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## College of Education Early Childhood Education Committee Meeting : 2008 : 10 : 24

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## Childhood Education Program Meeting

October 24, 2008

At 1:00, Dr. Fountain called the meeting to order.

1. Agenda was approved
2. **Approval of Minutes** for September 12, 2008. Dean Fueyo had already made revisions and the revisions were sent to the members of the committee for review. A motion made by Dr. Senokossoff to approve the minutes. Michael Sampson seconded the motion.
3. **Dean's Report** –
4. **Academic Learning Compacts need to be updated through 2008-2009 by November 7 for SACS.**

### 5. Dual Track Program

Graduate Practicum course needed to have official number, so Associate Dean Michael

Found one and then added Student learning outcomes

Comprehensive Exam—Associate Dean Michael asked the group to reconsider the exam.

The group decided to leave it the way it is.

Dr. Senokossoff suggested that we look at the program to see if we should take out undergrad courses and add graduate courses. Associate Dean Michael asked what do they need to know, how can we prepare them for the seminar. Dr. Leung said that we needed to have a grad research course and she taught it. When she did it, they were out in the field. Dr. Senokossoff said that they don't have their own class and would not be able to do action research. Dr. Hewitt said that it is good for the students to do this, because the teachers get the idea that they should do action research as well.

She suggested that our students in Dual Track Program aren't really graduate students. They need to complete the project, teacher work sample, like the undergrads do. Who would grade it? Supervisors grade undergrad. Could they grade grad students teacher work sample? Dean Fueyo thinks that they could even though they don't have PhDs. The lit review would be taken out of the project, bc it is already in the course that Dr. Leung teaches. Dr. Gayle-Evans suggested that Dr. Leung course, RED 6544, somehow be connected to the internship where they do the Teacher Work Sample in some way. Group liked this idea. Group discussed the logistics of this possibility. Dr. Leung suggested that she could tweak the assignment so that at the end of their lit review that they could write about how they could make this into a student work sample. Could the Dual track students have special placements to help them complete their proposed projects? Dr. Senokossoff thinks this is possible. Should we make it a terminal degree? This would help with this

situation. Some faculty liked the idea and some didn't. Dr. Sampson raised the point that the students should take from the program that they must be life long learners. He inquired about where that philosophy is instilled in students in the courses that they take in the program. The group came up with at least two courses in which happens.

Final internship has the same number as the final internship for the Master's degree. Associate Dean Michael suggested the number be changed because there is no action research like in the other program. She suggested that the number be changed from \_\_\_\_\_ to \_\_\_\_\_.

Dr. Senokossoff suggested that they be required to participate in activities that will help them build research skills. For example, she suggested that they be required to complete the library research tutorial offered by our library. She thought that these activities could be connected to the different practicum or seminars during the program.

Dr. Leung asked how the assignment in her course would connect to the Teacher Work Sample. Dean Fueyo suggested that we think of the Teacher Work Sample as more of a case study than research or an intervention. Dr. Fountain explained that the interns pinpoint a few students that they will work with. They follow these students implementing strategies and methods. They write about how the strategies that they use work with the students. The literature review will support what they choose to do with the students. This would allow the seminar to really be a capstone to the program. Should we call it an MAT, but not call it a terminal degree? Expectation that an MAT has less hours?

### Back to the **Dean's Report**

Dean Fueyo passed out the Academic Learning Compacts for for the undergraduate programs in Elementary Education from 2005/2006. Categories are correct according to Dean Fueyo. Dr. Hewitt explained that a section called "Action" should be added. The new template will have that word. The ALC is located on a Tampa server. Ernie is transferring the document. Tampa is backing up the data. Then the information will come here. Because this is Due Nov. 7, Dean Fueyo suggested that we work on it at today's meeting.

The group reviewed the work

Action

Review of the rubric

Our means of assessment is based on the candidates' submissions to the CDN as they grow they resubmit

Means of assessment equals corroborating evidence  
Assessment would be how they did on each AP in the CDN.  
Corroborating evidence would be how they did overall on the CDN, Student teaching portfolio, Cooperating teacher, Bonnie's report on the AP evaluation of the students meeting the AP's as evaluated by the supervisors. (Zafer will send what he said)

Dean Fueyo will send to Dr. Leung the information that she needs for English Ed Masters.

Dr. Senokossoff asked the committee if an Academic Learning Compact is necessary for this program since the program is suspended. Dr. Unal explained that one must be completed because we are still graduating students from this program.

Curriculum and Literacy program also will need to do the ALC. It was never officially suspended. We have been admitting students in this program.

Should we do one from scratch for 08/09

May 5<sup>th</sup>, SACs will possibly visit.

**6. Accreditation Issues—will be presented at a later time**

**7. CDN (volunteers) – Dr. Margaret Hewitt**

a. Suggestions to Dean:

- i. Make CDN evaluation part of faculty members' assignments
- ii. Need more training for faculty. Training is being developed and will include:
  1. Sample evaluations
  2. Students on video saying what is good and what is difficult about the CDN
- iii. Who would do it?
- iv. If the same people evaluate the same AP's they will become faster at it and also it will allow for more consistency in the evaluation process.

8. New Business—Updates and continued discussion

a. Kathleen Santana

- i. Dr. Senokossoff is working on her situation. Most of the courses have been signed off on and the process is continuing.

b. Assignments that are uploaded to CDN without ever having been evaluated by a teacher.

- i. Possibility of making certain assignments mandatory to pass a course. Dean Fueyo said that this decision has impact on the DOE, if it keeps candidates from graduating. If the instructor for a course

would like to require that a certain assignment in the course be worth so many points, he or she can. The instructor must include it in their syllabus.

- ii. Our portfolio system allows students to upload any work that they want to. CDN evaluators are not re-grading submitted work, but reviewing the reflections submitted to see if the students made the connections to the Accomplished Practices.

Next meeting is November 21 from 10:00 am to noon.

Dean Fueyo made motion to adjourn at 3:04.

Dr. Gayle-Evans seconded the motion.