

**COUNCIL FOR TEACHER EDUCATION**  
**Minutes for January 11, 2016**

The fifth meeting of the Council for Teacher Education for the 2015-2016 academic year was held Monday, January 11, 2016 at 3:15 p.m. in Speight 242. Members present: Vivian Covington (Chair), Barbara Brehm, Ann Bullock for Kristen Cuthrell and Lisa Rogerson, Ellen Dobson, Lori Flint, Cheryl Johnson, LCSN-PCS Representative Julie Cary, Laura Levi-Altstaedter, Kathy Misulis, Marissa Nesbit, Sean O'Dell, Jeff Pizzutilla, Robert Quinn, Sandra Seay, Nicole Smith, Shari Steadman, Liz Doster Taft, Cynthia Wagoner, Ivan Wallace, Jamie Williams, Elaine Yontz, Student Representative Sarah Cope and visitors Laura Bilbro-Berry and Christy Sutton. Absent were Kermit Buckner, Lena Carawan, Charity Cayton, Kristen Cuthrell, and Lisa Rogerson.

**Approval of Minutes December 14, 2015 Meeting**

Minutes were approved as written.

**Announcements**

Laura Bilbro-Berry was thanked for chairing the December meeting.

The Office of Teacher Education has undergone a name change. It is now the Office of Educator Preparation. Dr. Covington's title is Executive Director of Undergraduate Affairs and Educator Preparation.

Pamela Hopkins, Director Speech Communication Center sent an email regarding the services of ECU's Speech Communication Center. She asked that instructors consider adding a statement regarding their services to their course syllabi. The center helps students with their verbal communication needs, speaking anxiety, and those wanting to improve their professional communication skills. They also provide workshops for classes covering these needs.

**Standing Updates on Assessment, Accreditation and Data Management**

Ellen Dobson, Interim Director of AADM, announced that their office is now the Office of Assessment, Accreditation and Data Management.

Blueprint changes are due at NCDPI no later than Feb 15, 2016. This is primarily for undergraduate programs, but masters programs are also included. Program coordinators should review their blueprints and make plans to implement Evidence 7, Home, School and Community Partnership, which is program specific. Look at Evidence 1, which demonstrates breadth of content knowledge in the specialty area and Evidence 2, which demonstrates the depth of understanding. If program areas are continually subbing courses listed in the current Blueprint, these courses should be changed. Contact Dr. Dobson with questions.

Chairs and UACs will meet with OAADM on Feb. 5 to discuss possible volunteers for the curriculum mapping project IPAR has initiated, which will be collected in Tracdat. There are two due dates depending on the volunteer round chosen, Round 1 is due April 15, and Round 2 is due Dec. 15. More information should be forthcoming from your Chairs and/or UACs. This timeline may be different for programs outside of the COE.

**Standing Update from the Office of Clinical Experiences & Alternative Licensure**

Nicole Smith reported that the last round due date for spring/fall Internship I/II applications will be January 11<sup>th</sup> by 5:00 pm.

The Intern II Seminar meetings by program areas were held January 11, 2016 in MSC Great Rooms with some university supervisors in attendance. All interns are placed.

Intern I Seminar meetings will be held January 15, 2016 in MSC Great Rooms.

An accurate list of students in courses requiring placements is needed for university risk management insurance purposes. This should include practica, Intern I and Intern II students. Students placed in any schools need to be covered by insurance. The insurance is of no cost to the student or program area. Each area was given a list of courses to review and add/delete. These need to be returned to Nicole Smith in OCE/AL before the end of the term.

Pitt County Schools is in need of teachers in particular teaching areas. Dr. Smith will be sending a notice to the program areas in which there is need.

**Old Business**

Intern II licensure seminars were held December 17, 2015 in Speight 241 and 242. Five sessions were held training students in using the new Online License System implemented by DPI August 1, 2015. Students were given detailed instructions, as well as, accessing the actual website to start their application. All fall 2015 completers will

be using this system. Spring 2016 is a much larger group of undergraduate students. The logistics and location for these meetings will be determined later.

Vivian Covington and Sherry Tripp will be meeting with a large group of MSA students in April to assist in the process. If other graduate program areas/degrees have large groups of students captured at any time late in the semester, we would be happy to come and train those students separately. We will have electronic materials for DE students.

