

**Gallaudet University**  
**NCATE Steering Committee Minutes**  
**March 8, 11:30 to 1:00**

Attending: Lynne Blennerhasset (Psychology), Ronald Dreher (Physical Education), Barbara Gerner de Garcia (Educational Foundations), Pat Hulsebosch (NCATE Coordinator), Tom Jones (Graduate Education), David Martin (UG Education), Roz Rosen (Administration and Supervision), Fran White (Counseling)

Guest: Lillian Tompkins (Dept. of Ed-Elementary Education Graduate Program Coordinator)

**I. Updates**

Pat distributed a one year **action plan** describing NCATE related activities among various groups. She reported that NiYa Costley, the NCATE graduate assistant, has been meeting with staff in the Dean's office for support on setting up an **NCATE web site** and is making progress. She also reported that the Transition Committee took to the Dean their statement regarding needed structures and support for the unit.

Steering Committee members reported on the ongoing work of the **various Standards committees**. The Governance committee has suggested a meeting with Dean Tom Allen and the Professional Education Programs Committee (PEP-C) to further discuss faculty governance of the unit with the transition.

The Faculty Standard committee had a question as to whether or not they should include adjuncts in their reporting (the answer was yes).

The Diversity Standard committee is discussing how to strengthen faculty and student understanding of diversity.

The Field Experience committee has begun gathering materials regarding field placements.

**II. Conceptual Framework**

The bulk of our discussion related to the Conceptual Framework: 1) How to capture Gallaudet's commitments, goals, and outcomes in the CF; and 2) How to involve more people in discussions on our commitments, goals and outcomes. SC members brainstormed a schematic to summarize our CF. SC members will provide more feedback on the schematic, as well as the extent to which the CF meets NCATE's criteria.

We discussed the need to have an artist develop a more dynamic picture. The continuum of collaboration would be along the ten fingers, and the "ecosystem" within which that happens surrounding the signing hand.

The SC suggested some mechanisms for involving faculty and students in reflection and input. We discussed an NCATE student-faculty lunch. In that lunch we could a) Share the current version of the CF and get feedback; b) Conduct some focus groups on program strengths and weaknesses; and c) ask students what they see as commitments and intended outcomes of their programs.

We targeted Wednesday, April 11. Pat will reserve GUKCC and develop an “invitation” to send to SC members to distribute to program students.

We also discussed a separate Faculty Forum to discuss NCATE and accountability via the upcoming publication of our PRAXIS (certification) test scores. Tom suggested we check the possibility of using Study Day (May 2) for that purpose with the Dean (to be sure he doesn't already have a meeting planned).

The SC decided to meet once again (on March 29) before the consultant visit.

Between meetings SC members will give input on the following two questions:

- 1) To what extent does the schematic help make Gallaudet's Conceptual Framework more accessible (more memorable) for students, faculty and partners.
- 2) To what extent does the Conceptual Framework (schematic and list of principles) respond to NCATE's indicators for the Conceptual Framework? Where might we need to strengthen the CF?