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**Council for Teacher Education  
Minutes of the March 17, 2022, Meeting**

**A meeting for the Council for Teacher Education was held at 12:00 p.m. on  
Thursday, March 17, 2022.**

Brian Walker, Co-Chair, Designee, Plymouth State University  
Tanya Sturtz, Designee, Keene State College  
Linda Kalloger, Layperson  
Laura Wasielewski, Saint Anselm College  
Laura Stoneking, Designee, NH Department of Education  
Kathryn McCurdy, Designee, University of New Hampshire  
Abigail Blais, Hudson Memorial School  
Kenneth Darsney, Franklin Middle School  
Tom Julius, Antioch University New England  
Diane Monico, Co-Chair, Rivier University College  
Kristine Thibault, New England College  
Joan Swanson, Franklin Pierce University (via Zoom)  
Chris Ward, Upper Valley Educators Institute

**The Following were unable to attend:**

Jamie Malhoit, Kearsarge Regional School District-SAU#65  
Michael Fournier, Superintendent, Bedford School District  
Kelly Moore Dunn, NHTI Concord's Community  
Nick Marks, Granite State College  
Cathy Stavenger, Southern New Hampshire University

**Meeting Participation also included:**

Kim Wilson, NH Department of Education Bureau of Credentialing  
Bill Ross, NH Department of Education Bureau of Credentialing  
Sue Blake, NH Department of Education Bureau of Credentialing  
Dan Carchidi, University of New Hampshire  
Dr. Michael Raffanti, Antioch University New England  
Dr. Susan Dryer-Leon, Antioch University New England  
Dr. Gopal Krishnamurthy, Antioch University New England  
Shawna D'Amour, Southern New Hampshire University  
Dianna Terrell, Saint Anselm College

**Welcome, Call to Order, and Introductions**

The regular meeting of the Council for Teacher Education was convened at 12:03 p.m.  
Brian Walker presided as Co-Chair.

**A. Approve February CTE Minutes**

**Motion:** Brian Walker motioned, seconded by Chris Ward, to approve the minutes of the February meeting with noted changes.

**Vote:** The motion was approved without dissent by roll call vote with Brian Walker abstaining.

**Program Reviews (Existing and New Program Requests)**

Brian Walker stated reactors are needed for upcoming reports. Reactors come up with questions to ask prior to opening up to discussion. The Franklin Pierce review took place a week ago and UVEI review is next week. Both reports should come to CTE in either May or June.

**A. Franklin Pierce University**

Ken Darsney and Shawna D'Amour volunteered to be reactors for Franklin Pierce University.

**B. Upper Valley Educator's Institute**

Diane Monico and Laura Wasielewski volunteered to be reactors for Upper Valley Educator's Institute.

### **C. Saint Anselm New PEPP Request - 11 Programs**

Dianna Terrell, Saint Anselm representative, stated Saint Anselm College is proposing 11 new licensure pathways at the graduate level. The licensure pathways are already offered at the undergraduate level. It's meant for students who were not in the undergraduate program for education. The proposal gives information on the generation Z market and the idea of making more modularized sized classes. They are designed to be flipped classes. The coursework doesn't diverge too much from undergraduate coursework leading to licensure. What makes it a graduate level course is in the pacing.

A member asked about the graduate capstone. Dianna Terrell responded the goal is for students to be in their clinical placements for the entire year. The coursework is set up to start heavy on coursework and lighter on clinical placement and get lighter on coursework and heavier on clinical as the program progresses. The classes that end in 80, are the credit bearing clinical placement. The classes that end in 40 are assessments in an inquiry style preparing for the language of the TCAP.

A member commented that it looks like separate coursework for graduate from the undergraduate students. Dianna Terrell responded that is the current plan based on the design.

