

**COUNCIL FOR EDUCATOR PREPARATION**  
**Minutes for December 10, 2018**  
**Speight 203 at 3:15 p.m.**

The fourth meeting of the Council for Educator Preparation for the 2018-2019 academic year was held Monday, December 10, 2018 at 3:15 p.m. in Speight 203. Members present: Vivian Covington (Chair), Bernice Dodor, Holly Fales, Johna Faulconer by WebEx, Maureen Grady for Charity Cayton, Nanyoung Kim, Laura King, Rhea Miles, Marissa Nesbit, Dan Novey, Jeff Pizzutilla, Chris Rivera, Nicole Smith, Christina Tschida, Cynthia Wagoner, Kevin White, Jamie Williams, and Bryan Zugelder. Visitors in attendance were Monisha Atkinson and Shari Steadman. Absent were Barbara Brehm, Charity Cayton, Kristin Gehsmann, LCSN-PCS Representative, Laura Levi-Altstaedter, Christy Walcott, Ivan Wallace, and Elaine Yontz.

**Approval of Minutes November 12, 2018 Meeting**

The minutes for the November 12, 2018 meeting were approved.

**Announcements**

Members were reminded that all required tests must be **passed** before any licenses will be granted. Graduation is not affected. Some school systems may request a Permit to Teach for graduates/completers who have not passed the required tests. The Permit to Teach is good for one year only and not renewable.

**Standing Update from the Office of Assessment, Accreditation and Digital Learning**

After a national search, Holly Fales, Interim Director of OADD was congratulated for being selected as the new Director.

She reported that a CCAST training was held recently. Faculty need to be trained, using the online training module, before the semester begins. There is a required quiz, which can be retaken until the appropriate calibrated score is reached. Faculty should not get discouraged if they have to take more than one quiz, as this is all part of the calibration process for reliability and the instrument has undergone validity studies. Beginning fall 2019, everyone will be using CCAST.

A section will be created in TaskStream for programs using CCAST and a separate, different section will be created for the programs using the current forms. This will mean users will go to "one place" in TS to find all that is needed instead of switching between multiple areas; therefore, everything you find in your TS "area" will need to be completed.

**For those program areas using the new CCAST in spring 2019:**

- Use new Observation form (aligned with CCAST) at observations 1 and 3
- Use new CCAST form at observations 2 and 4
- For observations 2 and 4 both the candidate and the CT must give input on how the candidate is performing at those points in time. Candidates will record their feedback/input on a CCAST form in TaskStream. Clinical Teachers will be given 2 paper copies of CCAST in their CT packets (delivered by Intern IIs).
- University Supervisors will have to coordinate when they want the candidate to go into TS and record their feedback and when CTs will need to get their feedback to the US (scanned) so the US can use all of this information to do the CCAST 2 and CCAST 4.
- A separate Disposition Form C will not be required.
- Formal feedback from all three parties (Intern, CT and US) is required at midpoint observation 2 and final observation 4. A draft observation 1 and 3 instrument was made earlier and revised per suggestions.
- All needed forms are in TaskStream plus one additional observation form if a struggling Intern needs an additional observation.

**For those program areas NOT using the new CCAST in spring 2019:**

- Use the current Observation form at observations 1, 2, 3, 4
- Use the current final written narrative evaluation after observation 4
- Use the current Disposition Form C.
- *By law*, Clinical Teachers *must have input* on observations and grades – please seek it.

- All needed forms are in TaskStream plus one additional observation form if a struggling Intern needs an additional observation.

Dr. Covington reported that she met with the Dean to discuss counting edTPA as part of the Internship grade. Beginning fall 2019 and forward, 10% of the internship grade, not seminar course grade, *shall be* based on passing edTPA. If the candidate passes edTPA on the first or second attempt, they *shall be* awarded the full 10% toward the final internship course grade. Departments who wish for the process of completing edTPA to have additional points/percentages may do so, but the passing of it shall count 10% only. For example, a program may choose to award points for doing Tasks 1, 2 or 3 in a particular timeframe/deadline as a course assignment/requirement, etc.

