that include a statement about each course would be helpful as well.

>>> Mary Balanus 7/18/2006 7:17 AM >>>
Becky,
I have my Graduate plan and courses all approved from the Graduate School at BSU. What do you need regarding Brian's following response. Please let me know...Mary

>>> "Brian Ecker" <Brian.Ecker@sQ.mnsceu.edu> 7/14/2006 7:56 AM >>>

Mary,

To pre-approve the graduate courses in credential field for column progression will require additional documentation. A list of the courses by institution with prefix, course number, and title. Please submit this documentation directly to the Human Resources office on campus.

Brian Ecker  
Office of the Chancellor-HR  
Faculty Compensation-State Colleges  
651-297-3379  
brian.ecker@sQ.mnsceu.edu  
Fax: 651-297-3145

>>> "Mary Balanus" <Mary.Balanus@northlandcollege.edu> 7/13/2006 4:56 PM >>>

Mary,  
I am currently getting my Masters in Education. My field has a Masters Program but not in the state of Minnesota. I have been approved for a sabbatical next year to get a Masters in Education as a plan. My program requires a Masters in order to be Program Director but it does not have to be in my field. I have taken the teaching courses for my license as graduate credit several years ago and with the time frame will be able to complete within a year. My question to you is: Is this approved as a column change? Please let me know how to proceed. Thank you

Mary Balanus  
Northland Community & Technical College  
2022 Central Ave NE  
East Grand Forks, MN 56721  
mMary.bulanus@northlandcollege.edu  
218-773-4798
Form 2 - APPLICATION FOR ADMISSION TO CANDIDACY

Name: Mary Belanus

Mailing Address: 2041 8th St SE East Grand Forks, MN 56721

Telephone (W): 218-772-4286 (H): 218-772-0281

BSU Student ID #: 00286413

Current Email: mary.belanus@northlandcollege.edu

Experience - (list last two assignments)

Type of Position: Clinical Instructor
Location: Northland Community & Tech College - EGF

Yrs. Coordinator: H.S. Coordinator
LSU Health System - Grand Forks

Master's Degree Program Applying for: Department of Professional Education - Online Teaching Cognate

Program Plan:

Transfer Credits - (A maximum of 10 semester credits may be approved for transfer.)

<table>
<thead>
<tr>
<th>Dep. &amp; Course</th>
<th>Name of Course</th>
<th>College/University</th>
<th>Sem. Cr.</th>
<th>Term or Semester</th>
<th>Grade</th>
</tr>
</thead>
</table>

Test Record

Graduate Record Examination, General (if applicable):

Date: __________ Verbal: ________ Quantitative: ________ Analytical: ________ Initials: ________

Departmental qualifying exam was given?

This form must be signed by the student, advisor and/or graduate coordinator (if applicable), dept chair, and college dean before submitting to graduate studies.

Date: __________ Candidate's Signature: Mary Belanus

I approve the proposed program and recommend this student for candidacy for the Master's degree program:

Date: __________ Advisor: ________

Date: __________ Major Coordinator/Chair: ________

Date: __________ College Dean: ________

Deficiencies, if any, to be removed

Date: __________ Graduate Studies Dean: ________
Field of Emphasis: **Education - Online Teaching**  Total Hours for Degree: **35 - 42 credits**

This section must be completed with the assistance of your advisor. List all courses completed (including transfer courses), and courses yet to be taken. See the catalog for program requirements. Please list in the order completed or to be taken.

### Professional Education Core (MS Ed Only) / Required Courses

<table>
<thead>
<tr>
<th>Dept. &amp; Course #</th>
<th>Title of Course</th>
<th>Sem</th>
<th>Year, Sem.</th>
<th>Hours &amp; Session</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 5224</td>
<td><em>Curriculum and Instruction</em></td>
<td>3</td>
<td>2, Fall</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>ELE 5326</td>
<td><em>Human Development Psychology</em></td>
<td>3</td>
<td>2, Fall</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>ELE 5366</td>
<td><em>Education for the Titled</em></td>
<td>3</td>
<td>2, Fall</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>ELE 5376</td>
<td><em>Specialized浙江省</em></td>
<td>3</td>
<td>2, Fall</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>ELE 6366</td>
<td><em>Individualized Study</em></td>
<td>3</td>
<td>2, Fall</td>
<td></td>
<td>McCodney</td>
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</table>

**Professional Education Core Total Hours:** 19 credits

### Program Electives

<table>
<thead>
<tr>
<th>Dept. &amp; Course #</th>
<th>Title of Course</th>
<th>Sem</th>
<th>Year, Sem.</th>
<th>Hours &amp; Session</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 5850</td>
<td><em>Phil of Voc Ed</em></td>
<td>2</td>
<td>1, Spr</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>IT 5858</td>
<td><em>Curr Dev Tech /Tech Ed</em></td>
<td>2</td>
<td>1, Spr</td>
<td></td>
<td>McCodney</td>
<td>A</td>
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<tr>
<td>IT 5841</td>
<td><em>Method Tech /Voc /Tech</em></td>
<td>2</td>
<td>1, Spr</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>IT 5861</td>
<td><em>Graduate Professional Practice</em></td>
<td>2</td>
<td>1, Fall</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
<tr>
<td>IT 5865</td>
<td><em>Instructional Leadership &amp; Development</em></td>
<td>2</td>
<td>1, Fall</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
</tbody>
</table>

**Program Electives Total Hours Required:** 15 credits

### Required Research or Thesis

<table>
<thead>
<tr>
<th>Dept. &amp; Course #</th>
<th>Title of Course</th>
<th>Sem</th>
<th>Year, Sem.</th>
<th>Hours &amp; Session</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 6266</td>
<td><em>Culmination /Experiential</em></td>
<td>3</td>
<td>1, Spr</td>
<td></td>
<td>McCodney</td>
<td>A</td>
</tr>
</tbody>
</table>

**Required Research or Thesis Total Hours Required:** 3 credits
Program of Study

CORE (19 credits)
ED 6100 Educational Research
ED 6107 Advanced Educational Psychology
ED 6108 The Learning Community
ED 6117 Critical and Creative Thinking
ED 6334 Curriculum and Instruction
ED 6336 Instructional Design
ED 6920 Directed Group Study: Written Exam*

*ED 6920 Directed Group Study is offered by the advisor or a graduate faculty member and provides the required written examination for all graduate students in regular education Masters degree programs. The written examination is based on the core courses that focus specifically on the National Board of Professional Teacher Standards. Also note that ED 6920 must be taken concurrently with ED 6980 or ED 6990. Contact your advisor for details.

COGNATE AREA (Choose 14-19 credits)
Cognates are determined collaboratively with a BSU advisor. Courses taken for the cognate must be graduate level (5000 or 6000 level) to form a concentration in an academic area. Up to eleven credits of graduate level of work from an accredited institution may be transferred into the program as cognate-area electives. See individual cognates for specific requirements and on-line or on-campus availability.

Educational (Information) Communications and Technology Cognate
Educational Leadership Cognate
Mathematics Cognate
Middle Level Education Cognate
Online Teaching Cognate
Preprimary Speciality Licensure
Reading Cognate
Science Cognate

RESEARCH (2-4 credits)
ED 6980 Research Paper
or
ED 6990 Thesis

Rotation for online core courses:
ED 6100 Educational Research
ED 6107 Advanced Educational Psychology
*ED 6920 Directed Group Study (Must be taken concurrently with ED 6980 or ED 6990 arranged with advisor.)
Elective: ED 6115 The Psychology of Learning

ED 6336 Instructional Design
ED 6117 Creative and Critical Thinking
*ED 6920 Directed Group Study (Must be taken concurrently with ED 6980 or ED 6990 arranged with advisor.)
Elective: ED 6120 Critical Issues in Education

ED 6108 The Learning Community
ED 6334 Curriculum and Instruction
*ED 6920 Directed Group Study (Must be taken concurrently with ED 6980 or ED 6990 arranged with advisor.)
Elective: ED 6446 Distance Education: History and Development

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1500 Birchmont Drive NE, Bemidji MN 56601-2099
Toll Free: 1-800-475-2001

Bemidji State University is a member of the Minnesota State Colleges and Universities system.
Master of Science – Education (M.S.)

Bemidji State University's Department of Professional Education is committed to high-quality graduate education for pre-K-12 and post-secondary teachers. To achieve this goal, the master's degree program core courses are designed to meet six program standards adapted from the National Board for Professional Teaching Standards (NBPTS). Seven core courses in the program address the standards and provide a sound foundation for advanced study. Note: Core courses are also offered online through the Center for Extended Learning (http://distance.bemidjistate.edu).

The remainder of the program is devoted to advanced study in the teacher's cognate area. Thus the Education Master of Science degree promotes the scholarly development of highly qualified professional teachers who directly influence the learning process of pre-school through post-secondary students.

The Department of Professional Education advises students to register early to reduce the risk that a course will be canceled due to inadequate enrollment.

Core

ED 6100 Educational Research (3 credits)
ED 6107 Advanced Educational Psychology (3 credits)
ED 6108 The Learning Community (3 credits)
ED 6117 Critical and Creative Thinking (3 credits)
ED 6334 Curriculum and Instruction (3 credits)
ED 6336 Instructional Design (3 credits)
ED 6920 Directed Group Study: Written Examination (1 credit)

Subtotal 19 Credits

Cognate Area

To be determined with a BSU advisor. All courses in the cognate must be graduate level (typically 5000- and 6000-level courses) and must form a concentration in an academic area (e.g., early childhood education, educational technology, health, mathematics, reading, science, and so on). Courses to be transferred from another institution must be from an accredited university. Cognates must be clearly identified and approved by the advisor and the Dean of Graduate Studies. Note: Certain cognate area courses are also offered online through the Center for Extended Learning (http://distance.bemidjistate.edu).

Subtotal 14-19 Credits

Research

ED 6980 Research Paper (Arr. credits)
or ED 6990 Thesis (Arr. credits)

ED 6155 Capstone Experience (3)

Subtotal 2-4 Credits

Total Semester Credits Required for Degree 35-42 Credits
### Graduate Course Offerings

**Professional Education (ED)**

College-Program Codes: 4-13

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5100</td>
<td>INTRODUCTION TO THE FOUNDATIONS OF PUBLIC SCHOOL EDUCATION</td>
<td>3</td>
<td>Introduction to the historical, social, and political foundations of public school education. Introduction to the roles, functions, and responsibilities of an elementary or secondary public school teacher; a practicum experience. Prerequisites: Completion of PPST, 2.50 GPA, and 30 credits, or completion of a baccalaureate degree in a licensure field and consent of department chair.</td>
</tr>
<tr>
<td>5110</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
<td>A study of the teaching and learning process: teaching with emphasis on planning effective instruction, management, and assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors. Prerequisite: 2.50 overall GPA; Corequisite: ED 5100.</td>
</tr>
<tr>
<td>5140</td>
<td>HUMAN RELATIONS IN EDUCATION</td>
<td>2</td>
<td>Study of the causes and psychological dynamics of racism, sexism, and other forms of human oppression. Prerequisites or Corequisites: ED 5100 and ED 5110.</td>
</tr>
<tr>
<td>5160</td>
<td>PHILOSOPHY AND ORGANIZATION OF THE MIDDLE SCHOOL</td>
<td>2</td>
<td>Specific information and skills relative to the development of a philosophy and rationale for a middle school. Emphasis on the relationship between the middle school student, the middle school teacher, and the philosophy, organization (including interdisciplinary planning, advisor/advisee plan, etc.), and program of the middle school.</td>
</tr>
<tr>
<td>5170</td>
<td>EDUCATION OF THE AMERICAN INDIAN</td>
<td>3</td>
<td>Survey of traditional and western models used in the education of American Indians from colonial times to the present.</td>
</tr>
<tr>
<td>5201</td>
<td>LANGUAGE ARTS 1</td>
<td>3</td>
<td>A survey of various approaches and an investigation of the multiplicity of tasks involved in the teaching of elementary school reading. Focuses on emerging literacy development as well as assessment in the early years of learning to read.</td>
</tr>
<tr>
<td>5221</td>
<td>ELEMENTARY MATH METHODS</td>
<td>3</td>
<td>Objectives, materials and methods of teaching modern mathematics. Requires visits to elementary schools.</td>
</tr>
<tr>
<td>5250</td>
<td>ELEMENTARY SCHOOL ENVIRONMENTAL EDUCATION</td>
<td>1</td>
<td>Philosophy, objectives, methods, and materials of environmental education. Designed to teach students how to integrate environmental education into the classes of elementary schools.</td>
</tr>
<tr>
<td>5257</td>
<td>INTRODUCTION TO ENVIRONMENTAL EDUCATION AND INTERPRETATION</td>
<td>3</td>
<td>Objectives, program ideas, methods, and materials of outdoor education. General and specific techniques of implementing a program of environmental education and interpretation.</td>
</tr>
<tr>
<td>5258</td>
<td>ENVIRONMENTAL INTERPRETATION</td>
<td>3</td>
<td>Introduces the student to the profession of interpretation. Students gain an understanding of the principles of interpretation and their application in interpretative services in a wide variety of settings including museums, zoological gardens, industrial sites, and parks.</td>
</tr>
<tr>
<td>5350</td>
<td>PEDAGOGY: PLANNING FOR INSTRUCTION</td>
<td>4</td>
<td>Introduction to the elements of designing effective instruction: learners, goals and objectives, teaching strategies, instructional technologies, and assessment, with special attention to the learners. Concepts from educational psychology and human relations are applied to the</td>
</tr>
</tbody>
</table>
5410 MIDDLE SCHOOL SCIENCE METHODS (2 credits) Introduces methods and materials for teaching science for grades 5-9. Discusses the teaching of science through a hands on process methodology. These methods are practiced through a required practicum with public school students. Various process oriented science curriculum materials are used during class.

5500 YOUNG CHILDREN WITH SPECIAL NEEDS (3 credits) Introduction to teaching young children with special needs. Includes discussion of important aspects of education for young children in special education and mainstreamed settings. Students interrelate experiences working with young children having special needs to developing an educational philosophy.

5508 PARENT/PROFESSIONAL TEAM IN EARLY CHILDHOOD (3 credits) Emphasizes cooperative and coordinated educational programming with parents of normally and atypically developing infants, toddlers, and preschool age children. Models of early intervention and parent-teacher educational programs are presented and adapted for use with parents. First is interagency staffing patterns and cooperation among agencies and second is geographic, economic and social factors and related problems. Prerequisites: ED 5670 and/or ED 5500.

5600 STUDY OF THE LEARNER WITH SPECIAL NEEDS (3 credits) Study of the development of various exceptionalities in children.

5601 ASSISTIVE TECHNOLOGY (3 credits) An overview of assistive technology for use by individuals with disabilities will be covered. Five types of devices will be examined and their uses discussed. They include environmental control devices; simple augmentative communication devices; switches, modules, and mounting systems; computer adapted input devices; and special needs software. This course provides a format via e-mail for discussion regarding application and analysis of assistive technology devices. In addition, students will synthesize and evaluate information on disabilities and assistive technology devices found on the Internet.

5608 MATHEMATICS FOR LEARNERS WITH SPECIAL NEEDS (2 credits) Study of the problems that students who have learning difficulties exhibit in mathematics. Diagnostic, remedial, and instructional activities are developed. Requires an approved elementary (K-4) clinical experience. Prerequisites: ED 5600, and ED 5221 or MATH 5052.

5620 TEACHING THE LEARNER WITH SPECIFIC LEARNING DISABILITIES I (3 credits) Introduction to the field of learning disabilities. A study of learners whose special learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Requires an approved clinical experience in an elementary (K-6) setting. Prerequisite: ED 5600 or consent of instructor.

5630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS I (3 credits) Introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family, and community settings. Students are helped to understand key concepts through participation in an approved elementary (K-6) special education clinical experience. Prerequisite: ED 5600 or consent of instructor.

5640 DUE PROCESS IN SPECIAL EDUCATION (2 credits) Study of special educators' roles in the special education process. Reviews standards in application of referral, evaluation, team planning, and placement procedures. Issues in family and ethical concerns are addressed with technical writing of required individual education plans, transition plans, and evaluation reports. Prerequisite or Corequisite: ED 5600.

5650 COLLABORATIVE TECHNIQUES FOR SPECIAL EDUCATORS (3 credits) A study of techniques when collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs, within an academic setting. An approved clinical experience includes a parent interview, working with outside agencies such as social services, medical facilities, parent advocacy, and service providers from outside the school district, and transition service agencies. Prerequisite: ED 5600.

5670 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (3 credits) Social, psychological, historical, and
educational foundations of kindergarten and prekindergarten programming are explored. Emphasis is placed on efforts of modern programs to adapt curriculum and instruction to the developmental levels and experience backgrounds of young children. Content is geared toward teaching at either the kindergarten or prekindergarten levels. Requirements: Practicum at level of professional interest.

5767 RELATIONS AND MANAGEMENT IN EARLY CHILDHOOD EDUCATION (3 credits) Study and develop skills in relations with young children, parents, and co-workers. Guidance and group management techniques are addressed for working effectively with prekindergarten and young school aged children. Practicum in prekindergarten or school settings is a part of the class.

5790 DEVELOPMENTALLY APPROPRIATE PREPRIMARY EDUCATION (3 credits) Course studies developmentally appropriate curriculum and methods for young learners, prekindergarten - third grade. The use of learning centers, thematic instruction, culturally sensitive teaching techniques, emergent literacy and numeracy, and constructivist educational theory are explored. This is the culminating seminar in early childhood programs and includes a practicum in prekindergarten or kindergarten classroom. Prerequisite: ED 5670.

5715 CURRICULUM TECHNIQUES WITH SPECIAL POPULATIONS (3 credits) Students learn to design curricular interventions in academic and socio-emotional arenas and techniques for accommodating diverse learners within regular education settings. Requires an approved clinical experience developing an Individual Application Project in collaboration with a mainstream teacher. Prerequisite ED 5600.

5730 UNDERSTANDING AND SUPPORTING PARENTING (3 credits) Parent-child relationships, including adult development, family systems theory, parental authority, child compliance, and developmental interaction during child-rearing years. Parenting in diverse family configurations, diverse cultures and lifestyles, and high-risk families. Emphasis on knowledge of research for application and collaboration to promote children's learning.

5737 CONTENT AREA READING (2 credits) Intensive study of content area reading issues. Assessment techniques and instructional strategies appropriate for grades four through twelve.

5740 METHODS OF USING INSTRUCTIONAL TECHNOLOGY (4 credits) Fundamentals of theory and practice in using instructional technology in teaching. Explores current and future methods of teaching with technology. Assists teachers and prospective teachers in utilizing various instructional technologies in their teaching. Prerequisite: Consent of instructor.

5747 CURRICULUM DEVELOPMENT FOR INSTRUCTIONAL TECHNOLOGY (4 credits) How to modify existing curriculum to incorporate instructional technologies into the educational program. Focuses on curriculum development processes that link advanced multi-media technologies to the curriculum.

5750 FAMILY, SCHOOL, COMMUNITY RELATIONS (3 credits) Course focuses on family involvement as essential in the successful education of the prekindergarten-12th grade learner. Study is given to family dynamics, trends in family-school relations, problems that inhibit parent involvement, and strategies for productive family involvement. Community and cultural considerations in family-school-community relations are examined. Pertinent "field activities" are required.

5757 PHILOSOPHY AND METHODS OF PARENT EDUCATION (3 credits) Historical, cultural, social, and psychological foundations in the philosophy of parent education are explored. Methods in the education of adults in the context of the family are studied. Models of parent/family education are examined. Visitations to early childhood family education programs are required. Prerequisites: ED 5500, ED 5670, and ED 5677.

5758 TEACHING THE LEARNER AT RISK: AN ECOLOGICAL PERSPECTIVE (2 credits) The course explores family and school factors that put the learner at risk for academic and social failure. Strategies are developed for addressing these factors, including collaborative efforts within and outside of the classroom. This is the introductory course in teaching the learner at-risk programs.

5760 VOCAL MUSIC CONSULTANT IN THE ELEMENTARY SCHOOL (1 credit) Music resources, films, records, song literature, and community resources; demonstration and observation lessons; workshop, staff relations,
5770 ORGANIZATION AND ADMINISTRATION OF ENVIRONMENTAL EDUCATION AND INTERPRETATION (2 credits) The organization and administration of environmental education and interpretation experiences in varying lengths, and the acquisition, development, and maintenance of outdoor education facilities and programs. Prerequisite: ED 5257.

5777 FIELD EXPERIENCES IN ENVIRONMENTAL EDUCATION AND INTERPRETATION (3 credits) An interdisciplinary field oriented course designed to provide the student with basic knowledge of the natural environment and its relationship to the total school curriculum. Each student will design and execute an environmental or outdoor education project related to their major field of study. Arrangements will be made to test out the activity on an appropriate group (e.g. school children, adults, etc.) Prerequisite: ED 5257.

5780 ADAPTATION AND MANAGEMENT: DESIGNING THE LEARNING ENVIRONMENT (3 credits) Focuses on designing and managing the learning environment to meet needs for growth in all learners in affective, cognitive, psychomotor, and social domains. Theories of individual behavior, diverse learners, group dynamics, communication, behavioral interventions, and classroom management presented and applied in simulations. Research on related topics is undertaken. Prerequisites: ED 5100, ED 5110, ED 5140, and ED 5350.

5799 THE PROFESSIONAL TEACHER (1 credit) Students study the role of the student teacher in planning for full-time teaching. Reviews classroom procedures, organization, planning, and technologies, and covers student teacher and beginning teacher procedures, general background, introduction to the classroom, teaching strategies, language, thinking, evaluation, employment (including letters of application, resume writing, and interviews), and continued professional growth. The course must be taken the semester before student teaching. Note: Elementary majors must successfully complete all methods courses prior to student teaching; secondary majors must successfully complete all methods courses and 80 percent of their content courses prior to student teaching. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, and ED 5780.

5800 STANDARDS OF EFFECTIVE PRACTICE (3 credits) Addresses the ten standards of effective practice identified in the professional education licensure programs. Students are expected to demonstrate competencies in all ten areas through a series of performance-based tasks during their student teaching experience. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, ED 5780, and ED 5799; Corequisite: ED 5830 or ED 5840.

5811 PREPRIMARY STUDENT TEACHING (3-10 credits) Students integrate theory and practice through working as a member of a teaching team in a split prekindergarten and kindergarten placement. Includes application of content and methods from ED 5700, as well as portfolio documentation of attainment of BOT outcomes as specified in the syllabus. Prerequisites: ED 5670, ED 5677; Corequisite: ED 5700.

5818 FIELD EXPERIENCE IN INSTRUCTIONAL TECHNOLOGY (4 credits) The purpose of this course is to provide a capstone experience for the students in the Instructional Technology area of emphasis. Students will develop integrated instructional technology materials and field test them in actual educational settings.

5820 STUDENT TEACHING - ELEMENTARY (1-12 credits) Full-time teaching with guidance and supervision by University supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, ED 5780, and ED 5799; Corequisite: ED 5800.

5830 STUDENT TEACHING - SECONDARY (1-12 credits) Full-time teaching with guidance and supervision by University supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 5110 and ED 5799; Corequisite: ED 5800.

5840 STUDENT TEACHING - SPECIAL FIELDS (1-12 credits) Full-time teaching with guidance and supervision by University supervisors and assigned school personnel (visual arts, business education, industrial arts education, instrumental music, vocal music, health and physical education.) Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 5100, ED 5110, ED 5140, ED 5350, ED 5780, and ED 5799; Corequisite: ED 5800.

5870 MATHEMATICS IN THE PRIMARY GRADES (3 credits) Students gain understanding of theory,
5877 SOCIAL STUDIES AND SCIENCE IN THE PRIMARY GRADES (4 credits) Students gain understanding of theory, curriculum, and methods in developmentally appropriate social studies and science education in the primary grades.

6100 EDUCATIONAL RESEARCH (3 credits) Introduction to quantitative and qualitative research designs and methods. Includes reading and interpreting scholarly research, delineating and posing research questions, selecting research designs, writing research proposals, and planning for writing a research paper or thesis. This course should be taken early in the program to provide a sound basis for subsequent graduate-level coursework.

6107 ADVANCED EDUCATIONAL PSYCHOLOGY (3 credits) Study of how individuals are alike and different in terms of development, learning, and motivation. Cognitive, intellectual, psychosocial, and moral developmental theories, and behavioral, information processing, and constructivist theories of learning are analyzed and transformed into effective teaching practices.

6110 COMPARATIVE EDUCATIONAL PHENOMENA (3 credits) Study of diverse views of education, including predominant educational philosophies of the United States and educational systems around the world. Topics to be considered are the relationship of philosophy, theory, and educational practice.

6115 PSYCHOLOGY OF LEARNING (3 credits) A comprehensive study of the process of learning as it relates to behavior, cognition/intelligence, life-span development, motivation, and instructional practices. For practicing teachers in various educational settings, pre-K through post-secondary.

6117 CRITICAL AND CREATIVE THINKING (3 credits) Analysis of learner capacities that are prerequisites for intellectual growth, including the ability to take multiple perspectives, be creative and take risks, and adopt an experimental and problem-solving orientation. Through an understanding of developmental and learning theories, accomplished teachers critically examine their teaching practices, seek to expand their repertoire, deepen their knowledge, and adapt their teaching to new ideas.

6118 PROGRAM EVALUATION (3 credits) Focuses on philosophical foundations of program evaluation within the context of organizational renewal and school change initiatives. Case study methodology is used for curricula and delivery design in contemporary curricular issues.

6120 CRITICAL ISSUES IN EDUCATION (2 credits) Analyzes issues confronting American education. Specific and detailed study is given to selected issues by individual members of the class.

6140 SOCIAL FOUNDATIONS OF EDUCATION (2 credits) Past, present, and future social issues that influence the development of American education are examined.

6150 HISTORY OF AMERICAN EDUCATION (2 credits) Study of the development of public education in the United States with attention to the European background as it has influenced the expansion of education facilities in the United States, Canada, and Latin America.

6155 M.ED. CAPSTONE EXPERIENCE (3 credits) The final course in the Master of Education applied degree program. Students work closely with the professor of record and/or the advisor to design an authentic experience that demonstrates the student's graduate-level competencies in the program standards (National Board of Professional Teachers Standards) and in his or her approved cognate area. Students submit a formal individualized proposal that explains how they will meet the requirements of this course in terms of scholarship, both orally and in written forms. Prerequisites: ED 6100, ED 6107, ED 6108, ED 6117, ED 6334, ED 6336, and ED 6920.
6150 EDUCATIONAL STATISTICS (2 credits) The principles and foundations of statistical method as applied to educational measurement are examined.

6210 RECENT RESEARCH IN ELEMENTARY SCHOOL SUBJECTS (2 credits) A study of recent research in selected elementary school subjects.

6220 MODERN CURRICULA IN ELEMENTARY SCHOOL SUBJECTS (2 credits) Designed to develop basic understanding for the individual in science methods for the elementary school. Emphasizes modern approaches and resource development in science curricula.

6230 CURRICULUM AND INSTRUCTION IN DEVELOPMENTAL READING IN ELEMENTARY SCHOOL (2 credits) The skills, methods and materials basic to the teaching of reading at the elementary level are studied.

6232 CHILDREN'S LITERATURE IN THE CLASSROOM (2 credits) For in-service elementary and middle-level teachers. Expands teachers' background in the field of children's literature. Emphasis on methods and techniques to integrate children's literature into the language arts program as well as the role of literature across disciplines in school curricula. Current research, relevant Internet resources, and recent publications in children's literature. Prerequisite: Undergraduate teaching degree or consent of instructor. Offered through the Center for Extended Learning.

6237 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES (2 credits) Emphasizes theory and practice in diagnosing and correcting problems in reading. Requires an approved clinical experience in a high school (9-12) setting. Prerequisite: ED 5291 or ED 6230.

6238 ADMINISTRATION AND SUPERVISION OF THE READING PROGRAM (2 credits) The role of a K-12 reading specialist/reading program coordinator in the public school sector. Focuses on the development and implementation of a comprehensive district-wide language arts program. Budgetary issues and the impact of federal and state initiatives. Prerequisites: ED 5737, ED 6230, and ED 6237.

6240 CURRICULUM AND INSTRUCTION IN ELEMENTARY SCHOOL MATHEMATICS (2 credits) This course is intended to develop a more comprehensive understanding of the objectives, content materials, and processes of modern mathematics in elementary school.

6250 CURRICULUM AND INSTRUCTION IN ELEMENTARY SCHOOL SOCIAL STUDIES (2 credits) An analysis of recent research in curricula design and pedagogical practice, overarching goals of the social studies, the sources of content through which those goals may be realized, and the theoretical basis for organizing the social studies curriculum in the elementary school. Efforts will be made to explain the interrelationships between history, social sciences, school social studies, and pedagogy.

6300 KEY CONCEPTS OF MIDDLE LEVEL EDUCATION (2 credits) An opportunity for in-depth exploration of the components that make up contemporary middle schools. Prerequisite: ED 5160 or equivalent.

6307 TEACHING THE YOUNG ADOLESCENT (2 credits) Designed to improve participants' ability to deliver instruction to transgressive (10 to 15 years old) students. Prerequisite: ED 5160 or equivalent.

6334 CURRICULUM AND INSTRUCTION (3 credits) Study of how content knowledge is created, organized, and linked to other disciplines and applied to real-world settings. Focuses on how to convey and reveal content knowledge to students by creating multiple paths of learning.

6336 INSTRUCTIONAL DESIGN (3 credits) Examines a range of effective instructional techniques for elementary, middle-level, secondary, and post-secondary teachers. Reviews instructional design models that focus on selecting content knowledge, transforming content knowledge into instructional standards, selecting appropriate teaching strategies and media, managing the classroom environment, assessing learning, and reflecting on the effectiveness of instructional decisions.
6400 SCHOOL ADMINISTRATION AND LEADERSHIP (3 credits) Examine leadership theory within a school setting and provide application of theory to the daily responsibilities of a school administrator through simulations and case studies. Aspects of organizational behavior and learning, school culture, systems thinking, vision building and change are applied to school leadership processes. Critical issues of leadership and education are analyzed.

6407 THE ACCOMPLISHED TEACHER (3 credits) Assessment of individual leadership styles and their application to the organizational setting. Team building, change processes, strategic planning and leadership theory are analyzed.

6410 PUBLIC SCHOOL LAW (3 credits) Study of principles of law relating to public school in relationship to case law, torts, statutes and legal system of the United States. Relationships of federal, state and local governments are analyzed as well as the legal status of schools, administrators, teachers and students.

6420 SCHOOL FINANCE (3 credits) Addresses the financial implications of the education program including theoretical foundations of educational finance, budgeting, management of funds, fiscal policies, and the business management function and facilities financing.

6430 STUDENT PERSONNEL SERVICES (3 credits) Develop strategies for student services programs with attention to student personal and developmental needs, family profiles, social issues, and peer interaction. Counseling and guidance services, student management programs, activity programs, school safety and policy development are examined and applied to simulations and case studies.

6440 SUPERVISION OF STUDENT TEACHERS (2 credits) Course designed for experienced teachers who supervise, or expect to supervise, students in a student teaching experience assigned to off-campus schools.

6446 DISTANCE EDUCATION: HISTORY AND DEVELOPMENT (3 credits) Students learn about trends, issues, and theories in the field, as well as designing for distance delivery with different types of methods, media, and delivery tools. The course is offered only online. Students will participate in online discussion, including an exploration of their own experiences as distance learners. Other goals are individually defined and based on the needs and interests of students taking the course.

6447 SEMINAR IN TEACHING ONLINE (1 credit) Specifically for in-service P-12 and post-secondary teachers seeking advanced preparation in online teaching. Shaped by participants in terms of critical needs, specific content areas and specialties, or changes in state and federal policies. Every effort is made to include expert guest discussants from the Minnesota Department of Education, other universities, teachers’ unions, and other relevant leaders in online education.

6450 EDUCATIONAL SUPERVISION (3 credits) Focus is on the major problems of supervision in the context of a school viewed as a social organization. Issues examined are the process of change, initiation of innovations, and the improvement of teachers’ in-service.

6460 PUBLIC RELATIONS (3 credits) Basic knowledge needed by teachers and administrators to conduct or participate in a school public relations program.

6480 PERSONNEL ADMINISTRATION (3 credits) Examines the historical evolution of personnel administration and focuses attention on school personnel tasks, staff selection, in-service training, performance evaluation, and professional negotiations.

6608 LANGUAGE DEVELOPMENT AND DISABILITIES (3 credits) Develops knowledge of normal language development and common differences in that developmental pattern. Procedures for effective language assessment are reviewed and applied in academic and social settings. Emphasizes correlating language assessment with effective language instructional strategies. Requires an approved clinical experience in a middle school (5-8) setting. Prerequisites: ED 5600 and ED 5640, and ED 5620 or ED 5630.

6609 DIAGNOSIS AND ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS (3 credits) Promotes
6610 CURRENT ISSUES IN SPECIAL EDUCATION (2 credits) Designed to introduce the student to current issues in the field of special education including legislation, litigation, and current practices. Prerequisite: ED 6100.

6620 TEACHING THE LEARNER WITH SPECIFIC LEARNING DISABILITIES II (3 credits) Provides continuing study in the field of learning disabilities. Emphasizes designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Studies teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas. Requires an approved clinical experience in a high school (7-12) setting. Prerequisites: ED 5600 and ED 5620.

6630 TEACHING THE LEARNER WITH EMOTIONAL BEHAVIORAL DISORDERS II (3 credits) Study of the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessment, cognitive strategies, and crisis prevention. Students apply behavior modification techniques in an approved clinical special education setting, grades 7-12. Prerequisites: ED 5600 and ED 5630.

6637 ADVANCED THEORIES OF EMOTIONAL DISTURBANCE (2 credits) Provides teachers of emotionally/behaviorally disordered students with an understanding of and practice with techniques derived from ecological, behavioral, and psycho-educational models for classroom interventions. Prerequisites: ED 5600 and ED 5750.

6800 PRACTICUM IN DIAGNOSIS OF READING DIFFICULTIES (2 credits) Practical experience in diagnosing children's learning difficulties in reading. Prerequisite: ED 6237.

6810 PRACTICUM IN CORRECTION OF READING DIFFICULTIES (2 credits) Practical experience in correcting children's learning difficulties in reading. Prerequisite: ED 6237.

6840 PRACTICUM IN PARENT AND FAMILY EDUCATION (3 credits) Students complete the practicum in an early childhood family education program. Working with a mentor parent educator in a group setting with adults, students participate in planning, implementation, and evaluation of a parent and family education program. Taken at the end of the Parent and Family Education licensure. Completion of a journal and weekly seminar is a part of the practicum.

6920 DIRECTED GROUP STUDY: WRITTEN EXAMINATION (1 credit) This course provides a formal setting for the required written examination for the M.S. in Education. It is taken near the end of the program, usually concurrently with ED 6980 or ED 6990. Students synthesize M.S. in Education program standards one through five by answering a subset of questions that measure core competencies based on the NBPTS standards. Prerequisites: ED 6100, ED 6107, and at least 20 semester credits completed in the master's program.

6970 INTERNSHIP IN SCHOOL ADMINISTRATION (Arranged Credits) See advisor for description and permission to enroll.

6980 RESEARCH PAPER (Arranged credits) When taken as a requirement for the M.S. in Education, the following description applies: Students who propose to complete a research paper in partial fulfillment of the requirements of a master's program are required to take this course.

6990 THESIS (Arranged credits) Students who propose to complete a thesis in partial fulfillment of the requirements of a master's program are required to take this course.

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Graduate Professional Education Program | All-University Courses and Descriptions
BSU Catalog Home | BSU Home

Catalog Editor: catalog@bemidjistate.edu
Certificate in Online Teaching

The Certificate in Online Teaching provides a sound foundation in distance learning history, instructional design, and hands-on development of online courses necessary to prepare effective online teachers. Course assignments are centered on learning new technology skills and tools; developing individual learning objects, courses, and projects; and gaining practical experience in teaching and learning strategies for the online environment. The program is designed for teachers in P-12 and higher education.

Note: The Certificate in Online Teaching courses can be transferred into the Education Master of Science (M.S.) or Education Master of Education (M.Ed.) degree program. Master’s students, working with a BSU advisor and their school official, must take an additional 5-10 credits related to their teaching field to complete a 14-19 credit cognate area. Students in this certificate program also complete core courses in education and a final research paper or thesis. Students using the Certificate in Online Teaching as part of a cognate will add ED 6115 The Psychology of Learning to meet credit requirements of the degree.

Online Teaching Courses

- ED 6120 Critical Issues in Education (2 credits)
- ED 6336 Instructional Design (3 credits)
- ED 6446 Distance Education: History and Development (3 credits)
- ED 6447 Seminar in Teaching Online (1 credit)

Total Semester Credits Required for Certificate 9 Credits

BSU Catalog Home | BSU Home

Catalog Editor: catalog@bemidjistate.edu
ON-LINE TEACHING
Certificate Program

This proposed certificate in online teaching is in direct response to a request from the Minnesota Online Alliance, a group of schools and districts offering online courses and programs for K-12 students in Minnesota. The certificate program’s courses already exist as on-line courses and are appropriate for preparing on-line teachers in K-12 and in post-secondary education.

The Certificate in Online Teaching (9 credits) provides a sound foundation in distance learning history, instructional design, and hands-on development of on-line courses necessary to prepare effective on-line teachers. Course assignments are centered on learning new technology skills and tools, developing Individual learning objects, courses, and projects, and gaining practical experience in teaching and learning strategies for the online environment.

Courses in the proposed certificate program are:

- 6120 CRITICAL ISSUES IN EDUCATION (2 credits) Analyzes issues confronting American education. Specific and detailed study is given to selected issues by individual members of the class.
- 6336 INSTRUCTIONAL DESIGN (3 credits) Examines a range of effective instructional techniques for elementary, middle-school, secondary, and post-secondary teachers. Reviews instructional design models that focus on selecting content knowledge, transforming content knowledge into instructional standards, selecting appropriate teaching strategies and media, managing the classroom environment, assessing learning, and reflecting on the effectiveness of instructional decisions.
- 6446 DISTANCE EDUCATION: HISTORY AND DEVELOPMENT (3 credits) Students learn about trends, issues, and theories in the field, as well as designing for distance delivery with different types of methods, media, and delivery tools. The course is offered only online. Students will participate in online discussion, including an exploration of their own experiences as distance learners. Other goals are individually defined and based on the needs and interests of students taking the course.
- 6447 SEMINAR IN TEACHING ONLINE (1 credit) This course for special student groups is offered specifically for in-service P-12 and post-secondary teachers seeking advanced preparation in online teaching. The seminar is shaped by participants in terms of critical needs, specific content areas and specialties, or changes in state and federal policies. Every effort is made to include expert guest discussants from the Department of Education, teachers' unions, and other relevant leaders in online education.

The certificate program courses can be transferred into the Professional Education Master’s degree program (see the Master’s degree descriptions). Students, working with a BSU advisor and their school official, must take an additional 5-10 credits related to their teaching field to complete a 14-19 credit cognate area. Students in this certificate program also complete core courses in education and a final research paper or thesis. Students using this certificate as part of a cognate will add ED 6115 The Psychology of Learning to
Sabbatical Abstract

for

Don Campbell

Spring Semester 2007
(Year 2006-2007)

09-06-2007
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: Don Campbell Assigned Field: Microcomputer Support Specialist

Year and Semesters(s) of Sabbatical: Spring Semester, 2007 (year 2006-2007)

1. OBJECTIVES OF MY SABBATICAL:

The objectives for my sabbatical are...

1. Improve my teaching by becoming more knowledgeable in network security.
2. Take and pass the Comptia Security + Certification Exam.
3. Prepare a syllabus that could be used in a class offering for network security.

2. RESULTS OF MY SABBATICAL:

The results of my sabbatical...

1. I have become more knowledgeable in network security, which I feel will improve my teaching in a number of network related classes.
2. I passed the Comptia Security + Certification Exam.
3. I have prepared a syllabus for a class on network security, “Fundamentals of Network Security”, which I will present to Academic Affairs for approval.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Don Campbell  Credential Field: Microcomputer Support Specialist

Year and Semester(s) of Sabbatical: Spring Semester, 2007 (year 2006-2007)

Name and Title of Responsible Administrator: Mike Normandin, Interim Dean of Academic Affairs

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my plan is to improve my teaching by becoming more knowledgeable in network security.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

The accomplished objectives for my sabbatical are:

1. Improve my teaching by becoming more knowledgeable in network security.
2. Take and pass the CompTia Security + Certification Exam.
3. Prepare a syllabus that could be used in a class offering for network security.
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

This report is satisfactory for the following reasons:

The sabbatical report of Mr. Don Campbell is complete and satisfactory. His sabbatical log details the time line of his sabbatical activities and documents the completion of his objectives. A certificate of completion for his security training is included along with a syllabus for the new network security class.

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

Signature of Dean

Signature of President

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
1/8/2007 Monday

Chapter 1: Topics
Security... a state of freedom from a danger or a risk.
3 basic goals of security... Integrity, Confidentiality, and availability of data.
Why is security important... Protect business and personal data from theft, prevent loss of productivity from cleaning up after a breach, curb the theft of intellectual property by illegal electronic duplication and distribution, ensure compliance with security related laws and avoid serious legal consequences, stop personal identity theft and counter cyberterrorism.

1/9/2007 Tuesday
Chapter 1 Topics
Six categories of people attempting to breach security... hackers, crackers, script kiddies, spies, employees, and cyberterrorists.
5 categories of attacks... social engineering, scanning and sniffing, software vulnerabilities, malicious code, and spyware.
3 major steps to secure a computer... identify the bad things that can happen to it (Risk Management), Restrict who can legitimately use it (authentication, access control, and accounting), and put all these together into a plan of action (security policy).

Chapter 2 Topics
Study Physical Security and how to apply it
Study the different types of data security
Work with operating system security

1/10/2007 Wednesday
Chapter 3 Topics
Study risk assessment and user responsibilities as a part of security policy
Study parts of a business continuity plan
List and describe good practices that the human resources (HR) dept should follow to improve security.

1/11/2007 Thursday
Chapter 4 Topics
Study risks of using WWW and what measures can be used to minimize web attacks
List vulnerabilities associated with using e-mail and what can be done to protect e-mail

1/12/2007 Friday
Chapter 5 Topics
Review overview of how networks work
List and describe three types of network attacks

1/15/2007 Monday
Explain how network defenses can be used to enhance a network security perimeter.
Explain how a wireless local area network (WLAN) functions and list some of its security weaknesses.

1/16/2007 Tuesday
Chapter 6 Topics
List some of the challenges of making a computer secure
Explain how to be prepared for a security attack.
List steps which are important to keeping alert to attacks
Explain how an organization and a user can resist security attacks.

1/17/2007 Wednesday
1/18/2007 Thursday

**Chapter 1**
- Topics
  - Identify challenges for information security
  - Define information security
  - Explain importance of information security
  - List and define information security terminology
  - Describe the CompTIA Security + certification exam
  - Describe Information Security Careers

1/19/2007 Friday
**Chapter 2**
- Topics
  - Develop attacker profiles
  - Describe basic attacks
  - Describe identity attacks

1/22/2007 Monday
**Chapter 3**
- Topics
  - Identify denial of service attacks
  - Define malicious code (Malware)

1/23/2007 Tuesday
**Chapter 3**
- Topics
  - Identify who is responsible for information security
  - Describe security principles
  - Use effective authentication methods
  - Control access to computer systems
  - Audit information security schemes

1/24/2007 Wednesday
**Chapter 4**
- Topics
  - Disable non essential systems
  - Harden operating systems
  - Harden applications
  - Harden networks

1/25/2007 Thursday
**Chapter 5**
- Topics
  - Work with the network cable plant
  - Secure removable media
  - Harden network devices
  - Design network topologies

1/26/2007 Friday
No Activity

1/29/2007 Monday
**Chapter 6**
- Topics
  - Protect e-mail systems
  - List WWW vulnerabilities
  - Secure web communications
  - Secure instant messaging
1/30/2007 Tuesday
Chapter 7 Topics
Hardening File Transfer Protocol (FTP)
Secure remote access
Protect directory services
Secure digital cellular telephony
Harden wireless local area networks (WLAN)

1/31/2007 Wednesday
Chapter 8 Topics
Define cryptography
Secure with cryptographic hashing algorithms
Protect with symmetric encryption algorithms

2/1/2007 Thursday
Topics
Harden with asymmetric encryption
Explain how to use cryptography

2/2/2007 Friday
Chapter 9 Topics
Explain cryptography strengths and vulnerabilities
Define public key infrastructure (PKI)
Manage digital certificates

2/5/2007 Monday
Topics
Explore key management

Chapter 10 Topics
Hardening physical security with access controls
Minimize social engineering
Secure the physical environment
Define business continuity
Plan for disaster recovery

2/6/2007 Tuesday
Chapter 11 Topics
Define the security policy cycle
Explain risk identification
Design a security policy
Define types of security policies
Define compliance monitoring and evaluation

2/7/2007 Wednesday
Chapter 12 Topics
Define identity management
Harden systems through privilege management
Plan for change management

2/8/2007 Thursday
Topics
Define digital rights management
Acquire effective training and education

Chapter 13 Topics
Define computer forensics
Respond to a computer forensics incident
2/9/2007  Friday
Topics
  Harden security through new solutions
  List information security jobs and skills

2/12/2007  Monday
No Activity

2/13/2007  Tuesday

2/14/2007  Wednesday
Chapter 1  Topics
  Understand misconceptions about firewalls
  Realize that a firewall is dependent on an effective security policy
  Describe the types of firewall protection
  Understand the limitations of firewalls
  Determine the best hardware and software selections for your firewall

2/15/2007  Thursday
Chapter 2  Topics
  Understand why a security policy is an important part of a firewall implementation
  Determine the goals of your firewall and incorporate them into a security policy
  Follow the seven steps to building a security policy

2/16/2007  Friday
Topics
  Account for situations the firewall can't handle
  Define responses to security violations
  Work with administration to make your security policy work

2/19/2007  Monday
Chapter 3  Topics
  Setup firewall rules that reflect an organization's overall security approach
  Understand the goals that underlie a firewall's configuration

2/20/2007  Tuesday
Topics
  Identify and implement different firewall configuration strategies
  Employ methods of adding functionality to your firewall

2/21/2007  Wednesday
Chapter 4  Topics
  Understand packets and packet filtering
  Understand the approaches to packet filtering
  Set specific filtering rules

2/22/2007  Thursday
Chapter 5  Topics
  Understand proxy servers and how they work
  Understand the goals that you can set for a proxy server
  Make decisions regarding proxy server configurations
  Choose a proxy server and work with the SOCKS protocol
2/23/2007 Friday
Topics
Know the benefits of the most popular proxy-based firewall products
Know the uses of reverse proxy
Understand when a proxy server isn't the correct choice

2/26/2007 Monday
Chapter 6 Topics
Understand why authentication is a critical aspect of network security
Describe why firewalls authenticate and how they identify users
Describe user, client, and session authentication

2/27/2007 Tuesday
Topics
List the advantages and disadvantages of popular centralized authentication systems
Be aware of the potential weaknesses of password security systems
Understand the use of password security tools
Be familiar with common authentication protocols used by firewalls

2/28/2007 Wednesday
Chapter 7 Topics
Understand the role encryption plays in a firewall architecture
Know how digital certificates work and why they are important security tools
Analyze the workings of SSL, PGP, and other popular encryption schemes
Enable Internet Protocol Security (IPSec) and identify its protocols and modes

3/1/2007 Thursday
Chapter 8 Topics
Understand the general requirements for installing a bastion host
Select the attributes - memory, processor speed, and operating system - of the bastion host
Evaluate different options for positioning the bastion host, both physically and within the network
Configure the bastion host
Provide for backups of the bastion host operating system and data
Establish a baseline performance level and audit procedures
Connect the bastion host to the network

3/2/2007 Friday
No Activity

3/5/2007 Monday
Chapter 9 Topics
Understand the components and essential operations of virtual private networks (VPNs)
Describe the different types of VPNs
Create VPN setups such as mesh or hub-and-spoke configurations

3/6/2007 Tuesday
Topics
Choose the right tunneling protocol for your VPN
Enable secure remote access for individual users via a VPN
Observe best practices for configuring and maintaining VPNs effectively

3/7/2007 Wednesday
Chapter 10 Topics
List and define the two categories of firewalls
Explain why desktop firewalls are used
Explain how enterprise firewalls work
3/8/2007 Thursday
Chapter 11 Topics
Learn how to evolve a firewall to meet new needs and threats
Adhere to proven security principles to help the firewall protect network resources
Use a remote management interface

3/9/2007 Friday
Topics
Track log files for security
Follow the basic initial steps in responding to security incidents
Take advanced firewall functions into account when administering a firewall

3/12/2007 Monday
No Activity

3/13/2007 Tuesday

3/14/2007 Wednesday
Chapter 1 Topics
Understand the individuals who might attempt to break into your network
Set goals for developing a network security system
Review TCP/IP networking fundamentals that you'll need to secure a network
Describe the elements of IP packets that can be misused by hackers

3/15/2007 Thursday
Topics
Know the role routers play in a network security perimeter
Secure workstations
Understand aspects of internet-based communications that present security risks

3/16/2007 Friday
Chapter 2 Topics
Understand covert channeling and other common attack threats you need to defend against
Describe the network security components that make up a layered defense configuration

3/19/2007 Monday
Topics
List the essential activities that need to be performed in order to protect a network
Integrate an intrusion detection system (IDS) into a network security configuration

3/20/2007 Tuesday
Chapter 3 Topics
Get started with basic concepts of risk analysis
Decide how to minimize risk in your own network
Explain what makes an effective security policy

3/21/2007 Wednesday
Topics
Formulate a network security policy
Perform ongoing risk analysis

3/22/2007 Thursday
Chapter 4 Topics
List the requirements for and steps involved in setting up a bastion host
Design common firewall configurations
3/23/2007  Friday  
Topics  
Choose the right firewall product for your organization's needs  
Establish a set of application rules and restrictions for a firewall  

3/26/2007  Monday  
Chapter 5  
Topics  
Describe the difference between stateless and stateful packet filtering  
Create different packet filter rules for real-world situations  

3/27/2007  Tuesday  
Topics  
Set up Network Address Translation (NAT)  
Decide when to use user, session, or client authentication  

3/28/2007  Wednesday  
Chapter 6  
Topics  
Understand how to work with a proxy server to supplement a firewall with a proxy server  
Describe the most important issues to be faced when managing a firewall  
Know how to install and configure Check Point NG  

3/29/2007  Thursday  
Topics  
Know how to install and configure Microsoft ISA Server 2000  
Know how to manage and configure iptables for Linux  

3/30/2007  Friday  
Chapter 7  
Topics  
Explain the "what, why, and how" of virtual private networks (VPNs)  
Understand the tunneling protocols that enable secure VPN connections  

4/2/2007  Monday  
Topics  
Describe the encryption schemes used by VPNs  
Know how to adjust packet filtering rules for VPNs  

4/3/2007  Tuesday  
Chapter 8  
Topics  
Describe intrusion detection system components  
Follow the intrusion detection process step-by-step  

4/4/2007  Wednesday  
Topics  
Understand options for configuring intrusion detection systems  
Know the issues involved in choosing an intrusion detection system  

4/5/2007  Thursday  
Chapter 9  
Topics  
Explain the benefits of the Common Vulnerabilities and Exposures (CVE) standard  
Understand why logging network traffic is an integral part of intrusion detection  
Analyze intrusion signatures so that you can block unauthorized access to resources  

4/6/2007  Friday  
Topics  
Identify suspicious events when they are captured by an intrusion detection device  
Develop filters so that you can take a proactive approach to intrusion detection
4/9/2007 Monday
Chapter 10 Topics
Develop an Incident Response Team for your organization
Follow the six step incident response process
Describe how to respond to false alarms to reduce reoccurrences

4/10/2007 Tuesday
Topics
Understand options for dealing with legitimate security alerts
Describe computer forensics activities you can use to investigate hackers

4/11/2007 Wednesday
Chapter 11 Topics
Strengthen control by managing security events
Heighten analysis by auditing network security procedures
Strengthen detection by managing your intrusion detection system

4/12/2007 Thursday
Topics
Enhance a defense by changing your Defense in Depth configuration
Strengthen network performances by keeping pace with changing needs
Heighten your own knowledge base by keeping on top of industry trends

4/13/2007 Friday

4/16/2007 Monday Study for Security+ Exam
4/17/2007 Tuesday Study for Security+ Exam
4/18/2007 Wednesday Study for Security+ Exam
4/19/2007 Thursday Study for Security+ Exam
4/20/2007 Friday Study for Security+ Exam
4/24/2007 Tuesday Study for Security+ Exam
4/25/2007 Wednesday Take Security+ Exam at Skills and Technology Center, Fargo ND (Pass)
4/26/2007 Thursday Celebrate
4/27/2007 Friday Celebrate
4/30/2007 Monday Work on Syllabus for Intro to Network Security Class
5/1/2007 Tuesday Work on Syllabus for Intro to Network Security Class
5/2/2007 Wednesday Work on Syllabus for Intro to Network Security Class
5/3/2007 Thursday Work on Syllabus for Intro to Network Security Class
5/4/2007 Friday Work on Syllabus for Intro to Network Security Class
5/7/2007 Monday Work on Syllabus for Intro to Network Security Class
5/8/2007 Tuesday Work on Syllabus for Intro to Network Security Class
5/9/2007 Wednesday Work on Syllabus for Intro to Network Security Class
5/10/2007 Thursday Work on Syllabus for Intro to Network Security Class
5/11/2007 Friday Work on Syllabus for Intro to Network Security Class
5/14/2007 Monday
5/15/2007 Tuesday
5/16/2007 Wednesday
5/17/2007 Thursday
CPTRI171
Fundamentals of Network Security

Credits: 3
Lab/OJT: 2/1/0

Course Description:
This course will provide students with classroom and laboratory experience in basic security principles, establishing security baselines, and using current attack and defense techniques and technologies. Students will learn how to establish and manage security policies and procedures. Instruction includes how to harden a network to resist attacks, protect basic and advanced communications, and use cryptography and Public Key Infrastructure (PKI) to defend against attackers.

Prerequisite(s):
none

Indicate which area of the Minnesota Transfer Curriculum is satisfied, if any:

Learner Outcomes: (suggested 2-6 outcomes per credit)
1. Describe the role of network security.
2. Describe attackers and their attacks.
3. Describe security principles and methods of controlling access to computer systems.
4. Establish security baselines and apply hardening techniques to operating systems, applications, and networks.
5. Secure the network infrastructure, including securing, the cable plant, removable media, and network devices.
6. Identify WWW and e-mail vulnerabilities.
7. Secure web communications.
8. Identify and describe advanced communication protocols and standards.
9. Identify and describe methods of cryptography.
10. Describe the use of Public Key Infrastructure (PKI), Digital Certificates, and Key Management.
11. Create a disaster recovery plan.
12. Develop and manage security policies and procedures.
13. Describe computer forensics techniques

Suggested methods of Learner Outcomes assessment:
1. Tests
2. Lab assignments
3. Case study
Institutional Learner Outcomes addressed:

Suggested methods of Institutional Learner Outcomes assessment:

partnering opportunities to its members, developing standards and best practices and impact worldwide. Best known in the IT certification area for CompTIA A+ certification, the association offers vendor-neutral certifications in key technology areas. CompTIA certifications are funded, developed and governed by industry leaders and meet the highest standards of certification testing. CompTIA certifications are recognized by other leading certification developers like Cisco, IBM, Intel, Microsoft and Novell.

CompTIA - The organization of choice for the global technology community.
F-mail: functions@compnia.org  Internet: www.comntia.org
This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: ___________ Alan Gunderson ____________________________ Credential Field: ____________________________

Year and Semester(s) of Sabbatical: _______ Fall and Spring Semester 2006-2007 ____________________________

Name and Title of Responsible Administrator: _______ Mike Normadin ____________________________

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my sabbatical is to secure additional work experience and professional development in the field of Respiratory Care and education which will enhance my teaching. Another purpose of this sabbatical is to enhance my technological skills by incorporating technology into my classes using the D2L format. Another purpose is to assess the current use of our regional clinical sites for relevancy in delivering quality learning experience for students. Another purpose is to organize the program clinical materials for a pending national accreditation site visit for our program. Finally, another purpose is to develop a campus plan to incorporate the new faculty licensure standards dictated by MnSCU.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

I worked over 300 hours in the field of Respiratory Therapy at Altru Hospital in Grand Forks, ND. During the fall and spring semesters of 2006-2007

I Secured professional development opportunities by attending State and National Conferences in the field of Respiratory Care. I also was able to enroll and complete an online D2L Course offered by Northland Community and Technical College.

I organized a clinical rotation process for St. Cloud Hospital and modified its use for our other clinical sites.

I spent approximately 2-3 weeks getting our clinical manuals and clinical materials ready for our national accreditation onsite visit.
3. ACTIVITIES OF MY SABBATICAL PLAN:

I worked over 300 hours in the field of Respiratory Therapy at Altru Hospital in Grand Forks, ND. During the fall and spring semesters of 2006-2007

I attended the National Respiratory Care Conference in Las Vegas in December, 2006

I attended the ND State Respiratory Care Conference, April/May 2007

I also put three of my courses into a useable web enhanced/blended D2L format. I also enrolled and completed Beth McMahon’s online D2L course Fall Semester, 2006

I organized a clinical rotation process for St. Cloud Hospital and modified its use for our other clinical sites.

I spent approximately 2-3 weeks getting our clinical manuals and clinical materials ready for our national accreditation onsite visit.

4. RESULTS OF MY SABBATICAL PLAN:

I was able to gain valuable clinical experience during my sabbatical which with be useful during the next academic year. I made valuable contacts at Altru and learned how to use the new Vocera communication system as well as gaining experience with computer based clinical charting.

I gained knowledge of “state of the art” educational and respiratory care practices and research results by attending conferences at the State and National level.

I was able to gain experience with D2L by completing a class on D2L and also by converting three of my classes to D2L in a workable format.

I was able to put a student clinical plan in place for St. Cloud Hospital which was acceptable to their Respiratory Care Manager. They initially were refusing to take our student. Our students will be attending a clinical at St. Cloud Hospital this summer.

I organized the clinical aspect of our program for the onsite visit this spring. Preliminary reports show that we had a successful visit and review.
### Pay Stubs

#### Altru Health System - Grand Forks, ND

**6170 - 05/12/2007**

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#### Altru Health System - Grand Forks, ND

**6170 - 11/11/2006**

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**Notes:**
- These pay stubs provide information on earnings, deductions, and net pay for different pay periods.
- The pay stubs are for Altru Health System - Grand Forks, ND.
- The pay period dates range from 05/12/2007 to 11/11/2006.
- The pay stubs include details such as earnings, deductions, and pay rates.
5. DOCUMENTATION OF MY SABBATICAL PLAN:

List documents in order of attachment.

Copies of representative pay stubs from Altru. (one for Fall Semester and one for Spring Semester)

Documentation of D2L course work can be found by contacting Karleen DeLorme on the NCTC website.

D2L course attendance can be documented by contacting Beth MacMahon

Certificates of attendance for the national conference

Signature of Faculty: Allan Henderson

Date: 6/4/07
Official CRCE Transcript

Member ID: 860303  
Member Type: A

Alan Gunderson  
1903 14th Ave Nw  
East Grand Forks, MN 56721

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Total Hours: 9.84

American Association for Respiratory Care  
9425 N. MacArthur Blvd. Suite 100  
Irving, TX 75063-4706  
(972)243-2272 FAX (972)484-2720

info@aarc.org

Return to CRCE Lookup

http://www.aarc.org/education/crce_lookup/transcriptview.asp  
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

___ This report is satisfactory for the following reasons:

The sabbatical report of Mr. Alan Gunderson is satisfactory for the following reasons:

1. His report is consistent with the goals set forth in his proposal dated December 15, 2005.
2. He has included documentation for the activities that he participated in.

___ This report is satisfactory with the following conditions:

___ This report is not satisfactory for the following reasons:

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: Alan Gunderson Assigned
Field: Respiratory Therapy

Year and Semesters(s) of Sabbatical: Fall and Spring Semester 2006-2007

1. OBJECTIVES OF MY SABBATICAL:

The purpose of my sabbatical is to secure additional work experience and professional development in the field of Respiratory Care and education which will enhance my teaching. Another purpose of this sabbatical is to enhance my technological skills by incorporating technology into my classes using the D2L format. Another purpose is to assess the current use of our regional clinical sites for relevancy in delivering quality learning experience for students. Another purpose is to organize the program clinical materials for a pending national accreditation site visit for our program. Finally, another purpose is to develop a campus plan to incorporate the new faculty licensure standards dictated by MnSCU.

2. RESULTS OF MY SABBATICAL:

I worked over 300 hours in the field of Respiratory Therapy at Altru Hospital in Grand Forks, ND. During the fall and spring semesters of 2006-2007.
I attended the National Respiratory Care Conference in Las Vegas in December, 2006.
I attended the ND State Respiratory Care Conference, April/May 2007.
I also put 3 of my courses into a usable web enhanced/blended D2L format. I also enrolled and completed in Beth McMahon, online D2L course.
I organized a clinical rotation process for St. Cloud Hospital and modified its use for our other clinical sites.
I spent approximately 2-3 weeks getting our clinical manuals and clinical materials ready for our national accreditation onsite visit.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Alan Gunderson
Credential Field: ...

Year and Semester(s) of Sabbatical: Fall and Spring Semester 2006-2007

Name and Title of Responsible Administrator: Mike Nonnadin

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my sabbatical is to secure additional work experience and professional development in the field of Respiratory Care and education which will enhance my teaching. Another purpose of this sabbatical is to enhance my technological skills by incorporating technology into my classes using the D2L format. Another purpose is to assess the current use of our regional clinical sites for relevancy in delivering quality learning experience for students. Another purpose is to organize the program's clinical materials for a pending national accreditation site visit for our program. Finally, another purpose is to develop a campus plan to incorporate the new faculty licensure standards dictated by MnSCU.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

I worked over 300 hours in the field of Respiratory Therapy at Altru Hospital in Grand Forks, ND. During the fall and spring semesters of 2006-2007

I secured professional development opportunities by attending state and national conferences in the field of Respiratory Care. I also was able to enroll and complete an online D2L course offered by Northland Community and Technical College.

I converted three respiratory care courses to a workable D2L web enhanced/blended teaching format.

I organized a clinical rotation process for St. Cloud Hospital and modified its use for our other clinical sites.

I spent approximately 2-3 weeks getting our clinical manuals and clinical materials ready for our national accreditation onsite visit.
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: _____________ Assigned Field: _____________

Year and Semesters(s) of Sabbatical: _____________

1. OBJECTIVES OF MY SABBATICAL:

The goals of my sabbatical were to:

1) develop an online Math 0090 Introductory Algebra course,
2) develop an online Math 0098 Intermediate Algebra course, and
3) update the current online Math 1110 College Algebra course.

2. RESULTS OF MY SABBATICAL:

Both the Introductory Algebra course and the Intermediate Algebra course have been completed. Each course has been divided into 5 units containing 4-5 lessons.

The Introductory Algebra course consists of 23 online lessons each with a multiple choice quiz which is automatically scored. In addition, there are 5 pencil-and-paper exams which are to be administered by a proctor. Each unit has a sample practice exam along with solutions to the practice exam. The course also contains additional resources and online links.

The Intermediate Algebra course consists of 25 online lessons each with a multiple choice quiz which is automatically scored. In addition, there are 5 pencil-and-paper exams which are to be administered by a proctor. Each unit has a sample practice exam along with solutions to the practice exam. The course also contains additional resources and online links.

The College Algebra course has been updated to the newest edition of the book. The lessons have been rewritten, and the 4-unit/20-lesson format has been revised to be a 5-unit/24 lesson format. Additional resources and links have been added to the online course.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Barbara Goertel Weber  Credential Field: Mathematics

Year and Semester(s) of Sabbatical: Spring 2007

Name and Title of Responsible Administrator: Mike Normandin, Dean of Academic Affairs, Northland College, East Grand Forks, MN

1. PURPOSE OF MY SABBATICAL PLAN:

Northland Community and Technical College currently offers only one online mathematics course, which is College Algebra. Students who are required to take the prerequisite courses must currently take online Introductory Algebra and Intermediate Algebra from another college.

The purpose of my sabbatical was to develop online courses for Math 0090, Introductory Algebra, and Math 0098, Intermediate Algebra. I also wanted to revamp our current online College Algebra course, Math 1110.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

During the spring semester of 2007, I have

a) developed and completed an online Math 0090 Introductory Algebra course,
b) developed and completed an online Math 0098 Intermediate Algebra course, and
c) updated the current online Math 1110 College Algebra course.
3. ACTIVITIES OF MY SABBATICAL PLAN:

After reviewing seven different textbooks, I chose *Elementary and Intermediate Algebra* by Kaufmann and Schwitters, 4th edition as the textbook for both courses. This textbook was chosen because it contained material which satisfied NCTC’s common course outlines for the two courses, as well as the fact that it provided us with free access to the same excellent online quizzing software that we use in our current online College Algebra course. The textbook currently used on the East Grand Forks campus would have required the student to pay for such software, which is why I did not choose this book as our online text.

The textbook chapters were divided up according to the content contained in each course according to the common course outline. I then determined the individual lesson breakdown for each course, choosing to divide the Introductory Algebra course into 23 lessons with 5 exams and the Intermediate Algebra course into 25 lessons with 5 exams. This resulted in each lesson covering one or two sections of the textbook.

The 48 lessons that I wrote for the two courses were written in Microsoft Word because Microsoft Word easily handles the many mathematical symbols which had to be typed. These lessons were then converted to Adobe Acrobat before being uploaded to the Internet. Lessons varied in length from three pages to eight pages, depending upon the length of explanation and complexity of calculations needed for each topic. In addition to the explanation of the material, and the section covered in the textbook, the student was provided with a recommended practice homework assignment from the textbook. Each lesson ends with a link to an online quiz on the lesson.

The 48 corresponding online quizzes (23 Introductory/25 Intermediate) were created in Thomson Publishing’s iLrn software, which is provided free of charge to all adopters of textbooks published by Thomson. This software has been well-received by students who have used it in our online College Algebra course the last few years. It was my desire to keep with the same basic format in all three math courses so that should a student familiar with our Introductory Algebra course feel right at home in later Intermediate and College Algebra courses.

Both of the courses were divided into five units, with each unit being 4-5 lessons long. After a student completes the lessons in the unit and their corresponding online quizzes, they are ready for their unit exam. As do most mathematics instructors, I hold the belief that the process (work) is just as, or even more important, than the answer. For this reason, I chose to have pencil-and-paper exams. These have proved to work quite well in our current online College Algebra course. The exam is e-mailed to the proctor. The student
takes the proctored exam. The proctor returns the exam to me by scanning and e-mailing, by faxing, or by mailing. I then grade the exams, scan them, and e-mail the graded exam back to the student along with a key. Although it sounds quite complicated, the actual process takes less than a week. So that students might have an idea of what their exam might look like, I have included a practice exam in each of the 10 units (5 Introductory/5 Intermediate), along with a detailed key for each exam. Thus, a student might take the practice exam and later check it with the key.

Once the lessons and practice exams were written in Word and converted to Adobe Acrobat, I began uploading all the materials into the Desire2Learn course shells created for me by Karleen Delorme. Along with the lessons and exams, I have provided the student with a welcome/overview, a syllabus, a course schedule, suggestions for success in the course, detailed instructions for logging on to the quizzing software, and online links, as well as a few other items such as graph paper for them to print out.

After finishing construction of the two courses, I then spent time working with them in the role of a student, and correcting any problems I saw. As it is difficult for a person to objectively review their own courses, I downloaded the online peer course review rubric, modified it, and asked three people to review the course. I chose three senior math education majors at UND to be my reviewers. This was for three reasons: 1) I wanted evaluators proficient in mathematics so that they could detect any mathematical errors, 2) I wanted evaluators familiar with educational course construction (who better than people who had just finished taking a course construction class!), and 3) I wanted college-age people with no experience with D2L, so that I might see where my instructions might be lacking. Each of the evaluators filled out the rubric I provided, and I used their recommendations to fine-tune my courses.

The second part of my sabbatical plan was to update the current online College Algebra course. The course was updated to reflect a new edition to the textbook. In addition, the 20 original lessons were replaced with 24 updated lessons, new online quizzes were written, and since 4 original units were now replaced with 4, new practice exams/solutions were also created. All of the uploaded material was written in Word, and converted to Adobe Acrobat for uploading.

4. RESULTS OF MY SABBATICAL PLAN:

As stated above, the results of my sabbatical are two new online courses, Math 0090 Introductory Algebra, and Math 0098 Intermediate Algebra. Another result is an updated Math 1110 College Algebra course. If requested, I will provide a guest login for the courses so that they may be viewed in their entirety. I also
have binders containing hard copies of the contents of each course.

5. DOCUMENTATION OF MY SABBATICAL PLAN:

I have attached the following documentation:

1) Desire2Learn Content Screen for Math 0090 Introductory Algebra
2) Desire2Learn Content Screen for Math 0098 Intermediate Algebra
3) Sample lesson from Intermediate Algebra
4) Sample online lesson quiz from Intermediate Algebra
5) Sample Practice Test with Solutions for Introductory Algebra
6) Instruction Letter to Peer Reviewers, along with modified online course evaluation rubric.

[Signature of Faculty]  [5-12-07]  [Date]
Appendix 1: D2L Course Content Screen for Math 0090, Introductory Algebra

Things You Need to Know About This Course

*Introduction and Overview of Course—What am I Supposed to Do Now?*
*Course Schedule—When is Everything Due?*
*Course Syllabus—Grading and Other Information*
*Suggestions for Success*
*How to log on to the Online Quiz Software*

Online Links

*Enter Quiz Software*
*Additional Online Resources for this Book*
*Link to online PurpleMath Help Area*
*Link to FreeMathHelp.com*

**Unit #1—Integers and Real Numbers**

*Lessons 1-5*
*Practice Test for Unit #1*
*Solutions to Practice Test #1*

**Unit #2—Equations, Inequalities, and Problem Solving**

*Lessons 6-10*
*Practice Test for Unit #2*
*Solutions to Practice Test #2*

**Unit #3—Formulas and Problem Solving**

*Lessons 11-14*
*Practice Test for Unit #3*
*Solutions for Practice Test #3*

**Unit #4—Exponents and Polynomials**

*Lessons 15-18*
*Practice Test for Unit #4*
*Solutions to Practice Test #4*

**Unit #5—Factoring, Solving Equations, and Problem Solving**

*Lessons 19-23*
*Practice Test for Unit #5*
*Solutions to Practice Test #5*
Appendix 2: D2L Course Content Screen for Math 0098, Intermediate Algebra

Things You Need to Know About This Course

Welcome and Course Overview—What am I Supposed to Do?
Course Syllabus—Grading and Course Information
Course Schedule—When is Everything Due?
Suggestions for Success
How to Log on to the Online Quiz Software

Online Links and Extras

Enter Quiz Software
Graph Paper #1 for You to Print Out
Graph Paper #2 for You to Print Out
Additional Online Resources for This Book
A Useful Free Graphing Software Package for You to Download
Link to PurpleMath Online Help Area
Link to Freemathhelp.com

Unit #1--Coordinate Geometry and Linear Systems

Lessons 1-5
Practice Test for Unit #1
Solutions to Practice Test #1

Unit #2--A Review of Introductory Algebra Concepts

Lessons 6-10
Practice Test for Unit #2
Solutions to Practice Test #2

Unit #3--Rational Expressions

Lessons 11-15
Practice Test for Unit #3
Solutions to Practice Test #3

Unit #4--Exponents and Radicals

Lessons 16-20
Practice Test for Unit #4
Solutions to Practice Test #4

Unit #5--Quadratic Equations

Lessons 21-25
Practice Test for Unit #5
Solutions to Practice Test #5
Lesson 14: More on Rational Expressions and Complex Fractions

Section in text: 9.4

Many rational expressions contain denominators that are factorable. In these cases, we must factor the denominators before we can determine the LCD.

