Members Present: Adams, Allen, Boatwright, Borchelt, Bricker, Carpenter, Catley, Caudle, Cooper-Duffy, Corbin, Cordevant, Flood, Foran, Foust, Francis-Fallon, Jorissen, Lasher, McDonough, McRae, Meltzer, Mulligan, Nickles, Petrone, Roberts, B. Schade, M. Schade, Schallock, Schwab, Tapley, Unruh, Wike, Winter

Guest: Terry Rose, Holly Pinter

I.  Dean Dale Carpenter

Dale explained that there has not been much movement or discussions concerning educator preparation programs. The state doesn’t have a partnership agreement with CAEP yet so things are not moving as quickly as hoped. However, programs at WCU are still moving forward.

The State Board of Education has been talking about student surveys in P-12 schools. CAEP endorses these teacher performance surveys by students because only 30% of educators teach courses that have a statewide test. There are national discussions on whether the survey should be used and, if so, what it will look like and how to use it.

Recent legislation requires clinical educators who supervise students in residencies or internships have a rating at least at the accomplished level as part of the NC Teacher Evaluation System. This raises questions about internship placements and how the state will implement the policy. It will affect both educator preparation and school administration programs. Chené and Office of Field Experiences staff will be discussing placement needs and plans for the future.

II.  Approval of Minutes

The February 2, 2016 meeting minutes were approved.

III.  Update from P-12 Partners and School Relations

Ann Allen shared that she has been approached about our principal preparation programs partnering with WRESA.

IV.  Chair’s Report

A.  Searches Update

Licensure Specialist position: An offer has been made, accepted, and we are waiting for the HR and budget approval process to be completed. The anticipated start date is April 1.

TE Recruiter position: Interviews for three candidates are being held this week.

B.  SUTEP Grant Sharing Day

Thirteen grants have been funded this year. Invitations have been sent out for the event to be held on April 29 from 9:00 a.m. to 11:00 a.m. in Killian 102. Kim encouraged members to attend this fun and informative event.

V.  Information

A.  Admissions – none
B. Curriculum – Lee Nickles

The following curriculum items were presented for action. In each case or slate, Lee asked if there were any objections to the proposals. All proposals passed.

1. COUN 687 – change in credits will allow students to take the required 6 credit hours of internship as either one 6 credit hour course in a single semester or spread it across two semesters for 3 credit hours each.

2. Counseling proposals update admission requirements to be consistent with other graduate programs at WCU and keeps the program competitive with other counseling programs in the region and state. There was no objection to treating the two proposals as one slate.

3. EDSE 483 – Change ESE 322 to be a range of 2-3 hours so that the course can cover both methods and allow for internship experience. Some programs already take the course as methods and this change will allow students to add 1-2 hours and experience Intern I. As programs figure out exactly how this will work within programs, the program-change proposal will be created. This change allows all candidates the opportunity to experience Intern I beginning in fall 2016. Anyone currently registered for EDSE 322 will be converted to EDSE 483 for fall 2016.

4. MAED – All four courses (ELMG 605, 607, 608 and 611) are part of a sequence of 12 hours required for a new track within the MAED Middle Grades Concentration. Currently Literacy is the only option but with the 12 hours addition, a track in math will now provide the option for students to advance their license in that area. There was no objection to treating the four courses as one slate.

5. HPE – Due to the need for public school teachers to do evaluation and assessment of their students, there is a need to increase the credit hours of HPE 311 from 2 to 3 hours. In order to maintain the same number of HPE program credit hours, HPE 212 credit hours has been reduced to 2 hours. The change in HPE 212 also reduces the number of credit hours in the fall of sophomore year to 18 hours, eliminating the need for a 19-hour override. There was no objection to treating the two courses as one slate.

6. PSY 653 – Proposal to remove a prerequisite that was accidently included when the course was developed.

7. SPED 240 – Proposal to expand as a Liberal Studies course. In order to more clearly state the relevance of the course, a change in course title from “The Exceptional Child” to “Inclusion of People with Disabilities in Society” is proposed.