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

Nicole Smith reported that a University Supervisors' training was held December 7, 2018. Supervisors with co-teaching placement interns met prior to the meeting, which was video/audio captured for those who could not attend.

Spring 2019 Intern IIs will meet Monday, January 7, 2019 at the Holiday Inn, Greenville Blvd. Elementary interns meet from 8:30-10:00, middle grades and secondary interns meet from 10:30-12:00 and all K-12 program area interns will meet from 1:00-2:30.

Intern Is and Intern IIs will have the new CPAST documents uploaded in their "area/bucket" in TaskStream. The CPAST will be part of the required readings and viewings – there is a CPAST power point, the actual document, and the "look fors" document, which explains to the students what the US and CT will "look for" at each level of proficiency. Clinical teachers will also have access to the CPAST "look fors" document. This allows the Intern, CT, and US to all know what is being required, what needs to be demonstrated and at what level it occurs (emerging, proficient, etc.)

The Intern I Seminar will be held at the Holiday Inn on Friday, January 11, 2019. All Intern Is will attend the same seminar as the spring/fall groups are small enough for this to occur.

The Education Career Fair is a mandatory seminar on Wednesday, March 13, 2019 at the Greenville Convention Center from 8:00 am to 10:00 am.

### **Old Business**

Lateral Entry licenses will no longer be issued after 6/30/2019. Beginning July 1, 2019, NCDPI will begin issuing Residency Licenses. Passing edTPA scores, passing required licensure tests, and a successful year of teaching will be required to clear the Residency license.

The edTPA becomes consequential statewide for licensure July 1, 2019. No matter what route an individual takes either through a university, licensing agency or LEA/school system, the supervision of candidates and edTPA are required. All candidates regardless of preparer or pathway will be held to the same standards.

CAEP will be here in 3 years, spring 2022; we need to have everything ready in 2.5 years, fall 2021.

### **New Business**

None

### **Standing Committees**

Curriculum Committee –Vivian Covington and Marissa Nesbit reported for the chair Elaine Yontz. The committee met 12/4/18 and approved the following.

**Summary of changes:** Reduce to 120, revisions to degree requirements; revisions of existing courses to reflect changes in content, pre-requisites and co-requisites; creation of new courses; addition and/or removal of course options.

For the **Bachelor of Science in Special Education – Adapted Curriculum program**, the SEFR faculty are requesting to:

1. Revise the degree requirements to reduce the credit hour requirements based on the need to reduce the program by 6 credit hours to meet the UNC system requirement. Additional revisions are made to correct an error and allow flexibility based on student needs, interests and goals. The Council for Educator Preparation voted August 22, 2018 to decrease the number of Professional Studies courses by one (3 credit hours).
  - a. Professional Studies: Remove: EDUC 4400 (3 sh) Foundations of School Learning, Motivation, and Assessment or PSYC 4305 Educational Psychology.
  - b. Core: Remove: SPED 2209 (1 sh) Introductory Practicum with Students with Disabilities in the Adapted Curriculum.
  - c. Core: SPED 4000: Technology in Special Education is revised to remove 45 hours in the semester due to decrease in credit hour requirements from 3 to 2 credit hours. Change prerequisite to Special Education major or SPED 3999.
  - d. Core: SPED 4320: Communication and Collaboration is revised to remove 45 hours of content and assignments in the semester to decrease the credit hour requirements from 3 to 2.
2. Revisions to existing courses in Core.
  - a. SPED 2200 (3 sh) Introduction to Students with Disabilities in the Adapted Curriculum is revised to include a 5-hour practicum. Remove 2209 as co-requisite.
  - b. SPED 3001 (3 sh) Assessing Students with Disabilities is revised to include a 5-hour practicum. The pre-requisites are revised to remove SPED 2109 or 2209.
  - c. SPED 3004 (3 sh) Managing the Learning Environment is revised to include a 5-hour practicum. The pre-requisites are revised to remove SPED 2109 or 2209, the co-requisite of SPED 3005 is removed.
  - d. SPED 3005 (3 sh) Instructional Programming in Special Education is revised to indicate the 10-hour practicum already a part of the course. The prerequisites of SPED 2109 or 2209 are removed. The co-requisite of SPED 3004 is removed.
  - e. SPED 3006 (3sh) Augmentative and Alternative Communication for Students with Disabilities. Remove SPED 2209 as pre-requisite. Remove SPED 3001 as co-requisite.
  - f. SPED 3007 (2sh) Managing the Physical Needs of Learners with Disabilities. Remove SPED 2209 as a prerequisite.
  - g. SPED 3200 (4 sh) Instructional Methods for Students with Disabilities in the Adapted Curriculum is revised to change SPED 3004 from a prerequisite to a co-requisite.
  - h. SPED 3209 (2sh) Instructional Practicum for Students with Disabilities in the General Curriculum. Change SPED 3004 from a pre-requisite to a co-requisite.
3. Creation of new courses:
  - a. SPED 2420 (3 sh) Introduction to Communicating with American Sign Language.
  - b. SPED 3750 (3 sh) Global Studies in Special Education.
4. Addition and removal of course options.
  - a. General Education: Remove COMM 2420 Business and Professional Communication.
  - b. General Education: Remove SOCI 2110 (3 sh) Introduction to Sociology from the General Education requirements and add SOCI 1010 (3 sh) Race, Gender, and Class.
  - c. General Education: Add or “any 2000-level or above MATH course” for the mathematics General Education requirement.
  - d. Cognates: Add “any READ course above 2999” as an option for LING 4710. Remove the other listed READ courses.
  - e. Core: Remove CSDI 2100 Introduction to Communication Disorders from the Professional Core.
  - f. Core: Provide two course options in two of the three content areas:  
 Select two courses in two of the three content areas:  
 Content Area 1: Expanding Special Education
    - SPED 3750 Global Studies in Special Education
    - SPED 3600 Issues, Trends, and Laws
    - SPED 3602 Introduction to Individuals with Autism Spectrum Disorders

Content Area 2: Communicating with Students with Disabilities (No CEP Action Required)

- ASLS 2020 Sign Language Studies I

- SPED 2420 Introduction to Communicating with American Sign Language
- SPED 3603 Language and Communication for Individuals with Autism Spectrum Disorder
- Other course as approved by the program coordinator.

### Content Area 3: Adapting Physical Education

- KINE 5303 Physical Activity Programs for Individuals with Developmental, Emotional, and Learning Disabilities.
- KINE 5903 Physical Activity Programs for Individuals with Orthopedic, Neurologic, and Sensory Impairments
- KINE 5904 Methods in Adaptive Aquatics

Note: The KINE program area is revising the 5000-level course options. Courses KINE 4303, KINE 4903 and KINE 4904 have already been reserved in Banner. Our package is proceeding the KINE package and the KINE courses listed here will be changed with the KINE catalog revisions.

For the **Bachelor of Science in Special Education – General Curriculum program**, the SEFR faculty are requesting to:

1. Revise the degree requirements to reduce the credit hour requirements based on the need to reduce the program by 6 credit hours to meet the UNC system requirement. Additional revisions are made to correct an error and allow flexibility based on student needs, interests and goals. The Council for Educator Preparation voted August 22, 2018 to decrease the number of Professional Studies courses by one (3 credit hours).
  - a. Professional Studies: Remove: EDUC 4400 (3 sh) Foundations of School Learning, Motivation, and Assessment or PSYC 4305 Educational Psychology.
  - b. Core: Remove: SPED 2109 (1 sh) Introductory Practicum with Students with Disabilities in the General Curriculum.
  - c. Core: SPED 4000: Technology in Special Education is revised to remove 45 hours in the semester due to decrease in credit hour requirements from 3 to 2 credit hours. Change prerequisite to Special Education major or SPED 3999.
  - d. Core: SPED 4320: Communication and Collaboration revised to remove 45 hours of content and assignments in the semester to decrease the credit hour requirements from 3 to 2.
2. Revisions to existing Core courses are needed to adjust the curriculum due to the required changes for the credit hour reduction and to be current with the field of special education.
  - a. SPED 2100 (3 sh) Introduction to Students with Disabilities in the General Curriculum is revised to include a 5-hour practicum. Remove 2109 as co-requisite.
  - b. SPED 3001 (3 sh) Assessing Students with Disabilities is revised to include a 5-hour practicum. The pre-requisites are revised to remove SPED 2109 or 2209.
  - c. SPED 3004 (3 sh) Managing the Learning Environment is revised to include a 5-hour practicum. The pre-requisites are revised to remove SPED 2109 or 2209. The co-requisite of SPED 3005 is removed.
  - d. SPED 3005 (3 sh) Instructional Programming in Special Education is revised to indicate the 10-hour practicum already a part of the course. The prerequisites of SPED 2109 or 2209 are removed. The co-requisite of SPED 3004 is removed.
  - e. SPED 3100 (4 sh) Instructional Methods for Students with Disabilities in the General Curriculum is revised to change SPED 3004 from a prerequisite to a co-requisite.
  - f. SPED 3109 (2sh) Instructional Practicum for Students with Disabilities in the General Curriculum is revised to change SPED 3004 from a pre-requisite to a co-requisite.
3. Creation of new courses based on program revisions to create two additional Core course options:
  - a. SPED 3750 (3 sh) Global Studies in Special Education.
  - b. SPED 4550 (2 sh) Seminar in Special Education.
4. Addition of course options.
  - a. General Education: Remove COMM 2420 Business and Professional Communication.
  - b. General Education: Remove SOCI 2110 (3 sh) Introduction to Sociology. Add SOCI 1010 (3 sh) Race, Gender, and Class.

- c. General Education: Add "or any 2000-level or above MATH course".
- d. Add one course in the Core as options:

MATE 2129 Basic Concepts of Mathematics II;  
 MATE 3067 Algebra and Number Foundations;  
 SPED 3750 Global Studies in Special Education;  
 SPED 4550 Seminar in Special Education;  
 Other courses approved by the program coordinator.

For the **Disabilities Studies Minor**, the SEFR faculty are requesting to:

1. Revisions to existing courses.
  - a. SPED 3006 (3 sh) Augmentative and Alternative Communication for Students with Disabilities. Remove SPED 2209 as pre-requisite. Remove SPED 3001 as co-requisite.
  - b. SPED 3007 (2 sh) Managing the Physical Needs of Learners with Disabilities is revised to remove SPED 2209 as a prerequisite.
  - c. SPED 3601 (3 sh): Positive Behavior Strategies for Individuals with Disabilities. Removal of the 10-hour practicum. Revision of the course to include behavioral supports for individuals with disabilities across the lifespan.
  - d. Core: SPED 4000: Technology in Special Education is revised to remove 45 hours in the semester due to decrease in credit hour requirements from 3 to 2 credit hours. Change prerequisite to Special Education major or SPED 3999.
2. Creation of new courses to Required Course.
  - a. SPED 3999 (1 sh) Assistive and Universal Supports for All Learners.
3. Additional elective course options based on student interests and needs include:
  - a. SPED 3750 (3 sh) Global Studies in Special Education.
  - b. SPED 4550 (2 sh) Seminar in Special Education.

**Agenda item/package: Music Education**

**Summary of changes:** Reduce to 120 hours; change one course

The School of Music faculty have voted and unanimously approved a revision to the Bachelor of Music (all concentrations) and Bachelor of Music Education on August 17, 2018. This is a revision of coursework to reduce the degree completion to 120 S.H. This brings the SOM into compliance with the UNC Board of Governors regulation titled, "Regulation Related to Fostering Undergraduate Student Success," which can be found in the UNC Policy Manual 400.1.5[R].

The revision covers the following.