### **New Business**

A chart showing UNC Education Program Enrollment by Institutions from fall 2010 through fall 2015 was distributed. At the bachelor's level, ECU had a 3% decrease in enrollment from 2014 to 2015. Two institutions had increases, which put ECU in fourth place overall of the 15 institutions reported. The master's programs had a 1.5% decrease in enrollment for 2014 to 2015, and 7 institutions had increases, which put ECU in 9<sup>th</sup> place overall of the 14 institutions reported (UNC-A does not have graduate programs). For 2014-2015, ECU was in 8<sup>th</sup> place overall in terms of enrollment trends with combined UG and G programs at a 2.5% decrease. Five of the 15 institutions had positive overall growth from 2014 to 2015. For the cumulative 5 years reported, 2010-2015, ECU showed a combined UG and G decrease of 18.6%, placing ECU second overall in terms of enrollment. Typically, at the UG level we see an increase in alternative licensure numbers, when there are decreases in teacher education degree program enrollments.

Clay B. Smith has been hired as the Special Populations Coordinator housed in the Department of Elementary Education and Middle Grades Education. He will be working with recruiting and advising of Alternative Licensure routes, particularly with NCTeach and TFA students.

Dr. Bullock reported on the Co-teaching pilot program, which has been led by faculty in the ELMID for the past four years. The program areas involved in the pilot will be bringing a request to the policy committee of CTE to institutionalize co-teaching as an option for Internship II to be deemed acceptable as the current model is. Oversight of Co-teaching is transitioning to the Office of Educator Preparation, meaning the OCE will facilitate the logistical part of placements and training. University Supervisors, clinical teachers and interns are required to be trained in specific co-teaching strategies, which must be used if this method of co-teaching is adopted by program areas. Christina Tschida, Liz Fogarty, Vivian Covington, Ann Bullock, and Pat Peoples are the trainers and more trainers are needed to move this initiative from pilot to practice. A Train the Trainer workshop is planned for March 18 for prospective trainers, so please share this date with faculty. Certain requirements will be in place for a program area to do co-teaching, if the model is adopted. We will have one co-teaching model, not 19 different ones. Current policy states that 15 consecutive days of full time teaching are required; therefore, part of the request will be to allow Co-teaching to have 10 days of full-time teaching with 5 days solo and the other 5 days may have co-teaching incorporated. The Policy Committee will need to meet to review the proposal when it is sent from the Co-teaching team and make a recommendation to the full CTE. Interested programs need to be fully aware of the forthcoming request and be sure their faculty understand the process and the requirements. Participating program areas will have to have a designated Co-teaching liaison who works with their program area, and with the OCE to assist with trainings for interns and clinical teachers, to disseminate co-teaching information to candidates and partners, and to troubleshoot co-teaching issues within the program area. Any and all research on co-teaching resides with program areas.

The SBE is required to develop and implement digital teaching and learning standards for teachers and school administrators by July 1, 2017. There is significant legislative action facilitating innovation in education and the statewide transition to digital learning. A memo was received from Deborah Goodman of NCDPI's Division of Digital Teaching and Learning requesting a small group of pre-service teachers to meet for approximately one and one-half hours to share a draft and discuss the competencies. The draft is a set of Digital Learning Competencies that align with existing professional standards and also complement the NC Digital Learning Plan efforts. Two to three students per program area would be needed from 3:00-4:30. Pizza and drinks will be provided! Vivian Covington will send an email to CTE reps asking for names of students committed to attend the January 26<sup>th</sup> session at the Willis Building. There will be an online registration required through the Office of Professional Development and Student Outreach ([davisca@ecu.edu](mailto:davisca@ecu.edu); Catrina Davis) to get a head count for the food.

### **Standing Committee Reports**

#### **Curriculum Committee**

Chair, Jamie Williams reported that the committee met January 11, 2016 and approved the following.

1. Package from Department of Human Development and Family Science – Susannah Berry, Director of Undergraduate Studies
  - a. Request #1: Course Title Revision
    - i. Change CDFR 4521 - Research, Teaching, and Leadership Experiences in CDFR to CDFR 4521 - Research, Teaching, and Leadership Experiences in HDFS
    - ii. Change CDFR 4100 - Study Abroad in CDFR to CDFR 4100- Study Abroad in HDFS
  - b. Request #2: Pre-Requisite Revision
    - i. CDFR 4380- Grant Writing, Fundraising, and Leadership Development; Add pre-requisite statement: FCS major with junior or senior standing
  - c. Request #3: Removal of Required Foundations Courses
    - i. Remove POLS 1010 & MUSC 3018 as required foundation courses.
  
