

Meeting Minutes for Professional Education Council
 November 30, 2022 from 4:00-5:00 p.m.
 Blue Ridge Conference Room, WCU
[Shared PEC Folder 2022-2023](#)

Attendance:

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| Cathy Grist | Terry Rose (proxy for Holly Pinter) | Patricia Bricker |
| Michael Boatright (proxy for Mary Ella Engel) | Jeananne Nichols | Carmen Huffman |
| Nathan Borchelt | Ethan Schilling | Travis Bennett |
| Pam Buskey | Adrienne Stuckey (proxy for Karena Cooper-Duffy) | C.Y. Wang |
| Erin Callahan | Emily Virtue (proxy for Heidi VonDohlen) | Monica Miller (for Amanda Chapman) |
| Frank Forcino | Tom Watterson | Myra Watson (for Todd Stephan) |
| April Mayes | Joy Howard | Jenny Stewart |
| Holly Miller | Jazmyne Baylor | Rachel Wike |
| Haley Navarro | Lee Nickles | |
| Elizabeth Turnmire | Brandon Schwab | |

- I. Welcome and Announcements
 - Django Paris Diversity event 6pm on Monday, December 5.
 - Please review and help students to understand Teacher Education Initial Licensure Exam Policy. Candidates must attempt all applicable licensure exams prior to being recommended for licensure.
- II. Approval of Minutes from October 26, 2022
 - Unanimous approval of minutes.
- III. WCU Teacher and Professional Education Report: Any questions or feedback?
- IV. Curriculum – Patricia Bricker

One of PEC’s roles is to approve new professional education courses and programs and revisions of professional education courses and programs. We have the follow items to review and vote upon at this meeting. (Note: The links are to proposals in Curriculog.)

STL: SPED 413 Teaching Adolescents with Learning Problems - *Approved unanimously.*

Change title to Teaching Adolescents in Inclusive Education" because the terminology of students "with learning problems" is outdated in the field; we are updating to reflect current language emphasizing inclusion.

V. The State of Teacher Education in NC: Thinking about Community Colleges

A. Highlights

1. Transfer Pathways at the Undergraduate Level
 - a. [WCU Teacher Ed Programs Updates for Community College Spring 2022.pdf](#)
 - b. WCU [Bachelor's Degree Plans \(BDPs\)](#) for Community College Transfers
 - c. [Uniform Articulation Agreements](#)
2. Residency Program—[Cultivating Carolina Classrooms](#)
 - a. For people who already have bachelor's degrees
 - b. Residency licensed candidates affiliate with an EPP and work and complete licensure requirements at the same time
 - c. Elementary Education Residency through the NCCCS
 - a. Goals are to expand access, reduce barriers to post-secondary education, provide access and affordability to high quality programs
 - b. Looking at multiple delivery methods
 - c. Six courses have been selected to be part of their residency license program
 - d. It is unclear as to whether the NCCCS will have the same requirements that we do as an EPP

B. Discussion (Breakout Groups and Share)

1. What are your initial thoughts?
2. How does the community college residency program compare to our programs?
3. What are the benefits and disadvantages of the community college residency program? Of our current programs? Consider different perspectives such as prospective teacher, employer, P12 student, P12 parent, and currently employed teacher.
4. What opportunities do you see?
5. What concerns do you have?
6. What questions do you have?
7. What do you see as next steps?

See notes from Padlet link: <https://padlet.com/bricker3/xy4aoxemjxcehxkr>

Please share these ideas with colleagues and consider next steps.

Meeting adjourned at 5:00pm.

PEC 11.30.2022: State of Teacher Ed in NC--Thinking about Community Colleges

PATRICIA BRICKER NOV 18, 2022 02:11PM UTC

1. Initial Thoughts?

We're wondering about CC's having more credentialing power, which isn't a good or bad thing. But it brings up questions

If we want highly-qualified teachers in the classroom, content needs to be the shared core of that, and this program is lacking in disciplinary area content.

So Many Thoughts

- Who will be teaching the courses?
- What are their qualifications and areas of expertise?
- Is there only one semester of internship?
- Who will supervise the practicum? Are they required to have a teaching license and a master's degree?

To clarify, this program is for people already with a bachelor's degree. They can complete the licensure component in two years. Is this accurate?

- Pathway (Community College) and WCU to get a degree (master's)
- Make it accessible to graduate students

How does this increase access? Is it less costly (undergraduate BK?)? Is there only one semester of student teaching/practicum? Are the CC classes graduate level? Are the CC instructors teaching with 18 credit hours or a master's degree - classroom teaching experience?

We need more teachers.

What will the quality of the educator be coming out of this new model?

How does this new model at the CC compare to our PES coursework?

We are trying think more holistically about what education needs. The upside is more pathways... if we can train more quality teachers, then having alternative pathways makes sense.

Will the NCCC EPPs be required to meet the same state/legislative requirements that we are held to?

This feels more comfortable for a bachelor's degreed candidate to utilize this route than some of the other entry points that we have talked about in the past.

Worried that we may be biased in thinking that our way is the only/best way to prepare educators.

2. Comparison

It typically takes longer for bachelor's degreed candidates to earn an initial license at WCU than the 18 hours required through the CCR.

edTPA and licensure appear to be part of the CCR plan

3. Benefits/Disadvantages

Increase the number of students in the Educational field.

Gives teachers some training rather than none

Cost is a benefit but doesn't lead to advanced degree (MAT)

One class with a math/science combo is NOT ENOUGH - teaching is hard and this is not setting them up for success

Benefit is fewer hours and lower tuition costs - hard to compete with this and remain high quality

4. Opportunities

Considering ways to include a summer semester as a bridge from CC to University.

Make this program available to Graduate students

Looking at current programs to see if there are opportunities to reduce the number of classes.

We can add PD, microcredentials, etc. to get teachers the training they need to truly be successful.

Possibly create an affordable way for folk in marginalized/underrepresented communities to become/explore the option of becoming a teacher.

5. Concerns

Because CC's aren't required to be accredited in the same way as, say, WCU, are CC's able to relax or ignore requirements to which we are held, and that we believe make stronger teachers? For instance, we have clinicals in several methods courses. CC's often do not. The clinicals help us keep accreditation, but CC's could bypass something like clinical experiences.

Quality of teachers with a modified program.

6. Questions

Is this a threat or opportunity? If opportunity - is it a chance to guide what happens at Community Colleges or support?

How do we not make enemies/competition? We need to talk about partnerships.

What regional community colleges are offering this or thinking about it and how can we connect with them?

Cost Effectiveness

Is this a cost-effective model? Why establish a new program when university-based and other programs already exist?

Are there underlying degree requirements or does any bachelor's degree work?

What is the length of time of the program?

Will this be completed in a cohort model?

What is the practical field requirement? Our program provide experience in the classroom every semester.

Will they have to hire additional faculty to serve as Instructional Coaches to support students? It seems they are planning on using CC faculty, but CC faculty already carry a heavy teaching/advising load. Wondering how they are feeling about this, as well?

7. Next Steps

Explore microcredentialing

Some topics might be UDL, Social Justice, STEM...

What will CEAP's identity be in this new landscape?

To be competitive, we need to move towards more 2 + 2 opportunities in the UG sector.
