

Minutes for Professional Education Council
 December 4, 2019
 4:00 p.m. Killian Room 102

Present	
Patricia Bricker	Molly Calloway
Lee Nickles	Tracie Rice
Rachel Wike	Carmen Huffman
Tori Golden	Angie Dills
Becca Carter	Caesar Campana
Erica Hayes	
Kim Davis	
John West	
Frank Forcino	
Lori Unruh	Sarah Meltzer Zoom)
Tom Watterson	Myra Watson (Zoom)
Beth McDonough	Rebecca Lasher (Zoom)
Derek Becker	Jess Weiler (Zoom)
Caesar Campana	Elizabeth Grave (Zoom)
Angie Dills	Axelle Faughn (Zoom)
Absent with Proxy	
Karena Cooper-Duffy (Proxy: Jess Weiler)	
Ian Jeffress (Proxy: John West)	
Kelly Tracy (Proxy: Tom Watterson)	
Heidi Von (Proxy: Jess Weiler)	

- I. Welcome and Introductions
- II. Approval of Minutes from November 6, 2019
 - A. Minutes approved unanimously
- III. Update from P-12 Partners and School Relations
 - A. Looking forward to break!
- IV. Chair's Report
 - A. NC DPI has announced a reduction in individual EPP accreditation support levels. EPP data sharing from DPI will continue.
 - I. Beginning Monday, December 16th the primary scope of Theresa Coogen's work at DPI will be managing and completing the required NC program renewal project due for all EPPs by June 30, 2020 (as stated in NC Session Law 2017-189 (SB 599). Information and updates about expectations and processes for program renewal will begin in December/January once she gets up to speed on this project. ***More to come. Every one of our professional education programs will need to be renewed.***
 - B. HB 377 (SL 2019-247): Teacher Step Act. Signed into law on 11/8/2019. Gives pay raises to candidates who meet the criteria for "highly qualified" candidates. One of the criteria includes meeting specific edTPA scores.
 - 1. Criteria includes: GPA 3.75 and meet specific requirement for edTPA scores
 - 2. Salary supplement varies. Highest supplement is for teachers in low performing schools. Middle supplement is for teachers of special ed, science, technology, engineering, and math. Lower supplement is for all other qualifying teachers.
 - C. Update: CFAST
 - 1. New instrument for evaluating of interns. Currently piloting with elementary and middle grades this semester and will to continue to pilot for Spring 2020 semester.
 - 2. One positive to this pilot/program is that it offers very clear expectations.
 - 3. Currently working through some "kinks" within the program.
 - 4. A survey will go out soon to people who have been involved in the pilot.
 - D. Undergraduate Professional Education Sequence Core Course Committee
 - 1. Committee has met twice since our last PEC meeting.
 - 2. Committee meeting minutes/notes will be sent out with PEC minutes for review. Please read, share with faculty, and send feedback to committee members. All are welcome to attend meetings.

3. Some ideas being discussed: Professional development that takes place during internship semesters. Looking at different SPED course. Considering classroom management improvement, culture responsiveness, and trauma-informed classrooms. Wondering about the role of PSY 323. See meeting notes for detailed info.
4. Big change: Considering having a menu of options for some core requirements rather than one required course for all.

E. Update: MAT Revisions

1. Had a meeting last week
2. MAT programs, except for SPED, continue to have low enrollment. There is a need to transition these programs to fully online format.
3. MAT currently leads to initial and advanced license, Many advanced classes are currently face-to-face content courses. As we are revising, we are focused on this being an MAT degree so the focus is on education courses. We also have a need for an online format.
4. Science, TESOL, and Math teachers are in high demand and seem like good candidates to be the earlier program areas to move online as we transition additional MAT concentrations.

F. Update: Math Pathways and Teacher Education Programs

1. Math faculty have presented information and shared potential math pathways.
2. The pathway labeled "Mathematics Education Pathway" applies to elementary and inclusive education, but not all teacher ed programs.
3. Need to think about the best pathway for teacher education programs. A part of this discussion is the need related to Praxis Core Math. Math pass rate on Praxis core is currently about 50%. Statistics path seems to have merit for educators who need to be able to analyze and use data.
4. The math pathways are being phased in and may take several years to fully implement.

V. Standing Topics

A. Curriculum – Patricia Bricker ()

1. ENGL - 498 - Senior Seminar in English
 - a. Course Changes
 - a. Remove "Senior Standing" from the prerequisites; some students who are still juniors when they try to early register for the course are being blocked from registering.
 - b. **(28 approved, 0 opposed, 0 abstained)**
2. Doctor of Psychology in Health Service Psychology
 - a. Course Changes
 - a. Program admission requirements need to be updated to explain that graduates from the MA and SSP programs at WCU fulfill curricular prerequisites for admission to the PsyD.

