

MINUTES
Nova Southeastern University
Master's of Science and Educational Specialist
Graduate Teacher Education Program
M.S. AND ED.S. CURRICULUM COMMITTEE MEETING
Third Floor Conference Room, North Miami Beach
April 3, 2007, 10:00 a.m. – 12:00 p.m.

Participants: Drs. Julie Alemany, Mel Coleman, Mary Collins, Ken Dose, John Drewes, Melba Fletcher, Dana Fredebaugh, Laura Fuchs, Linda Goldsmith, Audrey Henry, Marliese Hogan, George Iber (Chair), Meline Kevorkian, Mary Kolesinski, Sidi Lakhdar, Gabriela Mendez, Jennifer Reeves, Zandra Stino, Angie Su, Nancy Terrel, Elaine Van Lue, and Jan Yates (Scribe).

Item 1. Welcome / Announcements

Discussion: George welcomed the group. Mel introduced our new program professor, Dr. Gabriela Mendez, who will be teaching two courses in Instructional Leadership.

Jan announced that April is “School Library Media Month,” which has been recognized with a proclamation by Governor Crist. Program professors are asked to remind NSU students that library services are available in all schools and districts and that school library media specialists want to collaborate with all teachers to provide instruction in information literacy and research skills.

Linda announced that April is also National Poetry Month.

George announced that World T'ai Chi & Qigong Day will be celebrated on the last Saturday of April, 28th, 2007.

The FSEHS Office of Emerging Technologies (Dean Khialani, Naveed Peerani) will start the development of the online structure for our assessment system for the 12 Critical Tasks of the 48 Key Assessments of the 12 Accomplished Practices. The system will be piloted in Fall I, 2007. The course mapping of the Key Assessments is important for the development of the Banner connection to this assessment system. Program professors are asked to send the list of courses for the Key Assessments to Jan by May 1 so that she can provide this to Emerging Technologies.

Outcome: Program professors will submit their lists of course locations for Key Assessments by May 1.

Item 2. Approval of Minutes of March 6, 2007

Discussion: None.

Outcome: The minutes were unanimously approved.

Syllabi Review

Item 3. ATH 530, Marketing in Athletic Administration (Jennifer Reeves)

Discussion: This course was developed by Jennifer Reeves.

Outcome: ATH 530 was unanimously approved with the changes noted by the subcommittee review.

ATH 550, Event Planning and Public Relations in Athletic Administration (Jennifer Reeves)

Discussion: This course was developed by Ron Parlett.

Outcome: ATH 550 was unanimously approved with the changes noted by the subcommittee review.

Discussion Items

Item 4. Electronic Portfolios (Linda Goldsmith, Jan Yates)

Discussion: There has been discussion among UTEP about allowing students to submit portfolios in an electronic format that is based on a PowerPoint structure. Is there any interest in developing a similar template to post at the EDU 602 Portfolio Web site to allow students the option of developing an electronic format?

Outcome: The Sports Management specialization will have an electronic portfolio. A link to a PowerPoint template that is being considered by Undergraduate Teacher Education Program (UTEP) will be posted for review. New marketing materials will reflect M.S. and Ed.S. program language, as opposed to Graduate Teacher Education Program (GTEP) designations. Program outlines are archived on the OAA Web site, and these will only be updated each fall.

Item 5. Addendum to the Syllabus Review Rubric (Mary Collins)

Discussion: Mary, Linda, and Jan discussed areas that would enhance the syllabus rubric. Suggestions were offered as qualitative recommendations. Is there still a need to estimate the number of hours that students should spend on class activities?

Outcome: Mel moved (Jennifer seconded) to add the *Syllabus Development Recommendations* to the rubric. George will incorporate the following list into the syllabus rubric.

Syllabus Development Recommendations

Catalog: Develop a catalog course description that explains the content to be covered in this course.

Rationale: Explain the purpose of this course and where it is appropriate how it fits into a progression in a degree program.

Objectives: Determine your expectations of the knowledge, skills and dispositions that your graduate students should be able to demonstrate at the end of the course. Identify state and national standards that support each objective.

Assignments: This section is crucial to determine if your objectives or outcomes will be met.

1. Assignments support course objectives. Do assignments clearly address posted course learning outcomes?

2. Assignments reflect appropriate state and national standards, e.g., Florida Accomplished Practices/INTASC core standards?
3. Assignments reflect variety and quality types of activities. Are assignments (including readings) rigorous enough quantitatively to meet the standard guidelines of 108 to 120 course activity time for a three-semester-hour course?
4. Assignments incorporate statements of research activities. Are assignments (including readings) rigorous enough qualitatively? Would most academics in the field agree that texts and activities meet graduate standards?
5. Assignments indicate a progression of level of understanding of course content (i.e., introductory to advanced levels). Are assignment descriptions specific enough to provide proper guidance to students?

Rubrics: Each assignment should include a rubric for assessing the assignment.

1. Are rubrics detailed enough to provide proper guidance to students and instructors?
2. Are rubrics detailed enough that students can clearly see where they were deficient (or strong) on assignment requirements?

Item 6. Annual Schedule (Nancy Terrel)

Discussion: Nancy would like to help pilot a year-long schedule that would run from Fall I through Summer II. Cohort models can also be discussed.

Outcome: Nancy will co-chair a committee that includes Academic Affairs, Advising, and Enrollment Services. Program professors need to e-mail Nancy if they wish to participate. The committee will focus on the *process* of developing a year-long schedule for programs and cohorts.

