

EPPAC Meeting Minutes

Thursday, November 13, 2014

- I. Welcome and Introductions – Sandra Stroebel, Teresa Eagle, Amanda Preece, Kandice Napier, George Watson, Ruthann Arneson, Mindy Backus, Sissy Isaacs, Sara Stapleton, Edna Meisel, Allison Carey, Kelly Watts, Brenda Harrison, Angie Kinder, Sharon Stinson, Jacob Gilliam, Julie Craig, Linda Frye, Martha Evans, Courtney Johnson, Jeff Smith, Loretta Hayes, and Linda Bragg via phone.
- II. Old Business – Motion made to approve minutes of previous meeting, Kelly Watts made motion, and Allison Carey seconded, Unanimous vote to approve minutes.
- III. New Business -
 - A. West Virginia Department of Education – Ms. Linda Bragg, WVDE Liaison
 1. Transition to CAEP
 - Policy 5100 and 5202 both reflect changes
 - Program review with feedback for programs without SPA
 - Low enrollment program decisions still need to be made
 2. Changes in 5100 – Defines programmatic changes that trigger PRB review
 3. 5202 – Additional endorsements by Praxis passage
 4. Clinical Experience Fees – Transitioning to online payment system; after December 1 will not receive paper checks
 5. PRB dates posted on website; next meeting in February
 6. EdTPA and PPAT pilot program
 - a. George Watson – (see handout)
 - b. EdTPA and PPAT explanation – WVDE moving us toward a nationally normed student teaching assessment
 - c. Marshall University is part of pilot testing program
 - d. Our students will be testing both programs
 - e. LiveText (see handout) – Data collection tool for students and faculty focusing on undergraduate programs
 - B. Approval Items
 1. Undergraduate – Reference handout
 2. Graduate
 - Elementary mathematics specialist program added
 - Three courses changed from grades to NC/CR

Motion mad to approve curriculum changes - Kelly Watts made motion, motion seconded by Brenda Harrison, motion carries- unanimous vote.

 - C. Discussion Items
 1. COEPD Update – Dean Eagle
 - a. Transition to Teaching
 - i. Been in progress for several years
 - ii. Many students come out of industry and business
 - iii. County hires teachers without certification (high need field)

- iv. Accelerated pedagogical courses
- v. WVDE has asked us to go with the process of official programs- should be ready to go next fall
- vi. Will be considered an alternative education program
- b. Teacher-In-Residence
 - i. Student teacher hired at a percent of salary
 - ii. High need area
 - iii. Mentoring provided
 - iv. We are pursuing partnering with different counties – hoping to be ready by fall 2015
- c. Jenkins Hall – Waiting until the winter season to see next steps

2. Assessment – Dr. Edna Meisel

- a. CAEP – Reference handout
 - i. Terminology changes
 - ii. Impact on student learning after graduation – In employed classrooms
- b. Standard 4
 - i. Please read the standards and begin to be thinking about ideas
 - ii. Important words – “Program impact”; “Student- learning growth”; Value-added measures”; “Completers”
- c. Standard 5 – “Multiple measures”; “Reliability”; “Validity”; “Continuous improvement”

3. S.C.o.P.E.S. – Ms. Kandice Napier and Ms. Amanda Preece

A. Clinical Partnerships and Practice

- Merger of offices – all services in one place
- PDS schools
- Building coordinators
- Working on cooperating teacher and cooperating school criteria
- Early and often clinical experiences
- Clinical office will work with LiveText to place students, which will help with efficiency

B. Candidate Quality, Recruitment, and Selectivity – See handout for office description

- Standard 3
- Raised GPA to 2.8- plan on going higher
- Dispositions – see handout

IV. Announcements

- PDS conference – February 25 and 26 in Flatwoods
- NCTE annual meeting – Washington D.C. (4 English education students attending)

