

**Department of Education**  
**January 24, 2019**

Meeting called to order by Andrea Campbell

**In Attendance:** Richard Druggish, Kathy Hawks, Lethea Smith, Nancy Burton, Andrea Campbell, William Williams, Anita Reynolds, Kathryn Tucker, Michael Bean

**Announcements**

- Drop students based upon attendance. Document last date of attendance in Courseweb. This impacts financial aid.
- Let Kim Nichols know classroom updates/changes. Tell her actual meeting dates and times if different than published dates/times.
- Policies 5100 and 5205 are being revised, and are open for comment
- Send Andrea Campbell “brag sheet” items for the undergraduate and graduate levels
- Send Andrea Campbell “wish-list” for Summer 2019 and Fall 2019 course loads.

**Updates and Reminders**

- 1/22/2019: Send syllabi and office hours to Kim Nichols
- 1/31/19: Summer 2019 course requests due to Andrea Campbell
- 2/1/19: New faculty position input/suggestions due to Andrea Campbell

**New Business**

**1. Department Chair Vote (Fall 2019-Spring 2021)** – At least 2 names will need to be ranked and ordered in secret ballot.

- Kathy Hawks nominated Andrea Campbell, Nancy Burton seconded. Kathy Tucker nominated William Williams, Nancy Burton seconded
- Kathy Hawks motioned to close nominations. Anita Reynolds and Williams Williams seconded
- After tallying of secret ballot, Andrea Campbell received 7 first place votes; Williams Williams received 2 first place votes.

**2. Premier Scholarship** – A new scholarship is being established by Enrollment Management. Each Department will need 2 representatives to conduct 2, twenty minute interviews on 2/22/19 for candidates. Kathy Hawks and Michael Bean volunteered for the Department of Education

**3. BIO 213 (3 credit hours) Proposal** – Dr. McKinley and Dr. Wise proposed adding BIO213 to the Elementary Education K-6 Elective 1 list in order to benefit students in regards to the Praxis II Elementary Science Sub-Test. All in favor to add BIO213 to the Elementary Elective 1 list.

**4. BIO 101/102 changes** – BIO101 & BIO102 will not be subject specific instead of general, meaning there will be a section developed just for Elementary Education majors. Be advised that since not all CU students can take the elementary education section of BIO101, it won't be able to be used towards General Studies.

**5. Summer/Fall 2019 courses** - Send Andrea Campbell “wish-list” for Summer 2019 and Fall 2019 course loads. Be mindful of courses with field experiences. To receive full pay, undergraduate summer courses need 8 students and Fall courses need 10 students; graduate courses need 5 students for both terms. You will have until the Thursday before a course starts to make a decision about offering the course if there are not enough students for full pay.

**6. Graduate Program** – discussed the need to lower the graduate program course-cap, and to be sure to follow pre-requisites. Discussed establishing a set sequence of MAT courses, or having the MAT Program operate as a co-hort. Proposed that EDUC505 be taken before EDUC516, and SPED503 be taken before or concurrently with SPED505. SPED course pre/co-requisites will be sent as a catalog change in the near future.

**7. New faculty position** – looking for a STEM centered individual, possibly with experience in Special Education. A draft job description/posting was provided. Concern regarding being able to find an individual with these specific qualifications in this area was discussed. Send Andrea Campbell thoughts/edits/suggestions.

**8. EDUC308/EDUC309** – Kathy Hawks proposed that these courses must be taken concurrently as co-requisites. Kathy Hawks will be submitting a catalog change form for these courses.

**9. Department Personnel Committee** – All faculty must be observed, and have an observation form completed on them. Nancy Burton will be making the observation forms. Individuals will be able to choose who observers one course meeting. Completed observation forms will need to be added to portfolios. The Department Personnel Committee does not review its own Department's portfolios. Discussion was held regarding who needs to submit portfolios, who needs to be observed, and who will do the observing.

**Department of Education**  
**February 7, 2019**

Meeting called to order by Richard Druggish

**In Attendance:** Richard Druggish, Kathy Hawks, Lethea Smith, Nancy Burton, William Williams, Kathryn Tucker, Michael Bean, Terry Mullins

**Announcements**

- 1/24/2019 minutes approved
- Policies 5100 and 5205 are being revised, and are open for comment. Specifically regarding Methods Block courses being taught in public school classroom, and PDS levels
- \$ collected will go towards lunch for family after funeral

**Updates and Reminders**

- 2/11/2019 Policies 5100 and 5205 comments due
- 2/28/2019 TEP applications and portfolios due
- 3/1/2019 CAEP workday – will work with newly created assessments, will create new assessments. Public school partners will be present to assist in the development and co-creating of assessment instruments.