Item 7. Testing Requirements for Nevada Programs (Jan Yates)

Discussion: The Approved Programs Committee (April 17, 2006) discussed the issue that the Nevada DOE allows the substitution of course grades for the Praxis I (*NAC 391.036 – Tests of Competency Required for Initial License; Exemptions, Failure to Comply; Administration of Tests – 3[f] – Evidence that he completed, with a grade of B or better, a course of study in a subject area approved by the Commission or the Director of Licensure for the Department. **These courses may only be taken after the individual has taken and failed the PPST.***). The FSEHS catalog states that initial certification students must complete either the Praxis I or CBEST. When this issue was discussed in 2006, there was a concern about the skill of a student who cannot pass the reading portion of the Praxis I and that by offering the student a substitution of a course for the completion of the Praxis I, there would also be a concern about the quality and level of the course (i.e., a community college course substitute cannot be accepted/transferred to the graduate level programs). At that time, the committee agreed that the existing

GTEP requirement that initial certification students complete either the Praxis I or CBEST remain in effect.

Since that time, there has been discussion, primarily relating to the UTEP students, that some students are not passing the Praxis I and that there are NSU staff members who think that course credit should be allowed to substitute for this testing requirements. The staff members were reminded that this academic area had been discussed and decided by approved program faculty members.

When determining the number of students impacted, it seems that there are about 10 students at the end of their programs of study who have taken the test only one time and who have not attempted to re-take or remediate for the test. In response to this concern, suggestions of making current NSU materials and services available to help the students remediate to pass the test were provided as follows:

1. Take the CBEST (California Basic Educational Skills Test) test in lieu of the Praxis I. (Some students do better on the CBEST than the Praxis I and may be able to meet the requirement this way.)
2. Explore free tutoring and resources online, e.g., <http://www.ets.org> which offers tutorials and test preparation for the Praxis I.
3. Attend a Praxis I workshop,
4. Access and review NSU practice exams:
 - a. Link to the NSU Library.
 - b. Select “Alvin Sherman Library.”
 - c. Select “Electronic Resources.”
 - d. Select “Databases.”
 - e. Select the subject of “Test Practice & Online Tutorials Databases (NSU patrons).”
 - f. Select “Learn-a-Test.” (Currently, this is Item 2.)
 - g. Select “Teaching” (on right). There are two CBEST and two Praxis I review exams available.
5. Access and review two NSU e-books as follows:
 - a. Link to the NSU Library.
 - b. Select “Alvin Sherman Library.”
 - c. Select “Electronic Resources.”
 - d. Select “Databases.”
 - e. Select the subject of “Test Practice & Online Tutorials Databases (NSU patrons).”
 - f. Select “Testing and Education Reference Center.” (Currently, this is Item 4.)
 - g. Select “ebooks Quick Link” (in blue).
 - h. Look at the category of “Civil Service and Licensing” and find two Praxis items:
 - i. “Preparation for the PRAXIS I™: PPST® Exam” and
 - ii. “Preparation for the Praxis II™ Exam” (The NSU library is seeking additional review resources.)
6. For live tutoring assistance,
 - a. Link to the NSU Library.
 - b. Select “Alvin Sherman Library.”
 - c. Select “Electronic Resources.”
 - d. Select “Databases.”

- e. Select the subject of “Test Practice & Online Tutorials Databases (NSU patrons).”
- f. Select “Live Homework Help.” (Currently, this is Item 3.) Identify the areas for which you need assistance, e.g., dividing fractions.

Is there a desire to allow students to substitute a course grade from a course that has possibly already been completed (e.g., a freshman composition course) for the Praxis I or CBEST?

Outcome: Some students who cannot pass the examination may choose to change to a program that does not require an examination. Students are not allowed to intern if they have not completed the testing requirements. Students who do not pass the test need to prepare and/or remediate for it. Dana moved (Linda seconded) that the testing requirements be maintained for completion of the initial certification programs in Florida and Nevada. This was unanimously approved.

Item 8. Next Year’s Curriculum Committee Chair (George Iber)

Discussion: The chairmanship is a one-year term. Committee members serve two-year terms.

Outcome: George will continue as the chair through the 2007-2008 academic year.

Item 9. Ed.S. to Ed.D. Credit

Discussion: There will be a special committee to review the Ed.S. courses that will apply to the Ed.D. Pending committee review, fifteen credit hours of the NSU Ed.S. specializations will be eligible to articulate into the Ed.D.

Outcome: Program professors will be invited to join the committee of faculty from all levels (B.S., M.S., Ed.S., and Ed.D.). This meeting will occur during the next few weeks.

Item 10. Conference Notifications, News, or Reviews (Applicable Faculty)

Discussion: Last week’s FACTE meeting focused on the data collection process and demonstrating PreK-12 student achievement for Florida’s approved programs.

Outcome: Jan will summarize last week’s meeting and provide notes for May Approved Programs meeting.

Next Meeting: May 1, 2007, 10:30 a.m. – 12:00 p.m., Room 317

Call-in Number: (866) 246-6862, Passcode 966319

Resources: **GTEP Curriculum Committee Meeting Minutes**
<http://www.nova.edu/~yates/gtepcurriculumcommittee.htm>

FSEHS Curriculum Committee Meeting Minutes
<http://www.schoolfed.nova.edu/oaa/committees.htm>

FSEHS Policies at FIN
http://fin.nova.edu/depts/policy_board/fsehs_policies.htm