Example: Simplify \( \frac{3x}{x^2 - 36} - \frac{2}{5x + 30} \)

Solution:

Factoring the denominators, we get

\[ \frac{3x}{(x-6)(x+6)} - \frac{2}{5(x+6)} \]

The LCD is \( 5(x-6)(x+6) \). Rewriting the two terms with the LCD, we have

\[ \frac{3x}{(x-6)(x+6)} \cdot \frac{5}{5} - \frac{2}{5(x+6)} \cdot \frac{x-6}{x-6} \]

\[ \frac{15x}{5(x-6)(x+6)} - \frac{2(x-6)}{5(x+6)(x-6)} \]

\[ \frac{15x - 2(x-6)}{5(x-6)(x+6)} \]

\[ \frac{15x - 2x + 12}{5(x-6)(x+6)} \]

\[ \frac{13x + 12}{5(x-6)(x+6)} \]
Most books will recommend that you leave the denominator factored in the final answer rather than multiplying it out. However, it is not wrong if you multiply it out. Here is another example:

**Example:** Simplify \( \frac{x-1}{x+4} + \frac{x}{x+6} + \frac{2x+18}{x^2-10x+24} \)

**Solution:** Factoring the denominators we get

\[
\frac{x-1}{x+4} + \frac{x}{x+6} + \frac{2x+18}{(x+4)(x+6)}
\]

Now we can see that the LCD of the three terms is \((x+4)(x+6)\). Rewriting all three terms using the common denominator, we have

\[
\frac{(x-1)(x+6)}{(x+4)(x+6)} + \frac{x(x+4)}{(x+4)(x+6)} + \frac{2x+18}{(x+4)(x+6)}
\]

\[
= \frac{(x-1)(x+6) + x(x+4) + 2x+18}{(x+4)(x+6)}
\]

\[
= \frac{x^2 + 5x - 6 + x^2 + 4x + 2x + 18}{(x+4)(x+6)}
\]

\[
= \frac{2x^2 + 11x + 12}{(x+4)(x+6)}
\]

It appears that the numerator of the above expression is factorable. Factoring the numerator, the expression becomes

\[
= \frac{(2x+3)(x+6)}{(x+4)(x+6)}
\]

\[
= \frac{2x+3}{x+6}
\]
Complex fractions are fractional forms which contain fractional expressions in the numerator and/or denominator. Just as you could not leave a numeric \( \frac{2}{3} \) answer such as \( \frac{3}{6} \) in this form, you also must simplify complex fractions which contain variables. There are several ways of solving such problems. Your book works out some of its examples using two different methods. I will be using the method in my examples below that is the quickest for most problems. It is also the method which your book ultimately uses for its later examples. Let's start out with a numeric example:

**Example:** Simplify \( \frac{3}{8} + \frac{4}{5} - \frac{7}{8} - \frac{12}{12} \)

**Solution:** In the past, you may have solved this problem differently. The old way will still work, but we will do this problem using a method using the LCD that is usually shorter—it will clear out the fractions in one step. The LCD of the 4 "denominators" of 8, 4, 8, and 12 is 24. So we will multiply both the numerator and denominator by 24:

\[
\begin{align*}
\frac{3}{8} + \frac{4}{5} - \frac{7}{8} - \frac{12}{12} &= \left( \frac{3}{8} + \frac{4}{5} - \frac{7}{8} - \frac{12}{12} \right) \\
&= \left( \frac{24}{24} \left( \frac{3}{8} + \frac{4}{5} - \frac{7}{8} - \frac{12}{12} \right) \right) \\
&= \left( \frac{24}{24} \frac{3}{8} + \frac{4}{5} - \frac{7}{8} - \frac{12}{12} \right)
\end{align*}
\]
\[ \frac{24 \left( \frac{3}{4} \right) + 24 \left( \frac{2}{8} \right)}{24 \left( \frac{5}{8} \right) - 24 \left( \frac{7}{12} \right)} = \frac{9 + 18}{15 - 14} = \frac{27}{1} = 27 \]

Here’s an example using variables:

Example: Simplify \[ \frac{\frac{-2}{3} - \frac{4}{x+2}}{\frac{3}{4} + \frac{4}{x}} \]

Solution: The LCD of \( x \) and \( x+2 \) is \( x(x+2) \). Multiplying both the numerator and denominator by \( x(x+2) \) we get

\[
\frac{-2}{3} \cdot \frac{4}{x+2} \cdot \frac{x}{x+2} = \frac{x(x+2)}{x(x+2)} \left( \frac{-2}{3} - \frac{4}{x+2} \right) = \frac{x(x+2)}{x(x+2)} \left( \frac{-2}{3} \cdot \frac{x}{x+2} - \frac{4}{x+2} \cdot \frac{3}{x+2} \right) = \frac{x(x+2)}{x(x+2)} \left( \frac{-2x}{3(x+2)} - \frac{4}{x+2} \cdot \frac{3}{x+2} \right) = \frac{x(x+2)}{x(x+2)} \left( \frac{-2}{3} \cdot \frac{x}{x+2} - \frac{4}{x+2} \cdot \frac{3}{x+2} \right)
\]
\[
\frac{-2(x + 2) - 4x}{3x + 4(x + 2)}
= \frac{-2x - 4 - 4x}{3x + 4x + 8}
= \frac{-6x - 4}{7x + 8} \text{ or } \frac{-2(3x + 2)}{7x + 8}
\]

Once again, pay attention to the many good examples in the textbook before attempting the practice homework.

**Recommended practice homework:**

Section 9.4 pages 436-437: Problems 1-57 odds

**Graded assignment:** Do Quiz 14—Lesson 14

If you are ready to enter the quiz software, press the link below:

http://west.ilrn.com/ilrn/accounts/frontPorch.do
Appendix 4: Online Quiz for Lesson 14 Intermediate Algebra

1. Perform the indicated operation:

\[ \frac{4x + 34}{x^2 + 5x} + \frac{y}{x + 5} \]

Select the correct answer.

a. \( \frac{x^2 + x - 2}{x(x + 5)} \)

b. \( \frac{x^2 + x + 1}{x(x + 5)} \)

c. \( \frac{x}{x + 5} \)

2. Perform the indicated operation:

\[ \frac{42}{x^2 + 2x - 3} - \frac{8}{x - 1} - \frac{5}{x + 3} \]

Select the correct answer.

a. \( \frac{-13x + 23}{x - 1} \)

b. \( \frac{-13x}{x - 1} \)

c. \( \frac{13x + 23}{x - 1} \)

d. \( \frac{-13x + 23}{x - 1} \)

e. \( \frac{-13x + 23}{x - 1} \)

3. Simplify the complex fraction:

\[ \frac{1}{\frac{17}{24} + \frac{15}{16}} \]

Select the correct answer.

a. \( \frac{1}{7} \)

b. \( \frac{1}{8} \)

c. \( \frac{1}{9} \)

d. \( \frac{1}{10} \)
3. Perform the indicated operation:

\[
\frac{18}{x^2 + 4x - 32} - \frac{1}{x^2 + 5x - 36}
\]

Select the correct answer.

a. \(\frac{17x + 154}{(x - 4)(x + 8)(x + 9)}\)

b. \(\frac{17x + 154}{(x - 4)(x + 8)(x + 9)}\)

c. No correct answer

d. \(\frac{17x + 154}{(x - 4)(x + 8)(x + 9)}\)

4. Perform the indicated operation:

\[
\frac{t + 14}{2t + 1} = \frac{5t^2 + 3t + 42}{2t^3 + 7t + 3} + \frac{t + 1}{t + 3}
\]

Select the correct answer.

a. \(\frac{t - 1}{(2t + 1)(t + 3)}\)

b. \(\frac{1}{t + 1}\)

c. \(\frac{t + 1}{(2t + 1)(t + 3)}\)

d. \(\frac{17t - 1}{(2t + 1)(t + 3)}\)

5. Simplify the complex fraction:

\[
\frac{2}{x} = \frac{8}{y}
\]

Select the correct answer.
7. Simplify the complex fraction:

\[ \frac{\frac{7x - 8y}{5 - 2x}}{\frac{7y - 8x}{5x - 2}} \]

Select the correct answer.

a. \( \frac{7x - 8y}{5x - 2} \)

b. \( \frac{7y - 8x}{5 - 2x} \)

c. \( \frac{7y - 8x}{5x - 2} \)

8. Perform the indicated operation:

\[ \frac{n}{n - 3} + \frac{n + 9}{n + 7} + \frac{6n + 27}{n^2 + 4n - 21} \]

Select the correct answer.

a. \( \frac{n(3n + 19)}{(n + 3)(n - 7)} \)

b. \( \frac{n(2n + 19)}{n - 3(n + 7)} \)

c. \( \frac{n(2n + 19)}{(n + 3)(n - 7)} \)

9. Perform the indicated operation:

\[ \frac{x}{x^2 - 16} + \frac{6}{x - 4} \]

Select the correct answer.

a. \( \frac{7x - 6}{(x + 4)(x - 4)} \)

b. \( \frac{7x - 24}{x + 4} \)
\[
\begin{align*}
\text{c} \quad & \frac{7x - 24}{x - 4} \\
\text{d} \quad & \frac{7x + 24}{(x + 4)(x - 4)}
\end{align*}
\]
Appendix 5: Sample Practice Test with Solutions for Introductory Algebra

Introductory Algebra
Solutions to Practice test for Unit #3 Name: ______________________________

Please show all work in order to receive full credit for your answers!

**Solve each of the following for x:**

1. \(1.7x + 3.4(758 - x) = 2238.9\)
   
   \[
   1.7x + 2577.2 - 3.4x = 2238.9 \\
   -1.7x + 2577.2 = 2238.9 \\
   -1.7x = -338.3 \\
   x = 199
   \]

2. \(x - 0.13 = 0.28\)
   
   \[x = 0.41\]

3. \(\frac{20x}{4} - \frac{x}{5} = 7\)
   
   \[
   20\left(\frac{x}{4}\right) - 20\left(\frac{x}{5}\right) = 20(7) \\
   5x - 4x = 140 \\
   x = 140
   \]

4. \(\frac{x}{105-x} = \frac{13}{8}\)
   
   \[
   \frac{x}{105-x} = \frac{13}{8} \\
   \text{by cross products,} \\
   8x = 13(105-x) \\
   8x = 1365 - 13x \\
   21x = 1365 \\
   x = 65
   \]
5. \( x + (9x - 64) + (6x - 16) = 128 \)

\[
x + 9x - 64 + 6x - 16 = 128
16x - 80 = 128
16x = 208
x = 13
\]

Percentage problems

6. 53.13 is what percent of 77?

\[
53.13 = x \cdot 77
\frac{53.13}{77} = x
0.69 = x
\]

So \( x = 0.69 \), which is 69%.

7. What is 5% of 28?

\[
x = 0.05 \cdot 28
x = 1.4
\]

So, 1.4 is 5% of 28.

8. Pierre bought a coat for $101.50 that was listed for $290. What rate of discount did he receive?

Pierre saved $290 - 101.50 = $188.50 on his purchase. This is his dollar discount. Now we know that discount = \%off \cdot \text{original price}, so

\[
\frac{188.50}{290} = \%off
0.65 = \%off
\]

So he received a 65% discount on the coat.
9. Find the cost of a $4300 wide-screen television that is on sale for 30% off.

First we need to figure out the amount of the discount. Since it was 30% off the original price, it is .30 \cdot $4300 = $1290 off.

Now since original price - discount = sale price, we have

$4300 - $1290 = sale price

$4300 - 0.3 \times 4300 = sale price.

Word Problems:

10. Jane leaves town traveling in her car at a rate of 30 miles per hour. One hour later, Britney leaves the same town traveling the same route at a rate of 40 miles per hour. How long will it take Britney to overtake Jane?

Set up a distance = rate \cdot time table:

<table>
<thead>
<tr>
<th></th>
<th>Distance</th>
<th>Rate (mi/hr)</th>
<th>Time(hr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>30x</td>
<td>30</td>
<td>x</td>
</tr>
<tr>
<td>Britney</td>
<td>40(x-1)</td>
<td>40</td>
<td>x-1 (one hour less than Jane)</td>
</tr>
</tbody>
</table>

Since Britney is overtaking Jane, at that point we know that they have traveled the same distance. So

distance_{Britney} = distance_{Jane}

Now since distance = rate \cdot time for each of them,

distance_{Britney} = 40(x-1)
distance_{Jane} = 30x

Since the two distances are equal, we have

40(x-1) = 30x

40x - 40 = 30x

-40 = -10x

4 = x

So Jane traveled 4 hours before Britney overtake her. That means that Britney traveled 3 hours.
11. How many liters of a 10% salt solution must be mixed with 20 liters of a 60% salt solution to obtain a 50% salt solution?

The basic mixture formula when mixing two quantities is

\[ \text{Amount}_1 \times C_1 + \text{Amount}_2 \times C_2 = \text{Total Amount} \times \text{Final C} \]

We also know that amounts always add together to get the total amount. So if we have \( x \) of the 10% and 20 L of the 60%, we have a total amount of \( x + 20 \). Putting our given values in, we have

\[
(x) \cdot (0.10) + (20) \cdot (0.60) = (x + 20) \cdot (0.50)
\]

\[
0.10x + 12 = 0.50x + 10
\]

\[
2 = 0.40x
\]

\[
x = \frac{2}{0.40}
\]

\[
x = 5
\]

We need 5 L of the 10% salt solution.

12. The width of a rectangle is 12 inches less than \( \frac{1}{4} \) of its length. If the perimeter of the rectangle is 146 inches, find the length and width of the rectangle.

Now, since perimeter is the distance around the rectangle, we know that

\[ \text{Perimeter} = L + L + W + W \]

\[ 146 = L + L + W + W \]

We can substitute \( \frac{1}{4} L - 12 \) wherever we see a \( W \), so

\[ 146 = L + L + \frac{1}{4} L - 12 + \frac{1}{4} L - 12 \]

\[ 146 = 2 \frac{1}{2} L - 24 \]

\[ 146 = \frac{5}{2} L - 24 \]

\[ 170 = \frac{5}{2} L \]

\[ \frac{5}{2} (170) = \frac{5}{2} \cdot \frac{5}{2} L \]

\[ 68 = L \]
Now \( W = \frac{1}{4} L - 12 = \frac{1}{4} (68) - 12 \)
\[= 17 - 12 \]
\[= 5 \]

So the dimensions of the rectangle are 68 inches by 5 inches.

Formulas to solve:

13. Solve \( V = \frac{1}{3} B h \) for \( B \) if \( V = 40 \), \( h = 8 \).

\[
40 = \frac{1}{3} B (8)
\]

\[
3(40) = 3\left(\frac{1}{3} B (8)\right)
\]

\[
120 = 8B
\]

\[
15 = B
\]

14. Solve \( ax + by + c = 0 \) for \( b \).

\[
ax + by + c = 0
\]
\[
ax + by = -c
\]
\[
by = -c - ax
\]
\[
\frac{by}{b} = \frac{-c - ax}{b}
\]
\[
y = \frac{-c - ax}{b}
\]
To My Peer Reviewers:

Thank you for being willing to examine my online Introductory Algebra and Intermediate Algebra courses. I am grateful for any suggestions you may have to improve the two courses.

I am interested in having people outside the Northland community review the courses because I wish to have people who are not familiar with the Desire 2 Learn software which is used by the state of Minnesota for its online courses—better to simulate a first-time online student. At the same time, I also wanted my reviewers to be mathematics educators/future mathematics educators so that they are able to examine the content of the course with a critical eye.

You will be logging into the courses as a student.

1) Go to www.northlandcollege.edu
2) Choose MyNCTC
3) Choose Desire 2 Learn
4) The student login that has been created for you is

   username: weberba_guest
   password: changepw

All three of you will be using the same login, so don’t change the password unless you inform the others!!!

I’m not going to give you too many other instructions, since I want you to view this as a new student entering a course for which they have just registered. However, you will need to access the online quizzing software for the course. The instructions are provided in the course—I also e-mail them to the students the first day of class along with a general how-de-do. Your login info for the online quiz software is
username: webesa@yahoo.com (needed an e-mail address)
password: changepw

When you get in, you will see ALL the online quizzes available. This is NOT what the students will see—I open one unit’s worth of quizzes at a time (roughly for 3 weeks each), so they only see 5 quizzes, not the 48 that you’ll see for the two classes. Each quiz gets 2 takes. You each don’t need to go into all 48 quizzes, but I would appreciate it if each of you would try a few of the quizzes in each course just to see how they operate.

Be sure to also take a look at my lessons—I have 25 lessons and online quizzes for the Intermediate course, and 23 lessons/online quizzes for the Introductory course. I’d appreciate it if you could do some quick “proofing”—look for typos and math errors, along with anything that might be confusing to students.

I have attached a standard online course review rubric below. You do not have to fill out every category, but please try to make sure that you can find the components listed. I would also appreciate any general problems/comments. Just list them at the end of the rubric.

If you have any questions, be sure to ask! You can reach me at barb.weber@northlandcollege.edu, or at 772-0892.

Thanks, again! Barb W
Peer Course Review Rubric—Modified by Barb W.

Course: 

I. COURSE OVERVIEW AND INTRODUCTION

General Review Standard: The overall design of the course, navigational information, as well as course, instructor, and learner information are made transparent to the learner at the beginning of the course.

<table>
<thead>
<tr>
<th>Specific Review Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1 There is a statement introducing the learner to the course, how learning is structured</td>
<td>Look for a statement by the instructor that gives the new learner an idea of how the learning process is structured. These are often found in the course syllabus.</td>
</tr>
<tr>
<td>I.2 Course layout, as designed by the instructor, is easy to navigate and understand</td>
<td>Instructions should provide a general course overview, guide the new student to explore the course website, and tell what to do first, rather than list detailed navigational instructions for the whole course.</td>
</tr>
<tr>
<td>I.3 Expectations regarding academic honesty, including plagiarism concerns, are clearly stated in the instructor’s course syllabus</td>
<td>Expectations and policies, both instructor and institutional, regarding academic honesty and plagiarism are clearly stated.</td>
</tr>
<tr>
<td>I.6 Learners are requested to introduce themselves to the class to build the</td>
<td>The learner introduction helps to create a supportive learning environment and a sense of community. I have done this with the online Survey</td>
</tr>
</tbody>
</table>
II. LEARNING OBJECTIVES (COMPETENCIES)

**General Review Standard:** Learning objectives are clearly defined and explained. They assist the learner to focus learning activities.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>II.1 The posted outcomes of the course include the outcomes in the approved course outline.</td>
<td>Instructors should list course objectives within the course and/or post the official college course outline.—in syllabus</td>
</tr>
<tr>
<td>II.2 Learning activities are relevant to course outcomes.</td>
<td>Evidence that learning activities are tied to course objectives and outcomes.</td>
</tr>
</tbody>
</table>

III. RESOURCES AND MATERIALS

**General Review Standard:** Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1 Resources and materials are easily accessible</td>
<td>If some of the course resources, including textbooks, videos, CD-ROMs, etc., are unavailable within the framework of the course website, investigate how learners would gain access to</td>
</tr>
</tbody>
</table>
to and usable by the learners.

them, and examine their ease of use.

III.2 The elements of the course-learning content, instructional methods, technologies, and course materials complement each other.

Online courses often use multiple types of instructional materials. These materials should be organized so that students can easily understand how the materials relate to each other. Also, the level of detail in supporting materials should be appropriate for the level of the course.

III.3 All instructional materials are presented in a format appropriate to the online environment.

Students who have the required technical equipment and software should be able to view and access the materials online. Materials used in a face-to-face class may not work well in an online course without modification.

III.4 Instructional methods are appropriate for course content in an online environment.

Online courses often use multiple types of instructional methods. These methods should be appropriate to the online environment.

III.5 The purpose of resources and materials is clearly explained.

Learners should easily be able to determine the purpose of all materials, technologies and methods used in the course. For example: a course may be richly garnished with external links to Internet resources, but students may not know whether those resources are for background information, additional personal enrichment, or whether they are necessary for an assignment.

IV. LEARNER INTERACTION

**General Review Standard:** The effective design of instructor-learner interaction and
meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development.

<table>
<thead>
<tr>
<th>Specific Review Standards</th>
<th>Annotation: What's the idea?</th>
</tr>
</thead>
</table>
| IV.1 The course design provides learning activities to foster community interaction: instructor-learner, content-learner, and learner-learner. | The learning activities in the course should foster the following types of interaction:  
- Instructor-learner:  
- Learner-content:  
- Learner-learner: |
| IV.5 Directions for contacting instructor and learner mentor (if utilized) are clear and specific. | Students need to feel that the instructor is close at hand, but the opportunities for interaction will vary with the discipline of the course. |

V. COURSE TECHNOLOGY

General Review Standard: To enhance student learning, course technology should enrich instruction and foster learner interactivity.

<table>
<thead>
<tr>
<th>Specific Review Standards</th>
<th>Annotation: What's the idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.1 The selection and use of tools and media enhances learner interactivity and guides the learner to become a more active learner.</td>
<td>Look for tools and media in the course that help learners actively engage in the learning process, rather than passively “absorbing” information.</td>
</tr>
<tr>
<td>V.3 Instructions for accessing course-required resources at a distance (library, websites, etc.) are clear and easy to follow.</td>
<td>Online learners need to know about and be able to obtain access to educational resources by remote access. Information on these resources should be readily visible in an online class; clear instructions on how to access them should be provided. —in our case the online quizzing software</td>
</tr>
</tbody>
</table>

VI. LEARNER SUPPORT
General Review Standard: Courses are effectively supported for learners through fully accessible modes of delivery, resources, and learner support.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Annotation: What's the idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.1 There is a statement reminding learner of the location for academic and learner services.</td>
<td>Technical support covers questions about such topics as how to login, how to use the software, and how to upload files. It does not include help with course content, assignments, assignments, academic or student support services—Provided on the D2L login in page for ours</td>
</tr>
</tbody>
</table>

VII. ASSESSMENT AND MEASUREMENT

General Review Standard: Assessment strategies are established ways to measure effective learning, assess learner progress by reference to stated objectives, and are designed as essential to the learning process.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Annotation: What's the idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.1 Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives.</td>
<td>The assessment format used should provide a reasonable way to measure related learning objectives. Assessments, learning objectives, and learning activities should align.</td>
</tr>
<tr>
<td>VII.2 The grading policy is easy to locate and understand.</td>
<td>Look for clarity of presentation to the learner here, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand.</td>
</tr>
<tr>
<td>VII.3 Assessment and measurement strategies provide appropriate feedback to the</td>
<td>Learners learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other learners.</td>
</tr>
<tr>
<td>VII.4 The types of assessments selected are appropriate for the online environment.</td>
<td>In most online courses, the types of assessments used are appropriate for the online environment and assure the integrity of the learner’s work. Assume that the course meets the standard unless you find evidence to the contrary.</td>
</tr>
</tbody>
</table>
| VII.5 The grade book tool or alternative communication method is utilized so that learners may monitor their course progress. | Look for use of D2L grade book tool  
- Categories (if used) are set up  
- Assignments are clearly labeled |
| VII.7 Assessments are clearly written and easy to understand. | Students should be able to easily grasp the requirements of assessments.  
Look for clear, concise directions. |
VIII. ADA COMPLIANCE

**General Review Standard:** Access to course resources is in accordance with the Americans with Disabilities Act and U.S. copyright laws are followed.

<table>
<thead>
<tr>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.1 There is evidence of some effort to recognize the importance of ADA requirements</td>
<td>ADA compliance is the most fluid of the review standards. At this time, Blackboard, WebCT, and WebTycho offer features that implement ADA; the use of either course management system satisfies standard VIII.1. Look for a statement in the course that tells learners how to gain access to ADA services.</td>
</tr>
<tr>
<td>VIII.3 Web pages have links that are self-describing and meaningful.</td>
<td>When instructors provide links to Internet content, they should also provide useful descriptions of what learners will find at those sites. This enables the vision impaired to use screen reader software to understand links.</td>
</tr>
</tbody>
</table>
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☑ This report is satisfactory for the following reasons:

Barb's report is satisfactory. She has achieved the goals of developing two online courses (MATH009 and MATH0098) and updating a third (MATH1110). Barb has provided the college with evidence of her work along with a summary report of her sabbatical.

☐ This report is satisfactory with the following conditions:

☐ This report is not satisfactory for the following reasons:

Signature of Dean

Signature of President

Please send your original copy to the college president. Please send copies of your abstract to the college dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Abstract

NAME: Anthony D Sorum

Assigned Field: Respiratory Care

Year and Semesters(s) of Sabbatical: Fall of 2007 and Spring 2008

1. OBJECTIVES OF MY SABBATICAL:
Advance my educational degree (pursue a Masters degree), to refresh my educational training and competency in educational pedagogy, and to survey the current tools and techniques available for use of computers and technology in teaching vocational topics.

2. RESULTS OF MY SABBATICAL:
Attached is my transcript from BSU and MSU demonstrating the completion of 26 credits towards my Master in Educational Technology?

During this time I focused on academics more then part time employment. Over the past five years I have averaged more then 10 hrs a week to maintain my Respiratory Therapy skills. But due to the demands of these courses I average 4 hrs per week working at the hospital.

The Educational research and Stats for Health Sciences were intimidating but also very enlightening. The wealth of resources available at our very finger tips is energizing and engaging in pedagogical discussions with fellow educators at the secondary and post secondary level offered many insights. The main lesson was to gain empathy for myriad of experiences that brings students to our door step, and the patience to be persistent in applying the tools of our trade in an effort to help all students and to humility to ask for help when having problems.

Coordinating Career Ed. and the Instruction of Vocational Ed was not new nor invigorating. But it provided a useful survey of relevant topics like “Carl Perkins”, public funding at the local and federal level.

One of the most useful courses that I encountered was “Methods of Computer Communication.” This class provided a roller coaster ride of experience and exploration in the tremendous variety of synchronous and asynchronous tools available to instructors and students in the class room.
The last two courses for me to complete to earn my degree are connected. “Grants and Contract Writing” and Research Paper are still in progress (4 credits total). I have wrestled with several ideas for seeking Grants. And the Grant I seek will be the cornerstone proposal for my Research project.

I worked for a time this Fall on a co-grant Proposal with Jean Mershon from Central Lakes College for a grant to retrain Paramedics working at Cayuna Range Medical Center. The grant proposal met an impasse when Jean the paramedic students insisted that the grant included a request for a portable lab to provide classes and labs on-site for the students. This was a deal breaker, because this solution would require the creation of a separate and independent program. As such we would need to run at least 16-24 students enrolled to make the project sustainable. I’ve learned from painful experiences in the past, that this is not a practical option for a distance Respiratory Therapy program.

I have been working on an alternate proposal, to team up with the Medical Director of the Respiratory Therapy department at Altru and to write a three phase grant proposal to Discipline workshop grant from CTL. The first phase would be to conduct a comprehensive literature review on new modes for Mechanical Ventilation in the adult Medical Surgical patient. Summarize and present this review in a Multimedia format, then to present Altru’s Mechanical Ventilation protocols using an Interactive format. And finally to build in a interactive Case-study test out to validate the participant in the use of Altru’s various modalities and protocols. The Disciplines that this Research project would include: New physicians and locums, Respiratory Therapists, Respiratory Therapy Students and Critical Care nurses.

The secondary goal was to re-charge my enthusiasm for teaching. I had been teaching full time for 17 years, and this was my first break from teaching. The break allowed me to re-focus on our students. I find that I have more patience to go along with the new skills and interest for teaching.

Thank you!!

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

NAME Anthony D Sorum Credential Field Respiratory Care

Assignment at college Respiratory Care classes 1.0 fte

Year and Semester(s) of Sabbatical: Fall 2007 and Spring 2008

Name and Title of Responsible Administrator:

1. PURPOSE OF MY SABBATICAL PLAN:
Advance my educational degree (pursue a Masters degree), to refresh my educational training and competency in educational pedagogy, and to survey the current tools and techniques available for use of computers and technology in teaching vocational topics.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:
Completed 26 credits towards BSU Mater’s in Vocational Educational Technology.
Maintained my skills as a part time employee at Altru.
3. ACTIVITIES OF MY SABBATICAL PLAN:

Please see attached academic transcript.

4. RESULTS OF MY SABBATICAL PLAN:

Attached is my transcript from BSU and MSU demonstrating the completion of 26 credits towards my Master in Educational Technology?

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I worked for a time this Fall on a co-grant Proposal with Jean Mershon from Central Lakes College for a grant
to retrain Paramedics working at Cayuna Range Medical Center. The grant proposal met an impasse when Jean the paramedic students insisted that the grant included a request for a portable lab to provide classes and labs on-site for the students. This was a deal breaker, because this solution would require the creation of a separate and independent program. As such we would need to run at least 16-24 students enrolled to make the project sustainable. I’ve learned from painful experiences in the past, that this is not a practical option for a distance Respiratory Therapy program.

I have been working on an alternate proposal, to team up with the Medical Director of the Respiratory Therapy department at Altru and to write a three phase grant proposal to Discipline workshop grant from CTL. The first phase would be to conduct a comprehensive literature review on new modes for Mechanical Ventilation in the adult Medical Surgical patient. Summarize and present this review in a Multimedia format, then to present Altru’s Mechanical Ventilation protocols using an Interactive format. And Finally to build in an interactive Case-study test out to validate the participant in the use of Altru’s various modalities and protocols. The Disciplines that this Research project would include: New physicians and locums, Respiratory Therapists, Respiratory Therapy Students and Critical Care nurses.

The secondary goal was to re-charge my enthusiasm for teaching. I had been teaching full time for 17 years, and this was my first break from teaching. The break allowed me to re-focus on our students. I find that I have more patience to go along with the new skills and interest for teaching.

Thank you!!
5. DOCUMENTATION OF MY SABBATICAL PLAN:
BSU Transcript.
MSU Transcript.

Work Record of hours at Altru.

Signature of Faculty ___________________________ Date 12-10-08
(Sabbatical Report, continued)

COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

___ This report is satisfactory for the following reasons:

___ This report is satisfactory with the following conditions:

___ This report is not satisfactory for the following reasons:

__________________________________________  ____________________________
Signature of Dean                                    Date

__________________________________________  ____________________________
Signature of President                                Date

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
### Student Academic Record as of 2009 Spring Semester

#### Text Copy of this Academic Record

<table>
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<tr>
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<th>Title</th>
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**Spring 1993**
- IT 567E Voc Tests & Measurements 3.00 A 3.00 3.00 12.00
- GRAD Term Att: 3.00 Earn: 3.00 GPA Crs: 3.00 GPA Pts: 12.00 GPA: 4.00
- **** Cum Att: 3.00 Earn: 3.00 GPA Crs: 3.00 GPA Pts: 12.00 GPA: 4.00

**Fall 1994**
- IT 568E Course Const in Voc Ed 3.00 A 3.00 3.00 12.00
- IT 569E Philosophy of Voc Ed 3.00 A 3.00 3.00 12.00
- GRAD Term Att: 6.00 Earn: 6.00 GPA Crs: 6.00 GPA Pts: 24.00 GPA: 4.00
- **** Cum Att: 9.00 Earn: 9.00 GPA Crs: 9.00 GPA Pts: 36.00 GPA: 4.00

Bemidji State University changed from the quarter calendar to the semester calendar on August 24, 1998. Credits that follow are in semester hours.

**Summer 1999**
- ED 5960 Devel Courses W/ Intrakal 1.00 F 0.00 1.00 0.00
- GRAD Term Att: 1.00 Earn: 0.00 GPA Crs: 1.00 GPA Pts: 0.00 GPA: 0.00
- **** Cum Att: 7.00 Earn: 6.00 GPA Crs: 7.00 GPA Pts: 24.00 GPA: 3.42

**Spring 2008**
- ED 6117 Critical & Creative Think 3.00 A 3.00 3.00 12.00
- ED 6120 Crit Iss In Education 2.00 A 2.00 2.00 6.00
- GRAD Term Att: 9.00 Earn: 9.00 GPA Crs: 9.00 GPA Pts: 34.00 GPA: 3.77
- **** Cum Att: 22.00 Earn: 21.00 GPA Crs: 22.00 GPA Pts: 82.00 GPA: 3.72

**Career Graduate Summary - Semester Hours**
- Local: Att: 35.00 Earn: 30.00 GPA Crs: 31.00 GPA Pts: 118.00 GPA: 3.80
- Transfer: Att: Earn: GPA Crs: GPA Pts: GPA:
- Total: Att: 35.00 Earn: 30.00 GPA Crs: 31.00 GPA Pts: 118.00 GPA: 3.80

Z - Grade Not Yet Recorded

* * * END OF ACADEMIC RECORD * * *

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[https://webproc.mnscu.edu/eservices/estudent.trans_order.html](https://webproc.mnscu.edu/eservices/estudent.trans_order.html)
**** Undergraduate Academic Record *****
***** Bemidji State University *****

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Z - Grade Not Yet Recorded

* * * END OF ACADEMIC RECORD * * *
Grades for Spring Semester 2008

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Altru Health System Payroll for Pay Period 23

SORUM, TONY  
EID: 1005157  
Dept: RESPIRATORY CARE

Pay Period: 23  
PTO Available:  
PTO Used:  
End Date: 11/08/2008  
EST Available:  
EST Used:  
Pay Date: 11/14/2008  
Current Gross Pay: $222.11  
YTD Gross Pay: $6861.83  
Current Net Pay: $185.10  
YTD Net Pay: $5407.56

Earnings for Pay Period 23

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Deductions for Pay Period 23

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Total Deductions: $37.01  
Year to Date: $1454.27
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Diane Drake
Credential Field: English

Year and Semester(s) of Sabbatical: 2004 Fall and 2005 Spring

Name and Title of Responsible Administrator: Dr. Jeff Thomas

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my plan was to create an on-line writing lab (OWL) to be used in conjunction with the Writing and Learning Centers. This lab provides an on-line resource to students and instructors to answer questions about and provide guidance in writing assignments. The OWL contains practical information about grammar, punctuation, and sentencing rules. It also contains information about MLA and APA citation and paper formats. Another element pertains to different rhetorical approaches and includes sample papers.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

The OWL is up and running at this website:

http://programs.northlandcollege.edu/owl/

I have had several comments from students and faculty that the OWL is helpful in their writing projects.
I am somewhat disappointed that the OWL has not been made more accessible from
the NCTC website, but that accessibility is being worked on.

(Sabbatical Report, continued)

3. ACTIVITIES OF MY SABBATICAL PLAN:

I spent hours adding information to the website. I wrote my own sample papers and
exposition for the site. I added my own examples and have changed them to meet
new circumstances. The whole process required research and a new appreciation for
what computers can do.

The website is organized so that users should be able to link quickly to the area of
their concern. There are also several internal links within the individual sites that
should enable users to find further information.

I was surprised at the number of hours it took to complete as much as I did get
finished. I hope to add more to the site as I find necessary.

One disappointment is that I have had little feedback from instructors about what
they want on the site. However, those instructors who have responded about the site
say that it provides them a good resource to use when they assign writing projects.

4. RESULTS OF MY SABBATICAL PLAN:

The OWL is up and running at this website:

http://programs.northlandcollege.edu/owl/

It is readily available for students, faculty, and staff who want quick information
about grammar or other writing issues.

I have had feedback from students about how useful they have found the citation
elements and the examples of cover letters and résumés.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
   List documents in order of attachment.

   Documentation is the website:

   http://programs.northlandcollege.edu/owl/

   Signature of Faculty

   Date

   19 August 2005
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☑️ This report is satisfactory for the following reasons:

☐ This report is satisfactory with the following conditions:

☐ This report is not satisfactory for the following reasons:

Signature of Dean ___________________________  6/19/05

Signature of President ___________________________  8/19/05

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: JOHN W. LEOPOLD
Credential Field: FINE ART

Year and Semester(s) of Sabbatical: Fall 2004 - Spring 2005

Name and Title of Responsible Administrator: DR. JEFF THOMAS

1. PURPOSE OF MY SABBATICAL PLAN:

TO CONDUCT RESEARCH ON A PHILOSOPHICAL, AESTHETIC, AND TECHNICAL LEVEL IN EACH OF THE FOLLOWING AREAS:

1. ALTERNATIVE PROCESS BLACK & WHITE PHOTOGRAPHY
2. MIXED MEDIA DRAWING
3. ACRYLIC AND MIXED MEDIA PAINTING

ADDITIONALLY I INTENDED TO STRENGTHEN MY PROFESSIONAL RELATIONSHIP WITH ANGUS COLLEGE IN ARBROATH, SCOTLAND BY TEACHING TECHNICAL WORKSHOPS ON PHOTOGRAPHY AND PAINTMAKING FOR STUDENTS AND FACULTY; ALSO BY ENGAGING IN PEER REVIEW AND ARTISTIC CRITIQUES. FINALLY I WOULD BRING THESE EXPERIENCES BACK TO THE CLASSROOM AND CAMPUS FOR THE BENEFIT OF THE STUDENTS.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

1. EXTENSIVE WORK PINE HOUSE (ALTERNATIVE PROCESS) PHOTOGRAPHY.
2. EXTENSIVE WORK IN TRADITIONAL BLACK & WHITE PHOTOGRAPHY.
3. EXTENSIVE WORK IN ACRYLIC & MIXED MEDIA PAINTING.
4. RESPONSIBLE WORK IN MIXED MEDIA DRAWING.
5. CONDUCTED WORKSHOPS IN PHOTOGRAPHY AND PAINTING ON ANGUS COLLEGE.
6. ENGAGED IN PEER REVIEWS AT ANGUS COLLEGE AS WELL AS WITH LOCAL ARTISTS AND MENTORS.
7. EXHIBITED MY WORK AT SEVERAL DIFFERENT VENUES BOTH LOCALLY AND OUTSIDE.
3. ACTIVITIES OF MY SABBATICAL PLAN:

**STUDIO WORK:**
1. painting
2. drawing

**FIELDWORK:**
1. traditional photography
2. pinhole photography

**DARKROOM WORK**
1. traditional photography
2. pinhole photography

**STUDIO VISITS/CRITIQUES**
1. Bob Matheson
2. Tim Ray
3. Anne Uncaphar
4. Angus College faculty

**EXHIBITIONS:**
1. Minneapolis Foundation Show @ IDS Center
2. NWKC Exhibition — won first place in painting.
3. Arbroath Public Library — Scotland
4. Angus College Conference Center — Scotland
5. Meffen Gallery — Forfar, Scotland
6. Rochester Fine Arts Center — Minnesota
7. Sabbatical Review Exhibit — NCTC.

**TEACHING @ ANGUS COLLEGE:**
1. Monotype printmaking (for students)
2. Pinhole camera construction/usage (for faculty)

4. RESULTS OF MY SABBATICAL PLAN:

As a result of my sabbatical I am bringing back to my classroom a deeper set of artistic sensibilities and a greatly increased technical ability in each of the above mentioned areas.

Furthermore, my experiences at Angus College have not only strengthened my personal/professional relationships with the faculty, but also strengthened the relationship between our two colleges — this can result in increased opportunities for both faculty and students in the form of international exchanges and exhibitions. Angus faculty will be exhibiting at NCTC this October, for example. Finally I am bringing an updated awareness of the current trends in the arts community back for my students, and hopefully creating increased opportunities for them on a larger artist level.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.

1. NCIC SABBATICAL REVIEW EXHIBITION ARTIST'S STATEMENT (3 PAGES)
2. CULTURAL INSPIRED PAINTINGS (6 PAGES)
3. "ANGRY MAN" PAINTING SERIES (5 PAGES)
4. NON SEQUENTIAL PAINTINGS/DRAWINGS (2 PAGES)
5. ALTERNATIVE PROCESS PHOTOGRAPHY (84 PAGES)
6. LETTERS OF CONFIRMATION OR EVALUATION FROM ANGUS COLERE (2 PAGES)
7. SABBATICAL APPROVAL LETTER (1 PAGE)
8. ORIGINAL SABBATICAL PROPOSAL (14 PAGES)

Signature of Faculty

Date

9/15/05
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☐ This report is satisfactory for the following reasons:

John met the goals of his sabbatical leave.

☐ This report is satisfactory with the following conditions:

☐ This report is not satisfactory for the following reasons:

Signature of Dean: ____________________________  Date: 9/19/05

Signature of President: ____________________________  Date: 9/20/05

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Artist’s Statement of John Leopold
Regarding the work featured in his
Sabbatical Exhibition at Northland
College 2005

The Artwork featured in this exhibition is the result of the research that I conducted during the academic year of 2004-2005 while on Sabbatical leave from Art Department of Northland College. Sabbatical leave is an opportunity for College instructors and University professors to immerse themselves into their individual areas of expertise while being excused from their normal assigned duties. The idea is that the individual teacher has the time to update themselves on the latest developments in their respective fields; obtain additional education and training; conduct intensive research, and then bring all this experience and knowledge back to the classroom for the benefit of the student body in particular, and the institution in general.

I was required to submit a plan to the administration for approval before being granted leave. This plan was required to have a built in system of accountability, which was then to be supervised by the administration, and reviewed and approved (hopefully!) upon completion. In my case the plan included this exhibition, featuring the more successful pieces produced during my leave. The plan also included the submission of letters from the administration at Angus College in Arbroath, Scotland. These letters evaluated my performance while working as a visiting artist conducting workshops for their faculty and students. I was also to submit proof of my participation in any additional exhibitions. These exhibitions ultimately included three separate solo exhibitions of my work in Scotland, a group juried exhibition in Minneapolis, and a further group juried exhibition sponsored by the NWRDC where I was fortunate to be awarded first place for the painting of “Petr Baznica.” The final component of my sabbatical was to participate in periodic critiques of my work with more experienced artists and teachers. I am very grateful to Bob Mattson, Timothy Ray, Marjorie Nillsen, for either their opening their studios to me, or visiting mine; and to Carrie Ungerman for critiquing my work online.
The work featured here is representative of four separate themes-- in two separate mediums that I am investigating. The first and most prolific of these areas is pinhole photography. Here I am using a camera that I built from a tea tin to produce images that are trying to evoke a poetic quality close to that of “memory.” I am trying to accomplish this by using unusual camera angles, harsh lighting, and paper negatives instead of film. Each image featured represents the culmination of many hours of preparation; numerous failures and setbacks; and occasionally some amusing anecdotes. The series from Greece and Italy for example found me having to provide an impromptu lecture and demonstration on the mechanics of pinhole photography to the Greek police (and tourists from around the world) on the Acropolis who mistakenly believed that my camera was a bomb that I was planting at the base of the Parthenon!

The second theme in pinhole photography is a series called “The Prairie Cathedrals of Highway 75.” I am looking to highlight the only cathedral-like architecture that was present in our region since it was first settled until only very recently. I am using the same angles of view that I’ve utilized to depict the ruins of Greece and Italy, and the cathedrals of northern Europe; this is the unifying thread. However this series is a point of departure in many ways, and I have little doubt that I will see it as a pivotal series years from now when scrutinizing the body of my work retrospectively.

The third theme is done in the form of large-scale paintings. These are based on images that I made with a pinhole camera while on a Fulbright teacher exchange in Latvia in 2002-2003. Of course the dramatic change in scale and the addition of color and painterly textures really render any additional connection to the pinhole photos to the realm of conjecture. This is truly a separate thematic investigation, focusing on the latent potential energy found in the overcast winter skies of the Baltic region of northern Europe. Additionally I’ve worked into the images the subtext of Soviet intellectual oppression of religious freedoms, and of course the visual poetry found in the mark-making of abstract expressionist painters of the 1950’s in the United States. The color palate used in these paintings is also a reaction against the traditional muted tones used by the Latvian artists in the depiction of their monuments. In short it is a Mid-western Yankee’s interpretation of his experience of cultural immersion.
The final major theme in this exhibition is the “Angry Man” series of paintings. This work is an attempt to depict on canvas feelings such as outrage, seething anger, helplessness and depression. While all of us do deal with these feelings on some level, it has been my recent experience that they are particularly intense when they result from situations that we perceive as unjust, tyrannical and totally beyond our control. Contrary to what this statement may suggest, this work is not a statement of protest; rather it is an in-depth exploration into my personal reactions to specific events and it is an attempt to try to connect these feelings visually to the larger and more universal archetypes of these emotions. The forms and shapes of these images are there to suggest the sensations involved in strong persistent emotions. There is not an intentional connection to any themes of patriotism or nationalism in these images. Nor is there any attempt to connect these images to the larger events occurring in the U.S or overseas. These are personal symbols, and general shapes used for formal organization of the picture-plane on a purely compositional level. Again, no protest either political or institutional is intended or suggested in these works.

However there is an element of protest in one of the three remaining works not directly involved in any series. Specifically I am referring to the painting entitled “Coffin Wood.” This piece came about as a result of discussions with a former student regarding the death of his cousin in combat in Iraq. These discussions caused me to look more closely at the overall situation involving Iraq; but more specific to this painting, brought to my attention the sights, textures, colors, and emotions surrounding the bringing home of our dead children in sterile metal containers. I also considered the terrible reality of the daily occurrence of our children being struck down in the prime of life, or crippled, dismembered, or emotionally and spiritually destroyed. Finally the poetry of Walt Whitman (“Leaves of Grass”) and Galway Kinnell (“The Bear”) were significant influences in this painting. The remaining pieces are bits of thought that, while not really tied into the larger concepts presented in this exhibition, have all the formal and intrinsic qualities that I believe make up a successful piece of artwork.

A special word of thanks goes out to the faculty of Northland College and to my students who visited my studio during this time period offering their support, critiques, insights, and grounding good humor.
Dear John,

I write to update you on the exhibition you have running in Angus and also to thank you for your input within Angus College during your recent visit.

The exhibition of your work at the Meffan Gallery in Forfar has been running since 2 October and is due to finish on 30 October. Our students have visited the exhibition and were impressed by it.

The other exhibitions will run in the public Library in Arbroath from 6–28 November and then in the College’s Conference Centre from 6–10 December. At the conclusion of the exhibitions Fergus will send your work back to you in Thief River Falls.

I have discussed your input to classes with Sarah and Oonagh and they were both delighted by the workshops. Sarah’s class thoroughly enjoyed the monoprinting at the time and since your departure she has used the techniques demonstrated with other classes. Oonagh was particularly pleased with the demonstration given on the construction of the pinhole camera and the information you freely imparted on these techniques. Since your visit she has adopted many of the tips you passed on.

The discussions you had with Kevin Murphy on the development of the existing relationship have continued since your visit and a meeting is arranged with Kevin, Fergus and Charlie to take the matter forward. Fergus will be in touch by email to inform you of the outcomes. Hopefully this will lead to many future exchange visits.

Finally, I hope you are well and have settled back into life at Northland Community and Technical College. As you know I retire on Friday 29 October and would take this opportunity to thank you for all your hard work and input over the years and for making the link such an enjoyable experience.

All the best.

Yours sincerely,

[Signature]

BILL WATT
DIRECTOR OF LEARNING AND TEACHING
21 April 2004

Mr John Leopold
Art Department
Northland Community & Technical College
1101 Highway One, East
THIEF RIVER FALLS
MN 56701
UNITED STATES OF AMERICA

Dear John

I am delighted to confirm that we will host an exhibition of your work in Angus. The exact details have still to be discussed but Angus Council are intending to show your work in one of the main town galleries and of course we will exhibit it within the College Conference Centre. I know Fergus is working on the details and he will probably be in touch to discuss the number of works and sizes. I trust this meets with your approval.

Yours sincerely

William R Watt
Director of Learning & Teaching
Northland Community and Technical College  
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: __Norman Halsa_________________________ Credential Field: _Auto Mechanics____

Year and Semester(s) of Sabbatical: ___2005 Fall Semester________________________

Name and Title of Responsible Administrator: Dr. Jeff Thomas, Dean of Academics__

1. PURPOSE OF MY SABBATICAL PLAN: To gain knowledge of new vehicle technologies, and update NATEF standards.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN: Spent time at the car dealers in Thief River Falls and observed activities in their shops. Viewed training videos. Attended Chrysler and “Train the Trainer” conference. Updated NATEF standards.
3. **ACTIVITIES OF MY SABBATICAL PLAN:**

Part of my sabbatical was completed in June and August of 2005.

In June, I attended one week of Chrysler training at their training facilities in Plymouth Minnesota. Most of the classes that week I participated in were related to areas I teach each year. It included study on the new "CAN" bus systems that are mandated on all cars sold in the United States by 2008. I am working on syllabus changes to include introduction and study within my automotive computers course this spring semester.

In August I attended our annual automotive instructor “train the trainer” workshop at Central Lakes Community and Technical College. There were presenters from Toyota, Honda, Chrysler, Mac Tools, and NATEF. Toyota and Honda’s presentations were on their Hybrid vehicles. A highlight of the conference was to be able to drive Toyota’s new Highlander Hybrid SUV. The Highlander Hybrid is a gas electric that is powered by three electric motors.

I was also updated on tire pressure monitoring and the different ways manufactures are engineering that technology.

As the school year started I visited each of the car dealers in Thief River Falls and observed activities in their shops. I visited with the owners, service managers and technicians to see what the challenges are from their point of view. I also received donations of training videos from the Chrysler and Chevrolet dealerships. I reviewed many training videos and training web sites.

The balance of my sabbatical was updating the NATEF program standards and acquiring necessary information and documentation proving we meet those standards.

Activities not part of my sabbatical plan, but important to faculty moral, was my involvement in the negotiations of the 2005 – 2007 master contract. Attending faculty meetings, division chair meetings, employee meetings and being part of the presidential search committee. I attended the construction electrician’s program advisory committee meeting and also the automotive service technology advisory committee meeting.

Enclosed you will find photos of the donated training video’s, and certificates of my attendance with Chrysler and summer conference. I have sorted and given the auto body program videos that pertain to their discipline.

The updating is a continuing process so some of the page numbers referring to our college catalog are incorrect. I will update those when our new catalog is produced. Our national program review will be scheduled for the fall of 2007.

If you have any questions of my sabbatical please feel free to ask.
4. RESULTS OF MY SABBATICAL PLAN: I have gained a better understanding of the "CAN" bus system that is federally mandated by 2008 on all vehicles sold in the US. I have also updated myself on the new NATEF requirements for program national certifications and updated the program standards. I received donations of training videos from the Chrysler, and Chevrolet dealers. I received electronic service manuals from the Chrysler training center for our Auto Service Program.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
   List documents in order of attachment.
   
   Attendance certificate, Chrysler training.
   Attendance certificate, “Train the Trainer” conference.
   Photos of donations of videos.
   Copy of NATEF standards.
   
   Signature of Faculty

   Date
   1-5-06
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member’s sabbatical report with the faculty member.

This report is satisfactory for the following reasons:

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

Signature of Dean

Signature of President

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Technical Training Certificate
awarded to:
Norm Halsa
Course:
2005 Chrysler Group Automotive Instructor Workshop
32 Hours

June 20th to 24th, 2005
Completion Date

Allen W. McAsey
Technical Training Manager
Minneapolis Training Center
Minnesota Trade & Technical Industrial Association Training
Summer 2005

Automotive Technical Training Certificate

Awarded To:

Norm Halsa

20 Hours of Technical Training

August 10th to 12th, 2005
Completion Date

2005-MTTIA
Chairperson
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 1 - PURPOSE
THE AUTOMOTIVE TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED.
AUTOMOTIVE PROGRAM STANDARDS

Standard 1.1 - Employment Potential

The employment potential for automobile technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

Compliance:
Northland Community and Technical College serves a primary community of northwestern Minnesota from Mahnomen area in the south to the North Dakota border, the Canadian border, and Lake of the Woods. This area includes approximately 11,000 square miles, which is larger that the state of Maryland and Rhode Island combined. Within this area there is a large number of automotive and automotive-related businesses that employ technicians in the skill areas targeted by Northland Community and Technical College.

Documentation:
- Copy of the yellow pages served by Northland’s Automotive Service Technology program that is included with this section.
- Government information on employment outlook for automotive technicians included with this section.
- Placement Office information included with this section.
- Map of the service area included with this section.
AUTOMOTIVE PROGRAM STANDARDS

Standard 1.2 - Program Description/Goals
The written description/goals of the program should be shared with potential students and should include admission requirements, employment potential, area(s) of specialty training offered, and the cost of all tuition and fees. Technical qualifications of the faculty and the overall goal(s) of the program should also be included.

Compliance:
1. Program information can be found at the college's web site at www.northlandcollege.edu. Written description of the automotive program can be found on page 28 and 29, in the college catalog. Individual course descriptions can be found starting on page 128 of the college catalog. Admission requirements are explained on page 172 of the college catalog.
2. Employment potential for students enrolled in the Automotive Service Technology program at Northland Community and Technical College include dealerships and privately owned shops. In addition, employment opportunities include city, county, and state Departments of Transportation.
3. The cost of tuition and fees for the Automotive Service Technology program is set annually by the college and charged on a per semester credit basis. Tuition and fees information can be found in our Northland Community and Technical College Catalog (pages 13-14). The tuition rate per credit for 2005 is $120.75. Personal tools for students run approximately $800.00, to a high of $1800.00.
4. Technical qualifications of the Automotive Technology instructors at Northland Community and Technical College include an excess of 50 years experience in the Automotive industry, and 41 years experience teaching Technical College level Automotive Technology courses, ASE Master Certification, Ford, Chrysler, and General Motors certifications. Educational qualifications are found in the college catalog.
5. Potential students need to contact our Admissions Department at the college. The Admissions Department will then send a student packet, brochure on the Automotive Service Technology program, and financial aid information. A follow-up letter is sent to each potential student. The student needs to fill out an application and submit it with a $20 application fee.
Northland Community and Technical College provides a course syllabus to all Automotive Technology students the first day each course meets. The syllabus describes in detail the course description, course focus, text and references, course goals, expected student contributions, course evaluation, course schedule, and performance objectives. Additional information, such as costs, fees, admission requirements, and employment potential, is provided to students in the student handbook and student packet.

**Documentation:**
- A copy of the Automotive Service Technology instructors' qualifications, syllabi, miscellaneous student information packets, student catalog containing Northland Community and Technical College's Mission Statement, etc., and handbook are in the Automotive Department.
- Instructor qualifications are included with this section.

**Location and Contact:**
Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors, at Northland Community and Technical College, maintain the program syllabi. The student information packet, student catalog, and handbook are located in the Admissions Department of Northland Community and Technical College.
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 2 - ADMINISTRATION

PROGRAM ADMINISTRATION SHOULD
ENSURE THAT INSTRUCTIONAL ACTIVITIES
SUPPORT AND PROMOTE THE GOALS OF THE
PROGRAM.
AUTOMOTIVE PROGRAM STANDARDS

Standard 2.1 - Student Competency Certification
The certificate or diploma a student receives upon program completion should clearly specify the area(s) of demonstrated competency.

Compliance:
Northland provides each student a copy of their transcript, which lists the courses completed along with a credit assignment and course grade. Students receive course syllabi that clearly list the competencies associated with each course. This transcript follows the conventions of other colleges in the nation and within the MnSCU system.

Documentation:
- Copies of the current diploma and transcript are included with this section.

Location and Contact:
The above documentation is located in the Registrar's Office of Northland Community and Technical College. Contact Dennis Bendickson, Dean of Student Services, or Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors.
# AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 2.2 - Chain of Command</th>
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<tbody>
<tr>
<td>An organizational chart should be used to indicate the responsibilities of instruction, administration, and support services.</td>
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</tbody>
</table>

**Compliance:**
Northland Community and Technical College administration maintains an organizational chart that indicates the chain of command within the College and MnSCU system.

**Documentation:**
- A copy of the organizational chart is included with this section along with a statement of basic responsibilities for administrators.
- A copy of the department head position duties is included with this section.

**Location:**
A copy of the organizational chart is kept in the Human Resources Office.
AUTOMOTIVE PROGRAM STANDARDS

Standard 2.3 - Administrative Support
Positive administrative support from institutional and local governing bodies should be demonstrated. Indicators of administrative support would include:
Support for staff in-service training, provision of appropriate facilities,
Up-to-date tools, equipment, and training support materials.

Compliance:
Northland Community and Technical College provides excellent support of the Automotive Technology program through its budgets. The college provides the Automotive Technology instructors the opportunity to attend regular technology-related workshops and/or conferences. Northland Community and Technical College has a state-of-the-art facility that includes all necessary current tools, equipment, and training materials to assist in providing current technology instruction to the students.

Documentation:
- Faculty participation in the MTTIA annual conferences and NACAT conference provides networking opportunities for the Automotive Technology instructors.
- A copy of the fiscal year 2005 budget is included with this section. Fiscal year 2006 will be available (please see the business office). Areas of the budget accessible by the program are checked and included with this section.
- A college calendar indicating professional development days.
- Portions of the bargaining unit contract concerning professional development and sabbatical leaves are included with this section.

Location:
Handouts, notes, and other material obtained at the above conferences and courses are on file in the instructors' office.
# AUTOMOTIVE PROGRAM STANDARDS

<table>
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<tr>
<th>Standard 2.4 - Written Policies</th>
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<tbody>
<tr>
<td>Written policies should be adopted by the administration and policy board for use in decision-making situations and to provide guidance in achieving the program goals. Policies regarding safety, liability, and lab/shop operation should be written and prominently displayed as well as provided to all students and instructors.</td>
</tr>
</tbody>
</table>

**Compliance:**

1. College policies are found in the Student Handbook and have been adopted at either the System Office or through the local bargaining unit sessions.

2. Safety posters pertaining to the written rules are posted throughout the automotive shop as reminders for students. Power equipment is labeled with the message, "Eye Protection Needed When Operating This Equipment." Emergency telephone numbers are posted near the telephone.

3. All students must have as a pre- or co-requisite, *Introduction to Automotive Service* that covers safety procedures and practices. A safety test is also administered to ensure the student’s understanding of safety procedures.

**Documentation:**

- Safety Tests (please see instructors)
- Signs posted throughout the shop.
- Emergency phone numbers posted by phones.
- Material Safety Data Sheets found in the shop.
- Copies of these policies are found in the Student Handbook, College Catalog, the MnSCU web page, and the Employee Handbook.

**Location and Contact:**

College policies may be found in various handbooks in the Dean of Academic Affairs Office and the Human Resources Office.
### AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 2.5 - Advisory Committee</th>
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<tbody>
<tr>
<td>An advisory committee consisting of at least five (5) members <strong>must</strong> convene at least two times per year and be utilized to provide counsel, assistance, and information from the community served by the training program. This committee should be broadly based and include former students, employed technicians, employers, and representatives for consumers' interests.</td>
</tr>
</tbody>
</table>

**Compliance:**
The Automotive Service Technology advisory board meets twice each year. The advisory board membership includes former students, employed technicians, managers, and owners. Minutes of meeting are recorded and maintained by the Administrative Assistant to the President.

**Documentation:**
- A membership list of the advisory board and minutes of recent meetings is included with this section.

**Location and Contact:**
Copies of the minutes and a list of the advisory board are on file in the instructors' office and in the Assistant to the President’s Office.
Automotive Program Standards

Standard 2.7 - Live Work
A systematic method of collecting, documenting, and disbursing live work repair receipts should be used. Instructional staff should not be required to collect payment for live work repairs.

Compliance:
Repair orders are filled out on all customers' vehicles/projects entering the shop for repairs. These repair orders are kept in the automotive shop for completion as needed. All parts are ordered from local distributors and suppliers. Upon completion of repairs, payment or arrangement for payment is made with the Business Office.

Documentation:
- A copy of the work order used included with this section.
- A copy of college resale procedures is included with this section.

Location and Contact:
All copies of the above documentation are maintained in both the Automotive Service Office and the Business Office.
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 3 - LEARNING RESOURCES
SUPPORT MATERIAL CONSISTENT WITH BOTH PROGRAM GOALS AND PERFORMANCE OBJECTIVES SHOULD BE AVAILABLE TO STAFF AND STUDENTS.
AUTOMOTIVE PROGRAM STANDARDS

Standard 3.1 - Service Information

Service information with current manufacturers' service procedures and specification data for vehicles manufactured within the last ten (10) years should be available. This information should be accessible to students while working in the lab/shop area.

Compliance:
Northland Community and Technical College has service manuals, Mitchell On-Demand 5, Mitchell On-Demand for Transmissions, and All Data on DVD, accessible to all students in the Automotive Technology program.

Documentation:
Northland College has a service manual/information section and computer terminals available to students in the automotive shop, Room 721A.

Contact:
Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors
Northland Community and Technical College
AUTOMOTIVE PROGRAM STANDARDS

Standard 3.2 - Multimedia
Appropriate up-to-date multimedia materials such as video equipment, transparencies, etc., should be readily available and utilized in the training process.

Compliance:
A projector dedicated to multimedia lecture presentations, an overhead projector, a VCR and a TV are available in the classrooms. Computers are available to instructors in both classrooms. Classroom #723 also has a pad camera and smart board technology.

Documentation:
- Videos used on a regular basis include the Bergwell Auto Shop Video Series. An extensive library of automotive-related videos is listed in this section. Students have access to CDs containing ASE test preparation.
- Work order forms for multimedia equipment repair are included in this section.

Location and Contact:
The above materials are maintained in the classroom and/or instructors’ office area. A list of the videos is attached. Videos are stored in the instructors’ office and classrooms.
AUTOMOTIVE PROGRAM STANDARDS

**Standard 3.3 - Instructional Development Services**
The service of professional instructional development personnel should be used when available. At a minimum, equipment and supplies should be available for duplication or copying printed materials and transparencies. Instructional development personnel should conduct in-service and/or training in curriculum and media development.

**Compliance:**
Northland Community and Technical College has a multimedia production room, with a full-time specialist to assist faculty in preparing multimedia presentations. A state-of-the-art copier is available for faculty behind the main receptionist area. A full-time secretary is available to assist faculty with their development needs.

**Documentation:**
The copier is located in an area behind the main receptionist area. The Multimedia Center is in Room 557 and the faculty secretary is in Room 425B.

**Location and Contact:**
Holly Deschene, Emerging Technology Specialist, Room 617A. Renae Seibel, Faculty Secretary, Room 425. The copier is located in the main receptionist area.
AUTOMOTIVE PROGRAM STANDARDS

Standard 3.4 – Periodicals
Current general and technical automobile magazines and newspapers should be available for student and instructor use.

Compliance:
Magazines and newspapers featuring items of interest to Automotive Service Technology students are available in the Library and the student study area in the Automotive Shop. See the attached list for specific titles.

Documentation:
• See the listing of library magazines included in this section.
• See the library procedures for the procurement of magazines included in this section.

Location and Contact:
See the publications are located in the Automotive Shop and the Library.
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 3.5 - Student Materials</th>
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<tbody>
<tr>
<td>Necessary instructional texts or pertinent material should be available for each student to satisfy the objectives of the mode of instruction used.</td>
</tr>
<tr>
<td>Basic textbooks should have copyright dates that are not over six (6) years old; specialized textbooks should have copyright dates that are not over six (6) years old.</td>
</tr>
</tbody>
</table>

Compliance:
Northland Community and Technical College, Automotive Service Technology Program has adopted the NATEF Standards Job Series from Thomson/Delmar Publications as student worksheets/text. Also used it Automotive Technology, A Systems Approach as a student textbook. All Data repair manuals on DVD and Mitchell On-Demand 5 information on the web is used to supplement student research on repairs.

Documentation:
- All textbooks and lab manuals used have a copyright date within the past six (6) years (Textbooks can be found in the college bookstore).
- All Data and Mitchell On-Demand 5 can be accessed in the mini lab in the Auto shop.

Location and Contact:
College bookstore. Rosie Gustafson, Bookstore Manager. Charlie Kiesow or Norman Halsa, Automotive faculty.
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 4 - FINANCES
FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.
AUTOMOTIVE PROGRAM STANDARDS

Standard 4.1 - Program Training Cost
The enrollment in the program or program area should be sufficient to keep the per-student training costs to a realistic figure.

Compliance:
We served 29 full time equivalent students in (2004-2005) in the Automotive Service Technology program. The cost of Northland Community and Technical College's program is high, based on the current enrollment. Northland’s average cost per FYE is $6,158.71, compared to a MnSCU average of $3,486.00. Total expenditures based on MnSCU information is hard to determine because they are co-mingled with the Auto Service Technology East Grand Forks campus, and the Auto Body program. The total expenditures for the Auto Service Technology Thief River Falls campus are estimated at $178,602.72. Current student interest in the program is 177 students.

Documentation:
• Please refer to the attached documents including a program review summary, enrollment statistics, FYE generated, and a program decision package sheet. See Dr. Jeffery Thomas, Dean of Academic Affairs for more information.

Location and Contact:
Dennis Paesler, Business Manager, located in the Business Office;
Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors
Northland Community and Technical College
AUTOMOTIVE PROGRAM STANDARDS

Standard 4.2 - Budget
An adequate annual budget should be developed, allocated, and used for the operation of the program.

Compliance:
The Automotive Service Technology program receives approximately $19,000 per year for supplies and additional budget for equipment. The equipment dollar amount varies depending upon needs each year. The federal Perkins Grant provides additional funds beyond these budgets that may also vary each year. The resale account and infrastructure budgets are also a program resource. Northland College believes that budgets for the program are adequate.

Documentation:
- Please refer to the budget and budget activity report included with this section.

Location and Contact:
Dennis Paesler, Business Manager, located in the Business Office; Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors Northland Community and Technical College; Dr. Jeffery Thomas, Dean of Academic Affairs.
AUTOMOTIVE PROGRAM STANDARDS

Standard 4.3 - Budget Preparation
The budget should be prepared by the institutional administration in conjunction with the program faculty.

Compliance:
The Automotive Service Technology instructors are given Budget Request forms from the Business Manager. The Automotive Service Technology instructors are responsible to fill out the forms based on the needs of the program. The instructors then turn the completed forms into the Business Manager. Administration, with the Division Chairs prioritize and allocate the budget prior to the start of each fiscal year.

Documentation:
- Equipment allocation policies/procedures included in this section.
- Supplies, equipment and infrastructure request forms are included in this section.

Location and Contact:
Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors
Northland Community and Technical College; Dennis Paesler, Business Office.
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 4.4 - Status Reports</th>
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</thead>
<tbody>
<tr>
<td>Budget status reports should be made available to program staff at least quarterly.</td>
</tr>
</tbody>
</table>

**Compliance:**
The Automotive Service Technology instructors receive monthly budget reports from Dennis Paesler, Business Manager of Northland Community and Technical College. The budget report gives the instructor the beginning balance and all expenditures and revenue per month and also the year-to-date activity for the program.

**Documentation:**
Please refer to the attached budget reports included in this section.

**Location and Contact:**
Dennis Paesler, Business Manager, located in the Business Office;
Norm Halsa and Charlie Kiesow, Automotive Service Technology Instructors;
Northland Community and Technical College.
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 5 - STUDENT SERVICES
SYSTEMATIC PRE-ADMISSION TESTING,
INTERVIEWS, COUNSELING SERVICES,
PLACEMENT, AND FOLLOW-UP PROCEDURES
SHOULD BE USED.
AUTOMOTIVE PROGRAM STANDARDS

Standard 5.1 - Pretesting
A formal pretesting program should be used to assess a student's abilities in reading comprehension, sentence skills, mathematics, and mechanical aptitude to evaluate and assure the student a reasonable probability of success as an automobile technician. Testing procedures and how the test results will be used (e.g. proper course placement, assessment of student developmental needs, etc.) should be stated in program explanatory material, and justification for all requirements should be available.

Compliance:
Students at Northland Community and Technical College take the Accuplacer Admissions Assessment (developed by System Office) after acceptance into the program. The assessment determines the student's skill level in the areas of reading comprehension, sentence skills, and math. Students who need developmental courses are required to do so to graduate. The rationale for these prerequisites is that to become a successful Automotive Technician, a student will need to be efficient at these basic foundational skills.

Results of the student's assessment are recorded in the Student Record System, and a copy is placed in the student's permanent and advising files. When advisors register students, they use the results of the assessment to place students in the appropriate courses. Northland Community and Technical College has placement guidelines, which are based on the major selected by the student. If students score below the placement guidelines, they are required to take the developmental course in that area before graduation or before they take courses with prerequisites. Academic advisors conduct transcript audit procedures for compliance.

Documentation:
Northland Community and Technical College uses the Accuplacer Admissions Assessment to determine student's skill level in the areas of reading comprehension, sentence skills, and math.

Location and Contact:
The tests are given at scheduled times throughout the year. Contact: Dean Dalen in the Learning Center.
Compliance:
To enroll and to receive financial aid, students must possess a high school diploma, a GED, or pass an ability to benefit assessment. Students are also given a basic skills assessment. While the results may not be used as an admissions instrument, they are used to determine if students are in need of developmental courses. Counselors or advisors meet with students who may not be compatible with program choice and carefully review options. Additionally, each student is asked to visit the program to discuss the program.

Documentation:
An assessment form is available for review in the Admission's Office and the Learning Center.

Location and Contact:
Admissions representatives: Nicki Carlson, John Hardy, and Eugene Klinke
AUTOMATIC PROGRAM STANDARDS

<table>
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<tr>
<th>Standard 5.3 - Student Records</th>
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<tbody>
<tr>
<td>Permanent records of all students, former and current, should be available, preferably in one central location, and kept confidential.</td>
</tr>
</tbody>
</table>

Compliance:
The Student Services Office maintains permanent records. Current and past students' records are kept in the admissions office. Copies of student transcripts are maintained on the ISRS system, which is a statewide software program. Backup copies are maintained by MnSCU.

Documentation:
• Student records are permanently stored on campus and available for review upon request following campus procedures.
• Examples of student transcripts are found in this section.

Location and Contact:
Jodi Halsa, Carol Dahl, and Dennis Bendickson in the Student Services Area
AUTOMOTIVE PROGRAM STANDARDS

Standard 5.4 - Placement
A systematic student placement system should be used to assist program graduates to obtain employment in the automobile industry.