**New Business**

1. **Catalog Change EDUC308 & EDUC309** – Nancy Burton moved to approve, Lethea Smith seconded, all in favor. EDUC308 & EDUC309 must be taken concurrently.
  
2. **DegreeWorks training by Susie Lusk** – working on aligning DegreeWorks with catalogs and progression sheets. This is a work in progress, and can be used during the advising process. If you come across any errors or issues please let Susie know.

**Department of Education  
February 21, 2019**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Anita Reynolds, Terry Mullins, Kathy Hawks, Lethea Smith, Kathryn Tucker

**Announcements**

- 2/7/2019 minutes approved
- EDA statement will be added to TEP application beginning Fall 2019

**Updates and Reminders**

- 2/25/2019 Founder's Day 3:00pm
- 2/28/2019 TEP applications and portfolios due
- 3/1/2019 CAEP workday – will work with newly created assessments, will create new assessments. Public school partners will be present to assist in the development and co-creating of assessment instruments.
- 3/7/2019 4 year plan revisions and degree information due
- Department of Education Drop-In Advising 9am-3pm: 3/6, 3/21 & 3/26

**New Business**

**1. EDA process/policy-** Review steps: 1) Student meets with reviewer 2) Student meets with ARD Committee (see below) if step 1 is not sufficient.

- An Admission, Retention & Dismissal (ARD) Committee will be created to review issues. Committee will be comprised of Department Chair, Director of Clinical Experiences, and at least 1 other faculty member (most likely course professor(s)). Committee will recommend the next “step.”
- Proposed creating a Professional Development Special Topics 1 credit hour course. A faculty member will be assigned to “mentor” the student
- An improvement plan will be developed in step 1 and step 2 as needed. Based upon the review and outcome of the improvement plan, notes will be added to Degree Works.

**2. CAEP Meeting**

- Morning: Will look at assessment data in groups divided up by assessment. Each group will be comprised of CU faculty members and public school partners. Each group will complete a worksheet based upon the data to determine strengths, weaknesses and improvement recommendations
- Afternoon: Will look at current field experience evaluations and develop rubrics based upon field experience ‘levels’ to match InTASC standards. Field experience levels include EDUC210, EPaT, EDUC306, and Methods Block

**3. 4 Year Plans** – All programs need new 4 year plans. Information on how to ‘sell’ programs, and what can be done with a degree in a specific area will also need to be provided, to be used on a degree information website. See below for who will be creating new 4 year plans. Music needs a volunteer.

Elementary – Hawks	Special Education-Tucker	English 5A-Williams	General Science-Smith
Music-????	Social Studies-Mullins	Health/PE (Wellness)-Campbell	

**4. APC**

- APC is trying to quantify PAS through a Faculty Development Evaluation based upon activities. Discussed regarding viability of this process.
- Faculty must submit a Faculty Development Evaluation to the APC every year, and a portfolio every 5 years
- Andrea Campbell suggested creating department specific rubrics with examples of activities, and providing holistic descriptions instead of points/itemizations

**5. Department of Education Advising** – Group advising will be held from 9am-3pm on 3/6, 3/21 and 3/26

**6. Faculty Position**-Job description errors are being fixed. There are currently 27 applicants, 3 are qualified. Andrea will make all resumes available to faculty for review and input.

**Department of Education**  
**March 1, 2019**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Richard Druggish, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Lethea Smith, Kathy Tucker, Willy Williams, Nancy Burton.

**Updates and Reminders**

- 3/7/2019 4 year plan revisions and degree information due
- 3/7/2019 Department of Education meeting 2-4pm
- 3/7/2019 faculty candidates' phone interviews: noon-1pm, 2-4pm
- Department of Education Drop-In Advising 9am-3pm: 3/6, 3/21 & 3/26

**New Business**

1. **ECRB100** – Catalog Change Form to add ECRB100 as a course. All in favor.

2. **EDA Policy** – A statement will be added to the TEP application that covers level 1 (meeting with instructor) and level 2 (ARD committee intervention). It will be at the instructor's discretion as to which level to use. A form for plan on improvement, and form for outcome will be used at both levels. Notes will be added to Degree Works as needed. Since TEP applications have already been submitted, students will need to sign and return a hard copy statement to the Department of Education before being fully admitted into the Teacher Education Program this semester. This statement will be included with their conditional acceptance letter. Kathy Tucker motion to approve the policy, Lethea Smith seconded, all in favor.

3. **TEP Portfolios** – Alison Conner will randomly select 1 portfolio for all faculty members to review to check rubric reliability. These reviews will need to be completed before reviewing other portfolios.

