Members Present: Butcher, Carpenter, Carter, Catley, Corbin, Faughn, Grist, Grube, Lawrence, Lord, McRae, Nickles, Norris, Schade, Schallock, Unruh

Guest: Marissa Ray, Dee Nichols, David McCord, Terry Rose substituting for P. Bricker, Mary Ella Engel substituting for E. McRae

I. Dean Perry Schoon

The Dean was attending another meeting and was not present.

II. Approval of Minutes

February and March meeting minutes approved.

III. Chair’s Report - None

IV. Information

A. Admissions – Barbara Schade

Barb reported that there were 89 undergraduate and 36 graduate and/or licensure-only certification admissions since last reported in January.

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.

**LEAD 159:** is designed as a transition course specific to the educational outcomes of the WHEE TEACH LLC. As part of the Leadership Minor, this course will also serve the needs of Education majors who choose to focus elective credits toward the Leadership program first-year students an opportunity to engage in a critical dialogue about teaching, leadership, engagement, and active learning. All LEAD 140 and 150-159 sections have 3 categories of learning outcomes: 1) Transitions; 2) Leadership; and 3) Thematic focus. All incoming freshmen are encouraged to enroll in a transitions course – the LEAD series provides a choice for students who want to also learn more about Leadership from a particular thematic lens as they transition to college life. By creating this course, we would be adding a diverse perspective in educational opportunities for students in the School of Teaching and Learning, capitalize on the existing CEAP academic minor, and meet the learning outcome to enhance students’ understanding and practice of leadership skills for educators.

**MUS 689:** A new course, directly parallel to EDCI 689 – Internship in Secondary Education and Special Subjects Areas that will be required for the MAT degree in Comprehensive Education with a concentration in Music. This course has objectives comparable to the EDSE course, but allows the School of Music to organize and supervise the student teacher placement for MAT candidates in music education.

Motion and second to approve new courses. 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 full agenda, discussion of this item will take place at a future meeting.

VI. New Business

A. CEAP Conceptual Framework

Dan introduced Dee Nichols to report on the CEAP Conceptual Framework. Dee shared that in fall 2011 the committee started gathering data, having discussions with school partners, and looking at different models and literature to pull the documents together that resulted in the proposed new conceptual framework “Inspiring, Engaging, Transforming: Ourselves, Our Community, Our Future. Committee members include Dan Grube, Bob Beaudet, Frederick Buskey, Kefyn Catley, Lori Caudle, Ellie Hilty, Kathleen Jorissen, Brian Lawrence, Sarah Meltzer, Tom Oren, Lisen Roberts, Kelly Tracy, Lori Unruh, and chair Dee Nichols.

The proposed new conceptual framework “Inspiring, Engaging, Transforming: Ourselves, Our Community, Our Future” is about who we are and what sets us apart from other universities. The mission of the professional education programs at WCU is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future. Goals are to advocate for all people, respect diversity and create positive learning environments; to practice research-based teaching and learning in contemporary learning environments; to become productive world citizens and problem-solvers; and to make a positive impact beyond the classroom.

The conceptual framework committee embraced Western Carolina University’s commitment to engagement and felt that candidate leadership through service is a unique strength of WCU graduates. WCU’s vision to “be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university” provided the context for the committee to develop our conceptual framework and examine our efforts in the professional education strand. The faculty in the College of Education and Allied Professions understand the importance of working collaboratively to accomplish the goals and dispositions of our candidates. As a result collaboration, mutual respect, responsibility, commitment to service, effective communication, proactive creative thinking, and the ability to lead in a civil way are all parts of our current conceptual framework. Our goal is to develop candidates who will exercise their right to speak on academic matters and will challenge each of us to think critically about the quality and integrity of our work. It is our expectation that our candidates will support each other, honor opposing viewpoints, and maintain a constructive environment for the free exchange of ideas. We will remain supportive of each other and work toward maintaining a thriving community of learners that are committed to Inspiring, Engaging, Transforming: Ourselves, Our Community, and Our Future.

Dee shared that they have started proficiencies and indicators and in general the theme will need to be tweaked and the document connected with dispositions and diversity and data indicators.

Dale Carpenter praised those on the committee for their work. Catherine Carter was in agreement with the goals but didn’t feel it described most of our candidates (competent vs. inspired). However, it is something to strive for and inspire to be. Mark Lord reiterated that there would need to be indicators and assessment to make sure that an employer would say “that’s right” about those candidates we’re producing.

Motion and second to approve the framework concept. Motion passed.
B. Professional Dispositions Framework

Dan introduced Marissa Ray to present the formal proposal for the Professional Dispositions Framework. The committee is composed of Bob Beaudet, Lori Caudle, Mary Ella Engel, Dan Grube, Nancy Luke, David McCord, Sarah Meltzer, Erin Tapley, and co-chairs Marissa Ray and David Strahan.

Marissa explained the two level model of dispositions (5 innate predispositions and 10 acquired professional dispositions)* and proposed procedures. It is assumed that students come into the program with core traits in place but the acquired dispositions the committee defined would be nurtured and enhanced in professional education courses and assessed at three points in the student’s program. Upon admission to the teacher education program, students would sign a contract that specifies CEAP dispositions and how they are held accountable. Student assessments would occur in EDCI 201 or BK 250, in a content/methods course during junior year, and in internship or equivalent course senior year. At any point, a student may be found deficient in upholding one or more of the college dispositions which will lead to the completion of a dispositional deficiency form. Since last reported, the levels of deficiencies have been reduced from four to three. Program directors will work in conjunction with faculty, administrators, and other school personnel to decide when to move a student up to another level of deficiency.

The possibility of using TaskStream or another electronic management system is being explored. More details will be added to the assessment process as information becomes available.

Dee Nichols raised the question of whether students would think due process was violated if they needed to be removed from student teaching without going through each level. Marissa explained the growth process is flexible and a student, depending on their conduct, could jump to level three without prior deficiencies. It is at the discretion of the program what level a student will be accessed and not everything is rated each time if it doesn’t apply. However, the public school system still determines the length of the student teaching experience based on the student’s behavior.

The suggestion was made to have a summary report attached to the internship application that would include the program coordinator’s signature as part of the approval on the application.

Axelle Faughn asked if the material could also be available to advisors rather than just program coordinators.

Dale Carpenter said the committee did a great job. He was also hopeful that there would be time spent finding ways to recognize/reward students other than just with grades.

Motion and second to adopt the work of the dispositions committee with a change of predisposition terminology from neuroticism to emotional stability. Motion passed.

The Council adjourned at 5:00 p.m.

Respectfully submitted,

Barbara Schade
PEC Secretary

*5 innate predispositions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience.

10 professional dispositions: Students will project a positive demeanor, behave responsibly, exhibit trustworthiness, build positive interpersonal relationships, demonstrate cultural responsiveness, be engaged learners, demonstrate emotional and social self-control, collaborate effectively, use effective communication, and engage in appropriate decision-making.