

College of Education and Allied Professions Leadership Council

The CEAP Leadership Council met on Wednesday, March 30, 2016, at 9:30 a.m. in Killian 202.

Members present: D. Carpenter, R. Corbin, D. Grube, C. Flood, L. Nickles, P. Robertson, M. Rompf, K. Winter

Absent: P. Bricker, A. Malesky, J. Stewart

Others: L. Unruh for Psychology

Minutes: Motion and second to approve the minutes dated 3/2/2016 passed unanimously.

Announcements

Rural Urban Exchange students from A & T are on campus. A session on Hip Hop and Social Justice will be held tonight at 6:00 pm in KL 102. A Student Panel Discussion about the Rural Urban Exchange experience will be held at 4:30 pm tomorrow in KL 102. These events are posted on the hallway monitors. This exchange program has been on-going for the last 15 years. Dr. Kathy Key and Dr. Terrance McAdoo are escorting the group.

Dean's Report

- A schedule for end-of-year purchasing deadlines was provided to council members.
- Dale's spring schedule includes several days off-campus for donor visits, travel to Jamaica for workshop training related to accreditation, meetings in Chapel Hill and CAEP accreditation.
- Kim, Chena, Patricia and Dale made a recent visit to UNC Charlotte to exchange ideas and learn about what UNC-C is doing and how processes (like edTPA) are handled at their institution.

Search Committee Updates

Unit	Open Positions	Status	
Human Services	150711, COUN FT faculty	5 Go-To-Meeting interviews scheduled.	
	162215, Com Coll _EdD FT faculty	Few qualified apps. Posting sent to an additional advertising source.	
	1508, HR TT faculty	One candidate scheduled to campus, another under review.	
	2089, Ed Research TT faculty	Completed phone interviews, bringing in one candidate.	
	1594, BK TT faculty	Completed phone interviews, bringing in one candidate.	
	1515, BK FT faculty, one-year renewable	Completed phone interviews, bringing in one candidate.	
	140587, HESA TT faculty	Two candidates coming to campus.	
	T10021, PRM FT faculty (instructor)	50+ candidates under review.	
	Psychology	1522, TT faculty	Posted-2/22/2016. 33 applicants.
		1827, FT faculty (.8) to FT faculty (1.0)	Three candidates identified.
1500, TT faculty		Resignation 2/25-eff 5/15/16	
School of Teaching and Learning	161028 -EHRA (152467) converted to SPED FT faculty	Top three candidates contacted for web interviews.	
	1608, HPE TT faculty	Committee is meeting to identify top candidates.	
	1590, ELMG TT faculty (will recruit visiting instructor/AP for 16-17)	Scheduling two candidates for campus interviews.	
Suite 201	2134, SHRA (Licensure Specialist)	Melissa Mathews begins 4/1/2016.	
	New, SHRA (Teacher Recruiter)	Offer extended – 4/11 start date.	
Dean	478, Robinson Dist Prof	BOT approval received-Lisa Bloom.	

CEAP Curriculum Update – March 28, 2016

Course	Program	CEAP Com- Stat- us	Additional Notes
EDL 602	MSA	PASS	<p><i>Simple Course Change:</i></p> <ol style="list-style-type: none"> 1. Title Change: We would like to make a title change to "Shaping School Culture" because we believe it better represents the learning outcomes of the course. 2. Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date. 3. Course Credit Change: The new MSA/PMC program will set all courses at three credits each, in order to meet the 36 hour course requirement within the two year program. <p>Note: We are making both course and program changes. In the program change entries, we have attached a word document detailing the need for both the program and course changes. This document may be helpful in your deliberations.</p>
EDL 603	MSA	PASS	<p><i>Simple Course Change:</i></p> <ol style="list-style-type: none"> 1. Title Change: We would like to make a title change to "Instructional Leadership" because we believe it better represents the learning outcomes of the course, and the recommended standards for school leadership. 2. Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date. 3. Course Credit Change: The new MSA/PMC program will set all courses at three credits each, in order to meet the 36 hour course requirement within the two year program. 4. Course Description Change: The present course description does not adequately represent the content of, or learning outcomes for this course. <p>Note: We are making both course and program changes. In the program change entries, we have attached a word document detailing the need for both the program and course changes. This document may be helpful in your deliberations.</p>
EDL 612	MSA	PASS	<p><i>Simple Course Change:</i></p> <ol style="list-style-type: none"> 1. Title Change: We would like to make a title change to "Curriculum Leadership" because we believe it better represents the learning outcomes of the course and the recommended standards for school leadership. 2. Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date. 4. Course Description Change: The present course description does not adequately represent the content of, or learning outcomes for this course. We have shifted some of the content/learning outcomes from this course into EDL 603/703 (Instructional Leadership).
EDL 621	MSA	PASS	<p><i>New Course Proposal (syllabus attached to Curriculog proposal):</i></p> <p>Course Objectives:</p> <ul style="list-style-type: none"> • Support teachers as they strive to meet the needs of all students • Express and reinforce with action that all teachers act in socially just ways.

