

# Professional Education Committee

December 7, 2009

Fourth Meeting for 2009-2010

4:00-5:30 p.m.

Peters Hall A041 Conference Room

## Tentative Agenda

1. Welcome
2. Approval of the minutes of November , 2009  
Minutes approved.
3. Old Business:
  - a. Curriculum: Autism Certificate:
    - i. EDSP 400
    - ii. EDSP 401
    - iii. EDSP 402
    - iv. EDSP 500
    - v. EDSP 501
    - vi. EDSP 502
  - EDSP 400/500. Co-taught classes but 400 is also taught separately. For the certificate, they are co-taught. Certificate is only at the graduate level. Intro class. It has goals and objectives that are related to the autism council of VA's requirements as well as CEC and NCATE. Standards only in this class because we are hoping that the EDSP 400 course can count for Adapted Curriculum. It will not substitute for EDSP 361. Leslie clarified differences between Adapted and General Curriculum licensure. Goal is to provide our students with both licensures with the exception of DHH and VI. Different assignments for each level and somewhat differences in readings – but assessment measures are different.
  - Traditionally offer the certificate programs on Saturdays but some UG do take the Saturday classes.
  - 401/501 – is a broad teaching methods course. In the course, students examine the research that's out there on instruction. Differentiation is in the assessments and the readings. Title is being changed.
  - 402/502. Only offered on the non-traditional schedule typically offered on four consecutive days. This is done to accommodate working teachers. Week of eight hour classes and then they turn in their course work by end of July – Summer III + on-line work. This course expanding social competence for students with autism spectrum disorder. This is the most theoretical course. Readings are greatly differentiated between UG and Graduate students – all research articles. Also differentiated through the assessment measures.
  - 4<sup>th</sup> Course: EDSP 670 – Proactive Behavior Management...4<sup>th</sup> course makes the certificate more rigorous and the Autism council wanted behavior management as part of their approval...This also helps our graduate students qualify for \$300 scholarships as long as the VA DOE continues to fund them.

- Question: Practicum? Each class, especially the graduate students must work with an autistic student.

Further discussion? No.

Motion – approve as a block. Passed unanimously.

#### 4. New Business

##### a. Curriculum: Changes to Social Science Major, Teaching and Non-Teaching options

- Matt Oyos. Social Science major housed in the History Dept. Prepares students to teach secondary social studies. In response to program review, social science oversight committee is recommending some changes. There are two options: Teaching and non-teaching.
- Changes:
  - \*changes to the core – needed more economics but didn't want to increase the number of hours. ECON 105 required and adding ECON 106.
  - \*Took other 3 hours and put it into upper level history. So they take the four survey classes 101/102 and 111/112, we added upper level requirements. Non-American history, and American history, and the 3<sup>rd</sup> course either non-American or American.
  - \*Gave a menu of courses to pick from instead of it being wide open to more closely align with the content the students will need to teach.
  - \*POSC – more detail changes than substantive. They teach American Government rather than Comparative Govt – such as Chinese Government.
  - \*Geography – see list.
  - \*Questions??? September of senior year they must pass Praxis II to student teach. Working to have students take Praxis II earlier as the upper level courses don't seem to help them as much as the lower level course content. Freshmen beginning to come to see Dr. Kolenbrander. How far are they from a double major? Closest is history – 39 hours.
  - \*Call for the question: Motion approved unanimously.

##### b. Curriculum: EDUC 670 Basic Principles and Practices of Multicultural Education

- Dr. Moore explained the reason for aligning standards.
- Call for Question.
- Moved.
- Passed 100%.

##### c. Curriculum: EDUC 451 Student Teaching: Grades 6-8

- Changes were for standards and changing from p/f to A- f.
- Motion.
- Passed – 100%.

#### 5. Self-Study: NCATE and Virginia Program Approval

##### a. Overview, Timeline, Up-coming tasks, on-line modules

- Dean Shoemaker is creating modules that will be posted for faculty to find information regarding the forthcoming NCATE visit. She will add voice overs.
- Walked us through a power point.
- Includes a timeline.
- Feb. 5<sup>th</sup> – need to enter data prior to that meeting.
- Focus is on continuous review. We will be looking at the standards to determine which we will strive for target level – most important for us to work on and able to attain. This will be a faculty decision.

- Clarification: The SPA report only needs two administrations of each assessment. However, the on-site team will need to see evidence of past data collected.
- Waiting to hear from Joanne Carver on alignment between VA DOE and SPA reports.
- RU Program area review should align closely with the NCATE process.
- Question: Will the faculty profiles go outside of CEHD? The advisory groups will probably not have to be involved in the profile. English faculty would be included but not Social Studies, Mathematics or Science.
- Pat will send out a survey to faculty for data that has to go into the Institutional Report.
- Pat has some Foundations \$\$ to hold advisory meetings across the board. Need to do this as good practice. Discuss what's been successful and what we need to work on. Need to have Advisory Boards across all programs.
- AY 2010-2011: Four meetings as we finalize.
- Suggestions/recommendations? Need funding to support faculty working on reports during the summer.

6. Other:

7. Schedule of meetings for 2009-2010:

Feb. 1

Mar. 1

April 5

