

# Teacher Education Council Meeting Minutes

September 13, 2017

The Teacher Education Council meeting was called to order at 3:02 in Education 103. Those in attendance were: Dr. Helene Anthony (Special Education), Dr. Carolina Blatt (Art Education), Dr. Lynn Booth (STEP/CAEP/edTPA), Dr. Laura Bruno (Health and Exercise Science), Dr. Maureen Connolly (Secondary Education), Dr. Tabitha Dell'Angelo (Urban Education), Dr. Jody Eberly (Early Childhood Education), Assistant Dean Delsia Fleming, Dr. Joseph Goebel (World Languages and Cultures), Dr. Matthew Hall (Literacy), Dr. Tanner Huffman (iSTEM), Dr. Arti Joshi (Elementary Education), Liam Kealy (SGA), Dr. Cathy Liebars (Mathematics), Dr. Nathan Magee (Physics), Dr. Mike Marino (History), Dr. Emily Meixner (English), Dr. Nadya Pancsofar (Special Education), Dr. Shri Rao (Special Education), Mr. Dejon Ricketts (SGA), Dr. Colleen Spears (Music Education), Dr. Barbara Strassman (Deaf Education), Dr. Yiqiang Wu (TESL), and Dr. Matthew Wund (Biology). The Dean of the School of Education, Dr. Suzanne McCotter, presided over the meeting. Dr. Jonathan Davis (EASE) and Dr. Colette Gosselin (EASE) were also in attendance as invited guests.

1. Welcome and Introductions

2. Approval of previous meeting's minutes

The minutes were approved as submitted.

3. Announcements

All of the on-site programs were approved and will not need to go through the state program review process again until 2024. Some of the global programs are still under review.

Dean McCotter stated that she hopes to be able to announce the new certification officer this week. Currently, the office is empty due to the certification assistant being out on medical leave and the certification officer search not yet complete. In the meantime, all time-sensitive certification issues should be forwarded to Assistant Dean Fleming.

4. STEP Updates – Lynn Booth, STEP

Dr. Booth indicated a few districts were lost with the move to edTPA, but her office is working hard to ensure students have the necessary placements. She advised that there will be some new documents forthcoming in an effort to encourage transparency in the information coming out of the STEP office.

One such measure is a Google Doc that will allow coordinators to track the status of the students completing their placements. Another is a document which allows the STEP office to track where the students are going in the field. Dr. Booth noted that there were some courses that did not make it on to this list, especially if there was no stipend necessary, which means it might not have gone through the STEP office. She advised that it is important to make sure there is a complete list to ensure all district protocols are

being followed and there is consistency across all courses. There will also be a request coming for course descriptions to ensure that student placements are finalized in a timely manner; this will also include whether or not the course and required placement are content specific.

Dr. Booth distributed handouts regarding content validity to be discussed next month.

5. Curriculum – Five-Year Secondary Urban Education (Jonathan Davis, EASE)  
Dr. Davis introduced the Five-Year Secondary Urban Education program. He indicated there was collaboration across departments in developing this program and the three new courses. The goal is to keep these students in their cohorts while providing support as they take these additional courses to gain the knowledge necessary to be prepared to work in an urban setting.

Dr. Liebars voiced concern about the primary major being in urban education despite yielding a secondary education certification in the content area and how this may affect enrollment numbers. She communicated that the Mathematics Department's recommendation was to use the same format as the four-year program instead, wherein the primary major is the content area with a track in urban education. Dr. Liebars also expressed concern that the proposal mentions that students will obtain a bachelor's degree after four years, but if a student decides not to continue onto the fifth year, it is unclear what the degree would be in. She noted that the student would not have a degree in secondary education because they would not have completed student teaching by that point. Additionally, they may not have a degree in the content area because the liberal arts content program differs from the secondary education program in its course sequence. In response to her concerns, Dr. Davis stated that, through mentoring and advising, such cases would be caught early enough that appropriate actions could be taken so that the student could complete a four-year secondary education sequence, graduating with a bachelor's degree and obtain their teaching certificate. Dr. Dell'Angelo noted that there has only been one occasion where a student left after the fourth year in the Five-Year Urban Elementary program. Dr. Gosselin also added that, even in a four-year degree program, students can still change their mind during student teaching and their programs need to be reworked before they can graduate with a liberal arts degree in the content area, although this may require additional semesters and coursework. Dr. Liebars then stated these students could still want to become teachers, but might not be able to stay for a fifth year. Dr. Gosselin commented on her reluctance to change the design of the program over a few students who may change their mind during the five years. She also cited that Dr. Davis would be one of the advisors and could mentor them from the beginning of their freshman year to help students avoid any potential issues.

