The fifth meeting of the Council for Teacher Education for the 1999-2000 academic year was held Monday, February 7, 2000 at 3:15 p.m. in Speight 202. Members present: Parmalee P. Hawk (Chair), Alice Arnold, Rick Barnes, Carol Brown, Kermit Buckner, Melva Burke, Joe Ciechalski, Patch Clark, Vivian Covington, Linda High, Lilla Hoisey, Carolyn Ledford, Roscoe Locke, Al Muller, Marcela Ruiz-Funes, Marty Selby, Rose Sinicrope, Mary Schmidt, Jan Stennette, Sandy Triebenbacher, and Scott Watson. Absent were Brent Angell, Michael Brown, Meta Downes, and Jim McKernan.

Order of Business

Agenda I - Approval of Minutes
A motion was made by Muller and seconded by Ciechalski to approve the minutes from the December 13, 1999 meeting.

Agenda II - Announcements

The following announcements were made by the Chair.

Proposed changes in the PRAXIS Subject Assessment tests were discussed. The State Board met on February 3, 2000 to act on the proposed changes which included the reduction in scores in some areas or the deletion of some tests. July 1, 2000 would be the effective date of any changes. Stennette asked who was involved in making changes. Hawk responded that the standard setting committee was composed primarily of public school teachers and a few in higher ed in recommending changes. (See Addendum)

The University has not received notification of approval of the new M.A.Ed's from General Administration.

Burke reported that she, Watson, and Dean Sheerer have met with the School of Education departments regarding NCATE. Watson has requested the names of writers for the DPI reports and has two workshop dates for writers (2/21--3:00 or 2/22--10:00). Writers are to reply to Watson indicating their choice. Hawk reminded everyone that they are writing to changes again, but this report will be more extensive because both undergrad and graduate programs have changes.

A new Vice-Chair was elected to replace George Williams. Ciechalski nominated Covington. Covington stated that she was not faculty and her name was withdrawn. High nominated Watson. Ciechalski moved to close the recommendations and it was seconded for Ruiz-Funes. Watson was elected by acclamation.

Copies of the Code of Conduct, Penalties and Hearing Procedures for Students from The Clue Book were distributed. Faculty should be aware of the definitions of unsatisfactory conduct and procedures to follow in reporting problems in classrooms. The Associate Dean of Students should be contacted if needed.

Agenda III - Committee Reports

Curriculum: Watson, chair, reported that the committee met on February 7, 1999 at 2:00 p.m. and approved the following items.

1. A request from the School of Music for approval of several new courses for the MAT program in the School of Education was provisionally approved by the committee. Included were: MUSC 6048, Music for Children with Exceptionalities; 6217, Foundations of Instruction for Instrumental Music; 6237, Foundations of Instruction for Vocal and General Music; 6287, Laboratory Choral Experience in Music Education; 6405, Laboratory Instrumental Experience in Music Education; 6323, Materials and Methods in Music Education; and, 6333, Materials and Methods for Choral and Vocal Music Education. Approval for all of these courses is contingent on the proper information being provided in section III. A. (Reason for Offering Course) for each proposal. New course proposals for MUSC 6324 and 6325 were withdrawn by departmental representatives. Notes: Students will have the option of choosing MUSC 6217 or 6237 and 6287 or 6405. Other courses listed above are required for program completion. The department should provide copies of the final versions of the above listed courses to the Director of Teacher Education.

2. A request from the Department of Child Development and Family Relations for curricular changes in the Birth through Kindergarten Program was approved by the committee. Included were deletion of CDFR 2200, 2201, and 4308; banking of CDFR 3210, 3211; and, new courses for CDFR 2000 (Child Development I), 2001 (Child Development II), 2124 (Interaction Techniques with Young Children), 3150 (Risk and Resiliency in Child
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Development), 4321 (Infant and Toddler Curriculum), 4322 (Preschool Methods and Materials), and 4323 (Kindergarten Curriculum, cross listed with ELEM 4323). Also approved was a course revision for CDFR 4325 (Internship Seminar: Issues in Birth-Kindergarten Education) increasing semester-hours from 1 to 2. Please note that all of the courses listed above are not requirements in the Birth through Kindergarten program. The newly approved professional studies requirement for B-K will include: CDFR 2000, 2123, 2124, 4321, 4322, 4323, 4324, 4325; EDUC 3200, 4400 4001; ELEM 3249, and SPED 2000 (Total of 40 s.h.).

