Teacher Education Department Meeting
October 29, 2009


Prayer was led by Dr. Teets who read selected prayers dedicated to All Saints Day, our newly inaugurated college president, Dr. Randall O’Brien, Carson-Newman College, and Dr. Cody-Mitchell in honor of her birthday. Special prayer requests were for Dr. Cody-Mitchell’s uncle; Lisa Wallen – surgery; Jesse Stephens – kidney stones and Brianne Buckley – soccer injury to knee. Praises were to acknowledge that John Monday, Will Root and Jonathan Annis have been selected to pay with a Wind Ensemble at Carnegie Hall in New York.

Dr. Teets had a copy of the Newsweek article, Why College Should Take Only 3 Years, by Lamar Alexander available for those who wanted a copy. See hard copy attached to minutes. It was determined that the teacher education program could be completed in three years by going to summer school, which, would require a commitment of the students and faculty.

Dr. Teets shared her congratulatory letter to Dr. O’Brien with faculty and staff. A variety of blank note cards was provided for faculty and staff to write their own note of congratulations. Dr. Hypes shared that Faculty Council will be penning a similar letter from the whole faculty congratulating the new president. Dr. Teets announced that there would be an opportunity for faculty to contribute to a gift in honor of Dr. O’Brien if they choose to do so.

Mrs. Andon presented the names of undergraduate and graduate students who are eligible for student teaching in Spring 2010. The names were unanimously approved by those present. See Appendix A.

Faculty and staff unanimously voted to move the EDUC 303 Foundations of Education class from a 300 level to a 200 level class.

Ms. Sharp along with Dr. Hypes and Dr. Long have been updating the Special Education, Comprehensive and Modified advising check sheet. Notable changes to the check sheet are:

EDUC 341 is a pre-requisite to EDUC 314

Several classes had credit hour changes: SPED 416 and 417-4 to 3, SPED 312-2 to 3, SPED 404, 415, and 418-4 to 3

These changes along with the changes to the catalog starting Fall 2010 were unanimously approved. See hard copy attached to minutes.

Ms. Sharp presented from the Recruitment Committee a list of ideas to help with recruitment of new students. See Appendix B.

Dr. Cody-Mitchell provided a list from the Retention Committee a list of ideas for retention of students. See Appendix C. It was also mentioned that study sessions be put in place for prep work on the writing portion of the PPST.
Dr. Hypes presented from the New Initiatives committee a list of programs that would benefit Carson-Newman, the School of Education, and the TESL program. See Appendix D. It was mentioned that the school offering the K-6 program at Kingsport pulled out which could possibly be an option for us to fill that gap.

November 7th is the next Saturday Showcase. Faculty volunteers are Ms. Sharp, Mrs. Arrington, Dr. Milligan. Jessica Fielden and Maggie Smith were names mentioned as possible student volunteers.

Advising reminders:

- Faculty who advise graduate students in the provisionally admitted status have had a HPRVA hold placed on them because of missing documentation. The HPRVA hold will be released once all documentation has been received.
- SPED 313/508 must be taken before any other SPED class

Course evaluations will now be completed on Blackboard and the results sent to Mrs. Helms for data collection.

Survey Monkey, a tool used to create and publish on-line surveys, has been purchased by the college for campus wide use.

Dr. Teets proposed that the next graduate catalog reflect examination requirement changes to GRE scores. She also proposed that those entering the MAT programs use PPST scores or take the content knowledge tests first and the M.Ed. programs use Praxis II scores. This matter will continue to be under discussion.

November 8th is the Cole-Little Open House and Reception, 3:00-5:00. There will be students and public school teachers on hand to demonstrate the interactive boards.