V. Next Meeting – Spring 2015, April TBD

**WVDE Updates
March, April 2015**

Praxis --

Title to be Discontinued	Last Administration Date	Replacement Test	New Test Available
<p>Elementary Education: Multiple Subjects (5031)</p> <hr/> <p>Reading and Language Arts Subtest (5032)</p> <p>Mathematics Subtest (5033)</p> <p>Social Studies Subtest (5034)</p> <p>Science Subtest (5035)</p> <hr/>	<p>August 2015</p>	<p>Elementary Education: Multiple Subjects (5001)</p> <hr/> <p>Reading and Language Arts Subtest (5002)</p> <p>Mathematics Subtest (5003)</p> <p>Social Studies Subtest (5004)</p> <p>Science Subtest (5005)</p> <hr/>	<p>Regenerated tests available now – Test review is scheduled April 28 with stakeholders to make a recommendation for adoption of the replacement tests. If the group recommends, then they will also recommend a cut score for ELA and Math</p>
<p>Family and Consumer Sciences (5121)</p>	<p>August 2015</p>	<p>Family and Consumer Sciences (5122)</p>	<p>Available now – possible recommendation to WVBE policy Summer 2015</p>

Praxis, continued—

1. Elementary Multiple Subjects Subtests ELA and Mathematics: The Office of Professional Preparation and representatives from Educational Testing Service (Praxis) are hosting a test review for the purpose of making a recommendation to the WVBE for the replacement subtests for adoption (and if recommended, cut scores will be recommended). In response to expressed pass rate concerns for the math sub-test, the review will include an additional in-depth study of the math subtest questions.

2. Earth & Space Science: The Office of Professional Preparation hosted an *Earth and Space Science* Praxis test review conducted by ETS/Praxis Associates. The group reviewed the test and recommend adoption of the test and a cut score of 147 was recommended. WVBE policy 2520.3c that reflects alignment with this content was adopted during the April WVBE meeting to become effective July 1, 2015.

Creation of an earth and space science endorsement is planned and the inclusion of the endorsement and information about the required Praxis assessment will be recommended for WVBE policies 5202 and 5100 when these policies open this summer.

3. Computer Science: ETS is in the process of conducting a multi-state standard-setting review for a new Praxis computer science assessment. Two persons from WV are participating in that work, representing our state. When the work is completed, WV will have the option of adopting the new Praxis assessment for computer science.
4. Continuous Testing for Praxis I (CASE Assessment): The Praxis Core Assessments is now being delivered on a continuously-administered basis and no longer administered in windows. Now that these tests are offered continuously, ETS no longer has to wait until the close of the window to start scoring. Scores will now be available online 2–3 weeks after the candidates' test date.

Endorsement Discussions:

1. Mathematics Discussion -- Conversations about a math endorsement (and possible Praxis exam) that will cover topics beyond the Math 5-9 endorsement (but not inclusive of the more comprehensive mathematics topics)—includes such concepts as functions, geometry, algebra. WVBE policy 2520.3c that reflects alignment with this content was adopted during the April WVBE meeting to become effective July 1 2015.
2. Earth and space science (Policy 2520.3C was approved during the April 2015 WVBE meeting and will become effective July 1, 2016). Creation of an earth and space science endorsement is planned and the inclusion of the endorsement and information about the required Praxis assessment will be recommended for WVBE policies 5202 and 5100 when these policies open this summer.
3. American Sign Language

HQE/CAEP

1. Focus Groups continue to work on transitioning to the CAEP Standards: preparing programs for SPA review; improving clinical partnerships; organizing evidence/data; improving admissions criteria
2. CAEP Conference-Denver, CO - April 8, 9, 10 2015—Representatives from many West Virginia EPPs were present at the conference. The CAEP Accreditation Manual and the CAEP Evidence Guide include revisions and have been posted to the [Resources](#) page on the WVDE web site.

