

PROFESSIONAL EDUCATION COUNCIL
MINUTES
March 4, 2014
Cardinal Room, UC

Members Present: A. Allen, Bauer, Bloom, Boatright, Bricker, Carpenter, Caudle, Decatur, Foerst, Hilty, Jaqua, Kloeppel, McDonough, Nickles, Norris, Otey, Petrone, Scales, Schade, Schallock, Stillwell, Unruh, West, Wike

In the absence of PEC chair Kim Winter, Lee Nickles presided over the meeting.

I. Dean Dale Carpenter

Dale shared two discussions of the Board of Governors. The PES fees to cover the cost of TaskStream, background checks, and stipend for cooperating teachers were approved. Policy discussion on teacher research regarding the quality of our programs, number of people we prepare, and how they do in the public schools, i.e. how students of our students do on tests show are ahead in English, a high achieving program.

We need to tell our story, what we do and how well we're doing it. Our students and other graduates of UNC system do well and persist longer than candidates from alternative entry, transfers, and Teach for America programs. A Teacher Recruitment group has met to discuss strategy for marketing and how we spend money from the state. The group had many ideas including social media outlets for advertising and restructuring Open House. The university has hired a new Director of Marketing and they'll spend time to develop a marketing plan. We'll be hearing more about it and will be asking for input on a new recruiting plan.

Brian Kloeppel announced that as of July 1, 2014, the graduation fee will increase from \$55.00 to \$65.00 with the increase going to pay for marketing materials.

II. Approval of Minutes

The February 3, 2014 meeting minutes were approved.

III. Update from P-12 Partners/School Relations Update

Deb Foerst shared that their elementary principal was very pleased with student teaching placements this semester. She also announced there will be a Teaching Fellows and WHEE Teach tour on March 20th.

IV. Chair's Report - none

V. Information

A. Admissions – none

B. Curriculum – Lee Nickles

Lee brought forth the following curriculum items:

MAED ELED and MAED MG – As a result of university wide program prioritization, the MAED in Elementary Education/MAED MG was placed under a category 3 action plan. The WCU Program Prioritization Task Force noted troubling trends in the program's metrics, notably in declining enrollment. We would like to offer this current residential program online only. We currently offer five MAED ELED options (Reading/language Arts, Social Studies, Mathematics Science, and Digital Literacy) for students to choose from for a concentration. Instead, we propose to offer two choices only (Option 1: Literacy; Option 2: Academically or Intellectually Gifted: AIG). MAED MG: Instead, we propose to offer one choice only for MG MAED students: Language Arts/Literacy. This concentration will meet the needs of the MG MAED students because they need at least four courses focused on a single subject area for advanced licensure.

Lee asked that the MAED Elementary and MAED Middle Grades change to online programs be treated as a slate. Motion and second to approve as slate and approve change. Motion passed.

EDCI 305 Global Educational Systems - New Liberal Studies/Education Course is being proposed as a means for generating interest in exploring and understanding international educational systems in both industrialized and developing nations. These comparative studies will allow for a better understanding of our own educational system and how we can learn from other current economic, historical, political, religious and social trends in education around the world. Motion and second to approve. Motion passed.

TESOL SAC: Students in elementary education must select an 18 hour second academic concentration (SAC) from an approved list. The elementary education faculty would like to add Teaching English to Speakers of Other Languages (TESOL) as a choice of concentrations because the number of non-English speaking children enrolled in schools continues to increase each year. Motion and second to approve. Motion passed.

Graduate MAT and MAED Core Changes: Shrinking the core to common courses for all comprehensive education masters allows for efficiencies in enrollment, regular course offering, common assignments for program assessment, and greater consistencies in the graduate portfolio entries. Providing access, predictability, and quality assurances (through common course assignments) will allow for students to enroll and move more easily through the curriculum. We are hoping to recruit students because a percentage of their courses (in some cases all courses) are offered online and we are trying to move more students to degree completion in a timely fashion. Lee asked for a yes or no response. All in favor with one opposed.

TeacherEdProg: We propose moving the entire “Second Academic Concentration” section from the “Teacher Education Program” section to the catalog listings for Elementary Education as this is the only program that requires them; deleting the section on “Course Requirements in the Program” as this is redundant with each program’s course listing; minor changes to the Admission to the Teacher Education Program section for clarity, and changes to the Admission Criteria; and changing program descriptions to be consistent with other teacher education programs, referencing our blanket program admission policies. Lee asked that all TE program changes be treated as a slate. Motion and second to approve all program changes. Motion passed.

EDD Program Changes – changes to course numbering and course mix. Correct typos. Add 3 internship courses for students in the superintendent licensure track. Correct the omission of EDL 793 Special Topics as an elective in both the Community College and the P-12 Leadership concentrations when the program redesign was submitted. EDL 793 is listed in the 2014-2015 catalog only under the MSA program description but was approved for the EdD program as well. Delete EDL 820 as a P-12 concentration elective, because it is listed in the program description as both a required and an elective course. EDL 820 is a required course, not an elective. Edit course lists in the program to reflect changes in course numbers. Motion and second to approve. Motion passed.

BSED EDMG Program Changes – add TESOL add-on license as an option, reduce MG program to one concentration from two, change course mix, add new courses.

