

**Concord University**  
**NOYCE Workgroup Meeting**  
**June 28, 2022**

**In Attendance:** Andrea Campbell, Kathy Hawks, Edward Huffstetler, Kathy Liptak, Alice Hawthorn-Allen, William Williams, Michael Bean, Julie Miller, Amanda Feldes, Tracey Simpson

Lunch Served.

Meeting called to order by Andrea Campbell

**Introduction to NOYCE Grant**

- Andrea Campbell provided background information regarding Noyce Grant. This grant is a capacity building grant for NSF, focused on Concord University's Master of Arts in Teaching (MAT) candidates with STEM degrees at the undergraduate level. The NOYCE grant is responding to a high need for STEM teachers in high need districts.
- There are four tracks for the NOYCE grant; we are focused on track 2.
- Once capacity is achieved, a full proposal can be submitted. If we submit a full proposal and are fully funded for track 2:
  - Undergraduate STEM degree individuals will come through the MAT program as a fellow and obtain initial licensure. They cannot currently be teaching to be considered as a fellow.
  - Program completers will receive a supplemental salary of \$10,000 each year, for the first 4 years they are teaching

**MAT Program review**

- MAT Program needs:
  - Have a program that can be completed in 12 months. This means candidates cannot be working as a teacher during the program. Due to this, tuition would be free
  - Grow relationship with LEAs, and enhance the relationship as much as possible
  - Must meet needs of students and industry
  - Must maintain fellows as teachers
  - Must have relevant coursework to prepare teachers for high need, diverse communities
  - Need to partner with community colleges to review articulation agreements (2+2+1 /4+1)
- MAT Admission requirements
  - Current MAT content areas reviewed. WVDE has been asked why we cannot prepare candidates for any licensure area since licensure is based upon undergraduate degree. For this to happen, the MAT program will need to be re-reviewed by WVDE.
  - Current MAT admission requirements were reviewed. Currently, MAT admission requires a 2.75 overall GPA and content area GPA. This will be lowered to 2.50 in order to align with WV licensure requirements
- Current Curriculum
  - Current coursework & curriculum reviewed
  - Candidates must have 125 early clinical experience hours for licensure at all developmental levels covered in their licensure
  - PK-Adult licensure areas must take an Elementary Methods course (EDUC517)
  - \$509/hour in state and virtual tuition. Tuition being waived for in-state individuals would help tremendously
- MAT Enrollment
  - FY 2019-20: 15 / FY 2020-21: 9 / FY 2021-22: 9
  - Enrollment has significantly decreased, especially in STEM areas
  - We need to recruit our own undergraduate science majors from CU, and other local universities. Many students do not realize the MAT program is an option.

**Next Steps**

- Integrated simulation with Mursion in later coursework. This allows for a controlled environment, and feedback. Simulations can be intentionally and purposefully placed in coursework.
- Determine when the optimal starting semester would be
- Establish whether or not it is feasible for candidates to complete 125 early clinical experience hours in 1 semester
- Consider having STEM faculty teach methods coursework
- Strategically place candidates with strong mentors. Recruit a specific list of willing STEM mentors.
- Review course descriptions to see what needs to be changed.

## MAT Program SWOT Analysis

<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"><li>• Hawks: Our partners always comment on high quality of our program, and the professionalism of students</li><li>• Felde: high expectations of students, small course sizes, personal connection to professors and availability of help</li><li>• Bean: High support for students from faculty and the university, differentiation of student needs, high engagement with students, personal touches</li><li>• Campbell: early clinical experience hours, hands on experience in teaching, educator disposition assessment</li><li>• Williams: accountability of students throughout the program</li></ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"><li>• Concord University's name recognition beyond our area</li><li>• There are no "reviews" of program for potential candidates</li><li>• Search engine optimization – our program is 20+ pages into Google</li><li>• Traditional licensure is stricter with high standards, and more policies</li><li>• Low instate retention of graduates</li></ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>• Meet with individuals from other institutions. There are numerous other institutions in our area</li><li>• Meet with high school students so they are aware of "back up plans"</li><li>• Add 'Featured Stories' to MAT website</li><li>• Have educators speak with STEM course students during seminars instead of scientists</li><li>• Businesses that employ mathematicians &amp; scientists who may want a career change</li><li>• Run news stories about program on local stations</li><li>• Allow candidates to substitute to supplement income</li></ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"><li>• There are cheaper and faster options/competitors</li><li>• Timing of COVID – not many individuals want to be teachers. Negativity toward teaching profession</li><li>• WVDE is our competition in regard to their alternative certification programs and pathways to licensure.</li><li>• WVDE does not share data or contact information</li></ul>

Meeting adjourned.

**Concord University**  
**Department of Education**  
**August 11, 2022**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Kathy Hawks, William Williams, Michael Bean, Brenda Epling, Samantha Gordon, Melissa Goodson

**Reminders:**

- 8/12 – advising
- 8/15 – students report
- 8/19 @ 4pm – last day to add/drop
- 8/22 – office hours submitted to Department Chair
- 8/23 @ 2pm – BOG report due to Department Chair
- 9/7 @ noon – next department meeting
- 9/30 @ 4pm – TEP applications for Fall 2022 due in LiveText
- 10/17 – TPAs due from students in LiveText
- 11/1 – Program Assessment Reports due (CTL workshops in Sept)
- 12/31 – Professional Activity Summary (PAS) new form due

**Updates/Announcements**

- 5/3/22 minutes approved
- Students must be marked “unattended” in Course Web by end of second week of class
- Students who complete AP English 11 or 12 in high school will receive credit for ENGL101 and Literature (ENGL203 or ENGL204)
- Students who complete AP Biology in high school will receive credit for BIOL121 and BIOL122
- New faculty mentors need to be assigned – all current faculty volunteered
- Dr. Ernie Adkins is the new Mercer County Assistant Superintendent. Kelli Stanley is new principal at Princeton Primary. Shelly Simpson is new principal at Mercer Elementary, leaving Brushfork Elementary in search of a principal.
- Committee Elections
  - Faculty Executive Board (FEB): Anita Deck & William Williams
  - Academic Policy Council (APC): Samantha Gordon
  - Diversity Committee: Michael Bean
  - Assessment Committee: Michael Bean
  - Online Education Committee: Brenda Epling
  - College Personnel Committee: tabled until next meeting
- Education has the most enrolled students *on campus*. Newly enrolled students as of summer 2022:

