The fourth meeting of the Council for Teacher Education for the 1998-99 academic year was held Monday, December 14, 1998 at 3:15 p.m. in Speight 202. Members present: Parmalee P. Hawk (Chair), Rick Barnes, Cynthia Bickley-Green, Kermit Buckner, Melva Burke, Joe Ciechalski, Meta Downes, David Gabbard, Linda High, Randy Joyner, Pat Miller, Al Muller, David Powers, Marcela Ruiz-Funes, Terry Senne, Marilyn Sheerer, Rose Sinicrope, Jan Sternette, Sandy Triebenbacher, Scott Watson, George Williams, and Mary Alice Yarbrough. Absent were Brent Angell, Michael Brown, Patch Clark, and Stephen Hawkins.

**Order of Business**

**Agenda I - Approval of Minutes**

A motion was made by Powers and seconded by Ciechalski to approve the minutes from the December 14, 1998 meeting with the following correction. Marcela Ruiz-Funes was absent.

**Agenda II - Announcements**

The following announcements were made by the Chair:

The licensure fee for initial, upgrade or add-on will increase from $45 to $55 January 1, 1999.

A copy of the Essential Technology Skills Inventory (ETSI) Goal Summary Report was distributed. This was a 90 item test. The scale score mean for ECU was 52.2; the state average was 54.6. A report by program areas was not received. Students who took this test are in Senior II now. If a student did not take the test in the fall, he/she must take the test this spring. The set score of 48 is one standard deviation below the state standard. Students need a technology product showing they are technically competent. This is to be part of their portfolio. Students will complete a technology product in EDTC 4001. Students in other technology courses should provide a product for inclusion in their portfolio. Portfolios will be reviewed at the end of the semester for licensing. Licensure will be contingent upon passing the test and completing a product. No one will be denied a license because of a low score this spring. The ETSI test will be given this spring (state to determine test dates) to students in Senior II who failed the test or did not take the test. These students will be notified individually. Senior I students will be notified of the test dates through their methods classes.

The technology test for admission to Upper Division will be given on the following dates: February 5, 10, 19, 26; March 5, 10, 24; April 9, 16 and 21, 1999. Sign up sheets with testing times are located near the lab in Speight 241. Students are to go to the lab to register. Please let students know the testing dates.

PRAXIS results for the fall 1998 were distributed. There was a 91% pass rate for the Principles of Learning and Teaching, which is very good. Sample questions are given in EDUC 4400. The test consists of three case studies of which there are two constructed response questions and seven multiple-choice questions to go with the case studies. There are some questions regarding English as a second language.

Hawk is talking with Educational Testing Service (ETS) to set up workshops on the Subject Assessment tests. Seven new subject assessment tests will be replacing specialty area tests July 1999 (special ed, 4 tests; middle grades, 3 tests). Hawk encouraged faculty to take these tests.

Dr. Richard Ringeisen, Vice-Chancellor of Academic Affairs and Dr. Keats Sparrow, Dean of the College of Arts and Sciences joined the meeting to discuss the PRAXIS tests. Ringeisen stated that the chancellor and he were not pleased with the results of the Specialty Area and Subject Assessment tests. Strategies need to be devised to improve scores; by working with students, getting faculty to take the tests and/or inviting ETS here. Academic Affairs is willing to help. Teacher education is the flagship of the university. ECU wants to increase enrollment and the quality of students. The University has to do a better job of recruiting teachers. He is looking for new ideas and asks for suggestions.

Dean Sheerer recently attended the Dean's Council meeting. Most members felt the Subject Assessment test scores need to be re-validated based on data from the past four years. Phil Kirk, Chairman of the State Board of Education, does not want scores lowered.

Dr. Keats Sparrow stated that he is supportive of ways to improve Subject Assessment Test scores and it is a high priority. He is supportive of workshops by ETS and faculty taking the tests. Costs for testing should be born by the university. Ringeisen emphasized his support for raising the pass rate on test scores.
Sheerer stated that of the 16 universities, ECU ranks third on scores. Other universities are having workshops and it is improving pass rates.

Barnes asked if the university could use low test scores as a lever to change the concentration requirement. Students are having to take additional hours in areas that are not beneficial to their major. Hawk stated that concentrations are not required in all program areas, so that is not the problem with all test areas.

Senne (EXSS) stated that she would like to know what are some test indicators; what skills and knowledges are needed. In 1992-93 ETS went to a state meeting and the validity of the test was questioned. Tests were validated by individuals from one area of the country.

Burke suggested that the council mandate each license area to take subject test to get the format and share with faculty in order to help students. This will be an item for the PRAXIS sub-committee to consider. Members wishing to be on this committee were instructed to leave their names with Sherry. (The following names were submitted: Joe Ciechalski, COAD; Randy Joyner, BVTE; Jan Stennette, HIST; David Powers, SPED; Linda High, MUSC; and Todd Finley, ENGL; Burke, FORR).

