PROFESSIONAL EDUCATION COUNCIL
MINUTES
February 2, 2016
UC Cardinal Room

Members Present: Boatwright, Borchelt, Bricker, Carpenter, Catley, Caudle, Centeno-Pulido, Cooper-Duffy, Corbin, Flood, Foran, Francis-Fallon, Green, Jorissen, Kinner, Meltzer, Mulligan, Ogletree, Nickles, Petrone, Ray, Roberts, Scales, B. Schade, Schallock, Schwab, Tapley, Unruh, Wike, Winter

Guest: Carrie Rogers

I.  Dean Dale Carpenter

Dale thanked everyone for their participation on Assessment Day and specifically thanked Kim, Renee, Lydia and Mary for their efforts in organizing the day.

There have been UNC discussions regarding edTPA and moving forward as a system and more conversations to be had in the future. Dale said we’re in good shape because of work many on the Council are doing. Some institutions haven’t started doing anything yet.

Dale also shared that State Board of Education is clear in their expectations that the GPA for admission to teacher education programs will be a minimum of 2.70 and that there will be year-long internships in all teacher education programs. This is a result of recently approved legislation that modifies the Teacher Education Program, now referred to as Educator Preparation Program (EPP), process.

II. Approval of Minutes

The January 12, 2016 meeting minutes were approved.

III. Update from P-12 Partners and School Relations

Kim and Kathleen Jorissen announced they had doctoral candidates completing their program this semester; Lori Caudle shared that BK alumni are partnering with community colleges to provide mentoring as part of SUTEP; Nathan Roth in the Psychology Department is working with school partners in Hayward County; and Bob Mulligan reminded everyone about the Graduate Education Summit that graduate programs is hosting on February 4th.

IV. Chair’s Report

A. Positions: Teacher Education Recruiter & Licensure Specialist

Search updates: the Licensure Specialist position has been posted and closes February 3rd and applicant review will begin soon; the Teacher Education Recruiter position has been approved and should be posted soon. Committee members include Kim as chair, Dan Grube, Roya Scales, Jenny Stewart, Ben Francis-Fallon and Andrew Adams.

B. National Professional Development Program – USDOE Grand: Leap & Curriculum Updates

The LEAP program is at full capacity of 50-51 students and current state funding for the program ends soon. Several faculty and staff are working on a USDOE Grant that would not only provide program funding but also provide professional development for pre-service teachers and creation of scholarships in TESOL. The grant submission deadline is February 15th.

C. Blue Prints

Due to NCDPI by February 15th for all programs.

V. Information

A. Admissions – none
B. Curriculum – Lee Nickles

The following curriculum items were presented for action:

(1) Working to align History courses with AP credit and community college coursework at the freshman level, there are 18 course proposals that broaden the scope of some course content and move some courses to Liberal Studies. There was no objection to treating the course proposals as one slate. Motion to pass; motion carried.

(2) EDMG 300 – Proposal to remove EDCI 201 as a pre-requisite to this course. Most students take it as a co-requisite and it would remove barriers. Motion to pass; motion carried.

(3) MAT Adapted Curriculum – Proposal to reduce concentration hours from 27 to 24 so it matches the MAT General Curriculum in total hours. Motion to pass; motion carried.

(4) BSED and second degree is Elementary Education – Roya Scales explained the department examined data from principals and cooperating teachers. They noticed trends that led to several course proposals that address course content/when courses are offered and age levels of field experiences (i.e. change to a K-3 reading class that would corresponds with field placement in appropriate semester). Changes to the 2nd degree BSED in Elementary Education mirror the changes in the BSED in Elementary Education. Roya also thanked Michael Boatwright for collaborating on a revised English SAC. There was no objection to treating the course proposals as one slate. Motion to pass; motion carried.

(5) MAED Educational Supervision – Proposal to reduce the hours in the international concentration of the program from 38 to 30, except in Jamaica where 36 hours is required for a master’s degree. Therefore, six additional hours will be required of Jamaican students. Motion to pass; motion carried.

C. Appeals – none
D. Policy and Procedures – none
E. Field Experiences – Chená Flood

Chená reminded everyone that Internship Applications are due Friday, February 12th and the Career Fair/Professional Development Day will be March 17th.

F. New Teacher Support - Chená Flood

There are 35 teachers signed up so far for the Beginning Teachers Institute to be held on February 13th. Included in the program will be a student panel on how teachers impact their lives.

G. Assessment – Renee Corbin

Renee addressed recently passed legislation that stipulates minimum admission requirements for educator preparation programs and clinical partnership and practice in educator preparation programs.

Concerning grade point average, an approved educator preparation program in the State shall not admit an undergraduate student into the program unless that student has earned a minimum cumulative GPA of at least 2.7. This change becomes effective for the 2016-17 academic year. The new legislation requires updating the current #3 of the Teacher Education Program Admission Criteria in the catalog. Since many of our programs already require an admission GPA of 2.75, the Assessment Committee approved an increase in GPA and proposed a catalog entry to reflect a 2.75 GPA requirement. The Associate Deans have also met and although they have reservations about the increase, it is something we will have to do because of the legislation. Kim and Renee said that 18 students would be affected by the change. Some students may need to be grandfathered in so the catalog year they are listed under will be very important. Motion to pass the proposal that students need to earn, and then maintain, a minimum cumulative GPA of 2.75 to be admitted into the Educator Preparation Program (EPP); motion carried.
Additionally, new legislation affects clinical partnership and practice in educator preparation programs. The increase in internship experiences are driven by the legislation, recommendation from the Board of Governors, and CAEP standards. Now, residencies or internships are to be a minimum of 16 weeks, may be over the course of two semesters, and to the extent practicable, provide student experiences at both the beginning and ending of the school year. This change also becomes effective for the 2016-17 year. The extended internship requirement would apply to both undergraduate and graduate students earning an initial teaching license.

All EPP’s that currently don’t offer year-long internships are discussing what the experience prior to student teaching would look like for their program, how to incorporate it, and what it might be called.

Since the legislation becomes effective so soon, Kim proposed that all Educator Preparation Programs will commit to figuring out significant clinical experiences prior to Intern II-Student/Teaching. This will give programs time to incorporate the action into their program plan. Motion to pass the proposal; motion carried.

H. Technology – none
I. eTPA – none

VI. Old Business

A. Update – Internship Grading Committee – Patricia Bricker

Consensus has not been reached on pass fail versus letter grade. However, the next step is to solicit feedback from Intern II/Student Teachers and a small group of cooperating teachers on a draft grading rubric based on the NC Teaching Standards for TE Internships I & II. The committee will meet again in March to discuss the feedback.

Kim expressed her appreciation for the work, time, and feedback from everyone. This is a way to still utilize grades but also differentiate levels.

B. PrEP Team Report – Rachel Wike

This item was moved forward to the next meeting.

VII. New Business

A. Teacher Education Admission for MAT and Alternative Licensure Students

Rachel explained the new admission process is an effort to assess candidates and ensure compliance with CAEP standards. The formal application would include a background check, acknowledgement of professional dispositions and completion of the personality Survey and Diversity Inventory. She requested that you send feedback to her at rwi@wcu.edu or X3431.

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

Respectfully submitted,

Barbara Schade
PEC Secretary