2. Package from the Department Elementary Education and Middle Grades Education – Dr. Ann Bullock, Department Chair
  - a. Request #1: Revise degree requirements for academic concentrations.
  - b. Request #2: Realign specific Foundation curriculum requirements to ensure consistency within the catalog
  - c. Request #3: Add a choice of three courses in the Professional studies section to ensure majors meet the current university global diversity requirement. They include: EDUC 3002 - Introduction to Diversity or PSYC 2777 - Ethnocultural Psychology or SOCI 1010 - Race, Gender, Class
  - d. Request #4: Establish 3 new courses:
    - i. MIDG 3005 - Middle Grades Curriculum I (3 credits)
    - ii. MIDG 3011 – Middle Grades Instruction I (3 credits)
    - iii. MIDG 3200 - North Carolina History Curriculum and Planning in the Middle Grades Classroom (3 credits)
  - e. Request #5 Revise 5 existing courses:
    - i. MIDG 3001 (3 credits) - The Middle Grades – remove from program and catalog. The course objectives will be absorbed into MIDG 4001, 4010, and 4325
    - ii. MIDG 3010 - Middle Grades Curriculum II – Revise from 4 s.h. to 3 s.h. and change course title to reflect new scope and sequence
    - iii. MIDG 3022 (3 credits)- Middle Grades Instruction II - Change course title to reflect new scope and sequence
    - iv. MIDG 4001 - Organization, Management, and Motivation in the Middle Grades Classroom - Revise from 3 s.h. to 2 s.h.
    - v. MIDG 4325 - Internship Seminar: Issues in Middle Grades Education - Revise from 2 s.h. to 1 s.h.
  - f. Request #6: Revise Academic Concentration requirements:
    - i. Move the following courses from *Specialty area* to the respective *Academic concentration* in the catalog.
      1. ENED 4319 - Teaching English and Language Arts in the Middle Grades
      2. HIED 4319 - Teaching Social Studies in the Middle Grades
      3. MATE 4319 - Teaching Mathematics in the Middle Grades
      4. SCIE 4319 - Teaching Science in the Middle Grades
    - ii. Require the following courses for the English concentration
      1. ENGL 2000 - Interpreting Literature
      2. ENGL 2200 - Major American Writers or ENGL 3020 - American Literature to 1900
      3. ENGL 3810 - Advanced Composition or ENED 3815 - Composition Instruction in Grades 9-12
      4. ENGL 3950 - Literature for Children or LIBS 4950 - Literature for Children
      5. ENED 4319 - Teaching English and Language Arts in the Middle Grades
      6. ENED 4970 - Literature for the Younger Adolescent
      7. LING 2710 - English Grammar
      8. ENGL or LING - elective above 2999
    - iii. Require the following courses for the General Science concentration
      1. BIOL 1050 - General Biology
      2. CHEM 1020 - General Descriptive Chemistry
      3. GEOL 1500 - Dynamic Earth
      4. PHYS 1250 - General Physics
      5. SCIE 3604 - Investigations in Life and Environmental Science
      6. SCIE 4319 - Teaching Science in the Middle Grades
    - iv. Require the following courses for the Social Studies concentration
      1. ECON 2113 - Principles of Microeconomics