Brian Walker asked for a goal opening date. Dianna Terrell responded the goal is to start a year from the current spring semester. The Higher Education Commission will be on campus on Monday to evaluate the capacity to offer the MAT. Once that is lined up, the school will focus on the CTE offering the license. Laura Stoneking added the school does not currently have MAT approval, so they do not have degree granting authority for Master of Arts in teaching. The review is contingent upon full MAT approval through the Higher Education Commission.

Brian Walker clarified the review would take place in the summer or fall. Laura Stoneking added up to 11 reviewers would be needed and possibly 2 chairs.

Dianna Terrell stated the program is designed as a 4+1 program for current Saint Anselm students. The college is in discussion over taking outside applications and what that would mean for the programs. Anyone from another university would have to have their undergraduate degree audited before being admitted. Tom Julius asked if that would be the same for any students who changed majors during their undergraduate program. Dianna Terrell responded the matrices in the proposal were from their accreditation visit in the spring. The courses that have been put forward in the matrices meet the prerequisite needs in the undergraduate coursework and wouldn't need to be further vetted.

Diane Monico asked where in the scope and sequence the pro-ed standards are addressed. Dianna Terrell responded the pro-ed standards are primarily being addressed in the education courses for the MAT.

Diane Monico discussed concerns from when Franklin Pierce ran two separate programs and some of the issues that surrounded that: program assessment, candidate assessment, the institution as a whole. She asked how these issues would be addressed with the program being run as a separate entity. Dianna Terrell responded it will not be a separate entity as it will be housed in the Education Department. It is the same core faculty offering a separate set of degrees. They will be using the same candidate and program assessment system with some additional tweaks for the graduate level. Most administrative work will be done with existing administrative support.

Brian Walker suggested waiting until the next meeting to ask for chair volunteers. The timeframe would be fall. Laura Stoneking clarified the Higher Ed Commission will meet May 10. CTE does not meet in July or August. Chris Ward and Tanya Sturtz volunteered to Co-chair the review.

## **Program Reports (Progress Reports, Approval Reports, National Accreditation Reports)**

### **A. AUNE Progress Report**

Brian Walker shared the Antioch review took place last spring.

#### **1. Progress Report Analysis and Recommendations**

#### **2. Chairs: Ken Darsney and Kelly Moore Dunn**

Susan Dryer-Leon, Chair of the Education Department; Michael Raffanti, Dean of the School of Education; and Gopal Krishnamurthy, Director of the Science Licensure Program and faculty in Environmental Studies, attended as representatives of Antioch University New England.

Laura Stoneking noted a correction made in the report. The date should say March 14.

Ken Darsney shared the analysis of the report provided by AUNE in January. The chairs were able to discuss items in the progress report and other actions going on at AUNE. Based on the original recommendations made last spring, some of the items that were identified as cause for concern were activities in progress. In the section regarding 606-01, in the analysis of clinical practice, the difficulty was that it was described as being in process. The co-chairs would like to see the completion of that process so they can review the system and determine that it is in compliance with the needs of the system. They had a similar review of the assessment system at the post-graduate level, saying the activities are in process and the chairs want to see the completed process.

Ken Darsney stated AUNE has a process for program assessment, but it's more informal. The chairs would like to see what data gathering process occurs, which should happen in the spring of this year at the end of the programs. Over the course of the summer, it should be reviewed to ensure they occur as promised.

Ken Darsney stated they pressed out the next review until the end of August of 2022 so they can have the opportunity to verify all the rest of the items are in place.

At that time, a full report should be possible to show all the processes promised are in place. By the time February of 2023, when the current program expires, they will be able to earn full recommendation through the final date.

Michael Raffanti clarified Antioch University is restructuring into a school-based model. All of Antioch New England Education programs are part of the School of Education that includes education programs in Seattle, LA, Santa Barbara, and online. They hope to be in full compliance soon.

Tom Julius added since the spring review, Antioch has consulted with DOE staff on administrative tracking, criminal records check, basic skills assessments. They have consulted with IHE faculty. Antioch faculty has engaged in a process of reflection in analyzing the review team advice and updating systems to meet requirements. It has been useful for Antioch as a university.

