Program Coordinating Committee  
March 9, 2005  
Notes

Those in attendance:
EIEd Marjorie Hancock
SecEd Trudy Salsberry
EdAdl Mary Kay Zabel
SpecEd Frank Spikes
FAE Steve Benton
EdPsy Paul Burden
SCPS Unit Subcommittee Chairs
C&I Trudy Salsberry

Unit Subcommittee Chairs
Conceptual Framework - A copy of the conceptual framework subcommittee meeting minutes was distributed. T. Salsberry gave the report clarifying issues from the minutes. There has been a request for this committee to pare down the disposition list and identify the best place to assess dispositions. This work is ongoing by the committee. After we hear all progress reports, there may be more recommendations for the brochure.

The brochure was revised based on conversation from the previous meeting and a copy was distributed. We don’t know that Dr. Perl and his staff have seen this, but we might ask them for advice. Another suggestion was made to shade the Professional Standards circle on the cover. We will take a look at it before the
next meeting, ask Dr. Perl and his staff about their recommendations, and make final comments at the next meeting. The brochure does emphasize the goals and recommendations which was our goal.

**Standard 1** – no report.

**Standard 3** – report made by S. Yahnke. The committee will be meeting in April and S. Yahnke will probably be ready to report at the next meeting.

**Standard 4** – report made by K. Murry. A handout related to element 3 of category 4. One idea relating to diversity is that during next years Education Symposium, a group of BESITOS students give a roundtable discussion, with a survey collected being a way to meet the diversity standard of NCATE. Since D. Griffin is on this subcommittee, more work is being done to address this standard. If we plan this discussion during Symposium, Dr. Perl suggested that perhaps we require Block students attend the session. Maybe it should be a short session offered several times throughout the day. Perhaps it could be a lunch session several times throughout the semester that students be required to attend. Within Block B, we have a captive audience, as a classroom presentation. Maybe this would be another opportunity to present information related to diversity, because it wouldn’t be a self-selected group that comes to the session. If we are going to be exposing students to diverse groups, we need to focus on more than just race and gender because there is more that our students will meet in the classroom. Diversity is a recurrent theme in NCATE standards. From an accreditation point of view, we need to integrate the standards.

P. Burden: The suggestion made by K. Murry is more outside the course requirements. Elementary Education has a course called Teaching Diverse Learners and this course title was made specifically to address multiculturalism and the instructional implications.

T. Salsberry: If we can show that we are introducing students to diversity and diverse issues in the curriculum and how they will affect teaching, we can have a better chance of meeting this standard.

S. Yahnke: If elementary education says they are teaching this in a specific class, what kinds of things should be changed in the secondary program. Who makes the changes, who makes it happen and who is in charge of that?

F. Spikes: We also have the assessment issue. We are not just supposed to expose our students to these issues, but what do we want our students to do as a result of that. How are we going to demonstrate?
T. Salsberry: If we have some framework so we have a common language, then we could begin to say “What does that look like in….?”, but that would show good faith. If we can hit students with this issue in every class, students will have to say they are familiar with the issues. There are some strong beliefs that you are crossing boundaries on with the definition of diversity. Cross has a good model that can be used. There are a good set of standards from George Washington University that has the standards and 68 indicators to ensure that candidates are living up to the standard.

S. Yahnke: We are asking students to include things in their portfolio issues that address the issues of diversity in the classroom, relating to adaptations and modifications.

F. Spikes: We have issues of candidates interacting with other candidates, candidates exposed to students in the schools, and candidates exposed to faculty. If we are talking about an ethical issue relating to our students going out into the schools, we need to take the position of advocacy.

K. Murry: We also need to look at what the faculty brings to diversity and look beyond color but at expertise in relating and understanding diversity and ways to teach candidates

S. Yahnke: We have had to tread softly in the schools about who is identified in the classroom. We cannot get records as to which students in the classes are identified that our students are observing.

J. Wissman: Are there things that you (F. Spikes) in your graduate level program do that can be done in the undergraduate classes? F. Spikes: It is something that has been built into us, as faculty. We have made that conscious decision to include it in our courses.

We need to have a systematic review of our elementary and secondary education programs to be sure that this issue is integrated into our programs. It definitely needs to be in a class. If we are going to come up with something that our students should know and do about diversity, it should be taught. We then need to educate our faculty. Could the Diversity Committee collect models and bring them to the PCC and then disseminate the information to departments through staff meetings?

M.K. Zabel: I think that if we create a checklist, people look at the list and say, yes, it is done and it goes no further.

K. Murry: We have a checklist and it is incorporated through the curriculum but we cannot succeed if we don’t have some way for students to engage in
reflection. Somehow, we need to get students to see where they are, and where they come from and reflect on those issues.

Since Leadership Studies is doing such a good job with diversity, maybe we can facilitate some of the things that they are doing and incorporate these into our curriculum.

P. Burden: It is not just the diversity topic, we are going to have similar discussions about field experiences, incorporating technology, and other things as well. Elementary education has taken steps to respond to the issue to be in line with the standard. If we had gotten more guidance from PCC related to expectations, the programs can take these issues more to heart. The coordination has to come from the larger group.

J. Wissman: Out of these progress reports, it is hoped that we will have specific recommendations for departments.

J. Hughey – In the interim, is there any way to structure curriculum to make leadership studies more attractive? The Student Affairs Committee is looking at avenues to get the word to students. If you look at percentages, the College of Education has a proportionally similar rate of students enrolled in the program.

Leadership studies may not be seen as a resume builder for education majors. Most administrators would value a second teaching field rather than a minor degree.

Standard 5 – report made by J. Hughey. There is nothing new to report except that Administrative Council has given their blessing to the collection of vita every other year. P. Burden suggested some minor changes. A copy of the latest example will be sent to members and Chandima will then work on putting the form online. Every other year is recommended, but the vita can be updated yearly if faculty members want to keep it current.

Next meeting – Meeting scheduled for April 20. We have scheduled progress reports from standards 1, 2, 3, 4, 6 and technology.