

**Keystone Council
Meeting Minutes
Wednesday December 15, 2004**

Attendance: Jerry Christensen, Peggy Scott, Diane Walker, Brian Conant, Dixie Lewis, Karen Potter, Paul Baker, Janice Ives, Barb Bills, Jim Allen, Lester Hampton, [Keith Keith]

Agenda

Informational Items

1. Subcommittee reports (to be attached)

Action Items

1. December Faculty Focus Group follow-up.
2. Propose Shared Governance Subcommittee take responsibility for Keystone Archive

Informational Items

1. Subcommittee Reports

There was no pressing subcommittee business so the chair moved the the committee begin discussion of the action items.

Action Items

1. December Faculty Focus Group follow-up.

Peggy shared that Keystone would be focusing its attention on the fourth part of the faculty focus group survey – which dealt mostly with scheduling – because it is more likely that there can be an impact in this area in a short time. The other parts are not being ignored.

Brian added that some of the work that needs to be done regarding the focus groups needed to be initiated by Dr. Dean – and he received the results of the surveys as well.

Keith Skinner was then given time to discuss his vision of scheduling and share the progress he had been making in developing a registration process. He brought with him a draft of a course registration guide, which when finished he hopes would be comprehensive and would outline procedure as well as detail student requirements and course options. This guide might also include other information students need, like financial aid and scholarship possibilities.

Keith said that one of his goals in regard to registration is to make things happen early – he hates doing things last minute. His procedure might look something like this:

1. At the end of the first quarter send out course offerings to students.

2. In early November teacher would be given a chance to rework and revise course offerings for the next year.
3. In early January students would get course recommendations from teachers during a pre-registration period
4. By mid January students would register for courses
5. In late January/early Feb councilors and administration would make scheduling decisions based on student course requests
6. In April a master schedule for the following year will be developed by councilors and administration.

Keith said he likes the procedure of students registering for classes in January and then basing the schedule on course requests because it could eliminate some of the picking and choosing student try to get away with in the spring.

Dixie commented that this process works a lot like it has been done in the past.

Keith said that the pre-registration would be very important – it would be time for students to talk to teachers and parents and develop a list of possibilities that suits their interests and skills.

Dixie asked if the students would be given as much choice this way, and Karen asked how this process would effect more linear subject areas like foreign languages and math.

Keith said that teacher input could solve many problems and teacher are an important part of the process he envisions. Teachers know the students best and know when a “c” means that the student should not move on to the next level class. For the reason that this process is very personal and subjective this pre-registration could take as long as a month.

Keith said course offering would be somewhat subject to student interest using this process, but decisions about staffing would be purely administrative.

Dixie said she was still concerned about not giving students enough options.

Diane Walker asked how this will eliminate the significant problem of students changing their schedules after the master schedule has been developed – say in the spring or early fall.

Keith said that many problems are eliminated in developing a strong master schedule. He also added that class capacities need to be followed.

Peggy asked if the master schedule will be definitive or if there will be tinkering during the summer or fall.

Keith said that there may have to be tinkering, but again, it was a matter of developing a good master schedule that does not need tinkering. He added there will be conflicts but it is the job of the counseling staff to resolve these conflicts – not of the teaching staff.

Jerry asked when the students and staff would be able to see the master schedule.

Keith said he had no strong opinion about this – but did note that sometimes after people see the master it does need to be changed. This could cause problems.

Dixie said that by not letting students see the schedule it causes problems with buying and selling books.

Janice said she was concerned with how student driven all of this seems. Peggy asked what the benefits of a student centered approach are.

Keith said that a student centered approach actually creates less conflict. He can better accommodate student needs and wants. He also added that he is open to schedule requests from faculty – but there have to be legitimate reasons and that these requests can not always be accommodated.

Dixie asked if students really knew what was best for themselves.

Peggy agreed noting that until the course description for Psych was constructed in very specific way there were too many students in the course who did not understand what the content was and did not belong in the course.

Keith said that those issues would be resolved in the pre-registration as teachers are a part of that process of recommendation. There are also some courses (like AP Euro) where teachers can and should be selective in many cases. He added that it was very important for there to be some flexibility in the process. When the courses and times are decided upfront there is imbalance that often cannot be fixed (and leads to classes of unequal size).

He added that the college does have a fixed course schedule before registration but that it also has less flux – there is far more flux in a high school.

Lester asked if this process will help eliminate uneven class sizes in PE

Keith said it would.

Jim asked how this process will affect the Freshman program.

Keith said that he would have to learn more about the freshman program, but the fact that these students register later would have to be something that should be accommodated and dealt with. One thing that might help is to look at how many freshman have been in certain classes in the past and to leave some room for those incoming students.

Peggy then shared that she would like to develop two different groups in order to draft policy regarding

- A. Student coursework outside of UHS (such as IVHS and Heartland community college)
- B. A standing policy for student course registration

Karen Potter would coordinate the first group (with Jim and Peggy and Barb helping draft)

Peggy would coordinate the second group (with Brian and Keith helping to draft).