Elementary (regular) – 30	Special Education – 6	Social Studies – 7	English – 6
Elementary (online) – 35	General Science – 1	Wellness - 8	Music – 1

**New Business**

**1. GPA for program admission and completion**

- In order to align with Policy 5100, the Overall GPA requirement for initial licensure program admission (MAT and TEP Admission) will need to be lowered from 2.75 to 2.50.
- If we would like GPA requirements included in Academic Catalog for Mat & M. Ed. Programs a catalog change form will need to be submitted
- Lowering all GPAs to match Policy 5100 was discussed. To align with Policy 5100, we need lower Professional Education GPA and all Content Area GPAs to 2.50 at the undergraduate level.
- William Williams motioned to lower all GPAs (admission, completion, pro-ed & content area) at the undergraduate and graduate levels to 2.50 to align with Policy 5100. Michael Bean seconded, all in favor. This will be official in the 2023-2024 catalog; GPAs lower than 2.75 in old catalogs will be given exemptions/waivers as needed.

**2. CAPA vs. SPA / WVTPA / WVDE**

- All programs go through specialized program assessment (SPA) according to WV policy. Many professional organizations have backed out of SPA review. The state department is developing CAPA to review programs. We are not sure when CAPA will be approved, so we will need to submit SPAs in the fall to be safe. SPAs are still required for CAEP accreditation at this point in time.
- The WVTPA is being reviewed by WVDE along with EdTPA and PPAT. EdTPA and PPAT are nationally normed. We must use a nationally normed assessment by a given determined time. WVTPA is being assessed for reliability and validity. Findings will be brought before WVTPA team this fall for review
- WVDE Superintendent Burch has transferred. New WV Superintendent has been announced.
- WV Policy 2419 is open for comment; this will impact IEADA laws.
- 9/23 Policy 5100 is being reviewed in regard to what content courses will be required – Andrea Campbell will be attending meeting

### **3. Grow Your Own (GYO) Updates**

- GYO MOU from state department has been reviewed. It has been determined what courses will be counted for college credit on our education program
- We have a course outline for each participating county
- State department developed education courses that will transfer into our program. High school students will come to campus or ZOOM into CU course
- Students go back to “high school” county for residency, and employment for a contracted number of years. Many counties will be paying students tuition.
- We have been meeting with counties (Monroe, Summers & Fayette currently), and introducing the GYO program in combination with our M. Ed. Programs to “plant the seed” of graduate programs for the GYO students.
- Teacher Education Program volunteer hours will be waived
- GYO students must pass all praxis exams for program admission and licensure
- Keep in mind that younger students could result in lower maturity levels in assignments, class participation and clinical experiences

### **4. Clinical Experiences & TPA – Dr. Kathy Hawks**

- Kathy Hawks presented faculty with Early Clinical Experience brochures. Kathy Hawks will be meeting with all clinical experience participants during first 2 weeks of class, and will provide each student with a brochure for themselves and for their mentor.
- Alison Conner will be emailing guidelines and contact information to all mentor teachers – this will ensure they receive the information
- All faculty provided the state TPA lesson plan to use in early clinical experience assignments
- We currently have 37 residency candidates (26 residency I / 11 residency II or student teaching), and 88 early clinical experience candidates (83 undergraduate, 5 MAT)
- Residency II students can substitute 10 day per month in their placement school in any content area for full substitute pay
- Residency II students will receive a \$2,000 stipend. CTR participants will not receive the stipend.
- Residency I & II will utilize the Danielson Framework for Teaching (DFT) beginning this semester. This will replace the WVERT and STOT. The mentor and university supervisor will both complete the evaluation in LiveText during both parts of residency. DFT will be transitioned into early clinical experience evaluations in future semesters.

**Concord University**  
**Department of Education**  
**September 7, 2022**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Kathy Hawks, William Williams, Michael Bean, Brenda Epling, Samantha Gordon, Melissa Goodson

**Reminders:**

- 9/21 2-4pm – Majors & Minors Fair (Ballroom)
- 9/30 @ 4pm – TEP applications for Fall 2022 due in LiveText
- 10/1 – Faculty applying for promotion submit letter to College Deans, [provost@concord.edu](mailto:provost@concord.edu) & [dtterrell@concord.edu](mailto:dtterrell@concord.edu)
- 10/5 – mid-semester grade reports by 12:00 new for all students
- 10/7-10/28 advising for Spring 2023 semester
- 10/17 – TPAs due from students in LiveText
- 11/1 – Program Assessment Reports due (CTL workshops in Sept)
- 12/31 – Professional Activity Summary (PAS) new form due

**Updates/Announcements**

- Dr. Anita Deck Keynote for HEPC STEM/STEAM day in Charleston – Sept. 15th
- 8/11/22 minutes approved
- Students must be dropped for non-attendance by the 1<sup>st</sup> Friday of the first week of class beginning Spring 2023
- William Williams, Michael Bean & Samantha Gordon volunteered to represent our department at the Majors & Minors Fair
- Bailey Meadows conducted a website audit to prepare for launch of new platform at the end of September. Faculty provided suggestions.
- Pre-Admission to TEP Seminars: Sept. 12 2:00 (RM 100), Sept. 16<sup>th</sup> – 2:30 ZOOM, Sept.20 8:30 (RM 100), Sept. 27<sup>th</sup> 9:00 ZOOM
- TEP rubric has been updated to reflect specific reference to the WV Professional Teaching Standards