4. **4 year plans** – Regarding the Milestone column, if something is added here you will need to include an explanation in the notes section

5. **Faculty Position Applicants**-All faculty members will vote for their top 5 candidates (unranked) for a phone interview. Willy Williams voiced concern regarding the STEM and Doctoral qualification, as opposed to what our students truly need in a faculty member, and a general concern for shared governance and a possible bias towards local applicants. This will be added to the next department meeting agenda for further discussion. The candidate votes were as follows:

Gregory Rothwell – 2	Gary Johns – 1	Brian Mumma – 3	Daryl Baynes - 4
Sophia h. – 3	David Mense – 6	Heather Bigley- 2	Melissa Gallegher – 4
Anita Deck - 7	Mary Robertson – 1	Jacob Pleasants - 9	Amanda Feldes - 4

Since there was a tie for 4<sup>th</sup>, the top 4 candidates were selected for a phone interview during the next department meeting:

1) Jacob Pleasants, 2) Anita Deck, 3) David Mense, 4) Amanda Feldes, 4) Melissa Gallegher

**Department of Education**  
**March 27, 2019**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Richard Druggish, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Lethea Smith, Kathy Tucker, Willy Williams

**Announcements**

- Kathy Hawks motions to approved the 2/21 minutes & Terry Mullins seconded with the following revision - Dr. Druggish was not in attendance
- Starting Fall 2019 no more substitutions, as much as possible. The Academic Exception Policy and approval process will become more strict
- New Special Events schedule has been approved. Courses will no longer be canceled for events.

**Updates and Reminders**

- 4/9/19 TPA reviews due
- 4/11/19 Department Meeting 2-4pm
- 4/12/19 TEP Portfolio reviews due
- 4/19/19 Honors Banquet
- 4/25/19 Department Meeting 2-4pm
- 4/26/19 CAEP workday 9am-3pm
- 4/26/19 EDA due in LiveText
- 5/3/19 LiveText closes at midnight for field experiences

**New Business**

1. **Career Pathways presentation by Sheila Womack** – CU will be phasing out the “none declared” major. All new incoming students will select one of five Career Pathways. They will then have 24 credit hours to decide their major within the chosen career pathway, or change their pathway. Dr. Campbell suggested a recruitment plan for those who have identified the Education Career Pathway, and a meeting with an Education Department faculty member.
2. **Academic Momentum Program (AMP) presentation by Sheila Womack** – this program is designed provisionally admitted students, students on academic probation, and all other students who are deemed as at risk. Students will enroll in UNIV101 in addition to UNIV100. UNIV101 will go over success skills (i.e. time management, note taking, etc.), students will meet with a mentor and faculty advisor weekly, and participate in weekly student groups and online activities. Students who successfully complete AMP will receive a \$1,000 scholarship for the following semester. Faculty are encouraged to refer students to the program who have a 2.0-2.90 overall GPA, and identify those students once they complete EDUC210/EDSP303.
3. **Catalog Change for Elementary K-6 Program** – starting with 2019-2020 academic year/catalog. Richard Druggish motioned to approve, Kathy Hawks seconded, all in favor.
  - BIOL101 requirement will be changed to BIOL110 (does not satisfy general studies requirement)
  - BIOL101 will be added to the Elective1 list, along with BIOL213
  - PHSC103 will be removed from Elective1 list and added back to the program as a required course to satisfy the general studies requirement
4. **Honors Banquet** – Fall & Spring nominations, instead of full academic year nominations
  - Kathy Hawks motioned to close Fall 2018 nominations, Lethea Smith seconded, all in favor
  - Lethea Smith motioned to Spring 2019 nominations, Richard Druggish seconded, all in favor

<b>Fall 2018</b>	<b>Spring 2019</b>
<u>Elementary Nominations:</u> <b>Alycea Watson</b> (only nomination)	<u>Elementary Nominations:</u> <b>Alexi Prankus (4)</b> , Mistie Richmond (2), Hannah Painter (0)
<u>Secondary Nominations:</u> <b>Olivia Grondzik</b> (only nomination)	<u>Secondary Nominations:</u> Rachel Pitcher (2), Colby Hill (1), <b>Ashley Meadows (3)</b>

## Department of Education

April 11, 2019

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Richard Druggish, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Nancy Burton, Kathy Tucker, Willy Williams

### **Announcements**

- Kathy Hawks volunteered to be Department of Education representative at the Honors Banquet
- 4/45/19 Department meeting canceled due to CAEP workday on 4/46/19
- 3/27/19 minute approval deferred to 4/26/19 CAP workday meeting in order for all faculty to review