Compliance:
Northland Community and Technical College is proud of its placement efforts on behalf of Automotive Service Technology students. The Placement office provides extensive assistance in placing students in good jobs in the Automotive Technology field. During the student's academic experience, he/she is required to complete a Job Seeking course where résumé compilation and interview etiquette, among other job readiness subjects, are taught. This helps prepare the student for employment in his/her field after graduation. Job announcements are posted on the bulletin board and announced in class. Area newspapers and the Internet are also available in the shop area and the library for student job search. Second-year students are given the opportunity to participate in internships with area Automotive Technology employers. These internships help prepare students for permanent, full-time employment after graduation. An internship is also a good way for a student to get her/his "foot-in-the-door" at a particular automotive service business. Automotive Service Technology Program instructors interface with area businesses to provide part-time employment to students while enrolled in the program. Area employers have provided presentations as to what a student can expect as an employee and what they are looking for in an employee. Future plans are to have these presentations twice per year. Students are also assisted in finding employment through the College's Placement Office.

Documentation:
- The above listed material is located in the instructors' office, bulletin boards, and Library.
- Placement Report is included in this section indicating student placement in the industry.

Location and Contact:
Susan Dowers, Placement Office
## AUTOMOTIVE PROGRAM STANDARDS

**Standard 5.5 - Follow-Up**

A follow-up system should be used to determine students' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training. The follow-up procedure should be designed to assure feedback regarding needed additions to or deletions from the training curriculum, program, and tools and equipment. Follow-up of graduates employed outside the automobile industry should indicate reasons for non-automobile employment. When applicable, this information should be used to modify the training quality and/or content.

### Compliance:

A. Northland Community and Technical College uses a follow-up survey to determine where students are employed after graduation and to obtain information on the effectiveness of instruction. The follow-up for the year 2005 is included in this section. This survey will again be conducted in the summer of 2006.

B. The Advisory Board provides additional feedback on the effectiveness of the program.

### Documentation:

- The results of an employer survey are included in this section.

### Location and Contact:

Susan Dowers; Placement Office.
AUTOMOTIVE PROGRAM STANDARDS

Standard 5.6 - Legal Requirements
The training program should meet all applicable local, state, and federal requirements.

Compliance:
The Automotive Service Technology Program at Northland Community and Technical College meets all applicable local, state, and federal requirements. A listing of common issues is as follows:

- Our used parts washing fluid and brake parts washer fluid are recycled by Safety Kleen Co.
- Our used oil is picked up by Randt Oil Co. of Litchfield, Mn.
- Our instructors are certified as follows: Norman Halsa is licensed by the State of Minnesota as a Vocational Education Instructor. This is a requirement of MnSCU. Charles Kiesow is also licensed by the State of Minnesota as a Vocational Education Instructor.
- The College follows the policies of the Minnesota State College and University System. See the Employee Handbook and the MnSCU web pages.
- The college has periodic reviews conducted for discrimination, affirmative action etc. by MNSCU.

Documentation:
Copies of Norman Halsa's and Charles Kiesow's Minnesota Teaching License included in this section.

Location and Contact:
Becky Holthusen, Human Resources Director located in the Human Resources Suite for licensing information. Contact Sandy Hagen in the Business Office for tracking records of hazardous waste.
STANDARD 6 - INSTRUCTION

INSTRUCTION MUST BE SYSTEMATIC AND REFLECT PROGRAM GOALS. A TASK LIST AND SPECIFIC PERFORMANCE OBJECTIVES WITH CRITERION-REFERENCED MEASURES MUST BE USED.
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 6.1 - Program Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training plan should progress in logical steps, provide for alternate sequences, where applicable, and be made available to each student.</td>
</tr>
</tbody>
</table>

Compliance:
Students are given a program plan the first week of college outlining the program requirements for a diploma and/or an AAS degree. This may also happen more informally in the application process in discussions with recruiters. Course syllabi are also given to students the first day of each course outlining course requirements. Prerequisite courses are identified in the college catalog.

Documentation:
- Program plans for a diploma and/or an AAS degree are included in this section.
- Course Syllabi will be found in the resource room.

Location and Contact:
Rocky Ammerman and Lisa Bottom; College Academic Advisors, Dennis Bendickson, Dean of Academic Services; program instructors,
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.2 - Student Training Plan
A training plan for each student should be used, indicating the student’s training goal(s) and specific steps needed to meet that goal. Students should be given a copy of their training plan.

Compliance:
The instructors or academic advisors meet with students to plan the sequence of courses students need to complete to graduate. Students and advisors can access audit reports from the college’s web site. Each audit addresses courses taken, courses needed and if the student needs remedial help with mathematics and/or English. Their declaration for a diploma or degree is also listed.

Documentation:
Copies of Training plans are included in this section.

Location and Contact:
Copies of the training plan are located in the instructors’ offices. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors or student advisors; Rocky Ammerman or Lisa Bottom.
AUTOMOTIVE PROGRAM STANDARDS

**Standard 6.3 - Preparation Time**
Adequate time should be provided for teacher preparation and program development.

**Compliance:** Each instructor is required to work a 40-hour week with an 8-hour continuous time span between 7:00 a.m. to 10:00 p.m. A full-time faculty member can teach up to 27 contact hours a week. The remaining time is for preparation.

**Documentation:**
Refer to the MSCF Master Agreement 2005-2007. Instructor workload documents are attached for the 2004-2005 academic year. Workloads for other years are available in the Dean of Academic Affairs Office.

**Location and Contact:**
Copies of the MSCF Master Agreement are located in the instructors' office and the Dean of Academic Affairs' Office. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors, or Dr. Jeffery Thomas, Dean of Academic Affairs.
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.4 - Teaching Load
The instructor/student ratio and class contact hours should allow time for interaction on a one-to-one basis.

Compliance:
Since 2003 the full-time equivalent students in the program have been:

<table>
<thead>
<tr>
<th>Year</th>
<th>FYE Students</th>
<th>Full-Time Students</th>
<th>Part-Time Students</th>
<th>High School Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>29.93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>29.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>30.86</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

An analysis of the above data indicates approximately 14.97 FYE students per instructor. Northland believes that this does not exceed practical limits per faculty member. The average class size in FY 2005 is 15 students per class, which is acceptable.

Documentation:
Class enrollment information is attached and is also available in the Dean of Student Affairs' Office and on the MnSCU home page (ITS DATA).

Location and Contact:
Dr. Jeffery Thomas, Dean of Academic Affairs.
Standard 6.5 - Curriculum

All tasks have been given a priority rating. Ninety-five percent (95%) of the tasks designated as Priority 1 (P-1) must be taught in the curriculum. Eighty percent (80%) of the tasks designated as Priority 2 (P-2) must be taught in the curriculum. Fifty percent (50%) of the tasks designated as Priority 3 (P-3) must be taught in the curriculum. Additional tasks may be included to meet the needs of local employers. The Advisory Committee should approve all additional tasks.

Instruction of the legal aspects and responsibilities of the Automobile Technician in areas such as Environmental Protection Agency (EPA) regulations, safety regulations, OSHA regulations, and other appropriate requirements should be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts, and basic recordkeeping should be a part of the training program.

Tools and equipment must be available to perform the tasks in each of the areas for which certification is requested.

Compliance:

Each course syllabi contains program goals and outcomes, and sets performance standards that must be met by students. Each course in the program reflects priority levels according to NATEF standards. The curriculum provides for safety, OSHA regulations, and EPA-related education. The curriculum also meets the standards of MnSCU policy 3.17 (see the MnSCU home page).

Documentation:

See the program syllabi that indicate the location of NATEF tasks and/or NATEF task lists showing which course each task is taught in.

Location and Contact:

Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors; Dr. Jeffery Thomas, Dean of Academic Affairs.
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.6 - Student Progress
A record of each student's progress should be maintained through the use of a progress chart or other recording device. The record should indicate tasks required for mastery in the area and those tasks the student has mastered.

Compliance:
Progress charts are in 3 ring binders for each student for each of the 8 areas of mastery. The charts are maintained by the student and instructor.

Documentation:
See copies of charts in instructors office.

Location and Contact:
Charts are located in the Automotive Service Technology Instructors' offices. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors.
**AUTOMOTIVE PROGRAM STANDARDS**

<table>
<thead>
<tr>
<th>Standard 6.7 – Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instruction should be performance based with an acceptable performance standard for each task. These standards should be shared with students and potential employers. Students should demonstrate &quot;hands-on-competency&quot; or &quot;mastery&quot; of a task before the instructor verifies a student's performance.</td>
</tr>
</tbody>
</table>

**Compliance:**
All students are provided with a syllabus that designates the performance standard. The program is using the NATEF task sheet that guide instruction towards mastery in all of the areas specified. Students are called upon to demonstrate proficiency of tasks in several levels, including working on mockups, on vehicles as part of the "live work" portion of the course, during performance testing and, finally, during an internship.

**Documentation:**
See the program syllabi in the resource room.

**Location and Contact:**
Copies of syllabi are kept in the instructors' office. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors.
# AUTOMOTIVE PROGRAM STANDARDS

## Standard 6.8 - Safety Standards

Safety instruction should be given prior to lab/shop work and be an integral part of the training program. A safety test should be included in the training program. Students and instructors should comply with personal and environmental safety practices associated with clothing, eye protection, hand tools, power equipment, proper ventilation, and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

### Compliance:

Student enrolling in the Automotive Service Technology Program at Northland College are given a list of safety policies in the student handbook. These safety policies are enforced. All students must pass a safety test. All safety issues are discussed at the beginning of each course and issues relating to specific conditions and equipment are discussed when appropriate. MSD sheets are discussed in an Introductory Course to Transportation and the sheets are displayed in a binder by the instructor office.

### Documentation:

A sample safety test is included in this section.

### Location and Contact:

Data sheets are located in the shop areas and tool room. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors. Contact Earl Frazer on the ventilation and chemical storage issues.
Automotive Program Standards

Standard 6.9 - Personal Characteristics
All training activities and instructional material should emphasize the importance of maintaining high personal standards.

Compliance:
Students are instructed as to the standards expected of the Automotive Technician. Proper clothing, work ethics, equipment, property, and co-worker respect is stressed. Students are expected to maintain the cleanliness of vehicles in the shop through the use of seat and fender covers. Students in the Diploma program take a course in Human Relations and Job Seeking and Keeping Skills that covers topics required in this standard. Instructors act in a manner to provide positive examples of professional work ethics and people skills. Faculty and counselors address work ethics and people skills as necessary.

Documentation:
- All professional equipment necessary for cleanliness of vehicles is available to students.
- See the common course outlines for the Human Relations and Job Seeking and Keeping Skills included in this section.

Location and Contact:
Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.10 - Work Habits/Ethics
The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

Compliance:
The instructors stress ethical work practices, professionalism, and work habits during lectures and during shop activities. Students working towards an AAS degree may take an elective Ethics course. Students in the Diploma program take a course in Human Relations and Job Seeking and Keeping Skills that covers topics required in this standard.

Documentation:
- See the common course outlines for the Human Relations and Job Seeking and Keeping Skills included in this section.
- See the course syllabi for the program.
- See the program fact sheet.

Location and Contact:
Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 6.11 - Provisions for Individual Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated.</td>
</tr>
</tbody>
</table>

Compliance:
Northland Community and Technical College accommodates all students regardless of cognitive and psychomotor skills or disabilities.

Documentation:
- The mission statement of Northland Community and Technical College is found in the college catalog and in the student handbook.
- Statements regarding disability are included on various documents in the student handbook.

Location and Contact:
Contact: Dean Dalen, Learning Center Director
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.12 - Related Instruction
Instruction in related mathematics, communication, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. This instruction should be provided by a qualified instructor.

Compliance:
Instruction is provided in many of the program courses. In addition, program requirements required diploma students to complete the following courses: Computer Basics, Job Seeking/Keeping Skills, First Aid/CPR, and Human Relations. The college’s assessment plan prescribes that all programs include a basic set of competencies. The program requirements for an AAS degree include 18 credits of liberal arts courses. The liberal arts course must include courses in communications, math or science, history/social/behavioral sciences, and humanities and fine arts. All courses are taught by instructors with qualifications specified in MnSCU policy.

Documentation:
College catalog and instructor credentials

Location and Contact:
Contact: Dr. Jeffery Thomas, Dean of Academic Affairs and Becky Holthusen, Director of Human Resources.
AUTOMOTIVE PROGRAM STANDARDS

**Standard 6.13 - Testing**
Both written and performance-based tests should be used to validate student competency. Students should be encouraged to take certification tests that are publicly recognized indicators of capabilities.

**Compliance:**
Teacher-made tests and publisher tests (essay, fill in the blank, multiple-choice, true/false, etc.) are used to measure student outcomes. Students are also tested on performance-based activities and graded according to their demonstration of proficiency of the task. Students are informed of this method of testing during the first lecture series of a course. Students are encouraged to take ASE tests and are reminded when registration is due. ASE information is posted in various places throughout the shop.

**Documentation:**
Samples of a written test, job sheet, and ASE information is included with this section.

**Location and Contact:**
Tests, job sheets and worksheets are located in the automotive instructors’ office. ASE information is posted in various locations in the shop area.
Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors.
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.14 – Evaluation of Instruction
Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration. Self-evaluation of instruction should also be utilized on a systematic and regular basis. This system should include input from former students and the Advisory Committee members. Instructional procedures should show responsiveness to the feedback from these evaluations.

Compliance:
Students complete a written evaluation of the instructor for each course. Instructors are evaluated by administration and complete a self-evaluation. Advisory Committee members make recommendations as to improvements that can be made by instructors to improve their programs. An end of program test from NATEF will be given to graduating students.

Documentation:
- Student end-of-course evaluation forms included in this section.
- The plan to evaluate instruction can be found in this section.

Location and Contact:
Dr. Jeffery Thomas, Dean of Academic Affairs
AUTOMOTIVE PROGRAM STANDARDS

Standard 6.15 - Live Work
Live work should be scheduled to benefit the student and supplement ongoing instruction on items specified in the NATEF task list. A student should have had instruction and practice on a specific repair task before live work requiring that task is assigned. Donated vehicles by the manufacturers or other sources, customer-owned vehicles, and other training vehicles may be used as the primary source of live work. Automobile, collision repair/Refinish, or medium/heavy truck training program student-owned and operated by the governing body of the school should not be the primary source of live work vehicles. All vehicles in the lab/shop should have a completed industry-type work order attached to or on the vehicle.

Compliance:
The college owns some vehicles used for demonstrations and skill development. The instructors accept customer work to provide realistic skill training as appropriate. All customer work accepted is appropriate for the curriculum currently being taught. Students prepare a work order for each task they perform.

The instructor assigns live work to the students who have demonstrated that they are properly prepared to perform such tasks. The work orders are the same type used in area shops and dealerships, which meets industry standards. Hard copies of work orders will be on the vehicle's windshield when it is in the shop.

Documentation:
• A copy of a work order included in this section.

Location and Contact:
Copies of work orders and task sheets are on file in the instructors' office. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 6.16 - Articulation</th>
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<tbody>
<tr>
<td>Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction.</td>
</tr>
</tbody>
</table>

Compliance:
We have an articulation agreement with some of the area high schools and are working with others to create this agreement. A student can “test out” of certain procedures if they can produce documentation of mastery of the procedure from a high school course.

Documentation:
- A booklet identifying high school articulation agreements is included in this section.
- A sample articulation agreement is attached.

Location and Contact:
Articulation agreements are located in the instructors' files in both the Northland College Automotive Service Technology Program and the high school Automotive Program. Contact: Dr. Jeffery Thomas, Dean of Academic Affairs
STANDARD 7 - EQUIPMENT
Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used. All students, instructors, and visitors in the lab/shop area must wear safety glasses while lab is in session.
Standard 7.1 - Safety
Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used.

Compliance:
Regular inspection of equipment and tools that have shields, guards, or other safety devices is performed to insure proper operation and use. Students are told to report safety hazards to the instructor at once. Students, instructors, and visitors are required to wear safety glasses at all times while in the lab area.

Documentation
- Signs are posted requiring safety glasses.
- Master power switches are available to disable equipment.

Location and Contact:
Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 7.2 - Quantity and Quality
The tools and equipment used in the training program should reflect the program goals and performance objectives. Sufficient tools and equipment should be available for the training offered. The tools and equipment should meet industry quality standards.

Compliance:
Northland Community and Technical College’s Automotive Service Technology Program has a fully equipped tool room and specialty tools required to provide the latest training. The quantity of tools provided is sufficient to meet the needs of the students served. This standard is evaluated annually in the budget process and during an advisory meeting. Additional or replacement tools are ordered during the budget process. Instructors give administrators budget requests that have been prioritized. This reflects recommendations of the advisory board and/or industry surveys, insuring that the requested tools/equipment meet industry standards. Administration then decides on and approves the equipment budget. Regular post secondary students are required to own their own tool list as specified by the instructors. High School students use tool kits supplied by the high schools involved.

Documentation:
A student tool list is included in this section.

Location and Contact:
Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 7.3 - Consumable Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient consumable supplies should be readily available to assure continuous instruction.</td>
</tr>
</tbody>
</table>

Compliance:
A budget of $19,000.00 for the Automotive Service Technology Program is provided to maintain a complete inventory of consumable supplies.

Documentation:
A budget report is included in this section.

Location and Contact:
The supplies are kept in the supply room. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors Dennis Paesler, Business Manager.
**AUTOMOTIVE PROGRAM STANDARDS**

<table>
<thead>
<tr>
<th>Standard 7.4 – Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A preventive maintenance schedule should be used to minimize equipment downtime.</td>
</tr>
</tbody>
</table>

**Compliance:**
Preventative maintenance is performed as needed. This is the responsibility of instructors Norman Halsa and Charles Kiesow. Work-study students perform routine maintenance. Any equipment needing repairs is repaired soon as possible.

**Documentation:**
None available

**Location and Contact:**
Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 7.5 - Replacement
A systematic schedule for replacement should be used to maintain up-to-date tools and equipment at industry and safety standards. Student follow-up and Advisory Committee input should be used in this system.

Compliance:
An equipment budget is provided annually to update and/or repair any equipment that is needed. Advisory committee agendas have time allotted for their input regarding equipment needs.

Documentation:
- An equipment budget sheet is attached.
- Advisory committee minutes and agendas are included in this section.
- Equipment allocation information is included in this section.

Location and Contact:
Budget information is kept in the instructors' office and in the Business Office. Contact: Dennis Paesler in the Business Office or Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors.
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 7.6 - Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inventory system should be used to account for tools, equipment, parts, and supplies.</td>
</tr>
</tbody>
</table>

Compliance:
Automotive instructors, Norman Halsa and Charles Kiesow, informally conduct an inventory of tools and equipment on a daily basis to insure that all tools, equipment, and supplies are accounted for and available. The college inventories equipment over $500.00 in value. The most expensive equipment is locked up when not in use.

Documentation:
- An MNSCU inventory list of program equipment is included in this section.
- Policies rewarding fixed assets are included in this section.

Location and Contact:
Contact: Bonnie Klasen in the Business Office
AUTOMOTIVE PROGRAM STANDARDS

Standard 7.7 - Parts Purchasing
A systematic parts and purchasing system - from work order to parts specialist to jobber - should be used. Task performance should not be unreasonably delayed due to lack of replacement parts.

Compliance:
When working on "live work", students determine if parts are needed. They then order the parts by telephone (instructors provide a purchase order). There are a number of parts vendors in Thief River Falls and three factory dealerships. These businesses deliver to the school and carry a very large selection of parts. If parts do not arrive on time, it can cause a delay in completion of the curriculum. To prevent this from happening we have a variety of businesses from which we can purchase parts.

Documentation:
- Samples of parts receipts are included in this section.
- Policies for the purchase of services and parts are included in this section.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

**Standard 7.8 - Hand Tools**
Each student should have a basic hand tool set comparable to tools required for employment. The students should be encouraged to purchase a hand tool set during the period of instruction, appropriate to the automobile, collision repair/refinish or medium/truck specialty area(s) in which they are receiving training.

**Compliance:**
Northland Community and Technical College has two complete tool sets. In addition to the College’s tool sets, all students are required to purchase a complete set of tools. The program advisory committee has input into the list of student tools. Also, the tool list recommended by NATEF is reviewed when establishing this student tool list. The area high schools (Goodridge, Plummer/Oklee, and Thief River Falls) have supplied student tool sets for high school students enrolled in the program.

**Documentation:**
An inventory list of required tools for students is attached.

**Location and Contact:**
Tool lists are located in the automotive instructors’ office. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology.

Instructors
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 8 - FACILITIES
THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT THE ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 8.1 - Training Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training stations (bench and live work) should be available in the type and number required for the performance of tasks outlined in the program goals and performance objectives.</td>
</tr>
</tbody>
</table>

Compliance:
Adequate training stations are provided in the lab area in the form of 16 - 2' x 6' benches in the Automotive Shop. A total of seven (7) hoists and 11 stalls provide adequate training space in the lab for live work. This gives us sufficient area to accommodate at least 40 students. There are also two hoists in the classrooms for demonstration purposes.

Documentation:
A copy of the department floor plan showing where hoists are located in the shop areas is included in this section.

Location and Contact:
Floor plans are located in the Maintenance Office. Contact: Earl Frazer, Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 8.2 - Safety</th>
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</thead>
<tbody>
<tr>
<td>The facilities should meet all applicable safety standards and an emergency plan should be in place and posted in all classrooms and lab/shop areas.</td>
</tr>
</tbody>
</table>

Compliance:
Floors are striped in the shop area indicating safety areas. Appropriate signs indicate the locations of fire extinguishers, fire blankets, MSDS guides, and eyewash stations. Fire extinguishers are serviced annually by the Maintenance Department. Emergency plans are posted in classrooms and shop areas. The instructors and maintenance department ensure that all equipment meets safety standards through regular equipment inspections.

Documentation:
- Policies and procedures regarding emergency situations are included in this section.
- Locations of fire extinguishers are easily determined from the striping system in the shop.

Location and Contact:
A copy of the floor plan is located by egress in the Automotive Service Department. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 8.3 - Maintenance
A regular facilities maintenance program should be used to ensure facilities are suitable when required for instruction.

Compliance:
The Maintenance Department is responsible for the general structure, maintenance, including the main heating supply, general electrical, general lighting, and fire protection. This includes special ventilation or exhaust, makeup air equipment, floor drains, flammable waste traps, hoists, lifts, air compressors, etc., that are specific to the program. Their responsibility also includes the disposal/recycling of all program materials/wastes. A consulting firm assists the college in safety and maintenance.

The Automotive Service Technology instructors are responsible for all of the maintenance and safety inspections of the program equipment.

Documentation:
• Air compressors are inspected and a certificate is attached to the units.
• The consultant (McNeal) report will be available at during the program review.

Location and Contact:
Earl Frazer, Maintenance Department Supervisor; Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 8.4 - Housekeeping
The classroom(s), lab/shop, and support area(s) should be kept clean and orderly.

Compliance:
The Maintenance Department is responsible for the housekeeping of the classrooms, restrooms, instructors' offices, and hallway areas leading to the Automotive Service Technology area. The Maintenance Department also paints and seals the floors, as appropriate.

The Automotive Service Technology instructors through their teaching methods, work-study students, or tutors are responsible for all of the housekeeping of the Automotive Service Technology lab/shops, parts rooms, equipment, and inside and outside storage areas.

Documentation:
Work-study contract forms are included in this section.

Location and Contact:
Earl Frazer, Maintenance Department Supervisor; Allison Miramontes, Financial Aid; Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 8.5 - Office Space
An area separate from the lab/shop should be available and convenient for the instructors' use as an office.

Compliance:
Instructors have an office area that is capable of being locked to secure files and offer an area for advising students.

Documentation:
Locations of offices are designated on the attached floor plan.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 8.6 - Instructional Area
A classroom convenient to, but separate from, the lab/shop area should be available for instruction and other non-lab/shop activities.

Compliance:
Two classrooms are designated for use by the Automotive Service Technology Program near the lab areas. Both classrooms have hoists and room for demonstrations.

Documentation:
Classroom areas are designated on the attached floor plan.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 8.7 - Storage
Storage areas for tools, parts, supplies, and automobiles should be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

Compliance:
A lockable tool room is used to store specialty tools when not in use. A separate storage (machine) room is used to house additional equipment and supplies. Automobiles can also be stored outside the shop in a designated area that includes approximately ten (10) stalls. The shop areas are also monitored by a security system. More storage space for equipment not in current use is needed.

Documentation:
Tool room and storage areas are designated in the attached floor plan.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 8.8 - Support Facilities</th>
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<tbody>
<tr>
<td>Restrooms, cleanup areas, and lockers should be provided for both male and female students and be convenient to the instructional area.</td>
</tr>
</tbody>
</table>

Compliance:
Restrooms are located outside the Automotive Service Technology area. A cleanup area is provided for students at the entrance of the Automotive Shop with appropriate soap, paper towels, and brushes. Lockers in a nearby hallway are provided for students upon request.

Documentation:
Restroom areas and lockers are designated on the attached floor plan.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

**Standard 8.9 - Ventilation**
An adequate exhaust fume removal system should be in place and operational. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

**Compliance:**
The shop and classrooms are equipped with a floor exhaust system. Exhaust ducts are located in the floor in convenient locations. Classrooms and shop areas are equipped with excellent heating systems. Cooling systems are not required.

**Documentation:**
Exhaust system locations are designated on the attached floor plan.

**Location and Contact:**
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
**AUTOMOTIVE PROGRAM STANDARDS**

<table>
<thead>
<tr>
<th>Standard 8.10 First Aid</th>
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<tbody>
<tr>
<td>A first aid kit should be in place and comply with local regulations.</td>
</tr>
</tbody>
</table>

**Compliance:**
First aid kits are located in shops and are available for anyone in the shop area to use. These are commercially serviced to keep them well supplied. In case of an emergency, all employees are authorized to call emergency 9-1-1.

**Documentation:**
- A State of Minnesota incident report is included in this section.
- A billing statement from Zee Company is included in this section indicating first aid kit maintenance.

**Location and Contact:**
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
**AUTOMOTIVE PROGRAM STANDARDS**

<table>
<thead>
<tr>
<th>Standard B.11 - Facility Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Advisory Board Committee should conduct an annual evaluation of the facilities to assure adequacy to meet program goals.</td>
</tr>
</tbody>
</table>

**Compliance:**
Program Advisory Committee members have met in the facility and have discussed the adequacy of the equipment and spaces. They are also asked to review the shops for safety concerns. Their suggestions are included in strategic plans and budgets.

**Documentation:**
Advisory Committee Minutes are included in this section.

**Location and Contact:**
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 9 - INSTRUCTIONAL STAFF
THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR CERTIFICATION.
AUTOMOTIVE PROGRAM STANDARDS

Standard 9.1 – Technical Competency
Instructors must hold current ASE certification in the automobile, collision repair/refinish or medium/heavy truck areas in which they teach and are being evaluated for program certification. (Rate each instructor in the program and attach an additional sheet, if necessary).

Compliance:
A. Number of years full-time work experience as a general Automotive Technician: Norman Halsa - 30
   Charles Kiesow - 30

B. Number of years work experience as an Automotive Technician in the specialty areas taught: Norman Halsa - 30
   Charles Kiesow - 30

C. Number of years of education beyond high school that have been completed by the instructor: Norman Halsa - 2
   Charles Kiesow - 2

D. ASE certification: Norman Halsa - 8 Areas and Advanced Engine Performance
   Charles Kiesow - 8 Areas

Documentation:
See attached documentation (teaching certificate, ASE certifications)

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 9.2 – Instructional Competency/Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors should meet all state certifying requirements.</td>
</tr>
</tbody>
</table>

Compliance:
Both Norman Halsa and Charles Kiesow hold a Vocational Teaching License from the State of Minnesota.

Documentation:
See attached documentation (Vocational Teaching License and core vocational education courses completed).

Location and Contact:
Becky Holthusen, Human Resources Director and Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 9.3 - Technical Updating
Faculty members should be provided technical materials required to maintain their competency. An opportunity should be provided for instructors to return to industry on a regular basis for in-service and skill upgrading.

Compliance:
Technical Service Bulletins are updated quarterly via Mitchell On-Demand and All Data software. Instructors have the opportunity to attend internships, Train the Trainer, and GM, Ford, Chrysler, and Aftermarket training, etc., in the summer. In-service days are provided for instructors each semester. Instructors have the option of taking a sabbatical technical internship if desired.

Documentation:
- Article 21 from the Bargaining Unit contract is included in this section documenting the availability of professional development.
- See the college budgets for information on funds available for professional development.
- See attached documentation of instructor professional development in the resource room.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

<table>
<thead>
<tr>
<th>Standard 9.4 - First-Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program should have a written policy approved by the administrator of the College on first-aid procedures.</td>
</tr>
</tbody>
</table>

**Compliance:**
Northland authorizes faculty to take actions to assist those in medical need as they deem appropriate.

**Documentation:**
See the policies on workforce injury reduction, controlling hazards, accident reporting and investigation, etc. included in this section.

**Location and Contact:**
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 9.5 - Substitutes
A systematic method of obtaining “substitute” instructors should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instructor.

Compliance:
Licensed substitute instructors are not easy to hire in Thief River Falls. In emergency situations, one instructor may have to “cover” the shop for two groups of students. Program instructors have a list of qualified faculty to use as substitutes when they have planned leaves.

Documentation:
A listing of substitute faculty is included in this section.

Location and Contact:
Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

STANDARD 10 - COOPERATIVE AGREEMENTS
WRITTEN POLICIES AND PROCEDURES
SHOULD BE USED FOR COOPERATIVE AND
APPRENTICESHIP TRAINING PROGRAMS.
Standard 10.1 - Student Performance Standards
Student performance standards should be developed and coordinated by the supervising instructor.

Compliance:
Northland Community and Technical College provides students options for internships. The Automotive Service Technology instructor, Norman Halsa, supervises these internships. The terms of the employment are discussed with the employer and detailed in a training agreement. The skills to be developed are listed in a training plan. Students are expected to meet these performance standards which are monitored by the employer and instructor during the internship.

Documentation:
Samples of internship documents included in this section.

Location and Contact:
The above-mentioned documentation is located in the Automotive Service Technology instructors' office. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 10.2 - Agreements

Compliance:
Norman Halsa supervises program interns. The terms of the employment are discussed with the employer and detailed in a training agreement. The skills to be developed are listed in a training plan. Students are expected to meet these performance standards which are monitored by the employer and instructor during the internship.

Documentation:
Samples of internship documents are attached.

Location and Contact:
The above-mentioned documentation is located in the Automotive Service Technology instructors' office. Contact: Norman Halsa and Charles Kiesow, Automotive Service Technology Instructors
AUTOMOTIVE PROGRAM STANDARDS

Standard 10.3 - Supervision
A supervising Automotive Service Technology Instructor should be assigned responsibility, authority, and time to coordinate and monitor cooperative/apprenticeship Automotive Service Technology Programs.

Compliance:
Norman Halsa is the supervising instructor of the internship courses. The course assignment is included as part of Mr. Halsa's workload and is specified in bargaining unit contract. The amount of time specified appears reasonable for this college.

Documentation:
Faculty workload forms included with this standard included with this section.

Location and Contact:
Dr. Jeffery Thomas, Dean of Academic Affairs
Northland Community and Technical College
Sabbatical Abstract

Please type.

Name: Dr. Kristel S. Kizer

Assigned Field: Chemistry

Year and Semesters(s) of Sabbatical: Spring semester, 2006

1. OBJECTIVES OF MY SABBATICAL:

The objective of my sabbatical assignment was to obtain the training required to offer a course online and to create blended courses. In fulfillment of this objective I was to complete the conversion of Geology (NSci 1105) to an online course and to create blended courses for General Chemistry (Chem 1121 & 1122), Survey of Chemistry (Chem 2205), Forensic Science (Chem 1105) and Intro to Chemistry (Chem 1020).

2. RESULTS OF MY SABBATICAL:

In the process of completing my sabbatical plan, I obtained training in the use of required software to implement Geology as an online course and to turn all of my classes into a blended format. This included becoming proficient with D2L and other software programs such as Impatica, Respondus and Studymate. In addition to restructuring of the course format and materials for Geology in order to meet the online environment, I completed the creation of blended courses for all of the classes taught by me this fall. I began the process of creating blended courses for those offered in the spring, and will increase the D2L content in those classes when they are offered.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Dr. Kristel S. Kizer
Credential Field: Chemistry

Year and Semester(s) of Sabbatical: Spring Semester, 2006

Name and Title of Responsible Administrator: Dr. Jeff Thomas, Dean

1. PURPOSE OF MY SABBATICAL PLAN:

The objective of my sabbatical assignment was to obtain the training required to offer a course online and to create blended courses. In fulfillment of this objective I was to complete the conversion of Geology (NSci 1105) to an online course and to create blended courses for General Chemistry (Chem 1121 & 1122), Survey of Chemistry (Chem 2205), Forensic Science (Chem 1105) and Intro to Chemistry (Chem 1020).

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

In the process of completing my sabbatical plan, I generated a total of 215 new power-point lectures and obtained training in the use of required software to implement Geology as an online course and to turn all of my classes into a blended format. This included becoming proficient with D2L and other software programs such as Impatica, Respondus and Studymate. In addition to restructuring of the course format and materials for Geology in order to meet the online environment, I completed the creation of blended courses for all of the classes taught by me this fall. I began the process of creating blended courses for those offered in the spring, and will increase the D2L content in those classes when they are offered.
3. ACTIVITIES OF MY SABBATICAL PLAN:

1. Training in D2L and other necessary software.

2. Restructuring of Geology to meet an online environment.

3. Creation of blended courses for General Chemistry, Survey of Chemistry, Forensic Science and Intro to Chemistry.

4. RESULTS OF MY SABBATICAL PLAN:

I completed the required training, course reconstruction and course shell creation on D2L, as well as the generation of content to apply to the blended component of each course.

Training

I underwent three official training meetings in this process. I attended an ITeach conference on Nov. 3 – 5, 2005 on D2L. Following that, this spring, I met individually with Aliza Olson for a training session on Wednesday, January 18, 2006 and with Holly Deschene on Friday, January 20, 2006. At each of these training sessions, we discussed specific questions and procedures for online development and software use. I not only obtained training with D2L, but also increased my knowledge of power-point and became proficient with the following types of software: Impatica, Respondus and Studymate.

Restructuring of Geology to meet an online environment.

In the process of restructuring the lecture materials, I generated 71 new power-point lectures. During this process, I learned how to incorporate sound in power-point, the process to impaticize each lecture and the upload and viewing on D2L. For each power-point lecture, I developed 3 – 5 discussion topics, which will be utilized in the Discussion Forum on D2L. In addition, I developed a worksheet to accompany each lecture that students can print out and fill in while viewing the powerpoint.

The labs accompanying the course had to be re-written and formatted to apply to the on-line medium. In the completion of this, I developed 12 new powerpoint lab presentations. Students will complete lab reports and return them to me as assignments which will be graded.

For the homework component of this course, I not only re-wrote all 16 chapter assignments, but I also reformatted how they would be completed and graded. For each chapter, I wrote a chapter reading worksheet that will be completed by each student while reading the chapter. After completion of the worksheet, students will use it to take a timed on-line quiz with 10 questions randomly selected from the worksheet. Each correct answer will earn the students one point for their reading assignment. Should students have completed the worksheet correctly, they will easily answer all quiz questions in the allotted time. If students do not have correct answers for questions on the worksheet, they will lose points on the quiz, as they will not have time to look up or change the answers they have selected. Since each quiz has randomly assigned questions from a question database, each student will statistically have different quizzes, which should minimize cheating, while still allowing students the benefit of group work in completion of the chapter worksheets.
Exams will not be given online, but in written format in an attempt to minimize cheating. Students will be required to utilize an approved exam proctor. Each student will also be given a test that is randomly generated from a test bank, thereby making sharing of test question information ineffective.

**Creation of blended courses for General Chemistry, Survey of Chemistry, Forensic Science and Intro to Chemistry.**

**General Chemistry**
In the process of creating a blended course for General Chemistry I, I generated 54 new power-point lectures for students to utilize in addition to live lecture. I also, utilized the discussion component of D2L and set up discussion forums for each of the homework assignments and exams. During the course of the semester, I intend to add more exam study material to the D2L content and to use the news component to communicate with my students. The course shell for General Chemistry II is created, however the content will be increased at the time the course is offered.

**Survey of Chemistry**
In the process of creating a blended course for Survey of Chemistry, I generated 56 new power-point lectures for students to utilize in addition to live lecture. I also, utilized the discussion component of D2L and set up discussion forums for each of the homework assignments and exams. During the course of the semester, I intend to use the news component to communicate with my students.

**Forensic Science**
In the process of creating a blended course for Forensic Science, I generated 34 new power-point lectures for students to utilize in addition to live lecture. I also, utilized the discussion component of D2L and set up discussion forums for each of the homework assignments and exams. During the course of the semester, I intend to add video case studies to D2L which are a required component of the homework assignments. I also intend to use the news component to communicate with my students.

**Intro to Chemistry**
The course shell for Intro to Chemistry is created, however the content will be increased at the time the course is offered.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
   1. Copy of welcome and content information shown on D2L for Geology
   2. Copy of welcome and content information shown on D2L for General Chemistry I & II
   3. Copy of welcome and content information shown on D2L for Survey of Chemistry
   4. Copy of welcome and content information shown on D2L for Forensic Science
   5. Copy of welcome and content information shown on D2L for Intro to Chemistry
   6. CD disc containing sample material generated in completion of sabbatical objectives.

Signature of Faculty

Date
(Sabbatical Report, continued)

COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

This report is satisfactory for the following reasons:

Kristel successfully completed her sabbatical plan.

Wonderful Presentation! ACT

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

Signature of Dean

Signature of President

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Welcome, Kristel!

My Settings:
- My Preferences
- My Password
- My Personal Homepage
- My Profile

Updates
- 0 New Dropbox Submissions
- 0 Unread Discussion Messages
- 0 Ungraded Quiz Attempts

Role Switch

To simulate the view of another Role, select a Role from the "My Current Role" drop-down list.

My Current Role:
- My Default Role --

Welcome to Geology. Please check the Content link for slides and course information. Also, check the dropbox for any assignment information. Contact information follows: Dr. Kristel S. Kizer, Room 104, Phone: 218-681-0752, Email: kristel.kizer@northlandcollege.edu, Northland web page

https://my.ims.mnsu.edu/d2l/orgTools/ouHome/contentFrame.asp?ou=233187

8/15/2006
Course Content

Unit 1. Course Information
   I. Online Course Info
      A. Getting Started
      B. Instructor Contact Information
      C. Online Etiquette

II. Geology
   I. Syllabus
   II. Calendar
   III. Text Information

Unit 2. Exam 1 Information: Chapters 1, 2 & 3
   I. Chapter Reading Worksheets
      I. Chapter 1 worksheet
      II. Chapter 2 worksheet
      III. Chapter 3 worksheet
   II. Lecture Information
      I. Chapter 1: Introduction to Geology
         A. Lecture 1: Introduction to Geology
            1. Lecture 1--Introduction to Geology
            2. Lecture 1 Worksheet
            3. Lecture 1: Topics for Discussion
         B. Lecture 2: Composition of Planet Earth
            1. Lecture 2, part 1: Composition of Planet Earth, part 1
               1. Lecture 2a--Composition of Planet Earth, part 1
               2. Lecture 2a Worksheet
               3. Lecture 2a: Topics for Discussion
            2. Lecture 2, part 2: Composition of Planet Earth, part 2
               1. Lecture 2b--Composition of Planet Earth, part 2
               2. Lecture 2b Worksheet
               3. Lecture 2b: Topics for Discussion
         C. Lecture 3: The Living Earth
            1. Lecture 3--The Living Earth
            2. Lecture 3 Worksheet
            3. Lecture 3: Topics for Discussion
      II. Lecture 4: Rocks
         A. Lecture 4--Rocks
         B. Lecture 4 Worksheet
         C. Lecture 4: Topics for Discussion
   II. Chapter 2: Minerals; Building blocks of rocks
      A. Lecture 1: Atomic Constituents of Minerals
         1. Lecture 1--Atomic Constituents of Minerals
         2. Lecture 1 Worksheet
         3. Lecture 1: Topics for Discussion
      B. Lecture 2: Element and Compound Constituents
         1. Lecture 2--Element and Compound Constituents
         2. Lecture 2 Worksheet
         3. Lecture 2: Topics for Discussion
      C. Lecture 3: Minerals
         1. Lecture 3--Minerals
         2. Lecture 3 Worksheet

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https://my.ims.mnscu.edu/d2l/tools/LMS/tableOfContents_Body.asp?ou=233187&topicId=
8/15/2006
III. Chapter 3: Igneous Rocks
   a. Lecture 1: Igneous Rocks
      a. Lecture 1--Igneous Rocks
      b. Lecture 1 Worksheet
      c. Lecture 1: Topics for discussion
   b. Lecture 2: Igneous Rock Texture
      a. Lecture 2--Igneous Rock Texture
      b. Lecture 2 Worksheet
      c. Lecture 2: Topics for discussion
   c. Lecture 3: Igneous Rock Composition
      a. Lecture 3--Igneous Rock Composition
      b. Lecture 3 Worksheet
      c. Lecture 3: Topics for discussion
   d. Lecture 4: Igneous Rock Classification
      a. Lecture 4--Igneous Rock Classification
      b. Lecture 4 Worksheet
      c. Lecture 4: Topics for discussion

Unit3. Exam 2 Information: Chapters 4, 5, 6 & 7
   I. Chapter Reading Worksheets
      I. Chapter 4 Worksheet
      II. Chapter 5 worksheet
      III. Chapter 6 Worksheet
      IV. Chapter 7 worksheet
   II. Lecture Information
      I. Chapter 4: Volcanoes and Other Igneous Activity
         a. Lecture 1: Volcanoes
            a. Lecture 1--Volcanoes
            b. Lecture 1 Worksheet
            c. Lecture 1: Topics for discussion
         b. Lecture 2: Volcanic Eruptions
            a. Lecture 2--Volcanic Eruptions
            b. Lecture 2 Worksheet
            c. Lecture 2: Topics for discussion
         c. Lecture 3: Volcanic Effects
            a. Lecture 3--Volcanic Effects
            b. Lecture 3 Worksheet
            c. Lecture 3: Topics for discussion
         d. Lecture 4: Volcanic Extrusives
            a. Lecture 4--Volcanic Extrusives
            b. Lecture 4 Worksheet
            c. Lecture 4: Topics for discussion
      a. Lecture 5: Volcanic Mountains
I. Chapter 5: Weathering & Erosion
   a. Lecture 1: Physical Weathering
      a. Lecture 1-Physical Weathering
      b. Lecture 1 Worksheet
      c. Lecture 1: Topics for discussion
   b. Lecture 2: Chemical Weathering
      a. Lecture 2-Chemical Weathering
      b. Lecture 2 Worksheet
      c. Lecture 2: Topics for Discussion
   c. Lecture 3: Soil Compaction
      a. Lecture 3-Soil Composition
      b. Lecture 3 Worksheet
      c. Lecture 3: Topics for discussion
   d. Lecture 4: Soil Classification
      a. Lecture 4-Soil Classification
      b. Lecture 4 Worksheet
      c. Lecture 4: Topics for discussion
   e. Lecture 5: Soil Degradation
      a. Lecture 5-Soil Degradation
      b. Lecture 5 Worksheet
      c. Lecture 5: Topics for discussion

II. Chapter 6: Sedimentary Rocks
   a. Lecture 1: Sedimentary Rock Sources
      a. Lecture 1-Sedimentary Rock Sources
      b. Lecture 1 Worksheet
      c. Lecture 1: Topics for discussion
   b. Lecture 2: Sedimentary Rock Descriptions
      a. Lecture 2-Sedimentary Rock Descriptions
      b. Lecture 2 Worksheet
      c. Lecture 2: Topics for Discussion
   c. Lecture 3: Sedimentary Rock Transportation
      a. Lecture 3-Sedimentary Rock Transportation
      b. Lecture 3 Worksheet
      c. Lecture 3: Topics for discussion
   d. Lecture 4: Sedimentary Rock Deposition
      a. Lecture 4, Part 1: Sedimentary Rock Deposition Structures and Forms
         a. Lecture 4, part 1-Sedimentary Rock Deposition Structures & Forms
         b. Lecture 4, part 1 worksheet
         c. Lecture 4, part 1: Topics for Discussion
      b. Lecture 4, part 2: Sedimentary Rock Deposition Environments
         a. Lecture 4, part 2-Sedimentary Rock Deposition Environments
         b. Lecture 4, part 2 Worksheet
         c. Lecture 4, part 2: Topics for discussion
   e. Lecture 5: Sedimentary Rock Classification
      a. Lecture 5-Sedimentary Rock Classification
      b. Lecture 5 Worksheet
c. Lecture 5: Topics for discussion

IV. Chapter 7: Metamorphic Rocks
   a. Lecture 1: Metamorphism
      a. Lecture 1--Metamorphism
      b. Lecture 1 Worksheet
      c. Lecture 1: Topics for discussion
   b. Lecture 2: Metamorphism Factors
      a. Lecture 2--Metamorphism Factors
      b. Lecture 2 Worksheet
      c. Lecture 2: Topics for discussion
   c. Lecture 3: Metamorphic Environments and Plate Tectonics
      a. Lecture 3--Metamorphic Environments and Plate Tectonics
      b. Lecture 3 Worksheet
      c. Lecture 3: Topics for discussion
   d. Lecture 4: Metamorphic Rocks
      a. Lecture 4--Metamorphic Rocks
      b. Lecture 4 Worksheet
      c. Lecture 4: Topics for discussion

Unit 4. Exam 3 Information: Chapters 8, 9 & 10
i. Chapter Reading Worksheets
   I. Chapter 8 worksheet
   II. Chapter 9 worksheet
   III. Chapter 10 worksheet
ii. Lecture Information
   I. Chapter 8: Mass Wasting; The Work of Gravity
      a. Lecture 1: Mass Wasting
         a. Lecture 1--Mass Wasting
         b. Lecture 1 Worksheet
         c. Lecture 1: Topics for discussion
      b. Lecture 2: Classification of Mass Wasting
         a. Lecture 2--Classification of Mass Wasting
         b. Lecture 2 Worksheet
         c. Lecture 2: Topics for discussion
      c. Lecture 3: Prediction and Prevention
         a. Lecture 3--Prediction and Prevention
         b. Lecture 3 Worksheet
         c. Lecture 3: Topics for discussion
   II. Chapter 9: Running Water
      a. Lecture 1: Running Water
         a. Lecture 1--Running Water
         b. Lecture 1 Worksheet
         c. Lecture 1: Topics for discussion
      b. Lecture 2: Water Movement and Drainage
         a. Lecture 2--Water movement and drainage
         b. Lecture 2 Worksheet
         c. Lecture 2: Topics for discussion
      c. Lecture 3: Stream Erosion
         a. Lecture 3--Stream Erosion
         b. Lecture 3 Worksheet
         c. Lecture 3: Topics for discussion
      d. Lecture 4: Stream Deposition

Lecture 4: Stream Deposition

Lecture 4 Worksheet

Lecture 4: Topics for discussion

Lecture 5: Flooding

Lecture 5 Worksheet

Lecture 5: Topics for discussion

Chapter 10: Groundwater

Lecture 1: Groundwater

Lecture 1 Worksheet

Lecture 1: Topics for discussion

Lecture 2: Groundwater Distribution

Lecture 2 Worksheet

Lecture 2: Topics for discussion

Lecture 3: Groundwater Movement

Lecture 3 Worksheet

Lecture 3: Topics of discussion

Lecture 4: Groundwater Storage

Lecture 4 Worksheet

Lecture 4: Topics of discussion

Lecture 5: Groundwater Utilization

Lecture 5 Worksheet

Lecture 5: Topics for discussion

Exam 4 Information: Chapters 11, 12 & 13

Chapter Reading Worksheets

Chapter 11 worksheet

Chapter 12 worksheet

Chapter 13 worksheet

Lecture Information

Chapter 11: Glaciers and Glaciation

Lecture 1: Glaciers

Lecture 1 Worksheet

Lecture 1: Topics for discussion

Lecture 2: Glacial Growth and Movement

Lecture 2 Worksheet

Lecture 2: Topics for discussion

Lecture 3: Glacial Ablation

Lecture 3 Worksheet

Lecture 3: Topics for discussion

Lecture 4: Landscape Effects of Glaciation

Lecture 4 Worksheet

Lecture 4: Topics for discussion

Chapter 12: Deserts and Wind
a. Lecture 1: Desert Climates
   a. Lecture 1--Desert Climates
   b. Lecture 1 Worksheet
   c. Lecture 1: Topics for discussion
b. Lecture 2: Desert Erosion
   a. Lecture 2--Desert Erosion
   b. Lecture 2 Worksheet
   c. Lecture 2: Topics for discussion
c. Lecture 3: Desert Landscape Formations
   a. Lecture 3--Desert landscape formations
   b. Lecture 3 Worksheet
   c. Lecture 3: Topics for discussion
d. Lecture 4: Sand Dunes
   a. Lecture 4--Sand Dunes
   b. Lecture 4 Worksheet
   c. Lecture 4: Topics for discussion

III. Chapter 13: Shorelines
a. Lecture 1: Waves
   a. Lecture 1--Waves
   b. Lecture 1 Worksheet
   c. Lecture 1: Topics for discussion
b. Lecture 2: Shorelines
   a. Lecture 2--Shoreline
   b. Lecture 2 Worksheet
   c. Lecture 2: Topics for discussion
c. Lecture 3: Shoreline Sediment Movement
   a. Lecture 3--Shoreline sediment movement
   b. Lecture 3 Worksheet
   c. Lecture 3: Topics for discussion
d. Lecture 4: Coastal Landforms
   a. Lecture 4--Coastal landforms
   b. Lecture 4 Worksheet
   c. Lecture 4: Topics for discussion

Unit 6. Exam 5 Information: Chapters 14, 15, & 16
I. Chapter Reading Worksheets
   I. Chapter 14 worksheet
   II. Chapter 15 worksheet
   III. Chapter 16 worksheet
II. Lecture Information
   I. Chapter 14: The Ocean Floor
      a. Lecture 1: Topography of the Ocean Floor
         a. Lecture 1--Topography of the ocean floor
         b. Lecture 1 Worksheet
         c. Lecture 1: Topics for discussion
      b. Lecture 2: Features of the Ocean Floor
         a. Lecture 2--Features of the ocean floor
         b. Lecture 2 Worksheet
         c. Lecture 2: Topics for discussion
      c. Lecture 3: Seafloor Sedimentation
         a. Lecture 3--Seafloor sedimentation
         b. Lecture 3 Worksheet
         c. Lecture 3: Topics for discussion

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8/15/2006
d. Lecture 4: Seafloor Spreading
   a. Lecture 4--Seafloor spreading
   b. Lecture 4 Worksheet
   c. Lecture 4: Topics for discussion

II. Chapter 15: Earthquakes and Earth's Interior
   a. Lecture 1: Earthquakes
      a. Lecture 1--Earthquakes
      b. Lecture 1 Worksheet
      c. Lecture 1: Topics for discussion
   b. Lecture 2: Earthquake Shake and Size
      a. Lecture 2--Earthquake shake and size
      b. Lecture 2 Worksheet
      c. Lecture 2: Topics for discussion
   c. Lecture 3: Causes and Locations of Earthquakes
      a. Lecture 3--Causes and locations of earthquakes
      b. Lecture 3 Worksheet
      c. Lecture 3: Topics for discussion
   d. Lecture 4: Effects of Earthquakes
      a. Lecture 4--Effects of Earthquakes
      b. Lecture 4 Worksheet
      c. Lecture 4: Topics for discussion
   e. Lecture 5: Earthquakes, Past and Future
      a. Lecture 5--Earthquakes, past and future
      b. Lecture 5 Worksheet
      c. Lecture 5: Topics for discussion

III. Chapter 16: Plate Tectonics
   a. Lecture 1: Continental Drift
      a. Lecture 1--Continental Drift
      b. Lecture 1 Worksheet
      c. Lecture 1: Topics for discussion
   b. Lecture 2: Plate Tectonics
      a. Lecture 2--Plate Tectonics
      b. Lecture 2 Worksheet
      c. Lecture 2: Topics for discussion
   c. Lecture 3: Tectonic Plate Movement
      a. Lecture 3--Tectonic Plate Movement
      b. Lecture 3 Worksheet
      c. Lecture 3: Topics for discussion

Unit 7. Lab Assignments
I. Minerals
   I. Mineral Properties, part 1
      a. Mineral properties, part 1
   II. Mineral Properties, part 2
      a. Mineral properties, part 2
   III. Mineral Identification
      a. Mineral Identification

II. Rocks
   I. Igneous Rocks
      a. Igneous Rocks
   II. Sediments
      a. Weathering and Sedimentation
         a. Weathering and sedimentation
b. Sedimentary Rocks
   a. Sedimentary rocks

III. Metamorphic Rocks
   a. Metamorphic rocks

III. Real-Time labs
   I. Streams
      a. Streams
   II. Shorelines and Oceans
      a. Shorelines and Oceans
   III. Wind and Deserts
      a. Wind and Deserts

IV. Earthquakes
   a. Earthquakes

V. Mapping
   a. Mapping
## NSCI 1103 Geology

### Course Information
- Aug 15, 2006:59 PM

### Lab assignments
- Aug 15, 2006:39 PM
- Aug 5, 2006:3:53 PM
- Aug 7, 2006:4:21 PM

### Lecture Information
- Aug 17, 2006:4:21 PM

### Problem Sets
- Aug 15, 2006:39 PM

Total: 4 Folders

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8/15/2006
Welcome to Geology: NScl 1105 - Nov 5, 2005

Welcome to General Chemistry I (Chem 1121).

Please check the "Content" link for slides and course information. Powerpoint slides accompanying the lectures are available to you. They are intended to be viewed in slideshow format. Information will be lost if slides are printed or viewed in any other format. Slideshow format comes up automatically if the "open" choice is selected when clicking on the powerpoint. If you select the "save" choice, you will need to open them and then click on the slideshow icon to begin.

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Dr. Kristel S. Kizer, Room 104, Phone: 218-681-0752, Email: kristel.kizer@northlandcollege.edu, Northland web page

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8/15/2006
Course Content

Unit 1. Course Information
  I. Calendar
    I. August & September
      a. Week 1: 8/28 - 9/1
      b. Week 2: 9/4 - 9/8
      c. Week 3: 9/11 - 9/15
      d. Week 4: 9/18 - 9/22
      e. Week 5: 9/25 - 9/29
    II. October
      a. Week 6: 10/2 - 10/6
      b. Week 7: 10/9 - 10/13
      c. Week 8: 10/16 - 10/20
      d. Week 9: 10/23 - 10/27
      e. Week 10: 10/30 - 11/3
    III. November & December
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      c. Week 13: 11/20 - 11/24
      d. Week 14: 11/27 - 12/1
      e. Week 15: 12/4 - 12/8
      f. Week 16: 12/11 - 12/15
      g. Week 17: 12/18 - 12/22
  II. Syllabus
    I. Instructor Contact Information
    II. Course Requirements
    III. Chem 1121 catalog description
    IV. Course Objectives
    V. Academic Honesty
    VI. Weather Emergency Policy and Procedures
    VII. Course & Grade Assignments

Unit 2. Lecture Information
  I. Exam 1 Information: Chapters 1, 2 & 3
    I. Chapter 1
      a. Lecture 1: History & The Scientific Method
      b. Lecture 2: Physical Properties
      c. Lecture 3: Significant Figures
      d. Lecture 1: Unit Conversions
    II. Chapter 2
      a. Lecture 1: Matter
      b. Lecture 2: The Periodic Table
      c. Lecture 3: Molecules & Bonding
      d. Lecture 4: Oxidation Numbers & Ionic Compounds
      e. Lecture 5: Nomenclature
      f. Lecture 6: Reactions and balancing
    III. Chapter 3
      a. Lecture 1: The mole
      b. Lecture 2: Mass Percent
      c. Lecture 3: Empirical Formula
      d. Lecture 4: Molecular Formula
IV. In-Class Extra Credit Assignments

II. Exam 2 Information: Chapters 4 & 5

I. Chapter 4
   a. Lecture 1: Predicting Reactions
   b. Lecture 4: Double Replacement Reactions
   c. Lecture 3: RedOx Reactions
   d. Lecture 4: Solution and Dilution

II. Chapter 5: Gas Laws
   a. Lecture 1: Gas Laws (Change of Conditions)
   b. Lecture 2: Ideal Gas Law (No change in conditions)
   c. Lecture 3: Gas Mixtures
   d. Lecture 4: Gas Rates

III. In-Class Extra Credit Assignments

III. Exam 3 Information: Chapters 6, 7 & 8

I. Chapter 6
   a. Lecture 1: Energy
   b. Lecture 2: Work Energy
   c. Lecture 3: Calorimetry
   d. Lecture 4: Heat Energy
   e. Lecture 5: Heat of Formation
   f. Lecture 6: Hess' Law

II. Chapter 7
   a. Lecture 1: Light Energy
   b. Lecture 2: Electron Quantization
   c. Lecture 3: De Broglie Waves
   d. Lecture 4: Quantum Numbers

III. Chapter 8
   a. Lecture 1: Electronic Orbitals
   b. Lecture 2: Electron Configuration
   c. Lecture 3: Periodic Trends

IV. In-Class Extra Credit Assignments

IV. Exam 4 Information: Chapters 9 & 10

I. Chapter 9
   a. Lecture 1: Bonding
   b. Lecture 2: Bond Classes
   c. Lecture 3: Lewis Dot Structures
   d. Lecture 4: Bond length, order and energy

II. Chapter 10
   a. Lecture 1: Valence Shell Electron Pair Repulsion Theory
   b. Lecture 2: Hybridization
   c. Lecture 3: Bond Description
   d. Lecture 4: Molecular Polarity
   e. Lecture 5: Valence Bond Theory
   f. Lecture 6: Molecular Orbital Theory

III. In-Class Extra Credit Assignments

V. Exam 5 Information: Chapters 11 & 12

I. Chapter 11
   a. Lecture 1: Phases of Matter
   b. Lecture 2: Intermolecular Forces of Attraction
   c. Lecture 3: Liquid Properties
   d. Lecture 4: Solids
II. Lecture 5: Crystals

Chapter 12

a. Lecture 1: Solutions
b. Lecture 2: Colligative Properties
c. Lecture 3: Solution properties

III. In-Class Extra Credit Assignments

Unit 3. Exam Study Information
i. Exam 1
   I. Chem 1121 study cards for exam 1
ii. Exam 2
iii. Exam 3
iv. Exam 4
v. Exam 5

Unit 4. Homework Assignments

Unit 5. Lab Assignments
Take Home Quiz Discussions

Discussions on answering questions in the Take Home Quizzes
- **Take Home Quiz 1** (0 messages - 0 unread)
  Discussion on questions from quiz 1
- **Take Home Quiz 2** (0 messages - 0 unread)
  Discussion on answering questions in quiz 2
- **Take Home Quiz 3** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 3
- **Take Home Quiz 4** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 4
- **Take Home Quiz 5** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 5
- **Take Home Quiz 6** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 6
- **Take Home Quiz 7** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 7
- **Take Home Quiz 8** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 8
- **Take Home Quiz 9** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 9
- **Take Home Quiz 10** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 10
- **Take Home Quiz 11** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 11
- **Take Home Quiz 12** (0 messages - 0 unread)
  Discussion on questions pertaining to take home quiz 12

Exam Discussion

Discussion on Exams
- **Exam 1** (0 messages - 0 unread)
  Discussion regarding Exam 1, covering Chapters 1 - 3
- **Exam 2** (0 messages - 0 unread)
  Discussion on questions and study preparation for Exam 2
- **Exam 3** (0 messages - 0 unread)
  Discussion on questions and study preparation for Exam 3
- **Exam 4** (0 messages - 0 unread)
  Discussion on questions and study preparation for Exam 4
- **Exam 5** (0 messages - 0 unread)
  Discussion on questions and study preparation for Exam 5
Welcome to General Chemistry II (Chem 1122).

Please check the "Content" link for slides and course information. Powerpoint slides accompanying the lectures are available to you. They are intended to be viewed in slideshow format. Information will be lost if slides are printed or viewed in any other format. Slideshow format comes up automatically if the "open" choice is selected when clicking on the powerpoint. If you select the "save" choice, you will need to open them and then click on the slideshow icon to begin.

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Course Content

Unit 1. Course Information
Unit 2. Lecture Information
Unit 3. Graded Assignments
Welcome, Kristel!

My Settings:
- My Preferences
- My Password
- My Personal Homepage
- My Profile

Updates
- 0 New Dropbox Submissions
- 0 Unread Discussion Messages
- 0 Ungraded Quiz Attempts

Role Switch

To simulate the view of another Role, select a Role from the "My Current Role" drop-down list.

My Current Role:
- My Default Role


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Course Content

Unit 1. Course Information
I. Calendar
   I. August & September
      a. Week 1: 8/28 - 9/1
      b. Week 2: 9/4 - 9/8
      c. Week 3: 9/11 - 9/15
      d. Week 4: 9/18 - 9/22
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      d. Week 14: 11/27 - 12/1
      e. Week 15: 12/4 - 12/8
      f. Week 16: 12/11 - 12/15
      g. Week 17: 12/18 - 12/22
II. Syllabus
   I. Instructor contact Information
   II. Course requirements
   III. Chem 2205 Catalog Description
   IV. Course Objectives
   V. Academic Honesty
   VI. Weather Emergency Policy & Procedures
   VII. Course and Grade Assignments

Unit 2. Lecture Information
I. Exam 1 Information: Chapters 1, 2 and 3
   I. Chapter 1: Measurements
      a. Lecture 1: History and the Scientific Method
      b. Lecture 2: Physical Properties
      c. Lecture 3: Unit Conversions
   II. Chapter 2: Energy and Matter
      a. Lecture 1: Energy
      b. Lecture 2: States of Matter
      c. Lecture 3: Heat Energy
      d. Lecture 4: Energy Calculations
   III. Chapter 3: Atoms and Elements
      a. Lecture 1: Matter
      b. Lecture 2: The Periodic Table
      c. Lecture 3: Periodic Trends of the Elements
II. Exam 2 Information: Chapters 4, 5 and 6
   I. Chapter 4: Compounds and Their Bonds
      a. Lecture 1: Molecules and Bonding
      b. Lecture 2: Oxidation Numbers & Ionic Compounds

c. Lecture 3: Naming Molecules
d. Lecture 4: Lewis Dot Structures
e. Lecture 5: Bond Classes

II. Chapter 5: Chemical Reactions and Quantities
a. Lecture 1: The Mole
b. Lecture 2: Chemical Reactions & Balancing
c. Lecture 3: Stoichiometry
d. Lecture 4: Energetics of Chemical Reactions

III. Chapter 6: Gases
a. Lecture 1: Gas Laws
b. Lecture 2: Ideal Gas Law
c. Lecture 3: Gas Mixtures

iii. Exam 3 Information: Chapters 7, 8 and 9

I. Chapter 7: Solutions
a. Lecture 1: Solutions
b. Lecture 2: Dilution of solutions
c. Lecture 3: Solution Properties (Osmosis & Dialysis)
d. Lecture 4: Intermolecular Forces of Attraction
e. Lecture 5: Liquid Properties

II. Chapter 8: Acids and Bases
a. Lecture 1: Electrolytes
b. Lecture 2: Acids
c. Lecture 3: Bases
d. Lecture 4: pH

III. Chapter 9: Nuclear Radiation
a. Lecture 1: Nuclear Chemistry
b. Lecture 2: Nuclear Reactions
c. Lecture 3: Half Life
d. Lecture 4: Equilibrium & Le Chatelier’s Principle

iv. Exam 4 Information: Chapters 10, 11, 12 & 13 (no reactions)

I. Chapters 10 & 11: Intro to Organic Chemistry & Hydrocarbons
a. Lecture 1: Hydrocarbons
b. Lecture 2: Alkane Nomenclature

c. Lecture 3: Aromatic Nomenclature
d. Lecture 4: Functional Group Nomenclature

II. Chapters 12 & 13: Organic Functional Groups
a. Lecture 1: Hydrocarbon Functional Groups
b. Lecture 2: Functional Groups Containing Oxygen
c. Lecture 3: Functional Groups Containing Nitrogen
d. Lecture 4: Functional Groups Containing Sulfur

v. Exam 5 Information: Organic Reactions

I. Organic Reactions
a. Lecture 1: Combustion Reactions
b. Lecture 2: Acid & Base Reactions
c. Lecture 3: Reactions that Increase Molecular Size
d. Lecture 4: Reactions that Decrease Molecular Size
e. Lecture 5: Substitution Reactions
f. Lecture 6: Oxidation and Reduction Reactions

vi. Exam 6 Information: Chapters 14, 15, 16 and 18

I. Chapter 14: Carbohydrates
a. Lecture 1: Stereoisomers
b. Lecture 2: Carbohydrates

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8/21/2006
c. Lecture 3: Carbohydrate Reactions
d. Lecture 4: Starches

II. Chapter 15: Lipids
   a. Lecture 1: Lipids

III. Chapter 16: Amino Acids, Proteins & Enzymes
   a. Lecture 1: Protein
   b. Lecture 2: Enzymes

IV. Chapter 18: Metabolic Pathways & Energy Production
   a. Lecture 1: Metabolic System

Unit 3. Other
Problem Sets, Discussion on questions in each problem set

- **Problem Set 1** (0 messages - 0 unread)
  Discussion on questions given in problem set 1
- **Problem Set 2** (0 messages - 0 unread)
  Discussion on questions given in problem set 2
- **Problem Set 3** (0 messages - 0 unread)
  Discussion on questions given in problem set 3
- **Problem Set 4** (0 messages - 0 unread)
  Discussion on questions given in problem set 4
- **Problem Set 5** (0 messages - 0 unread)
  Discussion on questions given in problem set 5
- **Problem Set 6** (0 messages - 0 unread)
  Discussion on questions given in problem set 6
- **Problem Set 7** (0 messages - 0 unread)
  Discussion on questions given in problem set 7
- **Problem Set 8** (0 messages - 0 unread)
  Discussion on questions given in problem set 8
- **Problem Set 9** (0 messages - 0 unread)
  Discussion on questions given in problem set 9
- **Problem Set 10** (0 messages - 0 unread)
  Discussion on questions given in problem set 10
- **Problem Set 11** (0 messages - 0 unread)
  Discussion on questions given in problem set 11
- **Problem Set 12 & 13** (0 messages - 0 unread)
  Discussion on questions given in problem set 12 & 13
- **Problem Set: Reactions** (0 messages - 0 unread)
  Discussion on questions given in problem set: Reactions
- **Problem Set 14** (0 messages - 0 unread)
  Discussion on questions given in problem set 14
- **Problem Set 15** (0 messages - 0 unread)
  Discussion on questions given in problem set 15
- **Problem Set 16** (0 messages - 0 unread)
  Discussion on questions given in problem set 16
- **Problem Set 18** (0 messages - 0 unread)
  Discussion on questions given in problem set 18

Exams, Discussion on questions and study preparation for each exam

- **Exam 1** (0 messages - 0 unread)
  Discussion on questions and exam preparation for exam 1
- **Exam 2** (0 messages - 0 unread)
  Discussion on questions and exam preparation for exam 2
- **Exam 3** (0 messages - 0 unread)
  Discussion on questions and exam preparation for exam 3
- **Exam 4** (0 messages - 0 unread)
  Discussion on questions and exam preparation for exam 4
- **Exam 5** (0 messages - 0 unread)
  Discussion on questions and exam preparation for exam 5
- **Exam 6** (0 messages - 0 unread)
  Discussion on questions and exam preparation for exam 6
Welcome to Forensic Science: Chem 1105.

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      f. Week 16: 12/11 - 12/15
      g. Week 17: 12/18 - 12/22
  ii. Syllabus
    I. Instructor Contact Information
    II. Course Requirements
    III. Chem 1105 Catalog Description
    IV. Course Objectives
    V. Academic Honesty
    VI. Weather Emergency Policy & Procedures
    VII. Course and Grade Assignments

Unit 2. Lecture Information
  i. Exam 1 Information: Chapters 1 & 2
    I. Lecture 1: Introduction
    II. Lecture 2: Criminology
    III. Lecture 3: Evidence Collection
    IV. Lecture 4: Physical Evidence
    V. Lecture 5: Lab Notebook
  ii. Exam 2 Information: Basic Chemistry
    I. Lecture 1: Matter
    II. Lecture 2: Molecules
    III. Lecture 3: Ions
    IV. Lecture 4: Ionic Compounds
    V. Lecture 5: The Periodic Table
    VI. Lecture 6: Energy
    VII. Lecture 7: Spectroscopy
  iii. Exam 3 Information: Chapters 4 & 5, and Basic Chemistry
    I. Lecture 1: Solids
    II. Lecture 2: Glass
    III. Lecture 3: Soils
IV. Lecture 4: Electronegativity & Polarity
V. Lecture 5: Analytical Techniques
VI. Lecture 6: Chromatography
VII. Lecture 7: Mass Spectroscopy
VIII. Lecture 8: Electrophoresis

IV. Exam 4 Information: Chapters 6, 7 & 8, and basic chemistry
I. Lecture 1: Trace Analysis
II. Lecture 2: Nuclear Chemistry
III. Lecture 3: Xray Diffraction Analysis
IV. Lecture 4: The microscope
V. Lecture 5: Hair Analysis
VI. Lecture 6: Organic Chemistry
VII. Lecture 7: Fiber Analysis
VIII. Lecture 8: Paint Analysis

V. Exam 5 Information: Chapters 9, 10, 11, 12, 13 & 14
I. Lecture 1: Drugs
II. Lecture 2: Chemical Reactions
III. Lecture 3: Alcohol
IV. Lecture 4: Arson
V. Lecture 5: Blood
VI. Lecture 6: DNA Analysis

Unit 3. Graded Assignments
I. Forensics Problem Sets
   I. Problem Set 1
II. Forensics Case Studies
   I. Aaron Mintz

Unit 4. Lab Assignments
Welcome to Geology: NSci 1105 - Nov 5, 2005

Welcome to Intro to Chem: Chem 1020.

