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College of Education and Professional Studies Curriculum Committee

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College of Education & Professional Studies

Curriculum Committee Minutes, Wednesday, February 14, 1996

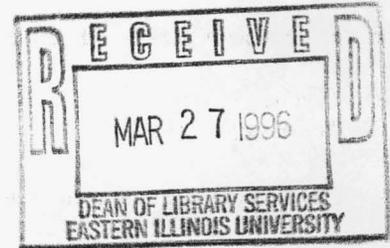
Present: Dean Hitch, Melanie Rawlins (EDG), Rob Doyle (PED), Ron Gholson (SED/EDF), Grace Nunn (ELE), Bev Findley (EDA), Mary Ellen Varble (STG), Marietta Deming (HST), Bob Matyska (BED), Joe Navickas (BED Student), Shalanda Randle (EDA Grad Student), William Smith, (LST), Rory Carson (SPD), Jeannie Walters

Absent: Angie Churchill (HST Student), Jennifer Crean (ELE Student)

Guest: Dr. Butt, SED

Meeting was called to order by Ron Gholson at 12:05 p.m.

Minutes: Minutes from February approved distributed, seeing no corrections.



Old Business

None

New Business

Nunn/Rawlins moved to add 96-10 (HST 3 130—HIV/AIDS Education and Instructor Candidate Training) to the agenda for next meeting.

VPAA Report— circulating a document called “Task Force for Lower Division Student Services. This is an undergraduate student-centered idea regarding services and practices in the future, including the possibility of adding a University College to the academic structure. Individual academic college curriculum committees are encouraged to look into the idea of offering a non-discipline centered degree (similar to the BGU degree in spirit, but structurally different). Dean Hitch commented about the opportunity for through this degree servicing students who may be unsuccessful in a current program (academically or in a professional mismatch situation). She posed the question of there being some reasonable configuration of courses that can result in a meaningful degree. Marietta Deming spoke to the idea of a Health Professional’s Degree, where we would meet the professional goals of someone coming from a community college with an associate of applied science in a health occupations field. These people come to EIU wanting a four-year degree, but the current program alignment may not meet their specific professional goals. Bob Matyska and Rory Carson suggested the possibility of investigating the needs of classroom paraprofessionals—those beyond a classroom aide but not certified personnel. The example was a Vocational Resource Educator (VRE), who works with special needs students in vocational programs, helping the certified teacher accomplish his or her instructional objectives while attending to the additional learning needs of the exceptional learner.

Chair Gholson said that he will have a copy of this document circulated to members of the committee in the near future. **Carson/Matyska** moved to add this item (96-11—Task Force for Lower Division Student Services proposal) to the agenda for next time. Also, it was suggested that members of this committee discuss potential applications of this “University College” degree within their own departments and bring those ideas to the meeting in April.

Mahmood Butt— As we are all aware, the NCATE Board of Examiners (BOE) were here in November for our 5-year review of the Teacher Education Unit (which encompasses much more than just the CEPS). The BOE were very complimentary regarding teacher education at EIU. Going into this year’s review, we had 15 existing weaknesses to address and work towards eliminating. Of those 15, we have made sufficient progress to eliminate 12 of them. In general, the unit has the three continuing weaknesses and eight additional areas to address. In general, those new areas are:

1. Integrative Standards—integrating the four strands of the teacher education process together for understanding
2. State-of-the-Art Technology—integrated into the curriculum at all levels of preparation and all subject areas
3. Lower Productivity of Teacher Scholars—as reflected in the concern of overload, this area needs attention
4. Lack of Instructional Technology and Educator Proficiency—not just equipment, but the know-how to use it
5. Broad-Based Professional Development Program—the unit should commit resources to faculty development, including dissemination of research findings at conferences and professional meetings
6. Detailed Monitoring and Evaluation Program for Tenured Faculty—implement a program for tenured faculty similar to that of tenure-track faculty to encourage productivity continues after tenure is earned
7. Lack of Sufficient Technology for Students, Faculty, and Curriculum—again, inadequate technological resources
8. Lack of Resources for Teacher Preparation—a university-wide commitment to funding for teacher education must be made to ensure continued quality of the programs within the unit

Discussion— In general, these opportunities presented by the BE are not surprising to the unit. Technology and adequate funding for the technological infrastructure is an issue across all areas of the campus, not just teacher education. Also, the other weaknesses are areas in which the unit will make great progress towards elimination when “New Buzzard” is finished. Two of the continuing weaknesses surround space and accessibility of facilities, which are being corrected in the remodel of the Buzzard Building. The third continuing weakness is faculty teaching loads, which are too high in the eyes of the BOE (and is no surprise to us).

Announcements

There are two meetings of the CEPS curriculum committee remaining this semester:

Wednesday, April 10
Wednesday, May 1

Both, of course, are to be held at noon in the Schahrer Room of the MLK Jr. Union.

Meeting adjourned at 1:05 p.m.

Respectfully submitted,

Bob Matyska
Recording Secretary

****NOTE**NOTE**NOTE**NOTE**NOTE**NOTE**NOTE****

Do not forget to review the course proposal from HST that you were given at today’s meeting.