

COUNCIL FOR EDUCATOR PREPARATION
Minutes for January 14, 2019
Speight 203 at 3:15 p.m.

The fifth meeting of the Council for Educator Preparation for the 2018-2019 academic year was held Monday, January 14, 2019 at 3:15 p.m. in Speight 203. Members present: Barbara Brehm, Charity Cayton, Holly Fales, Johna Faulconer, Kristin Gehsmann, Nanyoung Kim, Laura King, Laura Levi-Altstaedter, Rhea Miles, Marissa Nesbit, Dan Novey, Jeff Pizzutilla, Nicole Smith, Cynthia Wagoner, and Bryan Zugelder. Visitors in attendance were Monisha Atkinson and Shari Steadman. Absent were Vivian Covington (Chair), Bernice Dodor, LCSN-PCS Representative, Chris Rivera, Christina Tschida, Christy Walcott, Ivan Wallace, Kevin White, Jamie Williams, and Elaine Yontz.

Approval of Minutes December 10, 2018 Meeting

In the absence of the chair, the meeting was called to order by Vice Chair Johna Faulconer. The minutes for the December 10, 2018 meeting were approved.

Announcements

The State Board of Education reported that 557 NC teachers earned National Board certification in December. North Carolina continues to lead the nation with the most teachers holding the credential from the National Board for Professional Teaching Standards.

Standing Update from the Office of Assessment, Data Management and Digital Learning

Holly Fales reported that university supervisors need to make sure they are enrolled in Taskstream. Supervisors and interns self enroll in Taskstream.

Supervisors will have all necessary documents for Internship in the Taskstream Internship portfolio. Some supervisors are still completing the online training for the CPAST evaluation instrument. She will resend the link to the training site. She has created a video for using CPAST and will share with supervisors via email.

Members were reminded to review the information on CPAST from the last meeting (below).

A section will be created in TaskStream for programs using CPAST 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 CPAST in spring 2019:

- Use new Observation form (aligned with CPAST) at observations 1 and 3
- Use new CPAST 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 CPAST form in TaskStream. Clinical Teachers will be given 2 paper copies of CPAST 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 CPAST 2 and CPAST 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 CPAST 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.

Program areas will determine when candidates submit their edTPA from among three possible Spring submission dates provided to the edTPALs. The edTPA portfolios are being created in Taskstream and instructions will be provided to each program area for candidates to enroll in the appropriate portfolio.

Beginning July 2019, edTPA will be consequential at the state level. All initial licensure candidates will complete the edTPA including Residency candidates.

The National Council for Teacher Quality (NCTQ) is a nonpartisan, not-for-profit research and policy organization and has made a data request in the areas of reading, elementary, MAT programs, English, history, math and science. NCTQ rates undergraduate level, graduate level, and alternative route teacher prep programs. They will be given syllabi of method courses to evaluate. Afterwards we may review their findings and provide additional evidence as needed. This is ongoing this year and next year with findings published in 2021.

Regarding CAEP—key assessments are being piloting and validation will take place this Spring.

The EPP Data Summit is tentatively scheduled for February 25, 2019. Faculty from all educator preparation program areas will be invited to attend.

Standing Update from Office of Clinical Experiences & Alternative Licensure

Meetings were held last week for Spring 2019 Intern Is and IIs.

April 10, 2019 is the early release date for interns. MAT and Special Ed GC Partnership East students are not eligible for early release due to coursework completion in the summer.

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.

The Clinical Teacher Conference will be held March 21, 2019. University supervisors may attend also. Intern II students may substitute for their teacher, if the district allows.

Her office continues to make practicum placements and placements will be issued by February 22. Kristin Gehsmann thanked Dr. Smith and her office for all the work required in placing students in practicum settings.

Pitt County Schools have a new computer program in their front offices. In addition to showing an ID, individuals will need to scan a drivers license.

Her office is exploring options with Castle Branch to monitor students after background checks are done in Intern I. Currently students self report infractions prior to or during Intern II.

The NC Association for Supervision and Curriculum Development (NCASCD) is offering a free day for pre-service educators on March 28 at the ECU Heart Institute from 9-4:00 (lunch included). School attorney and various school personnel are on the agenda. Many HR representatives will be available to meet with students. Candidates in Intern 1 and Intern II were previously notified. Interested students should register online at www.ncascd.com

Old Business

All ECU EPPs who had to reduce to 120 hours will clear CEP CC and CEP today.