1. We request a cognate of GE:FA credits for our music and music education majors. We will cognate 4 - 6 hours of performance ensembles as GE:FA credit and the elective GE credit will be specified as MUSC 2248 to bring the total of cognates to 7- 9 S.H, depending on the concentration within the degree program.
  - a. Performance classes with GE: FA credit (Students take minimum of 7 S.H. in performance classes)
    - i. MUSC 1605 (1 s.h.) Opera Theatre
    - ii. MUSC 1615 (1 s.h.) Varsity Choir
    - iii. MUSC 1635 (1 s.h.) University Chorale
    - iv. MUSC 1665 (1 s.h.) Women's Glee
    - v. MUSC 1675 (1 s.h.) Chamber Singers
    - vi. MUSC 1705 (1 s.h.) Marching Band
    - vii. MUSC 1715 (1 s.h.) Concert Band
    - viii. MUSC 1735 (1 s.h.) Wind Ensemble
    - ix. MUSC 1745 (1 s.h.) Symphony Orchestra
    - x. MUSC 1775 (1 s.h.) Jazz Ensemble
  - b. Course with GE:FA credits
    - i. *MUSC 2248(2 s.h.) moving to 3 s.h below) Music of the World's Peoples*

2. MUSC 2248, originally 2 S.H., will be changed to 3 S.H. with Global Diversity credit. We are also requesting a title change, revision to course content, credit hours, course objectives, and course description. For majors, we will remove one free elective sh to accommodate this change.
3. We are requesting a new course, MUSC 2249, 3 S.H., Music in World's Cultures, with GE:FA and Global Diversity credit.
4. MUSC 1765, Symphonic Band, is the only performing ensemble that does not have the GE:FA designation. We are requesting that this ensemble carry the GE:FA designation.

In addition, the faculty of The School of Music faculty have voted and approved the following action on 12-05-2017. These have moved through UCC and were part of another package. We are adding these two to the 120 package in order to make sure the catalog language is correct moving forward for the 120 S.H. change. These changes are:

1. Requested by the Department of Keyboard Studies: The following change in Bachelor of Music degree with a concentration in piano performance from a choice between accompanying and chamber music totaling at six semester hours to define as at least two accompanying credits to be taken consecutively fall and spring. This specification of courses gives students the skills needed to be the most prepared and competitive in the music field. (proposal BM, Music)
2. Removal of the intermediate piano class requirements for instrumental performance majors is appropriate with the needs of this professional track. This proposal removes MUSC 2105, Intermediate Group Piano and MUSC 2115, Intermediate Group Piano for a total of 2 S.H. The 2 S.H. will be added to Music Electives, moving the elective from 2 S.H. to 4 S. H. (Proposal, Music - Undergrad).

**Agenda item/package: English Education**

**Summary of changes:** Reduce to 120 hours

The English Education program faculty within the Department of Literacy Studies, English and History Education have voted and approved to revise the BS in English Education degree on April 11, 2018. The proposed revisions are:

1. Reduce ENED 4325 from 2 semester hours to 1 semester hour in order to follow the university-wide reduction in hours mandate and to align with other senior seminar courses' practices in the UNC system.
2. To adjust the minimum GPA requirement for admission to the B.S. in ENED from 2.5 to 2.7 to align with recent education preparation requirements.
3. To remove EDUC 4400 and PSYC 4305 from ENED degree requirement and integrate classroom management into ENED 4010, 3018, and 4323 in order to follow the university-wide reduction in hours mandate.
4. To change the ENED program's number of total program hours from 124 to 120 to reflect the proposed course changes.

The ENED faculty acknowledge that there is no budgetary impact to the Department of Literacy Studies, English and History Education. And the chairs of the Department of Psychology as well as the Department of Special Education, Foundations and Research were notified of the impact to their Departments.

**Agenda item/package: History Education**

**Summary of changes:** Reduce to 120 hours

The History Education program faculty within the Department of Literacy Studies, English Education, and History Education voted and approved to revise the Bachelor of Science in History Education curriculum on April 11, 2018. The proposed revisions are: (1) increase required Upper Division GPA from 2.5 to 2.7 to align with new educator preparation requirements; (2) provide broader options for courses that have required a high number of substitutions (like COMM 2410, 3240, 3245, 3260, and 5135); (3) Remove courses that no longer align with licensure requirements (PSYC 3206); and (4) adjust the curriculum to reduce total degree hours to 120 s.h. (allow HIST 1030 and 1031 to "double count" as general elective credit and remove EDUC 4400).

