Members Present: Bauer, Beaudet, Binkley, Bryson, Buskey, Butcher, Carter, Catley, Corbin, Decatur, Faughn, Jaqua, Jorissen, Lasher, McDonough, Nickles, Norris, Peltack, Ray, Ruebel, Schade, Schallock, Walawender

Guest: David Strahan

I. Dean Dale Carpenter

The Dean was attending another meeting and was not present.

II. Approval of Minutes

Kim noted the need for correction of program location from Cullowhee Baptist to Cullowhee Methodist Church under IV. Chair’s Report – After School Program. With this correction, the January 15th meeting minutes were approved.

Kim took this opportunity to share with the Council that the After School Program is going very well with more participants than they expected. They may consider expanding the program to two days to accommodate everyone.

III. Update from P-12 Partners

April Bryson said they have a new principal and everyone is very excited because they have a curriculum background. Smoky Mountain HS is also revamping their honors program to make it more vigorous.

Teri Walawender said they are seeing a change of curriculum in the classroom that is very promising.

IV. Chair’s Report

V. Information

A. Admissions

B. Curriculum – Kim Ruebel/Lee Nickles

1. EE2 Update: ELED and BK

Kim explained that the BK program has revamped their rubric with a clear focus on research and ELED program has an emphasis on content which helps develop EE2 and feeds into the Teacher Work Sample.

2. Curriculum Items

Lee brought forth the following curriculum items:

**MAT ENGL:** The current description in the catalog does not make clear that 3 hours of guided electives are required for the degree. The proposed change clarifies that requirement. Motion and second to approve. Motion passed.

Lee asked Kathleen Jorissen if she would like to talk about the new EdD curriculum. Kathleen explained that they have put on inactive status three concentrations of Community College/Higher Education, Curriculum and Instruction, and Educational Administration and replaced them with two new concentrations.

The updated EdD in Educational Leadership has been redesigned to better meet the needs of the communities served by the program. In consultation with constituent school district leaders, community college leaders, current and former students and faculty, they have focused the program on preparing leaders skilled in solving complex problems of practice (scholar practitioners vs. researchers and university professors). The refocused program is based on the Carnegie model as develop by the Carnegie Project on the Education Doctorate.
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The program is 52 credit hours and very competitive with the first cohort of 15 students starting this summer. The group will be collaborating with High Point and East Carolina University cohorts to develop a summer institute. David Strahan said the program can provide wonderful research opportunities and a means of creating research communities. Kathleen also announced they will be searching for two faculty positions (Distinguished Faculty and Technology) that have been vacant.

Lee asked for a motion to approve the following EdD curriculum items as one slate. Motion and second to approve. Motion passed.

EdD – Delete concentrations: The Community College/Higher Education, Curriculum and Instruction and Educational Administration concentrations in the Doctor of Education Degree Program need to be placed on inactive status.

EdD Revision: The EdD in Educational Leadership has been updated and redesigned to better meet the needs of the communities served by the program. The program is based on the Carnegie model and is focused on preparing leaders skilled in solving complex problems of practice.

EDRS 802, 803, 804, 805: These new courses serve the redesigned EdD in Educational Leadership program. The new course sequence aligns with the goals and sequence of the educational leadership (EDL) courses with which each educational research (EDRS) course is paired. The overarching goal of the research courses in the EdD in Educational Leadership program is to support the development of scholar-practitioners interested in addressing problems of practice.

EDL 803: This new course sequence pairs each educational leadership course with an educational research (EDRS) course and is sequenced developmentally. Human Resources Leadership is a critical area in problem solving in education and pairs logically with EDRS 803—Data Collection.

EDL 807: This new course aligns with the goals and sequence of the educational leadership (EDL) courses which will be paired with educational research (EDRS) courses. It is the last course in the sequence of core leadership courses, thus the focus on decision-making as the culmination of problem solving.

Lee asked for motion to approve the entire slate. Motion and second to approve the slate. Motion passed.

C. Appeals – none

D. Policy and Procedures – none

E. Field Experiences - Mary Beth Decatur

Mary Beth reminded that group that Dean Carpenter had asked that we consider background checks for our university supervisors. As of July 2007, anyone hired fulltime or as an adjunct by WCU has to have a background check. WCU does not require drug tests for most hires. Mary Beth asked that folks send her any comments they may have about the current process.

Concerning background checks for students, the question is what should be done about students that have issues on their background checks. Right now, Kim and Mary Beth routinely meet to review and make decisions and they would like other voices and opinions on the background checks. Mary Beth extended an invitation for volunteers to assist on a committee to review the problematic background checks. Issues usually arise early in the semester when students begin their early field experiences and before internship applications are due. If you are interested, please contact Mary Beth.

F. Assessment- Kim Ruebel/Renee Corbin

1. Alternative Assessment Day Plans

Kim was disappointed that the Assessment Day had to be cancelled because of the weather but she has met with all Program Coordinators and provided them with a reduced number of tasks.

Renee announced that an Assessment Resource Day will be held on March 8 from 1:00-3:00 p.m. in Killian 116 and 118. The purpose of the workshop is to provide the college with assessment resources that can be utilized in day-to-day activities. Topics will include Optimizing TaskStream, NC Falcon, Video tools, and learning where sources of data are located for needed reports. There will be four 30 minute sessions so feel free to drop in as you have time or join all four sessions.
2. Program Evaluation and Principal Survey Results

Renee presented The Principal Survey results previously administered by DPI; however, because of state-wide budget reductions, DPI no longer administers the survey. Renee developed the survey in fall 2011 to meet NC state law. The results were based on beginning teachers who have been in the field for one year. In the opinion of those principals responding, 49% believed that WCU’s preparation of initial licensure beginning teachers ranked above average compared with other beginning teachers from other North Carolina institutions. Comparing advanced licensure hired teachers from other North Carolina institutions with WCU’s, 61% of those responding felt WCU’s advanced licensure teachers were above average.

Renee next shared the results of the Program Evaluation Survey completed by teacher candidates. The survey is administered to seniors in their seminar class. The fall responses are smaller because there are fewer students enrolled in Internship/Student Teaching during the fall semester.

Majors represented (highest to lowest number) were Elementary, Music, Art, Secondary English, Health & Physical Education, Comprehensive Science and Special Education. Of those responding, 86% felt that their academic supervisor, 95% felt their university supervisor, and 92% felt their cooperative teacher were very helpful/helpful in assisting them in the development of teaching competencies required of a beginning teacher. Regarding their preparation by WCU, 97.5% felt they were Very Well Prepared/Prepared in the areas of Knowledge of Subjects Taught and Communicating Effectively. A reoccurring concern each semester is preparation in Needs of Low Socio-Economic Students, Needs of Exceptional Children and Needs of Non-English Speaking Students with the lowest Very Well Prepared/Prepared ratings of 64%, 69%, and 51% respectively.

Data has already been passed on to Program Coordinators with student comments.

G. Technology – none

H. Partnership Update – David Strahan

Kim introduced David who has taken on the role of Director of School Relations. David explained that the position evolved as part of the reorganization of the Teacher Recruitment, Advising and Career Support (TRACS) office. In his new role he hopes to help strengthen our partnerships with schools in the region. Budget cuts in recent years have drastically affected support for partnership activities so it would be a good time to consider new possibilities for partnership that we can enhance without major cost. He is currently having conversations with those that work closely with teachers and administrators in the region to improve our collaboration.

The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Barbara Schade
PEC Secretary