PROFESSIONAL EDUCATION COUNCIL
MINUTES
March 21, 2005
Killian 104

Member Present:  Binkley, Carpenter, Corbin, Freeman, McRae, Milner, Norris, Perlmutter, Schade, Schallock, Stewart

The meeting was called to order at 4:05 p.m.

The minutes of the February 10, 2005 meeting were approved.

Admissions

Barbara Schade presented 134 undergraduate and 14 Licensure Only applications for the Council’s consideration and approval. The Council voted to accept the undergraduates without conditions into the program and all others were accepted conditionally until they have completed all admission requirements. All the Licensure Only applications were approved.

Policy and Procedures

Greta Freeman discussed the Internship/Student Teaching Application, copies of which were previously distributed with the agenda. A new check list for advisers and department heads offers specific choices to assess student performance. Greta also noted that the first two statements from the previous form are included in this revision, along with three new statements asking for specific recommendations. (Note: the third statement will be revised to read …knowledge and skills…. ) There will need to be some kind of documented evidence for a student that is not recommended, i.e. chronic absences, unacceptable internship experience; dealing effectively in a teaching environment including values issues, behavior, social issues, or rapport with students. There should be discussions with the student concerning problems and our desire to help them succeed. The form has been discussed in the Leadership Council and will be reviewed by the University attorney.

Information

Renee Corbin spoke about the CEAP Assessment System, including the TE work sample and exit criteria.

Curriculum

Dale introduced the following curriculum items to be discussed with the whole group. All were approved.

- New Courses:
  SPED 337 Teaching Exceptional Children and Youth (3)
  COUN 602 Professional and Ethical Issues in Counseling – increase hours from 48-60

- Program Changes
  Major in Special Education, General B.S.Ed. degree – add concentration in English Community Counseling, MA – increase hours from 48-60
  School Counseling, MAEd – increase hours from 48-60
Information

Dale continued our discussion of the second set of DPI Standards – Diversity Standards. There are 6 standards every program will have to show their student candidates meet in diversity standards.

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners: Programs need to be clear when have accreditation. What’s the assignment or product that shows that students meet standards, i.e. methods classes, development of a diversity log.

Standard 2: Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions: Three items on exit criteria, unique learner and performance part of the teacher work sample, and lesson plans would be assignments that show that students meet standards.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners: Can happen in BK classes, Elementary classes/role plays, interactions with parents in IEP meetings, and student teaching standards.

Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity: BK has leadership course, creating workshops, activities students do at WCU i.e. Ambassadors Program.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity:

Dale reiterated that we need to be as familiar as we can be with the standards

The meeting was adjourned at 4:50 P.M.

Respectfully submitted,

Barbara L. Schade, Secretary