2. GEOG 2100 - World Geography: Developed Regions or GEOG 2110 - World Geography: Less Developed Regions
  3. HIED 4319 - Teaching Social Studies in the Middle Grades
  4. HIST 1030 - World Civilizations to 1500 or HIST 1031 - World Civilizations Since 1500
  5. HIST 1050 - American History to 1877
  6. HIST 1051 - American History Since 1877
  7. HIST 3100 - North Carolina History or MIDG 3200 - North Carolina History Curriculum and Planning in the Middle Grades Classroom
  8. POLS 1010 - National Government
  - v. Require the following courses for the Mathematics concentration
    1. MATE 1267 - Functional Relationships
    2. MATE 2067 - Data and Probability Explorations
    3. MATE 3067 - Algebra and Number Foundations
    4. MATE 3167 - Geometry and Measurement
    5. MATE 3267 - Concepts in Discrete Mathematics
    6. MATE 3367 - Mathematical Modeling
    7. MATE 4319 - Teaching Mathematics in the Middle Grades
    8. MATH 2119 - Elements of Calculus
  - vi. Update the university catalog
    1. Academic concentrations should be listed as 48 s.h. The 36-42 s.h. currently listed is not aligned with program requirements
    2. Remove Cognate requirement.
    3. MATH 1065 is removed from the concentration.
    4. EDUC 3002 was required as a Cognate for all other concentration students, but is now listed as a course in the Professional studies section.
    5. Remove mention of *electives*.
    6. Professional Studies will move from 25-26 to 27-28 semester hours because of the addition of the diversity course requirement
    7. Specialty area credits will move from 22 to 17 semester hours. The count of 22 semester hours was incorrect in the prior catalog.
    8. The following sentence is removed from the catalog. "Middle grades education students are required to complete 24 s.h. academic concentrations from English, mathematics, social studies and general science only." The sentence is located in the first paragraph of the Program: Academic Concentrations
3. Package from the School of Theatre and Dance – Dr. Marissa Nesbit, Dance Education Program Coordinator
- a. Request #1: Consolidate the Dance Performance BFA and the Dance Education BFA into the Dance BFA with the six-digit CIP code 50-0301 corresponding to *Dance, General*.
  - b. Request #2: State general requirements for the Dance BFA.
    - i. Add language to the catalog to clarify the audition requirement for entrance into the program and the annual jury requirement for continued enrollment.
    - ii. Maintain the requirement for 126 semester hours that was in effect for the previous Dance Performance BFA.
  - c. Request #3: Provide two options for concentrations within this program
    - i. Performance and Choreography concentration (specialty code 000).
    - ii. Dance Education concentration (specialty code 014).
  - d. Request #4: Make changes to the Foundations requirements within this degree program as follows:
    - i. Add the requirement for THEA 2001- Stage Scenery as a required FC: FA course.
    - ii. Remove the specific requirement for 7 s.h. in art and/or music and 3 s.h. in humanities and the specific requirement for a history and a literature course
    - iii. Within the Dance Education concentration, specify the requirement for PSYC 2777 - Ethnocultural Psychology or SOCI 1010 - Race, Gender, Class.
  - e. Request #5: Specify 40 semester hours of Core requirements for this degree program as follows:
    - i. 20 semester hours in dance technique courses.
    - ii. 17 semester hours in creative and contextual courses.
    - iii. 3 semester hours in theatre courses. Students will choose one of these two THEA Design and Production courses: THEA 3003 - Stage Lighting or THEA 3007 - Costume Design.
      1. Move THEA 2001- Stage Scenery to Foundations Curriculum as detailed above.
      2. Remove THEA - 1010 Introduction to Acting and THEA 2015 - Voice and Articulation

3. At the request of faculty in the Design and Production area, THEA 3003 – Costume Design is added as an option to fulfill this requirement for all Dance BFA students.
  - f. Request #6: Create the concentration in Performance and Choreography with 41 semester hours of required courses.
    - i. 28 semester hours in dance technique courses
    - ii. 7 semester hours in creative and contextual courses
      1. Maintain DNCE 4048 – Choreography Project
      2. Maintain DNCE 3000 – Dance Performance and DNCE 3001 – Dance Performance
      3. Add DNCE 4000 – Special Dance Projects and DNCE 4001 – Special Dance Projects.
    - iii. 6 semester hours of dance electives, chosen from a list of tap, jazz, pointe, independent study, and selected topics courses.
  - g. Request #7: Create the concentration in Dance Education with 43 semester hours of required courses.
    - i. 7 semester hours in dance technique
      1. DNCE 3052 – Contemporary Dance V and 4 semester hours in Ballet, Modern, or Jazz at the 2000-level or above will be required.
    - ii. 6 semester hours in Dance Education courses
      1. DNCE 3310 – Dance in the Elementary School is a new course and will replace DNCE 2200 Creative Dance and Drama for the Elementary School
      2. DNCE 3320 – Dance in the Secondary School is a new course
    - iii. 3 semester hours in Theatre
    - iv. 27 semester hours in Professional Courses
  - h. Request #8: Modify the language regarding electives.
    - i. Language giving suggestions regarding electives is removed.
  - i. Request #9: Create three new courses:
    - i. DNCE 3610 – Dance Kinesiology
    - ii. DNCE 3310 – Dance in the Elementary School
    - iii. DNCE 3320 – Dance in the Secondary School
  - j. Request #10 Bank one course: DNCE 3703 International Ballroom and Folk Dance Styles.
4. Package from the Department of Literacy Studies, English Education, and History Education – Dr. Johna Faulconer, Reading Area Coordinator
    - a. Request #1: Creation of a new course: READ 4000: Connecting Theory and Practice in K-12 Literacy Instruction
    - b. Request #2: Concentration Change
      - i. Replace READ 4534 with READ 4000

**Evaluation & Planning Committee** – No report

**Admissions & Retention** – No report

**Policy Committee**– No report

The Admission and Retention Committee was asked to remain after the meeting to discuss a petition for exception.

There being no further business, a motion was made by Lori Flint and seconded by Cheryl Johnson to adjourn at 4:30 p.m.

The next meeting will be February 8, 2016 at 3:15. Room TBA.

Respectfully submitted,

Sherry S. Tripp