Minutes respectfully submitted by Lisa Hodge
Spring 2010 Student Teachers

Child and Family Studies/Early Childhood Education – Kitty Coffey, Chair
18536  Emilee Aurigema
14409  Megan Coffman
18669  Jamie Fox

Elementary Education – Sharon Teets, Chair
43975  Kristen Aldredge
17857  Teri Beckler
18542  Danielle Cardnell
71512  Amber Chism
43200  Anna Cleland
12313  Sarah Cook
11022  Sloan Mee
39366  Megan O’Connor
105853 Jessica Schachleiter
43207  Lori Tabor-Ryan
39949  Erin West

English – Shawn O’Hare, Chair
44307  Miriam Addison
62681  Derek Voiles

History – Charles Moffat, Chair
21939  Marissa Brown
82323  Jason Roach

Middle Grades – Sharon Teets, Chair
7056  Salem Stepp

Music – Clark Measels, Chair
20890  Leigha Austin
9207  Clifton Brock
48668  Cari Jessee
7720  Jonathan Monday
16498  Jacob Phillips
22941  Stephanie Smith
7740  Carrie Tedder

Physical Education – Melanie Hodgson, Chair
60803 Cori Bevering
103866 Elizabeth Blackwell
13407 Phillip Chaney
103720 Laura Goetz
9385 Brandon Harmon

**Special Education – Sharon Teets, Chair**
60769 Onnuri Lee
8841 Pace Melvin

**MAT- Sharon Teets, Chair**
117651 Deborah Bates - TESL
48710 Erica Bellettini - TESL
77203 Brandon Byrd - History
42502 Stacy James – K-6
48576 Blair Lee – K-6
108943 Kristy McGaha – Business
48915 Ashlie Reese - Music
101188 Erica Williams - Government
61001 Maggie Yoakum – Biology

Revised 10-28-09
The following ideas were generated as a way to help with recruitment of new students:

1. Continue to encourage students who are here to recruit friends.
2. Have STEA and CEC go to schools (middle and high schools) to any groups interested in teaching such as Future Teachers of America (FTA) and talk about becoming an educator. Have STEA or CED assist schools in developing a FTA program. Have students from middle and high schools visit campus and buddy with an STEA or CEC member to talk about attendance and education (have lunch, campus tour, go to a class with them, etc.)
3. Have information posted on CN and Education Website.
4. Continue have student representatives at Saturday Showcase.
5. Advertise for interest in TESL and teaching overseas.
6. Create pamphlets describing majors.
7. Visit churches (particularly youth in Sunday School) to recruit.
8. Have an effective dissemination program informing graduates of any new graduate programs as they are developed.
9. Obtain exit email addresses from students before they graduate and stay in contacts to keep any changes in information current.
10. Try to create an email list of education majors only and an email list of alumni education major graduates to help send out new information.
11. Promote ourselves more in the Advisory Council
12. Advertise more with the 2 and 4 year colleges (without a graduate program) in which we have reciprocity.

Sharp is designated to find out which local schools have a FTA program.
Retention Committee Meeting Minutes
Wednesday, October 28, 2009

1. Contact Gail Green to obtain retention data for the institution and School of Education, undergraduate and graduate.
   (Cody-Mitchell contacted Gail on 10/29/09 and received general institutional data that will be used to consider recent retention rates.)

2. Review the retention policies for comparable institutions via online sites.

3. Examine the literature to identify possible retention strategies that can be undertaken immediately and in the near future (next semester).

4. Obtain the e-mail addresses of majors for easier communication.

5. Contact major on a regular basis via phone calls, e-mails, etc. and consider an informal discussion to identify potential retention.

6. Consider locating a source for endowment funds to assist with the financial costs related to teacher education. (Praxis, Background Checks, textbooks, etc.)

7. Contact the student in the developmental courses taught by Lesa Baker and Pamela Reitz to distribute information about the program.

8. Recommend that faculty advisors map out the entire student program when advising. This will assist students in long-term planning for degree completion.

9. Recommend that the College become more actively aware and inclusive of non-traditional students. These students may feel left out in general assemblies and events when only the 18-24 year old population is acknowledged. The Graduate Office should also acknowledge and be more actively involved in addressing the needs of the non-traditional student population.