Beginning Fall 2019, edTPA shall count 10% of internship course grade, not the seminar course grade.

Faculty in program areas piloting the CFAST were reminded to complete the online training.

Members were reminded that no licensure recommendations will occur for any graduates without passing licensure exam(s) scores, as well as edTPA.

New Business

Barbara Brehm stated that she would be interested in talking with anyone who would like to discuss the edTPA submission fee for residency candidates.

A question was asked about the CFAST grading system. Holly Fales will share a system created by one of the program areas; however, CEP will not address percentages or grading associated with the CFAST.

Standing Committees

Curriculum Committee –Marissa Nesbit reported for the chair Elaine Yontz. The committee met 1/7/19 and approved the following.

**College of Fine Arts and Communication
School of Art and Design, BFA Art Education**

The School of Art and Design (SoAD) faculty voted and approved during the September 21st, 2018 faculty meeting, the following revisions to the Bachelor of Fine Arts in Art, Bachelor of Fine Arts in Art Education, and Art Minor. The author of this proposal is Assistant Director for Undergraduate Programs, Daniel Kariko.

This proposal affects the BFA Art, BFA Art Education and Art Minor. Changes to the BFA Art reduce the number of credit hours from 124 to 120. Changes to General Education, Common Core, Concentration, and Acceptance in to Concentration requirements are requested. The reduction in credit hours and program changes will allow students to make timely progress toward their degrees and facilitate graduation in four years. Changes to ART courses include adding 13 new ART courses, changes to course prerequisites for 26 ART courses to reflect changes in BFA Art requirements, and title and content changes to other 6 ART courses to better meet the curricular needs of students. Change to the BFA Art Education includes replacing four required first year Common Core courses in the BFA Art Education. Proposed changes to the Art Minor includes changing required 1000-level ART courses and decreasing the number of overall required semester hours to 24.

The requested changes are in accordance to the National Association of the Schools of Art and Design (NASAD) recommendations from the School's reaffirmation of accreditation in 2014. This is accomplished through the following:

Only Item 7 on MOU pertains to Educator preparation, and only 17 of the total course revisions pertain to educator preparation.

7. Revise BFA Art Education degree requirements

a. COMMON CORE

- i. Remove ART 1005 Design I, ART 1020 Drawing and two of three: ART 1015 Design II, ART 1025 Digital Design, and ART 1030 Figure Drawing
- ii. Add ART 1011 Visual Organization
- iii. Add ART 1012 Form, Space, and Color
- iv. Add ART 1013 Process in Studio Arts
- v. Add ART 1014 Narrative

Related Documentation:

Change and Description	Courses/Programs Impacted	Form
Bank ART 4220 Studio Photography	BFA Art, BFA Art Education, Art Minor	1 Bank/ Delete/ Revise Prefix List Form
Add new 13 ART courses and glass catalog subheading	BFA Art, BFA Art Education, Art Minor Art and Design ART 1011- Visual Organization ART 1012- Form, Space and Color	13 New Course Forms

	<p>ART 1013- Process in Studio Arts ART 1014-Narrative ART 3005-Translation ART 3010- Topics in Multidisciplinary Art Art and Design Theory and Criticism ART 2090- Copies, Copying and Originality Glass ART 2800- Beginning Glass I ART 2810- Beginning Glass II ART 3810- Intermediate Glass I ART 3820- Intermediate Glass II Graphic Design ART 3205- Topics in Graphic Design Photography ART 4225- Special Topics in Photographic Arts</p>	
<p>Change prerequisites for 26 ART courses</p>	<p><u>BFA Art, BFA Art Education, Art Minor</u> Animation/Interactive Design ART 2070 Animation/Interactive Design Survey ART 2470 Introduction to Digital 3D Modeling and Animation ART 3080 Introductory Video Art Art and Design ART 1030- Figure Drawing Drawing ART 2540- Intermediate Drawing ART 2550 Intermediate Figure Drawing ART 3554- Figure and the Environment ART 3555- Drawing Media and Technique Art Education ART 2870 Computers in Art Education Ceramics ART 2105 Ceramics Survey Film and Video Production ART 2205 Digital Video Production Survey Graphic Design ART 2200 Graphic Design Survey Illustration ART 2230 Illustration Survey Independent Study ART 3511 - Directed Field Study in Studio Art ART 3512 - Directed Field Study in Studio Art ART 3515 - Directed Field Study in Studio Art Interdisciplinary ART 3002 Book Arts One Metal Design ART 2300 Metal Design Survey Painting ART 2560- Painting Survey: Materials and Methods Photography ART 2220 Photography Survey Printmaking ART 2010 Printmaking Survey Sculpture ART 2705 Sculpture Survey Textile Design ART 2303 Textile Design Survey Wood Design</p>	<p>26 Short Course Revision Form</p>