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8/15/2006
Course Content

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   I. Online Course Info
   II. Intro to Chemistry

Unit 2. Lecture Information
   I. Exam 1 Information: Chapters 1, 2 & 3
      I. Chapter 1: Matter & Energy
      II. Chapter 2: Atoms, Ions, and the Periodic Table
      III. Chapter 3: Chemical Compounds
   II. Exam 2 Information: Chapters 4, 5 & 6
      I. Chapter 4: Chemical Composition
      II. Chapter 5: Chemical Reactions and Equations
      III. Chapter 6: Quantities in Chemical Reactions
   III. Exam 3 Information: Chapters 7, 8 & 9
      I. Chapter 7: Electron Structure of the Atom
      II. Chapter 8: Chemical Bonding
      III. Chapter 9: The Gaseous State
   IV. Exam 4 Information: Chapters 10, 11 & 12
      I. Chapter 10: The Liquid and Solid States
      II. Chapter 11: Solutions
      III. Chapter 12: Reaction Rates and Chemical Equilibrium
   V. Exam 5 Information: Chapters 13, 14, 15 & 16
      I. Chapter 13: Acids and Bases
      II. Chapter 14: Oxidation-Reduction Reactions & Electrochemistry
      III. Chapter 15: Nuclear Chemistry
      IV. Chapter 16: Organic Chemistry

Unit 3. Graded Assignments
Unit 4. Lab Assignments
This report summarizes the activities in which I was engaged during my sabbatical leave for the 2005-2006 academic year. My original sabbatical plan was to complete up to 16 credits of graduate course work, continue to represent Northland College in the transfer discussions for accounting courses, and to propose a new course for volunteer income tax preparation to Academic Affairs and Standards Council.

**Master of Accountancy Degree**

During Fall 2005 and Spring 2006, I completed a total of 21 graduate credits, these credits combined with the 9 credits I had completed during Spring and Summer 2005 terms have allowed me to fulfill the requirements for a Master of Accountancy degree conferred by Golden Gate University. I have attached a copy of my transcript which details the courses of study and my academic performance.

While completing the coursework to acquire my master's degree, I garnered an unexpected benefit: first-hand, online learner experience through my emersion in the online learning environment. All my coursework was completed in an online platform. My online experience covered the broad spectrum of possibilities for online education: weekly discussion forums, electronic homework submissions, group projects, term papers, electronic data retrieval, timed quizzes, proctored exams both paper and computer based, and unproctored, web-based timed exams. The caliber and teaching methods of each professor was unique and had to be adapted to in order to be a successful and active participant in class. I found the experience enlightening; I will have this experience as a touchstone for any online teaching experience of my own.

The majority of my coursework entailed participating in weekly discussion forums with my fellow classmates; the forums numbered from one to four depending on the course and the material under discussion. In addition to discussions, some courses required weekly quizzes to assess my comprehension of the materials presented. Several courses required a capstone project:

- **Auditing**: I worked with a group of 5 other students on a progressive audit project; we were responsible for each phase of the audit, starting with basic inquiry/ interview of the auditee through summarization of the findings.
- **For Advanced Financial Accounting**, I authored a paper titled “SFAS 132(R) Pension Plan Disclosures: A Review of Select Corporate Disclosures for 2004”; I reviewed the disclosures provided in the annual financial reports of the top four companies from the S&P 500 to evaluate the thoroughness and clarity of the disclosures regarding the companies’ defined benefit pension plans.
- **My final project for Performance Auditing** was also a small group (3 people) project to create an audit program to investigate the compliance of grant recipients with the terms and conditions of a federal grant program.
- I was paired with a fellow class member to write a report on a non-profit organization for the course Issues in Governmental and Not-For-Profit Accounting; we were required to address issues that included the organization's history, its strategic plan, and to perform a brief financial analysis; lastly, we were to determine a course of action for the organizations to remain viable.

- I performed a comprehensive financial analysis for Medtronic, Inc. as the final project in Analysis and Use of Financial Statements. My analysis included industry analysis, strategic analysis, financial statement analysis, profitability and risk analysis, and firm valuation.

**Minnesota State Colleges and University Accounting Transfer Project**

In addition to the educational portion of my sabbatical plan, I had planned to continue to represent Northland Community and Technical College with regard to the accounting course transfer project that is being promoted by Minnesota State Colleges and Universities System. A draft report was issued on June 1, 2005 that detailed the courses for Northland Community and Technical College and other two-year colleges in the system that would be readily transferred to the universities in the State of Minnesota. The most notable issue is the transfer of BUSN 2222, Principles of Accounting II, to the universities; in most cases it is transferred in combination with BUSN 2221, Principles of Accounting I, to satisfy the “Financial Accounting” course of the universities. To address the issue of an equivalent Managerial Accounting course, Northland Community and Technical College will have to redesign the current courses to better match the Financial and Managerial Accounting courses provided at the universities or develop a new course to fulfill the Managerial Accounting criteria of the universities. (A copy of the Minnesota State Colleges and Universities report is attached to this report.)

**VITA Course Proposal**

Lastly, I proposed to develop a course to allow students and opportunity to earn college credit for their participation in the Volunteer Income Tax Assistance (VITA) program. I drafted a common course outline which was approved by the Academic Affairs and Standards Council at the November 8, 2005, meeting. The course ACCT 2203, VITA Service, has been added to the Northland Community and Technical College course inventory. I intend to offer the course during spring semester 2007. (Copies of the Common Course Outline for ACCT 2203 and the minutes of the Academic Affairs and Standards Council are attached.)

I am grateful for the opportunity afforded me by this sabbatical leave from Northland Community and Technical College. I would like to thank the Administration for their support.

Respectfully submitted.

Norma A. Konschak, CPA, M.Acc.
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Degree Received: MAC Master of Accountancy
Date Conferred: 04/24/2006
Majors........: Accounting
Honors........: Honors
Attempted Cred.: 39.00
Completed Cred.: 39.00
GPA Credits....: 19.00
Grade Points...: 114.90
Cum GPA........: 3.830
ACCOUNTING TRANSFER PROJECT – PROGRESS REPORT
Draft June 1, 2005

Larry R. Selin, PhD
Project Coordinator
Office of the Chancellor

Jerry J. Johnson, EdD
Vice President, Learning and Academic Innovation
Hennepin Technical College
(Formerly, System Director, Program Collaboration and Transfer)
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Accounting Transfer Project Progress Report

The Accounting Transfer Project built on and extended longtime interests in improving transfer practice and outcomes for students and programs across the Minnesota State Colleges and Universities System. The project took initial form from a steering committee meeting in September 2004 and was shaped throughout by university and college faculty members and administrators. Coordination and support from the Chancellor’s Office was provided by System Director Jerry Johnson and project coordinator Larry Selin.

Focus was on review of two-year accounting program courses proposed as equivalent to Principles of Accounting I & II (aka Financial and Managerial Accounting) courses at the seven state universities. These two courses are required for most baccalaureate business programs and include content commonly addressed in college accounting programs. Therefore, establishing and documenting these course equivalencies will clarify transfer alternatives for many students and ease the transfer process for students, student services personnel, and accounting faculty members.

Through the project, many new course equivalency agreements were approved and new ground was broken in developing a system-wide process for establishing new course equivalencies. At the time of this writing, new course equivalencies were being added to the DARS/CAS system, so this new information could be available to students and advisors across the state. Accordingly, students and college and university accounting programs may now benefit from increased student flow based on this new public information.

College accounting faculty members expressed appreciation for the opportunity to establish course equivalency agreements with all universities through one process. Likewise, the university accounting representatives commended the group process for the efficiency of being able to review many proposals at one time and the likely increased quality of decisions based on the group’s collective knowledge of the college programs across the state.

Recommendations were made to repeat a streamlined, refined second round of course reviews during Fall 2005 for re-submitted proposals and new proposals from other colleges. An adaptation of the process used herein may have value for other discipline areas with the potential to improve transfer practice and outcomes for many students.

This report continues with project background, overview of the process, and recommended next steps.

Background

The project started with and extended the work of the Faculty Accounting Discipline Committee that submitted its final report in May 2003.1 That report included descriptions

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1 Faculty Accounting Discipline Committee report, May 2003:
http://www.mntransfer.org/facdisc/accounting/accountingfinalreport_may03.html
of the two first-year accounting courses and the criteria university representatives reported using for evaluating whether credits awarded from a 2-year college would be accepted. Several of the college and university faculty members who were leaders in the previous project were leaders in this project as well.

This project was also informed by surveys of college and university accounting faculty members conducted by the Chancellor’s office of Program Collaboration and Transfer during Fall 2003. Faculty members identified areas of concern and opportunities for improvement from their institutional perspectives.

During 2004, university initiatives added impetus for the project. Accounting transfer guidelines were drafted by Metropolitan State University for review by other institutions and Minnesota State University – Mankato offered to host a “transfer summit” conference on transfer issues and solutions. A confluence of factors served as the groundwork and impetus for this significant system-wide effort.

Overview
Moving beyond previous projects that yielded information and increased understandings, this present project developed and implemented a process that led to valued outcomes for students and accounting programs: new equivalency agreements and a process that can be refined and used again. Despite some notable differences among their programs, the university accounting program representatives emphasized common ground to create standard guidelines for proposals from college accounting programs. This overview highlights key components of the project’s process.

Transfer Oversight Committee
September 2004, needs for the accounting transfer project were discussed by a subset of the Transfer Oversight Committee that included faculty leadership from the Minnesota State College Faculty (MSCF) and Inter Faculty Association (IFO), and academic administrators\(^2\). After substantial sharing of information, endorsements were given to moving ahead with a project based on friendly amendments to a plan prepared by staff members of the Chancellor’s Office. MSCF and IFO leaders helped identify faculty participants.

In addition, MSCF President Larry Oveson conducted a survey of college accounting faculty members to solicit perspectives on whether the same accounting courses could both meet the needs of students focused on entering the workforce as “preparers” of financial documents and the needs of students in other business fields who would be “users” of the financial documents for analysis and decision-making. While faculty respondents were on both sides of the issue, many believed that both learning needs could be met by the same courses.

Announcement
October 2004, Senior Vice Chancellor for Academic and Student Affairs Linda Baer announced the project to all the college and university chief academic officers and

\(^2\) Meeting notes on accounting transfer issues, 9/10/04:
http://www.mntransfer.org/facdisc/accounting/NotesAccounting091004.html
presidents (Appendix A). Soliciting their leadership and support, she emphasized that “working to improve transfer between and among post-secondary colleges and universities remains one of the highest priorities for the Board of Trustees and our presidents.” The two-fold project purpose was expressed as:

1. For institutions: To encourage/facilitate effective transfer agreements and practices among state colleges and universities—by improving clarity about accounting courses intended for transfer to four-year programs and about courses focused on immediate job skills and employment.

2. For students and transfer advisors: To improve the accessibility and clarity of information about transfer options and how to exercise them.

Two weeks later, Jerry Johnson and Larry Selin conducted an informational session on Advancing Accounting Discipline Transfer Practices at the Fall retreat for academic and student affairs administrators (10/24/2004). Once again, need for such a project was broadly endorsed.

**Participants**

The primary project participants were university and college accounting faculty members from across the System. University accounting chairs performed lead roles because they typically are the evaluators of accounting course transfer requests for their respective campuses. They consulted and collaborated with college accounting faculty members who contributed historical perspectives on this project and practical experience teaching relevant college counterpart courses. Several academic administrators also contributed to the project. (Appendix B)

**Process**

Three project working meetings were conducted:

1. The first meeting (12/7/2004) included representatives from each of the seven university accounting programs plus college accounting faculty members and academic administrators. Draft guideline for each of the first two accounting courses were developed for review and refinement by other accounting faculty members.

2. The second meeting (1/25/2005) included additional college accounting faculty members for review of the course guidelines and information sharing. A third guidelines document was reviewed for Metropolitan State University, which has a different approach to their second course than the other universities. Timing for announcement of a call for course-equivalency proposals and for a review session was established.

   a. April 4, 2005 – submission deadline for proposals

   b. April 22, 2005 – work session to review proposals

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4 Project meeting notes, 1/25/05: http://www.mntransfer.org/facdisc/accounting/notes_January_25_05.html
February 2005, a call for proposals was distributed to all of the colleges (Appendix C), along with the revised course guidelines. All of the proposals and supporting materials were placed online for convenient access by the university reviewers.

March 2005, project faculty members and coordinators Jerry Johnson and Larry Selin conducted an informational session for accounting faculty members at the Realizing Student Potential conference.

3. The third meeting (4/22/2005; Appendix D) was a work session for the university representatives to review proposals. The seven program representatives reviewed 37 course-equivalency proposals from 17 colleges, requiring 222 decisions.

**Outcomes**

The outcomes of the April 22 review session were that...

- Of the 222 proposal decisions made by the program representatives, 182 (82%) proposals were approved; 40 (18%) proposals were not approved.
- Of the 40 unapproved proposals, almost half (19) were associated with an approved variation on the original proposal such as approval of two college courses as equivalent to one university course or approval of two college courses as equivalent to two university courses.
- Only 21 (9%) of the proposals were not approved in any way at this time. Resubmissions were anticipated.

**Follow-through**

After the review meeting, a summary table (Appendix D) of the approvals was broadly distributed and specific written comments from the reviewers were returned to those who submitted proposals. An opportunity for submission of revised proposals and new proposals from nonparticipating colleges was indicated.

To complete this chapter of the project, university accounting department chairs and institutional transfer specialists were encouraged to record the new equivalency agreements in the DARS/CAS system, so all students and advisors will have access to this new information.

Likewise, college accounting programs were encouraged to establish formal equivalencies with the applicable university and college courses.

Additional “follow-through” activities take the form of recommendations for next steps.

**Recommended next steps**

Coming out of the review process, the university faculty representatives recommended two next steps to facilitate additional course equivalencies and strengthened professional relationships among college and university accounting faculty members.

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5 Course equivalency proposals from the colleges: [http://www.mntransfer.org/facdisc/accounting/April22_2005_CourseReview.html](http://www.mntransfer.org/facdisc/accounting/April22_2005_CourseReview.html)
Faculty reviewers recommended that resubmitted proposals and proposals from additional colleges be scheduled for submission and review during October and November 2005. The reviewers reported that the group review process yielded efficiency in accomplishing many reviews in a concentrated period of time and yielded better decisions based on the knowledge of courses and programs contained within the review group.

Faculty reviewers suggested that the Chancellor’s Office coordinate a MnSCU-only pre-session to the annual Spring statewide conference for accounting educators. Such a session could allow college and university accounting faculty members to advance mutual understandings of their respective program goals and practices, and advance effective working relationships.

Moreover, as valued as increased numbers of course equivalencies and other agreements are, such opportunities must be communicated clearly for students and advisors to know about and take advantage of them. Therefore, ...

It is recommended that websites managed by the Chancellor’s Office and institutions be reviewed for opportunities to improve clarity and ease of access to information about transferability of courses—using accounting courses for testing promising improvements. Of special interest is the possibility of adding links to transfer information from the institutional listings of course information.

Finally,

It is recommended that the approaches developed and used in this project be considered for use with other discipline areas warranting special attention—adapted, customized, and streamlined as appropriate.

Appendices
A. Announcement Letter to CAOs, Fall 2004
B. Project Participants
C. Call for proposals to the colleges, 2-16-05
D. Report of the proposal review meeting, 4-22-05
MEMORANDUM

DATE: October 12, 2004

TO: Chief Academic Officers, Minnesota State Colleges and Universities

FROM: Linda Baer, Senior Vice Chancellor for Academic and Students Affairs

SUBJECT: Accounting Transfer Issues Project

This memorandum and the attached project plan is sent for the purpose of gaining increased administrative and faculty involvement and leadership in advancing transfer practices across the system. As you may know, working to improve transfer between and among post-secondary colleges and universities remains one of the highest priorities for the Board of Trustees and our presidents. We have committed resources both at the system level and at the college and university levels to support continuing focused discussions across disciplines. These efforts include specific discipline meetings, focused discussions during faculty development days, transfer specialist meetings, and a host of other efforts coordinated by the Program Collaboration and Transfer Office and the Center for Teaching and Learning which involves our statewide faculty leadership. These efforts underscore a philosophy that we can continue to improve transfer working in collaboration to identify and resolve issues. I know that our Chief Academic Officers play a key role in these efforts.

I also recognize that one of our ongoing challenges is the effort to improve transfer between and among our accounting programs. I am seeking your contributions and support for the Accounting Transfer Issues project being coordinated through the Program Collaboration and Transfer Office. The project team is composed of System Director Jerry Johnson, Program Manager Linda Lade, and consultant Larry Selin as project researcher and coordinator. The project will build on and extend the work of the previous accounting discipline committees. Guidance is provided by a Steering Committee composed of faculty association and academic administration representatives.

The project purpose is two-fold:

- For institutions: To encourage/facilitate effective transfer agreements and practices among state colleges and universities—by improving clarity about accounting courses intended for transfer to four-year programs and about courses focused on immediate job skills and employment.
- For students and transfer advisors: To improve the accessibility and clarity of information about transfer options and how to exercise them.

Appendix A: Announcement Letter to CAOs, Fall 2004
A primary project goal is to clarify expectations for first-year accounting courses acceptable for transfer to state university accounting and business programs. **To the extent possible,** the project will yield guidelines to aid state colleges in meeting the expectations of all seven state universities. Exceptions and special requirements will be documented. New transfer guideline information will be developed for accounting students, transfer specialists and advisors.

Jerry or Larry will be communicating more about the project shortly. Questions and suggestions should be directed to: Jerry Johnson, (651) 649-5987, jerry.johnson@csu.mnscu.edu; Larry Selin, (651) 773-0333, Iselin@learningmgt.com.

Please forward this memorandum to relevant administrative and faculty leaders to alert them to the project and its purposes. Faculty participants will be identified by processes agreed upon with the faculty associations. At your earliest convenience, please send Jerry and Larry contact information for any additional administrative contacts you would like included in communications about this project.

Formal and informal opportunities to discuss this project will be provided at the CAO/CSAO conference, October 27-29. Thank you for your leadership in this effort.

Attachment: Accounting Transfer Issues Project Plan 2004-05

c: College and University Presidents
   Accounting Transfer Project Steering Committee Members
Appendix B: Project Participants

Accounting Transfer Project Committee Members 2004-05

University Faculty Participants

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<tr>
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<tr>
<td>Madalyn Wick</td>
<td><a href="mailto:mwick@bemidjistate.edu">mwick@bemidjistate.edu</a></td>
<td>(218) 755-3711</td>
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<tr>
<td>Dennis Daly</td>
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<td>(612) 659-7295</td>
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<td><a href="mailto:Grover.cleveland@metrostate.edu">Grover.cleveland@metrostate.edu</a></td>
<td>(612) 659-7297</td>
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<tr>
<td>Lee Dexter</td>
<td><a href="mailto:dexter@mnstate.edu">dexter@mnstate.edu</a></td>
<td>(218) 477-4071</td>
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<tr>
<td>Mary Rolfes</td>
<td><a href="mailto:mary.rolfes@mnsu.edu">mary.rolfes@mnsu.edu</a></td>
<td>(507) 389-5427</td>
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<tr>
<td>Robert Zelin</td>
<td><a href="mailto:robert.zelin@mnsu.edu">robert.zelin@mnsu.edu</a></td>
<td>(507) 389-5412</td>
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<tr>
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<tr>
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<td>(507) 537-7392</td>
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<tr>
<td>Bruce Busta</td>
<td><a href="mailto:babusta@stcloudstate.edu">babusta@stcloudstate.edu</a></td>
<td>(320) 308-3967</td>
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<tr>
<td>Richard Schneider</td>
<td><a href="mailto:RSchneider@winona.edu">RSchneider@winona.edu</a></td>
<td>(507) 457-5187</td>
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<td><a href="mailto:barbara.prince@anokaramsey.edu">barbara.prince@anokaramsey.edu</a></td>
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<tr>
<td>Bonnie Ohrt</td>
<td><a href="mailto:bonnie.ohrt@southcentral.edu">bonnie.ohrt@southcentral.edu</a></td>
<td>(507) 389-7304</td>
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<td>Jean McKenzie</td>
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<td>(218) 736-1642</td>
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<tr>
<td>Gary Fischer</td>
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<td>(218) 631-7847</td>
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<td>Ron Strittmater</td>
<td><a href="mailto:Ron.Strittmater@nhcc.mnscu.edu">Ron.Strittmater@nhcc.mnscu.edu</a></td>
<td>(763)424-0749</td>
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<td>Doris Loes</td>
<td><a href="mailto:Doris.Loes@dctc.mnscu.edu">Doris.Loes@dctc.mnscu.edu</a></td>
<td>(651) 423-8497</td>
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<tr>
<td>Roy Vinkemeier</td>
<td><a href="mailto:roy.vinkemeier@saapain.edu">roy.vinkemeier@saapain.edu</a></td>
<td>(651) 846-1319</td>
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Business Dean Participants

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<tr>
<td>Scott Johnson</td>
<td><a href="mailto:scott.johnson@mnsu.edu">scott.johnson@mnsu.edu</a></td>
<td>(507) 389-5420</td>
</tr>
<tr>
<td>Gary Seiler</td>
<td><a href="mailto:gary.seiler@metrostate.edu">gary.seiler@metrostate.edu</a></td>
<td>(612) 659-7256</td>
</tr>
<tr>
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<td>(651) 846-1490</td>
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Chancellor's Office Staff

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<th>Phone</th>
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<tr>
<td>Jerry Johnson</td>
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</tr>
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<td>Larry Selin</td>
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<td>(651) 773-8570</td>
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Appendix C: Call for proposals to the colleges, 2-16-05

MEMORANDUM

DATE: February 16, 2005
TO: Chief Academic Officers, Minnesota State Colleges
FROM: Jerry Johnson, System Director for Program Collaboration and Transfer
SUBJECT: Accounting Transfer Issues Project

ESTABLISHING COURSE EQUIVALENCIES WITH STATE UNIVERSITY ACCOUNTING COURSES

University and college accounting program representatives met over the past several months to clarify expectations for courses proposed as equivalents to the basic university accounting courses required for all accounting programs and most baccalaureate business programs:

1. Principles of Accounting I (aka Financial Accounting)
2. Principles of Accounting II (aka Managerial Accounting)
3. Strategic Management Accounting (Metropolitan State University only)

Building on the work of the previous accounting faculty committee that completed its work in 2003, this project has completed course guidelines intended to guide college faculties in designing or modifying courses they wish to establish as equivalencies to the aforementioned university courses. Links to these course guidelines and other project documents are provided in Appendix A of this memorandum.

Colleges wishing to establish course equivalencies with any of the university accounting program are invited to propose one or more equivalencies following the course guidelines and the procedures outlined below. It is understood that modifying a college course to meet the requirements of a university baccalaureate program may be at cross-purposes with the primary goals of the college course. Any course equivalency proposal submitted will be reviewed by representatives of the university programs. Approved equivalencies will be recorded by campus encoders in the DARS/CAS database to ensure accessibility by all students and advisors.

Proposing a course equivalency:

➢ Carefully review the submission instructions and relevant course guidelines. (See links in Appendix A.)
➢ Consult with committee members as necessary:
  University department chairs: Bruce Busta, Dennis Daly, Lee Dexter, Mary Rolfes, Richard Schneider, Gerry Toland, and Madalyn Wick.
  College accounting faculty members: Bonnie Ohrt, South Central Technical College, and Barbara Prince, Anoka-Ramsey Community College.
  Chancellor’s Office staff: Jerry Johnson and Larry Selin.
➢ Consider attending presentation and discussion of the course guidelines at the Realizing Student Potential Conference, Minneapolis Community and Technical College, March 4.
➢ Assemble and submit proposal materials by April 4. Proposal reviews are scheduled for April 22.

Please forward this document to leadership of your Accounting programs. Thank you.
Appendix A

LINKS TO ACCOUNTING COURSE GUIDELINES AND OTHER PROJECT DOCUMENTS

1. Accounting Transfer Project Website  http://transfer.project.mnscu.edu
   <This website is supported by Internet Explorer. Documents can also be sent as attachments if requested.>

2. Instructions for electronic submission of course equivalency proposals

3. Accounting Course Guidelines
   b. Principles of Accounting II (aka Managerial Accounting)
   c. Strategic Management Accounting (Metropolitan State University only)

4. Contact Information for Accounting Transfer Project Committee Members

5. Realizing Student Potential Conference, March 4, 2005, Minneapolis Community and Technical College. Register by February 25, 2005

6. Official MnSCU website for transfer resources  www.MnTransfer.org
   Accounting Discipline/Department section:
   http://www.mntransfer.org/facdsc/summaries.html#accounting

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6 For assistance, contact
Jerry Johnson  jerry.johnson@csu.mnscu.edu  (651) 649-5987
Larry Selin  lselin@learningmgt.com  (651) 773-8570
Appendix D: Report of the proposal review meeting, 4-22-05

April 22, 2005

Meeting Notes

**Review of College Accounting Course Equivalency Proposals by University Accounting Faculty Members**

Office of the Chancellor, ETC Building, 1450 Energy Park Drive, Room #140, St. Paul, MN 55108

Continuing a process begun in September 2004, representatives of the seven university accounting programs met to review 37 course equivalency proposals submitted by 17 colleges. The proposals were for equivalency of a college's financial and/or managerial accounting course (aka Principles of Accounting I & II) with the counterpart courses at the universities.

With more similarities than differences among their programs, university faculty representatives had previously agreed to guidelines for each of the two courses and used those guidelines in their evaluations. An approved proposal meant that the approving university was accepting the proposed course(s) as equivalent to its own in meeting accounting and other university program and degree requirements.

**Faculty reviewers:** Professor Madalyn Wick, Bemidji State University; Professor Grover Cleveland, Metropolitan State University; Assoc Professor Mary Rolies, Minnesota State University--Mankato; Professor Lee Dexter, Minnesota State University--Moorhead; Asst Professor Ron Douglas, Southwest Minnesota State University; Professor Bruce Busta, St. Cloud State University; Professor Richard Schneider, Winona State University. (Other university faculty participants included Professor Dennis Daly, Metropolitan State University; Professor Robert Zelin, Minnesota State University--Mankato; Professor Gerry Toland, Southwest Minnesota State University.)

**Staff coordinators:** Jerry Johnson and Larry Selin, Office of the Chancellor.

**Review outcomes:** The 37 course equivalency proposals to the seven universities required 222 individual decisions by the seven reviewers (Table 1).

- 182 (82%) proposals were approved; 40 (18%) proposals were not approved.
- Of the 40 unapproved proposals, almost half (19) were associated with a variation on the original proposal and approval of two college courses as equivalent to one university course or approval of two college courses as equivalent to two university courses.
- Only 21 (9%) of the proposals were not approved in any way at this time. Resubmissions were anticipated.

**Next steps:**

1. Written feedback will be given to each proposing college.
2. Each university accounting department will forward its approved equivalencies to the appropriate personnel for entry into the DARS/CAS database. (Chancellor's Office staff members will assist with the process as necessary.)
3. College accounting programs will be encouraged to establish equivalencies with the applicable university courses and with each others' courses.
4. Faculty reviewers recommended that resubmitted proposals and proposals from additional colleges be scheduled for submission and review during October and November 2005. The reviewers reported that the group review process yielded efficiency
in accomplishing many reviews in a concentrated period of time and yielded better decisions based on the knowledge of courses and programs contained within the review group.

5. Faculty reviewers suggested that the Chancellor’s Office coordinate a MnSCU-only pre-session to the annual Spring statewide conference for accounting educators. Such a session could allow college and university accounting faculty members to advance mutual understanding of their respective program goals and practices, and advance effective working relationships.

6. Recommendations for improving access to clear information about the "transferability" of the affected accounting course will be developed.
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* If this course only is transferred, MSU-Moorhead Acct230M is required before—or concurrent with—Acct231. See Acct231.

Table continued next page:
Table 1 continued.

<table>
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<tr>
<th>Source College</th>
<th>Target University</th>
<th>Equivalency Proposals by College and Course</th>
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7 Metropolitan State University's Acct 320 Strategic Management Accounting is unlike the "second" courses at the other six state universities in significant ways. It is taught at the upper division level and contains topics not covered in the counterpart courses. Only three colleges proposed equivalencies with Acct 320. One additional college has an existing course equivalency with Acct 320.
## Target University Equivalency Proposals by College and Course

<table>
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<tr>
<th>Source College</th>
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Northland Community & Technical College  
Common Course Outline  

**Date:** 01/26/2006

**ACCT2203**  
**VITA Service**

**Credits:** 1  
**Lec/Lab/OJT:** 1/0/0

**Course Description:**  
This course trains the student in the preparation of federal and state income tax returns for individuals. Emphasis is placed on return preparation with the use of TaxWise. The course is offered in conjunction with the Internal Revenue Service sponsored Volunteer Return Preparation Program—as such students will not sign completed tax returns. Relief from liability for the students and NCTC is provided by the Volunteer Protection Act of 1997, PL 105-19.

**Prerequisite(s):** None

**Indicate which area of the Minnesota Transfer Curriculum is satisfied, if any:**

**Learner Outcomes:** (suggested 2-6 outcomes per credit)
1. Apply provision of the Internal Revenue Code to prepare individual tax returns.
2. Interview taxpayers to gather data for tax return.
3. Enter taxpayer data and prepare accurate individual tax returns using Tax Wise
4. Answer basis tax questions.
5. Demonstrate professionalism when working with clients

**Suggested methods of Learner Outcomes assessment:**
Students will be required to complete the IRS VITA certification exam.

Students must fulfill volunteer time requirement, minimum of 8 hours.

Quality reviews of prepared tax returns will be conducted.

Observation of students will be conducted while they are working at the site.

**Institutional Learner Outcomes addressed:**
Foundation Skills
Thinking Skills
Applied & Information Technology
Global & Civic Responsibility
Personal Development
Suggested methods of Institutional Learner Outcomes assessment:
Foundation skills, thinking skills, and applied and information technology competencies will be assessed by observing the student in the income tax site environment.

Global and Civic Responsibility and Personal Development will be assessed by students' submission of a self-assessment essay on their experience.
AASC Minutes
November 8, 2005
EGF #106 1-4 pm

Present: Kent Hanson, Mike Normandin, Jeff Thomas, Dennis Bendickson, Rocky Ammerman, Kathy Huschle, Jack Haymond, Mary Belanus, David Christian, Danie Packard, Susan Olson, Curtis Peters

Absent: Kathy Olson

Review of October Minutes
The October minutes were reviewed and approved as recorded.

Quality Assurance in Online Learning
Tabled until the next meeting.
This summer faculty from the consortium schools (MSCTC, ATC, NTCB, NCTC) developed a “Peer Course Review Rubric - Standards with Point Value and Annotations”. The document has been approved by MSCTC, Alexandria TC, and NTCB. NCTC faculty need to review the document and provide feedback to AASC members. Kathy will forward a copy of the document to all faculty.

Policy on Hybrid Courses
Administrators will appoint a committee to develop a rubric which includes such items as number of hours a course must meet face-to-face versus online and what assessment tools will be implemented. The committee will consist of the Academic Deans, a technical faculty member from each campus, and a liberal arts faculty member from each campus.

Technical Cut Score on English
Kathy will ask the English instructors on both campuses to discuss ENGL0093 Occupational Communications content and ENGL0090 Fundamentals of English content specific for technical programs.

AA/AS Degree
Kathy indicated the feedback gathered from faculty was to support the AA/AS degree online.

Scheduling
AASC supports planning schedules to better utilize faculty assignments of those faculty who are teaching on both campuses where drive time is needed. It was suggested to take the TRF final exam schedule and incorporate that into one for the EGF Liberal Arts courses. If that works well, the Deans and Division Chairs will establish a final exam schedule for the technical courses as well.

Program Changes
A Motion was made, seconded, and approved that in the future any Technical program changes must have advisory committee approval.

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<td>Early Childhood &amp; Paraprofessional AS – replicate to TRF</td>
<td>The cost to deliver the additional courses would be minimal. Some courses will be on site and ITV.</td>
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<tr>
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<td>Health &amp; Fitness Specialist – AS</td>
<td>Drop Math/Logical Reasoning 4 cr to 3 cr and add HPER1120 1 cr</td>
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<tr>
<td>Approved</td>
<td>Pharmacology – AAS &amp; Diploma replicate to TRF</td>
<td>The cost to deliver the additional courses would be minimal. Around 18 students. PHRM courses ITV to TRF and Wdn. Need to work out lab components.</td>
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<td>Pharmacy Technology – AAS &amp; Diploma</td>
<td>Drop the Technical Electives 3 cr Add MN Transfer Elective 3 cr</td>
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### Course Changes

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<td>ARTS 1101, 1111, 1112, 1125, 1126, 1130, 1156, 1157, 1160, 2000, 2233, 2234</td>
<td>Kathy &amp; Jeff will work with John to improve learner outcomes.</td>
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<td>HUMN1101</td>
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<td>PNSG 1214 Nursing Pharmacology</td>
<td>Add MEDA 1200 as prerequisite Need support from TRF</td>
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<td>ACCT 2203 VITA Service 1 cr</td>
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<td>All COSM courses</td>
<td>Lecture/Lab breakout will be fixed and add varying lab hours statement to the course description. Name change on the two refresher courses. Remove transfer curriculum. Program review will occur next year.</td>
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<td>GTEC1108 Info Retrieval for 21st Century</td>
<td>Change prerequisite to CPTR1100</td>
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<td>HIST2299 Travel/Field Experience</td>
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<td>HLTH2002 Pharmacology</td>
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<td>REFR 1110 &amp; 2220</td>
<td>Learner outcomes reviewed.</td>
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<td>SPAN2222 Spanish for Professions</td>
<td>Remove MN Transfer curriculum piece.</td>
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<td>SPCH1103 Interpersonal Communication</td>
<td>Learner outcomes reviewed.</td>
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### IRB
Tabled until the December meeting.

### Next Meeting
The next meeting is scheduled for December 14, 2005, from 9-12 pm, ITV EGF-306B, TRF-453.

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<td>Tues</td>
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<td>April 12</td>
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<td>May 9</td>
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Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: Helene McCauley  Assigned Field: Psychology/Early Childhood

Year and Semesters(s) of Sabbatical: 2006 Spring Semester

1. OBJECTIVES OF MY SABBATICAL:
The main purpose of my sabbatical was to increase my limited computer skills so I could use the skills for class preparation, instruction, and grade calculation.

When I learned that my Spring Semester 2007 assignment included teaching an online class, I changed the main emphasis of my sabbatical to that of acquiring knowledge about online instruction.

I was asked to assist with the replication of the EGF Child Development program to the TRF campus. I was to meet with Peggy Rogers, the program director, concerning the initial course offerings.

Another of my objectives was to see if we offer the necessary classes for our students who wish to major in education to have all the prerequisites in order to transfer to a four-year school to complete an education program.

2. RESULTS OF MY SABBATICAL:

Accomplished Objectives

- I learned a beginning level of computer skills. While I still have a long way to go, I can now use the computer for class preparation, instruction, and grade calculation.
- I have begun to enter components for Abnormal Psychology Online course for Spring Semester 2007. I have shells for my summer and fall classes which I shall use for assignment submission and grade calculation for my face-to-face classes.
- I have met with Peggy Rogers several times to discuss the Child Development classes we will be offering. I have begun planning the courses I will be teaching. I have completed the two syllabi for fall semester.
- I have done only a cursory exploration of the requirements for a pre-education emphasis for students who will transfer to complete education majors.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
July 20, 2006
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Helene McCauley  Credential Field: Psychology/Early Childhood

Year and Semester(s) of Sabbatical: 2006 Spring Semester

Name and Title of Responsible Administrator: Jeff Thomas, Dean of Academic Affairs

1. PURPOSE OF MY SABBATICAL PLAN:

The main purpose of my sabbatical was to increase my limited computer skills so I could use the skills for class preparation, instruction, and grade calculation.

When I learned that my Spring Semester 2007 assignment included teaching an online class, I changed the main emphasis of my sabbatical to that of acquiring knowledge about online instruction.

I was asked to assist with the replication of the EGF Child Development program to the TRF campus. I was to meet with Peggy Rogers, the program director, concerning the initial course offerings.

Another of my interests was to increase the likelihood that our students who wish to major in education would have all the prerequisites in order to transfer to a four-year school to complete an education program.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

- I learned a beginning level of computer skills. While I still have a long way to go, I can now use the computer for class preparation, instruction, and grade calculation.
- I have begun to enter components for Abnormal Psychology Online course for Spring Semester 2007. I have shells for my summer and fall classes which I shall use for assignment submission and grade calculation for my face-to-face classes.
- I have met with Peggy Rogers several times to discuss the Child Development classes we will be offering. I have begun planning the courses I will be teaching. I have completed the two syllabi for fall semester.
- I have done only a cursory exploration of the requirements for a pre-education emphasis for students who will transfer to complete education majors.
3. ACTIVITIES OF MY SABBATICAL PLAN:
I participated in the following activities during my sabbatical:

I used the following Video Professor Programs for basic computer skills:
- Word
- Excel
- Power Point
- Publisher

I took two online courses targeting online instruction:
- Teaching Online 101 offered by NCTC; taught by E. MacMahon March 2006
- Getting Started: An Overview of Teaching Online Offered by CTL MNSCU June 19-July 16, 2006

I attended weekly online training sessions on campus taught by Holly Duschene, Aliza Olson, Kristina Kellor, and Karleen Delorme.

I met with Peggy Rogers to discuss replicating the EGF Early Childhood program on the TRF campus. After deciding which courses I would teach, I made syllabi for the two Child Development courses I will teach in the fall.

I talked with college representatives when they were on the NCTC campus.
I looked over the Mayville, Bemidji, Moorhead, and University of North Dakota catalogues to read their pre-education requirements.

4. RESULTS OF MY SABBATICAL PLAN:

I accomplished all my stated objectives, although I need much more practice with computer skills before I can claim anything beyond a beginning level of mastery. I am surprised and pleased to have learned some of the components of the D2L online program. My first course will be offered with few, if any, “bells and whistles.” However, in my classes about online instruction, the “more is less” principle has been stressed. Some students will have slow internet connections and would find extras to be a hindrance. Also, even learning how to get assistance when I need it has been helpful. In a way, my main accomplishment has been an attitude adjustment. I am willing to spend time learning and using new skills.

I believe the Child Development program is ready to run. Peggy Rogers has done a great job with that.

I will pass on the pre-education information for someone else to pursue. At the least, we should offer the PPST. The Pre-Professional Skills Test is required by all schools. We suspect could offer that at our Testing Center. If that is not possible, we should readily offer information to our students.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.

Syllabus for CDEV 1105 Child Development & Guidance

Syllabus for CDEV 2244 Parent & Professional

Description of Teaching Online 101 Course

Description of Getting Started: An Overview of Teaching Online

Listings of Pre-Education Requirements at four-year colleges in our area.

Two Fact Sheets describing the three Education Foundation Associate of Science Degrees offered at Normandale Community College.

______________________________  ________________
Melene Mc Carley                  20 July 06
Signature of Faculty              Date
CHILD DEVELOPMENT & GUIDANCE CDEV 1105  
Course Syllabus  
Northland Community & Technical College  
1101 Highway One East, Suite 245C  
Thief River Falls MN 56701  

Contact Information/Office Hours  
Instructor: Helene McCauley  
Email: helene.mccauley@northlandcollege.edu  
Phone: 218-681-0753 or 1-800-959-682 Ext.1753  
Office Hours: MWF 1 pm T 4-6 pm  

Required Texts  

Course Description  
This course provides an overview of child development of children from conception through middle childhood. The relationship of emotional, intellectual, social, and physical development to learning and behavior with is implications for teaching are emphasized. Positive means to support development, as well as strategies to promote prosocial behaviors and to deal with problem behaviors are covered. Methods of observation are included in this course.  

Course Objectives  
When students complete this course, they will be able to:  
1) Identify typical characteristics of children from birth to age twelve.  
2) Explain and apply theories and research related to child development.  
3) Identify and demonstrate a variety of skills, methods, strategies of guiding the behavior in young children.  
4) Define characteristics of inappropriate behavior and determine underlying causes of problem behaviors.  
5) Demonstrate skills in observing, recording, and describing young children’s behavior.  
6) Develop a personal philosophy of positive guidance.  

Expected Student Contributions  
Time investment. Each student is expected to spend approximately nine (9) hours per week working with the course materials, completing the reading assignments, participating in discussions, and working on other class assignments, quizzes, and tests.  

Accommodations. Students with a disability that might affect their performance in class are encouraged to contact the instructor at the start of
the semester. We will work with the NCTC Americans with Disabilities Act (ADA) officer and the Learning Resource Center to make any necessary arrangements. More information on the Learning Center and Disability Services can be found on Northland’s webpage.

Adding, dropping, or withdrawing from a class is the students’ responsibility. Contact the Records Office for instructions to formally add, drop, or withdraw from a course.

- Last day to drop/add a class: September 1, 2006.
- Last day to withdraw from a class: November 8, 2006.

Academic Honesty. The NCTC Code of Conduct specifically prohibits scholastic dishonesty (cheating). The Code of Conduct is found in the NCTC Student Handbook. Plagiarism and cheating that is detected will result in zero points being awarded. It is expected that you will do your own work.

Course Evaluation: The final grade in the course is based on a combination of assignments, quizzes, tests, and course discussion. Grades in this course will be determined using the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 In-Class (10)</td>
<td>150 points</td>
</tr>
<tr>
<td>15 Assignments (10):</td>
<td>150 points</td>
</tr>
<tr>
<td>2 Major Projects (50)</td>
<td>100 points</td>
</tr>
<tr>
<td>2 Midterms (50)</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam (Cumulative)</td>
<td>200 points</td>
</tr>
<tr>
<td>Total</td>
<td>700 points</td>
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Letter grades are awarded based on the following percentages:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>630-700</td>
</tr>
<tr>
<td>B</td>
<td>560-629</td>
</tr>
<tr>
<td>C</td>
<td>490-559</td>
</tr>
<tr>
<td>D</td>
<td>420-489</td>
</tr>
</tbody>
</table>

Course Components

In-Class. During class, activities will be awarded ten (10) points each week. So you can see, attendance matters! Students are responsible for all information given during class relating to course content, assignments, due dates, exams, and any other pertinent information.

Assignments. The fifteen assignments are worth ten (10) points each. The length of the assignments will vary. See attached sheet for the description of each.

Major Projects. The major projects are worth fifty (50) points each. These are described on the attached assignment sheet.

Tests. Note on your class schedule, there are two (2) midterms consisting of 50 questions each. The final exam consists of 100 questions (two points for each question). The tests may include multiple choice, true/false, short answer, sentence completion, and essay questions.
Course Schedule  Child Development & Guidance  Fall 2006

Note: 1) Abbreviations for the texts are used in the To Do boxes for the weekly reading assignments.
2) Assignments are due on Wednesday of the week listed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Intro to Course America’s Children Case: Andrew</td>
<td>Read Course Syllabus Read Chapter 1 PosChGuid Read Introduction ChallBeh Assignment 1: Do in class</td>
</tr>
<tr>
<td>2</td>
<td>Sep 4</td>
<td>Infants (Birth-12 Months) Crying Attachment</td>
<td>Read Pages 23-42 PosChGuid Read Pages 66-78 ChallBeh Assignment 2</td>
</tr>
<tr>
<td>3</td>
<td>Sep 11</td>
<td>Toddlers (1-3 years) Safety Communication Security</td>
<td>Read Pages 43-55 PosChGuid Read Chapter 2 ChallBeh Assignment 3</td>
</tr>
<tr>
<td>4</td>
<td>Sep 18</td>
<td>Preschoolers (3-5 years) Feelings Friendships Erikson’s Stages</td>
<td>Read Pages 55-64 PosChGuid Read Chapter 3 ChallBeh Assignment 4</td>
</tr>
<tr>
<td>5</td>
<td>Sep 25</td>
<td>School-Agers</td>
<td>Read Pages 65-76 PosChGuid Assignment 5 Age Folder Due</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2</td>
<td>Reasons for Problem Behaviors</td>
<td>Read Chapter 3 PosChGuid Assignment 6 First Midterm</td>
</tr>
<tr>
<td>7</td>
<td>Oct 9</td>
<td>Effective Guidance</td>
<td>Read Chapter 4 PosChGuid Assignment 7</td>
</tr>
<tr>
<td>8</td>
<td>Oct 16</td>
<td>Prevention of Challenging Behaviors</td>
<td>Read Chapters 7,8 ChallBeh Assignment 8</td>
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<tr>
<td>9</td>
<td>Oct 23</td>
<td>Planning the Prosocial Environment</td>
<td>Read Chapter 5 PosChGuid Assignment 9</td>
</tr>
<tr>
<td>10</td>
<td>Oct 30</td>
<td>Positive Communication</td>
<td>Read Chapter 6 PosChGuid Assignment 10</td>
</tr>
<tr>
<td>11</td>
<td>Nov 6</td>
<td>Positive Action WEVAS Strategy</td>
<td>Read Chapter 7 PosChGuid Read Chapter 10 ChallBeh Assignment 11</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td></td>
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<tr>
<td>Nov 13</td>
<td>Persistent, Unproductive</td>
<td>Read Chapter 8 <em>PosChGuid</em></td>
<td></td>
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<tr>
<td></td>
<td>Patterns of Behavior</td>
<td>Assignment 12</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Second Midterm</strong></td>
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<tr>
<td>Nov 20</td>
<td>Observation Practices</td>
<td>Read Chapter 9 <em>PosChGuid</em></td>
<td></td>
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<tr>
<td></td>
<td>Functional Assessment</td>
<td>Read Chapter 11 <em>ChallBeh</em></td>
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<td></td>
<td></td>
<td>Assignment 13</td>
<td></td>
</tr>
<tr>
<td>Nov 27</td>
<td>Cultural Influences</td>
<td>Read Chapter 10 <em>PosChGuid</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Read Chapter 6 <em>ChallBeh</em></td>
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<tr>
<td></td>
<td></td>
<td>Assignment 13</td>
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<tr>
<td>Dec 4</td>
<td>Bullying</td>
<td>Read Chapter 14 <em>ChallBeh</em></td>
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<td></td>
<td></td>
<td>Assignment 15</td>
<td></td>
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<tr>
<td>Dec 11</td>
<td>Presentations</td>
<td><strong>Philosophy of Discipline Due</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 18</td>
<td>Final Exam Wed, 1 pm</td>
<td></td>
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</tbody>
</table>
Assignments are due on Wednesday of each week. All assignments are to be typed. Assignments will be worth half the points if they are turned in late. After one week after the due date, the assignments will not be accepted.

Assignment 1. A parenting magazine will be reviewed during the first class period.

Assignment 2. Interview a parent, a childcare worker, or a teacher of children under eight years old. Ask about challenges they face as they work with children. Ask what challenges the children face in their own life situations.

Assignment 3. Create a developmental life-line for yourself. At the top of a sheet of paper, on the left-hand side, record your date of birth. As you move down the page, line by line, record major physical, cognitive, and personality/social/ emotional events in your life. A completed baby book will be an asset for the early years. You might record when you first walked, said your first word, and lost your first tooth. You could also include your first memory and other psychological events. You might include when you started school, were baptized or confirmed in a church, and had your first date. You should include high and low points, such as graduating from high school and the death of a grandparent or parent. When you have completed the life-line up to the present, project into the future. Record events you look forward to, such as graduating from college, marrying, raising children, entering a career, having children leave home, and retiring from a career.

Assignment 4. Ask a couple young children of two different ages the following questions:

a) Where does the sun go at night?
b) Why is the grass green?
c) Why do we have snow?
d) Why do birds sing?
e) How do flies walk on the ceiling?
f) Why do you have freckles?
g) How did you learn to talk?
h) Why do you have a belly button?
i) Why are you ticklish?
j) Why do the stars shine?
k) Where do babies come from?
Assignment 5. Watch television during the week and/or Saturday morning. Try to vary the type of programs you watch (educational, cartoons, prime time). What is the appropriateness or inappropriateness of television offerings for preschool children? Consider violent acts, abuse, traumatic acts, commercials, and so on. What are the possible effects on children? What themes are presented, vocabulary used, age of role models, sex roles, and racial stereotyping, etc.? What recommendations would you make for improving the programming for children?

Assignment 6. Observe at McDonald's Play Land for about 30 minutes. Quote some of their words. Your typed report could answer such questions as these:

- What are the approximate ages of the children?
- How closely do their caregivers supervise the children?
- How often do the children make contact with their caregivers? (physical, verbal)
- What are some of the children’s activities?

Assignment 7. First Behavior Scenario (Pattern will be supplied in class.)

Assignment 8. View magazine articles the way we did during the first class session. Choose one of the articles to share with the class. On your typed report, analyze this article in terms of:

b. Informational value to parents, educators, or the public

c. Agreement with one of the developmental theories mentioned in class and text (Piaget, Erikson, Freud, Maslow, Vygotsky, Froebel, Montessori)?

d. Reliance on “scientific findings” to support conclusions

e. Validity of conclusions and advice in the article

f. Age span involved

Assignment 9. Transitions are an inevitable part of the day. Develop five ways to make transitions fun. Describe where the children are coming from, where they’re going, and how you’ll get them there.

Assignment 10. Second Behavior Scenario

Assignment 11. Behavior of Concern. Describe a problem behavior that occurs as part of typical development (such as biting, sleeping, etc.) How might this problem be prevented? What should be done when it occurs? What should not be done in response to the problem behavior? Include variations due to age, temperament, situations, etc.

Assignment 12. Third Behavior Scenario
Assignment 13. Observe young children with familiar people and strangers in a play situation—for example, at a day-care center, park, church, preschool, or home. Report their play behavior. Are they afraid of strangers? Are they willing or unwilling to share? Do they grab toys from other children? Do they always want what another child has? Are they aggressive, pushing and biting to get their way? Can you find evidence of sharing on their own initiative without prompting or praise? What different types of play do you observe? How is child play different from adult play?

Assignment 14. Write about customs/traditions related to family and child rearing from a culture of your choice. Possible areas could include: births, deaths, weddings, birthdays, holidays, food, attitude toward elders, strictness with children, spending money, or choice of careers. You will present this to the class in an interesting way.

Assignment 15. How has your past experience influenced your attitudes about children who bully, children who are victimized, and bystanders? Which behavior do you think is the hardest to change—behavior of children who bully, behavior of children who are victimized, or the behavior of bystanders? Why? Based on what you have read in this chapter, what do you feel is the best way to deal with bullying? How would you respond to the child who bullies, the child who is targeted, and the bystanders?
PARENT & PROFESSIONAL CDEV 2244
Course Syllabus
Northland Community & Technical College
1101 Highway One East, Suite 245C
Thief River Falls MN 56701

Contact Information/Office Hours
Instructor: Helene McCauley
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Phone: 218-681-0753 or 1-800-959-682 Ext.1753
Office Hours: MWF 1 pm   T 4-6 pm

Required Text

Course Description
This course covers the relationship between the caregiver and the child's family. Students will explore strategies to maintain professional relationships with co-workers, parents, and outside organizations. Cultural diversity/dynamics, bias, public education, housing, employment, crime, health care, legal services, and social services will be studied.

Course Objectives
When students complete this course, they will be able to:
1) Distinguish between effective/ineffective educational leadership.
2) Identify various methods of communicating with families and staff.
3) Explain and apply NAEYC Code of Ethical Conduct.
4) Identify types of diversity that may be found in typical communities and the impact on early childhood education.
5) Demonstrate the skills needed to work effectively as a member of a professional team.
6) Review current issues impacting children, families, and teachers in early childhood education.

Expected Student Contributions
Time investment. Each student is expected to spend approximately nine (9) hours per week working with the course materials, completing the reading assignments, participating in discussions, and working on other class assignments, quizzes, and tests.

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**Course Evaluation:** The final grade in the course is based on a combination of assignments, quizzes, tests, and course discussion. Grades in this course will be determined using the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>In-Class (15)</td>
<td>150</td>
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<tr>
<td>Assignments (8):</td>
<td>80</td>
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<tr>
<td>Journal Entries (8)</td>
<td>80</td>
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<tr>
<td>Group Projects (3)</td>
<td>150</td>
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<tr>
<td>Parent Newsletter</td>
<td></td>
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<tr>
<td>Parent Handbook</td>
<td></td>
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<tr>
<td>Community Resource File</td>
<td></td>
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<tr>
<td>Tests (4)</td>
<td>400</td>
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<td>Total</td>
<td>860</td>
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- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>774-860</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
<td>688-773</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>602-687</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>516-601</td>
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</table>

**Course Components**

**In-Class.** During class, activities will be awarded ten (10) points on most class days. So you can see, attendance matters! Students are responsible for all information given during class relating to course content, assignments, due dates, exams, and any other pertinent information.

**Assignments.** The eight assignments are worth ten (10) points each. The length of the assignments will vary. See attached sheet for the description of each.

**Journal Entries.** The eight journal entries are worth ten (10) points each. These require your personal reflections pertaining to the content of the week.
Group Projects. There are three group projects this semester. You will work together to design the product. Each student will be given individual points for the projects. The points will be assigned based on the final product as well as contributions to the group.

Parent Newsletter: Students will create a parent newsletter and send it out to area child care providers to distribute. A newsletter will be created each month with a few students being responsible for the layout each month. The whole class will contribute items. Your points will be earned during the month your group is in charge. (50 points)

Parent Handbook: Students will work with classmates to create a parent handbook that clearly conveys information Parents want to know and the attitude of welcoming parents into specific participations. (Each student might take a segment, after the necessary information and format have been decided.) (50 points)

Community Resource File: For this joint project, students will obtain current pamphlets and referral information from the community agencies that offer services for families with various needs; i.e., economic, social, special medical and educational needs, recreation, etc. (50 points)

Tests. Note on your class schedule, there are four(4) tests consisting of 50 questions (two points for each question). The class schedule informs you of the chapters covered on each test. The tests may include multiple choice, true/false, short answer, sentence completion, and essay questions.

Deadlines. Assignments must be handed in on time for full credit! A one week grace period will be provided for the written assignments only. Late assignments will receive half credit (5 points). Assignments will not be accepted one week beyond the due date.
Journal entries will consist of approximately one typed page. They are to be turned in on time. As you can see, they closely reflect content from the chapters assigned for that week. It is best to read the chapter before writing your journal entry.

Journal Entry #1. Think about the families described on pages 8-11. Are there any families with whom you would be uncomfortable? What is causing this discomfort? How would you work with this family, given the discomfort? Which families seem close to you in values.

Journal Entry #2. In your personal or professional life to date, either as a parent or as a teacher, consider some of the experiences you’ve had that confirm any of the benefits for children, families, or teachers discussed in this chapter. What has been helpful to you or the children involved? (If you have been neither a parent or a teacher, write about any attitudes about parent involvement that you would like to improve in yourself.)

Journal Entry #3. This is a difficult area for teachers to consider, but real honesty can help a teacher identify some of the emotions and attitudes that have been his/her barriers in forming effective partnerships with families. Take some time to think about your own perspectives. Can you identify with some of the issues and emotions that have been raised so far in this chapter? Write about some of the experiences and examples that come to mind. (Self-awareness will help you move past some of the barriers.)

Journal Entry #4. Imagine you are a teacher beginning employment at a child care center. What kinds of guidance, support, and training do you feel you need to become comfortable and capable in areas of working with parents? How might you go about getting this assistance? What could you ask for from a supervisor? What questions might you ask a more experienced colleague?

Journal Entry #5. Consider separation experiences you have had in your life. Recall, if you can, your first beginnings in a school setting or in staying away from home overnight. What feelings can you identify? How did you express these emotions? How did adults around you respond to your feelings? Now, if you are a parent, recall the first time you left a child in the care of another person. What were some of your concerns? (If you are not a parent, ask someone who is about this.) Remembering personal experiences often increases teachers’ ability to empathize.
Assignment 8. Case Study. Read the following Parent Letter and answer the questions that follow.

Dear Parents:

There will be a special Mother's Luncheon on Wednesday, Dec. 8. It will be held in our kindergarten classroom from 12:30 to 2:00 P.M. The cafeteria will serve barbecued pork at $5.00 a plate. We are asking moms to donate baked items for dessert. The kindergarten class will entertain after lunch, singing "Christmas Songs from Around the World." Please plan to attend.

1. As you put yourself in the place of parents receiving this letter, what is your initial response to this invitation?
2. As a single mom who works both a full time and a part-time job and has trouble making ends meet, what is your response?
3. As the custodial father of a child whose biological mother lives in another state, and whose stepmother travels out of town frequently in her work, what is your response?
4. As a Middle Eastern Moslem immigrant family, with little English, what is your response to this letter?
5. Considering the barriers you just identified, how might this invitation be changed to be less exclusive of family differences?
4. Do you see any potential benefits of teacher-family partnership for anyone else in the family?

Assignment 5. Case Study. Maria Rodriquez, age 4, is the only child of a single mother, Luz. They share an apartment with another family that also recently emigrated from the Dominican Republic. Luz is beginning a training program for data entry, which she hopes will lead into fulltime employment. Neither Luz nor Maria speaks much English. Luz has enrolled Maria in a family child care home in her neighborhood. Maria did not speak and hid her face when her mother went to the home to make the initial arrangements.

1. Put yourself in the position of the child care provider. What are some of the issues you need to be sensitive to in beginning relationships with Maria and her mother?
2. What plans would you recommend to help Maria adjust to your program?
3. How would you get the information about Maria and her family situation that you would like to have as you begin work with her?
4. Imagine what some of Luz' concerns are as she begins to leave Maria at the family child care home. How would you respond to these?

Assignment 6. Case Study. Amelia Jackson is a five-year-old in a kindergarten classroom. Amelia lives with her mother and grandmother and sees her father every other weekend. Now that it is January, her teacher, Christine Richardson, is becoming concerned about Amelia's solitary play behavior and developmental level. Amelia can only identify two colors and the letters that begin her first and last names. Her mother has been unavailable during the last conference period, but Christine feels it is time they spent some time discussing Amelia's development. The teacher has many questions that she would like to ask the mother.

1. What are some of the reasons that Amelia's mother may have been unavailable during the last conference period? What could Miss Richardson do to make it more likely that the mother would be able to meet for a conversation?
2. As the teacher prepares for this conference, what are some of the issues she needs to take into account?
3. Suggest a first sentence or two that might help set a positive tone for the conference.
4. Describe several potential pitfalls that this teacher needs to be careful to avoid.
5. What would you see as a hoped-for result of this conference?

Assignment 7. Web Resources. Choose a web site from the list at the end of Chapter 14 (pages 159-462). Report on the ease of getting information from the site as well as the information you learned from it.
PARENT & PARAPROFESSIONAL

ASSIGNMENTS

All assignments are to be typed. Assignments will be worth half the points if they are turned in late. After one week after the due date, the assignments will not be accepted.

Assignment 1. Interview three generations of a family: your grandparents, your parents, and yourself or your spouse, or others who would be of those generations. Ask questions that will give you insights regarding their views and concerns about family structure and changes, number of times they had moved, issues of balancing work and family time, who was in charge, joys and challenges of family life at each stage. Share some of these insights with your classmates.

Assignment 2. Ask ten (10) people for characteristics of a “good parent.” Record their answers.

Assignment 3. Case Study. Betty Young works in a prekindergarten program in a child care center that has been exploring becoming accredited by NAEYC. Up until now, her communication method with families has been to give out a brief daily report, filling in the blanks. Parents are invited to come for lunch on their child’s birthday.

1. According to the Accreditation standards discussed in Chapter 4, what are some additional methods of involving families that she will need to consider?
2. How are these methods also supported by other NAEYC position statements discussed in the chapter, such as the Code of Ethics and the Statement on Developmentally Appropriate Practice?
3. Are these changes going to be mandatory or just those Betty chooses to use to improve her classroom?

Assignment 4. Case Study. Maria Gonzalez is a first-year Head Start teacher. She is enjoying her work and is particularly challenged by one of the families in her classroom. The Martinez family consists of a young single mother, Rosa, a charming four-year-old who is very shy, Diego, and an elderly grandmother who speaks no English.

1. How might Rosa, the mother, benefit from her daily conversations with Maria?
2. What are some of the things Diego learns as he watches his mother and teacher talk together each day?
3. How might Maria benefit as a teacher by her close communication with this family?
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 30</td>
<td>Defining the Communication Needs of Your Audience</td>
<td>Read Chapter 1 <em>(Effect Comm Tech)</em>&lt;br&gt;Case Study&lt;br&gt;Test 3 (Chapters 8,9,10)</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Effective Communication Techniques for Child Care Positive/Negative</td>
<td>Read Chapter 2 <em>(Effect Comm Tech)</em>&lt;br&gt;Journal Entry #7</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Essential Communication Skills is Staff Training</td>
<td>Read Chapter 3 <em>(Effect Comm Tech)</em>&lt;br&gt;Community Resource File Due</td>
</tr>
<tr>
<td>Nov 20</td>
<td>It Takes A Village Legislative Initiatives Linkages Within the Community</td>
<td>Read Chapter 14 <em>(Home,Sch,Comm)</em>&lt;br&gt;Journal Entry #8 Assignment 7 Due</td>
</tr>
<tr>
<td>Nov 27</td>
<td>It Takes A Village The Role of Advocate</td>
<td>Read Chapter 14 (continued) Journal Entry #8 Assignment 7 Due</td>
</tr>
<tr>
<td>Dec 4</td>
<td>Families in the Classroom</td>
<td>Read Chapter 12 <em>(Home,Sch,Comm)</em> Assignment 8 Due Case Study</td>
</tr>
<tr>
<td>Dec 11</td>
<td>Diverse Backgrounds Divorce</td>
<td>Read Chapters 15 <em>(Home,Sch,Comm)</em> Test 4 (Chapters 12,14)</td>
</tr>
<tr>
<td>Dec 18</td>
<td>Final Exam Tues, 1 pm</td>
<td>-</td>
</tr>
</tbody>
</table>


Course Schedule Parent & Professional Fall 2006

Note: A Parent Newsletter will be published each month.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Intro to Course</td>
<td>- Read Course Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Families Today</td>
<td>- Read Chapter 1 in <em>Home, School, and Community Relations</em></td>
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<td></td>
<td></td>
<td>Definitions</td>
<td>- Journal Entry #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Myths/Misconceptions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Demographic</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 4</td>
<td>Parenting</td>
<td>- Read Chapter 2 (<em>Home, Sch, Comm</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roles</td>
<td>- Assignment 1 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good Parent</td>
<td>- Three Generation Interview</td>
</tr>
<tr>
<td>3</td>
<td>Sep 11</td>
<td>Family Involvement</td>
<td>- Read Chapter 4 (<em>Home, Sch, Comm</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Organizations</td>
<td>- Assignment 2 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Good Parent Interview</td>
</tr>
<tr>
<td>4</td>
<td>Sep 18</td>
<td>Teacher-Family Partnerships</td>
<td>- Read Chapter 5 (<em>Home, Sch, Comm</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits for All</td>
<td>- Assignment 3 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Journal Entry #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Test 1 (Chapters 1, 2, 4)</td>
</tr>
<tr>
<td>5</td>
<td>Sep 25</td>
<td>Barriers to Teacher-Family Partnerships</td>
<td>- Read Chapter 6 (<em>Home, Sch, Comm</em>)</td>
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<tr>
<td></td>
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<td>Trust</td>
<td>- Journal Entry #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences</td>
<td>- Assignment 4 Due</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Case Study</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2</td>
<td>Foundations of Successful Partnership</td>
<td>- Read Chapter 7 (<em>Home, Sch, Comm</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Handbook</td>
<td>- Read Ch 5 (<em>Effect Comm Tech</em>)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Journal Entry #4</td>
</tr>
<tr>
<td>7</td>
<td>Oct 9</td>
<td>Initial Contacts</td>
<td>- Read Chapter 8 (<em>Home, Sch, Comm</em>)</td>
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<tr>
<td></td>
<td></td>
<td>Separation Experiences</td>
<td>- Journal Entry #5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Test 2 (Chapters 5, 6, 7)</td>
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<tr>
<td>8</td>
<td>Oct 16</td>
<td>Informal Communications</td>
<td>- Read Chapter 9 (<em>Home, Sch, Comm</em>)</td>
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<tr>
<td></td>
<td></td>
<td>Communications</td>
<td>- Read Ch 6 (<em>Effect Comm Tech</em>)</td>
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<tr>
<td></td>
<td></td>
<td>Handouts</td>
<td>- Assignment 5 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newsletters</td>
<td>- Case Study</td>
</tr>
<tr>
<td>9</td>
<td>Oct 23</td>
<td>Parent-Teacher Conferences</td>
<td>- Read Chapter 10 (<em>Home, Sch, Comm</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reasons</td>
<td>- Journal Entry #6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pitfalls to Avoid</td>
<td>- Parent Handbook Due</td>
</tr>
</tbody>
</table>
Journal Entry #6. Think about any experiences you have had with parent-teacher conferences. Perhaps your experiences have been as a parent, or as a teacher, or as a child hearing about a conference afterward. Identify some of the emotional responses you had to the conference. How do you see that these earlier emotions and experiences affect your present attitude about holding conferences as a teacher?

Journal Entry #7. One way to improve your conflict resolution skills is to reflect on and evaluate how you have handled past situations. Sometimes we make statements in the heat of the moment that we would avoid otherwise. Reflection on these situations can help us learn to make better choices the next time we have a similar conflict. Share a situation where you feel you successfully resolved a conflict or a situation you feel you could have handled better.

Journal Entry #8. Share several ways you want to get involved in child care at the community, state, or federal level. How can you work to positively affect children, parents, families, and schools?
Welcome to this online workshop. This workshop is meant to be a collaborative experience in which all participants will have an opportunity to share their knowledge and expertise about teaching and learning online. The purpose of structuring the workshop as an asynchronous activity is to provide participants with the experience of being an online student – something that can help educators better empathize with what new online students are experiencing.

**Workshop Objectives:**
Upon completion of this online workshop participants will:

1. Describe differences in course structure and design that are necessary when preparing a course for online delivery.
2. Describe and implement course procedures and guidelines necessary to keep online courses running smoothly.
3. Demonstrate use of suggested communication methods in online courses.
4. Develop an increased comfort level with the learning technology within the Desire2Learn online learning environment.
5. Develop some understanding of the differences of being a "student" in a foreign learning environment.
6. Become part of a network of faculty with interest in online teaching and learning.

**The time commitment for this online workshop is approximately 12 hours.**

The suggested time commitment is two hours/week. To stay on track with the workshop activities, you may find it easiest to set aside a specific time of day 3-4 times per week to log in to the workshop to read other's posts and to share your thoughts. For example, you might set aside approximately 20 minutes first thing when you get to work on Mon., Wed., and Fri. and then log in again over the weekend once for a slightly longer time.

**Workshop Completion Criteria**
This is an “active learning” workshop. You are expected to participate in online asynchronous workshop discussions with other participants – involvement in at least 60% of the discussion topics is required to receive a Certificate of Participation.
ONLINE TEACHING 101

Workshop Schedule for Spring, 2006

The workshop activities occur over a period of six weeks. Each week is devoted to a different topic or content area that relates to online teaching and learning. Each topic has a brief description and/or reading assignment followed by sample documents or activities that provide examples of what the topic is addressing. Along with each weekly topic there is a discussion question or two. The discussion questions will be added to the discussion forum according to the dates listed below.

Each week on the schedule starts on a Monday (the week starts at 12:00 PM CST and ends the following Monday at 11:59 AM CST) – participants may review the content at any time and are expected to participate in the workshop discussions according to the schedule. The workshop schedule is as follows (the start date of each week is listed):

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Getting Started (3/20)</td>
<td>• Read Workshop Overview and Objectives</td>
</tr>
<tr>
<td></td>
<td>• Read Getting Acquainted documents</td>
</tr>
<tr>
<td></td>
<td>• Complete Getting Acquainted discussion</td>
</tr>
<tr>
<td></td>
<td>• Print Workshop Schedule</td>
</tr>
<tr>
<td>Week 1 cont. Course Organization and Design (3/27)</td>
<td>• Read Course Organization and Design</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 1a</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 1b</td>
</tr>
<tr>
<td>Week 2 Communication Management (4/3)</td>
<td>• Read Communication Management</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 2a</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 2b</td>
</tr>
<tr>
<td>Week 3 Online Discussion (4/10)</td>
<td>• Read Online Discussion</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 3a</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 3b</td>
</tr>
<tr>
<td>Week 4 Assessment and Evaluation (4/17)</td>
<td>• Read Assessment and Evaluation</td>
</tr>
<tr>
<td></td>
<td>• Complete Practice Test</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 4a</td>
</tr>
<tr>
<td>Week 5 Online Resources (4/24)</td>
<td>• Read Online Resources</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 5a</td>
</tr>
<tr>
<td></td>
<td>• Submit Dropbox Assignment</td>
</tr>
<tr>
<td>Week 6 Miscellaneous (4/24)</td>
<td>• Read Miscellaneous</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 6a</td>
</tr>
<tr>
<td></td>
<td>• Complete Discussion Question – Topic 6b</td>
</tr>
<tr>
<td>Finishing Up</td>
<td>• Complete Survey re: experiences with this online workshop.</td>
</tr>
</tbody>
</table>

Please print this schedule and keep it handy.
This online workshop provides an introduction to the design and pedagogy of online teaching. The modules were designed and will be facilitated by experienced online faculty and instructional designers in the MnSCU system. The four modules are:

- Building Online Learning Communities
- Online Course Structure
- Assessment Techniques for Online Learning
- Tools for Creating Online Learning

This workshop provides an opportunity to:

- gain experience in e-learning environments
- receive instructional design advice while designing a course plan and constructing an online course module
- take low-risk steps toward advanced certificate and graduate programs available through the collaborating universities by earning 1 graduate credit with the completion of an additional module.

During the 4 week workshop, each module will be presented for one week and is designed to be completed in approximately 3 hours. These modules have been redesigned from the more extensive modules that were offered last summer and provide an excellent introduction to online teaching. Class sizes will be 20-25 students.

| Module 1: Building Online Learning Communities | Participants will review critical skills for managing, facilitating and nurturing online interaction between learner and faculty, learner and peers, learner and content, and learner and collaborative groups. Facilitators: Session 1 - Kayla Westra; Session 2 - Kayla Westra |
| Module 2: Online Course Structure and Organization | Participants will review online learning needs, critique a sampling of online courses, review instructional property and copyright issues, and learn methods for organizing an online course. Facilitators: Session 1 - Lyra Durward; Session 2 - Linda Kingston |
| Module 3: Assessment Techniques for Online Learning | Participants will review various tools and techniques appropriate for online settings including alternative assessments such as E-Folio. Facilitators: Session 1 - Sheila Lapp; Session 2 - Beth McMahon |
| Module 4: Tools for Creating Online Learning Environments | Participants will be introduced to the functionalities of a variety of software for creating interactive, online course materials. The participants will not be expected to achieve mastery - the idea will be to showcase the capabilities of such products, providing ideas for creating active learning environments. Tools will include: • learning objects and tools that create them (Flash, Swish, etc.) • streaming audio and video applications (Tegrity, Producer, Camtasia) • Simulations • Survey tools • Synchronous delivery tools such as HorizonLive and Tegrity WebCast Facilitators: Session 1 - Cheryl Boknuk; Session 2 - Sheila Lapp |
| Module 5 (optional): Designing and Implementing an Online Unit of Instruction | Participants design the overall course structure and implement at least one entire unit. They will be encouraged to locate technical support staff in their region or college for assistance with putting the design into practice. Participants completing this module in conjunction with the others have the opportunity to earn one graduate credit. |

Costs:
$100 CTL Workshop fee, payable by check, to the Center for Teaching and Learning, Center for Teaching and Learning, Wells Fargo Place, 30 Seventh Street East, Suite 350, St. Paul, MN 55101-7604

Graduate credit fees are payable to Minnesota State University Moorhead.