**New Business**

**1. GPA Discussion / Catalog Changes**

- In order to align with Policy 5100, the Overall GPA requirement for initial licensure program admission (MAT and TEP Admission) will need to be lowered from 2.75 to 2.50. To align with Policy 5100, we also need lower Professional Education GPA and all Content Area GPAs to 2.50 at the undergraduate level. These changes were unanimously approved during 8/11/22 department meeting. This will be official in the 2023-2024 catalog; GPAs lower than 2.75 in older catalogs will be given exemptions/waivers as needed.
- Catalog change form drafts for GPAs for all content areas were reviewed in preparation for being taken through Academic Council. This need brought a new thought/question to the table since catalog changes were already being made---Do we lower grade requirements from 'C or better' to 'passing with a D' to better align with the new GPA requirements? Changes need to be consistent across all programs/content areas
- Current minimum grade requirements:

Content Area	Pro-Ed. Coursework	Content Area Coursework
Elementary	'C' or better in all courses	'C' or better in EDUC and MATH courses. All other courses can have 'D'
Special Ed.	'C' or better in all courses	'C' or better in EDUC, EDSP and MATH courses. All other courses can have 'D'
English 5-A	'C' or better in all courses	'C' or better in all courses
General Sci. 5-A	'C' or better in all courses	'C' or better in all courses
Music PK-A	'C' or better in all courses	'C' or better in all courses
Social Studies 5-A	'C' or better in all courses	'C' or better in all course
Wellness PK-A	'C' or better in all courses	All courses need to be passed with at least a 'D'

- The following options were discussed at length. Repercussion of this were discussed, including the potential for less qualified/knowledgeable teachers in the field. Praxis II will be a "fail safe" to ensure candidates are knowledgeable in subject area if they receive 'D' in content area coursework.
  - Removal of 'C or better' requirement for Pro-Ed and Content Area coursework for all concentration areas.
  - Removal of 'C or better' requirement for Content Area coursework for all concentration areas, but leaving the requirement for Pro-Ed coursework.
- Michael Bean motioned to keep the 'C or better' requirement for the Pro-Ed coursework in all content areas. Anita Deck seconded. All in favor.
- Kathy Hawks motioned to remove the 'C or better' requirement for Content Area coursework in all content areas, allowing students to pass courses with a 'D' without having to repeat. In favor: 6 / Not in favor: 1

**2. Grow-Your-Own**

- 1<sup>st</sup> Grow-your-own student is currently in EDUC210
- Concerns that high school CU courses only cost \$75, but textbooks for the courses could cost hundreds. This results in a need to review current textbooks for education courses

### 3. **WVTPA – Kathy Hawks**

- WVTPA national standards seem complicated on the rubric. They are difficult to find and some cost money to access. For now, do not worry about national standards; focus on state standards

### 4. **CAPA vs. SPA**

- Elementary, General Science & Music no longer have SPAs → must do CAPA
- Special Education, English, Wellness, Social Studies (must pay for review), Educational Leadership → must do SPA (due 9/15/23) for this cycle, but will do CAPA next time. If SPA is approved, a CAPA doesn't need to be completed. If SPA is not approved, a CAPA will need to be completed.
- Reading Specialist doesn't have a SPA, and CAPA isn't available yet.
- None of the professional organization's conferences have a SPA workshop. Professional organizations have webinars available for SpA writing.
- CAPA pilot phase was provided to faculty, and was reviewed during this meeting

**Concord University**  
**NOYCE Workgroup Meeting**  
**September 29, 2022**

**In Attendance:** Andrea Campbell, Kathy Hawks, Alston Sarver, Rosemary Mitchell, Edward Toman, David Guy, Choskie Harmon,

Dinner served.

Meeting called to order by Andrea Campbell

**Meeting Objective:**

Meeting adjourned.

**Concord University**  
**Department of Education**  
**October 5, 2022**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Kathy Hawks, William Williams, Michael Bean, Samantha Gordon, Melissa Goodson, Anita Deck

**Reminders:**

- 10/7-10/28 advising for Spring 2023 semester
- 10/17 – TPAs due from students in LiveText
- 11/1 – Program Assessment Reports due (CTL workshops in Sept)
- 12/31 – Professional Activity Summary (PAS) new form due

**Updates/Announcements**

- 9/7/22 minutes approved following revisions
- TEP Portfolio reviews due 11/4/22 by 4pm
- Last department meeting will be our Holiday Party. Bring a gift for the game.
- APC (Samantha Gordon): professors can drop student from course (submit as recommendation), then Registrar has final say
- FEB (Willy Williams): FEB will meet 10/10 to review textbook ordering issues. It is \$75/hour for Follett “opt-in” program, but students are not given the cost of the textbook without opting-in. It could be cheaper overall for a student to not opt-in.

**New Business**

**1. Grow your Own (GYO) Updates**

- We need to strengthen the communication between schools & institutions
- Currently have agreements with Monroe County (15-20 interested students) and Summers County (15-30 interested students)
- Counties must register students as GYO. Then they will be enrolled in GYO classes. Institutions do not bill the student; WVDE will reimburse institution tuition.
- We can teach the GYO courses developed by the state department. However, if our courses align with the state department matrix, then the GYO student can take CU course as dual credit.
- GYO registered students receive free membership to Educators Rising

**2. TPA – Kathy Hawks**

- 11 TPA submissions due 10/17/22 from students.
- WVTPA state training being scheduled soon, then everybody else must score a sample TPA to make sure we are reliable/valid



**Concord University  
NOYCE Workgroup Meeting  
November 1, 2022**

**In Attendance:** Andrea Campbell, Kathy Hawks, Alison Conner, Marcus Murrell, Michael Bean, William Williams, Anita Deck, Kathy Liptak, Tracey O’Donnell, Todd Browning, Krissy Zickafoose, Julie Miller

Lunch served.

Meeting called to order by Andrea Campbell

**Meeting Objective:** Review MAT Program objectives

**Review of NOYCE Workgroup 2 Meeting regarding MAT Program**

- Move to an all-inclusive price instead of per credit hour. Remove any additional fees or add them into the inclusive price
- Consider adding new content areas.