Agenda III - Committee Reports

Curriculum: Watson, chair, reported that the committee met on February 1, 1999 and approved the following:

1. An MAED core course proposal from the Department of Science Education for SCIE 6500: Understanding and Engaging in Educational Research.

2. Two new course proposals from the Department of Foundations, Research, and Reading for EDUC 6484, Qualitative Research Methodology for Educational Practitioners, and EDUC 6485, Statistical Methods for Educational Practitioners, were approved by the committee. Note: These are not MAEd core courses.

3. A request from the Department of Foreign Languages and Literatures to eliminate ENGL 2000 as a required course in general education for the Hispanic Studies K-12 Licensure program was approved by the committee. The above items 1-3 were approved by the committee.

The following item was provisionally approved 2/1/99 pending changes. Changes were made and received final approval at a called meeting 2/8/99.

4. An MAEd core course proposal from the Department of Educational Leadership for LEED 6000, Leadership and Communication, was provisionally approved by the committee pending the following changes:
   A. The proposal must specifically address “Trends and Issues in Education”, both in the course description and in the syllabus. The final sentence of the course description should read: “Requirements include research project evaluating the application of trends and issues in education.”
   B. Item I.B. in the course outline (p.1) should include information about the importance of understanding current trends and issues as an application of research findings in education.
   C. A specific course objective (p. 2-3) should be added to address understanding of trends and issues in education.

The following item was provisionally approved 2/1/99 and received final approval at a called meeting 2/8/99 pending all revisions. All changes will be sent to each curriculum committee member.

5. An MAEd core course proposal from the Department of Educational Leadership for LEED 6000, Leadership and Communication, was provisionally approved by the committee pending the following changes:
   A. The course competencies should be modified to more closely represent what the students should be able to do at the completion of the course. It was suggested that the most efficient way to accomplish this task might be through completion of Tables A-D, which been formulated to indicate compliance of programs and courses developed for the new MAEd program with requirements for that program.
   B. Requirement #4 in the course syllabus should be more complex than simply writing a “Letter to a parent informing the parent of a student problem.”
   C. An item should be added or modified in the Requirements section of the syllabus to “Demonstrate communication skills in working with a group.”
   D. The objectives, syllabus and competencies should clearly show the inclusion of reading and writing across the curriculum as a component of the course.

The following item was tabled 2/1/99 but received final approval at a called meeting 2/8/99.
6. **MAEd core course** proposals from the Department of Special Education and the Department of Foundations, Research, and Reading for two courses to satisfy the "Diverse Learner" competencies, including **EDUC 6001: Introduction to Differences in Human Learning in Schools**, and **SPED 6002, Addressing Differences in Human Learning in Schools**.

**Items 4-6 were approved.**

A request from the Department of Foundations, Research, and Reading for miscellaneous catalog description changes, including **EDUC 3200, 5001, 5002, 6424, 6551, 6552, and 6553**, was tabled by the committee until the scheduled March 1 meeting because a departmental representative was not present to discuss the proposal.

A revised course proposal from the Department of Counselor and Adult Education for **COAD 6358, Classroom Assessment and Measurement** was tabled by the committee until the scheduled March 1 meeting because a departmental representative was not present to discuss the proposal and because all committee member had not received copies of the proposal.

**An MAEd core course** proposal from the Department of Foundations, Research, and Reading for **EDUC 6480, Introduction to Models of Educational Research**, died for lack of a motion for approval.

In the new M.A.Ed, Students may choose between **EDUC 6482 or SCIE 6500** (3 s.h.) for a course fulfilling the competency area of research, trends, and issues. Courses for the diverse learner area are **EDUC 6001 and SPED 6002** (6 s.h.) and the effective communication area course is **LEED 6000**.

**Evaluation:** Ciechalski, chair, reported the surveys have been mailed. Responses should be arriving in several weeks.

**Admission and Retention:** Bickley-Green, chair, no report.

**Policy:** Barnes, chair, no report. Hawk requested that the committee meet regarding senior year experience and transfer of credit. The question arose as to when Senior I students should meet with clinical teachers. Williams stated that they should go to their schools after the first meeting of the methods class, but it is a departmental decision.

**Agenda IV—Other Business**

Performance based standards will be used by NCATE at the next visit in 2001. It is possible that the next visit may be delayed until 2002.

There being no further business, the meeting adjourned at 4:20 p.m. The next meeting will be held on March 8, 1999 in Speight 202 at 3:15 p.m.

Respectfully submitted,

Sherry Tripp