Registration: Filling out the online registration reserves you a place in the course. Your course registration and enrollment is finalized upon receipt of the $100 payment.

Note: Faculty, looking for more in-depth experiences, will soon find mini-courses for each module topic available for graduate credit.
LISTINGS
PRE-EDUCATION REQUIREMENTS AT AREA FOUR-YEAR COLLEGES

I have listed the courses required during the first two years in the elementary
education program in the colleges to which many of our students transfer.

**Minnesota State University Moorhead (MSUM)**
- ED205 Introduction to Education and Technology (2)
- ED205E Early Field Experience (1)
- ED294 Educational Psychology (3)
- EECE Foundations of Literacy (3)

**Bemidji State University (BSU)**
Bemidji seems to offer education courses third and fourth year.

**Mayville State University (MSU)**
- PSYC201 Human Growth and Development (3) (Intro to Psyc pre-requisite)
- EDUC250 Introduction to Education (2)
- EDUC298 Pre-Professional Field Experience (1)

**University of North Dakota (UND)**
- PSYC250 Developmental Psychology (3) OR T&L252 Introduction to Teaching & Learning
- MATH277 Mathematics for Elementary School Teachers (3)

MSUM, MSU, BSU all require that students complete the Pre-Professional Skills Test (PPST) before students enroll in the third and fourth year education courses. UND does not mention the PPST, so I do not know when the students are required to take it; however, I do know that North Dakota requires the test.

I am also attaching two Fact Sheets from Normandale Community College. They have three Education Foundation Associate of Science Degrees with the Minnesota Transfer Curriculum (MNTC).
Fact Sheet
The Associate of Science in Special Education Foundations - 64 credits
With the Minnesota Transfer Curriculum (MNTC)
Normandale Community College

Background: The Associate of Science in Special Education Foundations degree is designed to prepare students for a major in special education at a four-year college or university. It incorporates the Minnesota Transfer Curriculum (MNTC), so that students with this degree have satisfied general education requirements at Minnesota public universities. The degree also includes the requirements for entrance into third-year courses in many four-year special education majors.

Normandale Community College has collaborated with Minnesota State University, Mankato, in the development of the AS degree. All coursework in this AS degree transfers to the Mankato baccalaureate special education program, which includes K-12 licensure in special education. The Mankato program is competitive and requires a minimum GPA of 2.75 for admission. In addition, the requirements for the AS degree in Special Education Foundations may fulfill entrance requirements for other four-year special education degrees. Check the college catalogs and transfer guides for specific colleges and universities.

Completion of the AS in Elementary Education Foundations degree does not guarantee entrance into any particular education program. All four-year education programs require that the Pre-Professional Skills Test (PPST) be completed before admission is granted.

In addition, the coursework in the AS in Special Education Foundations degree is excellent preparation for students who wish to work as paraprofessionals with special needs children and youth.

Degree Requirements: Students wishing to complete the AS in Special Education Foundations should do the following:
- Determine the four-year college or university to which they plan to transfer. Check the catalog or transfer guide for that institution to become familiar with the requirements for a special education major.
- Develop a plan for coursework that includes the following:
  1. The core courses, including the MNTC requirements.
  2. Electives.
  3. A total of at least 64 credits.
  4. Completion of the Pre-Professional Skills Test (PPST). Information about this test can be obtained from Normandale counselors of the Career and Academic Planning Center.
- Apply to graduate during the final semester as Normandale students.
Associate in Science Degree in Special Education Foundations
With the Minnesota Transfer Curriculum

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>58 credits</th>
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<tbody>
<tr>
<td>EDUC 1101 Introduction to Education</td>
<td>4</td>
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<tr>
<td>PSYC 1109 Child Development (Goal 5)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110 General Psychology (Goal 5)</td>
<td>4</td>
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<tr>
<td>HLTH 1106 Drug Use and Abuse (Goal 9)</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101 Freshman Composition (Goal 1; must earn a B or better)</td>
<td>4</td>
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<tr>
<td>ENGL 1160 Children’s Literature (Goals 6, 7)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1101 Fundamentals of Public Speaking (Goal 1; must earn a B or better)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1050 Mathematics for Elementary Teachers I (Goal 4)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1060 Mathematics for Elementary Teachers II (Goal 4)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1102 Human Biology (Goal 3)</td>
<td>4</td>
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<tr>
<td>PHYS 1050 Physics for Elementary Teachers (Goal 2, 3)</td>
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<tr>
<td>GEOG 1125 Geography of the U.S. and Canada (Goals 7, 10)</td>
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<tr>
<td>HIST 1133 Minnesota History (Goals 5, 10)</td>
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</tr>
<tr>
<td>ART 1101 The Visual Arts (Goals 6, 8)</td>
<td>3</td>
</tr>
<tr>
<td>THTR 1151 Acting I (Goal 6)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2408 Individuals with Diverse and Exceptional Needs</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2409 Learning and Human Development for Diverse Learners</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 credits</th>
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</table>

TOTAL credits required for the AS in Special Education Foundations 64
Fact Sheet
The Associate of Science in Elementary Education Foundations - 64 credits
With the Minnesota Transfer Curriculum (MNTC)
Normandale Community College

Background: The Associate of Science in Elementary Education Foundations degree is designed to prepare students for a major in elementary education at a four-year college or university. It incorporates the Minnesota Transfer Curriculum (MNTC), so that students with this degree have satisfied general education requirements at Minnesota public universities. The degree also includes the requirements for entrance into third-year courses in most four-year elementary education majors.

Normandale Community College has developed an articulation agreement with Minnesota State University, Mankato, which allows students to complete a four-year degree in education on the Normandale campus. Mankato faculty members teach third- and fourth-year classes at Normandale, and student teaching is done in an urban school setting in the Twin Cities. Students who complete this program receive the Bachelor of Science in Teaching degree in Elementary Education with Teacher Licensure from Mankato. The Mankato program is competitive and requires a minimum GPA of 2.75 for admission. In addition, the requirements for the AS degree in Elementary Education Foundations may fulfill entrance requirements for other four-year elementary education degrees. Check the college catalogs and transfer guides for specific colleges and universities.

Completion of the AS in Elementary Education Foundations degree does not guarantee entrance into any particular education program. All four-year elementary education programs require that the Pre-Professional Skills Test (PPST) be completed before admission is granted.

In addition, the coursework in the AS in Elementary Education Foundations degree is excellent preparation for students who wish to work as paraprofessionals in an elementary classroom.

Degree Requirements: Students wishing to complete the AS in Elementary Education Foundations should do the following:
- Determine the four-year college or university to which they plan to transfer. Check the catalog or transfer guide for that institution to become familiar with the requirements for an elementary education major.
- Select a middle school specialty from the list below.
  1. Middle School Mathematics
  2. Middle School Science
  3. Middle School Communication Arts and Literature
- Develop a plan for coursework that includes the following:
  1. The core courses, including the MNTC requirements.
  2. A middle school specialty.
  3. Electives.
  4. A total of at least 64 credits.
  5. Completion of the Pre-Professional Skills Test (PPST). Information about this test can be obtained from Normandale counselors of the Career & Academic Planning Center.
- Apply to graduate during the final semester as Normandale students.
1. Core Courses for the AS in Elementary Education Foundations: 46-47 Credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>MNTC Goal (if any)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1101</td>
<td>Introduction to Education</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1109</td>
<td>Child Development</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HLTH 1106</td>
<td>Drug Use and Abuse</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition (B or better)</td>
<td></td>
<td>4</td>
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<tr>
<td>COMM 1101</td>
<td>Fundamentals of Public Speaking (B or better)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>Human Biology</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1050</td>
<td>Physics for Elementary teachers</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MATH 1050</td>
<td>Mathematics for Elementary Teachers I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 1060</td>
<td>Mathematics for Elementary Teachers II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1125</td>
<td>Geography of the U.S. and Canada</td>
<td>7, 10</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1111 or</td>
<td>U.S. History I (4 cr) or U.S. History II (4 cr)</td>
<td>5, 7</td>
<td>3 or 4</td>
</tr>
<tr>
<td>HIST 1112 or</td>
<td>U.S. History II (4 cr) or Minnesota History (3 cr)</td>
<td>5, 7</td>
<td></td>
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<tr>
<td>HIST 1133</td>
<td>Minnesota History (3 cr)</td>
<td>5, 10</td>
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<tr>
<td>THTR 1151</td>
<td>Acting I</td>
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<tr>
<td>ART 1101</td>
<td>The Visual Arts</td>
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</tr>
<tr>
<td>ENGL 1160</td>
<td>Children's Literature</td>
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<td>3</td>
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</table>

**TOTAL CREDITS** 46 - 47

2. Middle School Specialties: 12 - 13 Credits. Choose ONE Specialty.

<table>
<thead>
<tr>
<th>Middle School Mathematics</th>
<th>MNTC Goal (if any)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1080</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Algebra and Probability</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1400</td>
<td>Survey of Calculus</td>
<td>4</td>
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**TOTAL CREDITS** 12

<table>
<thead>
<tr>
<th>Middle School Science</th>
<th>MNTC Goal (if any)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 1104</td>
<td>Descriptive Astronomy or</td>
<td>3</td>
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<tr>
<td>PHYS 1114</td>
<td>Introductory Astronomy</td>
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<tr>
<td>CHEM 1061</td>
<td>Principles of Chemistry I</td>
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<tr>
<td>GEOL 1101</td>
<td>Physical Geology</td>
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**TOTAL CREDITS** 12 - 13

<table>
<thead>
<tr>
<th>Middle School Communication Arts and Literature</th>
<th>MNTC Goal (if any)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGW 1111</td>
<td>Creative Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 1161</td>
<td>Young Adult Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 1188 or</td>
<td>Introduction to Short Stories (3 cr) or</td>
<td>6, 7</td>
</tr>
<tr>
<td>ENGL 1189</td>
<td>Introduction to the Novel (3 cr)</td>
<td></td>
</tr>
</tbody>
</table>

Elective course in the Communication Arts and Literature area. Choose ONE from the following:
- COMM 1131 Intercultural Communication (3 cr, Goal 7)
- COMM 1111 Interpersonal Communication (3 cr, Goal 1)
- COMM 1121 Small Group Communication (3 cr, Goal 1)

**TOTAL CREDITS** 12

3. Complete enough elective courses numbered at 1000 or greater so that the total number of credits for the AS degree is 64.
Northland College
Sabbatical Report

This report is to be completed upon return from the sabbatical leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Rick Nikunen   Credential Field: Psychology

Year and Semester(s) of Sabbatical: Fall Semester 2005

Name and Title of Responsible Administrator: Dr. Jeff Thomas

1. PURPOSE OF MY SABBATICAL PLAN: The purpose of my sabbatical plan was to improve my teaching and enhance the college curriculum by converting my developmental psychology class to an on-line version and to create a new course, The Psychology of Sport and Exercise. Also, I was to gather information from other colleges and universities on academic monitoring and support policies and procedures in their athletic departments in order to get new ideas that may be implemented at NCTC. Last, I was to visit and observe several other college/university basketball team practices/games in order to gather information and knowledge of new trends in coaching. This included visits and discussions with the coaching staffs.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN: All of the objectives of my sabbatical plan were accomplished. Developmental Psychology is being offered Spring semester 2006 as a hybrid model course and is available to be offered in the future as an online course. The Psychology of Sport & Exercise course is with the Academic Affairs Council to be reviewed. Information on academic monitoring and support procedures for athletes was gathered from eight colleges and universities in Minnesota and North Dakota and will be discussed at NCTC Athletic department meetings. After observing several basketball practices and visiting with coaches, changes were made in the defensive philosophy, practice organization and offensive philosophy of the men’s basketball program.
3. ACTIVITIES OF MY SABBATICAL PLAN: The following is a list of the activities of my sabbatical:
   1. Consulted with several NCTC faculty who have online teaching experience.
   2. Converted developmental psychology class to on-line format.
   3. Participated in the Online 101 class offered by MNSCU in order to become familiar with the discussion board aspect of online classes.
   4. Created and submitted the proposal for a new course, The Psychology of Sport & Exercise.
   5. Created the course content outline and guidelines for the Psych. of Sport & Exercise class.
   6. Gathered information on academic monitoring and support procedures using a phone survey and/or face to face visit with 8 colleges and universities in Minnesota and North Dakota.
   7. Compiled this information into a chart in order to help analyze it and present it to the NCTC athletic department.
   8. Visited 2 high schools (Minneapolis DeLaSalle & Thief River Falls) and 4 colleges and universities (MSU-Moorhead, Mayville State Univ., North Dakota School of Science, North Dakota State University) in Minnesota and North Dakota to observe basketball practice and/or games; visited with coaching staffs at each to discuss contemporary trends in offensive and defensive philosophy of basketball.

4. RESULTS OF MY SABBATICAL PLAN: Psychology 2201, Developmental Psychology is being offered Spring Semester as a “hybrid” class. This class is also available to be offered as a 100% online course in the future. The men’s basketball program has implemented several new academic monitoring and support procedures for its student athletes. Implementation of the proposed new course Psychology of Sport is yet to be determined by the Academic Affairs Council. Several changes have been made in the philosophical, organizational and practical aspects of the men’s basketball program.
5. DOCUMENTATION OF MY SABBATICAL PLAN:

List documents in order of attachment.

1. Proposal for HPER class, Psychology of Sport.
2. Academic monitoring and support procedures.

Signature of Faculty

Date 1-10-06
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

___ This report is satisfactory for the following reasons:

___ This report is satisfactory with the following conditions:

___ This report is not satisfactory for the following reasons:

__________________________________________________________  __________________________
Signature of Dean                                           Date

__________________________________________________________  __________________________
Signature of President                                      Date

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community & Technical College

Common Course Outline

All items must be completed. Please indicate N/A if not applicable.

Date: 12-15-05

Course Subj: HPER
Course Nbr:

Course Title: Introduction to the Psychology of Sport & Exercise
Credits: 3  Lec/Lab/OJT: 3/0/0

Course Description: This course is an introduction to the psychological aspects of sport and exercise. Emphasis is on the theoretical, conceptual and applied aspects of human sport and exercise performance. Students will investigate the integration of the psychosocial, cognitive and biological components of performance.

Prerequisite(s): None

Indicate which area of the Minnesota Transfer Curriculum is satisfied, if any:

1. Communications
2. Critical Thinking
3. Natural Sciences
4. Mathematical & Logical Reasoning
5. History & Social & Behavioral Sciences
6. Humanities & Fine Arts
7. Human Diversity
8. Global Perspectives
9. Ethical & Civic Responsibility
10. People & Environment

Learner Outcomes: (suggested 2-6 outcomes per credit):
On completion of the class, students will be able to:

1. Explain the relevance of the principles of sport psychology to the human condition.
2. Distinguish between the different theoretical psychological perspectives that underlie the basic elements of sport and exercise performance.
3. Apply the principles and knowledge of sport and exercise psychology to human performance.
4. Critique the psychological theories as they are applied to sport and exercise performance.
5. Identify the psychological elements involved in sport and exercise research.
6. Define sport and exercise psychology as well as describe a history of the field.
7. Identify major research projects, researchers and theorists in the area of sport and exercise psychology.

Suggested methods of Learner Outcomes assessment:

1. Unit exams
2. Case Study/Scenario Activities – individual and small groups
4. Psychological Performance Enhancement Program for Team Sport/Exercise Activity.
5. Research paper
6. Small group teaching activity
7. In class activities – psychological inventories, psychometric evaluations, etc.

Core competencies will be revisited by the entire NCTC faculty.

Core competencies addressed:
- Foundation Skills
- Thinking Skills
- Applied Technology
- Global & Civic Responsibility
- Personal Development
- Interpersonal Skills

Suggested methods of Core Competencies assessment:
1. Research paper, small group presentations, unit exams
2. Case Study/Scenario Activities, Unit exams, Program Enhancement projects
3. Psychological inventories, psychometric evaluations, teaching activities
Course Topics: this is a general outline/guide for course subject matter.

Introduction to Sport & Exercise Psychology — Sport & Exercise Psychology Defined, History of Sport & Exercise Psychology, Ethics in Sport & Exercise Psychology, Multicultural Issues in Sport & Exercise Psychology

Learning, Motivation, Leadership — Motor Skill Learning, Behavioral Modification Techniques, Motivational Processes, Leadership Effectiveness, Styles of Decision Making

Social Interactions — Group Dynamics of Teams, Communicating Effectively

Mental Training for Performance Enhancement — Psychological Characteristics of Performance, Increasing Awareness for Performance, Goal Setting, Arousal-Performance, Relaxation and Energizing Techniques, Imagery in Sport/Exercise Performance, Cognitive Techniques for Building Confidence & Enhancing Performance, Concentration and Attention Training

Implementing Training Programs — Integrating Psychological Skills Training, Development & Implementation of Leader-Training Programs, Cognitive-Behavioral Techniques

Psychological Issues — When to Refer Participants for Counseling, Drug Abuse in Sports and Exercise, Burn Out, Injury Risk & Rehab: Psychological Considerations
Sabbatical Report
Academic Monitoring and Support Policies and Procedures for Athletes

North Dakota State University

Use of Team Study Hall: No longer utilize this practice; switched from 3 nights per week to use of the university Academic Success Center

Academic Progress Reports: Use two different types— one is less detailed than the other; instructors are asked to give the student’s approximate grade, the attendance history and any suggestions to help the student; the second type includes the student athlete’s opinion of what their grade is and what they believe their attendance history has been; the student athletes are responsible to take them to their instructors to be completed and then return them to the coaching staff; these are sent out three times each semester

Academic Assistance and Support: members of the men’s basketball team are required to spend 8 hours per week on class work/studying in the NDSU Academic Success Center; this Academic Success Center has approximately 10 – 12 full time counselors working there and is available to all NDSU students; student athletes have a sign in procedure in the center; computers are available along with tutors on site

Other: the coaching staff also contacts instructors by phone or email to check academic progress on a case by case situation; the NDSU athletic department has an extensive academic success booklet that all of their athletes receive

Mavville State University

Use of Team Study Hall: Not a part of their procedures.

Academic Progress Reports: One page forms that the student athletes take to their instructors; instructors are asked to give the student’s approximate grade, attendance history and comments; the student athletes are responsible to return them to the coaching staff; these are used 2-3 times each semester

Academic Assistance and Support: Very limited; they have a small, converted classroom that serves as an academic center; no computers; limited tutoring services available; one part-time assistant works there
Central Lakes College, Brainerd

Use of Team Study Hall: Held 4 – 6 hours per week in one of their classrooms; basketball players are required to attend; it is monitored by the men’s basketball coaching staff.

Academic Progress Reports: One page forms that student athletes take to their instructors; instructors are asked to give the student’s approximate grade and attendance history; the student athletes are responsible to return them to the coaching staff; these are used 2 times per semester.

Academic Assistance and Support: The college has an academic assistance center for all students; it has approximately 10 counselors/assistants working there; tutors are on site part of the time but can be scheduled.

Other: They have what the coach called a “diversity program” that targets academic support for students of color.

North Dakota State College of Science, Wahpeton

Use of Team Study Hall: This is used only when the men’s basketball team is traveling; they have designated study time on the bus and in the hotel; not used when the team is on campus.

Academic Progress Reports: Forms that the student athletes take to the instructors; instructors are asked to give approximates grade and attendance history; student athletes are responsible to return them to the coaching staff; these are used every three weeks each semester.

Academic Assistance and Support: The college has an Academic Service Center that is available to all students; the men’s basketball players are required to spend four hours per week doing class work/studying in this facility; tutors are available on site and can be scheduled.

Other: They also have what the coach described as a “diversity program” that targets academic support for students of color.
**Minneapolis Community and Technical College**

**Use of Team Study Hall:** Not a part of their program.

**Academic Progress Reports:** Forms that the student athletes take to their instructors; instructors are asked to give the approximate grade and attendance history along with comments; the student athletes are responsible to return these to the coaching staff; these are used three times each semester.

**Academic Assistance and Support:** The college has a Learning Center that is available to all students; men’s basketball players are encouraged to use their services whenever needed; tutors are available to be scheduled; tutors are on site during some times.

**Rochester Community and Technical College**

**Use of Team Study Hall:** They have an athletic department policy that requires all athletes in all sports to attend five hours of study hall per week; all athletes meet together in the college library; coaches take turns monitoring; the men’s basketball coach also requires each of his players to spend one hour per week in his office in a “study hall” type situation.

**Academic Progress Reports:** Forms that the student athletes take to their instructors; instructors are asked to give approximate grades and attendance history; the students are responsible to return them to the coaching staff; these are used every 2 weeks during each semester.

**Academic Assistance and Support:** The college has an academic assistance center that is available to all students; men’s basketball players are encouraged to utilize this assistance whenever needed; this center has what the coach called “drop-in” tutoring where tutors are available without having to schedule.

**Other:** The college has a TRIO program; this is a federal grant program that provides academic assistance for students of color, first generation college students and students whose families meet certain financial qualifications.
Lake Region State College, Devils Lake, North Dakota

Use of Team Study Hall: Not a part of their program.

Academic Progress Reports: Forms that the coaching staff sends out to instructors; these ask the instructor to give approximate grades, history of attendance and recommendations for each student athlete; instructors are asked to return them to the basketball coaching staff via campus mail or email; these are used two times each semester.

Academic Assistance and Support: They have no academic assistance facility; they do have two full time academic assistance counselors that are available to all students; they have a tutoring program that requires students to make appointments to receive help; they also have one individual who is responsible for providing assistance to international students.

Other: The college also has a TRIO program; this is a federally funded program that provides academic assistance for students of color, first generation college students and students whose families that meet certain financial guidelines.
During the summer and fall of 2005 I was able to obtain part time employment with Johnson Airspray of Argyle, MN.

Johnson Airspray is in the business of converting crop spraying aircraft from reciprocating engine power to turbine engine power. They also buy damaged spray planes and rebuild them back airworthy condition and then install turbine (turboprop) engines for resale.

The process of the afore mention business involves the following: welding, sheetmetal repair, painting, recovering control surfaces with dope and fabric, replacing all electrical wire, rewiring the electrical system, manufacture and installation of new instrument panels and new generation instruments, assembly and rigging of the engine and aircraft components.

I was fortunate to be involved in all facets of the conversion process. I was able to work with the new methods that are used in the aircraft industry for electrical wiring and aircraft covering which new and beneficial to me.
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: __BETTY L Carlson__________________________

Assigned Field: __Practical Nursing__________________________

Year and Semesters(s) of Sabbatical: __Spring Semester of 2007

1. OBJECTIVES OF MY SABBATICAL:

a. TO OBTAIN TWELVE CREDITS TOWARDS MY BSN DEGREE.

2. RESULTS OF MY SABBATICAL:

a. TWELVE CREDITS WERE OBTAINED WHICH ARE REQUIRED FOR MY ASSOCIATE OF LIBERAL ARTS WHICH IS A REQUIREMENT FOR THE BSN DEGREE FROM MSUM IN MORRHEAD MN

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
# Grades for Spring Semester 2007

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Earned Credit Hours</th>
<th>Non-Credit Hours</th>
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## Grade Point Average (GPA)

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<th>Earned Credits</th>
<th>Grade Points</th>
<th>GPA</th>
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https://webproc.mnscu.edu/eservices/estudent.grades.html
Degree Audit Report

PREPARED: 05/22/07 - 19:04
Carlson, Betty
PROGRAM CODE: AA LIB1

Northland Community & Technical College
ASSOCIATE IN ARTS DEGREE

WELCOME TO THE NORTHLAND COLLEGE WEB AUDIT
Degree Audit Report System (DARS)

*****************************************************************
Congratulations! You now have your Degree Audit via the Web!
You may only receive an audit based on your major or program of
record at Northland Community & Technical College. Every effort
has been made to ensure accuracy. Courses taken prior to
Fall 2000 may not process correctly in the DARS audit. If your
DARS report does not accurately reflect courses taken, transfer
credits, proper major or degree requirements, please contact
Student Services. It is the student's responsibility to meet
graduation requirements. For further assistance, contact your
academic advisor.

**************LEGEND FOR READING YOUR WEB AUDIT**************

--- REQUIREMENT SYMBOLS --- | --- COURSE SYMBOLS ---
NO - Requirement not completed | >C - Cross-listed courses,
OR - Requirement complete | only one of a set counts
IP - Requirement/Subrequirement | >D - Duplicate, course taken
completed using in-progress | multiple times, counts
coursework | once, this one does not
+ - Subrequirement complete | >X - Duplicate, course taken
- - Subrequirement not complete | multiple times, counts
* - Subrequirement completion | once, this one does not
symbol (+ or -) not needed, | IP - Course in progress
optional subrequirement | >R - Repeateable course, count
R - Mandatory subrequirement | more than once
RW - Requirement waived | CW - Course waived
| RP - Repeated course
| **** - Any course in the dept.
| numbered 1000 or higher

*****************************************************************

Classification: SO
Advisor: Bottom, Lisa M
Catalog: Fall 2006
*****************************************************************

Remember to apply for graduation no later than the beginning of
your last term of enrollment. Graduation application forms can
be obtained from the records office or the counseling/advising
center.

AT LEAST ONE REQUIREMENT HAS NOT BEEN SATISFIED

NO A TOTAL OF 64 CREDITS AND A 2.0 GPA ARE REQUIRED
EARNED: 60.0 CREDITS 3.606 GPA

NO A MINIMUM OF 40 CREDITS ARE REQUIRED FROM AREAS I - X
OF THE MINNESOTA TRANSFER CURRICULUM
EARNED: 36.0 CREDITS
--> NEEDS: 3.9 CREDITS

OK Area I: Communications
EARNED: 7.6 CREDITS 3 COURSES 2 SUB-GROUPS
Community and Technical College - eServices - Degree Audit Report

1) Freshman Composition
5.6 CR EARNED
F 84 ENGL0111 2.6 B Fresh English
PROCESSED AS: ENGL1111
S 06 ENGL1112 3.0 A Composition II

2) Speech
2.0 CR EARNED
W 85 SPCH0101 2.0 A Fund of Spch
PROCESSED AS: SPCH1101

Area II: Critical Thinking
EARNED: 7.6 CREDITS
F 84 ENGL0111 2.6 B Fresh English
PROCESSED AS: ENGL1111
W 85 SPCH0101 2.0 A Fund of Spch
PROCESSED AS: SPCH1101
S 06 ENGL1112 3.0 A Composition II

Area III: Natural Sciences
+ 1) A minimum of two courses is required.
8.0 CR EARNED
W 85 BIOL0221 2.0 A Microbiology
PROCESSED AS: BIOL2221
F 86 NSCI0211 4.6 C Integrated Sci
W 87 NSCI0212 1.3 B Integrated Sci

Area IV: Mathematical & Logical Reasoning
"""
1) A minimum of three credits are required.

Area V: History & Social Sciences
EARNED: 12.3 CREDITS
5 COURSES
+ 1) A minimum of three courses from a minimum of two categories are required.
W 85 ANTH0202 2.6 A Cultural Anth
PROCESSED AS: ANTH2202
S 07 HIST2231 3.0 A US Women's History
F 84 PSYC0161 2.0 A Gen Psychology
PROCESSED AS: PSYC1101
S 85 PSYC0253 2.0 B Abnormal Psych
PROCESSED AS: PSYC2215
F 84 SOC 0101 2.6 A Intro to Soc
PROCESSED AS: SOC1101

Area VI: The Humanities & Fine Arts
EARNED: 11.0 CREDITS
4 COURSES
+ 1) A minimum of three courses from a minimum of two categories are required.
F 76 ART 0111 2.0 A Drawing I
PROCESSED AS: ARTS1111
S 07 ARTS1156 3.0 A Intro to Painting
F 06 PHIL2210 3.0 B Morals and Medicine
S 07 ENGL2248 3.0 A Multicultural Literature

Area VII: Human Diversity
EARNED: 11.6 CREDITS
NOTE: RM - Quarter Conversion
+ 1) A minimum of three credits are required.
NOTE: RM - Quarter Conversion
S 07 ENGL2248 3.0 A Multicultural Literature
S 07 HIST2231 3.0 A US Women's History
F 84 SOC 0101 2.6 A Intro to Soc
PROCESSED AS: SOC1101
S 07 SPCH2205 3.0 B Intercultural Communicati

Area VIII: Global Perspectives
EARNED: 5.6 CREDITS
NOTE: RM - Quarter Conversion

Student ID 00

1) A minimum of three credits are required.

**NOTE:** RM - Quarter Conversion

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Credits</th>
<th>Grade</th>
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<td>SPCH2205</td>
<td>3.0</td>
<td>B</td>
<td>Intercultural Communici</td>
</tr>
</tbody>
</table>

**Area IX: Ethical & Civic Responsibility**

**EARNED:** 3.0 CREDITS

CK 1) A minimum of three credits are required.

F 06 PHIL2210 3.0 B Morals and Medicine

CK 1) A minimum of three credits are required.

F 86 NSCI0211 4.6 C Integrated Sci
W 87 NSCI0212 1.3 B Integrated Sci

**ELECTIVE CREDITS USED FOR GRADUATION**

**NOTE:** While more than 24 credits may be listed in this requirement, only a maximum of 24 can be applied to the 64 credits required for the degree

1) Liberal Arts Electives

<table>
<thead>
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<th>Quarter</th>
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2) Technical Electives

**Maximum:** 16 credits

<table>
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<td>Cpr Trng</td>
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<td>W 87</td>
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<td>TECH021</td>
<td>2.0</td>
<td>TA</td>
<td>Voc Test &amp; Measurements</td>
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<td>S 97</td>
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**COURSES NOT USED IN THIS PROGRAM**

1) Unused courses.

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<td>S 07</td>
<td>MATH1445</td>
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<td>W</td>
<td>Intro to Statistics</td>
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</table>

The Family Educational Rights and Privacy Act of 1974 as amended prohibits the release of this record or disclosure of its content to any third party without the consent of the student.

************************************************************************ END OF ANALYSIS ************************************************************************
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☐ This report is satisfactory for the following reasons:

☐ This report is satisfactory with the following conditions:

☐ This report is not satisfactory for the following reasons:

Sabbatical plan was completed as approved.

Signature of Dean

Signature of President

Date

Date

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: BETTY L Carlson
Assigned Field: Practical Nursing

Year and Semesters(s) of Sabbatical: Spring Semester of 2007

1. OBJECTIVES OF MY SABBATICAL:

   a. TO OBTAIN TWELVE CREDITS TOWARDS MY BSN DEGREE.

2. RESULTS OF MY SABBATICAL:

   a. TWELVE CREDITS WERE OBTAINED WHICH ARE REQUIRED FOR MY ASSOCIATE OF LIBERAL ARTS WHICH IS A REQUIREMENT FOR THE BSN DEGREE FROM MSUM IN MORRHEAD MN

   See attachment please

   Betty Carlson

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
# Grades for Spring Semester 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<th>Non-Credit Hours</th>
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# Grade Point Average (GPA)

<table>
<thead>
<tr>
<th>Level</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Points</th>
<th>GPA</th>
</tr>
</thead>
</table>
Degree Audit Report

Degree Audit Report System (DARS)

Congratulations! You now have your Degree Audit via the Web! You may only receive an audit based on your major or program of record at Northland Community & Technical College. Every effort has been made to ensure accuracy. Courses taken prior to Fall 2000 may not process correctly in the DARS audit. If your DARS report does not accurately reflect courses taken, transfer credits, proper major or degree requirements, please contact Student Services. It is the students responsibility to meet graduation requirements. For further assistance, contact your academic advisor.

***********LEGEND FOR READING YOUR WEB AUDIT***********

---- REQUIREMENT SYMBOLS ---- | ---- COURSE SYMBOLS ----
NO - Requirement not completed | >C - Cross-listed courses,
OK - Requirement complete | only one of a set counts
IP - Requirement/Subrequirement | >D - Duplicate, course taken
completed using in-progress | multiple times, counts
coursework | once, this one does not
+ - Subrequirement complete | >X - Duplicate, course taken
- - Subrequirement not complete | multiple times, counts
symbol (+ or -) not needed, | once, this one does not
optional subrequirement | IP - Course in progress
R - Mandatory subrequirement | >R - Repeatable course, count
RW - Requirement waived | more than once

Classification: SO
Advisor: Bottom, Lisa M
Catalog: Fall 2006

Remember to apply for graduation no later than the beginning of your last term of enrollment. Graduation application forms can be obtained from the records office or the counseling/advising center.

AT LEAST ONE REQUIREMENT HAS NOT BEEN SATISFIED

NO A TOTAL OF 64 CREDITS AND A 2.0 GPA ARE REQUIRED
EARNED: 60.0 CREDITS 3.606 GPA

NO A MINIMUM OF 40 CREDITS ARE REQUIRED FROM AREAS I - X
OF THE MINNESOTA TRANSFER CURRICULUM
EARNED: 36.0 CREDITS
-- NEEDS: 3.9 CREDITS

OK Area I: Communications
EARNED: 7.6 CREDITS 3 COURSES 2 SUB-GROUPS
### Area I: General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<th>Processed As</th>
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<tr>
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<tr>
<td>Speech</td>
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<td>SPCH101</td>
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**Total Earned:** 7.6 Credits

### Area II: Critical Thinking

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<td>ENGL111</td>
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**Total Earned:** 7.6 Credits

### Area III: Natural Sciences

<table>
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<tr>
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**Total Earned:** 6.6 Credits

### Area IV: Mathematical & Logical Reasoning

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<th>Credits</th>
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<tr>
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<td>US Women's History</td>
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<td>Gen Psychology</td>
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<td>PSYC101</td>
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**Total Earned:** 7.6 Credits

### Area V: History & Social Sciences

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<th>Grade</th>
<th>Processed As</th>
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<td>SOCI101</td>
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<td>ENGL2248</td>
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</table>

**Total Earned:** 6.6 Credits

### Area VI: The Humanities & Fine Arts

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<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Processed As</th>
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</thead>
<tbody>
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<td>A</td>
<td>ARTS111</td>
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<tr>
<td>Intro to Painting</td>
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<td>Multicultural Literature</td>
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<td>A</td>
<td>ENGL2248</td>
</tr>
</tbody>
</table>

**Total Earned:** 6.6 Credits

### Area VII: Human Diversity

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Processed As</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Literature</td>
<td>3.0</td>
<td>A</td>
<td>ENGL2248</td>
</tr>
<tr>
<td>US Women's History</td>
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<tr>
<td>Intro to Soc</td>
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<td>SOC101</td>
</tr>
</tbody>
</table>

**Total Earned:** 5.6 Credits

### Area VIII: Global Perspectives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Processed As</th>
</tr>
</thead>
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<tr>
<td>Intercultural Communication</td>
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<td>SPCH2205</td>
</tr>
</tbody>
</table>

**Total Earned:** 5.6 Credits
1) A minimum of three credits are required.

NOTE: RM - Quarter Conversion
W 85 ANTH202 2.6 A Cultural Anth  
PROCESSED AS: ANTH2202
S 07 SPCH2205 3.0 B Intercultural Communication

Area IX: Ethical & Civic Responsibility
BARED: 3.0 CREDITS

1) A minimum of three credits are required.

Area X: People & the Environment
BARED: 6.0 CREDITS

1) A minimum of three credits are required.

ELECTIVE CREDITS USED FOR GRADUATION
NOTE: While more than 24 credits may be listed in this requirement, only a maximum of 24 can be applied to the 64 credits required for the degree

1) Liberal Arts Electives
F 84 MUSC0261 0.6 B >R Applied Piano
W 85 MUSC0261 0.6 A >R Applied Piano
S 85 MUSC0261 0.6 A >R Applied Piano
F 86 NSCI0211 4.6 C Integrated Sci
W 87 NSCI0212 1.3 B Integrated Sci

2) Technical Electives
S 85 HLTH0215 0.0 A CX Cpr Trng
W 87 HLTH0215 0.6 A RP Cpr Trng
S92 TECH0221 2.0 TB Voc Test & Measurements  
BSU : IT 467
S 95 TECH0222 2.0 TA Coast Indust Tech Voc Ed  
BSU : IT 468E
S96 TECH0223 2.0 TA Philosophy of Voc Ed  
BSU : IT 469
S 97 TECH0224 2.0 TA Teaching Voc Subjects  
BSU : IT 470E

COURSES NOT USED IN THIS PROGRAM

1) Unused courses.
S 85 SPCH0102 0.0 W Oral Interp  
PROCESSED AS: SPCH2201
S 87 ART 0121 0.0 W Painting I  
PROCESSED AS: ARTS0121
S 07 MATH1445 0.0 W Intro to Statistics

The Family Educational Rights and Privacy Act of 1974 as amended prohibits the release of this record or disclosure of its content to any third party without the consent of the student.

************************ END OF ANALYSIS ************************

https://webproc.mnsu.edu/eservices/estudent.dars.html?process=0016&campusid=303  
5/22/2007
Northland Community and Technical College
Sabbatical Report

February 8, 2007

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Ralph John Cox

Credential Field: Mathematics

Year and Semester(s) of Sabbatical: Fall 2007

Name and Title of Responsible Administrator: Dr. Jeffery Thomas, Dean of Academic Affairs

1. PURPOSE OF MY SABBATICAL PLAN:

To enable me to complete several math courses necessary to meet the requirements for a credential field in mathematics.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

I have successfully completed those math courses, and am now one step closer to fully meeting the requirements and hopefully being accepted as a "competent math teacher" by Northland, MnSCU, and my own union.
3. ACTIVITIES OF MY SABBATICAL PLAN:

I enrolled in eleven credits of graduate level mathematics courses at Bemidji State University.

MATH 5066 Technology in the Math Classroom 4 credits

MATH 5210 Foundations and Discrete Mathematics 4 credits

MATH 5560 Contemporary Geometry 3 credits

4. RESULTS OF MY SABBATICAL PLAN:

I have successfully completed those math courses.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.

Grades in the following courses demonstrating successful completion:

A  MATH 5066  Technology in the Math Classroom  4 credits
B  MATH 5210  Foundations and Discrete Mathematics  4 credits
A  MATH 5560  Contemporary Geometry  3 credits

Bemidji State University transcript is attached.

Signature of Faculty

February 8, 2007

Date
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☑️ This report is satisfactory for the following reasons:

☐ This report is satisfactory with the following conditions:

☐ This report is not satisfactory for the following reasons:

Signature of President  2/10/07

Signature of Dean  2/16/07

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Grades for 2006 Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Earned Credit Hours</th>
<th>Non-Credit Hours</th>
<th>Grading Method</th>
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<td>0.00</td>
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<td>0.00</td>
<td>Letter Grade</td>
<td>A</td>
</tr>
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</table>

Grade Point Average (GPA)

<table>
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<tr>
<th>Level</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Points</th>
<th>GPA</th>
</tr>
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<td>0.00</td>
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<td>44.00</td>
<td>165.00</td>
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</table>
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: ___________________________ Assigned Field: ________

Year and Semesters(s) of Sabbatical: __________

1. OBJECTIVES OF MY SABBATICAL:

My goal had been to gain knowledge of the music of culture groups from around the world. What I found was
beyond what I had hoped as I was not only taught about their music but about their culture as well. And for
future ventures I also studied research techniques for studying these cultures.

2. RESULTS OF MY SABBATICAL:

Preparedness and excitement for returning to my teaching load is the result of my studies. I feel as though I
understand more thoroughly the cultures and the music that I talk about in the course of my classes. A byproduct
of my coursework is a better understanding of possible ways to set-up online courses as I took three of my
courses online for this Certificate of Ethnomusicology and I am currently preparing Jazz History for online
delivery.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible
administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Linda Samuelson
Credential Field: Music

Year and Semester(s) of Sabbatical: Fall 2006

Name and Title of Responsible Administrator: Dr. Jeffery Thomas

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my sabbatical plan was to take classes at Bethel University with the anticipation of completing their Certificate in Ethnomusicology to improve my own education and therefore my ability to instruct and educate. I have indeed completed the required courses and will be receiving my certificate upon completion of the paperwork.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

As a result of my coursework from the past several months I feel better able to offer true insights into the cultures that are discussed in the coursework offered at Northland. Culture groups studied include: North India, Japan, Latin America, Native America, and Western Africa. Not only am I personally better informed, but I am also excited about possible opportunities like a trip that is currently in the planning stages to Peru with the Northland Community Band for July 2008. I am also planning a Latin Music concert for the Chamber Choir and Jazz Band for our March Winter Merriment Concert.
3. ACTIVITIES OF MY SABBATICAL PLAN:

The sabbatical plan I initially wrote was followed with the exception of the Global Consultation on Music and Missions course that I decided against taking due to schedule conflicts. 18 graduate-level semester credits were completed through Bethel University’s Ethnomusicology program under the direction of Dr. John Benham.

The coursework was plenty for the 10 months that I was engaged in it, but it left me wanting more. Bethel is looking at offering a doctoral degree in Ethnomusicology in the coming years, and I plan on enrolling when they do. Bethel has spent a lot of time and energy offering coursework online and summer residency sessions that have enabled me to complete this coursework without disruption to my family, which has impressed upon me the importance of preparing music classes to be put online through Northland.

4. RESULTS OF MY SABBATICAL PLAN:

Preparedness and excitement for returning to my teaching load is the result of my studies. I feel as though I understand more thoroughly the cultures and the music that I talk about in the course of my classes. A byproduct of my coursework is a better understanding of possible ways to set-up online courses as I took three of my courses online for this Certificate of Ethnomusicology and I am currently preparing Jazz History for online delivery.

It was a wonderful experience, one that I am loath to let rest for too long before taking more classes in this field.
5. DOCUMENTATION OF MY SABBATICAL PLAN:

Transcripts from Bethel for my coursework is attached.
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

This report is satisfactory for the following reasons:

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

_________________________  __________________________
Signature of Dean           Date

_________________________  __________________________
Signature of President      Date

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Abstract

NAME: Lyle Batton
Assigned Field: Mathematics/Physics

Year and Semesters(s) of Sabbatical: Spring Semester, 2007 – 2008

1. OBJECTIVES OF MY SABBATICAL:

Study contemporary approaches to teaching and learning in science and mathematics.
Analyze curriculum development models and issues in science and mathematics education.
Investigate factors influencing teacher and learner success in science and mathematics.
Examine current educational research focused on the integration of science and mathematics.
Review the philosophy and the history in both mathematics and science education.
Study topics on research techniques and the types of educational research methods.

2. RESULTS OF MY SABBATICAL:

Worked with cohort of colleagues at the University of Manitoba in Winnipeg, Canada.
Expanded insight and perspective from readings on philosophy & history of science & math.
Communicated research results covering methods in mathematics and science education through written papers and lecture presentations.
Presented at a conference on contemporary trends in mathematics and science education.
Developed and articulated personal and professional scholarly priorities through writings.
Conducted interpretive analysis and critique of curriculum outlines.
Led peer discussions covering readings on mathematics and science education.
Synthesized data collection research results covering contemporary essential mathematics with respect to mathematical literacy.
Rewrote syllabi for my calculus & engineering-physics classes at Northland, focusing on changes in the emphasis of evaluation.

Please send your original copy to the college president. Please send copies of your abstract to the college dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

NAME: __ Lyle Batton __________ Assigned Field: Mathematics/Physics

Year and Semesters(s) of Sabbatical: Spring Semester, 2007 – 2008

Name and Title of Responsible Administrator: Norma Konschak, Dean of Academic Affairs

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of the sabbatical was the opportunity to improve my teaching through the following:

• focusing on factors that influence teacher and learner success in the science and mathematics classroom, and studying examples of educational research and theory.
• developing understandings of the theories, and the social & political forces shaping current developments.
• fostering skills in analyzing, developing, implementing and evaluating mathematics and science curricula.
• expanding understandings of the dispositions and factors that influence success in educational settings.
• examining the topics of research methods to improve the teaching and learning through curriculum improvement.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

Studied contemporary approaches to teaching and learning in science and mathematics.

Analyzed curriculum development models and issues in science and mathematics education.

Investigated factors influencing teacher and learner success in science and mathematics.

Examined current educational research focused on the integration of science and mathematics.

Reviewed the philosophy and the history in both mathematics and science education.

Studied topics on research techniques and the types of educational research methods.
3. ACTIVITIES OF MY SABBATICAL PLAN:

Engaged with professional colleagues in discussions and debates on science and math education. 
Participated in conferences on philosophy of science and mathematics education. 
Attended a presentation on action research methods and practices. 
Attended a seminar on ethical considerations and guidelines in research. 
Participated in a symposium on analysis techniques in educational research. 
Created a conference presentation on reforms within contemporary mathematics education. 
Collaborated with regional educators at the secondary, collegiate, and university level. 
Reviewed current educational journals with respect to trends in science and math education. 
Interpreted readings and educational studies within: philosophy of science & mathematics, 
philosophy of science & mathematics education, nature of science & mathematics 
education, history of science & mathematics education, history of education, behaviorism, 
constructivism, situated learning, transfer of learning, complexity theory in education, 
educational research, mathematical & scientific literacy.

4. RESULTS OF MY SABBATICAL PLAN:

Worked with cohort of colleagues at the University of Manitoba in Winnipeg, Canada. 
Expanded insight and perspective from readings on philosophy & history of science & math. 
Communicated research results covering methods in mathematics and science education through 
written papers and lecture presentations. 
Presented at a conference on contemporary trends in mathematics and science education. 
Developed and articulated personal and professional scholarly priorities through writings. 
Conducted interpretive analysis and critique of curriculum outlines. 
Led peer discussions covering readings on mathematics and science education. 
Synthesized data collection research results covering contemporary essential mathematics with 
respect to mathematical literacy. 
Rewrote syllabi for my calculus & engineering-physics classes at Northland, focusing on changes 
in the emphasis of evaluation.
5. DOCUMENTATION OF MY SABBATICAL PLAN:

List documents in order of attachment.

Literature reviews on “Experience & Education”, “Basic Principles of Curriculum & Instruction”, and “Pedagogy of the Oppressed”.

Component #2 (parts I & II): written papers on scholarly priorities in science and mathematics education.

“Trisecting Angles”, research paper on a historical topic within mathematics education.

“History of Mathematics” slides/handouts of a lesson plan topic in geometry summarizing a presentation conducted for cohort colleagues.

“Situated Cognition” slides/handouts for a presentation on social context learning.

“Document Analysis”, an interpretive analysis and critique of a curriculum course outline.

University of Manitoba research ethics board submission form and application.

Research report entitled “Essential algebra beyond the mathematics classroom”.

“The Reform of College Algebra” slides/handouts for a presentation conducted on a reform issue.

“Strengthening the Primary College Mathematics Experience” research paper.

Course syllabi for calculus and engineering-physics sequences.

Signature of Faculty

Date
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

X This report is satisfactory for the following reasons:

___ This report is satisfactory with the following conditions:

___ This report is not satisfactory for the following reasons:

Signature of Dean: ___________________________ Date: ____________

Signature of President: _________________________ Date: ____________

Please send your original copy to the college president. Please send copies of your abstract to the college dean, the responsible administrator, and the human resources manager. Retain a copy for your records.

After reflecting back on the reading, two main themes seem prevalent. Those themes are “either-or” and “social experiences”. The text is both an extension and a response to Dewey’s earlier work and writings, which had received both collegial praise and criticism. From the many reviews of his previously published works, he addresses the perceived tone that education curriculum theory is a dichotomy. This could be the reason he continually refers to the “either-or” of critics. Educational progress and reform is not a sharply divided line between only two opposing viewpoints.

The theme of social experience is the foundation of Dewey’s educational philosophy. He repeatedly states that people learn best through their own personal experiences in a social environment. From this, he then poses other questions and challenges for the change from what he refers to as the traditionalist approach. The role of the teacher, texts, resources, curriculum are most likely different in his reform model of educational student freedom. However, this freedom is not without direction. He defends against future criticism by stating that student experiences are not all of the same educational value, and those determined to be of most value must create a type of continuum for the child’s growth.

Dewey spends a great amount of effort detailing characteristics of educational experiences and social interactions. He connects human history, culture, languages, responsibilities, technology, economies, and communities into what is necessary for a fully integrated and engaged participant within society. He then proceeds with the shortcomings of the traditional educational system in meeting these needs of the individual. He expresses his frustration with the lack of changes in an entrenched system of practices, and the slow pace of improvements. He acknowledges that the path to change places much more difficult demands on classroom educators. He fears that if strides toward improvements are not headed, there will be a return to intellectual authoritarianism.

Dewey’s ideal curriculum of student freedom dictating classroom experiences has the strength of allowing a young person’s own creativity and interests guide their educational lessons. In practice, all children would have their educational needs met through individually tailored experiences that would build and progress as the child’s interest and abilities developed and matured. There would be continual instructional attention invested on ensuring that the experiences would be of value and the learning would maintain momentum and continuity. Highly experienced professionals, skilled in the reform methodology, would support and guide the progression of each individual child.

This educational philosophy through social experiences is indeed an ideal model for schools with absolutely none of the real world challenges and constraints. If it would be possible for a model school attached to a university (or an affluent discriminatory private institution) with all of the advantages that such an arrangement would offer, my fear is that it would quickly and solely become a magnet for the children of elitists. An ideal national school system of Dewey is dependent on the necessities of all children having equivalent life-chances, that all adult persons are of empathetic nature, that all persons in positions of responsibility decide in the most selfless nature for the betterment of all, and that society steadfastly values this philosophy of education. Only when the economic, political, and societal constraints of reality is embedded with the ideals of his philosophy would any type of systematic and progressive changes occur for the children of the masses.
"Basic Principles of Curriculum & Instruction" by Ralph W. Tyler, 1949.

The primary theme of Tyler's text is Instructional Objectives. He begins with asking how we select objectives. He moves into using objectives in planning our classroom instruction. The next primary topics are organizing and evaluating the educational experiences. He concludes with very brief suggestions on curriculum revisions in the school districts.

In the selecting of objectives, we should consider what educational philosophies and subject specialists guide our choices. We are continually advised to teach "the basics". Does every emphasis from the past interest the children of today? How much should we focus on content, and how much on transmitting "values"?

Tyler states that a multitude of sources need to be considered and studied when selecting instructional objectives. He spends a considerable amount of time emphasizing the Dewey viewpoint of considering the interests and needs of the learner, and how there is no single way of accomplishing this fundamental task. Of course, the objectives must meet the criteria of having progressive educational value.

Tyler continually mentions work of many other educational researchers, along with their observations and studies. While reading, I appreciated this continual connection to other authors. It adds support to his own statements, provides examples towards his own explanations, and allows the reader to direct their interest to other written works on curriculum by additional authors. It is interesting to read the changes and improvements being proposed nearly six decades ago, and then to witness the same call for curriculum changes today.

The conflict in selecting and modifying classroom objectives seems to be continually debated between varying philosophies. Tyler provides guidance and suggestions for educators, as we develop our own considerations that will lead to the desired outcomes for the learner. He offers specific examples for many of the disciplines across the school content. He repeatedly states the necessity for clarity and organization when forming objectives, and the need for such with respect to both behavioral and content aspects.

Tyler also offers philosophy on student learning experiences and the effective organization of instruction. With learning experiences, he means what the students do within their environment. He presents general principles in selecting the classroom experiences and potential points of difficulty. He also details characteristics of thinking skills, social skills, and information searching skills that should be considered when developing instructional objectives.

All of this occurs through organized preplanning. What are we hoping to achieve? How are we going to achieve the objectives? What should the criteria be in our selections? How will we evaluate and then use the results of evaluation? Where are the "interwoven threads" and integration within the learning experiences?

Of the assigned readings for this course, I relate the strongest to Tyler's text on curriculum and instruction. My own pre-service training was founded on much of his fundamental work. Through his principles, we see the absolute need for preliminary planning, contemplation, and decisions before the first schoolroom bell begins to ring.

After reading his text for the first time, I am convinced that my own pre-service university professors were disciples of Tyler, and for that I am immeasurably grateful. Pre-planning and thoughtful consideration of classroom lessons and class-time is an absolute necessary for any effective educator. A weakness of his principles would be if educators rigidly incorporated his principles and only follow exclusively defined objectives.
A Tyler classroom includes the necessity of planned objectives, but also allows for the flexibility of the "teachable moment". His classroom incorporates the societal experiences of the learner, and builds on student knowledge through the invaluable use of relevant and evolving instructional objectives.


The main tenet of Freire’s 140-page statement is the need for responsible reaction and dialog of society in the education for the disadvantaged and oppressed individual. All students should be able to bring their experiences into an educational setting and develop new knowledge from previous. A necessary component is an open active dialog between all members, but this runs counter to a traditional classroom method of lecture. The author compares this to a type of banking method, where the headmaster holds the knowledge assets to be distributed to the students.

This rigid educational atmosphere has persisted throughout time and arguably throughout all societies. The students who benefit from the traditional education system are those who are most able to conform within its societal class and economic structure. Societies have failed to adequately address the educational needs of the socially and economically oppressed because of established dominating ideologies.

It was proposed that many who first read these writings of Freire find the material difficult to absorb. This may not be surprising for a number of reasons. The entire viewpoint is one of complex theoretical issues that conflicts with what we strive to achieve as educators. No matter how much we genuinely wish for universal applicability within a society, education is not neutral. Another potential barrier to open consideration of the text might exist with the disassociation from oppressive life experiences. At what magnitude will the author’s poignant and distressing writings have an individual with few experiences of domination, disadvantages, or hopelessness? Even prosperous societal members who were also previously oppressed may dismiss the claims of the author once they no longer associate themselves with their former situation.

Tradition, patriotism, religion, capitalism, greed, and dominant ideology are powerful forces within societies. Hopefully, those of us within the educational system continually call to task these seemingly insurmountable and dominant obstacles by constantly providing opportunities for expression and dialog with regards to the most vulnerable. This may be one of the few available pathways for the oppressed individual in realizing their potential and capabilities.

Although Freire’s text appears to be written in a repetitive and sermonizing style, the fundamental question should not be dismissed because of his lack of conciseness. How do we envision and practice pedagogy for all learners?
In our study of science history for science teaching and learning, a personal concern has developed on the struggle for accuracy and potential misconceptions. A scholarly priority emerged concerning the instructor’s level of thoroughness and degree of competence covering historical knowledge used in the teaching and learning within the science classroom. To what extent must a classroom science instructor be cognizant of all historical facts regarding scientists, scientific experimentation, and scientific literature? This extensive realm of information includes historical times, contexts, names, dates, applications, and connections. Additionally, teachers continually strive to improve science teaching and learning, and they do so through the historical study of universal science education methods. What have been foundational historical elements within science education, which may now be questioned as ineffective towards the teaching and learning of science? How much of historical science facts are continually repeated in educational resource material, but may not be completely accurate?

Even the discussions among educators on best practices will often diverge into personal interpretations of what was implied within the historical writings. I have been to many meetings where the larger issue of improving science education with science history gets preoccupied by minute details on interpretations of what the historical author was actually saying, meaning, or implying. As science teachers, is this how we want to invest our own finite amount of classroom time when trying to incorporate historical content? How do we best use our time outside of class to become proficient in science history and develop awareness of historical inaccuracies?

I do not believe that science education will be improved through the memorization of names and dates of those historical scientists who were privileged enough to obtain publication. From my own experience, the few students who showed a genuine interest in knowing about the details from historical science were the very students who planned to follow a similar career path. I witnessed these select young minds as the few among their classmates who appeared engrossed. This is not surprising, since these few students are the ones who will likely emulate a similar research and publication path of those select historical individuals. By focusing on the current background and training of science educators, how can we better serve all students through the use of accurate and relevant historical connections?

A science educators’ professional training substantially involves content development, earning them an undergraduate major and minor in specific areas of science. An introduction to science history is often a minimal part of the program of study. Is it realistic to require educators to obtain a second major in the history of science? Should there be an expectation of our educators to self-study through thousands of years of intricate written history? Once an educator is employed, all of the demands on the teacher allow for very little extra available time to study historical concepts, other than superficially. However, anything worth doing is worth doing well. This leads to the necessity of competence for anyone directing and guiding another.

A teacher must earn and maintain a consistent level of credibility to remain effective in the classroom and relevant to their students. An educator’s competence is developed over years of study and many more years of practice. An approach for bringing history into the science classroom is to weave it throughout the daily curriculum. This would place a high demand on each teacher to become extensively competent on history of science. A more practical approach for the teacher may be to focus on “exemplary episodes” within science. This method may then allow for historical
study in the science classroom using select exemplary examples without potentially discouraging the teacher because of concerns over inaccuracies. These episodes could be illustrated with fundamental activities that are re-investigated at progressive levels.

Let me state an example from the classroom, the pendulum. This is an experiment that I had previously used in a secondary level physics course. I was also fortunate enough to witness a presentation targeted towards elementary children and their understanding of scientific concepts through the use of the pendulum. Continuing on to the collegiate level, science students might investigate the connection to the brachistochrone and most efficient paths using calculus. The students may then later study the motion of a Foucault pendulum with friction forces through the use of differential equations. Other possible physics experiments as candidates for a continual progression of experimentation through the grade levels are the inclined plane and projectile motion. These examples might then address fundamental questions. What was the historical scientific development? Who were the primary recognized scientists? When did it occur? How did it fit into the historical progression of scientific knowledge? Referring back to the priority of this paper, the educator must remain mindful of historical inaccuracies while conducting exemplary examples in the classroom.

Reflecting back on my own high-school teaching experiences, I did very little towards integrating any historical connections within these particular laboratory experiments. I now wonder how incorporating the history of earlier physical scientists would improve on the students’ understanding of scientific learning through pendulum experiments. For a better science learning experience, students must move beyond mimicking names and dates. Additionally, my personal view is that much of an instructor’s time should be invested in understanding the local culture and immediate community for which they serve. This requires years of establishing relationships with all aspects of the regional society. However, it is also necessary for learners to make decisions with a broad viewpoint beyond their own immediate physical location. Educational methods are fundamentally critical for the classroom teacher, and within this multitude of resources is the vast realm of historical connections. My educational priority is to determine how to best select and incorporate history of science within my own classrooms, while maintaining the accuracy of the historical content.

The final part of this writing component is a list of references that motivated my personal priority on the level and scope of historical competence of a science teacher. Although two of the reference articles for this component were primarily on the nature of science, each article contained considerations on historical accuracies when teaching in the science classroom.


As I have progressed through my career of classroom teaching, a priority has developed through conversations among fellow educators and regional employers. How can the nature of mathematical science education create an environment for all learners to engage in complex and pragmatic problem solving? The need to adapt towards changing situations, technologies, and information requires all of us to engage in daily problem solving. Our methods of mathematical instruction need to allow our students experiences that will develop their abilities towards adapting to change, instead of preparing them for the next barrage of standardized examinations.

Let us consider an authoritarian mathematics classroom experience. The teacher is the keeper of the mathematical facts, rules, theorems, procedures, and solutions. Pre-defined exercises need to be reduced, simplified, factored, or solved. Repetition of procedure is fundamental to the learning of classroom mathematics. Students are initially prepared with a procedural technique to complete each exercise, which will lead to an accepted answer (assuming technique is properly followed). In the minds of too many students and teachers, this is the extent of classroom problem solving. However, this does not translate to actual daily problem solving beyond the boundaries of the mathematics classroom.

Complex and pragmatic problem solving is action through visualizing, creating, communicating, collaborating, questioning, implementing, confronting, deciding, and reflecting. Problem solving involves uncertain directions and paths. The process is often frustrating and imperfect for both student and teacher. However, it is this same process that is necessary in an individual's educational development. Through actively engaging in problem solving, mathematical symbolism will arise and be reinforced. Engaging in complex problem solving in the mathematics classroom affords opportunities to build confidence and practice strategies.

Learning the mechanics of mathematics is necessary in order to effectively communicate mathematically. Having standardized symbolism in mathematics is analogous to rules of language. However, the teaching and learning of the mechanics often becomes the predominant expectation of the student's mathematical experiences within an authoritarian mathematics classroom. I am not suggesting abandoning the teaching and learning of standardized mathematical symbolism. I am asserting that the nature of mathematics education must reflect the realities of uncertainty and vagueness of problem solving, including the chaotic and open-ended nature. It is not sufficient for coursework to consist solely of traditional mathematical manipulation techniques with the hope that problem solving would then naturally arise from exercise repetition.

Let us transform classroom problem solving from the manipulation of algebraic symbolism through formal techniques to one that actively promotes learning within situations of interest. As with all learning, mathematical problem solving is culturally derived. Situations should be realistic, relevant, meaningful, and allow for open-ended progression into other unplanned directions. Providing all learners opportunities to engage in problem solving requires scenarios in which students can identify and associate. This requires classroom educator attentiveness in the varieties of interest and cultural experiences of all students.

Little of what is essential for the improvement in the nature of mathematical science education will have an effect if the ideas are counter to classroom educators' beliefs. Research must be completed to determine classroom educators' values, beliefs, priorities, and concerns with respect to the teaching and learning of pragmatic problem solving in the mathematics classroom. To improve the nature of mathematics education, identifying other possible barriers towards problem-solving environments is necessary. If we are committed to pragmatic problem solving for all learners, then all aspects within the traditional structure of mathematics education needs to be continually questioned.
Trisecting angles... why does this matter?

I picked up a newspaper and read that a high school geometry student from a nearby rural community had solved an ancient problem. The known history of the geometry problem originated around two and a half millennia ago in ancient Greece. His teacher had confidently confirmed the solution method to the ancient problem, and the news of the feat had been circulating around the local community for weeks. Another regional newspaper, with a wider audience, then published an account of the celebrated solution. This incredible story on a local student celebrity then disappeared. How could such an amazing mathematical discovery be so quickly dismissed from public discourse?

The student had been working on one of the three famous geometric problems of antiquity, trisecting an arbitrary angle with straightedge and compass. The place and time of this more recent story was the upper Midwest in the early 1990's. The specific details are irrelevant, since it is likely that similar situations and solutions will continue to appear as long as there are humans and geometry. If one accepts the conditions for the original stated problem from antiquity, then one will come to discover the impossibility of solution for the historical problem as it was proposed.

For this writing component, the original problem of angle trisection is re-examined and analyzed using new insight developed from this course. The single topic of angle trisection will act as a connecting theme in addressing opportunities in the relationship of history and philosophy of mathematics to teaching and learning within the classroom. As stated in our course description, the discipline of mathematics is regarded as a scientific discipline.

If the original angle trisection problem of antiquity has been proven impossible, then why continue to investigate a moribund exercise? Within a high-school geometry textbook, a solutions page summarizing the original trisection problem may have avoided any embarrassment to student and teacher in their claims of doing the impossible. What possible pedagogical benefit is there to proposing and studying an ancient problem that has long been shown to be unsolvable?

The geometry teacher was likely embarrassed from the outcome of not being familiar with the mathematical history of the topic that had been presented. By being aware of the history, the mistakes and possible embarrassment may have been avoided. However, this is also the perfect learning opportunity on the nature of science. All of us need to experience researching and learning through science, which involves making mistakes. We should also experience recognizing mistakes, and proceeding after mistakes become apparent. Questioning ourselves on what we actively do requires us to be self-critical of our own work. In experiencing the nature of
science, we also need to practice communicating our results to others for critique and suggestions.

It could be argued for our example that if teacher or student had known the relevant history, unsolvable problems could be dismissed or avoided. It could also be argued that when a teacher is aware of a problem being unsolvable, this should be shared with the class to minimize student frustration throughout the problem-solving process. I advocate the contrary. Even when a teacher is aware of an unsolvable problem, there are obvious benefits to withholding specific information. A teacher may propose the problem and allow scientific learning to occur through the students' investigations. Following a Dewey (1938) model of teaching and learning will promote each individual student into their own paths of investigations. The teacher will assume a monitoring and supporting role in encouraging the scientific process to develop for each learner. The interest of each individual student may then proceed from the original problem and deviate into areas that may not have been anticipated, but nevertheless hold value within the learning of science.

One possible method of proposing the trisection problem is a straightforward and sterile geometric exercise void of any historical connections. Although this would be more efficient regarding teacher preparation demands and classroom presentation time, this removes the vital humanistic aspect from mathematics. Let us consider another approach: Investigating mathematics derived from an initial situational problem as an alternative to end-of-chapter exercises void of context. Instead of only solving exercises for the purpose of practice, students will have the opportunity to create, communicate, and develop their reasoning skills. An open-ended concept problem encourages us to further investigate and grow in our learning. A familiar situational problem may later be revisited and expanded upon as our scientific knowledge increases.

As with any science discipline, mathematical learning should be connected in a humanistic and contextual structure (Stinner, 1994). These historical settings provide opportunities for introducing mathematical problems to all students by means of science history. Science from a story approach may present special value to select learners. Students not previously experiencing many positive mathematical connections or successes from a traditional setting are afforded an alternative structure for practicing science. Through the history of science, all learners are afforded opportunities to identify with other science students from different cultures, locations, and times.

Mathematics is a culturally interwoven science. Historical problems, proposed in a humanistic setting, may become principal mediums for all students to develop their mathematical understanding. The textbook may then become a peripheral reference to students actively pursuing their own paths of understanding. There is an obvious potential backlash to these
proposed changes. Some students and parents may adamantly oppose changes to the familiar. There are individuals who have “succeeded” within an educational culture of memorization and multiple-choice assessments, and will resist changes to embedded expectations.

For many students, mathematics is little more than rote procedural practice and unrelated collections of algorithms to be briefly assessed and then quickly forgotten. The definition of a mathematician is likely to be thought of as an exceptional analytical individual who quickly ascertains solutions. As educators, we share responsibility for perpetuating these myths. We may focus only on the celebrated revelations, missing the struggle and failure that preceded the noteworthy results. We often romanticize the past, neglecting the weaknesses of human nature and the limitations when doing science.

For the angle trisection problem, there are over two millennia of history between the documented problem proposal and the proof of being unsolvable. Proving the antiquity trisection problem unsolvable has not dampened interest. Over the past two centuries, there have been continued investigations and extensions of the original problem. The use of historical story may provide connections and extensions from a single ancient geometry problem to other discipline areas. Adopting from Wilson & Chauvot (2000), the opportunities for incorporating the history of science into the classroom from this single example are vast and varied. Knowledge and aptitude is needed for bringing history into instruction, and this necessary background is developed through experience. Educators will need to balance the multitudes of opportunities with the real constraints of classroom teaching. Classroom teachers may also need leadership from educational researchers capable of showing how a history of science infusion leads to improvements in student comprehension.

Trisecting angles with straightedge and compass is not a difficult problem to define. How should the original problem of antiquity be proposed to students? One possibility is a detailed lesson on the dates, events, and most famous names of the involved mathematicians. This places the teacher in an academic position of authority, relieving the students from responsibility of their own learning. Memorizing extensive historical details also places a heavy burden on the teacher regarding the time consuming process of in-depth research. Even the simpler process of only compiling a detailed record of resources for a single topic would demand a sizeable time commitment. Should there be an expectation of our science educators to self-study through thousands of years of intricate written history?

The realistic demands on the classroom teacher allow for little extra available time to study historical concepts, other than superficially. A better approach would be to have individual students investigate their own path of historical interest. Because of the internet, there exists an extensive availability of historical record. Educators will continue to need an awareness
of the historical sequence of scientific growth and understanding. The historical development may parallel students' own development as they learn and experience science. The need for science teachers to have extensive detailed historical facts committed to memory is not practical and is not necessary. Doing so promotes science as a collection of facts. For a better science learning experience, students must move beyond reciting the memorization of names, dates, and discoveries.

Realistic limitations on incorporating history of science may demand extensive research and resource development from the classroom teacher. Recognizing the need for a humanistic element within teaching and learning, a possible method of integrating the history of science into mathematics classrooms is through the use of vignettes. These are shorter, more practical, stories that convey the fundamental aspects of the problem, without the demand or level of detail that is present in a historical record accounting. In briefly describing a historical incident, a vignette depicts the nature of science, illustrates scientific characteristics, defines a problem, and provides perspective. Vignettes are intended to generate discussion, provide content, connect the present to the past, and improve student understanding on how the science ideas they are studying develop over time. Vignettes may be adapted to any academic level of learners, and implemented into contemporary settings. Through historical storytelling, vignettes provide a means for students to be included and involved in science and in the history of science.

There does exist some vignette resources ready for classroom incorporation. An excellent example of a vignette, and its effect when incorporated within a classroom, can be referenced in Sterenberg & Gordon (2004). That particular research paper also reported students' reactions while engaging in the activity. These recorded responses are invaluable to educators planning to incorporate history into the science classrooms. Another collection of mathematical vignettes is from Smith (1996), containing over 100 vignettes for classroom integration. Weaknesses of this resource are the overly simplified summary of each situation and the lack of corresponding problem solving investigations. The one page summary of each event is not adequately long enough to generate any substantial interest in the situation or the people involved. There are a few rudimentary questions following each vignette, but nothing to inspire integrated problem-solving investigations. A better resource for bringing vignettes into the science classroom is by Johnson (1999). The historical background is more narrative. Each vignette is presented through historical connections, developing the situation through applications, extensions, and activities.

Introducing into the classroom a single episode from the history of science can generate a multitude of inquiries. From the trisection problem of antiquity, there exist many possibilities of study within the history of mathematics. Investigations may include: the history of the problem itself,
the history of the individuals who studied the problem, the history of
creative attempts in solving the problem, the history of various claimed
solutions, the history of the definite solution to the problem, the history of
additional developed mathematics inspired from the problem, the history of
altered problem variations, the history of connections between geometry and
other areas of mathematics, and the history of what has transpired once the
problem was proven unsolvable.

After a learner recognizes that a problem may indeed be unsolvable,
the possibilities of additional learning opportunities continue. Who were the
initial mathematicians to document studying the problem? What else did
these famous mathematicians study or discover? How was the problem
originally proposed? What was the context of the problem statement? What
were the original rules and restrictions to the problem? Are there any special
cases that are solvable? To what extent does altering each of the original
restrictions change the problem? What mathematical developments occurred
because of the problem? What connections outside of the mathematics
discipline have been made because of the problem?

Another possible extension from the study of an unsolvable historical
problem, such as angle trisection from antiquity, is the concept of proof.
What is the difference between unsolved and unsolvable? What constitutes a
mathematical proof? How does general agreement occur that a proof is
valid? Is the generally accepted proof for this problem extensive? Has there
been more than one type of proof for this particular problem? These are all
valid questions to consider as we each struggle with the ideas of
mathematical certainty and proof. Some students may still defiantly express
skepticism of a definite proof for a particular historical problem. This is
expected and is part of the nature of science. Students may then be guided
towards pursing their inquiries into individual areas of interest. For our
problem of angle trisection, the definite proof of being unsolvable required
the use of algebra (Boyer, 1968). From this single problem of antiquity, the
students can now also witness the interconnections between the different
areas within mathematics.