			<ul style="list-style-type: none"> • Describe the implications of diversity for practice in teaching/learning settings. • Describe the implications of theories of motivation to teaching individuals and to establishing effective learning environments. • Develop an awareness of the implications of change on groups and individuals from the perspective of the leader facilitating the change process. • Support the development of a group within a school setting. • Model reflective practice and encourage others' purposeful reflection • Continue the process of developing as professionals by reflecting and applying theory to practice. <p>Brief Explanation: We need a course that teaches adult learning theory, and the role of school leaders in teacher capacity building. This would also align with the NC 21st Century Executive Leadership Standards.</p> <p>Proposed Course Requirements:</p> <p>I. Responses & Replies to Assigned Readings (Wonderings) Conceptual understanding is facilitated in this course through selected reading assignments which are detailed in each unit guide. Reading wonderings serve as the format for sharing your thoughts on each assigned reading. In addition to responding to the posted questions, you will also reply to four other students' posting.</p> <p>II. Individual Projects This exercise requires you to locate relevant <i>Empirical Research Articles</i> (5) for your chosen topic and write a <i>Brief Review of the Research</i> for each of the five articles you have located.</p> <p>III. Leading for Learning Presentation – you will present your <i>Lesson</i> to a group at your school; other professional group to which you belong; or to a group via Go To Meeting in the course. Your presentation will also be posted for review by your classmates in the discussion board titled <i>Lessons-for-Leading</i>.</p> <p>IV. Reflective Paper Your <i>Reflective Paper</i> will be a synthesis of the research you chose to illuminate relative to your topic area and role (teacher leader, AP, principal) and which formed the basis of the development of your <i>Lesson-for-Leading</i>.</p>
EDL 686	MSA	PASS	<p><i>Simple Course Change:</i> Course Credit Change: The new MSA/PMC program will set all courses at three credits each, in order to meet the 36 hour course requirement within the two year program. Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date.</p>
EDL 687	MSA	PASS	<p><i>Simple Course Change:</i> Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date. Course Credit Change: The new MSA/PMC program will set all courses at three credits each, in order to meet the 36 hour course requirement within the two year program.</p>
EDL 702	MSA	PASS	<p><i>Simple Course Change:</i> 1. Title Change: We would like to make a title change to "Shaping School Culture" because we believe it better represents the learning outcomes of the course and the recommended standards for school leadership.</p>

			<p>2. Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date.</p> <p>3. Course Credit Change: The new MSA/PMC program will set all courses at three credits each, in order to meet the 36 hour course requirement within the two year program.</p>
EDL 703	MSA	PASS	<p><i>Simple Course Change:</i></p> <p>1. Title Change: We would like to make a title change to "Instructional Leadership" because we believe it better represents the learning outcomes of the course, and the recommended standards for school leadership.</p> <p>2. Prerequisite Change: (A) We are removing all prerequisite requirements for the courses within our program. Students (in the new program, starting Fall, 2016) will move with their cohort through a prescribed program plan. (B) As we move our remaining students through the "old/soon to be closed" program, we need to allow flexibility in scheduling to ensure completion at the designated date.</p> <p>3. Course Credit Change: The new MSA/PMC program will set all courses at three credits each, in order to meet the 36 hour course requirement within the two year program.</p> <p>4. Course Description Change: The present course description does not adequately represent the content of, or learning outcomes for this course.</p>
EDL 721	MSA	PASS	<p><i>Simple Course Change:</i></p> <p>Deleting prerequisite shifting the content from two, one credit courses (EDL 721 and EDL750) into one, three credit course (EDL 721)</p> <p>This will reduce credit load and allow us to remain competitive with other regional graduate programs (Gardner Webb, App State, and ECU).</p> <p>Content (legal issues/case laws) from EDL 750 will be shifted and integrated within this course.</p>
EDL 822	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>In order to support course sequence changes, we no longer require pre- and co-requisite courses.</p>
EDL 824	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>In order to support course sequence changes, we no longer require pre- and co-requisite courses.</p>
EDL 826	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>In order to support course sequence changes, we no longer require pre- and co-requisite courses.</p>
EDL 828	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>In order to support course sequence changes, we no longer require pre- and co-requisite courses.</p>
EDL 830	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>In order to support course sequence changes, we no longer require pre- and co-requisite courses.</p>
EDL 832	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>In order to support course sequence changes, we no longer require pre- and co-requisite courses.</p>
EDRS 800	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>Revising sequence of research courses for more appropriate learning progression.</p>
EDRS 801	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>Revising the sequence of research courses. Necessitates the elimination of prerequisite. This will now become the first course taken in the research sequence. It will now be offered with the co-requisite course, EDL 810.</p>
EDRS 802	EdD	PASS	<p><i>Simple Course Change:</i></p> <p>The redesigned course required a new syllabus. The new syllabus is file attached.</p>