**Comparison to competitors & take-aways:**

- Kathy Hawks gathered information and objectives for other MAT Programs to compare them to Concord University’s MAT Program Objectives. Institutions reviewed: North Central (NC), Western Governors University (WGU) and Georgia Southern (GS)
- Compared number of hours in the program, objectives, courses completions time, starting dates and content areas
- We currently do not have an MAT Program for elementary, special education or early childhood – other programs do. We can add any area licensed by WVDE and has a corresponding Praxis II exam; we will need to go through the appropriate channels to have it added to our MAT program.
- How do other institutions handle clinical experiences?
- We need to re-evaluate MAT coursework – none of the comparison institutions have a research course.

A --- Add	S --- Scrap	K --- Keep
<ul style="list-style-type: none"> <li>• Flexible start</li> <li>• 8-week sessions (fall/spring), 2 per semester. Four courses total per semester, two courses per 8-week session</li> <li>• Two 5-week summer sessions, 2 courses per summer session</li> <li>• Self-paced courses &amp; coursework. Submit assignments whenever, instead of structured due dates</li> <li>• Competency based assessment to receive credit for courses instead of grades/assignments               <ul style="list-style-type: none"> <li>• HLC doesn’t accredit CU as a whole based upon this concept. It would take a long time to change</li> <li>• There is no CLEP test available for pedagogy coursework</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Current program &amp; course objectives → Create a program outline or condensed objectives</li> </ul>	<ul style="list-style-type: none"> <li>• On the job clinical experiences</li> <li>• Flexibility of course offerings</li> <li>• Structure of having a plan when you begin the program</li> <li>• Actual people to talk to in case you need help</li> </ul>

**Proposed New MAT Objectives**

- Kathy Hawks will create draft of “new” objectives based upon collaborative feedback received during this meeting, and email it to workgroup prior to next meeting 2/17/23
- Learning Objectives and/or Program Outcomes:
  - Leadership
  - Instructional Design
  - Diversity & Inclusion
  - Contextual Factors
  - Relevant & Current
  - Classroom Management
  - Reflective Individuals
  - Ethical & Professional Behavior
  - Content expert with strong knowledge base

Meeting Adjourned.

**Concord University**  
**Department of Education**  
**November 9, 2022**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Melissa Goodson, Samantha Gordon, Kathy Hawks, William Williams

**Reminders:**

- 11/16 Department of Education Meeting – graduate programs
- 11/21-11/25 Thanksgiving Break
- 12/5-12/9 Fall 2022 Final Exams
- 12/7 Department of Education Meeting – NOYCE MAT program
- 12/7 Department of Education
- 12/10 Undergraduate Commencement
- 12/31 – Professional Activity Summary (PAS) new form due to Department Chair & Dixie Terrell
- 1/2/23 – Syllabi posted on courses offered
- 1/9/23 – Spring 2023 semester begins

**Updates/Announcements**

- 10/5/22 minutes approved
- All faculty must attend at least 2 CTL workshops per month
- All departments must have 3 faculty members go through QM training in order to review others: Samantha Gordon, Melissa Goodson & Anita Deck volunteered
- Fully online courses will be peer reviewed Fall 2022. You will be notified before the review. Please compare course syllabi to rubric, and align course to the rubric for spring 2023.
- Samantha Gordon will be bringing winter break proposal to APC

**New Business**

**1. Catalog ‘clean up’ – each catalog change was reviewed/discussed**

- Changes made will impact the registration system, but we will still review pre-requisites in house as we always have. CU’s registration system tends to give error codes for odd and outdated pre/co-requisites
- Kathy Hawks motioned to accept all changes, Anita Deck seconded. 6 in favor, 1 opposed.
  - Remove all pre/co-requisites, excluding TEP admission, from EDUC & EDSP course to allow for easier registration for students.
  - Add TEP admission to EDUC308, EDUC309, EDUC315, EDUC412, EDUC413, EDUC414 & EDUC418
  - Remove grade of ‘C’ or better from EDUC & EDSP courses that are not part of the Pro-Ed courses. Add grade of ‘C’ or better to EDUC450. Currently, EDUC & EDSP courses in the content area are the only courses that required a grade of ‘C’ or better. All other subject area course codes require at least a ‘D’. This change was previously voted on, and approved, during previous department meeting. It will be made effective in the upcoming catalog.
  - For secondary education majors: Replace EDSP409 with EDSP415 – these courses are already cross-listed

**2. Grow Your Own (GYO)**

- Met with Summers County – they are submitting their list of GYO students
- Chief Academic Officer has final say if 9<sup>th</sup> and 10<sup>th</sup> graders can take our education courses. If request is denied, then we will follow HEPC policy regarding 11<sup>th</sup> and 12<sup>th</sup> graders only.

**3. Graduate Course Evaluations**

- We currently use the same evaluation for undergraduate and graduate courses. Graduate courses need a different evaluation.
- Faculty provided with sample Graduate Course Evaluation, and discussion questions from the Graduate Council. We must develop and/or choose 10 questions we would want to keep for a new graduate course evaluation. Andrea Campbell will send out list of our questions to be reviewed on 11/16 (education graduate meeting), prior to next Academic Council meeting (12/1/22)

#### **4.PAS**

- Advising counts as teaching
- If you contribute to scholarship or pedagogy, it will count towards teaching & scholarship
- Assessment counts towards teaching & scholarship (CAEP assessment only, not internal assessment)
- Service counts for teaching if you are providing a service that is relates to the teaching field
- Review: Personnel Committee→Department Chair→Administrative Committee (College Dean & Provost)→President

#### **5.Case Study**

- SkyFactor is going away
- Andrea Campbell suggested providing Professional Development credit for case study participants (pre-test, post-test, lesson plan & observation)
- CAEP does not require us to follow case study candidates for 3 years

**Concord University**  
**Department of Education: Graduate Programs Meeting NOYCE**  
**November 16, 2022**

**In Attendance:** Andrea Campbell, Anita Deck, Samantha Gordon, Kathy Hawks, William Williams

Lunch served.