As a classroom teacher, I have witnessed students attempting to
validate and prove geometric solutions through the use of computer
software. Although there are cases of utilizing computers for mathematical
proofs, such as the four-color problem when map-coloring, my students
were using basic sketching software. This creates yet another learning
opportunity regarding the theoretical ideals of mathematics and the
limitations of technology. Another opportunity to be investigated might be in
the area of error analysis. Previously, some of my creative students were
able to generate methods that gave surprisingly good results on the screen
or when printed. Although the technology does generate enthusiasm when
creating geometric constructions, we also need our students to understand
the requirements and expectations of a defensible mathematical proof.
Another additional learning opportunity derived from angle trisection is the effect of mathematical constraints. The original problem allowed the use of a straightedge and compass. The straightedge being used to draw lines was not a ruler, and had no markings of any kind. Drawn lines were ideal, having no width. The compass was allowed to create arcs and circles, but not allowed to transfer lengths. In this sense, the compass might be thought of as “collapsible” after each use. Another expectation was that the process was completed in a finite number of steps. If we change the rules, then we change the problem. Once students begin to extend their own investigations, possibly through considerations of altering the original problem, then a new wealth of investigations and problem solving is created.

Why does the act of trisecting angles matter? The methodical specifics on how to trisect angles may be forgotten by a student, but it is the action of doing science that our students need to experience. The story of angle trisection is only a single arbitrary example of bringing students into the history and relevance of science. Engaging in science and scientific thought encompasses questioning, searching, planning, studying, creating, imagining, interpreting, selecting, connecting, reasoning, reviewing, communicating, revising, relating, identifying, comparing, contrasting, experimenting, applying, verifying, critiquing, defending, and explaining. A single contextual problem related in a historical and humanistic manner provides compelling opportunities to inspire and motivate our students to actively engage in science. And that is why it matters.

REFERENCES


HISTORY OF MATHEMATICS

Using Shadows to Measure the Circumference of the Earth

(Eratosthenes Method)
The Circumference of the Earth

- Eratosthenes guessed to calculate the size of the Earth.
- At noon on the summer solstice (Jun 21st) in Syene, Egypt, the sun passed directly overhead.  This causes vertical objects to have no shadows.

- However, on the same day in Alexandria, Egypt, vertical objects have shadows.

- At noon on the summer solstice in Alexandria, there was an angular measurement of ~7.2 degrees.
Eratosthenes also needed the distance between Alexandria and Syene. He used a distance of 5,000 stadia.

Eratosthenes expanded his measurement to calculate the size of the Earth. 7.2 degrees is 1/50 of a circle.

\[
\frac{360^\circ}{360^\circ} = \frac{1}{50}
\]

An diagram of a hemispherical SCAPHE (with center gnomon needle) is shown on the page.
\[
\begin{align*}
7.2 \text{ d gr s} &= 500 \text{ stadia} \\
360 \text{ d gr s} &= \text{Earth's Circumference}
\end{align*}
\]

- Eratosthenes calculated:

\[
\text{Circumference} = (5000)(360)/(7.2)
\]

\[
= (5000)(50)
\]

\[
= 250,000 \text{ stadia}
\]

Letting a stadia equal the ancient Olympic-Greek stadium length of 185 meters:

\[
(252,000)(0.185) = 46,620 \text{ km}
\]

*compare to an meridian circumference of approximately 40,000 km*
CONNECTIONS

- Longitude, Latitude
- Meridians, Parallels
- Equinox, Solstice
- Solar Tropics
- Parallel Lines
- Right Triangles
- Similar Triangles
- Circles, Spheres
- Ratio & Proportion
- Angle measurement
- Solar zenith
- Error

- World/Local Geography
- Ancient Greece
- Alexandria, Egypt
- Mediterranean region
- Exploration
- Distance measurement
- Map reading
- Time zones
- Calendars
- Geometric software
- Web resources
- G.P.S. technology

QUESTIONS and EXTENSIONS:

How would Eratosthenes have obtained such a long distance?
How would we determine a precise suntime "noon-time" for our locations?
How would believing a geocentric solar system change our procedures?
How would differences in elevation between the locations affect results?
What if the two locations are not on the same meridians?
Why consider measuring shadows third week of June or December?
Why consider measuring shadows third week of March or September?
If a value of 250,000 stadia was obtained, why is 252,000 stadia reported?
What incorrect assumptions did Eratosthenes make?
What other noteworthy accomplishments are credited to Eratosthenes?
How do we know about the historical results from ancient times?
How might we extend on shadow measurement withGaianet?..
Summary of Project:

In order to assist students in the initial stage of their collegiate mathematical progression, collegiate institutions within Minnesota require a mathematics entrance placement examination. The intent of entrance testing and initial placement is to increase the likelihood of student achievement in mathematics. *Everybody Counts* (1989) details the importance of strong foundational mathematics for all.

The college mathematics placement exam relies heavily on algebraic topics. The specific topics and skills have traditionally been over what is needed to successfully progress through collegiate mathematics course sequences. Based upon the entrance examination result, the student is placed in a corresponding course and then proceeds with their mathematics studies. Once enrolled, a college student's mathematical progression also continues to be heavily dependent on algebraic manipulations. There has been advocacy towards improving algebraic connections and student algebra success, such as *The Nature And Role Of Algebra In The K-14 Curriculum* (1998).

The purpose of this research is to investigate the perspective of science educators regarding the necessary algebraic requisites students need to function in science disciplines. A fundamental question is that of the necessary algebraic techniques, skills, connections, and concepts needed outside of the mathematics classroom. This project will investigate the viewpoint of science educators regarding essential algebra that their students need to be successful in areas of science. Incorporating these viewpoints from outside the mathematics classroom may offer greater perspective on how algebra can be used in additional meaningful settings and applications.

An article addressing this issue is *Teaching and Learning a New Algebra with Understanding* (1999). A greater perspective gained from those educators outside mathematics has the potential to improve the teaching and learning of algebra, and create an interdisciplinary relevance for improved mathematics placement questions. This research project will focus on algebra that secondary science students regularly employ and within what context.

Methods:

Open-ended question research interviews will be conducted with participants. The participants will be volunteers recruited from education districts independent from my own institution. The relationship between the interviewees and myself is that of "professional colleagues." The interviewees will be secondary science teachers.

For this graduate course research project, each participant will be interviewed once. After the interview data has been collected, transcribed verbatim, and analyzed, the researcher will identify emergent themes and topics, comparing the interview protocols.
FORT GARRY CAMPUS RESEARCH ETHICS BOARD
PROTOCOL SUBMISSION FORM

Psychology/Sociology REB □  Education/Nursing REB  X  Joint-Faculty REB □

Check the appropriate REB for the Faculty or Department of the Principal Researcher. This form, attached research protocol, and all supporting documents, must be submitted in quadruplicate (original plus 3 copies), to the Office of Research Services, Human Ethics Coordinator, CTC Building, 208 - 194 Dafoe Road, 474-7122.

Principal Researcher:  Lyle Batton

Status of Principal Researcher (please check):  Faculty □  Post-Doc □  Student: Graduate  X  Undergraduate □  WRHA Affiliate □  Other □ Specify: __________________________

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Project Title:  Essential Algebra Beyond the Mathematics Classroom

Start date:  February 2008  Planned period of research (if less than one year):  Winter Term 2008

Type of research (Please check):

<table>
<thead>
<tr>
<th>Faculty Research</th>
<th>Administrative Research</th>
<th>Student Research</th>
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<tbody>
<tr>
<td>Self-funded □  Sponsored □  (Agency)</td>
<td>Central □</td>
<td>Thesis □  Class Project  X</td>
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<td></td>
<td>Unit-based □</td>
<td>Course Number:  EDUA 7840</td>
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</table>
Finally, the learner outcomes and competencies that are listed seem to be from a typical and traditional western educational perspective. As mentioned earlier, the focus is on particular skills the College Algebra student will need to successfully mimic before the completion of the course term. Temporarily mastering these algorithmic manipulations will allow the student to successfully progress through the dictated assessments with passing marks.

CONCLUSION

This analysis report was interpreted through my own background, biases, and experiences. Although I appreciate the benefits of having course outlines, I found myself feeling more passionate when reading against this document. Much of what is done within the actual College Algebra courses taught today is not mentioned in the document, and many listed items within the learner outcomes are infrequently included or even briefly acknowledged by course instructors.

These course outlines are an excellent example of irrelevant documentation. When observing the actions of both administrators and fellow instructors, their indifference becomes apparent. Instructors do not want to waste time on insignificant tasks, unless required to do so by administration. Likewise, local administration does not seem concerned or motivated to act as long as the majority of instructors are passively content with the paperwork as it stands. Local administrators only appeared motivated to action when arbitrary directives are proposed at state administrative levels and documentation is demanded. Curriculum outline documents also appear motivated from persons (both faculty and administration) attempting to exercise control over another based upon their own egocentric and ideological viewpoints.

All that is fundamentally needed for a higher education course is a brief course description, developed and updated by faculty. With academic freedom, self-directed professional development and peer support, an effective teaching and learning experience will be realized. All else regarding a dictated course outline is superficial and unnecessary.
authoritative managers. These managers may be located at the political statewide level or at the local college level.

The concern of a dictating manager (and their influence when referencing this document) would be that of accountability, but not in the same sense as a classroom educator. The word *accountability* often has very different meanings to different people. The way that this document is viewed could be read as a resource guide, but may also be interpreted as specific actions of expected behavior for both student and teacher. The result of such managerial directives, if expectations are not met by the scrutiny of the administrator, could be one of punitive in nature directed towards the course instructor.

Administrators are not the only persons who would support such an itemized and specifically written document. Those faculty members from a behaviorist background would also view the traditional authoritative listing of knowledge transfer topics, and the dictating style of such expectations, as most appropriate. Not only are the expected covered topics listed in the document, but the ways in which the outcomes are assessed are also stated. The document not only directs what topics the course will cover, but dictates to the instructor the manner in which they will assess student learning.

The document appears obsessed with conclusive product-like output characteristics. Listing output standards and outcomes may suffice when manufacturing products and measuring inanimate objects, but is inappropriate for the ongoing and long-term process of human learning and understanding. The document is founded on a skills-based aspect of learning, counter to the underlying foundation of life-long competency for self-direction, inquiry, constructivism, investigations, and problem solving.

Entitled sections of *competencies* and *outcomes*, and the near-sighted behaviorist manner in which they are presented, are not warranted for academic courses and the needs of each individual learner. The document also fails to adequately recognize the necessary social aspect of learning. This fundamental characteristic of education includes the unique relationship between student and teacher, and the interactions among fellow classmates. There does exist the phrase *group work* listed in the document as a lone component within activities. This type of documentation hardly suffices as establishing the importance of social interactions as an underlying foundation of teaching and learning within any higher education course.
preparing for the course, making adjustments as the course progresses, and improving on their planning and instruction for future courses of College Algebra.

The document also serves a purpose of stating expectations and requirements. The document attempts to address what the instructor should expect to cover in the course, and also address student inquiries of what is required to complete the course. When the instructor includes the information from this curriculum outline as part of the course syllabus, the students are informed of the material that would be covered, the outcomes that will be evaluated, the methods for evaluation, and the goals of the course. The students will be made aware of how assessment will be conducted, what specific topics will be assessed, and the overall requirements towards the completion of their College Algebra course.

A fundamental function of community colleges in the United States is the transfer of lower level college courses to universities. The course College Algebra from a community college would be an example of a class that would need to meet the same requirements of an identical university course. A way of documenting this necessary articulation between the college and universities is through the formal course outline. This document states the requirements of the course, which would be the equivalent requirements of the same course offered at universities. Having the course goals and requirements formally stated, allows consistency for the transfer student who begins their studies at a college and then later completes at the university.

Finally, the formally stated course outline provides administration with documentation that allows them to uniformly evaluate the course instructors and confirm that the course is being instructed consistent with other offered sections.

READING AGAINST THE DOCUMENT

In analyzing the document, it appears to serve an audience other than the faculty of the course. In actuality, I feel that the audience members for whom the document is primarily written are administrators. The controlling and behaviorist way in which the document reads is not a resource for a committed professional educator, but rather
INTRODUCTION

The document I have selected for analysis is the curriculum outline for a single college
level mathematics course. The document is intended as a basic overview, description, and
listing of a College Algebra course.

READING WITH THE DOCUMENT

Technically, the intended audience for the curriculum outline is current and future
department faculty members at the college who would be instructing a College Algebra
course. The evidence of this is from the Learner Outcome statements. These statements
would be of great interest and value to an educator wanting a concrete summary of
expectations for student performance.

For a new instructor, preparing to teach the course for the first time, the document
would provide an outline of topics to be covered. For the instructor, the questions and
uncertainty of what needs to be covered can be answered by referencing the document.
Instead of the college relying on the transfer of general course information by word of
mouth, a type of institutional memorization, all would have access to the same available
course outline. The development and posting of this curriculum outline is also of value to
interim or adjunct faculty who would be tasked to temporarily instruct a few courses, but
may not have complete information because of their limited engagement with other
faculty members.

Another result from analyzing the document is that of accountability. As faculty
desire a way of self-evaluation, the course curriculum outline provides a guide on the
expected outcomes and goals required for students to successfully complete the course.
An instructor can use this information from the curriculum guide to assist them in
Framework - role of content

**PRINCIPLES**

- **Knowledge as tool:** students acquire knowledge as well as a sense of when and how to use it.
- **Content diversity and transfer:** concepts need to be represented via various content with a necessity to apply knowledge in various settings to discriminate similarities and differences among settings.
- **Cognitive apprenticeships:** to provide the opportunities for the learners to internalize learning and develop self-monitoring and self-correcting skills.
- **Anchored instruction:** to create authentic, problem-rich environments that encourage exploration and diversity of perspectives.

Framework - role of assessment

**PRINCIPLES**

- In order to be useful in promoting higher thinking skills, testing needs to shift from domain referenced evaluation to assessment.
- Emphasis needs to be on the ability to diagnose cognitive growth rather than achievement.

Framework - role of facilitation

**PRINCIPLES**

- Situated learning environments attempt to help students to improve their cognitive abilities, self-monitoring, and self-correcting skills.
- Encourage active learning and provide opportunities to interact with information.
- Facilitation is less directive, more continuous, and highly interactive.
- Stages include modeling, scaffolding, coaching, guiding, advising, collaborating, and fading.

<table>
<thead>
<tr>
<th>Learning theories</th>
<th>Traditional environment</th>
<th>New environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piaget</td>
<td>Constructivism, Cooperative and Authentic Learning</td>
<td></td>
</tr>
<tr>
<td>Teaching strategy</td>
<td>The learner gets organized information, even in inquiry based methods</td>
<td>The independent learner is at the core of the learning process</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>Acquire knowledge and familiarize with the scientific method</td>
<td>Create a product (research task or project)</td>
</tr>
<tr>
<td>Content</td>
<td>Traditional scientific disciplines</td>
<td>Interdisciplinary, with involvement in one’s environment</td>
</tr>
<tr>
<td>Teaching material</td>
<td>Textbooks, guides, activity sheets, and lab kits</td>
<td>Books, digital databases, computerized simulations and labs, Internet sites and electronic communication</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge presentation</th>
<th>Traditional environment</th>
<th>New environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear through text or pictures</td>
<td>Modular, connected, dynamic and visual</td>
<td></td>
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</table>

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<tr>
<th>Learning activities</th>
<th>Traditional environment</th>
<th>New environment</th>
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<tbody>
<tr>
<td>Lab experiments and problem solving tasks</td>
<td>(cooperative) experiments and simulation; construction and manipulation of databases</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning time and place</th>
<th>Traditional environment</th>
<th>New environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined time and place involving the teacher and the classroom</td>
<td>No defined time and place</td>
<td></td>
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<thead>
<tr>
<th>Outcome</th>
<th>Traditional environment</th>
<th>New environment</th>
</tr>
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<tbody>
<tr>
<td>Individual achievement</td>
<td>Pieces of work created by the individual or the group</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Assessment</th>
<th>Traditional environment</th>
<th>New environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>Learning process and products developed by the learner</td>
<td></td>
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</tbody>
</table>

Implications

- Emphasis on high order thinking skills.
- Provides complex ill-defined and authentic tasks.
- Focus on growth primarily in student cognition.
- Allow students and teachers to experience the effects of new knowledge on their perception and understanding of the environment.
- The designer moves from the organization of content and sequence to the creation of environment that induce (then facilitate) understanding.
- Different roles for teachers changing from knowledge transmitter to coach/facilitator of students’ understanding.
- Fundamental change in assessment, focusing on the individual’s cognitive progress.
Some selected themes in the pedagogy of work related learning

- Reflection
- Assessment
- Learning environments / organizations

Reflection

- What is reflection? Typologies of reflection
- Beyond introspection (reflection v critical reflection)
- Individual reflection, Interactional reflection, Organizational reflection
- Can you measure it? Can you assess it?

Assessment (assessing what is valued)

World of Education  World of Work and Commerce

- Academic standards
- Academic excellence
- Able to write about
- Critical reflection
- Professional practice
- Competence
- Able to do
- Description

Assessment (continued)

- Situated learning theory might suggest that it is with a combination of knowledge and experience that we are able to solve problems.
- Do solutions imply a grasp of propositional knowledge?
- Can we assess solutions?
- Uniformly?
- Differences between what is valued in the worlds of work and HE. Who needs to shift?

Framework - role of context

**PRINCIPLES**

- Everyday cognition: people reason intuitively based upon experiences within specific contexts and use a variety of methods to solve problems
- Authenticity: coherent, meaningful and purposeful activities that represent the ordinary practices
- Transfer: situated learning environments are more likely to transfer to real-life problem solving
Learning in the site of practice

- Learning the "language of practice" — the oral tradition
- Cognitive apprenticeship — what/how experienced practitioners know, and how they deliberate and act in uncertainty
- Peripheral participation — creating a comfort zone for learning in and through practice

CoPs: The First Step

- Lave and Wenger (1991) first introduced the term Community of Practice in 1981 in relation to informal situated learning:
  "... a set of relations among persons, activity and world, over time and in relation with other tangential and overlapping CoPs" (Lave and Wenger, 1991, p.58)
- This was an "apprenticeship model" based on the notion of Legitimate Peripheral Participation where learning was seen as an integral part of a practice that gives meaning to the world:
  "... generative social practice in the lived in world" (Lave and Wenger, 1991, p.38).

From Lave and Wenger (1991)

- CoPs are concerned with Situated Learning
- Learning is an informal process based on LPP
- Learning is a social process and people will participate at different levels
- The community, and participation in it, are inseparable from the practice.

Knowledge Sharing

- Lave and Wenger's (1991) saw CoPs as:
  "... a set of relations among persons, activity and world, over time and in relation with other tangential and overlapping CoPs"
- Wenger (1998) saw an organization:
  "not as one CoP, but as a constellation of interrelated CoPs that overlapped and exchanged knowledge via social links.

The perspective of communities of practice affects educational practices along three dimensions:

- Internally: How to organize educational experiences that ground school learning in practice through participation in communities around subject matters?
- Externally: How to connect the experience of students to actual practice through peripheral forms of participation in broader communities beyond the walls of the school?
- Over the lifetime of students: How to serve the lifelong learning needs of students by organizing communities of practice focused on topics of continuing interest to students beyond the initial schooling period?
Learning is situated

- "Situated Learning": learning that occurs in a participative framework, in a community of experts, peers, and more capable others; learning that involves the whole person engaged in a particular situation

- Situated learning is usually unintentional rather than deliberate. These ideas are what Lave & Wenger (1991) call the process of "legitimate peripheral participation."

Legitimate peripheral participation is a theoretical description of how newcomers become experienced members of a community of practice.

Through peripheral activities, novices become acquainted with the tasks, vocabulary, and organizing principles of the community.

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Notes on Situated Learning

- Action is grounded in the concrete situation in which it occurs
- Knowledge does not transfer between tasks
- Training by abstraction is of little use
- Instruction must be done in complex, social environment

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Learning environments / organizations

- What makes a learning environment?
- Is this related to notions of a learning organization?
- Does this help us think about what work based learners need?
- Learning v Productivity
• Situated Learning vs. Behaviorism

Differences
- Experiential/experimental basis
- Socialization/collaboration
- Problem-solving/critical thinking

Constructivism

At the same time that Behaviorist theories were gaining in popularity, another group of psychologists were discussing an alternative theory - Constructivism.

Constructivism

• Knowledge is a constructed entity made by each and every learner through a learning process.
• Knowledge can not be transmitted from one person to the other, it will have to be reconstructed by each person.

Learning approaches
• In the constructivist approach, knowledge is constructed through a process in which learners actively incorporate new information into existing knowledge.
• Situated learning is context based. The context is relevant to the student’s own world. Situated learning spawned the context of authentic learning, in which students address problems and situations not typically associated with the classroom.

Learning is fundamentally social

• Any function in the child’s cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition (Vygotsky)

Learning is situated

Lave & Wenger (1991)
B. Rogoff (1990, 2003)
• Learning occurs as a function of the activity, context and culture in which it occurs (i.e., it is situated).
• Social interaction is a critical component of situated learning - learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired.
SITUATED COGNITION

Traditional Formal Education
- traditional education has emphasis on decontextualized contexts and learning outcomes
- skills and education often differ from real life situations

Situated Learning
- An approach to education that considers social context as foundational for learning.
- Situated learning focuses on the context, not just the activity.
- Gives special attention to primary social relationships as learning communities.

Behaviorism
Our current educational system has been built on the beliefs of Behaviorism. In Behaviorism, the teacher is the expert and the student is an empty vessel.

Situated Learning vs. Behaviorism
- Situated Learning vs. Behaviorism

Similarities
- Positively reinforced
- Learned in small amounts
- Generalized reinforcements
**Research Instruments:** The following is the interview protocol with questions.

1. Please tell me about your instructional background.
2. What science course(s) do you instruct now, and which ones have you instructed, and at what grade level(s)?
3. What are the most frequent algebraic challenges and hurdles encountered by your science students? Can you give examples?
4. Can you explain how your students might struggle in the science material or concepts because of the mathematics concepts that are involved?
5. What are the more common algebraic misconceptions or misapplications within their science coursework? Can you describe one or two instances that you can recall?
6. In plain language, could you explain what would be absolutely necessary, algebraically, for student success in their studies within science?
7. In addition to algebra, what other mathematical techniques do your science students regularly employ and within what context?
8. How are students employing technology when mathematically engaged? Can you give me some examples?
9. Please give examples of the mathematics you spend the most time reviewing.
10. Can you explain your students' applications for the following, principally where students would utilize the following in their science experiences?
   i. Reducing Radicals
   ii. Rate of Change
   iii. Common Term Factoring
   iv. Polynomial Factoring
   v. Manipulating Rational Functions
   vi. Operations on Fractions
   vii. Solving Multi-Variable Equations
   viii. Logarithms and Exponentials
   ix. Linear and Non-Linear Functions
11. Any further comments you would like to make, or would like to expand on anything?

**REFERENCES**


Project Title:

"Essential algebra beyond the mathematics classroom"

Qualitative Research Methods

EDUA 7840

Lyle Batton

Winter Term 2008
This qualitative research methods course project investigated the viewpoints of several science educators regarding essential algebra that students need in order to be successful in areas of science. Incorporating these viewpoints from outside the mathematics classroom may offer greater perspective on how algebra can be used in additional meaningful settings and applications. An article addressing this issue is *Teaching and Learning a New Algebra with Understanding* (1999). The report states that algebra has been traditionally based on simplifying expressions, solving equations, and manipulating symbols. Algebra has customarily been taught and learned as a set of procedures disconnected from other knowledge and disciplines. The report stresses the need to include different forms of algebraic thinking and integrate the learning of algebra with the learning of other subject matter, including science. A greater perspective gained from those educators outside mathematics has the potential to improve the teaching and learning of algebra, and create an interdisciplinary relevance for mathematics.

There has been advocacy towards improving algebraic connections and student success, such as *The Nature And Role Of Algebra In The K-14 Curriculum* (1998). Teaching and learning algebra in context, as in areas of science, would have fewer algebraic content topics developed more in depth. With fewer content topics being traditionally approached, a question is raised on algebraic content considered essential. The report also questioned key elements of algebra and algebra instruction, including how algebraic reasoning should be defined, and how the college mathematics placement exams should be taken into account.

In order to assist students in the initial stage of their collegiate progression, higher education institutions often require a mathematics entrance placement examination. The college mathematics placement exam relies heavily on algebraic topics. Based upon the entrance examination result, the student is placed in a corresponding course and then proceeds with their mathematics and science studies. The intent of entrance testing and initial placement is to increase the likelihood of student achievement in mathematics and science. *Everybody Counts* (1989) details the importance of strong foundational mathematics for all learners, and that mathematics (particularly algebra) as the pathway to most scientific careers. Algebraic literacy is essential in science students’ development, yet mathematical entrance examinations are often void of contextual connections to science.

The purpose of this research is to investigate the perspective of science educators regarding the necessary algebraic requisites students need to function in science disciplines. For data collection, the method of research interviews will be used. The recruited participants were three science instructors having educational experience in the disciplines of chemistry, physics, and biology. Interviewee #01 had a major discipline background in chemistry with minors in physics and biology. Interviewee #02 had a major discipline background in physics and mathematics with a minor in chemistry. Interviewee #03 had a major discipline background in biology and a minor in environmental studies. The relationship between the interviewees and myself is that of professional colleagues. The interview questions focused on the necessary algebraic techniques, skills, connections, and concepts needed outside of the mathematics classroom and within science courses.

Traditional algebra course content includes the topics of functions (including linear, polynomial, rational), graphing, slope, factoring, equations, inequalities, exponentials, logarithms, matrices, and sequences (Herriott, 2001). From Herriott’s summary on algebraic content, a list of interview questions was developed. The following is the interview protocol with questions.
1. Please tell me about your instructional background.
2. What science course(s) do you instruct and at what grade level(s)?
3. What are the most frequent algebraic challenges and hurdles encountered by your science students? Can you give examples?
4. Can you explain how your students might struggle in the science material or concepts because of the mathematics?
5. What are the more common algebraic misconceptions or misapplications within their science coursework?
6. Algebraically, what would be absolutely necessary for student success in their studies within science?
7. In addition to algebra, what other mathematical techniques do your science students regularly employ and within what context?
8. How are students employing technology when mathematically engaged?
9. Please give examples of the mathematics you spend the most time reviewing.
10. Can you explain your students' applications for the following, principally where students would utilize the following in their science experiences?
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   vi. Operations on Fractions
   vii. Solving Multi-Variable Equations
   viii. Logarithms and Exponentials
   ix. Linear and Non-Linear Functions
11. Any further comments you would like to make, or would like to expand on anything?

For this research project, each participant was interviewed once. As previously mentioned, the three recruited participants were science instructors. Interviewee #01 had a major discipline background in chemistry with minors in physics and biology. Interviewee #02 had a major discipline background in physics and mathematics with a minor in chemistry. Interviewee #03 had a major discipline background in biology and a minor in environmental studies.

After the interview data was collected, transcribed, and analyzed (being summarized in a comparison data matrix), emergent topics and common themes were identified from the data of all the interviews. The four predominant emergent themes from the data are: fractional ratios and variations, scientific applications and conceptual comprehension, mathematical reasoning and contextual understanding, and effective technology utilization.

The first emergent theme is on student understanding of fractions, ratios, and variations. Not only was this a common theme among the interviews, but also each educator throughout their respective interview repeatedly emphasized inadequate student understanding of fractions and ratios. This common interviewee frustration seemed to emerge from instructor expectations of what they felt that students should be able to do algebraically (but generally could not) before arriving at the science courses.

The educators would often use words such as “basic” or “fundamental” when describing mathematical skills with fractions. These conflicts between instructor expectations and student
performance are reflected in the quotes. All three educators repeated that correct algebraic ratio manipulation as being absolutely essential for student success in their science studies.

Another emerging theme was that of scientific applications and conceptual comprehension. There were common statements expressing frustration with inadequate reading skills of students, and the low learner motivation for attempting application problems within science.

From the interviewees, what is mathematically essential is more than just algebraic skill manipulation in obtaining a correct numerical value. The science educators want students to experience learning through the rich concepts of science. This requires students to be motivated in wanting to read and study scientific writings. This also requires that the students are adequately able to read the scientific and mathematical writings and texts. Students must also then be able to comprehend the applications and concepts that they have read and studied.

The emergent theme of mathematical reasoning and contextual understanding relates closely to the previous topic of applications. This topic of reasoning deals more with the process of determining, and then later checking, the solution in the context of a problem. Constructing a relevant solution would occur after the student has read and understood the problem.

There seemed a general feeling that too many students were relying on rote equation solving procedures and techniques without considering or understanding the context of the numerical values or the reasoning process. Also, all three educators stated that the process of communicating their algebra and solution methods as being essential.

The final emergent theme is on the effective use of technology. The utilization of technology relates directly to the research topic of essential algebra. When using technology, many of the algebraic concepts can be developed and verified. Technology can offer alternate ways of algebraic problem solving for the learner. The interviewees did not view these techniques as substituting algebraic understanding, but rather as a way of expediting procedures or confirming solutions throughout the problem solving process.

When reviewing the interview data, a noticeable finding was the manner in which technology was addressed. Rather than being discussed as a single ancillary topic, applications of technology were frequently mentioned while addressing the questions about algebra and science. Although I had planned on one specific question covering technology, only after reviewing the data did I notice the recurrent statements on the use of technology interconnecting science with mathematics.

A common priority emerged from the three interviews as being the need for more than just successful algebraic skill manipulation for success in science courses. Mathematical modeling was a topic not specifically addressed in any of the protocol questions, but was addressed in various statements throughout the interviews. The interviewees stressed that essential algebra is more than the rote skills or collections of formulas. The instructors emphasized the essential process of solving science problems as formulating a plan, developing a solution, making necessary adjustments, and communicating the results. The mathematical modeling process often requires multiple attempts with considerable patience in order to successfully develop a solution.

The final component of this research report is a data matrix created from the interview transcripts and notes. The interviewees' responses to each of the research questions were summarized in an organized matrix for comparison and analysis. The data on the research question of essential algebra beyond the mathematics classroom was then analyzed from the organized responses, significantly assisting the development of the common themes.
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Interviewee 01</th>
<th>Interviewee 02</th>
<th>Interviewee 03</th>
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<tbody>
<tr>
<td>Please give examples of the mathematics you spend the most time reviewing.</td>
<td>Chemistry students need Algebra I (review is done in context of problems). Physics students need Algebra I with Algebra II concurrent (review is done in context of problems). Physics students also need some trigonometry, and the new topics are introduced by the instructor, when needed.</td>
<td>Both chemistry and physics students cover a great deal of material requiring unit cancellation and unit conversion. Much time is spent reviewing unit conversion, unit cancellation, and dimensional analysis. Review time is also spent on the operations on fractions.</td>
<td>The biology students use fractions and ratios extensively in their science work. Much review time is spent on basic manipulation of fractions, such as multiplying, dividing, and reducing. Review on decimal numbers and scientific notation is often required for many students.</td>
</tr>
<tr>
<td>What are the most frequent algebraic challenges and hurdles encountered by your science students? Can you give examples?</td>
<td>Something as simple as solving for a variable in an algebraic equation. Isolating a single unknown from a basic ratio. Solving for a single variable in straightforward first-order proportions.</td>
<td>Fractions and ratios with respect to units, dimensional analysis, and cancellation. Solving direct and inverse variation equations. Multiplying and dividing fractions within fractional quantities.</td>
<td>A common challenge is overcoming math phobia. Many of my students say they aren't good at math. They often struggle with conversions and have difficulty understanding the numbers in context.</td>
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<tr>
<td>QUESTIONS</td>
<td>Interviewee 01</td>
<td>Interviewee 02</td>
<td>Interviewee 03</td>
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<tr>
<td>What are the more common algebraic misconceptions or misapplications within their science coursework? Can you describe one or two instances that you can recall?</td>
<td>Thinking that solving a problem is a couple straightforward steps to a solution. Failing to understand the direct and inverse (indirect) relationships between variables. An instance would be not being able to algebraically solve the ideal gas law, PV=nRT, for any one of the unknowns.</td>
<td>Students having an expectation that science is little more than formulas that can be easily and quickly solved by algebra. F=ma is a basic equation with only three variables, but students will have difficulty when applying the formula to word problems or when needing to consider non-standard units.</td>
<td>There seems to be a disconnect between the algebra skills and appropriately using those skills when needing to solve the science problems. Many students often just want to plug numbers into a previously given formula, push calculator buttons, and get an answer.</td>
</tr>
<tr>
<td>In plain language, could you explain what would be absolutely necessary, algebraically, for student success in their studies within science?</td>
<td>Remaining determined when working towards solutions. Verifying that the solution seems reasonable within context of the problem. Solving first-order equations for a specific variable. Manipulating ratios, particularly when unknown is in the denominator.</td>
<td>Being able to read and understand mathematical and algebraic symbolism. Reading comprehension in general is critical. Factoring and solving second-order polynomials. Scientific notation and magnitudes. Quadratic formula. Graphing and evaluating functions.</td>
<td>Scientific notation. Manipulating proportions to solve ratio and variation equations. Solving equations containing a single variable. Using algebra to solve application problems. Recognizing and understanding algebraic terminology and symbolism.</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>Interviewee 01</td>
<td>Interviewee 02</td>
<td>Interviewee 03</td>
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<tr>
<td>In addition to algebra, what other mathematical techniques do your science students regularly employ and within what context?</td>
<td>Being able to engage in logical reasoning and perform mental experiments. Accepting, substituting, and canceling unknowns throughout problem solving procedures. Physics students need vector analysis. Geometry, including sines and cosines within physics.</td>
<td>The physics students need to be competent with vectors and techniques of vector analysis. Physics students will use geometric formulas and concepts, especially when graphing. The chemistry students also need competence in creating and interpreting graphs.</td>
<td>The students will collect data in labs and will need to interpret charts, graphs, and corresponding tables of the discrete data. Students will employ mathematical techniques regarding introductory probability and statistics, and be able to communicate mathematical results.</td>
</tr>
<tr>
<td>How are students employing technology when mathematically engaged? Can you give me some examples?</td>
<td>Students use calculators, specifically graphing calculators to evaluate functions, solve equations graphically, &amp; perform regression analysis. Students use various types of data collection devices. Current students not at all intimidated by technology.</td>
<td>Both chemistry and physics students use graphing calculators, data collection devices, and scientific software. Many of the labs are conducted using electronic sensors. Calculators are used to determine logarithms and exponentials.</td>
<td>Students use spreadsheet software for organizing data and constructing graphs. Students also use scientific calculators, but not graphical calculators. Students will often blindly trust output from technology without checking if answers are reasonable.</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>Interviewee 01</td>
<td>Interviewee 02</td>
<td>Interviewee 03</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Please give examples of the mathematics you spend the most time reviewing.</td>
<td>Chemistry students need Algebra I (review is done in context of problems). Physics students need Algebra I with Algebra II concurrent (review is done in context of problems). Physics students also need some trigonometry, and the new topics are introduced by the instructor, when needed.</td>
<td>Both chemistry and physics students cover a great deal of material requiring unit cancellation and unit conversion. Much time is spent reviewing unit conversion, unit cancellation, and dimensional analysis. Review time is also spent on the operations on fractions.</td>
<td>The biology students use fractions and ratios extensively in their science work. Much review time is spent on basic manipulation of fractions, such as multiplying, dividing, and reducing. Review on decimal numbers and scientific notation is often required for many students.</td>
</tr>
<tr>
<td>Any further comments you would like to make, or expand on anything?</td>
<td>Would like to see students not quitting after first attempt at a solution and see students attempting different ways at solving problem. The importance of using mathematics in a science setting for students to experience applications. Connect math and science from school to industry (outside classrooms).</td>
<td>A major concern, in the connection of mathematics with science, is student difficulty of applying necessary algebra to solve problems in context. Students will struggle when algebra is applied. It may be the lack of experience with application problems or possibly weak reading comprehension ability.</td>
<td>Math phobia is common among the biological science students. The students struggle with transfer of learning from mathematics class to science classroom. Difficulties with discipline terminology creates struggles in both the mathematics and the biological material.</td>
</tr>
<tr>
<td>Can you explain your students' applications for the following, principally where students would utilize the following in their science experiences?</td>
<td>Interviewee 01</td>
<td>Interviewee 02</td>
<td>Interviewee 03</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Reducing Radicals</td>
<td>Primarily only square-roots.</td>
<td>Very little, mainly square-roots.</td>
<td>Only square-roots, and only on the calculator.</td>
</tr>
<tr>
<td>Rate of Change</td>
<td>Yes, expressed in terms of slope.</td>
<td>Yes, most often in physics.</td>
<td>Only visually comparing slopes on scatterplots.</td>
</tr>
<tr>
<td>Common Term Factoring</td>
<td>Only occasionally.</td>
<td>Seldomly in chemistry, and occasionally in physics.</td>
<td>Almost never.</td>
</tr>
<tr>
<td>Manipulating Rational Functions</td>
<td>Seldom, if ever.</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>Operations on Fractions</td>
<td>Yes, particularly when manipulating ratios.</td>
<td>Yes, primarily with ratios and variations.</td>
<td>Yes, primarily with ratios and proportions.</td>
</tr>
<tr>
<td>Logarithms and Exponentials</td>
<td>Minimal coverage, as needed.</td>
<td>As needed in physics, and occasionally in chemistry.</td>
<td>Only graphing, and only exponentials.</td>
</tr>
<tr>
<td>Linear and Non-Linear Functions</td>
<td>Evaluating &amp; graphing linear and quadratic functions.</td>
<td>Evaluating &amp; graphing linear and quadratic functions.</td>
<td>Use spreadsheets to construct graphical plots.</td>
</tr>
</tbody>
</table>
REFERENCES


The Reform of College Algebra

- When surveyed, faculty from other disciplines (and representatives from business, industry, and commerce) have consistently called for mathematics departments to make a major change in college algebra.

- The curriculum committees of national mathematics organizations have uniformly called for replacing the current college algebra course with one in which students address problems presented as real-world situations by creating and interpreting mathematical models.

Traditional college algebra content

- Functions (including linear, polynomial, rational)
- Factoring
- Graphing
- Slope
- Equations, inequalities
- Exponentials, logarithms
- Matrices
- Sequences

Questions

Why do the majority of college algebra students enroll in the course?

Are students well-served by college algebra courses?

If not, then what kind of mathematical experiences should be considered?

AMATYC Crossroads Standards

In general, emphasis on the meaning and use of mathematical ideas must increase, and attention to rote manipulation must decrease.

- Faculty should include fewer topics but cover them in greater depth, with greater understanding, and with more flexibility. Such an approach will enable students to adapt to new situations.

- Areas that should receive increased attention include the conceptual understanding of mathematical ideas.

AMATYC Framework for Reform

Standards for Intellectual Development:
- problem solving, modeling, reasoning, connecting with other disciplines, communicating, using technology, developing mathematical power, and linking multiple representations.

AMATYC Framework for Reform

Standards for Content:
- number sense, symbolism & algebra, geometry & measurement, function sense, continuous & discrete models, deductive proof, data analysis, statistics, and probability.
### AMATYC Framework for Reform

**Standards for Pedagogy:**
- Teaching with technology,
- Active & interactive learning,
- Making connections, using multiple strategies, and experiencing mathematics.

### Course Goals

- Involve students in a meaningful and positive, intellectually engaging, mathematical experience.
- Provide students with opportunities to analyze, synthesize, and work collaboratively on explorations and reports.
- Develop students' logical reasoning skills needed by informed and productive citizens.

### Course Goals

- Strengthen students' algebraic and quantitative abilities useful in the study of other disciplines.
- Develop students' mastery of those algebraic techniques necessary for problem-solving and mathematical modeling.
- Improve students' ability to communicate mathematical ideas clearly in oral and written form.

### Course Goals

- Develop students' competence and confidence in their problem-solving ability.
- Develop students' ability to use technology for understanding and doing mathematics.
- Model and solve problems presented in the context of real world situations.

### Quantitative Literacy

The one existing course that provides the best opportunity to stress quantitative literacy is college algebra:
- It has the largest enrollment.
- It is taken to prepare most students for other disciplines.
- The elements of quantitative literacy are the mathematical experiences also needed in most other disciplines.

### Elements of Quantitative Literacy

- Confidence with mathematics
- Interpreting data
- Logical thinking
- Making decisions
- Math Modeling
- Tools & technology
- Mathematics in context
- Number sense
- Practical skills
- Symbol sense
- Finance concepts
- Communicating
Common Themes

- Emphasis on problem solving and mathematical modeling
- Conceptual understanding is more important than skill development
- Development of critical thinking and reasoning skills is essential

Results of Reform Courses

- Students attributed their success in learning less to the instructors and more to themselves and their peers.
- Student reactions towards success or failure shifted from initially being outside themselves (beyond their control) to one of accepting responsibility.
- Students felt that working in cooperative groups served as an effective way to construct understanding, explore, and test other ideas.
- Students needed adequate time to discuss ideas and engage in active learning, which required fewer content topics in more depth.
- Also, the inclusion of history had significant improvement on problems where mathematical vocabulary and notation had previously created difficulty.

Features of a reformed course:

- Course organized around mathematical modeling.
- Students engage in long-term projects.
- Students complete work in collaboration with others.
- Graphing calculators, computers, or other technology utilized throughout.
- Algebraic skills deemed as critical will be maintained, but deemphasized.

Common Themes

- Use of technology
- Development of communication skills (written and oral)
- Greater emphasis on probability and statistics
- Greater cooperation between mathematics and the other disciplines

Challenges to Reform

- Creation of authentic/relevant resources.
- Educator comfort in different discipline areas.
- Familiarity with technology.
- Shifting from a predominant lecture delivery.
- Small mathematics class sizes needed.
- Reforming college mathematics placement.

Recommendations

- College algebra courses should be real-world problem based: topics should be introduced through a real-world problem and then the mathematics necessary to solve the problem is developed.
- College algebra courses should emphasize communication skills: reading, writing, presenting, and listening.
- College algebra courses should focus on mathematical modeling and using the model to answer problems in context.
- College algebra courses should make appropriate use of technology to enhance conceptual understanding, visualization, and inquiry.
Strengthening the Primary College Mathematics Experience:  
The Reform of College Algebra  

Lyle Batton

Introduction

In the United States, the university calculus series is the mathematical sequence for students majoring in mathematics, engineering, or analytical sciences. For almost all other university majors, college algebra is the requisite general education mathematics course. Traditional college algebra content includes the topics of functions (including linear, polynomial, rational), graphing, slope, factoring, equations, inequalities, exponentials, logarithms, matrices, and sequences (Herriott, 2001). College algebra has traditionally been the course documenting mathematical competency for discipline majors not requiring calculus. Yet, college algebra content often maintains a five-decade tradition of preparation towards calculus with the predominant objective of most college algebra textbooks being preparation for calculus. Although the transition to calculus focus may not be formally stated within all the texts, the content of most still reflect this pre-calculus objective. However, Small (2002) reported that fewer than 10% of college algebra students eventually enroll into calculus. Students planning for calculus will often elect to complete a different requisite course of pre-calculus mathematics, one that is specifically focused on the preparation for calculus. Through traditional college algebra courses, we have been collectively funnelling students towards a path that only a small percentage will follow. As concisely stated by Small (2002), traditional college algebra is not working.

Early calls for reform in this area of mathematics education were documented in National Research Council reports (NRC, 1989; NRC, 1991). The NRC reports highlight that college algebra students consistently have a high failure rate, are unable to transfer course content to novel situations, and the courses are not adequately preparing students for future careers. Nationally, approximately 40% of students will withdraw from a college algebra course, earn a letter grade of D, or fail the course (Herriott, 2001). However, there have been higher education institutions conducting investigations towards reforming college algebra (Small, 2002). Small reported that reformed courses succeeded in lowering the failure and withdrawal rates of college algebra students by 15 to 25 percent, and reversed the negative attitudes that students had towards mathematics.

General education mathematics courses, such as college algebra, offer opportunities in developing foundational areas of preparedness such as critical thinking, communication, and independent creativity. These are areas of competency that would also be reasonably expected beyond a graduates college studies. However, in a research study conducted by Peter D. Hart Research Associates (2008) the authors interviewed several hundred business leaders. The researchers questioned employers on the preparedness of newly hired college graduates. The lowest reported rated areas were adaptability, critical
thinking, writing, self-direction, and global knowledge. In reforming our general education mathematics experience, all of these low rated areas of preparedness and reported deficiencies could be further addressed and developed.

A report commissioned by the Mathematical Association of America (MAA) and supported by the National Science Foundation (NSF), along with the American Mathematical Association of Two-Year Colleges (AMATYC), outlined the need for college algebra reform (Katz, 2007). The paper reported on what has been learned about the teaching of algebra and identified common principles that can serve as models for improvement. Listed are several findings from the report addressing the need for college algebra reform.

- The curriculum committees of national mathematics organizations have uniformly called for replacing the current college algebra course with one in which students address problems presented as real world situations by creating and interpreting mathematical models.
- When given an opportunity, faculty from other disciplines and representatives from business, industry, and commerce have consistently called for mathematics departments to make major changes in the content of college algebra.
- There is widespread interest in mathematics departments concerning offering modeling-based college algebra and the need for support for those who would teach the courses. (Katz, 2007)

The calls for college algebra reform indicate a purpose to refocus the primary mathematics experience towards addressing proficiencies that students need for achievement in their continuing studies, participation in society, and functioning in the workplace. In supporting this purpose, a reform college algebra course will have an emphasis on communicating with others, interpreting data, using technology, creating models, engaging in open-ended problem solving, and building mathematical confidence through critical thinking and creativity. Collegiate mathematical standards and goals for lower division mathematics courses offer a framework for the reform of a primary college mathematics experience.

**Framework for Reform**

A foundation in general education mathematics requires practice in reasoning, modeling, visualizing, and communicating (NRC, 1989). As mathematics teachers, we should continually foster student growth through relevant applications, meaningful experiences, and appropriate use of technology. Mathematics encompasses a prevalent and profound role in all of our lives. Modes of mathematical thought include modeling, optimization, symbolism, inference, logical analysis, and abstraction (NRC, 1989). Through experiencing mathematical modes of thought, student growth and development should be the principal objective of the curriculum. In addressing the purpose of reforming college algebra, a framework of common themes will be identified from
outlines and reports focusing on the standards, goals, and competencies for
general education college mathematics.

In 1995, the American Mathematical Association for Two-Year Colleges
outlined three sets of standards for the teaching and learning of college
mathematics (AMATYC, 1995). The outlines were later revised in Beyond
Crossroads, Implementing Mathematics Standards in the First Two Years of
College (AMATYC, 2006). The outline establishes a foundation on standards for
intellectual development, standards for content, and standards for pedagogy. The
guidelines from Beyond Crossroads are summarized by standard.

- Standards for Intellectual Development: problem solving, modeling,
  reasoning, connecting with other disciplines, communicating, using
  technology, developing mathematical power, and linking multiple
  representations.
- Standards for Content: number sense, symbolism and algebra,
  geometry and measurement, function sense, continuous and
  discrete models, deductive proof, data analysis, statistics, and
  probability.
- Standards for Pedagogy: teaching with technology, active and
  interactive learning, making connections, using multiple strategies,
  and experiencing mathematics. (AMATYC, 2006)

Beyond Crossroads emphasizes expanding reasoning ability while
developing mathematical arguments, judging reasonableness of mathematical
solutions, developing confidence in mathematics, engaging in interdisciplinary
exploration, organizing and interpreting data, collaborating and communicating
with others, and using multiple solution strategies. The report addresses the
emphasized issues with a foundational set of educational principles, which
include broadening mathematics and science career options, providing equitable
access, using multiple learning outcome assessments, integrating technology,
incorporating history, promoting inquiry and innovation, and developing
quantitative literacy. The principles and standards from Beyond Crossroads offer
a framework for the teaching and learning for all lower division collegiate
mathematics courses.

While the AMATYC reports outline standards for all general education
mathematics courses, including college algebra, other publications have outlined
reform focused specifically on traditional college algebra courses, such as
Curriculum Renewal Across the First Two Years from the Committee on the
Undergraduate Program in Mathematics (CUPM, 2007). The curriculum renewal
guidelines are summarized in the following nine goals.

- Involve students in a meaningful and positive, intellectually
  engaging, mathematical experience.
- Provide students with opportunities to analyze, synthesize, and
  work collaboratively on explorations and reports.
• Develop students' logical reasoning skills needed by informed and productive citizens.
• Strengthen students' algebraic and quantitative abilities useful in the study of other disciplines.
• Develop students' mastery of those algebraic techniques necessary for problem solving and mathematical modeling.
• Improve students' ability to communicate mathematical ideas clearly in oral and written form.
• Develop students' competence and confidence in their problem-solving ability.
• Develop students' ability to use technology for understanding and doing mathematics.
• Enable and encourage students to take additional coursework in the mathematical sciences. (CUPM, 2007)

The CUPM report emphasized the need for a fundamental general education mathematics experience founded on modeling and problem solving, cooperative projects, exploratory learning, connections to other disciplines, mathematics outside academia, data analysis, and quantitative literacy.

Madison and Steen (2003) edited a report from a study commissioned by the National Council on Education and the Disciplines (NCED), which questioned how the quantitative literacy initiative relates to college algebra. The report stated that the existing college mathematics course that provides the best opportunity to stress quantitative literacy is college algebra. The following summarizes the reported quantitative literacy competencies that should be developed by students.

• Mathematical confidence
• Interpreting data
• Logical thinking
• Making decisions
• Mathematical modeling
• Tools and technology
• Mathematics in context
• Number sense
• Practical skills
• Symbol sense
• Financial concepts
• Communicating

The NCED report stated a reason for selecting college algebra as the course to address quantitative literacy. College algebra has the largest general education mathematics enrollment. Most students take the course as preparation for other disciplines, and the elements of quantitative literacy are the mathematical experiences also needed in most other disciplines.
The AMATYC standards and principles, the CUPM curriculum renewal goals, and the NCED qualitative literacy competencies relate a framework for the purpose of college algebra reform. Common themes from the standards, goals, and competencies are emphasized as problem solving and mathematical modeling, development of critical thinking and reasoning skills as being essential, the integration and use of technology, conceptual understanding having precedence over skill development, greater emphasis on probability and statistics, development of written and oral communication skills, and greater interconnection between mathematics and the other disciplines.

Examples of Reform

Since college algebra is offered as a general education course, the experiences from the course should be generally applicable to future studies. In viewing the primary mathematics experience as more than minimum content requirements focused on algebraic skill manipulation, primary college mathematics can be a foundation for subsequent learning. By building upon experiences of mathematical modeling and problem solving, college algebra can evolve from a teacher-centered algebraic skills course to a learner-focused meaningful mathematical experience.

Specific examples of applications within a reform mathematics course were reported from the University of Colorado (Bennett, 1999). This context-driven approach to college algebra included an example of loan payments in which students could investigate exponential growth. The report emphasized that a loan payment problem is only one possible context example towards the study of exponential growth. Students in the course were actually introduced to the contextual problem on loan payments before they generally covered the content material on exponentials. Bennett reported that student solutions towards the initial question were only the beginning in the context-driven approach for that example. Class discussions continued on loan payments, avoiding credit card trouble, comparing adjustable-rate to fixed-rate mortgages, and considering closing costs or additional fees when financing. Other examples in the reform course were mathematics of voting in the context of actual elections, and geometry in the context of architecture and design. The mathematical topics in the Bennett report involved logic, problem solving, number sense, and modeling. The report stated that the actual contextual problems in a reform course are as varied as the interests of the students and instructor.

Various higher education programs reforming college algebra were reported as illustrative resources within a curriculum guide publication (CUPM, 2004). One example of a reform college algebra course included students constructing their own understanding through discussing concepts in small cooperative groups. Throughout the course, students had to apply traditional algebra skills to solving problems in real-life situations. The research stated that students attributed their success in learning less to the instructors and more to themselves and their peers, and that the groups served as a forum to explore and test other ideas. Another reform course mentioned project activities where the students were involved with collecting data for area businesses and
industries. The mathematics students then analyzed the locally collected data and presented the results to the community. In another reform course, students collected data to model naturally occurring phenomena in medicine, economics, business, and ecology. Another course of contemporary college algebra, emphasized communications (reading, writing, presenting), technology usage, small group interdisciplinary projects, analysis of real data sets, graphical analysis, and recursive sequence models. In all of these reform projects, the referenced research on the various approaches reported instructional intentions of building upon the strengths and positive reactions of a context-driven, modeling approach to college algebra.

From Francis Marion University, Fox (2002) reported on the integration of projects, applications, and activities to better motivate general education mathematics students. Former students would often report that they felt the traditional college algebra coursework was redundant of their high school algebra experience and offered little other than fulfilling a degree requirement. The traditional college algebra course was tailored for preparing all students for calculus, when very few algebra students were actually continuing to calculus. Additionally, the report questioned if achieving mathematics maturity through manipulation skills was the best preparation for the few students who did later enrolled into calculus. A reformed two-course sequence was developed and offered using modeling and problem solving as its framework. Common threads throughout the sequence were communicating mathematically, scientific computing with technology, and mathematical modeling. Fox reported that student responses were quite positive upon completion of the reform courses, citing the projects as a valuable experience in their mathematics studies and as a benefit for their future studies. Student portfolios illustrated growth in all three of the common threads by showing continual improvement in effort, sophistication, technology usage, and communication in their coursework.

At Colorado State University, Chappell and Hardy (1999) reported on experiences from teaching a reform course entitled College Algebra in Context. Students were exposed to fewer content topics, but studied contextual problems more in depth. Mathematical modeling was employed through cooperative learning activities. The focus on problem solving was on the process and strategy to a solution, rather than the answer itself. Solutions were valued if students could communicate the explanation from the context of the problem. Technology was used in solution strategies and to develop conceptual understanding from discoveries. The researchers reported two distinct and divergent student viewpoints on the reform mathematics course. One group of students generally appreciated learning mathematical concepts in context, and another group expressed frustration on the expectations of developing their own understanding and communicating results. Chappell and Hardy also conducted a study to investigate the impact of a reform course to that of a traditional college algebra course, primarily lecture format. The assessment of student achievement was focused on the four areas of procedural knowledge, conceptual understanding, employment of multiple approaches, and communication skills. The researchers reported that reform course students had a significantly higher level of
achievement in conceptual understanding, employment of multiple approaches to solving problems, and communication of mathematics. The assessments also indicated that the different learning environments resulted in no significant differences in procedural knowledge, although the approaches of traditional course students generally differed from those of reform courses. The traditional students would often manipulate and solve more efficiently in fewer steps, while the context course students would tend to make efforts in justifying their solution steps.

Jones and Balas (2000) also conducted a research evaluation of a reform college algebra course. Their reform course utilized resources stressing modeling, functions, graphs, and earth science and had students engaged in cooperative group work. Approximately half of the time within their reform course was on applications emphasizing interpretation, modeling, and contextual problem solving. The remaining time within the course was on traditional college algebra topics, such as simplifying expressions and solving equations, in support of the applications. A notable result of the reform course was the necessity of reducing the amount of subject content from the traditional college algebra course curriculum by one-half. The researchers covered fewer content topics in more depth, providing students adequate time to discuss ideas and engage in active learning. The research results also indicated that during the course, student reactions towards success or failure shifted from initially being outside themselves and beyond their control to one of accepting responsibility as individuals and within their groups. The researchers found that the students assumed more responsibility for their own learning.

An intellectual development standard often present in reported reform approaches is that of mathematical modeling (CUPM, 2004). An example of a modeling approach to college algebra has been reported in a study at Virginia Commonwealth University (Ellington, 2005). Their approach incorporated collaborative group work and graphing calculators to develop mathematical models to assist in solving a variety of application problems. The algebraic skills developed in the course were those necessary to successfully complete the modeling process. As a result, some content skills covered in a traditional college algebra course may not have been practiced, such as rationalizing denominators of specific functions or completing the square to solve quadratic equations. Overall, the students reported reactions and attitudes that were generally positive. The study revealed statistically significant results in favor of the reform course for the surveyed areas of “Confidence in Learning Mathematics”, “Less Mathematics Anxiety”, and “Mathematics Usefulness” compared to students in the traditional lecture college algebra course. Seventy percent of the reform course students responded that their learning experiences were enhanced by group collaboration. Additionally, the analysis of withdrawal rates of college algebra students provided support for traditional college algebra courses being reformed.

Another consideration towards strengthening the primary mathematics experience is the inclusion of history (Hagerty, 2006). This particular report described redesigned college algebra course having a historical core component.
The course had an increased focus on real world applications, from both past and present, with history of mathematics strengthening the connection. The reform course students would begin an investigation on a real world historical problem. From the solution process of the problem, algebraic concepts would be developed and strengthened. The inclusion of history also appeared to benefit student communication. The use of the historical development of mathematical terms, and the context of the terms, aided the students in their mathematical terminology. Notable research findings on the inclusion of history included a significant improvement on problems where mathematical vocabulary and notation had previously created difficulty, and an increase in the percentage of students who elected to enroll in additional mathematics courses beyond college algebra.

Several common themes emerge through relating the reform examples to the framework of standards, goals, and competencies. The reform college algebra courses were organized around mathematical modeling and using models to address problems in context. The course topics were introduced through a real-world situated problem and then the mathematics necessary to solve the problem was developed. Algebraic skills deemed as critical were experienced and practiced, while traditional skill content was de-emphasized or reduced. The reform courses developed student communication skills of reading, writing, presenting, and listening. Students engaged in projects and activities, while completing work in collaboration with others. The reform courses presented problems and problem solving that the students may face in their chosen disciplines and throughout life. This focus included an emphasis on contextual understanding, reasoning, and critical thinking. Graphing calculators, computers, and other technology were utilized throughout the courses, enhancing students' conceptual understanding and inquiry.

Challenges to Reform

The original Crossroads in Mathematics recommended standards and reforms for the teaching and learning of college mathematics. From faculty survey respondents, Golfin (2005) noted challenges to implementation of the original Crossroads in Mathematics recommendations as being lack of time, money, supportive texts and resources, professional development opportunities, and faculty resistance to change. Embedded practices are not about to swiftly change, especially if there exists faculty beliefs that students are arriving to college with inadequate recall of sufficient algorithmic techniques from their high school mathematics courses.

Learning the mechanics of mathematics is absolutely necessary in order to effectively communicate mathematically. Having standardized symbolism in mathematics is analogous to rules of language. However, the teaching and learning of the mechanics often becomes the predominant expectation of the student's mathematical experiences. We must question the wisdom of an unrealistic process of filling a learner with rote algebraic algorithms, void of any applicable context, and expect the student to consistently recall and seamlessly
adapt the previously covered algebraic skills within novel applications. I am not suggesting abandoning the teaching and learning of standardized algebraic symbolism. I am asserting that the nature of mathematics education must reflect the realities of differences in mathematical development, including the open-ended and contextual nature of learning. It is not sufficient for coursework to consist solely of traditional manipulation techniques with the hope that mathematical understanding would then naturally arise from exercise repetition. A challenge for effective change is that there exists comfort in the familiar and reform may be viewed with skepticism.

There has been a five-decade history of college algebra as an introductory collegiate course. There exist long-standing traditions on the role and purpose of college algebra and the expected content of the general education course. Expectations exist from the college students, parents, mathematics faculty, other faculty, administration, and high schools teachers. Many high schools had previously implemented standards similar to AMAYTC, and a limited number of higher education faculty have now followed the lead of these high school mathematics teachers (CUPM, 2004). Much of the secondary reform was based upon the National Council of Teachers of Mathematics recommendations (NCTM, 1989; NCTM, 1991; NCTM, 1995). Because of rich high school mathematics experiences, students may successfully leave high school with expectations that conflict with their college algebra courses upon entering college.

Prior to students' enrollment in college algebra, there is an extensive framework in place towards directing college students towards a primary mathematics course. Institutions often proctor a mathematics entrance placement examination as the initial stage of a student's collegiate mathematical experience. The exam often covers algebraic manipulations that have been viewed as a collection of necessary requisite mental tools that first need to be acquired by the student before they can proceed into collegiate coursework. The placement exam is not a comprehensive evaluation of mathematical knowledge needed for higher education studies, rather a focused test of algebraic manipulation ability (Gordon, 2006). The specific topics and skills tested are what have been needed to successfully progress through the traditional collegiate mathematics course sequences. If a student does not receive an adequate placement exam score, they likely are enrolled into a remedial algebra course. This creates a possible source of contention for college students who have successfully completed all requisite years of high school mathematics, including algebra, and have met the requirements for beginning their college mathematics coursework. If we are committed to reforming the primary college mathematics experience, including the transition into collegiate mathematics, a challenge to reform is the traditional process of mathematics placement examinations (AMATYC, 2006).

The intent of entrance testing and initial placement is to increase the likelihood of student achievement and success in their college mathematics courses. However, the college mathematics placement exam is often a private corporation product and developed outside the environment of the individual
institution (Gordon, 2006). Advantages to trusting and using these independent products are the simplicity of proctoring the exams, the uncomplicated results, and the alleviation of time burdens on institutional personnel. Students can be quickly stockaded through a computerized multiple-choice snapshot, with institutions receiving simple numerical values allowing efficient filtering towards content driven courses. The current placement process reduces time demands and effort on the institutions by not needing to interview the prospective student or engage in an interdisciplinary assessment reflecting cognitive attributes. Additionally, companies offering current placement examinations will resist any changes that negatively affect corporate profits. Similarly, textbook and resource developers who have consistently printed nearly identical materials for traditional college algebra courses may fail to respond to reforms if not convinced that profits will transpire from changes. An alternative to printed textbook materials for the classroom educator is creating one’s own resources. However, the process of researching and developing original resources is a time intensive challenge.

Another challenge to comprehensive reform in any primary studies is a systematic refocus towards smaller class sizes facilitated by faculty experienced in educational methods. Additionally, the demands on educators adopting a reform approach will extend beyond expertise in learner-centered instruction. For students to be guided through interdisciplinary experiences, the mathematics faculty will need to be comfortable and competent in other disciplines. A challenge to reform will be all mathematics faculty developing capability and expertise regarding interdisciplinary connections of mathematics to other areas of study. Likewise, if there is to be a true interdisciplinary approach towards education, then all educators within all discipline areas must embrace a conviction of shared responsibility for the teaching and learning of mathematics in context. An unrealistic burden would be placed on college algebra if every academic department expects comprehensive mathematical exposure from this single semester mathematics course.

Conclusion

Modifying a college algebra course with a modeling approach is only one aspect of a reformed mathematics experience. An extension to the current reform movements of college algebra would be a year-long mathematical sequence of incorporating mathematical modeling, problem solving, and mathematical reasoning. The standards for reform would follow the three AMAYTC guidelines for intellectual development, content, and pedagogy. With the AMATYC standards as guiding principles, the dynamics and interests of each unique learning community will determine the actual mathematical learning experiences for a particular class.

Course content objectives and activities cannot be rigidly pre-defined, but will develop from the interests and interactions within the learning community. Institutional course outlines would not be rigidly delineated, but instead be available as initial planning guides. The teacher will relinquish the role of knowledge professor and avert a controlling focus of systematically covering material and addressing content objectives. An extensive reform approach to
college mathematics may also require from each classroom educator an interdisciplinary focus while being comfortable with mathematical applications within other disciplines. A reform approach may require the classroom mathematics instructor to experience unfamiliarity, and accept responsibilities, within new academic areas.

As students investigate necessary requirements and requisites for their program of study, it is reasonable for them to expect that required courses are in their best interest, that the coursework will be relevant, and that the requirements and activities within the course will be meaningful and appropriate. However, only changing course titles or re-writing course outlines offers little in a shift of conventional focus on knowledge transfer and content exposure. Simply proposing reform through a modeling or problem-solving approach as fundamental change fails to recognize the complex and extensive demands within development, content, and pedagogy. Likewise, merely changing general education descriptions without incorporating the standards for reform may only offer more redundancy in a yearly sequence. Since the primary mathematics class of college algebra is a general education requirement, the experiences from the course should be broadly relevant. If institutions mandate the completion of a general education course, such as college algebra, there is a reasonable expectation by the student that the mathematics course will be fundamental to the students’ future studies.

This research paper does not intend to dictate the specific mathematics content or resources for a reform general education college mathematics sequence. As reported in CUPM (2001), it is impracticable for absolute consensus on specific content even within a small group of educational professionals. Although general consensus on improvement may not be practical, further research may offer considerations towards improving the current system within higher education. The need to adapt towards changing situations, technologies, and information requires all of us to engage in daily mathematical thought. Our methods of mathematical instruction need to allow our students experiences that will develop their abilities towards adapting to change, instead of preparing them for the next barrage of standardized examinations.

Complex and pragmatic mathematical thinking is action through visualizing, creating, communicating, collaborating, questioning, implementing, confronting, deciding, and reflecting. Mathematical development involves uncertain and unique directions and paths. The process is often frustrating and imperfect for both student and teacher. However, it is this same process that is necessary in an individual’s educational development. Through actively engaging in self-discovery of mathematical investigations, symbolism will then arise and be reinforced. Engaging within mathematics courses with a reform perspective offers opportunities to build confidence, practice strategies, incorporate technology, and communicate with others.

Providing learners opportunities to engage in mathematical thinking requires situations in which students can identify and associate. Effective learning experiences are to be realistic, meaningful, open-ended, and supportive for each learner, while actively promoting learning within situations of interest.
Transforming the general education mathematics course offers an essential opportunity for a primary college mathematics experience founded on individual growth, reasoning, inquiry, communicating, and critical thinking. By building upon the current reform movement of mathematical modeling and contextual problem solving in the mathematics classroom, fundamental college mathematics can evolve from primarily a teacher-centered algebraic skills course to a learner-focused relevant mathematical experience.

References


CALCULUS I

COURSE INFORMATION: Math 2231, 4 Credit Hours

INSTRUCTOR INFORMATION:

Instructor: Lyle Batton
Office: Room 102 – T.R.F.
Email: lyle.batton@northlandcollege.edu
College Phone: 800-959-6282

COURSE PREREQUISITE:

Math 1106 & Math 1110; or Math 1113.
(Algebra & Trigonometry; or PreCalculus with Trigonometry)

TEXT & CALCULATOR:

A Graphing Calculator (recommend TI-89 or TI-92+ or Voyage 200).

COURSE DESCRIPTION:

This course is a first in a sequence of courses designed to cover limits, continuity, differentiation and integration of algebraic & trigonometric functions, and applications of derivatives.
COURSE CONTENT:

Chapter P - Preparation for Calculus
Chapter 1 - Limits and Their Properties
Chapter 2 - Differentiation
Chapter 3 - Applications of Differentiation
Chapter 4 - Integration

GRADING SYSTEM:  EVALUATION  EMPHASIS
                      
                        Homework  50%
                        Examinations  25%
                        Project  10%
                        Final Report  10%
                        Class Discussion  5%

GRADING SCALE:  Percentage of total possible points


90 - 100%  A
80 - 89%  B
70 - 79%  C
60 - 69%  D
Below 60%  F

STUDENT RESPONSIBILITIES: Students are expected to complete assigned work at scheduled times and productively contribute to course discussions.
CALCULUS II

COURSE INFORMATION: Math 2232, 4 Credit Hours

INSTRUCTOR INFORMATION:

   Instructor              Lyle Batton
   Office                  Room 102 - TRF
   College Phone           800-959-6282
   Email                   lyle.batton@northlandcollege.edu

COURSE PREREQUISITE: Math 2231, Calculus I.

TEXT & CALCULATOR:

   A Graphing Calculator (recommend TI-89, TI-92plus or Voyage 200)

COURSE CONTENT:

   Chapter 5 - Transcendental Functions
   Chapter 7 - Applications of Integration
   Chapter 8 - Integration Techniques
   Chapter 9 - Infinite Series
   Chapter 10 - Parametric and Polar
COURSE DESCRIPTION:

This course is the second in a sequence of courses designed to cover differentiation and integration of transcendental functions, techniques of integration, applications of integration, sequences and series, polar coordinate system, and parametric curves.

GRADING SYSTEM:

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<td>Final Report</td>
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<td>Class Discussion</td>
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GRADING SCALE: Percentage of total possible points

- 90 - 100% A
- 80 - 89% B
- 70 - 79% C
- 60 - 69% D
- Below 60% F

STUDENT RESPONSIBILITIES: Students are expected to complete assigned work at scheduled times and productively contribute to course discussions.
ENGINEERING PHYSICS I

COURSE INFORMATION: Phys 2211, 5 Credit Hours

INSTRUCTOR INFORMATION:

Instructor Lyle Batton
Office Room 102 – T.R.F.
Email lyle.batton@northlandcollege.edu
College Phone 800-959-6282

COURSE PREREQUISITE: MATH 2231 or concurrent.

COURSE MATERIAL:

A Graphing Calculator (TI-89 or TI-92plus or Voyage 200).

COURSE DESCRIPTION:

This course is the first of the calculus-based physics sequence with laboratory. Topics of the sequence include: mechanics and gravitation, work and energy, heat and thermodynamics, vibrations and waves, electricity and magnetism, light and optics.
GRADING SYSTEM:

EVALUATION

Homework
Examinations
Labs
Final Report
Class Discussion

EMPHASIS

50%
20%
15%
10%
5%

GRADING SCALE:

Percentage of total possible points

90 - 100%   A
80 - 89%    B
70 - 79%    C
60 - 69%    D
Below 60%   F

STUDENT RESPONSIBILITIES:

Students are expected to complete assigned work at scheduled times and productively contribute to course discussions.
ENGINEERING PHYSICS II

COURSE INFORMATION: Phys 2212, 5 Credit Hours

INSTRUCTOR INFORMATION:

Instructor: Lyle Batton
Office: Room 102 - TRF
College Phone: 800-959-6282
Email: lyle.batton@northlandcollege.edu

COURSE PREREQUISITE: Phys 2211, Engineering Physics I.