10. Engage a focus group of undergraduates and graduates to identify areas for retention efforts

11. Consider the following retention initiatives for immediate implementation:
   a. School of Education Movie Night – To establish a sense of community, a screening of a student selected movie can take place in our area. This event can be scheduled monthly or semesterly. We should check EagleNet to avoid scheduling conflicts with major events.
   b. Final Examination Study Session – In order to assist our students in preparing for final examinations and to further a sense of community support for learning, the facilities can be open for students to gather for independent or group study sessions. Faculty can choose to be present, provide study guides, or engage in any manner they deem appropriate for students in their courses. Tutorial assistance from graduates, peer study group sessions, etc. may take place during this time. Popcorn and beverages could be provided for attendees.
## New Initiatives

### Carson-Newman:

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<thead>
<tr>
<th>Program</th>
<th>Preliminary Start Date</th>
<th>Member(s) Responsible</th>
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<tr>
<td><strong>Kingsport programs – SPED/ECE.</strong> The Kingsport programs are loosely constructed offerings from a number of CN programs. Not well supported. College offering education has possibly dropped their education initiatives.</td>
<td>n/a</td>
<td>Peggy</td>
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<td><strong>Knox County Site</strong> – C-N is investigating the feasibility of locating some programs or courses in Knox County. (1st Baptist Church or Fountain City)</td>
<td>n/a</td>
<td>Peggy</td>
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<td><strong>Dual enrollment for high school students</strong> – This is an Alden Starnes project. I have talked with Powell, Central, and Carter High Schools and they are interested. However, most would be general education courses. (perhaps a 1+3 program)</td>
<td>Fall 2010</td>
<td>Mike</td>
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<td><strong>Sevier County Site</strong> – C-N is investigating the feasibility of locating some programs or courses in Sevier County (Old Hospital).</td>
<td>n/a</td>
<td>Peggy</td>
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### School of Education:

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<tr>
<td><strong>2+2 at WSCC, Claiborne Co – K-6 program.</strong> This is a 2+2 program with WSCC. The course might be on the WSCC site or in Tazewell at the old high school. The WSCC portion of the program is in 20 blocks, meeting on Tuesday nights for 4 hours, with significant time online. The courses within the blocks are in sequence.</td>
<td>Fall 2011</td>
<td>Peggy and Mike</td>
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<td><strong>2+2 at Pellissippi – SPED/MG/ECE.</strong> Pellissippi is looking for a 2+2 partner for SPED. Middle Grades, and ECE. Lois Reynolds is in discussion with Dr. Bush on the ECE portion.</td>
<td>Fall 2010</td>
<td>Peggy and Mike</td>
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<td><strong>MED for coaches – On-line.</strong> This program could be two-fold: one, CN Athletics has a need for a non-licensure program for coaches. Also, this may be an area of need for middle and secondary coaches who want the MED for salary reasons but do not want to enroll in a leadership program.</td>
<td>Fall 2011</td>
<td>Sandy, Jean, &amp; Melanie</td>
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<td><strong>Reading program – On-line.</strong> This program would be for classroom teachers who want an add-on in reading, or just to be better reading teachers. This could also be a support MED for SPED teachers with BS.</td>
<td>Fall 2010</td>
<td>Sandy</td>
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<td><strong>Ed D program.</strong> The Carson-Newman College Doctorate in Education Program for K-12 Educators is designed for experienced K-12 practitioners. It is the goal of the program that educators build upon their past experience to cultivate principled educational leaders for pre-kindergarten through grade level twelve specifically for the Carson-Newman service area (and possibly the international market with TESL??). Graduates of the Ed D. program will become the next generation of educational stewards. In turn, these stewards will patron future generations of teachers, counselors, and building administrators. For clarity reasons we define stewardship as, “the person or persons responsible for the continuing health and the preservation of the best practices and the fostering of renewal, creativity and training of the next generation of educators.” (The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century)</td>
<td>Fall 2011</td>
<td>Peggy, Mike’ Ernie, Sharon</td>
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<td>The specific concentrations prepare new stewards for positions as building administrators, central office personnel, Directors of Schools, classroom teachers, curriculum/instruction supervisors, discipline supervisors, subject specific coaches, alternative learning program supervisors, school and event specific counselors, and Teaching English as a Second Language classroom teachers and/or supervisors in both local and international settings.</td>
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<td>It might be possible to structure the program with a foundation of an Ed.S. and then branch out into several more focused areas, such as School Counselors, TESL, C&amp;I, Leadership all with the idea to train the next generation of K-12 educational stewards.</td>
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<td><strong>Educational Leadership program to off-site locations.</strong> Currently the school is offering a portion of the Leadership Program at Carter High School. The program is partly on-site, off-site and online. Other possible off-sites are Central, Cocke, and Grainger High Schools.</td>
<td>Current</td>
<td>Ernie and Mike</td>
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**Other School of Education Initiatives:**