Mr. Ricketts inquired about the ease of switching between the secondary and elementary five-year urban education programs. Dr. Davis and Dr. Gosselin responded that it would be dependent upon when the decision was made to switch, the content area the student chose, and a number of other factors, which could make switching a complicated process that needs to be discussed on a case-by-case basis. Dr. Wund suggested that every

department identify the critical switch point in their course sequence when changing a major to the content area's liberal arts program would become more difficult.

Dr. Marino stated that he is wary of the fact that these students would not be fully a part of the content area department, which would make it more likely for those students to fall through the cracks. Dr. Gosselin noted that the concern of alienation is similar to what the undergraduate secondary education department faces as its students are primarily considered students of the content areas, which is highlighted by the fact that EASE does not even have its own department ceremony at commencement.

Responding to a point about how remedial courses may affect the course sequence, Dr. Gosselin noted each student would have two advisors so the content area would still be equally represented in the advisement process.

Responding to a question from Dean McCotter, Dr. Gosselin stated that the developers believe that many of the students enrolling in this program would have otherwise chosen one of the existing Five-Year Urban programs or the Secondary Education undergraduate program. She also stated that their intention with this program is to attract and recruit additional students who would have otherwise gone to other institutions looking for a similar program. Dr. Dell'Angelo reported that the number of students in five-year programs is controlled by admissions and has caused some issues because students are not always enrolled in the program they would like be in from the start. Dr. Gosselin stated that students would select the content area along with the five-year urban education program on admissions applications so they would be counted and necessary courses could be set up.

Dr. Meixner inquired about how transfer students would fit into this program, and cited concerns over the number of transfer students that already come into the programs. Dr. Davis agreed that a conversation with admissions would be beneficial and that these students would need advisement on an individual basis because transfer students come with such a diverse educational background, which may require them to stay for an extra semester or more. Dr. Gosselin also stated it might be helpful to speak with community colleges so students are coming in as prepared as possible and the courses they are taking prior to their arrival at TCNJ are the most beneficial.

Dr. Davis reported that, after a meeting with Assistant Provost Jennifer Palmgren, the developers were informed that the undergraduate degree would most likely be a B.S. in secondary education and the graduate degree would be an M.A.T. in urban education. Dr. Magee expressed concern about these students not having a degree in the content area, citing issues with applying for scholarships and a possible underrepresentation of their experience and qualifications. Dr. Gosselin and Dr. Davis stated that they agreed and had initially wrote the proposal to have it be a content major, but the decision was not theirs and they did not desire the change.

Dean McCotter summarized the points so far discussed and restated the need for departments to identify critical points in their programs where switching would then

require additional time at the College. She also revisited the topic of resources and agreed that a conversation with admissions will be necessary. Additionally, the community colleges and articulation agreements are something to follow up on as well. The question of what degree is obtained at both the four and five-year marks needs to be clarified as well. Lastly, the concern regarding incoming students and whether or not they are ready to start the content area courses as scheduled needs to be addressed. Dr. Davis indicated the developers have been thinking about this problem and, although a solution has not been fleshed out, they have discussed a number a different supports to help these students succeed throughout the program. He also mentioned the idea of a scholarship that would allow these students to come in the summer to receive additional support.

Dr. Rao stated the SELL department is in support of this proposal, however, some revisions may be necessary with the special education concentration and the department will be making a written recommendation of some potential changes.

After some discussion over whether or not a vote could take place, Dr. Hall motioned for a vote to approve, pending clarification of what the undergraduate degree was to be in and making the proposed changes to the special education concentration. For clarification, the major's title would be the content area/secondary urban education (e.g., English/Secondary Urban Education) and the undergraduate degree would be a B.S. without certification; the graduate degree would be an M.A.T. The vote passed unanimously.

6. Other Business

A discussion was had regarding who would be attending future TEC meetings. It was determined that all content area representatives would continue to come and the SELL department who has many coordinators would meet as a department to determine who will be attending in the future.

7. Adjournment

The meeting was adjourned at 4:01 pm.

Next Meeting: October 11, 2017 – Curriculum Mapping