COURSE MATERIAL:

A Graphing Calculator (recommend TI-89 or TI-92plus or Voyage 200)

COURSE DESCRIPTION:
This course is the second of the calculus-based physics sequence with laboratory. Topics of the sequence include: mechanics and gravitation, work and energy, heat and thermodynamics, vibrations and waves, electricity and magnetism, light and optics.
GRADING SYSTEM:

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STUDENT RESPONSIBILITIES:

Students are expected to complete assigned work at scheduled times and productively contribute to course discussions.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: ___________Dennis L. Johnson__________________________ Credential Field: ________________________________
________________________________________Philosophy/Legal Assistant

Year and Semester(s) of Sabbatical: ___
Spring Semester 2008_____________________________________________________

Name and Title of Responsible Administrator: __________
Norma Knoschak_____________________________________________________

1. PURPOSE OF MY SABBATICAL PLAN:

My sabbatical plan was to enroll in two classes that I am presently teaching. The purpose in doing so was twofold: 1) To see how other instructors approach the subject matter and 2) To have the experience of being a student in the respective classes.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN

I registered for and completed two classes at MSU Moorhead as follows:

HIST 361 Civil War and Reconstruction
PHIL 120 World Religions

These classes were taken for a grade rather than an audit, as it seemed essential to be graded if one is to have an accurate experience of being a student.
3. ACTIVITIES OF MY SABBATICAL PLAN:

HIST 361 Civil War and Reconstruction  
Wednesdays 4:30-7:15

Requirements: Two reaction papers per week (30 total) and a Research Paper

PHIL 120 World Religions  
Saturdays 12:00-2:50

Requirements:  
Attendance was required, but no mention was made as to how attendance affected one’s grade.  
Four exams and a comprehensive Final Exam

4. RESULTS OF MY SABBATICAL PLAN:

Civil War:

To begin, there were some things that the instructor for this class did that I wouldn't do as an instructor. First, the amount of required reading was exorbitant. There were five required text books for this class, which were covered in their entirety. In addition, there were two articles assigned for each week. I estimate that there were 250-300 pages of reading for each week. It is my view that this amount of assigned reading is counterproductive. The instructor bragged about how much reading the students had to do. We students complained amongst ourselves. The common sentiment was that they had never been required to read so much. I hadn’t read this much since Law School. Because the student was required to post online two reaction papers to the reading for each week, it was necessary to read at least the majority of the works. In addition to posting one's own paper, the students were required to respond to one paper written by another student. Second, the initial posted papers were quite good, but the instructor never commented on the same and the student had no idea whether their work was satisfactory. I personally wrote 30 such papers and responded to a dozen others. The only feedback that I received was a single comment to keep up the good work. When students asked about their work the instructor would say that no news was good news. I found that this lack of feedback led me to believe that
the instructor was not even reading much of this work and the overall quality of student's work suffered as the semester progressed. As noted, the reaction papers were posted online for the other students to read and respond to. I heard from the other students that this instructor was a tough grader and wondered how he could justify being so. I had no idea what grade I was getting until the final grades were posted at the end of the semester.

The classroom was interesting in that all discussions were led by the students. Two students were assigned to lead each class. The classes generally consisted of written discussion questions that were answered in small groups and then discussed with the entire class. The instructor did very little lecturing, but did prompt discussion and asked additional questions. I enjoyed the classroom discussions. There were twenty-two students at the first class and only fourteen at the last class. I attribute the high attrition rate to the immense amount of reading and writing that was required. Also, all but a couple of students had to redo their research papers, so the number of students that actually finished the class was probably less than fourteen.

Some of the writings for this class are attached.

Religion:

The adjunct instructor for this class was unequivocally poor. The three hour lectures consisted of the instructor reading from the text book. There was very little classroom discussion, and this only occurred when a student interrupted the instructor's reading.

Study guides were provided for the four exams and provided some context for what was expected of the student. The study guides were invaluable, especially because of the poor instruction in the classroom. Also, this instructor seemed to think that making the tests tricky was a mark of a good test. The subject was World Religions, but few general concepts or belief systems were part of the tests. Rather, questions regarding the more obscure rituals and terminologies were frequent. I learned little of value in this class about how to teach the class. However, even poor methods are of some value in that they are to be avoided.

Because of the instructor's methods as noted above, the classroom environment was boring and unproductive. I heard many student complaints both in and outside the classroom. However, the experience was a valuable one in that, like the other students, I had to take the exams and try to get a passing grade. Preparing for and taking the exams was a good reminder of what it is like to be a student. My most recent experiences as a student were at the Graduate level, and the requirements were writing papers. I hadn't taken an exam where I had to memorize and regurgitate information in the past twenty five years. The classroom offered little preparation for the exams and the instructor tested on the more obscure aspects of the respective religions. The result was that the students weren't provided with a good overall understanding of the material.

There were no writings for this class so the only documentation is the printout of grades showing that I completed the class.

The experience of being a student again was quite valuable. Reminders that I found valuable include:

Education is expensive! Tuition costs were a shock and the fees included for enrollment are quite high. The textbooks required for the one class were $250.00. I know of instructors that require multiple texts, yet use only portions of each one. As an instructor I have tried to be conscious of this fact and try to deliver the information in an efficient manner.
The instructor makes a difference! Having been in education much of my life I know that this is the case, but being a student again reinforces the idea. The instructor can make or break a class for the student.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
   List documents in order of attachment.

Printout of grades for HIST 361 and PHIL 120

Research Paper for HIST 361

Six Reaction Papers for HIST 361 as examples of the 30 written for the class

(There were only tests for PHIL 120, so no further documentation is available for this class)
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☐ This report is satisfactory for the following reasons:

1. The successful completion of coursework and achievement of an extraordinary grade.
2. Reflection and evaluation of teaching methodologies that will be used to enhance Mr. Johnson's classroom environment.

☐ This report is satisfactory with the following conditions:

☐ This report is not satisfactory for the following reasons:

Signature of Dean

Signature of President

Date

Date

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
## Grades for Spring Semester 2008

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https://webproc.mnscu.edu/eservices/estudent.grades.html
What Are We Fighting For?
The Ebb and Flow of the Civil War Soldiers’ Motivation to Fight the War

Hist. 361 Civil War and Reconstruction,
Dr. Sean Taylor

Dennis L. Johnson
When the Civil War began, there were only about 16,000 Federal troops in the regular army. These troops were dispersed over thousands of square miles of the Western Frontier and in forts along the coastline. This small number was further reduced by the fact that the Federal troops came from, and identified with, the various states; many of these soldiers from the Southern states quit the army and headed home. The result was that the Federal army was a skeletal force with little ability to prosecute a war. The new Confederacy was at an even greater disadvantage in that it had no standing army at its inception. In January 1861, Jefferson Davis organized eight regiments and called for the states to organize militias, but the South was starting from scratch in forming a Confederate army. Yet, the impending war would demand millions of soldiers. These fighting men would come from the farms, shops, and cities of America. The war would be fought by citizen soldiers, and as volunteers, they were enthusiastic to the challenge.

This paper will look at what first motivated the Northern and Southern citizens to become soldiers, and how these motivations changed during the course of the war. The discussion of the soldiers’ motivation will include the causes for which they fought, and also the resolve, or commitment to that cause. Because a soldier’s motivation is subjective in nature, it will necessary to examine how these soldiers reacted to objective events that occurred during the war. First, the motivations of the first volunteer soldiers will be examined. In doing so, the concept of “localism” will be discussed. Localism was the practice of forming regiments entirely with volunteers from a particular community. It will be shown that this practice both strengthened and weakened the soldiers’ will to fight. Second, the Conscription Acts will be considered, for the evolution from a volunteer army to one of conscripts is an transformation that goes to the heart of a soldier’s motivation. Third, the effect that The Emancipation Proclamation had on the soldier’s psyche will be examined. The emancipation of the slaves redefined both the meaning of the war and how the war was fought. The soldiers’ reaction to this event contributes much to a discussion of their motivation during the last one half of the war.

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Finally, desertions will be looked at as an indication of a soldier’s will, or lack thereof. The case will be made that the motivation and resolve of the Northern soldiers grew stronger as the war progressed into its final stages. Conversely, the resolve of the Southern soldier eroded as the war took its course. The soldiers’ shifting motivation, and the resolve behind them, played a substantial role in the ultimate victory for the North, and the defeat of the South.

What Are We Fighting For?: Part I

When the call went out for volunteers, prospective soldiers rushed to join. Soldiers both North and South were motivated by high ideals and strong emotion. Both sides were anxious for that one great battle that would prove that their respective position was the righteous one. Soldiers fought the Civil War for causes both similar and conflicting, but each side fought with conviction and strong motivations.

The Northerner viewed secession as an act of treason, and the traitors had to be vanquished. The United States, all of the states forming one country, ratified the Constitution, and this Union had to be preserved. A sense of nationalism had been growing in the North even before the war. The North was experiencing strong commercial growth. The infrastructure developed to support this growth acted as an artery that connected the various states into one thriving organism. The events leading up to the war strengthened the feeling of unity. The first volunteer soldiers were motivated by a sense of patriotism to the ideal of a united country. “All for the Union” was the mantra in the North, and it was this Union that was being threatened by rebellion. The North was experiencing a new kind of national patriotism filled with fresh enthusiasm. The war now acted as a unifying force for the Northern states. An example of how this new patriotism manifested itself is found in how the National Anthem and the Stars and Stripes took on a new meaning. The Detroit Free Press reported that an epidemic of “Star Spangled Fever” struck the Northern communities:

The Star Spangled Banner rages most furiously. The old inspiring National Anthem is played by bands, whistled by the juveniles, sung in theaters... sentimentally lisped at every piano by patriotic young ladies, ground out

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2 Scott Nelson and Carol Sheriff, People at War, Civilians and Soldiers in America’s Civil War, 1854-1877, (Oxford University Press, Inc. 2008) pp. 7-13
on church organs...hammered on tin pans by small boys, and we almost said barked by dogs. The banner itself floats proudly and beautifully in every direction, from the roofs of houses, from all public places....Omnibus men decorate their vehicles and horses.\(^3\)

The flag to which the Northerner pledged allegiance had thirty-four stars, not twenty-three. Those who sought to strip the flag of any stars were traitors. The Northern citizen was eager to volunteer for the fight to preserve their country from the traitorous designs of the South and they enlisted in droves.

In the South, volunteers enlisted for reasons sounding very similar to those of the North. The Southerner also fought for their Constitutional rights. The Constitution provided for a republic that had as its centerpiece the individual states. As citizens of sovereign states, the Southerner’s perceived that the Federal government now challenged the Constitutional right to their (slave) property. This Federal government was prepared to invade the Southern Homeland in order to force its will on the Southern people. The South needed protection against the perceived tyranny of an all too powerful central government. Southerners rushed to enlist with even more fervor than did their Northern counterparts. Enlistment offices and staging areas were swamped with volunteers. At a visceral level, Southern volunteers were incited to arms by a deep-seated hatred of the North that had been accumulating from the time of their earliest recollections. An Arkansas volunteer writes, “So impatient did I become for starting, that I felt like ten thousand pins were pricking me in every part of my body...\(^4\) A thirst for vindication was aroused by the disparagement that the South had received from the North regarding the Southern way of life in general, and slavery in particular. Northerners labeled the South backward and uneducated. Southerners were portrayed as evil and agents of the devil in regards to the “peculiar institution” of slavery. Motivated by the bruised egos, Southerners rushed to enlist. Southern honor demanded that these soldiers teach the North a lesson about the true character and mettle of the Southerner.


Volunteers and Localism

When Ft. Sumter fell, it was apparent to Lincoln that the government did not have the manpower necessary to put down a rebellion conducted by the substantial adversary that the Confederacy represented. Using his authority under an 18th Century militia act, Lincoln called for 75,000 volunteers for a 90-day enlistment. These volunteers were to be organized into ninety-four regiments of 780 men each, with the District of Columbia furnishing the remainder of 1,680 men. The regiments were to be furnished by the individual states not in rebellion. Each state was assigned a quota based on that state's population. Lincoln soon realized that many more troops were needed and Congress authorized the three-year enlistment of an additional 500,000 troops. The states' responses were overwhelming, netting 700,000 volunteers, with every state exceeding its initial quota.5

The process used to enlist Northern volunteers is most often referred to as "localism". This method usually involved some local figure taking the initiative to form a regiment of approximately 1000 enlisted men and officers. This was accomplished by simply circulating an enlistment document for signatures. Once the requisite number of citizens had signed the document, a regiment would be formed and offered to the given state for service. The state’s Governor would then offer the same for Federal service, thereby filling the state’s quota. These regiments would be kept together as a unit for the duration of their enlistment. Regiments were identified by their state and the sequence within which they were formed. For example, the twenty-third infantry regiment drawn from New York would thereafter be identified as the Twenty-Third New York Infantry. The population density of the area in which a unit was raised generally determined the "locality" of the unit. In those areas with a dense population, a regiment could be raised from a single town, or even a neighborhood. In more sparsely populated areas the regiment’s locality might include neighboring towns, or an entire county. The result of local recruitment was that the soldiers lived and fought with friends, acquaintances, and even family. This familiarity is reflected in the soldiers’ letters home, where the

assumption is that everybody knows everyone else, and their family. A Minnesota soldier writes:

Gus Morgan is going to start for home immediately I wished I had something to send to you but I have not he will give you the details of what is transpiring better than I can write the Boys are enjoying health the same as usual Del is not very stout although he is around Platt is still down with the Rheumatism I don’t think he will get well in this climate Web is pretty healthy at present Newell never is sick as usual...  

Units also gained reputations and each soldier knew that his actions reflected on his unit as a whole. The sense of locality and unit pride contributed to the Northern soldier’s motivation throughout the war.

The Confederacy began with no standing army. In January of 1861, President Davis authorized the formation of eight Confederate regiments and called for state militias to organize and begin training. After Sumter, Davis called for 100,000 one-year volunteers. The Southern state militias had historically taken their responsibilities very serious. With secession, these militias had begun to hone their skills. Militias were the first volunteers and formed the foundation of the Confederate army. Confederate units were also raised through the method referred to above as “localism.” Pursuant to Davis’ order in January, local and state militias had been busy forming and training volunteers. These local groups often had their own names like the “Louisiana Tigers” or the “Stafford County Lincoln Killers.” Regiments in the Confederate Army were also designated by their state and the sequence in which they were enlisted. For example, if the local “Louisiana Tigers” were the seventh infantry regiment formed in Louisiana, then the Tigers would become the Seventh Louisiana Infantry. Initially, this method of local volunteerism worked as well for the South as it did for the North. The volunteers were fighting together as a community unit, even as friends and family. Many of these units had been together well before the war. However, as will be discussed later, when

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6 Thomas A. Irvine, 1st Minn. Inf., Letter dated Aug. 8, 1862, manuscript in private collection
the prospects for a Southern victory began to dim, this local identity supplanted the
Confederate national identity, and localism became a detriment to the Southern cause. 7

Conscription

In April of 1861, the people of the North and the South thought that the war would
be a short one. The inevitable outcome, of course, would be one of victory for their
respective side. Politicians spouted imaginings of great military designs where one grand
battle would settle the issue. The press, in turn, advocated these views to the public.
Support for the war was contagious. Over time, however, both North and South found it
increasingly difficult to raise the troops necessary to prosecute a war that had reached
previously unimaginable proportions. The initial fervor for the war had been dampened
by reality. Soldiers who had rushed to enlist, so that they wouldn’t miss the “short war”,
had now “seen the elephant”, and it was not a pretty sight. Newspapers printed long
casualty lists resulting from battles at places most had never heard of. Friends and family
members were being buried in remote unmarked graves without proper consecration.
Civilians at home, who were making unprecedented amounts of money due to the war
boom, didn’t want their prosperity interrupted. These factors contributed to a decrease in
enthusiasm for the war, resulting in a decrease in volunteers to prosecute the war. As
reduced volunteerism threatened to undermine the effectiveness of the armies,
conscription acts were passed in both the North and the South. 8 These acts provided the
respective governments with the authority to draft troops to fill the thinning ranks. The
conscription acts caused much ill will in both the North and the South. In the North there
were the much-reported Draft Riots. In the South, large groups of men retreated to the
backcountry to hide out the war. In an attempt to mollify the public and to avoid the need
to actually draft soldiers, both governments provided for bounties, whereby men were
paid to enlist. Also, if a man was subject to the draft, then he could hire a substitute to
serve in his place. Finally, there were general exemptions from the draft based on the
draftee’s age, physical condition, and marital status. In all cases, however, these
provisions actually served to increase the divisiveness caused by conscription. Where

7 Peter S. Bearman, Desertion as Localism: Army Unit Solidarity and Group Norms in the U. S. Civil War,
8 Eugene Converse Murdock, Patriotism Limited, 1862-1865, The Civil War Draft and the Bounty System,
(The Kent State University Press 1967) pp. 4-6, Nelson and Sheriff, People at War, pp. 111-113
patriotism and honor were once the motivation to fight, now soldiers were conscripts, fighting not out of patriotic duty but to avoid legal prosecution. The conscription of soldiers and the ancillary practices of bounties, substitutes and exemptions did much to negatively affect the spirit of the soldiers. A closer look at these practices will reveal a changing attitude among the army’s ranks.

In the North, The Conscription Act of 1863 was passed on March 3, 1863. This act stated that all males between the ages of 20 and 45 were to be enrolled unless exempted by the provisions of the act. The act further stated that any person notified for the draft could provide a substitute or pay the Secretary of War a $300.00 commutation fee for the procuration of such substitute. At the time, $300.00 represented a year’s wages for the average Northerner. This practice immediately aroused cries that it was a rich man’s war, yet those who could not afford the $300.00 were the ones fighting. 9 In order get public approval by avoiding the necessity of actually drafting soldiers, the various states began paying individuals to enlist. These payments were called bounties. The bounties acted as an encouragement to enlist and, therefore, made the drafting of non-volunteers less of an issue. Bounties were paid at both the state and the Federal levels. Individual states could increase or decrease the amount of the bounty as they saw fit. The result was an unregulated and uncoordinated system that quickly got out of control. Bounties of up to $1000.00 were paid to new enlistees until the Federal government set the maximum allowable fee at $300.00 in 1864.10 This law also provided for the continuation of the practice of substitution, or the hiring another to serve in one’s place. The amounts paid for substitutes closely approximated the bounties being paid, but sometimes went much higher. As the going rates for substitutes increased, so did the perception that the burden of the war fell on the poor. The implementation of conscription, and the ancillary practices of substitutes and bounties, suggests a motivation quite different from patriotism. “For patriotism unstimulated by hope of reward saw high-water mark in 1861 and rapidly receded in succeeding years, so that whereas men enlisted in 1861 and early ’62 because they wanted to go, and without hope of reward, later in’62 towns and

10 Leslie's Illustrated Newspaper, Sept. 5, 1863
individuals began paying bounties.”

Suffice it to say, that conscription was a necessary, but unpopular practice. The increasing pressures of the war increased the difficulty in raising enough soldiers to accomplish the army’s goals. This pressure was exacerbated in 1864 as the original three-year enlistments were expiring. The end result was that the recruitment of soldiers under the threat of conscription, for bounties, or as substitutes, made for a much different army than that of the original volunteers. This fact brings focus to the soldier’s motivation, or lack thereof. The idea that these later recruits and substitutes had an inferior motivation to act as soldiers plays out in the overall psyche of the soldier and will be addressed below.

The Confederate government passed the first conscription law in America. In 1861, the bulk of the Confederate soldiers had initially volunteered for a one-year enlistment. As the expiration of these enlistments approached, the Conscription Act of 1862 was passed. This act not only imposed a draft, but it also extended the existing one-year enlistments to a service for the duration of the war. The only concession granted to these first volunteers, who thought that they would soon be going home, was that they had thirty days to choose the unit in which they would continue their service. The negative effect on the original volunteers was immediate. “A soldier had no right to volunteer...He was conscripted...a soldier was simply a machine...We cursed the war, we cursed Bragg, we cursed the Southern Confederacy.”

As in the North, the Confederate laws also allowed for bounties and substitutes, but the bounties were generally small and the fees for substitutes were often exorbitant. Advertisements in Southern newspapers offered as much as $4000.00 for substitutes. The substitution laws were originally intended to mitigate the harshness of conscription, but actually had the opposite effect. The practice of substitution allowed able-bodied men of means to remain at home, while those without means fought the battles. The cries of “rich man’s war and poor man’s fight” echoed the sentiments of the Northern soldiers. Southern conscription was subject to inherent defects and flagrant abuse. The figures of the Secretary of War Seddon indicate that more able-bodied men avoided service in 1863, than served with Lee’s Army of Northern Virginia.

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that same year. The abuses grew to such an extent that the government quit the practice of substitution in 1864.  

The Southern conscription laws contained exemptions similar to those in the North, with one stark exception. The Southern conscript laws exempted from service those individuals who owned over twenty slaves. The twenty-slave exemption was the most inflammatory provision of the Southern conscription laws, and caused great dissention among the Confederate soldiers. Here was a law that went to the heart of the Southern culture, namely slavery. There were a myriad of reasons behind the initial volunteer’s motivation for going to war, but underlying each was the propagation of slavery. When secessionists spoke of Constitutional rights, it was the right to their property, the right to own slaves. When state’s rights were invoked, it was the right of the sovereign state to determine the legality of slavery. When the North challenged the South’s honor, it was often done so in the context of the slavery issue. Now, with the conscription laws, those who owned slaves did not have to fight in the war to preserve their right to do so. Instead, the poor Southerner who owned no slaves was fighting the slaveholder’s war. This irony was not lost on the Southern troops. The injustice of the rich man’s war and poor man’s fight took on an even more blatant truthism for the Confederate soldier than in did for the Union soldier. Sam Watkins, probably the most quoted Confederate enlisted man, voiced his opinion as follows:

The Confederate States Congress about this time made a law allowing every person who owned twenty negroes to go home. It gave us the blues: we wanted twenty negroes. Negro property suddenly became very valuable, and there was raised the howl of “rich man’s war, poor man’s fight.” The glory of the war, the glory of the South, the glory and pride of our volunteers had no charm for the conscript.  

The overall effect of conscription was more of a negative factor to the Southern soldier’s motivation than it was to the Northerner for a two reasons. First, in the North the citizens were more prone to answer to the dictates of a central government. The fight to preserve the Union implies this ideal. The Southerner viewed the Confederacy as a literal

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14 Watkins, *Co. Aytch*, p. 47
confederation of individual states, with state’s rights considered to be sovereign. This ideal was one of the original motivations for Southern volunteers. It has been argued that the South’s cause “died of a theory”, meaning that the individual states, suspect of a powerful central government, could not pull together under the direction of a Confederate government. With Conscription, the central Confederate government was exhibiting the “tyranny” that the Southerner feared. The soldiers resented this both as individuals and as citizens of their respective states. A South Carolina soldier’s response was typical:

The Conscription Act will do away with all of the patriotism that we have. Whenever men are forced to fight they take no personal interest in it... My private opinion is that our Confederacy is gone up... A more oppressive law was never enacted in the most uncivilized country or by the worst of despots. 15

Soldiers, who initially volunteered for state’s rights, found themselves answering to a central government more “tyrannical” than the one that they had sought to leave. Second, the practices of substitution and the twenty-slave rule made the average soldier question their reason for fighting. The Southern way of life had always embraced a stratified society. With the twenty-slave rule, class conflicts between the Southern elite and the yeoman were heightened. The case for secession, and the subsequent war, had been made by the very “fire eaters” who were now sitting at home. 16 In sum, the Confederate soldier’s patriotism was dulled by conscription and the policies entailed therein. As patriotism waned, the Confederate soldier’s motivation to continue fighting did also. A Confederate deserter who joins the Union army states, “I got tired of fighting for a lot of old Rich Planters.... Here I was fighting to save their Negroes and property and them remaining home, living in all the luxuries of live....” 17

In sum, conscription laws had a more negative effect on the Confederate soldier’s resolve than it did on their Union counterparts. Both sides suffered the negative effects as their armies were transformed from one of volunteers to that of conscripts and substitutes. For the Confederate, however, conscription ran contrary to the very ideals for which they were fighting.

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15 Wiley, Johnny Reb p. 130
Emancipation

The emancipation of the slaves had a profound effect on the Union soldier's motivation. The Emancipation Proclamation went into effect January 1, 1863, and was a watershed event in the Civil War. Volumes have been written concerning the source, timing, and meaning of this document. These discussions will not be elaborated upon here. However, one thing that seems clear is that Lincoln was worried that the premature emancipation of the slaves would hurt the North's effort in winning the war. In particular, Lincoln was concerned about the effect the Proclamation would have on the army. This concern was well founded for emancipation had a profound effect on the Union soldiers' motivation. Emancipation added another "cause" to the war. Emancipation transformed the Union army into an army for liberation and many soldiers were not ready or willing to fight for this cause. Initially, emancipation did seem to hinder the Union's effort. In the end, however, emancipation seemed to increase the resolve of the Union soldier.

Lincoln first announced the Emancipation Proclamation in September of 1862, and many Northerners were less than pleased. The Peace Democrats won thirty-two additional seats in the National election one month later.\textsuperscript{18} The Border States and some western states were quite vociferous in their disapproval. The magnitude of this dissent is exemplified by a resolution that was passed by the Illinois State Legislature on January 7, 1863:

Resolved: that the emancipation proclamation of the President of the United States is as unwarrantable in the military as in civil law; a gigantic usurpation, at once converting the war, professedly commenced by the Administration for the vindication of the authority of the constitution, into the crusade for the sudden, unconditional and violent liberation of 3,000,000 negro slaves... which we denounce, and which the civilized world will denounce, as an uneffaceable disgrace to the American people.\textsuperscript{19}

Citizens from Midwestern states petitioned Congress to "drop the NEGRO QUESTION, and attend to the business of the Country."\textsuperscript{20} The "Negro Question" now became an issue

\textsuperscript{18} Commanger, Archive, p. 612
\textsuperscript{19} Crommanger, Archive pp. 613-614
\textsuperscript{20}
to the Union soldier. Emancipation seemed to be on every soldier's mind and had a profound effect on morale.

The Emancipation Proclamation initially contributed to declining morale within the federal armies in early 1863. Many soldiers saw Emancipation as a reason to leave the army. Entire regiments were given "furloughs" by disgruntled officers. Some soldiers used the Proclamation as a reason not to reenlist. Potential volunteers changed their minds when the Union cause shifted to ending slavery. Soldiers already in the Union Army voiced bitterness toward the "Negro War." One soldier wrote home "Lincoln's proclamation ... meets with denouncement among the men. They do not wish to think that they are fighting for the Negroes, but to put down the Rebellion. We must first conquer & then its time enough to talk about the damned niggers." Another soldier writes of the abolitionists celebrating emancipation "If some nigger lover wants to know what the most of the Solgers think of them they think about as much as they do the reble. They think that they are Shit asses."21 Soldiers from the Border States showed similar sentiments, and often out of self-interest. Many of these soldiers, especially the officers, were themselves slave owners. The Proclamation had not freed the slaves in these states, but it did change the dynamics between the slave and the slave owner. Slaves were fleeing to Union lines in large numbers. Officer's "servants" were not returned to them after sneaking into contraband camps or more sympathetic portions of the army. One Kentucky colonel writes to Lincoln about the shift from confiscation of property to the emancipation of slaves saying "I approve of the Confiscation of the slaves and all property of rebels to weaken the resources of the enemy...but were I Commander and Chief, I would never trample upon the Constitutional rights of a loyal people in a loyal state..."22 As Lincoln anticipated, many soldiers had a negative reaction to emancipation. Soldiers, who had volunteered to preserve the Union, and to put down rebellion, now objected to fighting for the Negro. However, this negative attitude did not last long.

The Union soldiers' attitudes toward Emancipation had changed dramatically by the middle of 1863. Some soldiers were abolitionists when they first volunteered. A soldier from Vermont writes "Slavery must die, and if the South insists on being buried in

20 Nelson and Sheriff, People at War, p.190
22 Colonel Marcellus Mundy, Nov. 27, 1862, in Commanders, Archive, p.614-615
the same grave I shall see it as nothing but the retributive hand of God." The vast majority of volunteers, however, had joined to preserve the Union. These soldiers were lukewarm to freeing the slaves. These soldiers' minds were changed for various reasons. Some, who had never witnessed slavery first hand, were shocked when exposed to the inhumanity of the institution. A Minnesota soldier explains his changing attitude when he writes:

I have never been in favor of the abolition of slavery until since this war has determined me in the conviction that it is a greater crime than our Government is able to stand...and now I go in for a war of emancipation...I am satisfied that slavery is an institution that belonged in the dark ages...and that it ill becomes a nation of our standing to perpetuate the barbarous practice.

Others viewed emancipation as necessary to Union victory as the freed slaves became an important part of the Union army. Black regiments now joined the fight to put down the rebellion. The Northern soldiers realized that emancipation had strengthened the Union army, even as it weakened the Confederacy. The letter of a Vermont soldier sums up the soldiers' changing attitudes when he writes:

There has been a great change for the better in the minds of the men of this Regiment during the last few months respecting the war, and no doubt the whole army are improved the same way...Officers as well as men spoke frequently of their determination to desert, and not help carry on an "abolition war." It is very materially changed now...As the soldiers see more fully the depths of principle involved in this controversy, and the wisdom of the policy the Government is adopting to bring it to an issue that God must forever approve, the more determined and anxious they are to carry the war out successfully...

Whatever the underlying motivations might be, the Union soldier seemed willing to add emancipation to the cause for which he was fighting. The Emancipation Proclamation had initially dampened the Union soldiers' morale, but this quickly changed. The Union soldiers' fight to preserve the Union had now become one for "Union and Freedom".

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23 Diary of Rufus Kinsley, Jan. 21, 1963 in Wiley, *Billy Yank*, p.41
24 Eli R. Pickett, March 27, 1863, ibid. p. 44
The emancipation of the slaves also affected the Confederate soldiers’ motivation to fight. The Emancipation Proclamation sent angry reverberations through the South. Jefferson Davis portrayed it as a vindication for those who had warned that the Republicans in the North had intended to end slavery all along. Davis called it a “measure by which several millions of human beings of an inferior race, peaceful and contented laborers in their sphere, are doomed to extermination, while at the same time encouraged to a general assassination of their masters...” Davis’ protests mimic the general attitude of the Southern public. However, slavery had been the central issue of contention between the North and the South since the country’s inception. Absent secession, it is debatable whether the Lincoln government would have worked toward the total abolition of slavery. But there was secession, and then there was war, and the Proclamation did much to undermine the Confederacy. England and France, who had long before abolished slavery, would no longer make overtures toward a peaceful resolution for the war. The freed slaves were being used as a potent force against the Confederate army. These developments were apparent to the Confederate soldier, and would have an immediate effect on the Confederate soldiers’ experience.

The North used emancipation as a source of military strength. Initially, former slaves were working for the Union effort as laborers, cooks, teamsters, and many other duties that were essential to the operation of an army. By the middle of 1863, Confederate soldiers were facing freed slaves on the field of battle, where these Black Troops acquitted themselves well. The common sentiment of the Southerner was that “if slaves would make good soldiers, then the whole theory of slavery is wrong.” Now the Confederate soldier was experiencing the error of this sentiment first hand. The fact was that most Confederate soldiers owned no slaves. The common soldier fought while slave owners stayed at home under the twenty-slave exemption. It is difficult to imagine that the common soldier’s perception of the war wasn’t affected by the incongruity of the situation. Also, many of the conscripted soldiers were lukewarm to both secession and slavery. There is little evidence that emancipation changed the average Confederate soldier’s attitude toward slavery as an institution. What does seem to be evident is that

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26 Jefferson Davis Replies to the Emancipation Proclamation, January 12, 1863, in Commager, Archive, p.615
27 Commager, Archive, p. 614
the soldier did not share the infuriation that the Proclamation caused the slaveholding elite. While the Emancipation Proclamation had infused a new resolve within the Union soldier, this increased resolve is not apparent in the Confederate soldier. The freed slaves were being effectively used against him, while those who owned slaves were not joining the fight, even though it was their interests that were being protected. This conflict between social interests served to negatively affect the Southern soldiers’ will to continue fighting.

Desertion

Desertion by the Civil War soldier is a topic of continuing interest. Again, volumes have been dedicated to this pursuit. Here, desertion is being looked at in a more limited sense, which is as an indication of the soldier’s motivation to continue the fight. Desertion was always a problem in both the North and the South. Actual figures for desertions are difficult to ascertain, and there is much debate on this point. However, general estimates indicate that about one in ten Union soldiers deserted, while one in seven Confederate soldiers deserted. As would be expected, desertion rates increased as the war progressed. War weariness, privations on the field and at home, and the hazards of battle are among the many reasons for a soldier’s choice to desert. When speaking of the soldier’s will to continue the fight, a more insidious reason for desertion is the lack of a cause for which to fight. The lack of faith in “the cause” affected both armies, but the end result was that it was a more serious threat to the South than to the North.\(^\text{28}\) This greater threat is indicated by the occurrences of “voluntary prisoners” and mass desertions within the Confederate army. These unique occurrences will be discussed below.

By 1864, the Union army was heavily laced with conscripts and soldiers purchased with bounties. These soldiers had less of the patriotism that inspired the first volunteers to enlist. After viewing the execution of a conscript who had deserted, a veteran Union soldier writes his friend “they are a dead loss to the Government, they shoot them all...”\(^\text{29}\) Of course this is an exaggeration, but such sentiments were based in the reality that many of the conscripts and paid substitutes were in the war for reasons quite different than

\(^{28}\) Nelson and Sheriff, *People at War*, pp. 203-204, 274-277

\(^{29}\) Edward A. Walker, Nov. 5, 1863, manuscript in private collection
those of the original volunteers. However, the resultant desertions did not affect the
Union Army's ability to conduct the war. The Emancipation Proclamation eventually led
to an infusion of Black Troops who were strongly motivated to continue the fight. Also,
Union desertions were generally a matter of a single individual deserting when the
chance arose. These single desertions added up to thousands, but the units from which
these individuals deserted often had a solid base of veterans. Approximately sixty percent
of the original three year volunteers reenlisted in the Union Army. These early
volunteers, who were recruited under the practice of localism, maintained their solidarity.
These regiments took pride in the reenlistment procedure that was referred to as
“veteranizing”. This process allowed regiments to retain their original local designations,
such as the Second Minnesota infantry.30 In the North, the enlistment of Black Troops
and the practice of veteranizing offset the desertions of the conscripts. The Union
soldier's motivations for continuing the fight remained strong.

Desertion was a more serious issue in the South. As the war moved into 1864, the
Southern forces had been pushed to the limits. A sense of futility infected many
Confederate soldiers and the South could ill afford the increasing desertion rate. It is
estimated that in the final months of the war, about two-thirds of Lee's army was absent.
The problem had already reached epidemic proportions as early as April, 1864 when Lee
wrote to Davis that during the previous month his army had 5474 soldiers absent without
leave; 322 of which had already been adjudicated as desertions. Lee continues that more
executions may be necessary to deter an ever-increasing desertion rate and reestablish
morale in the troops that despised deserters.31 The problem grew so severe proclamations
were published pleading for soldiers to return to their posts, with the caveat that they
wouldn't be executed if they did so.32 These pleas were generally ignored. Just as
patriotism can be shared and built upon, so can defeatism be contagious. Many
Confederate soldiers deserted for the same reasons as did the Union soldiers, but one sees
occurrences in Confederate desertions that are uncommon in the Union army. First, there
is the “voluntary prisoner”, the soldier who simply crossed to the Union lines and gave
up. There are no statistics for these events, but Union soldiers’ letters and diaries are

30 St. Paul Weekly Newspaper, Feb. 11, 1864, Bishop, Story of a Regiment, pp. 141-150
31 Commager, Archive, Lee’s Letter to Jefferson Davis dated April 13, 1864, pp.371-372
filled with accounts of “dozens of rebels coming into our lines every day.”\textsuperscript{33} Deser- tion as units was another practice peculiar to the Confederate army. In some instances these units would actually take up arms for the Union. The most notable of these events ended in the execution of twenty-two North Carolina troops from the same regiment. These troops had deserted as a group and, after a skirmish with Confederate soldiers, were captured wearing Union uniforms and bearing arms.\textsuperscript{34} Here it appears that the initial solidarity encouraged by the localism discussed previously contributed to mass desertions. The prolonged strains of the war challenged the causes for which the Confederate soldier fought. “The South lost the war largely because soldiers replaced their newfound Southern identity with their local identity and thereby discovered that they had no reason to fight.”\textsuperscript{35} Contrary to the solidarity that localism maintained in the Union Army, for the Confederacy it caused desertion. The loss of Confederate soldier’s motivation to fight became a group experience. “The irony of the Civil War for the Confederacy is that the tightly localist social organization of the army...led to desertion...The same localisms that first drew men into the Confederate army drew them away from the Southern cause...”\textsuperscript{36}

The instances of voluntary prisoners and group desertions are occurrences not found in the Union Army. As such, they are an indication that the Confederate soldiers’ will to continue fighting was greatly reduced in comparison to his Union counterparts. The solidarity that was established through localism is shown to contribute to Southern desertions. Again to the contrary, the majority of Union troops choose to remain together even after their terms of their enlistments expired. In sum, the patterns of desertion in the respective armies indicate a decreased resolve within the Confederate army, while the Union army’s determination to prosecute the war remained strong.

\textbf{What Are We Fighting For? Part II}

At its beginning, the Civil War was fought by volunteer soldiers who were motivated by high emotions and strong ideals, but these motivations were challenged by two seminal events as the war progressed. First, the conscription acts dulled this

\textsuperscript{33} George A. Barclay, letter to sister, March 29, 1865, in private collection
\textsuperscript{34} Nelson and Sheriff, \textit{People at War}, p.275
\textsuperscript{35} Bearman, \textit{Desertion as Localism}, p. 23
\textsuperscript{36} ibid, p. 340
enthusiasm in both armies, but had a more negative impact on the Confederate soldier. While the Union soldier accepted the power of a central government to dictate conscription, the Confederate soldier resented the same as a challenge to his individual rights, and to those of his state. The negative impact of conscription upon the Confederate soldier was exacerbated by the twenty-slave exemption. With this, the perception grew that it was not soldier’s cause that he was fighting for, but instead he was fighting for the interests of others. Second, the Emancipation Proclamation redefined the nature of the war. The Union soldier overcame his initial reservations of fighting a war for liberation. Resentment turned into support as the Union soldier added “freedom” to the Union cause. Conversely, the Confederate soldiers’ experience changed for the worse. The Confederate soldier was now fighting against an army strengthened by the presence of freed slaves. Also, emancipation brought into focus the incongruities inherent in fighting for an institution in which the common soldier had very little vested interest. Indications of the shifting soldiers’ resolve can be seen in the patterns of desertion. Both armies had deserters due to the common factors contributing to war weariness. But the occurrences of voluntary prisoners and mass desertions were almost unique to the Confederate army. As such, these occurrences reveal a disillusionment that goes to the core of the soldiers’ psyche. In contrast, the Union army experienced a high rate of reenlistment. Here it appears that localism, which was used by both armies, served to strengthen the Union army through reenlistment, even while it contributed to desertions in the Confederate army. In the final analysis, the Union soldier’s resolve to finish the war increased, even as the Southern soldier’s resolve eroded. The soldiers’ shifting motivations, and the resolve behind them, played a substantial role in victory for the Union army, and defeat for the Confederate army.
In this article, Peter Kolchin begins by complimenting the work that had been done by historians in the 1970s for altering the understanding of the slave in the southern United States. Kolchin credits these works, which relied on autobiographies, interviews, and songs, with “destroying the myth that slaves were depersonalized Samboes.” Kolchin then admonishes recent comparative studies that tend to exaggerate the cohesiveness of the slave community and embraces “that of the utopian slave community.” He states that a focus on only the successful adaptation of the slaves without addressing the brutality of slavery is one sided. Kolchin argues that to compare slavery in the Southern United States with slavery in the Caribbean and Russia overlooks several important points. Slave communities in the South tended to be much smaller than those in the Caribbean and Russia. As a result any community would involve only a few individuals with little chance of family ties other than a marriage “abroad.” Also, in most instances the slaves were a minority under the constant influence of the white society. This, coupled with the fact that there was little infusion of new slaves from Africa, left little chance for the preservation of ancestral culture or development of a unique slave culture. Slaves in the South were almost totally dependent on the slaveholders for their sustenance. Owners in Russia and the Caribbean tended to be absent from the premises, therefore they allowed their slaves to provide for themselves. Kolchin maintains that this lack of independence of the Southern slaves was not conducive to the development of the cohesive culture that one finds in Russia and the Caribbean. Kolchin says that we can not deny that that there was a communal behavior among the Southern slaves, but that to replace the “Sambo myth” with that of the “idyllic slave community” is going to far.

I found this article to be very persuasive. It has been my experience that there is a strong trend to “revise” the history of the 19th century. Arguing against this trend, Kolchin shows that the relative lack of independence of the Southern slave left little room for the development of a cohesive slave culture. He says that this lack of independence is “most obvious in economic activities, communal organization, and resistance.” His arguments are all strong, but the one that struck me the most was the issue of resistance, or in the case of the Southern slaves, the lack of resistance. It seems to me that if there was a strong sense of community and a cohesive slave culture, then there would have been more slave rebellions. At the time of the Civil War there were about four million slaves in the United States. This many people could cause some real trouble if unified. The slaves in the South, however, ran away rather than rebelled. There was no urgency pushing strong Federal laws protecting against slave insurrection. There were, instead, laws like the Fugitive Slave Act requiring that runaway slaves be returned to their owners. Runaway slaves like Frederick Douglass and Harriet Tubman are better known than rebelling slaves like Nat Turner. To me, the lack of a concerted effort by slaves to free themselves makes the strongest argument against a cohesive slave community. The issues of economy and resistance may be argued, but there is no argument as to whether there was a unified slave rebellion or not.
Chapter Four looks at the some of the Civil War General’s strategies. This topic is one that continues to be hotly debated even today. The Gallagher article looks at Lee’s Maryland campaign and the respective merits of the campaign to the North and the South. The Grimsely article addresses the dynamics of the alleged “total war” employed by the North and contrasts this tactic with the restraint that is often shown by the Armies.

The Maryland Campaign

In the fall of 1862 the Confederacy was at the high water mark of its military ventures. The CSA army under Bragg had invaded Kentucky, and Lee had entered Maryland. The repercussions of the Maryland campaign are some of the most significant events of the war and the resultant discussions are diverse in their conclusions. Less notice is given to the Battle of Perryville that resulted in Bragg’s withdrawal back into Tennessee, but the fact that this occurred at the same time as Antietem was a major blow to the Confederates. In my opinion, the assessment the Maryland Campaign by General Porter is nearest the mark in his critique of Lee and McClellan. Lee was audacious, sometimes to a fault (Pickett’s Charge). As Porter points out, Lee’s best possible outcome is what actually happened and that only due to the fact that McClellan was his foe. After the battle of Antietem Lee’s army was used up. It was only through a combination of Lee’s generalship and McClellan’s timidity that Lee’s army wasn’t totally defeated on Sept. 17. The arguments supporting McClellan’s decision not to press the issue after Antietem just don’t hold up. A full one-third of his army was fresh and Lee had no where to go. McClellan lost the opportunity to turn Lee’s daring into a debacle for Lee’s army. Also, this wasn’t the first time that the two General’s had met. McClellan’s cautious behavior had allowed Lee to run him off of the Peninsula earlier that year. McClellan’s malfeasance at Antietem was even more egregious. The Battle of Antietem was, however, a boon for the North. The “invasion” was turned back and Lincoln had the victory that he needed to issue the Emancipation Proclamation. The campaign resulted in few, if any, positives for the South.

Total War or Restraint

The Civil War introduced much improved ordnance and was the harbinger of the trench warfare that was common in later wars. However, I disagree with the idea that “total war” was an invention of the Civil War. As Grimsley points out in his article, there are many examples of previous wars on populations and the enemy’s property. The tactics of destroying the enemy’s support structure had always made sense in war. I think that much of the “total war” conversation has been promulgated by those intent on vilifying the North. Certainly the South would not have lost if the Yankees had fought a fair fight! Sheridan did burn the Shenandoah and Sherman did attack the infrastructure of the Deep South. This did not amount to a total war with wholesale attacks on civilians and wanton destruction of nonessential property. Also, these tactics were only employed as a general tactic when it became clear that subjugation was the only way to end the war. The armies of both sides left the country through which they moved in a desperate condition.
Rebel was just as likely (maybe more likely) to take what they needed from the native population. What seems more the case is that there was a tremendous amount of restraint exhibited by these armies. There are many instances of guards being placed to protect civilians and their property. The fact that the inhabitants of an occupied area felt free to taunt their invaders does not support an argument that “total war” was the rule. Measured against modern warfare, the Civil War was about as chivalrous as it could have been.
The Secession Crisis

In the introduction to this chapter Perman says that historians continue to debate whether the Civil War could have been avoided or if the die had been cast. My response is that the die had been cast. It seems like both articles support this position.

Lincoln

The Stampp article looks at the crisis from Lincoln’s perspective. As fuel for debate, it speaks to Lincoln’s reluctance to speak publicly about what was happening as he waited to take his place as President. It also mentions Lincoln’s unwillingness to make further compromises as a chance missed to avert war. Finally, it addresses Lincoln’s approach to the Sumter incident that eventually precipitated war. In Stampp’s favor, he does discuss these issues objectively and considers opposing viewpoints. I would ask two questions of Stampp: 1) Was the onus on Lincoln to avert the war? 2) Could Lincoln have done anything to avert war? My answer to both of these questions is “no”. In looking at the first question the FACTS are important. By the time that Lincoln took office seven states had seceded and established their own government. Further, the CSA government had ordered militias to seize numerous Federal forts, naval yards, and arsenals. Finally, a Federal ship attempting to bring supplies to Ft. Sumter had been fired upon. Recruiters were raising militias to “kill Yankees”. It seems to me that the Confederate States government had taken a first giant step toward war before Lincoln was even sworn into office. It could be argued that the Southern states had already declared war on the Federal government. I fail to see how the responsibility for war rested solely, or even primarily, on Lincoln’s shoulders at this point. As to the second question, those who attempt to make Lincoln the culprit say that he should have done something to prevent the “unnecessary war.” What? Even if the most conciliatory concession was made, that of letting the Southern states go their own way, this would not have settled the issue. There were still the Territories to be considered. Was Lincoln to concede the Confederacy half of that area also? If not, then I think that rather than Ft. Sumter, we would be talking about whether the crisis of Topeka or Denver could have been avoided. Yes, Lincoln was intractable about disunion and the expansion of slavery. I would say that this wasn’t sufficient provocation to hold him responsible for a Civil War. The die had been cast.

Honor

The Brown article speaks to the Southern psychology of a “Gentleman’s honor.” While this bravado seems petulant and immature to a 21st century Minnesotan, it was a very real and emphatic (fanatic?) mindset. Again, I would say that the die had been cast even before Lincoln’s election. The Southern way of life was viewed as backward and barbaric not just by the Northern abolitionists, but by the World. This was a hard blow to the ego of a society where self image is everything to the Gentleman. Lincoln says that it is time for “the tug” in regards to slavery, and that he doesn’t want America to “be like Mexico” in regards to disunion. In doing so, he is saying to the Southern ear that their way of life should be quarantined so that it doesn’t infect the rest of the country. Given that the Southerner’s skin is very thin; their honor would demand a fight, not just a concession.
As Brown quotes at the end of the article an honorable death is preferred to concession. There is very little chance that the "peculiar" Southern way of life was going to allow for a peaceful solution. The South wanted a war and the celebrations that occurred in Southern communities after Sumter seems to support this position.
Death of Stonewall

Royster begins Chap. 5 with Jackson’s famous dying words, “Let us cross over the river, and rest under the shade of the trees.” He then continues with a discussion of the different interpretations as to what Jackson’s last words meant, if anything. In doing so, Royster shows that, to many, Jackson was larger than life. For the Southerner, Jackson embodied the Christian soldier, the noble bearer of the Confederate cause, and the invincible warrior. His last words affirmed to the pious that the righteous Jackson was coherently and expectantly passing over to meet his maker. It seems, however, that the more likely scenario is that the words were the ramblings of a fevered, dying man. Whatever the case, Royster continues the discussion of Jackson’s mythological nature interspersed with a discourse of the Battle of Chancellorsville. This battle was Jackson’s swan song and generally considered Jackson’s greatest moment. The fact that he was killed (by his own troops) has contributed to the “glory” of Jackson’s victory. It was actually Lee’s victory, but writers have gone to great lengths to embellish Jackson’s role in the overall scheme of the battle. Jackson did very ably lead the flank movement that caused the initial collapse of the Union line and, in turn, caused Hooker to lose his nerve. However, that was really as much as the Confederate army was going to accomplish that day. By nightfall, when Jackson was shot, the Confederate units were greatly disorganized in the jungle like Wilderness and Jackson was actually riding around not knowing where the lines were. By this time, the Union army had formed a strong defensive line. The fact is that the advantages gained that first day were as successful as possible. The proof of this is apparent when one considers that there were no more gains by the Confederates the next day. The idea that Jackson could have raced all the way to Washington, as one writer proposed, is preposterous. This sentiment does give an indication of the irrational and fanatical view that many had of Jackson the General, and Jackson the superhero of the Southern cause. Jackson’s death signaled defeat in the minds of some Southerners, and offered an opportunity for Jackson’s admirers to engage in the “what if” imaginings that continue to this day. Suffice it to say that, for many, Jackson embodied the Southern cause both during his life, upon his death, and to the present time.

Vicarious War

In Chap. 6 Royster begins by saying that “people had to live through not only their own war but that of others in order to comprehend what happened to their country.” Royster begins by discussing how the civilian lived the war through the newspapers. This media greatly influenced the people’s minds as to the effectiveness of generals and political leaders, as to expectations regarding the outcome of the war, and how to realize these expected goals. Royster continues to demonstrate how the civilian viewed and lived the war through Brady’s photos, which brought the carnage of the war back home to the public. The papers also published detailed casualty lists that seemed to feed a “blood lust” that the people experienced. Royster indicates that there was a general feeling among the public that there would be “one grand battle” that would prove to the other side that they were morally wrong and physically weak. This realization would then lead to surrender. Some groups, like the abolitionists, lived the war as the method of achieving their own moral position. The discussion that I found interesting was how the views of
Sherman usually ran counter to those of the general public. Sherman, unlike the public and certainly contrary to Jackson, thought that religion was of no use in fighting the war. Sherman's view was that food and gunpowder were more valuable than priests and evangelists. In this Sherman was likely correct. Sherman also said that war was hell, not the noble venture that the public envisioned. The fact is that many still tend to give war a noble and honorable face. Many of the veterans who lived the war made it a grand thing in their memoirs. It seems like people are still fascinated by the death and suffering of war. People still find a cause that is worthy of war. (Like Freedom, whatever that means for today's American.)
Both of the readings for this week trace the evolution of the emancipation of the slaves. I am going to address this issue from two perspectives: 1) the role that Lincoln played in the process, 2) the effect that military operations had on emancipation.

Lincoln: It is interesting to contemplate on how Lincoln was viewed by those on the extremes of the emancipation issue. On the one hand, the election of Lincoln was the spark that ignited the secession of the slave states. On the other, Lincoln was constantly criticized and badgered by the abolitionists for not being aggressive enough on the issue of emancipation. Lincoln’s actions did provoke and encourage these contrasting responses. To the slaveholders, Lincoln’s intractable stance that slavery should not be expanded into the territories suggested that the “peculiar institution” would not survive his tenure as President. To the abolitionists, Lincoln’s refusal to use his power to unilaterally destroy slavery was a sign of weakness and showed a lack of moral character. I suggest that both sides were partially correct, but were mostly mistaken in their measuring of Lincoln’s intentions. The slaveholders had more to fear from the tenuous ground upon which the institution of slavery existed than they did from Lincoln. It was not Lincoln, but the character of slavery itself that sounded the death knell for the slaveholders. As an institution, slavery ran contrary to where the “new” world was headed. The ideologies of liberty and autonomy were the driving force behind revolutions and social change in the most powerful countries of the world. The world was changing and the slaveholder’s reluctance to also change meant the demise of slavery. Lincoln would not have emancipated the slaves if doing so meant secession. However, secession guaranteed the end of slavery. The slaveholders did have cause to fear Lincoln because he would not champion slavery and this is what slavery needed to survive. The abolitionists had much to criticize Lincoln about. Lincoln consistently resisted aggressive measures to end slavery. His doing so, however, was not due to his lack of fortitude nor any sympathy for slavery. Lincoln was doing what was necessary to preserve the Union. He was candid about his feeling that slavery was morally wrong, yet the policies of the abolitionists could easily have divided the country even further. Lincoln had to consider the Border States. If Kentucky, Maryland, or Missouri seceded, then the war may have been lost. Lincoln had to also consider the conservatives in the North. There were more Americans who were at ambivalent about slavery than there were radical abolitionists.

Military Operations: I would say that it was the military operations of the Northern army that was the real force behind emancipation. Generals like Fremont, Hunter, and Butler took actions that forced the hand of the politicians. To be sure, these actions were motivated by a practical rather than a moral view of slavery. Slaves were part of the Confederate military machine. To confiscate the slaves meant a weakening of the Confederate army. The idea of slaves as contraband came from the military, not from Washington. It was only after military action that the Confiscation Act was passed. Also, it was the military commanders who had to make the judgment calls regarding slaves of Unionist owners and the slaves of those who were disloyal to the Union. The armies were in constant contact with large numbers of fleeing slaves. In doing so, these armies were faced with the inhumane nature of slavery first hand. Finally, once the Union began to
use blacks as soldiers it would have been difficult to do anything other than emancipation. The Union war effort became dependant on the free slaves as laborers and as soldiers on the field. Every major step toward the emancipation of the slaves was initiated by what first happened on the military front.
Northland Community and Technical College

Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Kathryn Olson
Credential Field: Administrative Support

Year and Semester(s) of Sabbatical: Fall Semester 2007 and Spring Semester 2008

Name and Title of Responsible Administrator: Norma Konschak, Dean of Academic Affairs

1. PURPOSE OF MY SABBATICAL PLAN:

The purpose of my sabbatical for the 2007-2008 academic year was to work on completing the majority (33 credits (85%) of my coursework in a graduate program, a Master of Education degree with emphasis in Educational/Information Communications and Technology (M.Ed. ECT/ICT) to help me to better prepare and teach online courses. Online education seems to be the best avenue for our Administrative Support program to use for growth and, in a sense survival of the program.

The second part of my sabbatical was to continue to serve as Department Head of the ADMA program and to work on developing ways of increasing enrollment in this program, enabling our future students to enroll and be successful in program courses and in attaining the skills they need to obtain employment or promotion in their current employment situations.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

During my sabbatical leave I was able to complete only 26 of the original 33 credits I had planned to finish. One course, ED6100 Educational Research, remains incomplete. I will work with my as yet unknown advisor and the course instructor to finish this course before the end of Fall 2008. I was also unable to finish another eight credits because the three courses involved, ED522 Electronic Resources: Issues and Practice; ED525 Methods of Computer-Mediated Communication in Education; and ED534 Assessment Strategies for Technology-Enhanced Curriculum were not offered during the Fall 2007 and Summer 2008 terms at MSUM. In fact, only one of the courses I required to complete this graduate degree was offered during Fall semester at either of the universities involved in this Bemidji State University degree which included an emphasis offered through the Moorhead campus.

Some unexpected positive outcomes of this failure to complete the credits planned for this sabbatical did result:

A. I developed some real empathy for my students who become frustrated because they are unaware when courses they plan to take are not offered when they have planned to take them. In fact, I learned a great deal of empathy for my students who are struggling to manage their coursework, attendance requirements, family responsibilities, and a full- or part-time job as well. Instructors in two of the online courses I took added additional elements after the beginning of the course. This was a challenge in the spring semester course, which was 16 weeks long; it was extremely difficult in the summer course which was only five weeks, when the instructor announced that she would be holding weekly

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9/28/2008
synchronous discussion sessions which were scheduled at unexpected time when I had other obligations.

B. The lack of available credits during Fall 2007 was frustrating, but it allowed me to concentrate more fully on one of the major reasons for a sabbatical leave: stress relief. I realized during that semester that I had become so accustomed to living with the stress of performing a full-time teaching job, while struggling with some major health challenges. I came to realize that, although I was happy not to need to miss work due to a bad fall at the beginning of Christmas vacation, I was not performing at full physical health, which definitely affected my attitude and stress level during Spring 2007.

C. The lack of some available coursework also gave me some time to work on a plan to change how the ADMS course would be offered in order to make it possible for prospective students who are unable to attend classes full time during the day to complete a degree on an extended timetable, working at attaining a diploma or degree during evening, online, or hybrid course instruction. I’m hopeful this program change, along with recruiting at local and area businesses will result in an increase in students enrolled in our program, and possibly an increase in FTE as well.

3. ACTIVITIES OF MY SABBATICAL PLAN:
   • Registered for and completed 26 credits of required courses toward intended graduate degree
   • Worked with program faculty and College sustainability committee members to redesign course offerings to meet our prospective students’ wishes as we perceived them
   • Began re-designing current online courses using knowledge and skills learned as an online student in my coursework
   • Worked to improve my own physical health in order to be more cheerful and able to handle the stress of teaching

4. RESULTS OF MY SABBATICAL PLAN:
Although, I did not complete all of the credits I intended to complete during this sabbatical, I made a great deal of headway toward earning this masters degree. I feel I will be able to work with a new advisor (Dr. Catherine McCartney retired during Summer 08) to achieve the goal of graduation within a reasonable time.

I also feel I will be able to design more effective online courses and deliver them more effectively, so that students will be able to navigate through what is for many of our students an unfamiliar environment. Student surveys will give me direction in the areas that I will need to change or improve to provide the best possible instruction I am able to give.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.
Transcripts from Bemidji State University and Minnesota State University Moorhead showing courses completed with grades earned

Table of courses completed toward masters degree

Signature of Faculty
Kathy Olson

Date
9/28/2008
Bemidji State University

BSU ID 00080113

Student Academic Record as of 2008 Fall Semester

Text Copy of this Academic Record

***** Graduate Academic Record *****
Inst. Name: Bemidji State University
Award Name: BACHELOR OF SCIENCE
Major: OFFICE ADMINISTRATION
Major Conc: ADMINISTRATIVE OFFICE SERVICES
Awarded on: 08/17/1984

***** Bemidji State University *****

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ED 606E Contemporary Phil of Ed | 3.00 | A | 3.00 | 3.00 12.00 |
ED 593 Anatomy of Hate | 3.00 | A | 3.00 | 3.00 12.00 |
GRAD Term Att: | 6.00 Earn: | 6.00 GPA Crs: | 6.00 GPA Pts: | 24.00 GPA: | 4.00 |
**** Cum Att: | 10.00 Earn: | 10.00 GPA Crs: | 10.00 GPA Pts: | 40.00 GPA: | 4.00 |

Bemidji State University changed from the quarter calendar to the semester calendar on August 24, 1998. Credits that follow are in semester hours.


Spring 2002
+ ED 5950 Emotional Intelligence | 1.00 | A | 1.00 | 1.00 4.00 |
GRAD Term Att: | 1.00 Earn: | 1.00 GPA Crs: | 1.00 GPA Pts: | 4.00 GPA: | 4.00 |
**** Cum Att: | 7.66 Earn: | 7.66 GPA Crs: | 7.66 GPA Pts: | 30.66 GPA: | 4.00 |

Fall 2006
Major: Education
ED 6107 Adv Educational Psych | 3.00 | A | 3.00 | 3.00 12.00 |
GRAD Term Att: | 3.00 Earn: | 3.00 GPA Crs: | 3.00 GPA Pts: | 12.00 GPA: | 4.00 |
**** Cum Att: | 10.66 Earn: | 10.66 GPA Crs: | 10.66 GPA Pts: | 42.66 GPA: | 4.00 |

Spring 2007
ED 6336 Instructional Design | 3.00 | A | 3.00 | 3.00 12.00 |
GRAD Term Att: | 3.00 Earn: | 3.00 GPA Crs: | 3.00 GPA Pts: | 12.00 GPA: | 4.00 |

Summer 2007
ED 6446 Distance Ed: Hist & Devel | 3.00 | A | 3.00 | 3.00 12.00 |
ED 6108 The Learning Community | 3.00 | A | 3.00 | 3.00 12.00 |
GRAD Term Att: | 6.00 Earn: | 6.00 GPA Crs: | 6.00 GPA Pts: | 24.00 GPA: | 4.00 |
**** Cum Att: | 19.66 Earn: | 19.66 GPA Crs: | 19.66 GPA Pts: | 78.66 GPA: | 4.00 |

Fall 2007
ED 6100 Educational Research | 3.00 | W | 0.00 | 0.00 0.00 |
GRAD Term Att: | 3.00 Earn: | 0.00 GPA Crs: | 0.00 GPA Pts: | 0.00 GPA: | 0.00 |

https://webproc.mnsu.edu/eservices/estudent.trans_order.html

9/28/2008
Bemidji State University - eServices - Academic Record

Spring 2008
Major: Education
ED 6117 Critical & Creative Think 3.00 A  3.00  3.00 12.00
ED 6120 Crit Iss In Education  2.00 A  2.00  2.00  8.00
ED 6447 Seminar in Online Teachin 1.00 A  1.00  1.00  4.00
ED 6334 Curriculum & Instruction 3.00 A  3.00  3.00 12.00
GRAD Term Att:  9.00 Earn:  9.00 GPA Crs:  9.00 GPA Pts:  36.00 GPA:  4.00

**** Cum Att:  22.66 Earn:  19.66 GPA Crs:  19.66 GPA Pts:  78.66 GPA: 4.00

Summer 2008
ED 6100 Educational Research  3.00 IP  0.00  0.00  0.00
GRAD Term Att:  3.00 Earn:  0.00 GPA Crs:  0.00 GPA Pts:  0.00 GPA:  0.00


Fall 2008
UNIV 6000 Continuous Enrollment  0.00 Z  0.00  0.00  0.00
GRAD Cum Att:  34.66 Earn:  28.66 GPA Crs:  28.66 GPA Pts:  114.66 GPA: 4.00

Career Graduate Summary - Semester Hours
Local: Att:  34.66 Earn:  28.66 GPA
Transfer: Att:  34.66 Earn:  28.66 GPA
Total: Att:  34.66 Earn:  28.66 GPA

Z - Grade Not Yet Recorded

* * * END OF ACADEMIC RECORD * * *

***** Undergraduate Academic Record *****

Inst. Name: Bemidji State University
Award Name: BACHELOR OF SCIENCE
Major: OFFICE ADMINISTRATION
Major Conc: ADMINISTRATIVE OFFICE SERVICES
Awarded on: 08/17/1984

Thief River Falls Technical College
UNDG QUARTER Credits Accepted in Transfer Spring 1981: 48.00

Northland Community College
UNDG QUARTER Credits Accepted in Transfer Spring 1981: 37.00

***** Bemidji State University *****

Subj Nbr Title  Course Cr/Hr Grade Earned Credit GPA GPA

Spring 1981
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UNDG Cum Att:  85.00 Earn:  85.00 GPA Crs:  0.00 GPA Pts:  0.00 GPA:  0.00

Fall 1981
Major: Business Administration
Major: Business Education
ENG 122 Freshman English  4.00 A  4.00  4.00 16.00
SPAN 110 Elementary Spanish  5.00 A  5.00  5.00 20.00
BUS 101 Intro to Business  4.00 A  4.00  4.00 16.00
MATH 112 Beg College Algebra  4.00 D  4.00  4.00  4.00

UNDG Term Att:  17.00 Earn:  17.00 GPA Crs:  17.00 GPA Pts:  56.00 GPA:  3.29
**** Cum Att:  102.00 Earn: 102.00 GPA Crs:  17.00 GPA Pts:  56.00 GPA:  3.29

Winter 1981-82
HST 101 U S 1929-1945  4.00 B  4.00  4.00 12.00
SPAN 111 Elementary Spanish  5.00 A  5.00  5.00 20.00
MATH 113 College Algebra  4.00 B  4.00  4.00 12.00
ECON 201 Prin of Econ I  4.00 C  4.00  4.00 8.00

UNDG Term Att:  17.00 Earn:  17.00 GPA Crs:  17.00 GPA Pts:  52.00 GPA:  3.05
**** Cum Att:  119.00 Earn: 119.00 GPA Crs:  34.00 GPA Pts:  108.00 GPA: 3.17

Spring 1982
ENG 123 Freshman English  4.00 A  4.00  4.00 16.00
SPAN 112 Elem Spanish  5.00 A  5.00  5.00 20.00
BUS 290 Intro to EDP  4.00 B  4.00  4.00 12.00
PHED 157 Begin Tennis  1.00 P  1.00  0.00  0.00

https://webproc.mnscu.edu/eservices/estudent.trans_order.html

9/28/2008
Bemidji State University - eServices - Academic Record

Fall 1982

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**Term Att: 3.00 Earn: 3.00 GPA Crs: 3.00 GPA Pts: 12.00 GPA: 4.00

**Cum Att: 230.00 Earn: 210.00 GPA Crs: 130.00 GPA Pts: 392.00 GPA: 3.01**

Bemidji State University changed from the quarter

https://webproc.mnscu.edu/eservices/estudent.trans_order.html

9/28/2008
calendar to the semester calendar on August 24, 1998.
Credits that follow are in semester hours.

UNDG Cum Att: 153.33 Earn: 139.99 GPA Crs: 86.67 GPA Pts: 261.34 GPA: 3.01

Fall 1998
+ IT 4850 Fnd/Phil IT Voc Ed 2.00 B 2.00 2.00 6.00
UNDG Term Att: 2.00 Earn: 2.00 GPA Crs: 2.00 GPA Pts: 6.00 GPA: 3.00
**** Cum Att: 155.33 Earn: 141.99 GPA Crs: 86.67 GPA Pts: 267.34 GPA: 3.01

Spring 1999
- IT 4847 Mthd Tch Voc Tech Content 2.00 F (0.00) 2.00 0.00
UNDG Term Att: 2.00 Earn: 0.00 GPA Crs: 2.00 GPA Pts: 0.00 GPA: 0.00
**** Cum Att: 157.33 Earn: 141.99 GPA Crs: 90.67 GPA Pts: 267.34 GPA: 2.94

Spring 2000
= IT 4837 Eval Occupational Studies 2.00 A 2.00 2.00 8.00
+ IT 4847 Mthd Tch Voc Tech Content 2.00R A 2.00 2.00 8.00
UNDG Term Att: 4.00 Earn: 4.00 GPA Crs: 4.00 GPA Pts: 16.00 GPA: 4.00
**** Cum Att: 161.33 Earn: 145.99 GPA Crs: 92.67 GPA Pts: 283.34 GPA: 3.05

Career Undergrad Summary - Semester Hours
Local: Att: 104.67 Earn: 89.33 GPA Crs: 92.67 GPA Pts: 283.34 GPA: 3.05
Transfer: Att: 56.66 Earn: 56.66 GPA Crs: 0.00 GPA Pts: 0.00 GPA: 0.00
Total: Att: 161.33 Earn: 145.99 GPA Crs: 92.67 GPA Pts: 283.34 GPA: 3.05

Z - Grade Not Yet Recorded

* * * END OF ACADEMIC RECORD * * *

Student Academic Record as of Fall Semester 2008

***** Graduate Academic Record *****
***** Minnesota State University Moorhead *****

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* * * END OF ACADEMIC RECORD * * *
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

X This report is satisfactory for the following reasons:

Kathy was able to complete a significant portion of the courses in the graduate program, although scheduling problems at the university prevented her from completing at least 8 credits during Fall 2007. Kathy did take courses during the summer sessions that prolonged her sabbatical leave.

Kathy brought forward some innovative ideas to change this program to revitalize it.

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

---

Signature of Supervising Administrator (and/or CAO)  
Signature of President  
Date  

Please send your original copy to the college president. Please send copies of your Sabbatical Report to your supervising administrator, and to your chief human resources officer. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Abstract

Please type.

NAME: Faith Rud Assigned Field: Sociology

Year and Semesters(s) of Sabbatical: 2008 Spring Semester

1. OBJECTIVES OF MY SABBATICAL:

Refresh and enhance my American Government and State and Local Government background by taking university courses for pedagogy and perspective.

Write Political and Social Commentary and submit four articles/essays for publication or broadcast.

2. RESULTS OF MY SABBATICAL:

Completed a course in American Government and a course in U. S. Constitutional Law: Civil Rights at the University of North Dakota.

Four articles/essays were submitted for broadcast and publication.

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: Faith Rud
Credential Field: Sociology

Year and Semester(s) of Sabbatical: 2008, Spring Semester

Name and Title of Responsible Administrator: Norma Konschak

1. PURPOSE OF MY SABBATICAL PLAN:

A. Take university courses in American Government, focusing on pedagogy and perspective, to refresh and enhance my American Government and State and Local Government background for the classes I teach.

B. Research and write social and political commentary for publication and broadcast.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

A. Two courses in American Government were completed at the University of North Dakota as follows: POLS 115 American Government, and POLS 306 Constitutional Law II: Civil Rights and Civil Liberties.

B. Four articles/essays of social and political commentary were researched, written, rewritten, and submitted for publication or broadcast.
3. ACTIVITIES OF MY SABBATICAL PLAN:

A: Attended all but three sessions (weather and roads, one illness) in both courses, completed reading and other assignments, and participated fully. Courses were audited, as per transcript (attachment one) upon recommendation of the professors. 12 hours per week (attendance and transportation) and roughly 5-6 hours a week on average reading and completing assignments, with concentration on completing legal Briefs on all Law class cases, as recommended, but not required, by the professor, to broaden and deepen my understanding of the decisions themselves but also of the judicial process and interpretations. See attachment two.

B: Researched, wrote, and edited social and political commentary 12-15 hours per week on average. Upon request, I wrote questions and participated in an interview on precinct caucuses on Pioneer 90.1 as well as submitted information article on precinct caucuses to Pioneer Bulletin and several local newspapers, including the Grand Forks Herald. A short commentary on the presidential campaign was submitted as a Letter to the Editor of Newsweek as well and an essay was submitted for broadcast of “This I Believe” which is broadcast on National Public Radio. See attachment three.

4. RESULTS OF MY SABBATICAL PLAN:

A: I adopted a new textbook for my American Government and Politics class and restructured the syllabus to some extent as a result of the strategies I was exposed to at the University. I gained a deeper understanding and appreciation of the judicial process from the Constitutional Law class that has enhanced my pedagogy particularly as a result of briefing legal cases. I have a revised perspective on the nuances of the functioning of the U. S. government and the teaching thereof in a way that is difficult to quantify. For the semester I felt less isolated and more connected to the larger political science academy.

B: My interview on precinct caucuses, using the questions I wrote, aired on Pioneer 90.1 twice and my article for the Pioneer Bulletin also appeared twice. The Letter to the Editor of several local newspaper including the Grand Forks Herald (which did NOT publish it) containing information on precinct caucuses appeared in the Thief River Falls Times (attached) and though I did not see it, I was told it appeared in the Crookston Times. Letter to the Editor, Newsweek, did not appear in print, and the “This I Believe” essay received a rejection (included in attachment three).
5. DOCUMENTATION OF MY SABBATICAL PLAN:
   List documents in order of attachment.

