Dumb Facts:
1) Two-thirds of the world’s eggplant is grown in New Jersey 2) Coca-cola was originally green 3) Chewing gum while peeling onions will keep you from crying! 4) Only 1/3 of all “Gilligan’s Island” episodes are about, getting off the island 5) Five Jell-O flavors that flopped: celery, coffee, cola, apple, and chocolate

Chair’s Report (Rios)
- Jenny Weatherford, Quantitative Research Assistance
- Course Articulation Approval Process and Timeline
- New Course Evaluation Form
- Practicum Coordination for Spring? Fall, 2011 and Beyond
- Peer Teaching Evaluation for AY 2010-11

Under/graduate Advising Proposal (9:00 Time Certain): Kent Becker and F. Rios

Partnership work and opportunities (Kleinsasser)

Committee Assignments
- Tenure & Promotion – 1 (alternate for spring 2011)
- Technology – 1 (3 year term)
- Student Fee – 1 (3 year term)
- ACEG – (fall 2010 semester only)
- Student Appeals - (fall 2010 semester only)
- Faculty Senate Budget planning - (fall 2010 semester only)
- Faculty Senate – Janak/Cho
- Faculty Library Admin - (fall 2010 semester only)

APL Update
- Position Description
- Letters of Invitation?

CEID reminder

Webpage Update

Mission Statement (See below)

Follow Up Faculty Retreat
Introduction to Common Core Standards, Analyzing Student-Classroom Level Data and Resulting Adaptations, Individualizing Instruction, Productive Field Experiences at 2480 and 3000 Level

Academic Plan – Initiatives for 2010-2011

Administrative Assistant Report (Chapa)
- Computer Purchase
- Financial Status of Department

Important Dates – Fall 2010

- Oct. 1st, Sabbatical leave requests due in dean’s office
- Oct. 1st, Mary Garland Early Career Fellowship nominations due in dean’s office
- Oct. 15th, International travel grant applications due in dean’s office
- Oct. 16th, Homecoming Hospitality Tent, Tailgate park, 2:00pm
- Nov. 4-5th, WSUP “In Praise of Education” Conference, Casper
- Dec. 6th, Former & current faculty holiday coffee, EA lobby, 4:00pm – 5:30pm
- Dec. 16th, Final grades due in Registrar’s Office

Fall Department Meeting Schedule

- October 15 from 9:00am to 11:00am in WH 402 (Friday – Department picture will be taken)
- November 19 from 9:00am to 11:00am in WH 402 (Friday)
- December 10 from 10:00am to 1:00pm in WH 402 (Friday – lunch will be provided)

Fall C&I Meeting Schedule

- Mon. Sept. 27th from 12 noon-1:00 p.m. in EA 318
- Mon. Oct. 25th from 10:00-11:00 a.m. in WH 402
- Weds. Dec. 8th from 11:00-1:00 p.m. in WH 402 (with lunch)

Announcements

Birthday Wishes to Francisco & Cheryl!

Adjourn
VISION:

The Department of Educational Studies is committed to providing the foundations of knowledge in human development, schooling and education, teaching and learning, and assessment in order to foster democracy and honor diversity for emerging change agents’ reflective practice that would allow them to apply and further these beliefs, knowledge, and skills in a variety of school contexts while raising awareness of social justice.

MISSION:

Our mission, reflected in the intertwining of our own research, teaching, service and advising is to put into practice the following goals, beliefs and commitments:

- **Providing foundations of knowledge**
  We know that teaching, learning and schooling operate in three dimensions: past, present, and future. We believe that knowledge of all three dimensions is essential in understanding all aspects of schooling and education in the Twenty-First Century, including human development, schooling in all its forms, teaching on all levels, and the variety of assessments. We are committed to providing the historical, philosophical, and social foundations of schooling and teaching essential to professional development.

- **Fostering democracy**
  Our department, like the college, acknowledges a firm commitment to democracy in schools and society. To us, acquisition of basic academic skills and knowledge is only a part of a robust education, and these basics provide a foundation upon which students (both K-12 and higher education) build a comprehensive understanding of what it means to be a participatory citizen. In our classes, future teachers come to understand the histories of democratic schooling, what it means to be a democratic teacher, and the intersections between democracy and a multicultural society. We are committed to helping future teachers from all programs and content areas acquire a repertoire of instructional strategies and practices that promote citizenship education and civic involvement.

- **Honoring diversity**
  We know that schools across the US are seeing a major demographic change evident in the increase in students from cultural and linguistic backgrounds. We also recognize that many schools are challenged to assure these students’ academic success. We believe that the affirmation of the diversity that students bring to the class can be used as a means to assure excellence in education. We are committed to helping future teachers honor and affirm the diversity of the individuals they will encounter in schools.
• **Enabling emerging change agents**
  We know that for education to be meaningful there must be praxis—an intersection of theory and practice. We recognize that students must presuppose a vision of the future and make it their daily practice to produce citizens that will achieve this future. *We are committed to providing students opportunities to codify their beliefs of the future and put their beliefs into practice in all settings, educational and other.*

• **Encouraging reflective practice**
  Our college’s teacher education program standards address the importance of being a reflective practitioner. Reflective practice includes being knowledgeable about the field, specific content areas, and ways to translate information and skills to students. It also includes the disposition to collaborate in ways that support life-long learning and agency. *We are committed to support future teachers as they learn to self assess and reflect on their beliefs and practices in ways that promote ongoing professional growth that enables them to support their students’ learning and development at high levels.*

• **Encouraging students to apply and further their knowledge**
  We recognize that we don’t produce “finished” teachers; thus we encourage our students to become lifelong learners and strive to see the interconnectedness inherent in active learning. We recognize that our students do not take our coursework in a vacuum. *We are committed to encouraging cross-curricular connections between our courses and others not just in the College of Education but across the university as an essential first step to producing students committed to continuing their professional development.*

• **Providing a variety of school contexts**
  We recognize that our students will teach in a variety of school settings, from rural to suburban to urban. We also recognize that every education professional is enriched by understanding how schooling operates differently in different settings. *We are committed to providing students with a variety of experiences in several different school settings.*

• **Raising awareness of social justice**
  We recognize that schools are nested within the broader society. As such, schools reflect (and, in some instances, helped perpetuate) social inequalities (homelessness, unemployment, racism/sexism/homophobia, hunger, etc.). When believe that when any social community is in peril, our democracy is in peril. *We are committed to helping develop future teachers who can recognize social inequalities and use their increasing professional competence and opportunities to address these inequalities.*