3. EPPRB

Summer 2015

- April 17, 2015 -- Letter of intent to submit program for review due to WVDE

- May 15, 2015 -- Submission of program for review due to WVDE
- June 19, 2015 -- EPPRB Meeting
- July or August -- Program (if ready) eligible to be presented to WVBE for approval

WVBE Policy—

Policies 5202 and 5100 are scheduled to open this summer. We will email a notice to a contact for each EPP and to the TEAC chairperson when the policies are out on comment.

Title II

The IHE Title II Reporting Window is now open. The report is for Academic Year 2013-14 and the IRPC is due April 30 –no extensions. (Fine may be imposed by the federal government if deadline is not met).

IHE Webinar Presentation: <http://wvde.state.wv.us/certification/educatorprep/index.php>

2/13/15

1. Approval of Minutes from Last Meeting-Approved

2. Old Business

Liberal Arts Minor Addition Spanish Studies-*Tabled*

Liberal Arts Minor Addition Japanese Studies-*Approved*

3. New Business

Education

Course Addition

ITL 400-*Approved-Friendly amend course description*

ITL 455-*Approved- Friendly amend course description*

Health Professions

Area of Emphasis Addition

Comprehensive/General Concentration-*Approved-friendly amend writing intensive*

Facilities and Operation Management-*Approved*

Physical Activity and Recreation-*Approved*

Sports Information-*Approved-friendly amend to allow JMC 301 or 303*

Sports Marketing-*Approved*

Sports Studies-*Approved*

Program Addition

Sports Management-*Approved*

Liberal Arts

Course Addition

ENG 207-*Approved*

HST 460-*Approved*

HST 462-*Approved*

HST 464-*Approved*

HST 465-*Approved*

HST 467-*Approved*

JPN 408-*Approved*

PSC 434-*Approved*

Course Change

ENG 344-*Approved*

Major Change

Anthropology-*Approved*

Minor Addition

Film Studies-*Approved*

Outreach and Continuing Studies

Area of Emphasis Addition

Criminal Justice-*Approved*

Instructional Technology and Librarianship-*Approved*

Military Science-*Approved*

Science

Course Addition

MTH 470-*Approved*

PS 120-*Approved-Amend Title to PS for Teachers: Planets*

PS 121—*Approved-Remove-Pre-req MTH 121 or 121B*

PS 122-*Approved-Remove-Pre-req MTH 121 or 121B*

Course Change

CJ 241-*Approved*

CJ 316-*Approved*

CJ 326-*Approved*

4/3/15

MUS 391A-D
MUS 392A-D
MUS 393A-D
MUS 394A-D
MUS 395A-D
MUS 396A-D
MUS 397A-D
MUS 398A-D
MUS 399A-D
MUS 422
MUS 423
MUS 425
MUS 430
MUS 431
MUS 433

Education

Area of Emphasis Addition

Japanese PreK-Adult-Approved

Course Change

Social Science 5-Adult-Approved

Social Studies 5-Adult(2)-Tabled-Clarification

- remove SOS 207 from curriculum

Program Change

Elementary Education K-6-Approved

- change PS courses

PS 120,121,122

Health Professions

Certificate Addition

Public Health Certificate Program -Friendly amend-Approved

Course Addition

MI 213- Friendly amend-Approved

MI 320-Approved

MI 321-Approved

MI 431- Friendly amend-Approved

Program Addition

HR 20 MCTC Associate in Science to BSRC-Approved

Program Change

HE-10 Exercise Science-Approved

Information Technology and Engineering

Course Addition

ENGR 245- Friendly amend-Approved

ME 310- Friendly amend-Approved

ME 320- Friendly amend-Approved

ME 325- Friendly amend-Approved

ME 330- Friendly amend-Approved

ME 340-Approved

ME 350- Friendly amend-Approved

Liberal Arts

Course Change

ANT 465-Approved

CL 234-Friendly amend-Approved

College of Business

Course Change

FIN 201-Approved

Graduate Program Committee has met monthly this year and approved the following changes since our last EPPAC meeting.