- b. Program description needs to be updated with greater detail regarding certification and licensure preparation.
 - c. Program description needs to be updated to change required coursework from 54 to 57 semester hours. The curriculum has not changed, but the semester hour total omitted a 3-hour elective when calculated.
 - d. A course name has been changed from 841-Integrative Health Psychology to 841-Integrated Theoretical Frameworks of Psychological Dysfunction. The course name reflects a change in course content needed to satisfy American Psychological Association (APA) accreditation requirements. A separate course change request has been submitted by David McCord.
 - e. ***Approved (28 approved, 0 opposed, 0 abstained)***
- 3. PSY 664 Psychological Assessment II - Child Focus
 - a. Course Changes
 - a. The school psychology program is restructuring the assessment sequence for students. Psychological Assessment II will prepare students for assessment and interpretation skills that will be required in the clinic-based and field-based practicum experiences.
 - b. ***Approved (28 approved, 0 opposed, 0 abstained)***
- 4. PSY - 665 - Psychological Assessment III
 - a. New Course
 - a. The course will build on students' knowledge and skills with assessment and interpretation to cover advanced techniques and tools that can be used in clinical and school settings.
 - b. ***Approved (28 approved, 0 opposed, 0 abstained)***
- 5. PSY - 685 - School-Based Mental and Behavioral Health
 - a. New Course
 - a. This course will introduce students to theories underlying and techniques required for the delivery of high-quality mental and behavioral health services in schools. Students will expand their knowledge of the role of the school psychologist in delivering these services from what was learned in PSY 675: Cognitive Behavioral Interventions. Topics will include individual counseling, social-emotional learning, mental and behavioral health consultation, crisis response and intervention, and systems-level approaches to addressing the mental health needs of students in schools. A tiered approach to service delivery will be emphasized.
 - b. ***Approved (28 approved, 0 opposed, 0 abstained)***
- 6. PSY - 841 - Integrated Theoretical Frameworks of Psychological Dysfunction
 - a. Course Change

- a. Realignment of new curriculum with APA accreditation and licensure requirements.
 - b. Title Change
 - c. ***Approved (28 approved, 0 opposed, 0 abstained)***
 - 7. Psychology (M.A.)
 - a. Course Change
 - a. The M.A. program in General Psychology has two concentrations including Clinical Psychology and School Psychology. Both concentrations decided that there needed to be updates to the Program Description and Program Admission Requirements so as to make the information more comprehensive and clearer. In addition, the S.S.P. program made some course changes that impact the course offerings for the School Psychology Concentration in the M.A. program.
 - b. ***Approved (28 approved, 0 opposed, 0 abstained)***
 - 8. Psychology (S.S.P.)
 - a. The School Psychology Program received feedback from the national accreditation approval received Feb 2019. Based on that feedback, feedback from current students, alumni and current trends in the field, it was decided that the program needed a curriculum overhaul. This resulted in the creation of 3 new courses, changes to 1 course, deletion of some courses from the program mix and updates to the program description and program application requirements.
 - 9. School Administration (MSA)
 - a. Program Change
 - a. Change Program Mix to include EDL 686 School-Site Internship I and EDL 687 School-Site Internship II - These are courses that are currently required (and are in the Graduate Catalog).
 - b. Remove EDL 786 and 787 from Program Mix. This substitution does not change the required number of hours for our program. (Remains 36 credit hours).
 - c. ***Approved (28 approved, 0 opposed, 0 abstained)***
- B. Admissions and Licensure – Rachel Wike
- 1. Teacher Education Admissions Data
 - a. Presented and reviewed Teacher Education Admissions data. See attachment.
 - b. Numbers are up from last year.
 - c. Interest in seeing additional data about declared majors, program completers, retention rates, and reasons people leave the major.
 - 2. Praxis Core Data
 - a. Presented and reviewed data. See attachments.
 - b. Math Praxis core workshops are being offered. Enrollment is low. Eleanor Petrone shared that one of her students has participated and found it very helpful. The student shared in her class. There is potential

to have students market the workshops to other students. Should this workshop be mandatory? Part of a required course?

- c. Writing also needs attention. Next step: Look into content of the Praxis Writing Core exam. See if there is any additional data we can get about our students' performance.

C. Appeals – Patricia Bricker

- 1. Two appeals pending related to edTPA scores. Will be reviewed over the next week.

D. Policy and Procedures – Patricia Bricker

E. Field Experiences – Amanda Chapman

F. Assessment, Technology, and Tk20 – Lee Nickles

1. edTPA Data

- a. 62 students took it
- b. 59 students have passed - 95.2% pass rate overall
- c. 55 passed on the first time - 88.7% pass rate
- d. One student did not pass first-time had condition codes – will get that resubmission score back by December 12th

2. Licensure Exam Data

- a. Presented and reviewed data spreadsheet. See attachment.
- b. Generally lower pass rates on Pearson exams. Since two of those exams have changed, we will want to track how our candidates do on the new exams. Higher pass rates are anticipated.

G. Recruitment and Retention – Jenny Stewart

H. CAEP –Lori Unruh and Patricia Bricker

- 1. Add on programs don't need to be included for accreditation resources.

Meeting adjourned at 4:55 pm