Meeting called to order by Andrea Campbell

**Meeting Objective:** Review graduate course evaluation questions by graduate course faculty

- Question #4 – remove everything after ‘;’ and change ‘fair’ to ‘clear’ since ‘fair’ is subjective
- Question #11 – there isn’t a need for this question for a fully only course
- Combine questions #12 & #13
- Question #13 is subjective. Can students truly determine what is considered ‘appropriate’?
- Add question: The instructor provided clear, and meaningful, feedback on course activities
- Add question: What grade are you expecting to receive in this course?
- Suggest utilizing a 5-point Likert Scale (strongly agree, agree, neither agree or disagree, disagree, strongly disagree)

Meeting adjourned.

**Concord University**  
**Department of Education**  
**November 16, 2022**  
**Department of Education: Graduate Programs Meeting**

Meeting called to order by Andrea Campbell to review graduate course evaluation questions

**In Attendance:** Andrea Campbell, Anita Deck, Samantha Gordon, Kathy Hawks, William Williams

- Question #4 – remove everything after ‘;’ and change ‘fair’ to ‘clear’ since ‘fair’ is subjective
- Question #11 – there isn’t a need for this question for a fully only course
- Combine questions #12 & #13
- Question #13 is subjective. Can students truly determine what is considered ‘appropriate’?
- Add question: The instructor provided clear, and meaningful, feedback on course activities
- Add question: What grade are you expecting to receive in this course?
- Suggest utilizing a 5-point Likert Scale (strongly agree, agree, neither agree or disagree, disagree, strongly disagree)

**Concord University**  
**Department of Education**  
**Wednesday, January 24, 2023**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Brenda Epling, Melissa Goodson, Samantha Gordon, Kathy Hawks, William Williams

**Reminders:**

- 2/1/23 Education Board Report due
- Pre-Admission to TEP Seminars: 2/1, 2/10, 2/14, 2/21
- 2/28/23 TEP Applications due
- 3/1/23 Mid-term grades due
- 3/6-3/10 Spring Break
- 3/13-3/24 Advising for Summer/Fall 2023 course selection
- 3/24 YLR1 application materials due
- 4/28/23 Clinical Experience hours & evaluations due in LiveText
- 5/9/23 Final Grades Due

**Updates/Announcements**

- 11/9/23 & 11/16/23 minute approval tabled until next meeting
- Spring 24 target to have everything developed & fully implemented for new CAEP cycle. Allows for 3 full cycles of data
- ***Effective 1/11/23:*** Students who fail praxis II twice, have a 'B' average in content area, receive recommendation from EPP & have an EPP supervision plan will be allowed to student teach and graduate. They will be hired for one year on a restricted permit. During the permit year, if they pass edTPA they will be licensed and will never have to pass praxis II

**New Business**

**1. Summer/Fall 2023 schedules**

- Course caps were directed to be increased to seating capacity, and online courses to 35 seats prior to start of spring 2023 semester. Provost met with deans to determine that 30 online seats was a sufficient amount for future semesters
- 33 M.Ed. & MAT students enrolled for Spring 2023 semester. This will impact course offerings.
- Summer & fall course offerings, & anticipated enrollment, was reviewed for undergraduate & graduate offerings. All faculty will have a full 12-hour load for fall.
- Alison Conner will be reaching out to graduate program students who 'sat out' fall 2022 and/or spring 23 to determine if they will be returning
- Fall undergraduate course needs 8 students to 'make,' graduate courses need 5
- Fall 2023 anticipated residency: 34 residency I / 22 residency II. Possibility of overload pay for supervision instead of paying adjuncts. It was pointed out that having faculty in the schools keeps our department current and up to date with the school systems.

**2. EDA**

- Before action can be taken, student needs to 'do something,' but we also need to protect our relationship with schools & mentors.
- Andrea Campbell proposed that we initiate an EDA as a conferencing tool before they go into a clinical experience. This would allow us to document concerns that could create a potential problem. We need to ensure students have developed the necessary skills before placement moves forward. We need to prevent the 'you knew and sent them anyway' issues.
  - Melissa Goodson – this approach is proactive instead of reactive and will set students up for success.
  - William Williams – this will protect our department and CU legally.
- The EDA will need to be explained in all education courses at the start of each semester, regardless of if they have a clinical experience or not.
- Kathy Hawks proposed a student appeal process. Andrea Campbell will look into this.
- Alison Conner will send an EDA Acknowledgement Statement with clinical experience forms for students to submit each semester, instead of waiting to submit with their TEP portfolio.

### **3. Praxis II and the WVDE**

- **Effective 1/11/23**: Students who fail praxis II twice, have a 'B' average in content area, receive recommendation from EPP & have an EPP supervision plan will be allowed to student teach and graduate. They will be hired for one year on a restricted permit. During the permit year, if they pass edTPA they will be licensed and will never have to pass praxis II
- This was passed without discussion with higher education
- EDA can be used as a tool to deny permit application
- Fall 2019 and later candidates who didn't pass praxis II: 4 never passed, 4 delayed for 1 semester, 3 delayed for 2 semesters

### **4. CAEP Revised Standards**

- Ethics is emphasized and needs to be adopted, imbedded and assessed.
- We need to see what ethical standards align with our programs. We need to know when they are assessed, and how.
- Everybody needs to review 3 ethical standards for next department meeting. Determine how we will imbed them into our program. We will meet with our partners to co-develop ethical standards for our program.