			This course has been redesigned to better address the scope and sequence of research design. The original sequence contained unnecessary overlap and neglected new material. The title change more accurately reflects the content of the course. The elimination of the prerequisite requirement allows for a more flexible student-learning path.
EDRS 805	EdD	PASS	<i>Simple Course Change:</i> The new title more accurately reflects the content and products of the course (i.e., “Data Representation”).
Education Leadership	EdD	PASS	<i>Program Change Proposal:</i> Reinstating two writing courses (EDL 805, EDRS 895) to increase student preparedness for doctoral level work and research Removing course pre-reqs in order to revise the sequence of research courses to provide appropriate learning progressions for students. Sequence will be set through advising for each cohort. See ppt below.
HR 671	Human Resources	PASS	<i>New Course Proposal: “HR Consulting”</i> (syllabus attached to proposal) Course Description: This is an advanced HR consulting level course in which students will continue to practice the skills needed to build partnerships with management and operate as a <u>solo</u> HR consultant for an organization. They will first plan and prepare for the consultative relationship with a pre-selected nonprofit organization, small business, or local government agency. Then, they will work on their own on a pre-determined HR consulting project (such as the development of an employee handbook, an employee mentoring program, a compensation analysis, etc.) In this process, they will learn about what causes client resistance, how to deal effectively with it, and how to manage a consulting project from start to end, including meeting deadlines. They will be required to integrate their technical and theoretical HR knowledge into the consultative process. Course Objectives: Students will be able to: <ol style="list-style-type: none"> 1. Plan for a consultative relationship with a non-profit organization or small business. 2. Execute a consulting initiative within specific deadlines. 3. Deal with client resistance. 4. Develop and maintain an effective virtual client-consultant relationship. 5. Meet consulting project deadlines. Brief explanation: This course replaces the old HR 683 - Field Experience to better align with the Society for Human Resources Management's graduate level curriculum guidelines. As in HR 683, it will be required unless the student has 5+ years of HR experience.
Human Resources	MS	PASS	<i>Program Change Proposal:</i> Move HR 601, 670, and 671 (new course) into the core t. One of the most important attractions of our program is that it is aligned with SHRM's graduate guidelines-the industry's gold standard to be more aligned with the Society for Human Resource Management (SHRM) HR program guidelines.
School Leadership	PMC	PASS	<i>Program Change Proposal:</i> Brief explanation: In an effort to increase enrollment and increase our efforts building community partnerships, the PMC (and MSA) programs are undergoing a re-design. <ul style="list-style-type: none"> • Internships are shifting to 600 level from 700 level due to administrative directive • Shift content from EDL 714 (1 hour) & 750 (1 hour) to EDL 721 (now 3 hour course) in order to consolidate content and reduce number of courses • Remove course pre-requisites to allow students to complete in 4 semesters

			<ul style="list-style-type: none"> Removed GRE requirement to stay competitive with other programs <p>Please see the attached file for a complete list of changes including rationale. The MSA program will also undergo changes (some same and some different than those in the PMC program). The rationale for the program re-design and many of the changes are the same for both programs.</p>
School Admin	MSA	PASS	<p><i>Program Change Proposal: (PYS consult attached)</i></p> <p>In an effort to increase enrollment and increase our efforts building community partnerships, the MSA (and PMC) programs are undergoing a re-design.</p> <ul style="list-style-type: none"> Moving from 39 to 36 credit hours by removing EDL 725 and EDL 793/794 electives Removing prerequisites to allow students to complete in 5 semesters instead of 6 Internships are shifting to 600 level from 700 level due to administrative directive Distributing 6 hours of internship across two 3 credit hour courses (instead of three 2 credit hour courses) Distributing 6 hours of internship across two 3 credit hour courses (instead of three 2 credit hour courses) Shift content from EDL 714 (1 hour) & 750 (1 hour) to EDL 721 (now 3 hour course) in order to consolidate content and reduce number of courses Removed GRE requirement to stay competitive with other programs <p>Both programs will engage in a partnership with the Western Regional Education Service Alliance (WRESA) to create the North Carolina School Executive Leadership Program (NCSELP). WCU will offer aspiring administrators the opportunity to acquire credits toward certification as a school administrator by completion of face-to-face critical topics courses, offered by WRESA instructors. Participants who take the critical topics courses can simultaneously enroll in WCU's graduate school to complete additional, specified coursework toward their intended degree (MSA or PMC).</p> <p>Please see the attached file for a complete list of changes including rationale.</p>
<i>The following proposals are under review by the PEC at the 4/5/16 meeting</i>			
Music	BM		<p><i>Program Change Proposal:</i></p> <p>Based on the last NASM Accreditation report, we added a seventh semester of studio lessons (MUS 407) for Music Ed and Commercial/Electronic concentrations. This has proven to be very problematic in terms of studio recruitment and faculty loads. After a recent visit by an NASM consultant, it was recommended that we change back to the original six semester sequence of studio lessons. This change will also restore two hours of general electives to the program.</p> <p>Brief Description:</p> <p>☐otal hours required for program: 128.</p> <p>To major in music, students must pass an audition in the principal performance area and take a music aptitude examination. Based on the audition and examination, MUS 105, 108, 118 may be required. These courses do not count toward degree requirements. If a student fails MUS 108 or MUS 118 twice, the student shall be ineligible to continue in a music program.</p> <p>All music majors must pass a public recital in the last semester of principal applied lessons before a degree will be granted. MUS 371, 372, 373 must (unless exempted)</p>