There will be some effect on other program areas like COMM, HIST, PSYC, and EDUC and those programs have been notified. There will be no substantive effect on History Education program resources.

The HIED faculty are requesting to:

1. Change required GPA from 2.5 to 2.7. This is to assure alignment with educator preparation requirements for licensure.
2. Remove COMM 2410 as an explicit requirement to allow students to take any accepted FA course for general education credit. This is to reduce the number of substitutions needed.
3. Allow HIST 1030 and HIST 1031 to "double count" as both general education HU and elective credit, respectively, and as Core credit. This leads to a 3 s.h. reduction in the overall program.
4. Adjust catalog language to reflect that nine s.h. of cognate courses will double count as general education social science credit.
5. Remove HIST 3240, 3245, 3260, and 5135 as explicit required core courses.
6. Replace HIST 3240, 3245, 3260, and 5135 with three American HIST electives, one European HIST elective, one World HIST elective, and two elective HIST courses. This will reduce the number of substitutions needed, will allow greater flexibility in course selection for students, and will satisfy the requirements of the HIST double major.
7. Reduce number of core hours from 33 s.h. to 30 s.h. while still preserving the HIED/HIST double major.
8. Remove PSYC 3206 from cognates because it is no longer accepted for licensure in educator preparation programs.
9. Add "or" between GEOG 2100 and GEOG 2110
10. Change Cognate hours from 27 s.h. to 15 s.h., noting that 9 of those hours will also count as general education social science credit
11. Add EDUC 3002 to Professional courses as a requirement because it is accepted for licensure in educator preparation programs.
12. Remove EDUC 4400 as a requirement. Content related to this course is currently and will continue to be taught in HIED 3001, HIED 3010, HIED 4010, and HIED 4323.
13. In conjunction with the change in #11, remove PSYC 4305 as an option because it does not align closely enough with content on required licensure evidences.
14. Adjust minimum grade of "C" list in opening description of the program in the catalog to reflect the changes mentioned in the previous numbered revisions. This includes addition of EDUC 3002, EDUC 3200, HIED 4324, HIED 4325, and HIST 3000 to the list of courses requiring a minimum grade of "C." It also includes the removal of HIST 5135, PSYC 3206, and EDUC 4400/PSYC 4305 from that list as they are no longer required in the program.
15. Reduce overall credit hours required from 126 s.h. to 120 s.h.

The above revisions are being made in an effort to reduce the number of program hours to 120 s.h., to reduce the number of course substitutions during the program by providing students with more and better course options both in general education and major coursework, and to better align coursework with licensure and accreditation expectations at both a state and national level. These changes are also being made to formalize and institutionalize the invaluable HIED/HIST double major collaboration. It is the intent of the HIED faculty to provide a program that is flexible enough to both attract students and help our current students graduate in a timely manner while maintaining a high quality curriculum.

**Agenda item/package: Mathematics Education**

**Summary of changes:** Remove course from program.

Following the vote of the Council for Educator Preparation to allow educator preparation programs to drop either EDUC 3200 or EDUC 4400 from their program, the mathematics education faculty of the Department of Mathematics, Science, and Instructional Technology Education unanimously decided on 7 September 2018 to drop EDUC 3200 from the BS Mathematics, Secondary Education program. The program decided to drop EDUC 3200 instead of EDUC 4400 because the 4400 course provides much-needed content in assessment and classroom management as well as content helpful for the Principles of Teaching and Learning test and the edTPA.

The BS Mathematics, Secondary Education program currently requires 120 hours and so has already met the 120-hour criterion requested by the University of North Carolina System Office. The program will still require 120 hours, but the number of specifically required hours will decrease with this change. There is no impact on

resources for the mathematics education program area; there will be a reduction in the number of students who take the EDUC 3200 class offered by foundations faculty in the Department of Special Education, Foundations, and Research.

