Chapter 58 Research and Review Task Force Meeting Summary

Thursday, July 29, 2021

8:00 AM – 9:30 AM

The Task Force (TF) identified a need for more understanding around the Montana endorsement process, requesting that more information be given from OPI and University participants. The university systems participants explained that endorsements give a reason for colleges to mandate curriculum and that any new endorsement proposals would need a market demand, resources available, and the capacity to implement a new endorsement.

The TF then posed the question: "Is there a need in the market to develop an endorsement or ASL and Indigenous Languages in the state of Montana?" The group discussed offering the two as an Other World Language endorsement and to concentrate on set regulations for both ASL and Indigenous Languages. The group then questioned if universities in Montana are recognizing ASL as a second language when they look at student applicants? This prompted the inquiry on if an instructor was endorsed in ASL, could help a student become fluent in ASL, would it push universities to accept ASL as a second language?

An opportunity for public comment arose before the TF voted on "Making a Recommendation to add an endorsement to add ASL." There were thirteen "yay" votes, zero "nay" votes, and two votes that were "unavailable." The TF then voiced concern for continuity, stressing the importance that any new task forces that take on Chapter 58 need to have previous meeting background. The TF also acknowledged the need for professional input from experts in the ASL and Indigenous Languages field when the writing of the endorsements begins.

The TF then moved onto Lever Topic 2: "Addressing appropriate areas in the ARM to bring in social-emotional learning (SEL). Letters c, h, and l were suggested as possible areas of fit under the 10.58.501. A proposal to make another letter 'm' as an entirely new sub-section to include SEL was also mentioned.

The TF decided that for the upcoming week, their focus would be to make a decision regarding the placement of SEL and to bring suggestions of language to help make a recommendation that identifies the elements and components of SEL.