Students in elementary education must select an 18 hour second academic concentration (SAC) from an approved list. The elementary education faculty would like to add Teaching English to Speakers of Other Languages (TESOL) as a choice of concentrations because the number of non-English speaking children enrolled in schools continues to increase each year.

Based on the analysis of program evaluation data and feedback from our public school partners, we propose to strengthen our emphasis on teaching to diversity and pedagogical content knowledge. By eliminating the requirement for a second academic concentration, we will enable candidates to focus more intensively on teaching one academic subject. We also create space in the program for new courses that will enrich and extend their expertise in understanding individual differences and creating academic connections. We will also be able to offer an additional semester of internship experiences.

EDMG 300 Culturally and Linguistically Diverse Middle Grades Students is a course to provide students exposure to methods of teaching ELLs in the mainstream MG classroom. This course will provide experience, with a focus on culturally responsive schooling and techniques for the middle grades.

EDMG 412: Internship Seminar for Differentiated Instruction is one of three new seminar courses that will enrich and extend candidates’ expertise in understanding individual differences and creating academic connections

EDMG 421: Internship Seminar for Responsive Teaching is one of three new seminar courses that will enrich and extend candidates’ expertise in understanding individual differences and creating academic connections.

EDMG 409: Internship Seminar for Middle School Teaching is one of three new seminar courses that will enrich and extend candidates’ expertise in understanding individual differences and creating academic connections.

EDMG 422: Inclusive Education: Co-Teaching in the Middle School is the new courses that will focus on teaching students with special needs and collaborating with inclusion teachers. It will enrich and extend candidates’ expertise in understanding individual differences and creating academic connections.

Motion and second to approve one concentration, course mix and additional internship experiences. Motion passed.

MAED SPED Program Changes: Change the required hours for the MAED in Special Education to 30-33 hours depending on option. We are making this change to keep our MAED in line with other MAED’s in special education in NC (NCSTATE 30 hrs.; UNCC 33 hours). We are also changing the names of the program options to better reflect the focus of each option and the state licensure area to which each option corresponds. The name changes of the options follow:

Gifted Education change to Gifted, Creative and Innovative Education

Mild to Moderate Disabilities change to General Curriculum: Mild to Moderate Disabilities

Severe/profound disabilities change to Adapted Curriculum: Severe/Profound Disabilities

We are changing the title of two courses and removing prerequisites for courses.

Motion and second to approve change in hours and option names. Motion passed.

MAED ELMG Programs– remove the interview from the admissions requirement. The programs are in the process of changing from a current resident to a distance education format. The current requirement of a face-to-face interview will not be feasible in many cases for students. Motion and second to approve. Motion passed.

Lori Unruh asked why Psychology changes were not routed to and voted on by PEC. Lee said they were sent to the Graduate Council because the Provost decided the changes didn't have to come to the PEC.

C. Appeals – none

D. Policies and Procedures – Barb Schade

Barb shared the new state Praxis requirements for Praxis I, Praxis II and Pearson tests. Effective July 1, 2014, recent legislative changes require *all* completers of a teacher education program pass identified licensure exams. Students should always check before registering for a test to confirm our state testing requirements.

After the end of July 2014, the Praxis Core will be the only acceptable Praxis I test. Until that time, candidates can take either the Pre-Professional Skills Test (PPST) Praxis I or the Praxis Core to meet the state teacher education admission testing requirement.

Effective October 1, 2014, Elementary Education will transition from a Praxis II test to two new tests administered by the Evaluation Systems Groups of Pearson; Special Education General Curriculum will transition to two new Pearson tests *plus* one Praxis II test.

Beginning September 1, 2014, all Educational Testing Service Praxis tests will be computer-delivered only. Also, as of this date, there will be new tests for School Psych, Middle Grades Science and Health & Physical Education.

Updated licensure and testing requirements can be found at <http://teacherlicensure.wcu.edu>. The Licensure FAQ's page is also updated regularly and is easily accessed at <http://telfaq.wcu.edu>. Barb has been visiting a number of classes to inform students of the upcoming testing changes and you and your students are welcome to contact her if you have questions.

E. Field Experience – none

F. Assessment – none

G. Technology – none

H. edTPA – Lee Nickles

Lee had no updates to report.

VI. Other

A. Diversity Log – Lisa Bloom

Lisa and others have been working hard to develop a method of documenting our teacher education students' growth in the area of diversity. The group, in consultation with professional education sequence course instructors, has developed a three tiered portfolio/eBriefcase system that would document experiences that promote student dispositions related to diversity and cultural competency. In Tier I students will be required to attend two events and post reflections in TaskStream which instructors will review. In Tier II, students will document a specific number of field experience hours in TaskStream, pre and post assessments, as they enter and leave our programs. In Tier III they can earn a Diversity Certificate which documents 40 hours of sustained experience and reflection and is posted on TaskStream. This will be monitored by CEAP Diversity Committee.

Lisa asked for PEC approval to proceed. There were questions about rubrics developed in TaskStream. Lisa said that rubrics will be evaluated by instructors of PES courses who have been involved in the development of the process. There was agreement that members would like to review the proposal before voting. Motion and second to table the vote until the next meeting. Motion passed.

The meeting was adjourned at 5:02 p.m.

Respectfully submitted,
Barbara Schade
PEC Secretary