As rationale for this revision, program faculty members are looking at the course-taking patterns of past and current students as well as possible impacts on the program in the future.

- Past: Program faculty encourage students to double major – BS Mathematics, Secondary Education and BA Mathematics – and this puts students over the 120-hour mark. In addition to increased mathematics knowledge and credentials, the BA Mathematics major qualifies students for additional scholarships, including the Noyce Scholars Program. Having fewer specifically required hours would have aided in recruiting students and providing scholarship opportunities.
- Current: Almost all BS Mathematics, Secondary Education majors take BITE 2000 (one-hour course) or MIS 2223 (three-hour course) to meet the Upper Division technology requirement and many take COAD 1000 (one-hour course). Thus, students take additional courses beyond those specifically required. The 10 students in this senior class include eight double majors, four who project to pay tuition surcharge, and only two of whom started at ECU as an intended mathematics education major. Five of the 10 seniors started at ECU as a different major, three transferred from community college, three plan to graduate in five years, and the 10 students project to finish with a range of 126 to 166 earned hours, with some having several more hours attempted. Having fewer specifically required hours would have assisted in recruitment and avoiding costs such as the tuition surcharge.
- Future: Program faculty members look to increase flexibility in the BS to provide room for any of the following possible program additions: (1) state legislature or NCDPI or UNCISO decrees that HS teachers have a content major, (2) ECU or CEP requires an additional course, or (3) program assessment leads faculty to decide there is need for an additional course.

**Agenda item/package: Elementary and Middle Grades Education**

**Summary of changes:** Create six new TCHR courses for Residency Model

**NCTeach Residency Program**

The faculty of the Department of Elementary Education and Middle Grades Education have voted and approved the actions requested in this package on October 11, 2018.

In order for K-12 students to succeed and schools to flourish, the educator preparation programs that produce candidates to staff them must be responsive to current educational conditions, as well as changes in policy. In North Carolina specifically, teacher shortages challenge districts to effectively staff schools, both in quantity and quality. For perspective, an NC DPI data report quantifies the number of “lateral entry” teaching licenses requested throughout the state. Higher quantities reflect a larger staffing need. In 2016, the number of active lateral entry licenses in the state of North Carolina was roughly 4500. In 2017, that number had grown to roughly 5100. On this year’s 2018 report, the total number of active lateral entry licenses surpassed 6000 for the first time ever. This consistent growth from year to year suggests that volume is likely to maintain or possibly continue to grow under residency, thus alternative certification service is more critical than ever before. Clinical Residency or Residency is defined in NC Senate Bill 599 as a:

A type of field experience in which a clinical resident who already holds a bachelor’s degree is enrolled in a recognized EPP and also employed by a local school administrative unit as an educator and supervised by the recognized EPP in partial fulfillment of the recognized EPP training requirements. (pp. 3-4)

The addition of coursework in revision of ECU’s fast-track alternative certification model will enhance the pipeline of licensed educators in high-needs districts, meeting the staffing needs and making a palpable impact in high-needs school districts across the state. Without IHE support for these alternative certification models, school districts simply will not be able to staff schools at adequate levels.

The course addition requests are in response to new state legislation, namely Senate Bill 599 and the replacement of “lateral entry” with “residency” as defined above” as the new avenue of alternative certification.



- **STATE** – North Carolina Senate Bill 599 will go into effect July 1, 2019. For purposes of this request, SB 599 effectively replaces “lateral entry” with “residency” as a means of alternative certification through IHE’s. This will make IHE service and EPP models more important and essential to meeting staffing needs, as requests and service will increase in quantity. Thus, the courses proposed to serve the residency model are essential to continuing service to LEA partners throughout the state of North Carolina. These staffing concerns are exacerbated throughout eastern NC, as well as reflective at the national level.

