**Academic Affairs Committee**

Meeting Minutes #4

**Date: October 25, 2017**

**Location: 3rd Floor East Lounge, Bone Student Center   
6:00 pm**

1. **CALL TO ORDER:**
2. **ROLL:** Committee members: Lucey, Haugo, Lonbom, Nichols, Grzanich, Pancrazio, Stripeik, Chirayath, Porter***,* Smith**, *Jawahar*, UCC Liaison *Geoffrey Duce* (Note: quorum is 6 voting members; bold and underline=absent; italic=ex-officio)
3. **Program:** invited guest Dr. Deborah Garrahy, Director of the Cecilia J. Lauby Teacher Education Center and member of the Council of Teacher Education.
   1. **Follow up on the Annual Report Council for Teacher Education** 
      1. **Dispositions and edDispositions**

Dr. Garrahy was present to discuss the differences between edDispositions and Dispositions Concerns, the charge of the CTE, and the governance process by which the edDispositons segment of the accreditation report was adopted.

Pancrazio: In response to the question in the previous meeting asking if the CTE had the authority to mandate or oversee the assessment process for all programs in teacher education, the answer is yes. The Senate Bluebook, section 18, charges the CTE with assessment, and the same paragraph appears in the CTE’s bylaws as Article II, section D, paragraph 6. It is the CTE’s charge to “develop or assure the development of assessment plans related to teacher education as mandated by the University, State, and NCATE or as advocated by the Council, and to monitor the implementation of these assessment plans” (CTE Bylaws 2-3; Bluebook 32). Pancrazio also presented the format for the CAEP report outline that calls for the assessment of dispositions.

Dr. Garrahy: Disposition concern process is separate from Ed Dispositions. Mennonite college of Nursing and Com have dispositions as well, not just teacher education. The disposition concerns are given to a teacher education candidate when faculty, staff or supervising teacher has a concern about the prospective teacher. For example, missing clinicals three times in a row. This process is meant to be instructive and informative, and to build professionalism. If a student receives three “unresolved” concerns, his or her progress in teacher education is halted. Students can resolve the concerns, and have the right to appeal. 96% of the students in TE do not receive any of these types of concerns. This process has been around for over 10 years. The discussion involving Ed Dispositions is different and has been in process for four years, and came to the CTE spring. This is part of the CAEP assessment that provides feedback regarding dispositions to all teacher education candidates. It has been piloted by Roosevelt University, ISU, and National University, and is a holistic approach to providing disposition feedback to the students. In regard to the process by which this assessment was adopted, it was presented by the subcommittee on April 18th as an information item for discussion. The Council for Teacher Education meets the 1st and 3rd Tuesday of every month. On May 2nd, it was brought as an action item, it was moved and seconded, and approved unanimously by the CTE. After Dr. Garrahy’s presentation, Pancrazio accepted a motion from Haugo to accept the annual report from the CTE. Stripeik seconded. Motion passed unanimously.

1. **APPROVAL OF MINUTES: #3, September 27, 2017**

* Approved with the correction of grammatical errors

1. **CONSENT AGENDA:** 
   1. **Policy Review: Admissions policy from the catalog**
   2. **Honors Council Report**
   3. **Council of General Education Report 2016 and 2017**
2. **STANDARD ORDER OF BUSINESS** 
   1. **Course on Religion for incoming freshmen**

Currently, the options are limited. Incoming freshmen have limited access to 200 level courses. What should the course of action be? Consider the freshmen writing program that may undergo some changes; partnering with U-College for common experience like Passages to provide some type of program to offer students where they can learn about different cultures and the similarities of those as well; expanding the options, not necessarily singling in on a certain area such as religion.

* 1. Connect with campus climate committee about concerns and invited Jon Rosenthal, Doris Houston, and Sally Parry to next meeting.
  2. **Follow up Changes to the structure of General Education and Changes to the Graduation Requirements**

Policies are still circulating.

* 1. **Follow up OISP Global Learning Outcomes**

In process.

1. **Good of the Order:**
2. **OLD BUSINESS** 
   1. **Content for Annual Reports: narrative that discusses routine activities, and detailed narrative that covers issues that are new; discussion of the processes of shared governance and Open Meetings compliance.**
3. **ANNOUCEMENTS:**
4. **PROGRAM:**
5. **ADJOURN**

**Addendum**

**Zipped file includes markup copies, annual reports, and unapproved minutes.**