8. History – Propose two course changes and four course deletions as part of major revision of the History program.

9. Music – the Accrediting Agency (NASM) requires study in music of other cultures. The existing World Music course is a logical way to meet that requirement. Students who elect to use MUS 303 to meet the P6 requirement of Liberal Studies will be able to complete the degree in 128 hours.

C. Appeals – none

D. Policy and Procedures – none

E. Field Experiences – Chená Flood

Chená reminded everyone that the Professional Development Day and Education Job Fair is on March 17th in the University Center and encouraged everyone to attend to interact with participants. Kim added that Suite 201 is on social media and our presence on Facebook, Twitter, and Instagram is quickly growing. In connection with the social media theme, the very popular Future Teacher’s Photo Booth will be available to students at this event.

F. New Teacher Support - none
G. Assessment – Renee Corbin

Renee presented the fall 2015 Graduate Satisfaction Survey results for all professional education program candidates that receive licensure. Approximately 70 currently enrolled graduate and doctoral students completed the survey. The majority of students took classes online. Highlights from the survey include students are satisfied with advisors and college staff interactions. Areas of suggested improvement include needed library space and additional information technology services and collaborative space at Biltmore Park. Students also mentioned the need for improved communication with secondary majors and the need for research software such as SPSS. Almost one-third of candidates reported dissatisfaction with TaskStream and the need for assistance with the payment of TaskStream subscriptions. Several exclusively online candidates reported that they would like to have some face-to-face contact with faculty and their peer’s on-campus.

H. Technology – none

I. eTPA – Lee Nickles

Things are moving along smoothly. Hopefully a revision of the policy document will be done by the end of the semester.

J. Program Share

Kim said that a program share item used to be a part of the agenda in the past. She wants to add this standing item again so that allied professions areas of Communication Disorders, Counseling, Psychology, and Social Work will have an opportunity to provide updates about their programs.

Rebecca Lasher shared their master’s in social work candidates have the opportunity to qualify for a school social work license by including four specific courses, one of which is an internship, in their program requirements. Specific licensure courses are also offered online to licensure-only candidates throughout the state.

Lisen Roberts shared that both the Clinical Mental Health and School Counseling programs are now located in Biltmore Park. Applications numbers are increasing in both programs.

VI. Old Business

A. PrEP Team Report – Rachel Wike

The Professional Exam Preparation Task Force (PrEP) members include co-chairs Jenny Stewart and Rachel Wike, Nathan Borchelt, Cathy Grist, Sarah Meltzer, Marissa Ray, Roya Scales, Michael Schallock, David Strahan, and Kelly Tracy. So far they have accomplished the following: (1) reviewed the teacher recruitment plan, analyzed test scores, and have advertised our Licensure Exam Preparation website http://edtestpre.wcu.edu; (2) added the test prep link to advising records; (3) developed a licensure tests matrix of when it is recommended students take tests; (4) encouraged faculty to take their area tests which are paid for by CEAP; (5) held two Praxis Core Preparation workshops for students enrolled in EDCI 201 (or who have already taken the course) during Advising Day; (6) arranged meetings, coordinated by Roya Scales, with university representatives to strategize about how to help students pass the Pearson exams; and (7) developed a partnership with TeachersTestPrep.com for free diagnostics for Praxis Core and reduced priced preparation materials for our students.

B. Blueprints

Blueprints were due to NCDPI by February 15th for all programs. Nineteen blueprints are under review and Kim will be communicating with program coordinators when she gets feedback.
C. Internship Grading Committee Report – Patricia Bricker

Content of the TE Intern Grading Rubrics draft (version 8.0) is no different from the one presented on Assessment Day. Only the document layout was changed for easier reading. The Committee received feedback from faculty, students, and cooperating teachers. If anyone still would like to provide feedback, please email Patricia. Discussions will be held with programs so a vote can be taken at the next PEC meeting. Next steps include creating an implementation team and training plan. Contact Patricia know if you would like to be part of the implementation team.

VII. New Business

A. EDSE 483 (was EDSE 322)

No need for further action needed since the item was discussed and passed with curriculum items.

The meeting was adjourned at 5:05 p.m.

Respectfully submitted,

Barbara Schade
PEC Secretary