Members Present: Adams, Bricker, Buskey, Butcher, Carpenter, Catley, Corbin, Greysen, Grube, Lawrence, McRae, Nickles, Norris, Ogletree, Schade, Schallock, Unruh

Guest: Marissa Ray, Terry Rose substituting for T. Hodges

I. Dean Perry Schoon

The Dean was attending another meeting and was not present.

II. Approval of Minutes

Approval of February meeting’s minutes held over for April’s meeting in order to go directly to Marissa’s presentation.

III. Chair’s Report

A. Updates on Dispositions and Conceptual Framework

Dan announced that Dee Nichols was unable to attend our meeting today to talk about the Conceptual Framework. However, he was happy to introduced Marissa Ray to provided updates on the Dispositions Policy Planning.

Marissa explained that the planning group was charged with developing a framework for teaching and evaluation of pre-professional dispositions for initial licensure candidates. Their objectives include developing a working definition, assessing CEAP program practices, identifying resources to inform constituents about the new framework, and developing framework to guide the college. Some challenges faced by the group include different definitions of the term “disposition”, finding research on dispositions, and different focuses for CEAP policy.

The group has reviewed dispositions from other organizations (NCATE, NC Professional Teaching Standards, CEC Professional Ethical Principals), existing CEAP forms, and standards from other universities. They went through the documents and looked for language pertaining to dispositions which gave the group ideas for 10 proposed categories for professional and leadership requirements that would be demonstrated in field experiences. The group’s present point of view is to use a two stream process of (1) continuing to assess personality domains using the M5 personality survey and (2) establishing required “behavioral characteristics” i.e. what we can externally see students doing that links to the categories.

The professional behaviors would be assessed at three points during the program by using four response levels. This would apply to both undergraduate and graduate students.

Bill Ogletree shared that the Communication Sciences and Disorders program already have technical standards in place and suggested that Marissa may want to contact Linda Stanford or Marie Huff for a copy of the document. Frederick Buskey said that Educational Leadership also has a dispositional policy in place and would be happy to share it with the planning group.

A discussion followed about the need to have a centralized repository and raised questions about the severity of concerns, the need to go through all response levels, using judgments of those involved (advisors, cooperating teachers, supervisors, etc.) and differentiating from criminal behavior. Dale Carpenter questioned the use of so many categories but liked the personality and professional behavior items.

Marissa will come back to the PEC with a formal proposal.
IV. **Information**

A. Admissions – none

B. Curriculum – Lee Nickles

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

**BK Minor:** Proposing BK minor, which was part of the residential program, be deleted. BK program now totally online and many of the courses are no longer offered.

**Coaching and PE Minors:** Proposing both minors be put on inactive status due to lack of resources to staff and to fund the programs. During the CEAP program prioritization process, it was determined these minors were low priority and could be eliminated to better allocate resources to HPE major and HEAL liberal studies programs.

**BSED Math/BS Math:** Proposing to allow students to complete Student Teaching (EDSE 490) or Internship II (EDSE 485). This will give students the option to use either one-semester student teaching or two-semester internship to complete a secondary mathematics education certification program.

**MA English:** Proposing to add three new graduate literature courses – Environmental Literature (ENGL 663), Southern Literature (ENGL 659), and Modernism (ENGL 675) -- to better reflect the strengths of the faculty and the evolving nature of the field. The 2020 Commission has identified as one of its foci a plan to “Develop (or refine) and deliver focused curricula, both undergraduate and graduate, that emphasize: education, health care, innovation and technology, environment, arts and culture, recreation and tourism.” These courses are clearly aligned with that focus, particularly in its emphasis on “environment” and “arts and culture.”

**MAED and MAT English:** Proposing to add one new graduate literature course – Environmental Literature (ENGL 663) -- to better reflect the strengths of the faculty and the evolving nature of the field. Other new literature courses will be electives in various literature areas. The English Department seeks to add courses to its curriculum that reflect the current state of the discipline and the expertise of its current faculty.

**Post-baccalaureate Certificate in Music Education:** The School of Music proposes a Post-Baccalaureate Certificate in Music Education, leading to a recommendation for initial North Carolina K-12 teaching licensure in music. Students who complete this certificate may subsequently apply for admission to the MAED degree program. Graduate-level coursework for this certificate may be applied to the MAED, making it possible to complete the MAED in only one additional year. The certificate program would eventually replace the MAT in Music Education, once currently enrolled MAT students have graduated.

Renee informed the group that if the School of Music moves to the Post-Baccalaureate Certificate in Music Education, participants would not be eligible for financial aid. The university would need to apply to the state for approval to include this as a program eligible for financial aid.

Lee asked if anyone wanted to remove anything from the slate before a motion was made to approve the slate. Motion and second to approve the entire slate. Motion passed.

C. Appeals – none

D. Policy and Procedures – none

E. Field Experiences - none

F. Assessment- none

G. Technology – none
V. Old Business

A. Grade Requirement for PES Core

Given the lack of time because of the full agenda, discussion of this item will take place at the next meeting in April.

Before the close of the meeting, Katherine Greysen asked the Council to take a few moments to talk about the feasibility of changing the non-course credit requirement for graduate students in portfolio programs. Currently, these students register for non-course credit in their final semester. By so doing, there is no prompt to evaluate their portfolio which causes problems and delays in evaluation of their portfolios and degree conferral process. Instead, having students in the portfolio programs register for course credit would automatically give a prompt to provide an evaluation of a satisfactory “S” or unsatisfactory “U”.

Although those in attendance seemed to agree in principal, there was concern that this is would add yet another fee to all the others that students need to pay.

The Council adjourned at 5:00 p.m.

Respectfully submitted,

Barbara Schade
PEC Secretary