



**Professional Education Council
Minutes**

October 30, 2014

McKee 282; 4:00-5:30 PM

(Minutes approved by PEC, 11.20.14)

Present: Margo Barnhart (Chair), Robyn Hess, Michelle Scallon, Jennifer Krause, Todd Sundeen, Jason Byrnes, Stephanie Fanselow, Mark Thompson, Bette Rathe, Val Middleton, Melitta Wagner-Heaston, Jenni Harding-DeKam, Wendy Adams, Robyn Hess, Connie Stewart (representing PVA), Ginny Huang, Bette Rathe, Mark Montemayor, Teresa Higgins, Jeri Kraver

Absent: Susan Thompson

Guests: Vicky Stromberger, Nancy Sileo, Phil Klein, Joan Clinefelter, Adam Fong, Rosann Englebretson, Ann Sebal, Hasan Zaghlawan

I. Welcome

II. New Members:

- Michelle Scallon – Secondary Partner School
- Kaileigh Bonner – Undergraduate Student Representative
- Stephanie Fanselow – Graduate Student Representative
- Jenni Harding-DeKam (STE) – Graduate Council Representative

PEC Vacancy:

- Undergraduate Council Representative
Margo informed Faculty Senate that we have a vacancy; Marsha has notified the Undergraduate Council administrative support; no volunteers as yet.

III. Approval of 9.25.14

Todd Sundeen moved to approve the minutes; Val Middleton seconded the motion; motion unanimously approved.

IV. Curriculum Review

A. Geography Portfolio: Represented by Phil Klein/Geography

Removing prerequisites to course only: dropping prerequisites to several 300-level courses because these are proving to be impediments to student enrollment. Faculty will discuss the relevant introductory concepts in each course rather than counting on students remembering these from courses taken usually in their first year.

- GEOG 300: Advanced Human Geography: Topics
- GEOG 312: Economic Geography of the Industrialized World
- GEOG 320: Population Geography
- GEOG 326: Africa
- GEOG 330: Cultural Geography
- GEOG 333: South America

- GEOG 335: Geography of Middle America
- GEOG 340: Europe
- GEOG 344: Asia: Special Topics
- GEOG 345: Environmental Geography: Earth at Risk
- GEOG 350: Colorado
- GEOG 360: Nations, States, and Territory
- GEOG 370: The City
- GEOG 395: Advanced Regional Geography: Topics

Jennifer Krause made a motion to approve the curriculum; Jeri Kraver seconded the motion; motion unanimously approved.

B. History Portfolio: Represented by Joan Clinefelter/History, Adam Fong

- HIST 280: Sophomore Seminar (Course)
Course will be required of all majors studying beginning in AY 2015/2016.
- History (Program)

Melitta Wagner-Heaston made a motion to approve the curriculum with the correction of the date from 2014-2015 to 2015-2016. Robyn Hess seconded the motion; motion unanimously approved.

C. Special Education: Represented by Todd Sundeen, Ann Sebald/SPED, Hasan Zaghawan

1) Special Education/Center for Urban Education: (New course: major)

EDSE 371: Action Research Project (see curriculum packet)

The Special Education BA program administered at the Lowry Campus follows the Center for Urban Education format of 6 semesters of Apprenticeship Curriculum (EDSE 170 and EDSE 370). Students complete 10 weeks of student teaching (EDSE 444) as the culmination of their program experience. As part of the requirement for EDSE 444, as dictated by the course syllabus, there is an Action Research Project. Due to student teaching as a 10-week experience at the Center for Urban Education, the Action Research Project has been an additional component of the Apprenticeship Curriculum (special education majors at the CUE take a 7th semester of apprenticeship (EDSE 370). To help clarify this requirement as connecting to the apprenticeship experience with preparations for student teaching, EDSE 371 will be added to the Action Research Project as a one credit course taken by special education majors attending the Center for Urban Education the semester prior to their student teaching (EDSE 444).