- Clarified the course description for LS 580 Special Topics which enables faculty to pilot a new course on
 - a trial basis.
- Added course LS 628 Leading Nonprofit and Public Sector organizations since these organizations
 - constitute a significant part of every community.
- MAT and POST Bac increased the admission requirements to GPA of 2.8 as the first step of moving
 - towards the new CAEP standard of 3.0.
- As changes are being made to The Post Bac Certification Program (PBC) by the WVDE, the Praxis exams required for admission into both the Post Bac and MAT programs were changed effective Fall 2014 to require the Praxis CORE exam. Because of this change, PBC students admitted to the PBC program prior to Fall 2014 under the previous Praxis requirement do not meet the admission requirements for the MAT without taking the Praxis CORE. This change will add an exception to the MAT admission requirements that will exempt students who fall into this category from the Praxis CORE if they have completed the PBC program at Marshall and have already received West Virginia Teaching License without having to take the additional Praxis they no longer need for certification.
- Added SPSY 720 Counseling with Youth: Advanced Topics to the School Psychology program
- Removed the Gifted program from the catalog since the program is being suspended.
- Added CIVI 505, a Braille Course the Vision Impaired program.
- Added COUN 686 Trauma and Suffering to the Graduate Certificate in violence, Loss and Trauma Counseling
- Added Japanese to the MAT and Post Bac programs.

- Revised CI 704 Social and Political Determinants of Curriculum Development to merge two courses the current CI 704 and CI 706 Multicultural and Diversity issues in Curriculum and Instruction into one course.

- Changes were made to the program requirements for EdD Curriculum and Instruction and EdD Leadership studies to make them more competitive with for profit online institutions.

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We invite you to present your ideas, concerns, questions, and opinions of the new assessments as described below concerning MU Teacher Candidate student teaching clinical and future employment. Please add your comments in the boxes below and return to Dr. Edna Meisel either tonight, or by postal mail, or email. See contact information above. Thank you!

1. Student Survey (to address Standard 4.2): In order to more fully assess MU Education Candidates in their clinical experiences, we will be developing a survey for students in the clinical classroom to comment on their experiences concerning the MU Teacher Candidate. This will provide an assessment of the Teacher Candidate through the view of the students they are teaching.

2. Employer Survey (to address Standard 4.3): In order to gain information concerning our MU Education Completers, we will be developing a survey for future Educational Employers to comment on the performance of MU trained teachers. This will provide an assessment of the performance of our trained teachers who gain employment in our public schools.

Standard 4: PROGRAM IMPACT. *The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