Therefore, the Department of Elementary Education and Middle Grades Education request approval to offer the following courses:

- **TCHR 4001** – Curriculum, Instruction, and Assessment in the *Elementary School*
  - Course Description: Examine, understand and apply general methods of curriculum and instruction within an elementary setting. (3)
- **TCHR 4002** – Curriculum, Instruction, and Assessment in *K-12 Schools*
  - Course Description: Examine, understand and apply general methods of curriculum and instruction within a k-12 setting. (3)
- **TCHR 4003** – Classroom Management and Child Development in the *Elementary School*
  - Course Description: Examine the skills and theories needed to develop, implement and assess classroom management in the elementary classroom setting, leveraging child development and cultural understanding in quality practice. (3)
- **TCHR 4004** – Classroom Management and Adolescent Development in the *K-12 Schools*
  - Course Description: Examine the skills and theories needed to develop, implement and assess classroom management in the K-12 classroom setting, leveraging adolescent development and cultural understanding in quality practice. (3)
- **TCHR 4991** – Residency I
  - Course Description: Examines and understands the roles of the teacher, including those of decision-maker and reflective thinker. Plan, teach, and analyze lessons in individual school settings to prepare residency qualified teachers. (1/2/3)
- **TCHR 4992** – Residency II
  - Course Description: This course is designed to prepare residency qualified teachers with advanced supervised K-12 classroom experiences to plan, teach, and analyze lessons. (1/2/3)

**Notes and discussion:**

This proposal is response to SB 599 eliminating lateral entry and replacing with residency requirement. This creates alternative certification pathway for teachers in elementary education. Students in this program will take reading and special education courses that currently exist. ECU’s district partners have reached out for these courses and the package is created in response to their requests. Candidates will have to complete edTPA, which was not required in LE programs. Will not go to Residency II if they have not passed required tests.

**Agenda item/package: Geology**

**Summary of changes:** Course hour reduction; GEOL 1550 – reduce course from 4 s.h. to 3 s.h. affects concentrations in Teacher Education

**Notes and discussion:**

Required changes:

Under justification: Click, Yes that it impacts teacher education due to potential impact on BS Science Education and Elementary and Middle Grades Education.

Include notification to Elementary and Middle Grades faculty since this course is also listed in the Academic concentrations for those programs.

Recommendations:

Course description - take out hard return after “physical.” Recommend reviewing objectives to use measurable verbs (Bloom’s) and have only one verb per objective.

The faculty of the Dept. of Geological Sciences voted on 23 Feb 2018 to approve the revision of the undergraduate curriculum for the B.S. in Geology. The faculty-approved revisions include:

1. Reduce the total credit hours for the B.S. in Geology from 126 to 120 semester hours (s.h.)
2. Create a new 3-s.h. course with the General Education Natural Sciences designation, GEOL 1400: Bays & Beaches: Geological Form & Function.
3. Revise the pre- / co-requisites for GEOL 1501: Dynamic Earth Laboratory.
4. Revise the course credit of GEOL 1550: Oceanography from 4 to 3 s.h.
5. Create a new 1-s.h. laboratory course, GEOL 1551: Oceanography Laboratory, with General Education Natural Sciences designation.
6. Revise the course credit of GEOL 1700: Environmental Geology from 4 to 3 s.h.
7. Create a new variable credit (1-4 s.h.) course, GEOL 4601: Directed Studies in Geology.

The program revision proposed is a response to the UNC Board of Governors mandate of a 120-credit-hour maximum for degrees, and is intended to improve degree completion. The course revisions are, in part, a response to the updated General Education requirements and support a major objective to increase enrollment in undergraduate courses as part of the Departmental strategic plan.

The report was accepted, and votes carried to approve the curricula brought forth. The next CEP Curriculum meeting will be January 7, 2019 in Speight 202 from 1-3 p.m.

Evaluation & Planning, Policy and Admissions & Retention Committees – No Reports

The next meeting of the full CEP will be January 14, 2019 at 3:15 p.m. in Speight 203. Christina Tschida moved to adjourn and the motion was seconded by Chris Rivera. The meeting adjourned at 4:00 p.m.

Respectfully submitted,

Sherry S. Tripp