Melitta Wagner-Heaston made a motion to approve the curriculum; Jeri Kraver seconded the motion; motion unanimously approved.

2) Special Education BA – Teaching Emphasis ECSE (Birth – 8 years)

Special Education BA – Liberal Arts Emphasis ECSE (Birth – 8 years)

Changing LAV area 6 requirements to “any 7 credit hours from area 6 list” to offer students more enrollment options.

Robyn Hess made a motion to approve the curriculum; Jeri Kraver seconded the motion; motion unanimously approved.

3) Special Education BA Liberal Arts and Teaching Emphasis (see curriculum packet)

Adding additional prerequisites to EDSE 322, 327, 328, 329, and 442 to help guide students in following the program’s existing 4 year plan. Making text corrections in the program description for clarity (catalog clean-up).

Val Middleton made a motion to approve the curriculum; Jeri Kraver seconded the motion; motion unanimously approved.

4) Special Education Minor (see curriculum packet)

Re-Aligning elective courses to give students more options.

Val Middleton made a motion to approve the curriculum; Jeri Kraver seconded the motion; motion unanimously approved.

D. School of Teacher Education: Represented by Jenni Harding-DeKam, Rosann Englebretson/STE

1) Course Revisions: Removing 3.0 GPA prerequisite from:

- EDFE 125
- EDEL 520
- EDEL 525
- EDEL 550

The above courses are in the first semester for coursework that candidates take in the Master of Arts in Teaching: Elementary Education with Licensure Emphasis Program and Secondary/K-12 Post Baccalaureate Teacher Licensure Program. They are offered prior to an established UNC Grade Point Average. Therefore, the existing GPA requirement prevents the students from registering into the course. In regard to maintaining a 3.0 GPA through their UNC coursework, the Graduate School and School of Teacher Education mandate the 3.0 GPA minimum requirement.

2) EDEL 544: Elementary Student Teaching and Capstone Seminar

This course is offered in the final semester of licensure and should have a 3.0 GPA requirement.

3) EDEL 602: Elementary School Practicum

EDRD 511 included 10 hours of field work. The removal of EDRD 511 requires that EDEL 602 increase practicum observation hours from 150 to 160 in order for the program to total the required 800 student contact hours for licensure. Also, requesting removal of 3.0 GPA prerequisite.

4) Education M.A.T. (see curriculum packet)

- Elementary Education with Licensure Emphasis (Program)

In December 2010, the CDE revamped the Colorado Academic Standards to include the disciplines of reading, writing and communicating in the literacy standards. In addition, new legislature was passed in Colorado relevant to reading in the past year that repealed The Colorado Basic Literacy Act. The two reading courses in the Education MAT – elementary Education with Licensure Program no longer meet state requirements and no longer match the state standards. Specifically, speaking, writing and listening as well as content literacy and diversity are missing. In order to update our courses, it is proposed that EDEL 540 and EDRD 515 replace EDRD 510 and EDRD 511. PSY 500 – Educational Psychology for Teachers was approved 2 years ago for this program, through the Psychology department and has been a required course. This course is more appropriate at the graduate level instead of the undergraduate PSY 347 for the students. The course was not put into the catalog. The removal of EDRD 511 requires that EDEL 602 increase practicum observation hours from 150 to 160 in order for the program to total the require 800 student contact hours for licensure.

- EDEL 540: Effective Instruction in elementary School Reading, Writing and Communicating (Course Form)

This course provides an introduction to teaching/learning strategies in reading,

writing, speaking and listening including ways to plan, teach and assess student growth in literacy skills.

- EDRD 515: Content Literacy for Diverse Learners (Course Form)
Based on student, principal and institutional data, the emphasis on diversity is missing from the Education MAT with elementary Education Licensure program. This course will help to fill that gap and provide the needed instruction. In addition, the course will include content reading and provide applications with field experiences which are needed to complete the literacy training for teacher candidates. This class would replace EDRD 511.