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<tr>
<td><strong>Master of Arts in Teaching: Chinese as a Second Language.</strong>&lt;br&gt;The program proposed here is designed for native speakers of Mandarin Chinese, preferably those holding the equivalent of an undergraduate minor in Chinese language, and for non-native speakers of Mandarin Chinese who have earned the equivalent of an undergraduate major in Chinese language. All applicants to the program must present evidence of proficiency in Chinese by submitting scores of Advanced Low or higher on the ACTFL test of Mandarin Chinese (OPI or OPIc and WPT). The ACTFL test is widely used for evaluating the language proficiency of teacher licensure candidates in those languages for which Praxis examinations have not yet been developed.</td>
<td>Summer 2010</td>
<td>Mark and Danny</td>
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Tentative timeline for seeking approval and offering the MAT in Chinese as a Second Language Program:

1. Approval from graduate Council (December 2009—I was just informed that the graduate council meeting scheduled for next Thursday has been cancelled, and they will not meet again until December).
2. Approval from Academic Programs Committee and college Faculty – December 2009/January 2010
3. Submission to State Department of Education for approval – January/February/March 2010
4. Recruiting applicants March/April/May 2010 and following
5. Program begins August 2010

**MAT-ESL China Extension Program.** The Carson-Newman MAT-ESL China Extension Program will offer courses taught in Beijing, China and, possibly, Qingdao, China by School of Education graduate TESL faculty in intensive two-week classroom sessions followed by online instruction that will continue through the remainder of the fall or spring semester. On-site sessions in China will be offered twice each year in January and in July/August. If this program is approved, the first China Extension cohort will complete the MAT-ESL degree program on the following schedule:

<p>| Fall 2010 | Mark and Danny |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Courses Offered</th>
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<tbody>
<tr>
<td>July 28-August 6, 2010</td>
<td>TESL 581 &amp; TESL 566</td>
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<tr>
<td>January 3-14, 2011</td>
<td>TESL 582 &amp; TESL 568</td>
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<td>June 2011 (online)</td>
<td>Elective 1, 2, and (if necessary) 3</td>
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<tr>
<td>July 25-August 6, 2011</td>
<td>TESL 565 &amp; TESL 580</td>
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<tr>
<td>January 5-14, 2012</td>
<td>TESL 567 &amp; TESL 583</td>
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<tr>
<td>May-July 2012 (online)</td>
<td>TESL 584 &amp; TESL 600</td>
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Schedule for approval/beginning program:

- October 2009 - approval of program proposal by provost, dean, graduate dean
- November/December 2009 - negotiation with Chinese partners (with assistance from on-site CGE personnel) for approval of program and recruitment of first cohort
- January/February 2010 - application for SACS approval
- July 2010 or January 2011 - program begins