	ART 2304 Wood Design Survey	
Change titles and prerequisites for 2 ART courses	<u>BFA Art, BFA Art Education, Art Minor</u> Photography ART 2225 - Basic Black and White Photography ART 3260- Intermediate Photography	2 Short Course Revision Forms
Change course contents, descriptions, and titles for 4 ART courses	<u>BFA Art, BFA Art Education, Art Minor</u> Photography ART 3270- Color Photography ART 4240- Advanced Digital Photography ART 4250- Professional Practices in Photography ART 4260- Advanced Photography	4 Long Course Revision Form
Change BFA Art Education Common core requirements	<u>BFA Art Education</u> Add ART 1011- Visual Organization ART 1012 Form, Space and Color ART 1013- Process in Studio Arts ART 1014- Narrative	Program Revision form

This program revision is level 3, since we are revising degree credit hours.

VOTE: Several course revisions suggested to proposer in committee. Walcott moved, Wagoner seconded. The committee voted unanimously to accept the proposal to reduce BFA Art Education to 120 hours, with the accompanying degree and course changes.

Department of Elementary Education and Middle Grades Education **BS Elementary Education**

The faculty of the Department of Elementary Education and Middle Grades Education have voted and approved the actions requested in this package on 5/3/18, 9/28/18, and 11/7/18 which include the reduction of the total number of credit hours required for the degree from 125 s.h. to a maximum of 120 hours as required by UNC policy. This policy states: UNC Policy Manual 400.1.5[R], Regulation Related to Fostering Undergraduate Student Success, Section II A. 1. states, "Constituent institutions will require no more than 120 semester credit hours for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual."

In response to this policy requirement, the faculty have voted and approved to remove ELEM 4500 (3 hrs) and the choice between EDUC 4400 or PSYC 4305 (3 hrs) from the Specialty area requirements for the BS degree in Elementary Education (bringing that section from 41 s.h. down to 35 s.h.) and to add one credit hour to ELEM 4325 in the Professional studies requirements for additional support for edTPA and licensure testing (which will increase that section from 30 s.h. to 31 s.h.). Removing 4400 and 4500 from the program will also require removing those courses from the prerequisites for ELEM 4324. This will reduce the total number of hours required for this degree to 120 hours.

Additionally, we request to move the concentrations from the college level to the department level. The following concentrations will be discontinued: Anthropology, Biology, Chemistry, Economics, French, General Science (the 24 hour option), Geography, Geology, German, Hispanic Studies, Mathematics (the 24 hour option), Philosophy, Physics, Political Science, Sociology, and Teaching English as a Second Language.

We are requesting to keep the following concentrations: Birth-Kindergarten, English, General Science (the 18 hour option), History, Interdisciplinary Human Studies, Mathematics (the 18 hour option), Psychology, Reading, Social Studies. These remaining concentrations work with our 120 hour reduction either as they are currently constructed or require only some minor adjustments. They also fit with the needs an elementary teacher is likely to have in their work and have had the highest enrollment in the previous five years. Of these remaining concentrations, we have to make some slight revisions to five of them:

English - needs to be reduced from 24 hours to 18 hours. A 6 hour reduction will be met through: 1) A choice between ENED 3815 Composition Instruction in Grades 9-12 or ENGL 3810 Advanced Composition will be dropped as a requirement. ENGL or LING elective above 2999 will be dropped as a requirement

General Science (18 Hours) - No changes to credit hours are needed here. The four elective choices listed as Choose One of the Following (BIOL 1050, CHEM 1020, GEOL 1550, and PHYS 1050) will be removed and "Choose 3 s.h. of general education science credits" will be added.

History - We will drop "Choose 12 s.h. HIST electives of which 9 must be above 2999" and add "Choose 6 s.h. HIST electives of which 3 must be above 2999."