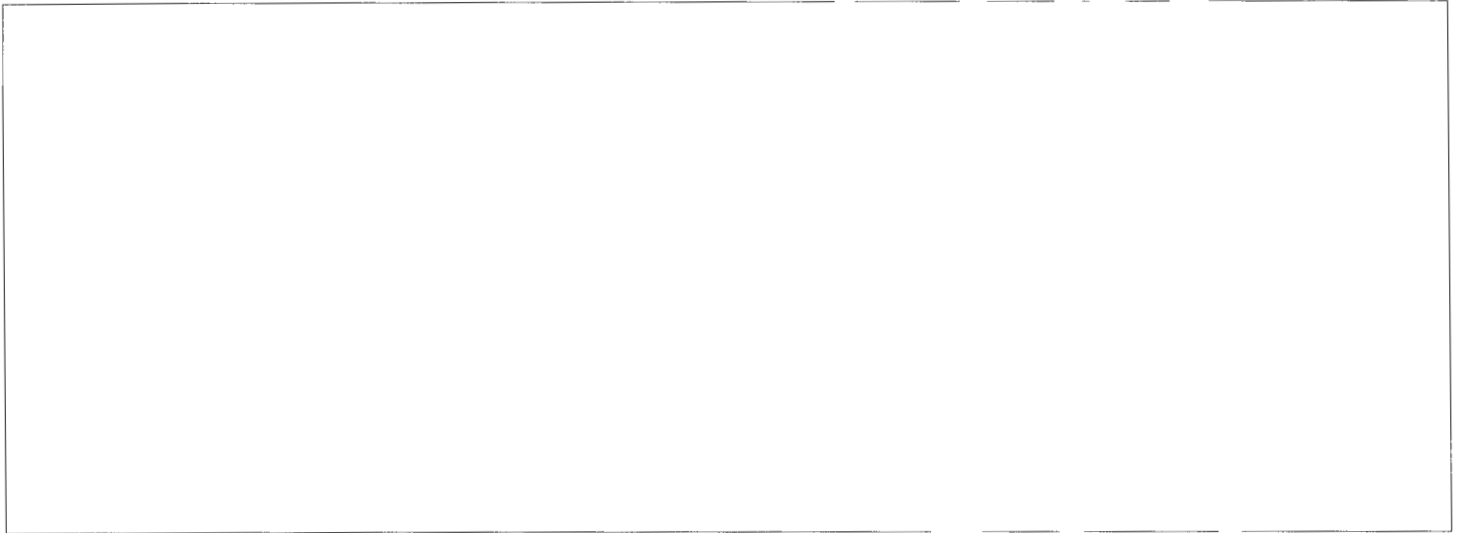
4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

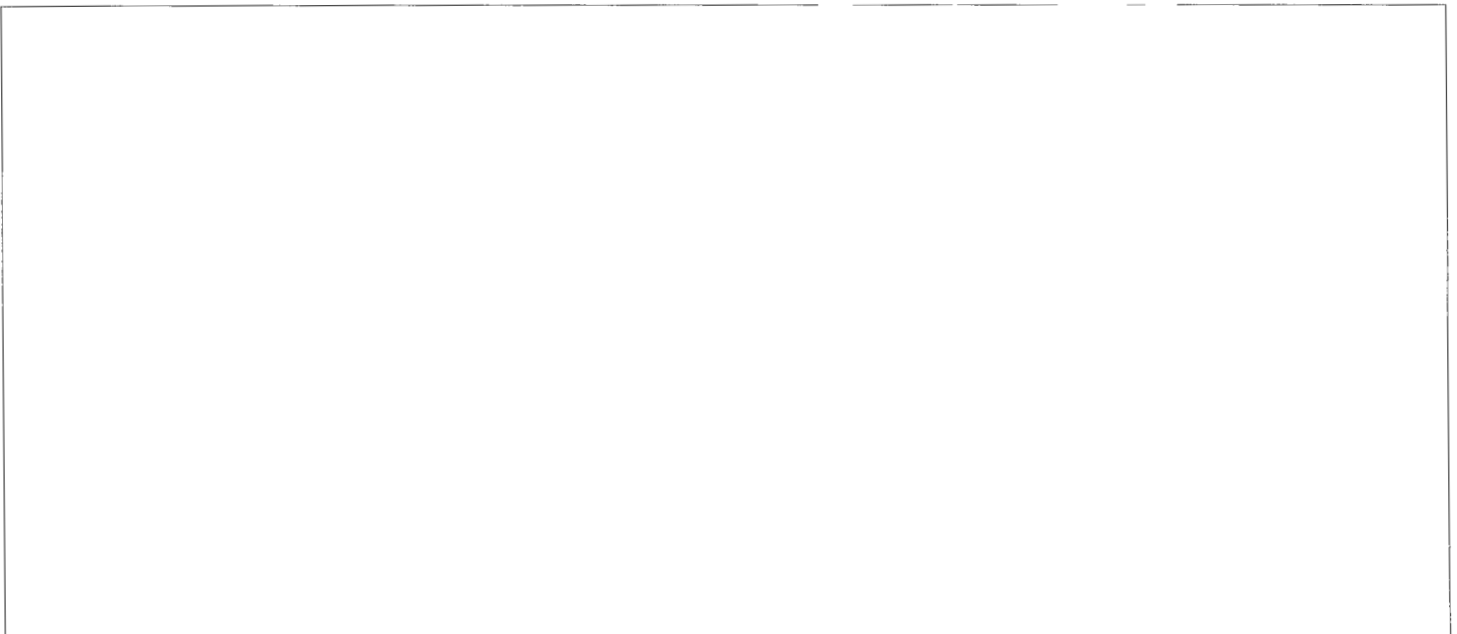
4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