### **5. WVPTA / EdTPA / PPAT**

- Received feedback about WVTPA and we can resubmit by mid-February
- HEPC & WVDE refused to house the WVTPA data, but then HEPC decided to house the data in the end.
- If WVPA is officially approved, students won't have to take Praxis PLT exam. PPAT & EdTPA institutions does require PLT

### **6. Surveys: Employer Satisfaction & Completer Satisfaction**

- NeXT Surveys included: Graduate Survey (completer satisfaction, 1 year post graduation), Completer Survey (last day of Residency II) and Employer Survey (employer satisfaction, 1 year post graduation)
- NeXT is not supported by HEPC, so the Skyfactor was piloted Fall 2022. Skyfactor response rate was almost zero.
- HEPC and the WVDE will no longer pay for Skyfactor
- We now must create our own surveys, and they must be CAEP sufficient. We will need to align these surveys to the new CAEP standards.
- CAEP completer definition: graduates who are teaching in their content field

### **7. Case Study**

- SkyFactor is going away
- Andrea Campbell suggested providing Professional Development credit for case study participants (pre-test, post-test, lesson plan & observation)
- CAEP does not require us to follow case study candidates for 3 years

**Concord University**  
**Department of Education: Graduate Programs Meeting NOYCE**  
**February 15, 2023**

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Kathy Hawks, William Williams

Lunch served.

Meeting called to order by Andrea Campbell

**Survey Development**

- **Employer Satisfaction Survey:** Michael Bean & Kathy Hawks aligned the current Employer Satisfaction Survey to the WVPTS and CAEP standards. They added rubric items/descriptions to ensure CAEP requirements were met.
  - Rubric items were added regarding ITSE technology standards. Anita Deck suggested adding rubric item about teachers integrating technology.
  - Andrea Campbell suggested adding ‘strongly agree’ and ‘strongly disagree’ to the proposed rating scale.
- **Exit Interview:** Merge WVPTS/CAEP aligned Employer Satisfaction Survey with the Exit Interview questions. By doing this, we would also be able to reword the questions to have them apply to the Candidate Satisfaction Survey that is sent 1 year after graduation.
- Andrea Campbell suggested adding specific ‘Choose all that apply’ questions that align with CAEP standards in lieu of large text box answers/questions.
- We will need to develop Early Clinical Experience and Student Teaching Experience evaluations for students to complete

**MAT Objectives**

- Objectives were revised based upon feedback from the Fall 2022 MAT meeting. Kathy Hawks provided MAT faculty with revised MAT program objectives for review. Objectives were approved by MAT faculty, and will be presented to NOYCE workgroup at 2/17/23 meeting

<b>Objective</b>	<b>InTASC Alignment</b>	<b>CAEP Alignment</b>
MAT candidates will use evidence to continually evaluate their practice and make adaptations to meet the needs of each learner and the school community	InTASC 9	R1.4
MAT candidates will interpret assessment data to design effective instruction targeted to diverse student needs	InTASC 6, 7, 8	R1.3
MAT candidates will seek appropriate leadership opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession	InTASC 10	R1.4
MAT candidates will be flexible educators who consider community demographics as evident in lesson and event planning for P12 students and their families	InTASC 1, 2	R1.1
MAT candidates will provide expert knowledge in content, delivering it with enthusiasm and creativity	InTASC 4, 5	R1.2
MAT candidates will use a variety of classroom management strategies appropriate for diverse classroom situations	InTASC 3	R1.1
MAT candidates will demonstrate ethical behaviors and practices and professional communication skills.	InTASC 9	R1.4
12/7/22		

- We now need to review MAT course objectives and align them with the new MAT program objectives for next MAT program meeting – review, revise, add, delete
- Raised question regarding if all current coursework is currently needed for the MAT program
  - Other MAT programs do not require a research course
  - EDUC505 material seems to be covered in EDUC516/517

Meeting adjourned.



**Concord University**  
**Department of Education**  
**Wednesday, February 15, 2023**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Brenda Epling, Melissa Goodson, Kathy Hawks, William Williams

**Reminders:**

- 2/28/23 TEP Applications due
- 3/1/23 Mid-term grades due
- 3/6-3/10 Spring Break
- 3/13-3/24 Advising for Summer/Fall 2023 course selection
- 3/24 YLR1 application materials due
- 3/31 WVDE CAPA Teams Overview 1pm-3pm
- 4/28/23 Clinical Experience hours & evaluations due in LiveText
- 5/9/23 Final Grades Due by noon

**Updates/Announcements**

- Spring 24 target to have everything developed & fully implemented for new CAEP cycle. Allows for 3 full cycles of data
- 11/9/22 & 11/16/22 department meeting minutes approved. 1.24.23 minute approval tabled until next meeting.

**New Business**

**1. Haley Unger – Blackboard Updates**

- Removal of Fall19 and older blackboard courses that haven't been used since Fall 2019 will be removed on 4/16/23
- In Academic Council, Dr. Huffstetler announced that CU will be changing to Blackboard Ultra; Haley Unger found this out when faculty did. This decision was made in cabinet, and it will be rolled out this summer. Haley will be sending information regarding the change. Haley informed faculty in the department meeting that CU needed to move quickly in order to fix the 'glitches' in our current LMS. *Faculty Assembly and the Technology Committee did not vote on this LMS*
- Michael Bean voiced concern over the discrepancy involving changing to Blackboard Ultra. The decision has been made, and now CU doesn't have time to explore other options. Dr. Bean provided the following timeline regarding the online technology committee's meetings regarding a new LMS
  - 2/18/22 online committee meeting: Dr. Huffstetler informed the committee that CU will be moving to Blackboard Ultra
  - 3/1/22 Department of Education meeting: Dr. Bean shared the 2/18/22 online committee meeting updates with education faculty. During this department meeting it was brought up that Dr. Huffstetler informed other faculty that CU wasn't moving to Blackboard Ultra
  - 4/25/22 Faculty Executive Board (FEB): FEB President asked Dr. Huffstetler if CU was moving to Blackboard Ultra; Dr. Huffstetler informed FEB that CU was not moving to Blackboard Ultra
  - 2/15/23 Dr. Huffstetler announced that CU was moving to Blackboard Ultra as an emergency move. However, CU had the chance since this time last year to explore other LMS platforms but were not given the opportunity.
- Dr. Williams expressed similar concern as Dr. Bean regarding the fact that CU should have had the option to explore other LMS platforms

**2. Adopting a code of ethics**

- Three codes from different associations/agencies to select from: National Education Association (NEA), Nation Association of State Directors of Teacher Education & Certification (NASDTEC), Association of American Educators (AAE)
- Faculty were asked to take a deeper look into each code to review again during next department meeting.
- Actions we need to take/address: 1) which code to adopt a code, 2) where will we assess ethics and 3) how will we document?
- Anita Deck: NASDTEC seemed to be more developed and refined. It included more resources than the others.