Attachment One: Official Transcript

Attachment Two: Legal Briefs, all but one voluntarily completed

Attachment Three: Social and Political Commentary

Signature of Faculty

September 15, 2008

Date
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

☐ This report is satisfactory for the following reasons:

[Signature]

[Date]

☐ This report is satisfactory with the following conditions:

[Signature]

[Date]

☐ This report is not satisfactory for the following reasons:

[Signature]

[Date]

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
Attachment One

Official Transcript
The document is a university academic record from the University of North Dakota, Grand Forks, North Dakota 58202. It includes information such as the student's name, ID, birthdate, address, and academic records from various courses taken in 1976, 1978, and 1979. The courses include subjects like anthropology, philosophy, English, and sociology, among others. The academic performance is recorded with grades and GPA, with some notes indicating the transfer credits and total points. The record is issued to the student in a sealed envelope.
ACADEMIC RECORD
UNIVERSITY OF NORTH DAKOTA
GRAND FORKS, NORTH DAKOTA 58202

Name: Faith Rud
Student ID: 0174799
Birthdate: 1947-06-05
Address: 19826 230th Ave NW

University of North Dakota
PO Box 8382
Grand Forks, ND 58202
United States
Print Date: 2008-09-09

Plan: Minor Sociology
Degree: Master of Arts
Confer Date: 1983-05-15
Plan: Sociology

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1980 Spring

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Notes: TERM GPA 3.50

2008 Spring

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TERM GPA : 0.000
TERM TOTALS : 0.000

CUM GPA : 3.270
CUM TOTALS : 106.00 | 159.91 | 242.00

Undergraduate Career: Totals

CUM GPA : 3.270
CUM TOTALS : 106.00 | 159.91 | 242.00

Degrees Awarded

Degree : Bachelor of Arts
Confer Date : 1980-05-11
Degree Honors : Cum Laude
Plan : Anthropology

Suzanne Anderson
University Registrar

AN OFFICIAL SIGNATURE IS WHITE WITH A GREEN BACKGROUND

This officially sealed and signed transcript is printed on security paper with the name of the University printed in small type across the face of the document. A raised seal is not required. When photocopied the word VOID should appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.
# Academic Record

**University of North Dakota**  
Grand Forks, North Dakota 58202

- **Address:** 19826 230th Ave NW, Warren, MN 56762, United States
- **Phone:** 0174799
- **Email:** not listed
- **Notes:**
  - Printed on security paper withUniversity seal.
  - Security features: void with green ink, code on backside.
  - Transcripts should be in sealed envelopes.

## Official Transcript

**Name:** Faith Run
**Student ID:** 0174799
**Birthdate:** 1947-06-05
**Address:** PO Box 8382, Grand Forks, ND 58202, United States

### Beginning of Graduate Record

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| Degree | Bachelor of Arts
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| **GPA** | 3.838
| **TOTALS** | 49.00 49.00 142.00

| Degree | Master of Arts
|--------|-----------------------|
| **GPA** | 3.50
| **TOTALS** | 6.00 6.00 -

**Degrees Awarded**

- Bachelor of Arts 1980-05-11
- Master of Arts 1983-05-15

- **Degree:** Bachelor of Arts
- **Confer Date:** 1980-05-11
- **Degree Honor:** Cum Laude
- **Plan:** Anthropology
- **Plan:** Minor Sociology
- **Degree:** Master of Arts
- **Confer Date:** 1983-05-15
- **Plan:** Sociology
- **Minor Awarded:** Educational Statistics May 15, 1983

**End of Transcript**
Attachment Two

Required Legal Brief and Additional Briefs
CONSTITUTIONAL LAW II
CIVIL RIGHTS AND CIVIL LIBERTIES
POLS 306

Dr. Steven Andrew Light
University of North Dakota Department of Political Science and Public Administration
Spring 2008

BRIEFING ASSIGNMENT:
PALKO v. CONNECTICUT, 302 U.S. 319 (1937)
(NOTE: THE EXCERPT IS FOUND AT EW, PP. 81-82)

GOAL OF ASSIGNMENT

The goal of this assignment is to help you learn how to brief cases, which in turn will help you to prepare for class each day, and also for the tests. Because briefing asks you to distill the essence of a case, it is one of the best ways to understand what the Supreme Court is doing – both in that case, and throughout a series of cases. As the instructor, my goal is to provide you with early feedback designed to set you up to do well throughout the course.

GENERAL TIPS ON HOW TO APPROACH BRIEFING

When briefing a case, your task is to identify in one page (1) the name of the case, (2) facts, (3) legal question(s), (4) holding(s); (5) the legal analysis present in majority and/or concurring or dissenting opinions, and (6) significance of the case. Remember that I have given you substantial tips on how to do this in "On Briefing Cases," found at the back of your syllabus. But here are some additional thoughts:

As you read the case, use a highlighter! Highlight and then write down relevant facts (who are the parties to the dispute? When did it arise and why? Basically, what happened?), the legal question, including the constitutional and/or statutory hook (what Article, Section, or Clause of the Constitution is at question, as in “Does the Fourth Amendment protection against unreasonable search and seizure require the police to obtain a search warrant in order to wiretap a public pay phone?”), what the Supreme Court holds (what is the outcome; that is, something like “Yes, the police must obtain a search warrant. Here, the search violated the Fourth Amendment”), the Court’s reasoning (for instance, “the Framers intended the warrant requirement to be a broad one” (see p. XX, column 1, bottom)); “the Fourth Amendment protects people, not places” (p. XX, column 2, top); “when you enter a phone booth, you expect privacy” (p. XX, column 2, middle)); “here, the government presents compelling evidence that would have constituted probable cause for a warrant” (p. XX, column 2, middle)) any pertinent legal standards or rules the Court
Ms. Faith Rud

1. Facts:

Frank Palko robbed a store in Connecticut killing two police officers in the process. He confessed to the murders and even though his confession was not admitted as evidence, Palko was found guilty of second degree murder in district court. Connecticut Supreme Court reversed the decision of the lower court and admitted the confession. Palko was retried, convicted of first degree murder, and sentenced to death. He asked the Supreme Court to incorporate double jeopardy immunity into State legal proceedings.

1. Issues:

1) Did the State of Connecticut violate Mr. Palko’s protection from double jeopardy guaranteed by the Fifth Amendment? 2) Does the “due process clause” of the Fourteenth Amendment extend the protections of the Bill of Rights to state proceedings? 3) Does double jeopardy immunity of the Fifth Amendment extend to State proceedings by the “due process clause” of the Fourteenth Amendment?

1. Holding:

1) Yes, Palko was tried twice for the same crime. 2) No, there is no general rule that violations of the Bill of Rights by the States have the gravity of violations by Congress. 3) Only those protections that are essential to “ordered liberty” are extended to State proceedings by the “due process clause” of the Fourteenth Amendment.

1. Legal Reasoning:

1) Double jeopardy protections of the Fifth Amendment apply to actions of the federal government only. (see EW p. 81, col. 2, bottom). 2) The Fourteenth Amendment would only apply if the trial and retrial had been actions of the United States government. 3) Violations of First Amendment rights “found to be implicit in the concept of ordered liberty” (see EW p. 82 col. 1, bottom) are essential to ordered liberty and are thus extended to State proceeding by the Fourteenth Amendment (see p. 82, col. 2) while the provisions of the Fifth, Sixth, Seventh and Eighth Amendments, if violated, do not threaten the “fundamental principles of liberty and justice which lie at the base of all our civil and political institutions.” (see EW p. 83, col. 1, middle).

1. Significance:

The court determined that justice and liberty and the civil order can survive without protection from double jeopardy, unlike the First Amendment protections of freedom of expression. The process of selective incorporation was delayed as the Court extended the protections of the Fifth, Sixth, Seventh, and Eighth Amendments to State proceedings on a case-by-case basis over the course of the next couple of decades. (EW p. 83, top).
1. **Facts:**

Frank Palko robbed a store in Connecticut killing two police officers in the process. He confessed to the murders and even though his confession was not admitted as evidence, Palko was found guilty of second degree murder in district court. Connecticut Supreme Court reversed the decision of the lower court and admitted the confession. Palko was retried, convicted of first degree murder, and sentenced to death. He asked the Supreme Court to incorporate double jeopardy immunity into State legal proceedings.

1. **Issues:**

1) Did the State of Connecticut violate Mr. Palko’s protection from double jeopardy guaranteed by the Fifth Amendment? 2) Does the “due process clause” of the Fourteenth Amendment extend the protections of the Bill of Rights to state proceedings? 3) Does double jeopardy immunity of the Fifth Amendment extend to State proceedings by the “due process clause” of the Fourteenth Amendment?

1. **Holding:**

1) Yes, Palko was tried twice for the same crime. 2) No, there is no general rule that violations of the Bill of Rights by the States have the gravity of violations by Congress. 3) Only those protections that are essential to “ordered liberty” are extended to State proceedings by the “due process clause” of the Fourteenth Amendment.

1. **Legal Reasoning:**

1) Double jeopardy protections of the Fifth Amendment apply to actions of the federal government only. (see EW p. 81, col. 2, bottom) 2) The Fourteenth Amendment would only apply if the trial and retrial had been actions of the United States government. 3) Violations of First Amendment rights “found to be implicit in the concept of ordered liberty” (see EW p. 82 col. 1, bottom) are essential to ordered liberty and are thus extended to State proceedings by the Fourteenth Amendment (see p. 82, col. 2) while the provisions of the Fifth, Sixth, Seventh and Eighth Amendments, if violated, do not threaten the “fundamental principles of liberty and justice which lie at the base of all our civil and political institutions.” (see EW p. 83, col. 1, middle).

1. **Significance:**

The court determined that justice and liberty and the civil order can survive without protection from double jeopardy, unlike the First Amendment protections of freedom of expression. The process of selective incorporation was delayed as the Court extended the protections of the Fifth, Sixth, Seventh, and Eighth Amendments to State proceedings on a case-by-case basis over the course of the next couple of decades. (EW p. 83, top)
1: Facts:

Believing that Charles Katz was using a public pay telephone for illegal wagering, police placed a listening device outside the telephone booth where Katz made his calls believing it was acceptable as there was no physical infringement upon Katz's liberty or property. His attorneys claimed that Katz's Constitutional right to privacy was violated as the phone booth was a "protected area."

2: Legal Issues/Questions:

1) Does Fourth Amendment protection from unreasonable search and seizure require the police to obtain a warrant in order to tap a public pay telephone? 2) Does the standard established by Olmstead requiring "physical penetration" in order for a search and seizure to be unreasonable, apply?

3: Holding:

1) Yes, the search and seizure violated the Fourth Amendment which "protects people, not places" (EW, p. 485, col. 1, bottom). "What he sought to elude when he entered the phone booth...was the uninvited ear" (EW, p. 485, col. 2, top). 2) No, Olmstead no longer controls (EW, p. 485, col. 2, bottom)

4: Legal Reasoning:

Petitioner's privacy was violated by the government in what "constituted a 'search and seizure' within the meaning of the Fourth Amendment" (EW, p. 485, col. 1, bottom) even without physical penetration of the phone booth. There was ample opportunity to have obtained a warrant for limited search (EW, p. 486, col. 2, middle). "Over and over again this Court has emphasized that the mandate of the [Fourth] Amendment requires adherence to judicial process" (EW, p. 486, col. 2, top) or they are in fact unreasonable.

5: Significance:

People have a right to expect privacy and that concept was applied to searches and seizures. The Olmstead requirement of personal penetration struck down. Framers wanted limited government intrusion into the privacy of individuals.

1. **Facts:**

Police received an anonymous letter explaining that Lance and Sue Gates were selling drugs, along with other details of their activities. Several points in the letter were verified, the police kept them under surveillance and got a warrant to search their home and car, finding 350 pounds of marijuana. The evidence was excluded for use in the trial.

2. **Legal Questions/Issues:**

1) Is the two-pronged Aguilar-Spinelli test requiring informant truthfulness and establishing the basis of knowledge of the informant to meet "probable cause" the controlling standard? 2) Were the Gateses' Fourth Amendment right to protection from unreasonable search and seizure violated?

3. **Holding:**

1) No, Aguilar-Spinelli is no longer "good law." 2) No.

4. **Reasoning:**

A partially corroborated anonymous letter does not constitute probable cause. (EW, p. 491, col. 1, top). Police did not satisfy either the veracity prong of Aguilar-Spinelli or establish the basis of the informant's knowledge prong. (EW, p. 491, col. 1 bottom, col. 2, top). The two-pronged test is abandoned (EW, p. 492, col. 1, bottom) and the "totality-of-circumstance is established. Florida is known to be a center of drug trafficking, the Gateses did go down but spent the night and returned immediately and were not there long enough to constitute a vacation (EW, p. 492, col. 2, middle). A substantial basis for the warrant existed and the decision was reversed (EW, p. 493, col. 1, top).

5. **Significance:**

The Court relaxed the standards of probable cause giving police more latitude.
**Terry v. Ohio 392 U. S. 1 (1968)**

1. **Facts:**

John Terry and Richard Chilton were observed by an experienced officer walking by and pausing to confer at the same store window 24 times. They were joined by and conferred with another man for a time, then met up with him later. The Officer stopped them, frisked Terry, found a gun, frisked the others and found another gun. They were then arrested. Terry was found guilty of concealed weapon.

2. **Legal Issues:**

1) Does Fourth Amendment protection from unreasonable search and seizure become relevant at the time of the initial apprehension? 2) Would the facts available to the officer at the time of arrest warrant a reasonable person to believe the action was inappropriate?

3. **Holding:**

1) Yes, a stop-and-frisk is a significant experience. 2) Yes, circumstances indicated potential criminal activity, constituting probable cause.

4. **Reasoning:**

1) A stop-and-frisk amounts to "seizure of that person" who cannot leave the scene, and can "arouse strong resentment" and is a great indignity (EW, p. 504, col. 1, top). 2) Officers deal with dangerous and "rapidly unfolding" situations and need a flexibility in their options (EW, p. 503. Col. 2, bottom). McFaddlen was an experienced officer and the behavior of the men constituted "the totality of circumstances" that justified the search and seizure as it would have been "poor police work" to not investigate further (EW, p. 505, col. 1, top) It would have been unreasonable to expect the officer the latitude to take "necessary measures" to protect other possible victims and themselves (EW, p. 505, col. 1 bottom). The search was deemed reasonable and the officer's actions appropriate. (EW, p. 505, col. 2 middle).

5. **Significance:**

"Terry Stops are now deemed acceptable on some circumstances. Dissent held that there must be consequences to giving officers more authority than magistrates is a step toward totalitarianism (EW, p. 506, col. 1. Middle). The consequence is that the evidence should be excluded. Terry gives police too much discretion (EW, p. 506, col. 2, bottom, 506, col. 1, top).

1. **Facts:**

Dollree Mapp conducted many illegal activities in her home. An officer tried to enter her home in pursuit of a fugitive; Mapp refused admittance, demanding a search warrant. When he officer returned with the arrant, Mapp grabbed it and stuffed it down her shirt. The officer handcuffed Mapp, retrieved the warrant, and searched the house. There was no evidence of the fugitive but the officer found "obscene" pictures. Mapp was convicted of possession of obscene materials.

2. **Legal Issues/Questions:**

1) Were Mapp's Fourth Amendment rights (protection from unreasonable search and seizure) violated? 2) Does exclusionary rule apply to States via Fourteenth Amendment?

3. **Holding:**

1) Yes, police went on a "fishing expedition." 2) Yes, exclusionary rule now applies to States authorities.

4. **Legal Reasoning:**

Weeks (1914) ruling created the exclusionary rule for illegally obtained evidence and required adherence for federal judges and other federal agents to protect the rights of the accused (EW, p. 511, col. 2, middle) and in Wolfe (1949) the Court held that protection from unreasonable searches and seizures is a "fundamental right, 'basic to a free society'" EW, p. 509, col. 2, bottom) and that it applies to State authorities through due process clause of the Fourteenth Amendment (EW, p. 511, col. 2, bottom), even if they need not always apply the exclusionary rule (EW, p. 510, col. 2, top). The Court notes a "real world" trend in the States in the direction of more of them adopting procedures to use the exclusionary rule in State proceedings (EW, p. 512, col.2, bottom) as a consequence of invading people's privacy (EW, p. 513, col. 1, top). "The criminal goes free...nothing can destroy government more quickly than its failure to observe its own laws..." (EW, p. 514, col. 1, top). Exclusion of illegally obtained evidence is essential and sensible to discourage "disobedience to the Federal Constitution (EW, p. 513, col. 2, middle). Moreover, the exclusionary rule is required to protect both the Fourth Amendment and the ban on self-incrimination of the Fifth Amendment as there is little difference in using evidence against a suspect and forcing the suspect to testify against himself (EW, p. 514, col. 2, middle).

5. **Significance:**

Exclusionary rule was judge created rather than Constitutional and can be changed by judges. States must adopt procedures (incorporate) the exclusionary rule even though half of States had not adopted procedures (EW, p. 515, col. 1, middle).
1. **Facts:**

An informant lacking credibility reported drug activity, naming two individuals. Officer Rombach got a warrant, searched the residence, found large quantities of drugs. Four persons, including known drug-dealer Leon, were arrested. Leon was convicted.

2. **Issues/Questions:**

1) Were Leon’s Fourth Amendment rights violated by the search and seizure? 2) If so, does the evidence obtained in "good faith" fall under the exclusionary rule of the Fourth Amendment established by *Mapp v. Ohio*?

3. **Holding:**

1) No, officers obtained a warrant. 2) No, the officers believed they had a valid warrant authorizing the search.

4. **Legal Reasoning:**

1) Deterring criminal behavior and following established procedures are in competition. (EW, p. 517, col.2, top) A magistrate issued a warrant believing the officers were operating in "good faith." 2) Fourth Amendment does not directly specify that evidence obtained illegally must be excluded but that has been the standard remedy for unwarranted invasions of privacy to deter misbehavior on the part of officers. (EW p. 517, col 2, middle) Exclusion of evidence is a separate issue. Social costs include allowing guilty people to go free, or receive reduced penalties, (EW, p. 517, col. 2 to p. 518, col. 1, top) and must be balanced by intent of officers. (p. 518, col.1, middle) Officers acted in "good faith" therefore the evidence is admissible (p. 518, col. 2, top)

5. **Significance:**

Police authority is broadened. Exclusion of evidence is a consequence of illegal search and seizure to keep officers on the straight and narrow; it should be determined on a case-by-case basis since benefits of exclusionary rule are questionable (EW. p. 519, col. 1, bottom) Magistrate issuing the warrant determines if the officer acted "in good faith."

Dissent: Broadening police authority increases the potential for police misconduct. Court has been trying to strangle exclusionary rule, deterrent function of exclusionary rule established by *Mapp* has been eroded. Suspects fundamental right is more likely to be violated by allowing illegally obtained evidence obtained in "good faith" through due process to be used.

1. **Facts:**

   Arrested for killing his brother-in-law, Danny Escobedo refused to speak to the police and was released. Another suspect, DiGeraldo, while in custody told police he knew Escobedo had committed the murder because the deceased had abused his sister and Escobedo was arrested again. He still refused to talk and requested the legal representation. His request was denied. Police interrogated Escobedo for 14 1/2 hours until he made damaging statements. Escobedo was found guilty of murder. His appeal was based on the denial of legal representation during interrogation.

2. **Issues/Legal Questions:**

   1) Did police refusal to let Escobedo see an attorney before questioning constitute a violation of his Sixth Amendment right to counsel? 2) Was Escobedo’s Fifth Amendment protection from self-incrimination violated by interrogation without legal representation? 3) Are Fifth and Sixth Amendment rights fundamental and applicable to the States via the due process clause of the Fourteenth Amendment?

3. **Holding:**

   1) Yes, Escobedo’s fundamental rights were violated. 2) Yes, extracting a confession through coercion is a violation of Escobedo’s fundamental rights. 3) Yes, States must incorporate procedures.

4. **Legal Reasoning:**

   1) Incorporation of the Sixth Amendment right of the accused to legal counsel is fundamental and has been incorporated under the due process clause of the Fourteenth amendment. (EW, p. 529, col.1, middle) *Gideon v. Wainwright* (1963) established the right of every accused person to have legal representation at trial. (EW, p. 529, col 2, middle) 2) What happens at interrogations affects the entire process. (EW p. 529, col.2, top) Initial interrogations are the critical point at which the accused is most in need of advice of legal counsel; any counselor would advise the accused of the right to remain silent.. (EW, p. 529, col. 2, middle) There is evidence that confessions have been coerced. (EW, p. 529, col. 2, bottom) Allowing such testimony discredits the entire system. (EW, p. 530, col., top) 3) Denial of Escobedo’s right to assistance of counsel violated his absolute right to remain silent.

5. **Significance:**

   Fifth Amendment right of individuals to remain silent is absolute (EW, p. 529, col. 1, bottom) as is the Sixth Amendment right to an attorney in criminal proceedings (EW, p. 529, col. 1, middle) One supports the other. The "Constitution ...strides the balance in favor of the right of the accused to be advised by his lawyer of his privilege against self-incrimination." (EW, p. 529, col. 2. Bottom) If, as the dissent claims, this stands as an impenetrable barrier" (EW, p 531, col. 1, middle) to conviction (hamstrings the police and makes it harder to get confessions), "then there is something wrong with the system." (EW, p. 530, col. 1, top) Government should not be afraid of people knowing their rights but the Court fails to say HOW to inform suspects of their Fifth and Sixth Amendments rights.

1. Facts:

An illiterate immigrant, Ernesto Miranda, was arrested and interrogated for kidnaping and rape. After two hours of interrogation without legal representation, he confessed. There was no evidence of misbehavior by officers or of a request for an attorney on Miranda’s part. His attorney provided inadequate defense and Miranda was convicted by sentenced to 20 to 30.

2. Issues/Questions:

1) Was Miranda’s Fifth Amendment protection from self-incrimination violated when he was questioned without legal representation? 2) Does the Escobedo standard of disallowing incriminating confession extracted in the absence of legal representation control? 3) Can officers protect suspects right to silence?

3. Holding:

1) Yes, Miranda confessed his guilt during police interrogation in the absence of legal council. 2) Yes, as in Escobado, interrogation without legal representation violates the Fifth Amendment. 3) Yes, by informing suspects of their fundamental rights at the time they are deprived of their liberty.

4. Legal Reasoning:

1). The Escobedo decision that suspects are entitled to legal counsel during custodial interrogations is affirmed. (EW p. 532, col 2, bottom) 2) An arrested suspect has been deprived of liberty and is in a decidedly subordinate position to the officers (EW, p. 533, col. 1, middle) and in the confidentiality of the police station, interrogation methods can sometimes involve coercion and brutality on the part of the police.(p.533, col.1, bottom, col. 2, top) but are always psychologically stressful. (EW, p. 532, col. 2, bottom) Police have other, less brutal methods, of extracting important information from suspects but must first inform them of their fundamental rights not to testify against themselves and representation by an attorney. (EW, p. 535, middle)

5. Significance:

Protection from self-incrimination is a long recognized principle and is enumerated in the Constitution as a fundamental right, as is representation by legal counsel, even during initial interrogation: (EW, p. 533, col. 1, middle) The FBI has procedures of informing suspects of their rights that can be adopted by local and state peace officers. (EW, p.537, col 1, bottom) These, (now known as) "Miranda warnings," are now required prior to questioning, informing the accused of their Fifth Amendment right to remain silent (EW, p. 535, col. 1, middle) and Sixth Amendment right to an attorney provided by the State, if necessary, to protect that right up front, as well as the consequences of confessing. If a "Mirandized" person then chooses to confess, for "psychological relief and enhance the prospects for rehabilitation," (EW, p. 537, col 2, middle) the testimony is admissible. (EW, p. 535, col. 1, bottom) Concerns about hamstringing the police were set aside and Constitutional guidelines as to how these rights shall be protected were spelled out MANY times in the opinion.

1. Worried that she would be charged with child neglect in the death of her ill son, Seibert had her sons burn down her trailer house to make it look like death by fire. A mentally ill boy who was left in the trailer also died in the fire. Seibert was taken into custody, interrogated for 40 minutes and given a break before being Mirandized. Prior to being read her rights she had given some incriminating testimony. Seibert was found guilty; State Supreme Court reversed the decision.

2. Questions:

1) Were Seibert's pre-Miranda statements coerced in violation of the Fifth Amendment? 2) Are Seibert's post-warning statements admissible?

3. Holding:

1) Yes, questioning prior to informing suspect of right to remain silent takes away the choice of speaking or remaining silent and increases likelihood of coerced testimony (EW, p. 545, col 1, top). 2) No, question-first removes the effect of Miranda (EW, p. 545, col. 1, top); inserting Miranda rights into the middle of an interrogation can mislead the suspect and thwarts the purpose (EW, p. 545, col. 2, bottom).

4. Reasoning:

Miranda warnings were designed to protect against coerced confession and "produced a virtual ticket of admissibility" (EW, p. 545, col. 2, bottom) yet give suspects a "real choice."

5. Significance:

There is obvious tension between government's desire to get confessions and the need to protect fundamental rights (EW, p. 545, col. 2, middle). Miranda warnings must be issued prior to questioning (EW, p. 545, col. 2, bottom, p. 546, col. 1, top).
Powell v. Alabama 287 U. S. 45 (1932)

1. **Facts:**

Nine young black men, two young white women and seven young white men got into an altercation while riding a train. The whites got thrown off and the women claimed they had been raped. The black men were arrested in Plain Rock, Alabama and transferred to Scottsboro where they were subjected to hostility to the point where extra security had to be added to prevent lynching. The Judge assigned "all" attorneys in own to represent them so none took charge. The trial was scheduled six days after arraignment. An out-of-town attorney arrived the morning of the trial to defend the men. They were sentenced to death.

2. **Issues/Questions:**

1) Were the men's Sixth Amendment rights to legal counsel violated? 2) Can indigent receive right to counsel at the expense of the State? 3) Does the Sixth Amendment right to counsel apply to everyone?

3. **Holding:**

1) Yes. Sixth Amendment rights were violated as specific designation of counsel was denied (EW, p. 550, col. 2, bottom). 2) Yes, due to indigent and illiterate status. 3) No, right to counsel at State expense applies only in capital cases.

4. **Legal Reasoning:**

1) Defendants, whose lives were in danger, were entitled to effective representation; there was no attempt or opportunity to investigate the circumstances (EW, p. 552, col. 1, top). 2) Because of indigence and illiteracy, the defendants were not able to make their own choices counsel and therefore, due process and "certain immutable principles of justice which inhere...free government..." were violated (EW, p. 552, col. 1, bottom). 3) To uphold fundamental rights of the disadvantaged, it is logical and necessary to assign counsel in capital cases (EW, p. 552, col. 2, top).

5. **Significance:**

Decision was reversed because the due process clause of the Fourteenth Amendment was violated (EW, p. 552, middle) and the Court provided that all defendants in capital cases must be provided with an attorney at the expense of the State if they don't have the private resources. Dissent argues that there had been communication with counsel prior to the trial (EW, p. 552, col. 2, middle,) and the counsel should have asked for a postponement (EW, p. 552, bottom). The Court is extending itself into State authority (EW, p 553, top).
Gideon v. Wainwright 372 U. S. 335 (1963)

1. Facts:

Clarence Gideon, an uneducated, indigent white man served as his own legal representative in a trial for breaking and entering a poolroom because the Court refused to appoint defense counsel. He was sentenced to five years in prison. He educated himself in the prison law library and submitted a hand-written *writ of certiorari* to the Supreme Court appealing his case.

2. Questions:

Did the Court’s refusal to provide counsel violate Gideon’s Sixth Amendment right to a fair trial in violation of the due process clause of the Fourteenth Amendment?

3. Holding:

Yes

4. Reasoning:

The Sixth Amendment right to an attorney is *fundamental* and must be extended to the States by the Fourteenth Amendment (EW, p. 556, col. 1, bottom). It seems obvious that poor suspects "cannot be assured a fair trial unless counsel is provided..." because most people can’t prepare an adequate defense on their own (EW, p. 556, col. 2, middle). It is widely accepted that "lawyers in criminal courts are necessities, not luxuries." (EW, p.556, col. 2, bottom)

5. Significance:

The precedent, *Betts v. Brady*, upheld the right to deny legal representation as Constitutionally acceptable, was over turned and called an "anachronism" (EW, p. 557, col.1, middle), and *Powell v. Alabama* ruling that criminal defendants are entitled to legal counsel at State expense was upheld and expanded. Repetition of the *fundamental* nature of the right to a State provided attorney was reiterated several times and the Sixth Amendment was incorporated into State procedures.

1. Facts:

While hitchhiking with a friend in Florida, Gregg received a ride from a driver who was later found dead. At some point during their ride, they had been joined by another hitchhiker who identified Gregg and his friend as possible assailants. Gregg was tried and convicted under Georgia's new "bifurcated" system where a stage one involves the finding of guilt and stage two involving the sentencing. Gregg was found guilty and sentenced to death. The Georgia Supreme Court upheld the conviction.

2. Issues:

1) Was Gregg’s death penalty cruel and unusual punishment? 2) Did the Georgia process of a bifurcated trial protect Gregg’s Eighth and Fourteenth Amendment rights?

3. Holding:

1) No, does not involve the infliction of unnecessary pain and was in proportion with the severity of the crime (p. 586, col. 1, top to middle). 2) No, not invariably (p. 585, col. 2, top) 2) Yes, due process was applied.

4. Reasoning:

1) The death penalty has been accepted in England and the US for a long time and the Framers anticipated that it would remain acceptable (p. 586, col 2, top) as a form of controlled vengeance. The American people continue to accept the death penalty (p. 586, col 2, bottom). Thirty-five states have statutes authorizing the death penalty in certain circumstances (p. 587, col. 1, top) Death penalty may serve some purposes of retribution and deterrence (p.587, col. 1, bottom). Every safeguard must be provided and, while severe, may suitable in extreme cases (p. 587, col. 2, bottom) Georgia’s bifurcated system, keeping the trial and the sentencing linked (p. 588, col 1, middle), and spells out circumstances to provide due process to protect the defendant. Jury gets plenty of information, has guidelines, Supreme Court reviews to prevent excess and capriciousness. (p. 589, col. 1, middle).

5. Significance:

"Cruel and unusual" is highly subjective. States must safeguard against arbitrary and capricious practices with due process measures. Juries need instruction, and the other standards have been developed to that end so that they do not act randomly, which undermines the deterrent effect or act in racially disparate discriminatory ways (p. 588, col, bottom to col 2 top). Bifurcation provides safeguards against arbitrariness, allows guidelines and the appropriate use of information (EW, p. col. 2, bottom).

1. Facts:

After a day of drinking and smoking marijuana, Adkins, a man with an IQ of 59, and a friend needed more booze but did not have any money so they abducted another customer and forced him to withdraw money from an ATM. They then went to a secluded area and killed him. The person with Adkins was allowed to plead guilty to avoid the death penalty but testified that Adkins had killed the man; Adkins testified to the contrary. He had a long criminal history and was sentenced to death.

2. Legal Issues/Questions:

1) Is a retarded person morally culpable? 2) Should the death penalty be used on mentally deficient individuals?

3. Holding:

1) No, the trend in States and society is that retarded individuals are not culpable (EW, p. 596, col. 2, bottom, p.597, col. 1, top). 2) No, Congress and some legislatures have acted to prohibit the death penalty for retarded individuals. Some have entirely prohibited the death penalty (EW, p. 595, entire col. two) and the overall social opinion rejects it (EW, p. 596, col. 1, middle).

4. Legal Reasoning:

For the death penalty to serve as deterrent the offender must be deemed culpable (EW, p. 596, col 2, middle), i.e., capable of rational decision-making or it is "purposeless" (EW, 596. Col. 2, top). They can’t give effective information or testimony (EW, p.597, col. 1, middle) and execution doesn’t serve either the purpose pf retribution or deterrence (EW, p.596, col. 1, middle).

5. Significance:

Dissenters claim the brutality of Adkin’s crime and his "propensity for violence" (EW, p. 597, col. 1, top) warranted death penalty. Execution of mentally retarded is excessive and cruel and unusual and serves no constructed purpose.
6. **Facts:**

Two men were found not guilty of transporting a sawed-off shotgun across state lines in violation of the National Firearms Act of 1934. A federal district court claimed that the National Firearms Act violated the Second Amendment Rights and the case went to the Supreme Court.

7. **Legal Questions/Issues:**

1) Does the Second Amendment protect the individual's right to keep and bear arms?

8. **Holding:**

No, district court decision was reversed.

9. **Reasoning:**

The Court pointed out that the "obvious purpose" for of the Second Amendment is to "assure the continuation and...effectiveness" of the State militias. (EW, p. 403, col. 1, top). Many State statutes requiring all men of a certain age to be prepared to collectively provide defense with very specific equipment were cited (EW, p. 404). A sawed-off shotgun does not serve any purpose in contributing to the goals of a "well-regulated militia" for defense (EW, p, 403, col.1, bottom, col. 2, top). The Constitution provides for state regulation and training of the militias which can be called out by Congress in the event of an invasion or insurrection. (EW, p. 403, col. 1, top).

10. **Significance:**

The Second Amendment has predominantly been seen as put in place to restrict the power of the national government, which was distrusted, by providing defense through a militia of all capable men rather than a standing army (EW, p. 403, col. 2, bottom). The "right to keep and bear arms" belongs to the States and is not an essential individual freedom.
Griswold v. Connecticut 381 U. S. 479 (1965)

1. Facts:

With the intent of getting arrested, Planned Parenthood Director Estelle Griswold was arrested for issuing contraceptives to a married couple, in violation of Connecticut law.

2. Legal Questions/Issues:

1) Does the Bill of Rights protect citizens from invasions of privacy? 2) If so, does the due process clause of the 14th Amendment extend that protection to state actions? 3) If so, does the Connecticut law violate that right?

3. Holding:

1) Yes, the Bill of Rights creates "zones of privacy." 2) Yes, the 14th Amendment includes protection from state restrictions. 3) Yes, it violates the Bill of Rights and the 14th Amendment of the Constitution.

4) Reasoning:

1) Privacy is such a deep-rooted fundamental right that even though not explicitly enumerated in the Constitution is one that must be presumed to be covered by the Ninth Amendment (EW, p.416, col. 2, middle). Taken together, the First, Third, Fourth, Fifth and Ninth Amendment right are given substance by "penumbras formed by the emanations from those guarantees" that amount to "zones of privacy," without which the enumerated rights would be "less secure" (EW, p. 416, col. 2, bottom, p. 417, col 1, bottom). 2) "The Fourteenth Amendment prohibits States...from abridging fundamental personal freedoms" (EW, p. 418, col. 1, top) even if taken on it’s own (p. 418, col. 1, middle). 3) The dissent discussed government’s right to invade individual’s privacy under certain circumstance (EW, p. 418, col. 2, middle) and contends that the Court is trampling legislative authority under its own auspices (EW, p. 419, col. 2, Top). Additionally, the majority was accused of resurrecting substantive due process (EW, p. 419, col. 2, bottom). The Connecticut law is invalidated as an encroachment on fundamental rights, "...operates directly on an intimate relation of husband and wife..." (EW, p. 416, col. 2, middle) which lies within a fundamental zone of privacy (EW, p. 417, col. 1, middle).

5) Significance:

The Court declared the right to privacy as fundamental and guaranteed by the Constitution even though it not specifically stated as such but said to be "older than the Bill of Rights..." (EW p. 417, col. 1, bottom) and "implicit in the concept of ordered liberty" (EW, p. 418, col. 1, middle) but is most rigorously associated with reproductive rights. Marital and intimate relations are off limits to government intrusion except in extreme cases, and only after they are subjected to "strict scrutiny" and there must be a compelling state interest.
1. Facts:

Norma McCorvey (Roe) sought an abortion as a result of rape. Her physician refused based on an 1857 Texas statute prohibiting the procedure except to save the woman’s life. Her attorneys challenged on several grounds - Ninth Amendment, privacy, due process, etc - in an attempt to overturn the state law. When the state law was not overturned they appealed to the U. S. Supreme Court.

2. Questions/Issues:

1) Does the fundamental right of privacy, emanating from the penumbras of the Bill of Rights as established by *Lochner* and reiterated by *Griswold* extend to the decision to have an abortion? 2) Does the due process clause of the Fourteenth Amendment protect the unborn?

3. Holding:

1) Yes, during the first trimester, after that the government has a compelling interest. 2) No, it seems to refer to people already born.

4. Reasoning:

1) Personal liberties of the First, Fourth, Fifth, Ninth and Fourteenth Amendments extend to "marriage, procreation, family relationships, and child rearing..." and are "broad enough to encompass a woman’s decision whether or not to terminate her pregnancy" (EW, p. 427, col. 1, bottom). 2) Constitutional references to citizens seem to mean those already born (EW, p. 428, col. 1, top).

5. Significance:

Liberty to choose abortion is not unlimited and must be regulated like all medical practice. The opinion established the extent of regulation by pregnancy trimester (EW, P. 429, col. 1, middle). The decision struck down all anti-abortion state laws and kicked off the whole pro-life movement that had not existed previously.

1. Facts:
A Pennsylvania statute requiring restrictive provisions from two “bridge” cases, Akron v. Akron Center for Reproductive Rights (1983) and Webster v. Reproductive Health Services (1989)* which included: 1) Informed consent and 24-hour waiting period prior to an abortion; 2) Parental or Court consent for a minor; 3) Spousal notification; and 4) Detailed record-keeping and reporting of the reproductive history of all women who have abortions had been struck down. Changes in the Court’s membership led activists to believe the time and circumstances were right to overturn Roe v. Wade. The state’s Abortion Control Act was reinstated but before it could take effect it was challenged by five women’s health clinics. The clinics won in federal district court but the Circuit Court of appeals reversed the decision using O’Connor’s “undue burden” standard emphasized in Akron and Webster, concluding that only “spousal notification” constituted such. It was then appealed to the Supreme Court.

2. Legal Questions/Issues:
1) Is Roe “good law”? 2) Does the Pennsylvania statute violate a woman’s 14th Amendment right to due process under the law?

3) Holding:
Yes and no to both questions.

4: Reasoning:
Roe’s essential holding, that a woman’s right to choose abortion prior to viability without intrusion by the State was affirmed (EW, p. 44, col. 1, middle). State interest in protecting the woman’s health even after viability was also affirmed, as was the State’s interest in protecting both the woman and the viable fetus (EW, p. 440, col. 2, top). Stare decisis, and predictability of the law is a major source of the Court’s legitimacy since “the Court cannot buy support for its decision...cannot independently coerce obedience ...” (EW, p. 441, col. 1, bottom). However, Roe’s trimester scheme was abandoned and left to the states but is replaced by the “undue burden” standard (EW, p. 442, col. 2, top to middle), by which O’Connor suggests that extreme caution must be exercised when rights are being taken away from citizens. Informed consent, 24-hour waiting periods, parental consent, and some recordkeeping and reporting were deemed by the Court to “not place an undue burden on the abortion right” (EW, p. 443, col. 2, bottom). Spousal notification and recordkeeping and reporting of reasons for failure to notify a spouse does place undue burden as “many women have pressing reasons not to reveal” (EW, p. 444, col. 1 middle).

5. Significance:
Although the essential holding of Roe was upheld, because the Court was deeply divided in many on ways on many of the salient issues, with partial concurrence and partial dissent on the part of most of the justices, standards have not ben clear enough to full secure a woman’s liberty and right to privacy. Furthering State interest in potential life have resulted in laws regulating pregnancy that must meet the undue burden standard or face the strict scrutiny test and seem to be even more unclear as a result of Casey. This is particularly ironic as the Opinion begins with “Liberty finds no refuge in a jurisprudence of doubt” (EW, p. 440, col 1, middle).

*Cases not include in the text or recommended for Briefing

1. **Facts:**
   Mr. Sweatt sued because he was denied admission to the segregated but highly regarded University of Texas Law School because of their "whites only" admission policy. His case was held over for six months so the state could establish a Negro law school at Texas State University and the case was then dismissed on the grounds that by choosing to build a Negro law school, the Stat was meeting its obligation. He appealed to the U.S. Supreme Court.

2. **Issues/Questions:**
   Were Sweatt’s Fourteenth Amendment rights to Equal Protection violated by the University’s admission policy?

3. **Holding:**
   Yes, the new Negro law school is not equal in facilities or resources.

4. **Reasoning:**
   The University of Texas Law School was superior in tangible resources as it had a large, well-equipped library, faculty, large student body, law review, scholarships, and influential alumni while Texas State Law School for Negroes was lacking in all of those resources, as well as accreditation and was, in short, inferior (EW, p. 634, col. 1, bottom). It isolates students limiting in terms of opportunities for legal discourse, and students with a choice would not likely chose it (EW, p. 634, col. 2, middle).

5. **Significance:**
   Plessey is not directly addressed or overturned but is in the process of being eroded. Decision applies only to higher education.
Plessey v. Ferguson 163 U. S. 57 (1896)

1. Facts: Homer Plessey, supported by the NAACP Legal Defense Fund, challenged a Louisiana statute requiring separate railroad cars for blacks and whites, by sitting in a "whites-only" car. He was arrested, found guilty, and denied an appeal to the Louisiana Supreme Court. The case went to the U. S. Supreme Court.

2. Issues/Questions: Does the Louisiana statute reasonably protect African Americans Fourteenth Amendment right to equal protection under the law?

3. Holding: Yes, separate but equal facilities do not violate the equal protection clause.

4. Reasoning: The Fourteenth Amendment was designed to equalize treatment under the law but not to promote enforce social equality or "comminling of the races" and segregation does not imply inferiority of blacks (EW, p. 628, col. 2, bottom, p. 629, col. 1, top). Segregated schools and law against interracial marriage are considered acceptable (EW, p. 629, col 1, middle) even if Blacks perceive them to imply inferiority (EW, p. 629, col. 2, middle). Legislation cannot overcome discrimination or make the races equal (EW, p. 629, col. 2, bottom). In his dissent, Harlan states equal protection of the law regardless of color (EW, p. 60, col. 1, top). The Thirteenth, Fourteenth, and Fifteenth Amendments "removed the race line from our governmental systems" (EW, p. 630, col. 1, bottom) and even though whites are dominant, but the Constitution says the fundamental law of the land is "color blind" (EW, p. 630, col. 2, middle). There will be negative consequences as serious and "sinister" as the consequences of the Dred Scott result decision (EW, p. 630, col2, bottom).

5. Significance: The government now supports discrimination by legalizing segregation and the South and border states take further measures to deepen the existing segregation, resulting in a racially polarized society and unequal society. This was particularly damaging for equal access to education. Systematic and institutionalized discrimination is now state sanctioned, "de jure," and the State is now in the business of enforcing segregation. It clears the way for the Jim Crow laws that develop throughout the South.

1. Facts:
Several challenges to segregated public schools were aggregated emphasizing the case of Linda Brown, a black elementary student who was bussed to a racially segregated school a long way from her home, which was near a "whites only" school.

2. Questions:
1. Were Fourteenth Amendment Rights to Equal Protection violated by the public school segregation? 2. Is "separate but equal" a violation of the Equal Protection Clause of the Fourteenth Amendment? 3. Is Plessey "good law?"

3. Holding:
In a unanimous decision, the Court rules 1) Yes, Brown’s rights to Equal Protection under the Fourteenth Amendment were violated. 2) Yes, "separate but equal" violates the Equal Protection Clause of the Fourteenth Amendment, and 3) No, Plessey is no longer "good law" and is not the controlling standard.

4. Reasoning:
At the time the Fourteenth Amendment was adopted there was no established public school system and "education of Negroes was forbidden by law in some states," (EW, p. 637, col. 2, top). Attendance was not compulsory in what schools did exist (EW, p. 637, col 2, middle) and therefore did not affect most children who are now required to attend school, mostly in public systems because of the expense of private education. Plessey v. Ferguson created "separate but equal" in 1896, (EW, p. 637, col. 2, bottom) long after the adoption of the Fourteenth Amendment in 1968. In a democratic society, the foundation of citizen participation is education and is the most essential of public responsibilities (EW, p. 638, col. 1 middle). Any ability to understand and discuss issues and learn a profession is contingent upon education (EW, p. 638, col. 1, bottom). Separating black and white children in education creates "feelings of inferiority" in black children (EW, p. 638, col. 2, top and middle). "Separate but equal is inherently unequal" and violates the Fourteenth Amendment right to equal protection under the laws (EW p. 638, col. 2, bottom).

5. Significance:
Plessey was decisively overturned. Academic research from Social Psychology, the K. B. Clark study Effect of Prejudice and Discrimination on Personality Development was cited to support that segregation produces a sense of inferiority (the black dolls/white dolls presented to black children), as well as other research results on the effects of discrimination (EW p. 638, col. 2, footnote). The unanimity sent the strongest possible message but, although the justices listed several possibilities for implementation, none was required, and even though the justices reiterated their position unanimously in a second Brown decision (349, U.S. 294, 1955) (EW p. 639, col. 2, bottom) and directed integration to take place "with all deliberate speed," (EW p. 640, col. 2, bottom), the decision as well as the use of academic research inflamed the resistance and resulted in 10 years of both active and passive defiance of the law. Very little progress occurred until the massive counter-resistance and legislation of the Civil Rights Movement.
Shelly v. Kraemer 334 U. S. 1 (1948)

1. Facts:
The Shelleys, a black couple with six children, bought a house in a mostly white St. Louis neighborhood where 30 property owners had signed a racially restrictive "covenant" that they would only sell to Caucasians. The "covenant" signers wanted the Court to enforce it. When the Missouri Supreme Court ruled enforcement of the "covenant," the NAACP Legal Defense Fund appealed to the U. S. Supreme Court.

2. Legal Questions/Issues:
1. Were the Shelley's Fourteenth Amendment Rights to equal protection under the law violated by the neighborhood "covenant." 2. Does the Missouri State Supreme Court enforcement of the racially restrictive "covenant" violate the Shelley's Fourteenth amendment guarantee of the equal protection clause?

3. Holding:
1. No, it was a voluntary agreement among private individuals. 2. Yes, State enforcement constitutes a violation of the equal protection clause of the Fourteenth Amendment.

4. Reasoning:
Racially restrictive agreements entered into voluntarily by individuals do not constitute violations of the Fourteenth Amendment equal protection clause in and of themselves (EW p. 653, col. 1, bottom) but the state action, court enforcement, most certainly does (EW, p. 653, col. 2, top).

5. Significance:
Any exertion of state power in any form to enforce private covenants violates the Fourteenth Amendment equal protection clause.

1. Facts:
Mr. Burton parked in a garage owned and operated by the Wilmington Parking Authority to go to a coffee shop also located in the parking garage. Burton was refused service in the coffee shop because he was black. The parking authority claimed that since the coffee shop was leased from them, the discrimination was a purely private act. Delaware Supreme Court overturned a district court ruling that the parking authority was culpable because the coffee shop was not purely private. The parking authority appealed to the U. S. Supreme Court.

2. Legal Questions/Issues:
1. Were Burton’s equal protection rights of the Fourteenth Amendment violated by the privately operated coffee shop in a publicly owner facility? 2. Did the City of Wilmington involvement with the coffee shop constitute "state action."

3. Holding:
1. Yes, the building and land were publicly owned. 2. Yes, the primary purpose of the building as well as upkeep and maintenance was city funded and devoted to public use.

4. Reasoning:
Public purchase of land, construction of the parking garage, maintenance and ownership for public uses of the parking garage was one of the "essential governmental functions" of the City of Wilmington (EW, p. 656, col. 2, top). The coffee shop lease contributed to the overall operation of the garage "as a self-sustaining unit" (EW, p. 656, col. 2, top). "It is...grave injustice that one part of a single building...to serve a public purpose, all persons have equal rights, while in another portion, also serving the public, a Negro is a second-class citizen" (EW, p. 656, col. 2 bottom and 657, top). "The State has so insinuated itself into a position of interdependence with Eagle [coffee shop] that it must be recognized as a joint participant in the challenged activity...cannot be considered ‘purely private’ as to fall without the scope of the Fourteenth Amendment (EW, p. 657, col. 1, middle).

5. Significance:
The Warren Court took an expansive view of state action in declaring that even state property leased for private enterprise falls within the scope of the Fourteenth Amendment and the protections thereof. The State was seen to be benefitting from racial discrimination. Interdependence became the legal standard giving the Court broad latitude for interpretation. Commerce Clause of the Constitution can also be applied to require racial equality since any business endeavor generally involves interstate commerce.
Moose Lodge No. 107 v. Irvis 407 U. S. 163 (1972)

1. Facts:
Irvis, a black man, invited to lunch by a white member, was refused service at the Moose Lodge in Harrisburg, PA, as a result of their "whites only" policy. He alleged "state involvement" in discrimination in the granting of a liquor license to the Lodge. After losing in the federal district court, the Lodge appealed to the U. S. Supreme Court.

2. Legal Questions/Issues:
1. Was Mr. Irvis denied equal protection of the law guaranteed by the Fourteenth Amendment by the Moose Lodge policy? 2. Was the State of Pennsylvania involved in discrimination by granting the Moose Lodge a liquor license?

3. Holding:
1. No, the denial of service was action by a private entity and therefore fell outside of the equal protection guarantee of the Fourteenth Amendment. 2. No, the granting of a liquor license does not constitute significant "state action," involvement, or interdependence.

4. Reasoning:
The Lodge refusal of service was an entirely private action and the liquor license does not constitute state involvement (EW, p. 658, col. 1, middle). "The State must have 'significantly involved itself with individual discriminations" or have a mutually dependent "symbiotic relationship" to be considered culpable (EW, p. 658, col. 2, middle). Unlike the Eagle Coffee shop, the Lodge is located in a privately owned and operated building (EW, p. 658, col. 2, bottom). No evidence was produced that the State's application process discriminates against minorities in the licensing process (EW, p. 659, col. 1, top) or encourages racial discrimination, or is any sort of partner with the Lodge (EW, p. 659, col. 2, bottom), although the dissenters believe that the State did collude in discrimination by granting the liquor license and recognized that the State benefitted from the liquor taxes included in the licensing process.

5. Significance:
Private organizations and individuals actions where no "state actions" could be demonstrated were held to be legal even if they were discriminatory, even though liquor sales are one of the most heavily regulated activities. However, federal and state laws as well as city ordinances can go beyond the Constitution and people can sue private clubs based on legislation. Yet to this day some private organizations (Augusta National Golf Club, Boy Scouts of America) are still allowed to ban women, gays, etc, as members.
Reed v. Reed, 404 U. S. 71 (1971)

1. Facts:
An Idaho State Statute Section 15-314 stated that "males must be preferred to females" in the administration of the estate of a family member who dies intestate. Sally Reed challenged that law as a violation of the equal protection clause of the Fourteenth amendment when her adopted son died and her former husband was automatically appointed estate administrator.

2. Legal Questions/Issues:
1. Were Reed’s rights to equal protection of the laws guaranteed by the Fourteenth Amendment violated by the Idaho State Statute giving legal preference for males over females as estate administrators? 2. What level of scrutiny should be applied, strict or rational basis?

3. Holding:
Yes, favoring males is an arbitrary preference.

4. Reasoning:
The preference for males over females "...cannot stand in the face of the Fourteenth Amendment’s command that no State deny the equal protection of the laws to any person within its jurisdiction" (EW, 664, col. 1, top) since it unreasonably and illogically constitutes different treatment based on sex (EW, p. 664, col. 2, top). "The equal protection clause...deny to the States the power to legislate different treatment...classification must be reasonable,' not arbitrary, and must rest upon some ground of difference having a fair and substantial object of the legislation, so that all persons similarly circumstanced shall be treated alike" (EW, p. 664, col. 2, middle). "To give a mandatory preference to members of either sex over members of the other...very kind of arbitrary legislative choice forbidden by the Equal Protection Clause of the Fourteenth Amendment..." (EW, p. 664, col. 2, bottom). Idaho’s use of an administrative rationale did not meet muster even when the Court applied the rational basis scrutiny, the least restrictive level.

5. Significance:
The opinion informed the lower courts that they were willing to strike down arbitrary laws that established sex-based classifications and changed the environment regarding many sorts of male preference. The 1970s then became a watershed of legislation that attempted to eliminate laws that promulgated inequality based on sex, including the Equal Rights Amendment passed by Congress to guarantee women’s rights to equality but not ratified by the states.
Craig v. Boren 429 U. S. 190 (1976)

1. Facts:
Under a 1972 Texas law females could legally purchase liquor at age 18 while males had to wait until age 21 under the guise that males consume more alcohol and drive under the influence more than females, resulting in more accidents and deaths. Craig challenged the law and lost in trial court and appealed to the U. S. Supreme Court.

2. Legal Questions/Issues:
1. Are sex and race characteristics to be treated the same under the Fourteenth Amendment of the Constitution or is sexism like racism? 2. What level of scrutiny - Strict, Intermediate, or rational basis - should be applied?

3. Holding:
1. Yes. 2. Rational basis scrutiny.

4. Reasoning:
As held in Reed v. Reed, generalizations based on gender are “archaic and overbroad” and are only weakly correlated (EW, p. 671, col. 1, middle) Oklahoma established the differing legal ages based on evidence that the Court found “not trivial in a statistical sense” in that arrest records from several states showed “.18% of females and 2% of males...unduly tenuous” (EW, p. 671, col. 2, middle) and not of sufficient compelling public interest to warrant two sets of laws to protect public safety and reduce court workload., and apply the Equal Protection Clause of the Fourteenth Amendment unequally based on sex. Therefore the rational basis level of scrutiny is applied as the law itself is not rationally or reasonably related to legitimate state interest.

5. Significance:
Although protecting public safety is a significant public function, immutable characteristics such as race and sex cannot be allowed under the Fourteenth Amendment. Laws classifying treatment under the law based on sex must now be substantially related to compelling government interests and objectives.

1. Facts:
Virginia Military Institute’s (VMI) male only policy was challenged as a violation of the equal protection clause of the Fourteenth Amendment. The United States sued and lost in district court; a court of appeals reversed the decision. Virginia then developed a leadership academy for women, went back to court and received support from district and appeals courts. The U. S. took Virginia to the Supreme Court.

2. Legal Questions/Issues:
1. Does the male only policy of VMI, an “incomparable military college,” violate women’s Fourteenth Amendment right to equal protection on the law? 2. Was the newly developed Virginia Women’s Leadership Institute an acceptable remedy? 3. What level of scrutiny should be applied?

3: Holding:
1. Yes 2. No, women must be admitted. 3. Strict scrutiny.

4. Reasoning:
Virginia Women’s Institute for Leadership was deemed separate and unequal, lacking adequate facilities, funding, faculty, and programs to effectively train citizen soldiers (EW, p. 676, col. 1, bottom) and women were to be admitted to VMI. “Exceedingly persuasive justification” must be provided for public actions that deprive women of equal protection under the law in receiving rigorous training to prepare them for leadership roles of every sort (EW, p. 676, col. 2, middle). The basis of the exclusion, “adversative model of education...physical rigor, mental stress...” (EW, p. 676, col. 1, top) denies equal protection to women “simply because they are women” (EW, p. 676, col. 2 bottom, 677, col. 1, top) and relies on “overbroad generalizations about the different talents, capacities, or preferences or males and females” (EW, p. 677, col. 2, top). The Court found no substantial evidence that a male-only was the exclusive path to training soldiers or leaders, or in furthering diversity (EW, p. 678, col. 1, bottom, col. 2, top).

5. Significance:
“Exceedingly persuasive justification” in interjected into the intermediate level of judicial scrutiny (EW, p. 682, col. 2, bottom). And while military institutes have been required admit women, female attendance is low, and cases involving actual physical differences, such as pregnancy, are seen as more complex and make it more difficult to determine applicable standards for them.
Attachment Three

Articles and Essays
ATTEND YOUR PRECINCT CAUCUS!

Minnesota's Precinct Caucuses are rapidly approaching as part of the February 5th Super-Duper Tuesday. Caucuses are simply political party meetings and precinct caucuses take place at the neighborhood, or "grassroots," level.

For the first time in decades, Minnesota voters of both parties have the opportunity to caucus BEFORE other state primaries and caucuses have all but decided who the party nominee will be. This means Minnesota voters may be able to influence the decision. In addition to discussing presidential candidates, caucus attendees can submit suggestions for changes in the party platform and goals. If these suggestions, known as resolutions, are adopted by a majority of voters at your caucus, they will be forwarded to the next level for votes on inclusion in the party platform.

Meeting sites have been secured in every county in Minnesota to accommodate all interested caucus participants. Most will probably provide a cup of coffee, some even cookies! The meetings begin at 7:00 PM. For information on where your caucus will be held, contact your local newspaper or county auditor or auditor-treasurer's office, or go to www.sos.gov.

You are encouraged to exercise your right to self-government. You will meet interesting concerned neighbors and learn about the process. Moreover, you are likely to find it inspiring, perhaps even exciting!

NCTC to host Pioneer Women's Alumni Game

The Northland Athletic Department will host a Pioneer Women's Alumni Game on Saturday, February 2, at 12:00 p.m. in the NCTC gymnasium. The Alumni game will precede the Pioneer Women's home basketball game, where the Lady Pioneers will take on the Mesabi Range Community College at 3:00 p.m.

There will be an Alumni Social at 6:00 p.m. at the Black Cat Sports Bar and Grill, located on Hwy. 32 South, next door to the Best Western Inn of Thief River Falls.

For more information, contact Paul Peterson, NCTC activities director, (218)681-0737, or email paul.peterson@northlandcollege.edu.

Coffee and Conversation with the President

Stop in and visit with College President Anne Temte on:

TRF Campus: Feb. 6, 10:00 - 11:30 a.m., Room 545
EGF Campus: Feb. 8, 10:15-11:30 a.m., Commons

January 28, 2008
**Snow Sculpture Contest**

Contest starts February 3

Judging will be at 10AM on February 8th

To register your team, see Tara Harstad in Student Services

Sponsored by PTK and Student Senate

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**ATTEND YOUR PRECINCT CAUCUS**

**FEBRUARY 5TH**

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Citizenship in democratic systems requires an involved electorate. I encourage you to exercise your right to self-government. You will meet interesting concerned neighbors and learn about the process. Moreover, you are likely to find it inspiring, perhaps even exciting! At a minimum, a certain satisfaction accompanies civic involvement.
Ben, Aliza Olson informed me of your interest in interviewing someone regarding precinct caucuses. I am on sabbatical this semester but I teach American Government and Politics and have been involved in the caucus/convention process for well over 30 years.

I am in my office in Suite 245 today and will be on campus until around 2:00. If you are still in need of someone to address the process, let me know. Perhaps we can fit in an interview sometime this morning.
To the Editor:

Minnesota's Precinct Caucuses are rapidly approaching as part of Super-Duper Tuesday on February 5th. Caucuses are simply political party meetings, and precinct caucuses take place at the neighborhood, or grassroots, level.

For the first times in decades, Minnesota voters of both parties have the opportunity to caucus BEFORE other state primaries and caucuses have all but decided who the party nominee will be. This means that Minnesota voters may be able to influence the course...
Attend party precinct caucuses on Tuesday

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Bipartisan bill to provide the state auditor access to confidential tax return data related to JOBZ projects - on an ongoing basis, rather than only for special reports by the Legislative Auditor. My JOBZ oversight provision was included in the Omnibus Tax Bill, which was passed by the Legislature and vetoed by the governor.

To paraphrase the House tax chairwoman, Ann Lenczewski, the bill was praised by all sides of the JOBZ debate. Those who think JOBZ is great believe that more oversight will expose its failures. Unfortunately, the veto stamp left all of us unsatisfied, still waiting for more information, again.

The governor and the Legislature must embrace oversight and transparency at every turn possible. Only by making information readily accessible to policy makers and the public can we then ask the key question: Is JOBZ providing a good return on our public investment?

Jeremy Kalin
State Representative
District 17B

.projects providing a return on our investments?

Letters to the Editor
Intro...Precinct caucuses and presidential primaries seem to be a big deal this year. Most people don’t know a whole lot about these events...blablahblah...

What is a caucus, and how does it differ from a primary? (Or - perhaps you would like to explain the primary election - when eligible voters go to the polls and cast a vote for the person they would like to see as their party’s candidate for public office against the other party’s candidate...)

What can you tell our listeners about the precinct caucus process? What happens and why it is important?

Why should people participate, and what if they don’t have any experience or background?

What is a resolution?

What happens to the decisions of the voters at the caucuses?

Where can people find out where to go to participate in their party caucus?

Faith Rud
Interview - Pioneer 90.1
January 31, 2008
February 24, 2008

To the Editor:

Minnesota's Precinct Caucuses are rapidly approaching as part of the February 5th Super-Duper Tuesday. Caucuses are simply political party meetings and precinct caucuses take place at the neighborhood, or "grassroots," level.

For the first time in decades, Minnesota voters of both parties have the opportunity to caucus BEFORE other state primaries and caucuses have all but decided who the party nominee will be. This means Minnesota voters may be able to influence the decision. In addition to discussing presidential candidates, caucus attendees can submit suggestions for changes in the party platform and goals. If these suggestions, known as resolutions, are adopted by a majority of voters at your caucus, they will be forwarded to the next level for votes on inclusion in the party platform.

Meeting sites have been secured in every county in Minnesota to accommodate all interested caucus participants. Most will probably provide a cup of coffee, some even cookies! The meetings begin at 7:00 PM. For information on where your caucus will be held, contact your local newspaper or county auditor or auditor-treasurer's office, or go to www.sos.gov.

Citizenship in democratic systems requires an involved electorate. I encourage you to exercise your right to self-government. You will meet interesting concerned neighbors and learn about the process. Moreover, you are likely to find it inspiring, perhaps evening exciting! At a minimum, a certain satisfaction accompanies civic involvement.

Faith Rud
19826 230th Ave NW
Polk County
Warren MN 56762

Submitted to:
editor@crookstontimes@gvtel.com
13towns@gvtel.com
Grand Forks Herald – tdennis@gfherald.com
Exponent, East Grand Forks – Fax 218-773-9212
Julie Fenning – Pioneer Bulletin
To the Editor, Newsweek Magazine:

Thank you for providing commentary from a variety of women to address the astonishing complexity of the current Democratic primary. It clearly demonstrates that there is no single "woman perspective" in this contest. While I support Senator Clinton now, I gave all candidates thoughtful consideration and gravitated toward Hillary as the field shrunk and the male dominated mainstream media danced on her political grave, exposing the depth and breadth of remaining sexism young women have yet to overcome. The oppression of women is the model upon which all other oppression is based; without significant changes toward greater gender equality, all other equality seems unlikely if not impossible. Just how far we have to go has been laid bare by the media's relentless sexism (Hillary's marriage, her clothes, her laugh, etc) as well as the uncritical worship of Senator Obama. That is what pushed me to look harder at Clinton. I have concluded that most of what the next president will need to do will be decidedly unglamorous, perhaps even ugly. It will require command of policy issues, tenacity, experience, and just plain old hard work for which Hillary seems much better prepared, and in fact, seems to relish. And while I see Obama as a smart, gifted young man with a brilliant future, I regret that the overwrought religious-like devotion to him will make it uncomfortable for me to vote for him in the general election. I am uneasy with charismatic figures who whip the masses into emotional frenzies with beautiful promises that may be unrealistic. Obama also seems to relish the spotlight and outpouring of adoration which may not fit well with the tasks ahead. I will vote for him if I have to but I deeply wish both candidates were being covered more objectively and that Hillary was being given equal treatment. Your cover story came close. It was a brilliant approach and a good read!

Faith Rud
19826 230th Av NW
Warren MN 56762

March 13, 2008

Not published
I Believe in the Power of Human Activity

I believe in humanism because I believe people create our social world and can therefore change our social world. Mountains of empirical documentation bear this out. I am drawn to the high value humanism places on scientific knowledge to deal with the realities of human life. Humanist assertions that “people can lead ethical lives of service to the betterment of the human condition without theism or supernatural belief” fit with my experience, observations, and education. Problems of human existence must be solved by human efforts.

The poverty and religious extremism that took terrible toll on my poor mother were the result of human social arrangements and behavior; they could have been mitigated by human efforts. The life of a minimally educated but articulate and intellectually curious woman was frustrated as a result of human social organization not by some ethereal being. She would love to have pursued languages and travel had resources been made available by political-economy and family systems. Patriarchy, a human creation, heavily proselytized by the Catholic Church, among others, into which she was indoctrinated, condemned her to a lifetime of childbearing, poverty, evangelical fanaticism, heartbreak, frustration, and insanity. Theistic orientation thrust upon her by human arrangements created boundless misery for her, her ten children, two of whom committed suicide, and most everyone who came in extended contact with her.

On the other hand, as a child, the sister that served as my surrogate mother was what could accurately be called a Humanist. She did what she could to protect and nurture me, a younger, vulnerable sibling. She was hyper-empathic, truly experiencing the pain and despair of others and earnestly tried to embrace the fundamentalism that was forced upon us. When it became obvious that the bolts of lightening and other miraculous transformations were not going to occur as promised, she moved on to the realities of life. She pursued causes that she believed would improve the human condition from a practical perspective, things like sexual education to prevent unwanted births, civil rights, education, and policies that help ease difficulty for living humans. She lived a life of kindness and compassion, taking care to do no harm to living sensate individuals.

I along with other Humanists recognize that humans have feelings and emotions that are real and powerful. Our actions toward one another have far-reaching consequences. They are the vehicle by which we create lives of hell for others or ease pain and hurt. I strive to treat others in ways that enable progress and creativity. I support providing adequate survival resources for all and try to live a life of compassion, encouragement, and support for others. These things I can do and they do not require mystical spirits.

Humanism understands and promotes reason, knowledge and human cooperation to address the seemingly intractable problems of human life. It provides me with a stable basis of belief that pinning my hopes on the possible benevolence of some supernatural being does not. I need to believe something verifiable and practical.

Submitted electronically to This I Believe, Inc. www.thisibelieve.org/
April 15, 2008
Dear Faith Rud,

You have successfully submitted your essay to This I Believe. Thank you for being part of our project! Should your essay be selected for potential broadcast on NPR, you will be contacted by one of our staff. If your essay is selected for potential broadcast by your local public radio station, one of their staff will contact you.

Our project's goal is to open a public dialogue about belief—one essay at a time. To that end, every essay we receive is an important part of our project. This I Believe is not a "contest," but a community conversation. We have built an online archive on our website to house every essay we receive. At the completion of our review process, which takes about eight weeks, your essay will then be entered into our online database (found at www.thisibelieve.org). Feel free to check back periodically to see if your essay is there. That would signify the end of the review process.

Thank you, sincerely, for submitting your essay!

-- The staff of This I Believe

We invite you to sign up to receive our monthly newsletter by clicking this link or by pasting the link into your browser: http://www.publicradiomail.org/thiscommunityjoin.html

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http://mail.google.com/a/dishmail.net/?ui=2&view=bsp&ver=ymdfwq781tpu 4/15/2008
Northland Community and Technical College
Sabbatical Report

This report is to be completed within one month from the beginning of the semester following the leave. Please review your PLAN FOR FACULTY SABBATICAL LEAVE and consult with the responsible administrator before completing this form. Please type.

Name: ______Dorinda Sorvig__________ Credential Field: ___Practical Nursing________

Year and Semester(s) of Sabbatical: ___Fall 2007______________________________

Name and Title of Responsible Administrator: _____________Dr. Jeffery Thomas____________

1. PURPOSE OF MY SABBATICAL PLAN:

The objective of my sabbatical was to improve my teaching and student learning by completing my master’s degree in nursing.

2. ACCOMPLISHED OBJECTIVES OF MY SABBATICAL PLAN:

My objective was accomplished! Though the time line of my sabbatical was altered, I did complete my master’s degree by the end of fall semester 2007. Due to course unavailability at MSU-M fall semester 2007, I received permission from Dr. Temte to move one course up from fall to summer 2007 semester. I completed and passed the course ED 6334 Curriculum & Instruction through BSU summer 2007, and completed and passed the course Nurs 640P Advanced Practicum through MSU-M fall semester 2007, as well as completing and successfully defending my thesis fall 2007.
3. ACTIVITIES OF MY SABBATICAL PLAN:

Summer semester 2007 I participated in an online course through BSU: Curriculum & Instruction. I found it very enlightening to discuss curriculum issues with college and K-12 educators as well. There was a different perspective from the K-12 educators that was interesting to hear, especially as a parent with 4 children!

During fall semester 2007 I completed and successfully defended my thesis. The title is: "Students Perspectives of Effective and Ineffective Nursing Instructors". I shared the results with all nursing faculty at the Jan. 2008 inservice days. The results were nothing shocking: students desire faculty who care, treat them as individuals, and want to assist them in succeeding.

The Advanced Practicum course I took during fall semester 2007 will be very useful to me and the nursing department in the future. I conducted research on personal digital assistant (PDA) utilization in nursing curriculum and presented my findings to classmates in graduate school and to nursing faculties at our college. I strongly believe that portable technology, such as PDAs, will be incorporated into healthcare settings in our area in the future. Larger facilities have already integrated this type of technology into their documentation process. In order to prepare our nursing graduates for this up-to-date technology, I believe we have to integrate PDAs into our nursing curriculum. The research I carried out during my practicum revealed that many nursing programs are already implementing this, and I discovered many helpful suggestions for the implementation of PDAs into our curriculum.

I also wrote 4 grants requesting money for PDAs for nursing faculties and a group of 10 students. Research showed that faculty needs to have PDAs available to them before requiring students to purchase PDAs. Faculty members need to be allowed time to become familiar with PDAs, learn how they work, and plan how PDAs can be utilized throughout the curriculum. By having a trial group of students work with PDAs for one semester, problems and issues can be addressed before all students purchase them.

Another aspect of my practicum was teaching in the AD nursing program on our campus. I found it very beneficial to learn more about the ADN curriculum. The PN program is truly a foundation for the ADN program; they complement each other very well.

4. RESULTS OF MY SABBATICAL PLAN:

Upon completion of my graduate courses, I feel like I have an entire new ‘tool box’ of ideas to implement in the courses I teach! The difficult part is to find the time to carry the ideas to fruition. I have received ‘rejections’ from two of the PDA grants that I wrote, but am still awaiting word on the other 2 grants. I am hopeful that one of those will be approved; it will be so exciting to implement a project I started in grad school! I received A’s in Teaching & Curriculum and Advanced Practicum, and a Pass for my thesis.

Thank you very much for allowing me to take a sabbatical to accomplish my dream of a master’s degree.
5. DOCUMENTATION OF MY SABBATICAL PLAN:
List documents in order of attachment.

1. Transcript from BSU: ED 6334 Curriculum & Instruction.
3. If anyone is interested in the research I conducted on PDAs, or is interested in the results of my thesis, I will be glad to share that with you.
COLLEGE RECOMMENDATION:

Please relate your comments (below) to the purpose of sabbatical leaves, to the criteria for sabbatical leaves, and discuss the faculty member's sabbatical report with the faculty member.

X This report is satisfactory for the following reasons:

Soundsam completed all objectives of the sabbatical plan.

This report is satisfactory with the following conditions:

This report is not satisfactory for the following reasons:

Signature of Dean: ____________________________
Date: ____________________________

Signature of President: ____________________________
Date: ____________________________

Please send your original copy to the college president. Please send copies of your abstract to the college, dean, the responsible administrator, and the human resources manager. Retain a copy for your records.
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**Spring 2006**

**Fall 2006**

**Spring 2007**

**Fall 2007**
**Bemidji State University**

**BSU ID 00075076**

**Student Academic Record as of 2008 Spring**

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**Undergraduate Academic Record**

**Bemidji State University**

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Career Undergraduate Summary - Quarter Hours

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Z - Grade Not Yet Recorded

*** END OF ACADEMIC RECORD ***