

The College of New Jersey  
School of Education  
TEPC Meeting  
March 2, 2016

The Teacher Education Program Council meeting was called to order at 2:00 p.m. in Education 103. Those in attendance were: Dr. David Blake, CAEP Coordinator Lynn Booth, Dr. Laura Bruno, Dr. Amy Dell, Dr. Jody Eberly, Dr. Courtney Faber, Asst. Dean Delsia Fleming, Dr. Brian Girard, Dr. Joseph Goebel, Dr. Colette Gosselin, Dr. Lisa LaJevic, Dr. Cathy Liebars, STEP Director Kerri Long, Dr. Solange Lopes-Murphy, Dr. Nathan Magee, Dr. Mike Marino, Dr. Nadya Pancsofar, Dr. Coleen Sears, Dr. Barbara Strassman, and Dr. Mathew Wund. The Dean of the SOE, Dr. Jeff Passe, presided over the meeting.

1. Welcome to the New Configuration

Dean Passe welcomed everyone to the new TEPC configuration. He explained that the objective is to explore, listen, obtain and share information but it is not to make immediate decisions. This group will meet to explore issues and then in the middle of the month a TEPC steering committee (1 representative from each department/school) will meet to review the details of the various proposals and then they will prepare an actual proposal to the original group to review at the next meeting (1<sup>st</sup> Wednesday of the month). The new structure is a slower process but one that will allow all of the coordinators to gather together to review and make decisions. The new structure is more inclusive and leaves less chance for miscommunication.

2. Political Matters

Dean Passe acknowledged the frustration that may result from the NJDOE creating, changing, and interpreting regulations; advising that attention should be directed to the structure of the political system.

- Dean Passe recommends that interactions with the State department should be politically strategic.
  - He emphasized that angrily confronting individuals who are not responsible for decision-making is not beneficial.
  - He clarified that the liaisons for the State Department tend to be younger, inexperienced individuals whose responsibilities are to share and interpret information. Dean Passe stressed the importance of a good working relationship.
- Liaisons assigned to work with the School of Education are not directly responsible for decision-making but are responsible for assisting with the interpretation of the regulations. These liaisons, Kristen Brown and Rebecca Sieg, interact with the STEP Office on a daily basis. NJACTE Chair Sharon

Sherman, Dean of the School of Education at Rider University, also works closely with us to help determine the best way to handle the new policies.

- The dean recommends that anyone who wants to express their feelings towards the state department work with Ms. Long or the Dean to decide the best way to do this in order to ensure that it is done appropriately and to make sure everyone is on the same page.
  - Additionally, Ms. Long advised that even though many people are frustrated by these changes that putting all their energy into expressing their frustration to the State is not helpful if it ends up delaying the progress that is needed to make TCNJ's education programs compliant. The new regulations are set to be implemented in 2017 and program changes need to be addressed immediately in order to guarantee that the School of Education meets the necessary requirements.

### 3. Proposal to Link Student Teaching and Capstone Course (Text below was taken directly from the agenda)

The STEP office has encountered situations where students pass student teaching but fail the capstone or vice versa. We are concerned about the best way to handle these situations; if students retake either of these courses without the other they are missing a critical part of the experience. The following points were discussed at the Feb 10, 2016 SOE Department Chairs meeting:

**It was agreed by all present that the matter of linking the two courses should be brought to TEPC.**

The above text was reviewed by the TEPC committee prior to discussion commencing.

- Dr. Liebars stated that she doesn't feel this is an issue that happens often.
- Dr. Sears mentioned that she currently has a student in this situation.
- Dr. Gosselin stated that she is opposed to the policy change as she feels it would be unfair to the student to connect two major courses jeopardizing 12 credits towards the student's overall GPA. She noted that helping students protect their GPA should be a priority.
- Dr. Dell mentioned that grade linking doesn't seem legal.
- Dr. Gerard added that in Secondary Education the bulletin says that a student must get a B in Capstone to be recommended for licensure. He feels it could be easy for a student to get a B- in the Capstone course, which is a passing grade, but not a grade where he or she could obtain licensure. Although failing is a dire situation, he feels that there are more instances than just failing that should be addressed while this issue is investigated.
  - Dr. Wund suggested maybe noting IP as the student's grade instead of actually failing them.
- Dr. Eberly noted that not every program has a Capstone course (such as Deaf and Hard of Hearing.)