Mathematics (18 hours) - We will add an option where MATH 1065 is listed. We will add the additional option of OR MATH 2127.

Psychology - PSYC 4305 will be dropped. Choose six hours of PSYC electives above 2999 will be added.

Reading - (optional add-on licensure). Remove the section entitled Choose 6 semester hours from the following literature and methods courses and add a note that this concentration leads to optional add-on licensure in reading.

Social Studies - Needs to be reduced from 24 hours to 18 hours. A 6 hour reduction will be met through removing: ECON 2113, GEOG 2100 or GEOG 2110, HIED 4319 (this drops 9 hours) and adding a requirement to take an additional elective of 3 hours of GEOG.

VOTE: Revisions to the MOU and course documents were suggested and fixed during the committee meeting. Walcott moved, Wagoner seconded. The committee voted, unanimously, to approve the package with revisions already made.

Department of Elementary Education and Middle Grades Education BS Middle Grades Education

The faculty of the Department of Elementary Education and Middle Grades Education have voted and approved the actions requested in this package on 11/12/18 which include the revision of the General Science concentration. This is necessary due to Science Education's requirement to reduce their degree program to 120 hours per the following policy:

UNC Policy Manual 400.1.5[R], Regulation Related to Fostering Undergraduate Student Success, Section II A. 1. states, "Constituent institutions will require no more than 120 semester credit hours for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual."

We are requesting to make the following changes:

- 1) Add "or higher" after BIOL 1050
- 2) Remove CHEM 1020 and replace with CHEM 1120 or higher
- 3) Add "or higher" after GEOL 1500
- 4) Replace PHYS 1250 with "PHYS 1050 or higher"
- 5) Add SCIE 3606

VOTE: Revisions to the MOU were suggested and fixed during the committee meeting. Walcott moved, Pizzutilla seconded. The committee voted, unanimously, to approve both packages with revisions already made.

Department of Literacy Studies, English Education and History Education MAEd Reading Revisions

The reading education program faculty voted to approve the reduction in credit hours on November 8, 2017. They voted to approve the courses within this proposal on September 19, 2018. The departmental faculty voted on October 17, 2018 to support the changes proposed in this curricular package and believe the changes will result in an updated, more robust learning experience for candidates and an increase in enrollment in the program.

The following changes are proposed:

1. The existing curriculum requires a minimum of 39 hours. The proposed curriculum requires 30.
2. The current program is administratively located in the College of Education. The revised degree will be administered at the department level, Department of Literacy Studies, English Education, and History Education.
3. The existing curriculum requires 4 professional core courses (12 s.h.) in three competency areas (a) research, trends, and issues, (b) diverse learner, (c) effective communication and leadership. Because these professional core courses are unrelated to reading/literacy, the proposed curriculum revisions incorporate these competencies into READ courses as outlined in the new ILA Standards for Reading Professionals. Therefore, the following courses will be removed from the core requirements and will instead be offered as electives:

ELEM 6550: Leadership and Communication Skills in Education, or ADED 6550: Leadership and Communication Skills in Education, or LEED 6000: Leadership and Communication
EDUC 6001: Introductions to Differences in Human Learning in Schools
SPED 6002: Addressing Differences in Human Learning in Schools
EDUC 6480: Introduction to Research or EDUC 6482: Trends and Issues in Educational Research for Practitioners or SCIE 6500: Understanding and Engaging in Educational Research.

4. The existing program requires 6 courses with a READ prefix (18 s.h. total), guaranteeing a minimum of 6 courses in reading education. The revised program requires 9 courses in reading education (27 s.h. total), strengthening the content.
5. The following 7 new courses are proposed to align with updated professional standards (7 required):

READ 6101: Learning to Read: From Novice to Expert (required)
READ 6102: Literacy Development and Instruction K-5 (required)
READ 6103: Literacy Development and Instruction 6-12 (required)
READ 6104: Assessment and Evaluation in Literacy Education (required)
READ 6105: Diversity and Equity in Literacy Instruction (required)
READ 6106: Using Literacy Assessment for Instructional Intervention (required)
READ 6107: Literacy Leadership and Coaching (required)