		reflect the applied study area; only one will count per semester. For students in the B.M. program, marching band is required only in the Instrumental Music Education Concentration. A minimum GPA of 2.5 is required for graduation with the B.M. degree.
History 450, 473, 483	BA & BS	<i>Simple Course Change Proposals:</i> Change titles, descriptions, prereq/coreq, and course activities.
History	BA & BS	<i>Program Change Proposal:</i> The newly designed major(s) meets the needs of the students by creating more opportunities for undergraduate research and engagement and service and outreach to the community. These changes meet the goals of WCU's Strategic 20/20 Vision and also more effectively capitalize on the strengths of our faculty.

Business Items

CAEP Conference Update

Renee

Kim and Renee provided an overview of the CAEP conference that they attended last week. CEAP's next accreditation visit will fall under the five CAEP standards.

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

Some institutions in NC have already been or are preparing to be reviewed under the CAEP standards. Renee is inviting representatives who have completed a review under CAEP standards to provide a pre-conference workshop for NC TEAN's September conference. The importance of documenting partnership collaboration over a large breadth of initiatives was discussed. A history template for all teacher education candidates will be required beginning fall 2018. CEAP will begin discussions immediately to develop an action plan and implementation timeline for adjustments needed for data collection and analysis necessary for the next accreditation visit which will take place in seven years. In summary, it is expected that there will be less assessment with a greater focus placed on analysis of key data.

Morrill Family Scholarship

All

An application form and guidelines will be sent to departments for students to apply for 15-16 Morrill Family Research in Education scholarship awards. Please share applications with students who may be eligible for the award.

Faculty/staff Recipients -Donor Thank you

All

Student scholarship recipients are required to send a donor thank you as a part of the acceptance agreement for student scholarships. Faculty and staff members who are recipients of donor sponsored awards have not been sent a prompt to send donors a thank-you note. Council members agreed that it would be a good idea to do so.

Campus Conversations

All

The Provost will be hosting a campus conversation Friday. A series of conversations are being held related to recent events concerning civility and civil discourse. Faculty and staff are encouraged to attend. It was noted that CEAP will host sessions related to civility and civic discourse at the next Beginning Teacher Symposium. The Ron Morrow lecturer series hosted by CEAP is another venue where conversation can be continued at the college-level.

Fall Graduate and Undergraduate Enrollment

All

Departments have been building and hiding additional sections in anticipation of higher enrollment. Dan has been discussing fall liberal studies course sections availability with Carol Burton. It is projected that there may be as high as 1800 to 1900 incoming freshman. Conversations are on-going.

** electronic handout*

Task List

- Program Advisory Group-CEAP Dinner
- End of Year Picnic, April 29 – Phyllis and Rena will coordinate. 11:30 to 1:00 pm

Important Dates

Leadership Council Meetings

Wednesday, April 20, 2016, 9:30 AM

Wednesday, May 18, 2016, 9:30 AM

Wednesday, May 4, 2016, 9:30 AM

Wednesday, June 15, 2016, 9:30 AM

Other Important Dates

Good News Recipients Names Due to Dean

Thursday, March 24, 2016

CEAP Honors and Awards, 4:30 PM, UC Grand Room

Wednesday, April 20, 2016

CEAP State of the College, 11:00 AM, KL 102

Friday, April 22, 2016

Dean's Advisory Council Meetings

Faculty Advisory Council, KL 202, 2:00 PM

Tuesday, March 29, 2016

Student Advisory Council, KL 202, 3:30 PM

Tuesday, March 29, 2016

Student Advisory Council – Online, 6:00 PM

Tuesday, March 29, 2016

Staff Advisory Council, KL 102, 3:00 PM

Wednesday, March 30, 2016

Dean Carpenter adjourned the meeting at noon.