### **Updates and Reminders**

- 4/12/19 TEP Portfolio reviews due
- 4/19/19 Honors Banquet
- 4/25/19 Faculty Executive Board elections
- 4/26/19 CAEP workday 9am-3pm, & EDAs due in LiveText

### **New Business**

1. **EDA Process** – the original EDA process that was approved did not work in real life scenarios, so it needed to be updated. The updated process was discussed and reviewed using recent EDA cases. This process will continuously be updated and/or improved upon as needed. The following notes/corrections were discussed:
  - ARD needs to be spelled out (Admission, Retention & Dismissal) within the EDA
  - If completing an EDA outside of the 3 main points, then only select the disposition(s) in question.
  - Dr. Burton suggested using voice recording during EDA meetings with students for reference at future dates if needed, and using the EDA outside of the 3 main points to address positive actions of students as well as negative
  - Need to establish when the EDA itself & it's process is introduced to students. Possible suggestion included at the beginning of each education course, adding it to syllabi, and adding it to the Teacher Education Handbook.
2. **Position Recommendation** – We are unable to hire both Anita Deck and Sofia Hatziminadakis. All faculty members in attendance were given the chance to voice their opinions/concerns regarding both candidates, and are listed below. A secret ballot was held which resulted in the following: Anita Deck received 8 votes, Sofia Hatziminadakis received 2 votes. Andrea Campbell will notify both candidates and the needed administration, and will check Anita's references.
  - Andrea Campbell: Anita has more to offer right now due to experience, is able to help us grow and develop, and is very well connected in our area. Sofia offered diversity, had good energy and was personable, but it would be harder for her to "jump right in."
  - William Williams: Sofia is not just a math professor. She would contribute to our CAEP accreditation, and would allow us to say we hired a Doctor of Mathematics to help with our praxis issues. In the long run, Sofia would "fill the gaps," and would help to diversify Concord.
  - Nancy Burton: Both bring something to the table, and offer what the other does not have.
  - Richard Druggish: We can't go wrong with either. Sofia's math background is great, and Anita's STEM background is also helpful. Anita doesn't have a lot of teaching experience, but has experience working with programs & CAEP. Sofia isn't involved in program accreditation.
3. **Year Plans** – Check to make sure all "helpful hints" match, especially the following: 1) EDUC210 & EDSP303 taken concurrently, 2) list courses with field experiences, 3) when to take praxis core, 4) when to apply to TEP, 5) EDUC301, EDUC305 & EDUC305L taken concurrently 6) when to take Praxis II/PLT, 7) block semester, courses taken concurrently, and all coursework completed, 8) asterisk next to courses that require admission to TEP, 9) overall GPA listed for TEP & student teaching
4. **Go React** – Andrea Campbell will meet with MAT professors to discuss Go React, and improving upon face-to-face meetings using technology. A demonstration will be scheduled. Go React will cost approximately \$44-\$54 per student.
5. **Background Checks** – starting Fall 2019, all early field experience students will need to complete a background check before placement can begin. Castlebranch performs county criminal record search of a student's counties of residence, and a national sex offender registry/index search. This will cost students \$50 for the first check, and will be discounted for each additional search. Search results are sent directly to the student within a week, and they will be required to provide a copy to the Department of Education. Students will need to complete a recheck yearly.
6. **Faculty Executive Board** – New policy would require 6 hours on in seat instruction for all professors and adjuncts for undergraduate courses. The board voted not to vote at this time.

**Department of Education**  
**April 26, 2019**  
**CAEP Workday & Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Richard Druggish, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Nancy Burton, Kathy Tucker, Willy Williams, Lethea Smith

**Announcements**

- Anita Deck was offered the faculty position, and she accepted. She will begin Fall 2019.
- All faculty must complete STOT training prior to Fall 2019 mini TPA & WV TPA completion

**New Business**

**1. Mini TPA**

- Will be completed during EDUC416 and Special Education Methods Block, and will allow students to “practice” for the TPA that is completed during Student Teaching. The general idea is to “narrow-down” the full TPA. This will help students to understand assessment, and lesson design.
- The Mini TPA will use the WV TPA rubric, with “Emerging” being the goal during the Methods Block. Comprised to 9 tasks described in the ND Common Metrics Student Teacher Observation Tool (STOT).
- Assignment template, description/requirements and rubric will be put into LiveText and made available to students.
- Assignment of letter grades vs. points were discussed. Students tend to interpret “Emerging” as a “C” and/or not passing. Students tend to be less interested in the feedback, and more interested in the grade/rating itself