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COLLEGE OF EDUCATION & PROFESSIONAL DEVELOPMENT
Student Center of Professional Education Services
Disposition Form

Student: _____ MU ID: _____

Address: _____ Phone #: _____

MU Email Address: _____

According to CAEP Standard 3.3, Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. It is the responsibility of the College of Education and Professional Development at Marshall University to document where those standards have not been met. If you feel a student has violated one of the standards, please complete the following information:

Please check the appropriate box of the violated disposition.	
<div style="text-align: center; margin-bottom: 10px;"><input type="checkbox"/></div> <p>WVPTS Function 5I: Ethical Standards -- The teacher candidate models the ethical standards expected for the profession in the learning environment and in the community.</p>	<div style="text-align: center; margin-bottom: 10px;"><input type="checkbox"/></div> <p>WVPTS Function 5J: Dispositions --The teacher candidate demonstrates the professional dispositions expected for the profession in the learning environment and in the community.</p>

Description of Incident and Reason for Concern:

Type of Follow-Up:

Email One-on-one Conversation Meeting with Dean
 Phone Call Formal Meeting Other

Action Plan:

I understand that developing dispositions as a teacher candidate is a vital part of the higher education experience. I also understand the importance of the recommendations provided in this report with respect to course progression, grade and/or ability to remain in or be accepted to programs such as Teacher Education.

 Faculty/Staff Signature

 Date



COLLEGE OF EDUCATION & PROFESSIONAL DEVELOPMENT
Student Center of Professional Education Services
Guidelines for Completing a Disposition Form

The purpose of the Disposition Form is to document student behavior concerns occurring both inside and outside the classroom. In all cases (with the exception of those where there is a concern for the safety of others) the student should be provided with a copy of the completed form from the author.

The Disposition Form provides the following:

- Feedback and suggestions to students on observed attitudes/behaviors to help promote their academic and personal growth and success
- An opportunity for faculty and staff to track behavior concerns occurring both inside and outside the classroom
- Written documentation of disposition concerns for follow-up with the Dean of the College of Education and Professional Development

Types of concerns may include but are not limited to the following:

Attendance	Punctuality	Communication Skills
Attitude	Hygiene	Drug or Alcohol Use
Dishonesty, Plagiarism	Disrespect	Disruptive Behaviors
Work Quality	Level of Engagement	Violation of Class Policies

Step 1: Determine the incident level from the list below:

Level 1: Faculty or Staff provide feedback via email, telephone, or one-on-one meeting. Feedback is casual and addresses first time offenses and/or non-threatening situations.

Level 2: Faculty or Staff conduct a formal meeting with student. Meeting will address behaviors that are more serious in nature or repeated behaviors.

Level 3: This level refers to situations with students who continue to repeat discussed behaviors or who demonstrate behaviors that create concern for the health, safety and/or well-being of any other person or themselves. In this situation the faculty or staff person completes the Disposition Form and forwards it directly to the Dean.

Step 2: Conducting the meeting(s):

- Describe and discuss observed behaviors and concerns
- Provide suggestions for improvement
- Explain purpose of the Disposition Form
- Complete the Disposition Form
- Explain repercussions of repeating behaviors
- Give the student a completed copy of the form
- Send a copy of the completed form to the Directors of S.C.E.P.E.S. to be entered into EAB