6. The following 9 core courses will be required for the new degree program:

READ 6101: Learning to Read: From Novice to Expert (NEW COURSE)
READ 6102: Literacy Development and Instruction K-5 (NEW COURSE)
READ 6103: Literacy Development and Instruction 6-12 (NEW COURSE)
READ 6104: Assessment and Evaluation in Literacy Education (NEW COURSE)
READ 5316: Word Study: Phonics, Spelling, and Vocabulary Instruction (EXISTING COURSE; revised name)
READ 5317: Adolescent Literacy in the Content Areas (EXISTING COURSE; revised name)
READ 6105: Diversity and Equity in Literacy Instruction (NEW COURSE)
READ 6106: Using Literacy Assessment for Instructional Intervention (NEW COURSE)
READ 6107: Literacy Leadership and Coaching (NEW COURSE) *Note: If candidates took READ 5316 and READ 5317 at ECU as part of advanced undergraduate studies, they must select two approved electives for a total of three electives.*

7. There will be one required elective in the following areas related to the role of the literacy specialist: academically or intellectually gifted (AIG), adult literacy, adult education, educational leadership, educational research, elementary education, instructional technology, library science, reading and literacy, special education, supervision, or teaching English as a second language (TESL) and/or other areas in consultation with advisor. Note: if candidates took READ 5316 and READ 5317 at ECU as part of their ECU advanced undergraduate studies, they must select two additional approved electives, for a total of 3 electives.

8. Revisions are requested for the following existing courses, which are currently taken by advanced standing undergraduate students seeking initial reading add-on licensure and graduate students in the proposed revised MAEd READ program:

READ 5316: Applied Phonics (new name: *Word Study: Phonics, Spelling, and Vocabulary Instruction* and updated objectives)

READ 5317: Reading in the Junior and Senior High School (new name: *Adolescent Literacy in the Content Areas* and updated objectives)

9. Remove the following courses from the program and delete them effective fall 2021 to get through the transition period from the old to new program.

READ 6418: Reading: The Learning Bases

READ 6421: Clinical Procedures in the Identification and Evaluation of Reading Disabilities

READ 6422: Remediation of Reading Disabilities

READ 6406: Preliminary Investigations in Literacy Education

READ 6407: Investigations in Literacy Education

READ 6430: Organization and Management of Reading Programs

10. Remove the thesis/non-thesis options from the catalog (revise to include “other program requirements”).

11. Revise admission requirements within program description.

12. Remove the following sections: Admission to Candidacy, Transfer Credit, Residence Requirements, Continuous Enrollment (or Registration), and Other Requirements for the MAEd.

13. Revise the current “Final Product Requirement” to new heading “Other Program Requirements” to include two categories: (a) program portfolio and comprehensive culminating assessment and (b) practicum requirements.

14. Degree name change from Master’s Degree in Reading Education to Master’s Degree in Reading and Literacy Education.

VOTE: Minor edits suggested to proposer in committee. Rivera moved to approve, Walcott seconded. The committee voted unanimously to approve the package pending edits.

Department of Mathematics, Science and Instructional Technology Education BS Science Education

To determine a plan to reduce the BS in Science Education program to 120 hours as mandated by the UNC System, Science Education faculty began by evaluating current courses and our program plan of study. In the process, we decided to make significant programmatic improvements and voted on 9.21.18 to make the following changes to the plan of study:

1. **Remove the Professional Studies requirement of EDUC 3200 - Foundations of American Education.** Formerly, both EDUC 3200 - Foundations of American Education and EDUC 4400 - Foundations of Learning Motivation and Assessment were required courses in the Professional Studies. In spring 2018, the Council on Educator Preparation voted to allow programs the option to select one of these courses. Science Education faculty voted to require only the Upper Division course, EDUC 4400, as this more specialized course provides better preparation for the pre-service teachers in the Science Education program. This will reduce the hours in Professional Studies from 25 to 22 hours.
2. **Reduce the course credits from 4 semester hours to 3 semester hours in each of the required SCIE pedagogical content courses: SCIE 3602 – Investigations in Physical Science, SCIE 3604 – Investigations in Life Science, SCIE 3606 – Investigations in Earth Science.** Students majoring with a B.S. in Science Education select from 1 of 4 teaching area concentrations: Biology, Chemistry, Earth Science, and Physics. Within each concentration, students take courses in both pure science and in science education. Particularly valuable are the pedagogical content courses, SCIE 3602 – Investigations in Physical Science, SCIE 3604 – Investigations in Life Science, and SCIE 3606 – Investigations in Earth Science. These SCIE courses are designed to teach both content and pedagogical practices aligned with the state and national standards in each discipline. Currently, only the Physics Concentration requires students take all 3 of the pedagogical content courses (SCIE 3602, SCIE 3604, and SCIE 3606). The 3 other concentrations only require 2 each of these courses. Graduates of the B.S. in Science Education are recommended for a N.C. teaching license in Comprehensive Science. Thus, graduates are licensed