Todd Sundeen made a motion to approve the curriculum package; Jennifer Krause seconded the motion; motion unanimously approved.

V. Old Business

- PLACE/PRAXIS Update: Ginny Huang/Nancy Sileo
Last spring Eugene Sheehan, Ginny Huang, Harvey Rude and Nancy Sileo met with the new CDE Director of Licensure: Colleen O’Neil and Karen Lownestein–Martinez. CEBS learned during the meeting that CDE no longer requires the PLACE / PRAXIS for any candidates with a MAJOR in a teaching field other than elementary and special education (haven’t done so since 2009).
Federal government requires UNC to report completers (completed full program of study and passage of a State approved standardized exam) each year based on the previous academic year.
UNC needs to continue to require and report PLACE / PRAXIS exam score in order to identify and count “completers.”
Due to changes in CDE regulation (2009) PEC asked Ginny, Harvey and Nancy to come up with an alternative (to taking the PLACE) for candidates. A plan was developed. Nancy, Eugene, and Ginny recommended that PEC table the proposed changes to PLACE / PRAXIS which were going to be made at UNC (these would be discipline specific and may not align with the State, but would give candidates more flexibility in test type/brand and opportunity to take exam). Specifically, it was recommended that PEC table the PLACE/PRAXIS discussion until CDE makes a decision about how it will proceed with standardized exam types and requirements in Colorado.

CCoDE met October 17th. CDE provided a 2-3 hour briefing.

- CCoDE members learned at the briefing that as part of educator licensing statute rule and content realignment the State is also exploring changing from the PLACE to other (possibly PRAXIS II or NES) content knowledge assessments to meet the needs of their candidates and students.
- CASPA has requested the State not choose the PRAXIS or NES but rather accept all the exams. Both companies have test on demand. Both NES and ETS have nationally normed score setting venues.
- This would allow candidates from UNC and other IHEs to choose which exam they want to take and the test takers would need to meet a national cut score.

Jason Byrnes made a motion to consider the recommendation; Jeri Kraver seconded the motion. Following discussion Jason revised the motion to table the topic until the November PEC meeting; Melitta Wagner-Heaston seconded the motion; motion unanimously approved.

- Course Syllabi Guidelines: Request for updates
<http://www.unco.edu/cebs/faculty/pec.html>
Information regarding this topic will be moved to the November PEC meeting. Jeri Kraver made a motion to move this topic to November 20th; Teresa Higgins seconded the motion; motion unanimously approved.
- Phil Klein requested an invitation to the ELED major conversation. Both Phil and Joan Clinefelter emphasized that affected content faculty be notified and involved in these discussions. Ginny Huang stated that conversations will resume and the ELED faculty will restart communications with the content faculty. It is important to note that the ELED revision meetings are not open.

VI. New Business:

- PEC unanimously approved a request to move the deadline receipt of curriculum in November from the 13th to the 18th.
- Wendy Adams requested the name of a faculty who works with highly functioning Asperger and autistic students. Special Education faculty, Tracy Mueller, was recommended.

VII. Other

- Mark Montemayor asked about student teaching seminars: How many are separate classes or integrated into the classes themselves? Response: Secondary – teaching seminars are separate (considered part of the student teaching requirement); no course attached. Elementary – handled by the university supervisor. Not a separate course; part of EDEL 454.

VIII. Adjournment

Meeting adjourned by unanimous consent.

PEC Meeting Schedule

October 30	(deadline for receipt of curriculum: 10/23)
November 20	(deadline for receipt of curriculum: 11/13)
December 4	*(deadline for receipt of curriculum: 12/1)
January 29	(deadline for receipt of curriculum: 1/22)
February 26	(deadline for receipt of curriculum: 2/19)
April 2	(deadline for receipt of curriculum: 3/26)
April 30	(deadline for receipt of curriculum: 4/23)
May 7	(deadline for receipt of curriculum: 4/30)

All meetings will be held in McKee 282, 4:00-5:30 PM.

Minutes submitted by Marsha Stewart