4. Program Adjustments (See memo below, with discussion focused on the **bold-faced** paragraph.)  
(Text below was taken directly from the agenda)

To: Dean Jeff Passe  
From James Beyers, Chair EECE Department  
RE: Proposed changes to elementary and early childhood course sequences...  
Date: March 1, 2016

Dear Dean Passe,

Outlined below is the proposed change to the EECE Department programs in elementary and early childhood education. The proposed change is the department's attempt to be in compliance with the State's regulation for teacher preparation programs to have two consecutive student teaching internship semesters with at least 175 hours in the first semester and fulltime student teaching in the second semester. We feel that the alternative, to not have them as consecutive semesters and to insert additional courses between them with a 100 hour field component, would not be feasible as there is little to no room for additional courses in these dual-major programs.

That being said, the proposal is as such and is endorsed by the faculty of the EECE Department faculty. We are forwarding the proposal and some potential implications to you for discussion at the TEPC meeting.

We propose to require that all EECE students in both of our 4-year programs (ELE or ECE) be required to take the advanced core block courses [ACB] in either their spring semester junior year or fall semester senior year. To be compliant with the State regulation, they would then need to take senior student teaching in the semester immediately following the ACB coursework.

**This has implications for the second majors in the content areas including, but not limited to: there may need to be more flexibility regarding when the capstone courses are offered, there may need to be flexibility in the overload policy, some students may be required to finish their content programs in their first three years (if they do ACB and student teaching all in their senior year). I am certain these implications are not exhaustive, but they do provide some insights into the complexities and challenges presented to each of the departments serving the dual majors in elementary and early childhood education.**

Dean Passe provided the proposed program changes for Elementary Early Childhood Education department to assist other programs with their changes (proposal above).

- Dr. Pancsofar mentioned that Spanish is working on similar situations.
- Dr. Eberly stated that Early Childhood's current model is to take ACB (junior year) in the Fall or Spring block (4 units) and student teaching senior year. There can be an entire year when student's don't take education courses but take content courses instead to allowing for enough room to add 100 hours.
- Dr. Girard expressed his concerns for the repercussions that can come about across campus. He inquired how the dean's office will communicate with other schools to minimize animosity regarding the changes that will affect their programs.

- Dean Passe stated that deans can meet with other deans and chairs can meet with other chairs to discuss possibilities that will work for everyone when implementing program changes.
- Dr. Goebel is concerned as it is a struggle to fit courses in now; there is not enough time to complete in their junior year especially if the student studies abroad.
  - Dr. LaJevic stated that for the visual arts dual major, scheduling studio space is challenging enough; having semester restrictions may not be a possibility.
- Dr. Sears suggested considering running courses both semesters and allowing them to run with minimal students as an alternative.
  - Dr. Wund shared that Secondary Education majors have a free January term to avoid an extra semester; maybe a consideration can be made to add an extra summer or winter course but have it included in the overall cost of tuition.
- Ms. Long advised that she is hopeful that the state application for program changes will already have the individual program information embedded, so only the changes will need to be highlighted.
- Dr. Strassman and Dr. Marino stated that they believe that governance needs to be involved with significant unit changes; if the unit total is the same it should only require a course modification.

Dean Passe requested that departments that are struggling send him the implications their programs are facing along with a brief blurb explaining it; this way the data can be compiled and shared with the State, Provost's office, etc. Ms. Long requested that she be copied on the emails to the dean when departments share their struggles.

##### 5. Other

Ms. Long provided a Save the Date sheet for the EdTPA implementation for the Phase II training. She requested everyone review the training dates with their calendars to see when they will be able to attend. She stressed that it is very important for everyone to attend, including as many supervisors and coordinators as possible.

The meeting was adjourned at 2:46pm. The next TEPC meeting will be held on April 6th at 1:30 pm in EDU 103.