to teach life, earth, and physical science. To align all concentrations and to best prepare our graduates to teach all disciplines of science, Science Education faculty recommend all 4 concentrations require the 3 discipline-specific content courses. The change from 4 semester hours to 3 semester hours in each of these courses facilitates the move to now require the additional pedagogical course in the Biology, Chemistry and Earth Science Concentrations.

3. **From Biology Concentration, remove PHYS 1261 – General Physics II Lab (1sh). Add SCIE 3602 - Investigations in Physical Science (3sh).** Students in the B.S in Science Education program concentrating in Biology will continue to be required to take PHYS 1250, PHYS 1251 and PHYS 1260. Faculty would prefer that all concentrators take all the labs associated with their non-concentration courses, and removal of PHYS 1261 is only done out of necessity to reduce to 120sh. SCIE 3602 – Investigations in Physical Science is designed to teach the physical science content specified by state and national education standards. This class, along with already required SCIE 3604 and SCIE 3606, will prepare them to teach the comprehensive science for which they will be licensed.
4. **From Chemistry Concentration, remove CHEM 3850 – Introduction to Physical Chemistry (4sh), CHEM 3851 – Introduction to Physical Chemistry Lab (1sh), CHEM 3450 - Elementary Inorganic Chemistry (3sh) and CHEM 3451 (Elementary Inorganic Chemistry Laboratory I (1sh). Add CHEM 2770 - Biological Chemistry (3sh) and SCIE 3604 - Investigations in Life Science (3sh).** Students in the B.S. in Science Education program concentrating in Chemistry are less likely to need physical and inorganic chemistry to teach chemistry as covered by state and national standards. Chemistry faculty were consulted and their recommendation based on state standards, was to remove these two courses and associated labs. They also recommended replacing them with CHEM 2770 - Biological Chemistry because it will be more engaging and covers content that will better prepare them to teach high school chemistry. Chemistry concentrators will benefit more from taking the pedagogical content course, SCIE 3604 - investigations in Life Science, in which they will study life science topics covered in the national and state standards and explore how to best teach these topics. This class, along with already required SCIE 3602 and SCIE 3606, will prepare them to teach the comprehensive science for which they will be licensed.
5. **From the Earth Science Concentration, add SCIE 3602 - Investigations in Physical Science (3sh).** Earth Science concentrators will benefit from taking the pedagogical content course, SCIE 3602 - Investigations in Physical Science, in which they will study physical science topics covered in the national and state standards and explore how to best teach these topics. This class, along with already required SCIE 3604 and SCIE 3606, will prepare them to teach the comprehensive science for which they will be licensed.
6. **Change course credit hours for SCIE 4325, Internship Seminar Issues in Science Education, from 1sh to 2sh.** To better meet student needs during internship semester due to additional demands of the adopted high stakes performance assessment, edTPA, the internship seminar requires more time and thus should be allotted one more credit hour.
7. **Change course credit hours for SCIE 4324, Internship in Science Education, from 10sh to 9sh.** Due to the mandate to move to 120sh and the determination by Science Education faculty that students would benefit by adding 1sh to the internship seminar, a reduction in the credit hours allotted for the internship is required for the program to get to 120sh.
8. **Remove the specification under General Education requirements to take a literature course.** Science Education faculty has found this to be a hindrance to transfer students who may have already met General Education requirements but who did not take a literature course.

VOTE: Minor edits suggested to proposer in committee. Rivera moved to approve, Wagoner seconded. The committee voted unanimously to approve the package pending edits.

The report was accepted, and votes carried to approve the curricula brought forth. The next CEP Curriculum meeting will be February 4, 2019 in Speight 202 from 9:30-11:00 a.m.

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

The next meeting of the full CEP will be February 11, 2019 at 3:15 p.m. in Speight 203. The meeting adjourned at 3:50 p.m.

Respectfully submitted,

Sherry S. Tripp