**2. Methods Block, Year Long Residency & Student Teaching**

- The schedule needed to change to allow students enough time in the classroom, in order to execute what is needed for an entire unit, comprised of 3-5 lessons, for completion of the mini TPA.
- Two full days per week will not allow students adequate time to meet the needs of the Mini TPA.
- Starting Spring 2020, all Methods Blocks meet a minimum of 400 hours of “in the field” experience, and will need to need to establish common on-campus times for all Methods Blocks for approximately 5 days during the semester for workshops/seminars/trainings
- Methods Block students will be allowed to substitute teach in the state of WV – THIS IS OPTIONAL
  - This will only be allowed within their placement school, and for a designated number of days per week (1 day per week proposed) to ensure that they aren’t subbing more than going to their block placement. Students will be allowed to “bank days,” so that if they do not substitute one week they can substitute more days another week.
  - Students who choose to participate will be issued a Student Teaching/Substitute Permit. This will allow them to be paid, and allow students to obtain any additional legal benefits offered by the county of employment. Concord University will not be liable for students while they are substituting.
  - Dr. Burton proposed that students should only be allowed to substitute for ½ or full days, not hourly, and only within their content area
- Admission to Student Teaching will be changed to Admission to Year Long Residency
- ‘Teacher Snapshot’ be sent to schools with Methods Block/Year Lon Residency requests in order to ensure students are placed with the most compatible mentor. This will also be included as the cover page of student’s TEP portfolios beginning Fall 2019, and they will revise for residency requests if needed.

**3. SIM School Presentation/Demonstration**

- Open-ended virtual space for unscripted instructional scenarios with virtually completes individuals that is available 24/7
- Allows for reports to instructors, and is auto-mapped to InTASC standards. It can be customized to any standard
- Can be used to simulate diverse learning situations and classrooms that may not be available to students in schools within their geographic location
- If Concord University participates in SPARK Study, we will have access to all virtual classroom and modules, and we will receive a discounted rate. We can also receive a 10% additional discount if seminars are attended by faculty.
- Will cost approximately \$30-\$40 per students after discounts, and can possibly be added as a course lab fee

#### **4. Field Experience Evaluation / Clinical Experiences**

- Established multiple levels of clinical experiences, and built evaluations upon level expectations. All evaluations follow the same set of InTASC standards, which will allow for analysis of growth as students progress through the various levels.
- Courses that have a field/clinical experience will also have a 0 credit hour lab course for the experience. Students will be required register for the regular course, and the clinical experience lab (i.e. EDUC305 & EDUC305L) listed below. The lab courses will need to be added to the Academic Catalog.
  - Clinical Experience Level I – EDUC210
  - Clinical Experience Level II – EDUC305
  - Clinical Experience Level III – EDUC306, EDSP415 (elementary majors)
  - ND Common Metrics STOT – Methods Block EDUC416 & Student Teaching
- Courses outside of the Professional Education Core (i.e. EDUC304, EDUC315, EDSP courses, etc) will designate the appropriate Clinical Experience Level as needed, or design course specific field experience evaluations.
- Not Applicable (N/A) suggested as an additional rating category
- Professors will send a letter to mentor teachers describing the field experience requirements of the course. Adding the evaluation to the Field Experience Contract for students to present to their mentors was discussed.

#### **5. Teacher Education Program Admission**

- Reduce the number of volunteer hours from 100 to 75.
- Add a ‘Teacher Snapshot’ to the cover page section of portfolio. Students will be given a general template that includes strengths, weaknesses, goals, favorite things, etc. This will also be sent to schools with Year Long Residency requests. Student will need to revise their snapshot for residence requests.
- Will need to “tweak” portfolio rubric wording to reflect inter-rater reliability results, and require “proof” of effective written communication
- Will need to add a section for seminar certificates (see seminar information below).

#### **6. Professional Seminars**

- Students will need to attend multiple Professional Seminar throughout their time in the Teacher Education Program. Seminars will be attended at specific points. Seminar certificates 1-2 will be required to be included in TEP portfolio.
  - 1) Teacher Education Program Admission Seminar – take during EDUC210-/EDSP303, or EPaT as needed for transfers
  - 2) Professionalism – take during EDUC201-/EDSP303, or EPaT as needed for transfers
  - 3) Lesson Plan Templates – take prior to year-long residency & during Methods Block
  - 4) Methods in Technology – take prior to year-long residency & during Methods Block
  - 5) Ethics, Trauma Sensitivity and Addiction – take prior to year-long residency & during Methods Block
- Seminars 3-5 do not need to be taken in this order
- We will need to develop our own TEP policy and assessment regarding Seminar 5
- Send additional seminar ideas to Andrea Campbel ASAP