**3. EDA Appeal Process**

- CU already has an administrative appeal process. We will add a statement about the CU appeal process to the EDA Acknowledgement Statement that students sign.
- Students will sign an EDA Acknowledgement Statement during each semester they have a clinical experience, instead of submitting it with TEP application.
- Alison Conner will send this document to students with their clinical experience request form.

#### 4. Survey Development

- Employer Satisfaction Survey: Michael Bean & Kathy Hawks aligned the current Employer Satisfaction Survey to the WVPTS and CAEP standards. They added rubric items/descriptions to ensure CAEP requirements were met.
  - Rubric items were added regarding ITSE technology standards. Anita Deck suggested adding rubric item about teachers integrating technology.
  - Andrea Campbell suggested adding 'strongly agree' and 'strongly disagree' to the proposed rating scale.
- Exit Interview: Merge WVPTS/CAEP aligned Employer Satisfaction Survey with the Exit Interview questions. By doing this, we would also be able to reword the questions to have them apply to the Candidate Satisfaction Survey that is sent 1 year after graduation.
- Andrea Campbell suggested adding specific 'Choose all that apply' questions that align with CAEP standards in lieu of large text box answers/questions.
- We will need to develop Early Clinical Experience and Residency Experience evaluations for students to complete
- Survey changes/updates will be reviewed by CTEC & CPAC partners at the next meeting

#### 5. MAT Objectives

- Objectives were revised based upon feedback from the Fall 2022 MAT meeting
- We now need to review MAT course objectives and align them with the new MAT program objectives for next MAT program meeting – review, revise, add, delete
- Raised question regarding if all current coursework is currently needed for the MAT program
  - Other MAT programs do not require a research course
  - EDUC505 material seems to be covered in EDUC516/517

**Concord University  
NOYCE Workgroup Meeting  
February 17.2023**

**In Attendance:** Michael Bean, Marcus Murrell, David Guy, Choskie Harmon, Angela Strickland, Andrea Campbell, Kathy Hawks, William Williams, Anita Deck, Amy Pitzer, Dara Ladner

Lunch Served.

Meeting called to order by Andrea Campbell.

Previous meeting information was reviewed.

**Meeting Objective:**

- Meet with partners about developing marketing strategy and material: Email marketing, digital campaign, content marketing, mobile apps, social media, etc.
- How are we going to market the MAT Program? Who is our target audience; who will be market to? Where do we currently advertise; where should we advertise?

**NOYCE Grant Introduction & Overview**

- Andrea Campbell provided background information regarding Noyce Grant. This grant is a capacity building grant for NSF, focused on Concord University’s Master of Arts in Teaching (MAT) candidates with STEM degrees at the undergraduate level. The NOYCE grant is responding to a high need for STEM teachers in high need districts.
- The MAT program provides a pathway to a masters degree and teaching certification for individuals who have undergraduate degrees in content fields. The NOYCE grant focuses on undergraduate STEM content areas
- Once capacity is achieved, a full proposal can be submitted. If we submit a full proposal and are fully funded for track 2:
  - Undergraduate STEM degree individuals will come through the MAT program as a fellow and obtain initial licensure. They cannot currently be teaching to be considered as a fellow.
  - Program completers will receive a supplemental salary of \$10,000 each year, for the first 4 years they are teaching
- Interviews with NOYCE representatives will be needed. The following individuals will be interviewed: Michael Beam, William Williams, Marcus Murrell, Choskie Harmon & Angela Strickland
- What we have accomplished so far: Developing a 12-month pathway, revision of MAT program objectives (see below), articulation agreements with community colleges, and meetings with partners for feedback and planning.

<b>Objective</b>	<b>InTASC Alignment</b>	<b>CAEP Alignment</b>
MAT candidates will use evidence to continually evaluate their practice and make adaptations to meet the needs of each learner and the school community	InTASC 9	R1.4
MAT candidates will interpret assessment data to design effective instruction targeted to diverse student needs	InTASC 6, 7, 8	R1.3
MAT candidates will seek appropriate leadership opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession	InTASC 10	R1.4
MAT candidates will be flexible educators who consider community demographics as evident in lesson and event planning for P12 students and their families	InTASC 1, 2	R1.1
MAT candidates will provide expert knowledge in content, delivering it with enthusiasm and creativity	InTASC 4, 5	R1.2
MAT candidates will use a variety of classroom management strategies appropriate for diverse classroom situations	InTASC 3	R1.1
MAT candidates will demonstrate ethical behaviors and practices and professional communication skills.	InTASC 9	R1.4
12/7/22		

**Current MAT Program Highlights**

- Working on a single lump-sum MAT program cost – Concord University’s CFO is working on getting this accomplished through the necessary channels and approvals.
- Advanced degrees lead to higher salaries, which leads to higher retirement benefits. In Concord’s service area, advanced teaching degrees yield approximately \$3,000 more per year.
- Coursework is fully online
- Real-world P-12 experiences
- Reduced admission testing. No GRE or MAT exam needed for admission. Candidates who are working towards a master’s degree are exempt from Praxis Core exams
- Current MAT program takes 1.5-2 years to complete. Fellows would ‘fast track’ the program in 1 year.

**Current marketing utilized by Concord University:**

- CU currently uses target marketing on social media. CU’s target market is not the same as the MAT program, so potential MAT candidates will not see advertisements.
- CU’s website needs Search Engine Optimization (SEO) optimized. Amy Pitzer is communicating with the IT department on how to move CU towards the top of google searches.

**Feedback from meeting participants:**

- Participants were asked what methods we should use to advertise, and where should we advertise. Discussion followed, primarily based around targeting individuals who are already teaching, but those individuals would not qualify to be fellows.