A request for deletion of the Academic Concentration in Child Studies was withdrawn by the departmental representative.

3. A request for a new Birth through Kindergarten track in the School of Education MAEd degree program was provisionally approved by the committee. Included in the proposal and in the professional area of the new program were the following new courses: CDFR 6501, Trends and Issues in Birth through Kindergarten Education, 6503, Advanced Methods and Materials in Birth Through Kindergarten Teacher Education, 6990, Practicum in Birth through Kindergarten Education, and 6995, Leadership in Birth through Kindergarten Education. For full approval, the department should make the following revisions to the course proposals and provide copies of those changes to the CTE Curriculum Committee Chair:
   a. Course proposals should include the proper information in section I. D., (Degree(s) and or Courses(s), if any, for which this course is required or prerequisite and any additional hours required for completion of degree caused by the addition of this course).
   b. The proposal for CDFR 6995 should include the revised title (shown above).

4. The committee approved the following requests from the School of Health and Human Performance:
   a. Revision of EXSS 6107 (Clinical Supervision in Physical Education) to EXSS 6109 (Developmental Supervision in Physical Education), including a change in prerequisites from EXSS 6105 to 6108.
   b. Revision of EXSS 6108 (Analysis of Teaching of Physical Education), including a change in course description to Examines Observational Techniques used for identifying, analyzing, and evaluating teacher behavior; areas of research; and varied methodology currently applied in the analysis of teacher effectiveness. Also included was a change in prerequisites from EXSS 6300, 6301 to 6105.
   c. A request for revision of EXSS 6105 (Instruction in Physical Education) was withdrawn by the departmental representative.

Discussion of a change in the number of semester hours credit allowed for the internship was rescheduled for February 21 at 2:00 in Speight 202.

Muller moved with Barnes seconding, to approve the report on the provision of hard copies being received.

Evaluation: Ciechalski reported that Institutional Advancement is in the process of concluding the continuation survey of programs outside the School of Education

Admission and Retention: No report.

Policy: Barnes reported the committee met February 3 to discuss the role of CTE in overseeing Partnership and Clinical Experience (P&CE) issues, policy, etc. The committee could not identify a formal role for the CTE with respect to P&CE issues and related policies. Before NCATE is here we must be able to articulate verbally and graphically that the CTE has oversight of P&CE issues. Feasible options were discussed: 1) either restructuring the hierarchy that oversees P&CE or 2) creating a standing committee within CTE to review policy and related issues for P&CE and then present the matter to the CTE for a vote. The committee is seeking input from others. Muller requested that the functions of committees be more clearly defined. Hawk requested that recommendations of the Policy Committee be made to the CTE no later than the April meeting.
Agenda IV—Other Business

Computing and Information Systems generates a PRAXIS Analysis for the Office of Teacher Ed. This analysis includes all ECU students. Teacher Ed has requested that Computing and Information Systems add a student's classification to their score. Departments wishing to conduct a further analysis, to determine lateral entry test takers versus degree seeking students, may get the names of students taking PRAXIS II tests from the Office of Teacher Ed. If you do a program analysis, please send a copy to the Office of Teacher Ed. The PRAXIS Analysis from General Administration, which is reported in the IHE Report Card, uses the highest test results only from students enrolled in an internship for a particular term.

There being no further business, the meeting adjourned at 4:05 p.m. The next meeting will be held on March 6, 2000 in Speight 202 at 3:15 p.m.

Respectfully submitted,

Sherry Tripp

Addendum

The following was received from the State Department February 8, 2000. The State Board approved the PRAXIS changes.

The PRAXIS scoring model adopted for use through June 30, 2002, requires an individual to earn the total required score based on the sum of the validated scores to pass the exams. No minimum score is required on each testing module. Beginning July 1, 2002, the individual must earn the required validated score on each module. (Contact your CTE representative for score revisions).