	<b>WHERE DO WE ADVERTISE? WHERE COULD/SHOULD WE ADVERTISE?</b>	<b>HOW DO WE ADVERTISE? METHODS?</b>
<b>MUST DO</b>	<ul style="list-style-type: none"><li>• New River Valley - take advantage of articulation agreement</li><li>• Local news websites (WVVA, WVNS, WDBJ)</li><li>• State-wide news websites (Charleston Gazette, Metro News)</li><li>• VA area (rec centers, ‘hang outs’)</li><li>• Tourist attractions to get individuals from out of state (winter place)</li><li>• Professional schools</li><li>• Social media outlets; increase in sponsored ads</li><li>• Teachers unions</li></ul>	<ul style="list-style-type: none"><li>• Student created content for social media</li><li>• Adjust algorithm to the correct target audience</li></ul>
<b>SHOULD (strongly encouraged)</b>	<ul style="list-style-type: none"><li>• Smaller schools where students can obtain a bachelors degree, but not in education</li><li>• State/local conferences/fairs/meetings</li><li>• Local sporting events (K12 basketball, football, baseball, ect.)</li></ul>	<ul style="list-style-type: none"><li>• Paid advertisements</li><li>• Program completer/graduates listing</li><li>• Paid content from influencers</li></ul>
<b>COULD (if funding &amp; capacity allows)</b>	<ul style="list-style-type: none"><li>• Digital television/streaming ads (Hulu, YouTube)</li><li>• Influencers</li><li>• Radio advertisements</li></ul>	<ul style="list-style-type: none"><li>• Determine ways to attract individuals to our webpage (games, resources, etc.)</li></ul>

- Choskie Harmon suggested utilizing social media influencers for a cost. This could allow for nationwide reach if CU MAT program is mentioned during each post or podcast
- Amy Pitzer suggested determining specific demographic of who we would like to target for MAT ads. Our current social media target marketing could be utilized if a target is determined.
- We need to identify problems within the teaching field, and outside of the field. Then advertise how easily the MAT program could solve the problem.

**Concord University**  
**Department of Education**  
**Wednesday, February 15, 2023**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Brenda Epling, Melissa Goodson, Samantha Gordon, Kathy Hawks, William Williams

**Reminders:**

- 3/24 YLR1 application materials due
- 3/31 1-3pm WVDE CAPA Teams Overview 1pm-3pm
- 4/3 TPA Grades due
- 4/7 TEP portfolio reviews due
- 4/20 CTEC & CPAC meeting
- 4/21 6:30pm Honors Banquet – Anita Deck will present awards
- 4/28 Clinical Experience hours & evaluations due in LiveText
- 5/9 Final Grades Due by noon

**Updates/Announcements**

- 1.24.23 & 2.15.23 minutes approved

**New Business**

**1. Adopting a code of ethics**

- Three codes from different associations/agencies to select from: National Education Association (NEA), Nation Association of State Directors of Teacher Education & Certification (NASDTEC), Association of American Educators (AAE)
- Faculty were asked to take a deeper look into each code to review during this department meeting.
  - Anita Deck: NASDTEC seemed to be more developed and refined. It included more resources than the others.
  - Kathy Hawks: NASDTEC is focused with a training MOU already available. NEA wasn't focused enough.
- Kathy Hawks motioned to accept NASDTEC Code of Ethics, Anita Deck seconded, all in favor.
- Actions we need to take/address: 1) where will we assess ethics and 2) how will we document?

**2. Honors Banquet: Outstanding Education Major Awards**

- Elementary Education: Kathy Hawks nominated Lauren Vaught
- Secondary Education: Willy Williams nominated Davis Roberson
- Kathy Hawks motioned to close nominations, Samantha Gordon seconded, all in favor of nominations.

**3. Catalog Change – TEP volunteer hours**

- Catalog change presented to remove the word 'volunteer' from the TEP 'Hours Working with Youth' requirement. These hours can be paid or volunteer; this was confusing TEP candidates. William Williams motioned to accept change, Anita Deck seconded, all in favor.

**4. Blackboard Ultra**

- Transition to Blackboard Ultra – See Provost's message to faculty from 3/13/23
- Haley Unger requested one undergraduate and one graduate faculty member from each department to serve as 'trainer' and point of contact within their department. Individuals will participate in workshops. Anita Deck & Brenda Epling volunteered.

**5. Survey development and implementation – go over updated drafts according to what Kathy H. sent out via email (2/15)**

- Graduate Satisfaction Survey will be administered during Residency II/Student Teaching during final seminar
- Completer Satisfaction Survey & Employer Satisfaction Survey will be sent 1 year post graduation
- Andrea Campbell proposed piloting the new surveys this semester.
- Employer Satisfaction Survey that was reviewed during 2.15.23 meeting was used as basis for other survey development to ensure alignment for data tracking purposes. The verbiage was altered to meet survey completer need.
- Survey draft will be shared with CTEC & CPAC partners at the next meeting to aid in co-development.

**6. MAT Objectives**

- Discussion ensued regarding which specific InTASC standard(s) belong in each course, and which InTASC standard(s) belong in all MAT courses.

**Concord University**  
**Department of Education: Graduate Programs Meeting NOYCE**  
**March 22, 2023**

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Kathy Hawks, William Williams

Meeting called to order by Andrea Campbell

**Survey development and implementation**

- Review updated drafts according to what Kathy H. sent out via email 2/15/23
- Graduate Satisfaction Survey will be administered during Student Teaching during final seminar
- Completer Satisfaction Survey & Employer Satisfaction Survey will be sent 1-year post graduation
- Andrea Campbell proposed piloting the new surveys this semester.
- Employer Satisfaction Survey that was reviewed during 2/15/23 Department of Education meeting was used as basis for other survey development to ensure alignment for data tracking purposes. The verbiage was altered to meet survey completer need.
- Survey draft will be shared with partners at the next meeting to aid in co-development.

**MAT Objectives**

- Discussion ensued regarding which specific InTASC standard(s) belong in each course, and which InTASC standard(s) belong in all MAT courses.

Meeting adjourned.