Tom Julius noted refreshing processes takes time. Antioch has used a portfolio system since the last program review, which was a paper system until 2020. In 2020, they began using Taskstream's learning achievement tool and instituted a binary process. The review team identified areas for candidate and program assessment that need to be updated and more clearly articulated. They designed a rubric system based on the Antioch New England rubric. The rating scale will be applied to each piece of evidence that is supplied for demonstrating the standards. It will create clearer thresholds and establish benchmarks.

Tom Julius added the progress report and feedback has been important in affirming the university is on the right track. In the spring, they will be able to provide data and reports on the binary system they are using. They anticipate instituting the more robust system with a cohort that would start in the summer.

Tom Julius stated there are two areas in the report that are not recommendations and appear in the notes. He asked if CTE could discuss the notes before the next progress review. One has to do with early and culminating field experiences. Antioch's programs are master's degree programs. A helpful discussion would be the range of activity that could constitute an early field experience. It could be

embedded in coursework or a subset of a larger internship rather than being its own early internship credited experience. The second suggested topic has to do with preparation programs needing field experiences in public schools and those culminating experiences must be in public schools. Clarification may be needed in this area.

Michael Rafanti referenced an email requesting the CTE report be amended to acknowledge more clearly that AUNE is voluntarily closing 3 programs. The report states CTE recommends non approval without any context, which creates the impression the closures are involuntary.

Laura Stoneking responded the request did come in to close the programs. Six weeks after receiving the progress report for the 8 PEPPs reviewed, the division received an email dated February 11, 2022. AUNE submitted a substantive change form and transition plan to discontinue 3 of their licensure programs. They determined the following programs would be discontinued and taught out due to low or no enrollment. The program was reviewed, information was provided in the annual report about the programs and work that was being done to address the concerns, the progress report that was submitted was already under analysis and review with updates to those particular programs. Then the substantive change was received to eliminate. The options co-chairs have don't allow for elimination. They can either it's met with full approval, met with conditions, or non-approval. CTE also has the substantive change.

Ken Darsney stated the conclusion made was if the programs were approved and they decide to reinstate them, they're approved. In order to reinstate them, the review committee would like the opportunity to complete the review in order to reinstate. He asked if there is a way to put in the report the programs weren't approve because the university decided to close the programs.

Tom Julius suggested something being added to say that the non-approval followed Antioch's request to stop the programs. It would put it in context. If the programs were brought back, they would need to be reviewed.

Bill Ross questioned whether the programs were recommended for non-approval based upon the letter to close the programs or based upon the program's merits. Michael Rafanti stated the chairs didn't approve based upon the letter. Wording could be added to state non-approval was based both on decision to close and merits and if the programs were to be reopened, they would require a full review.

Chris Ward stated in a progress report, it can state the program has not met the standards yet. However, usually that allows the university to continue working, not discontinuing the program.

Bill Ross asked if the program is being closed, discontinued, sunseting. If the program comes back, is it reinstating an existing program or is it opening a new program. Susan Dryer-Leon responded the intention is to close the programs. If they ever decide to reinstate them, they will start over.

Chris Ward suggested putting all of the programs in the same category with recommendations on the progress report and then accept the substantive change for closure separately. At the next review, those programs would not continue to be reviewed as they will be eliminated.

The Council decided to table the discussion until the April meeting.

## **Administrative Rules**

### **A. Review the updated 602 rule proposal**

Chris Ward reported he and Kelly Moore Dunn reviewed 602.01 - 602.09. These are the procedures for the different options that you have after proposing a program review. Option 1 is typical reapproval. Option 2 is rare when institutions have no approved program that apply. Option 3 is rare. Option 4 is if an institution has national accreditation. The approach was not to change much, but to update language as appropriate.

Chris Ward questioned the timeline. Expecting 10 months prior to the review the department will identify individuals to serve on the review team seems unrealistic.



Training and electronic materials provided by the institution could be aligned. Option 1 has classes and field placement sites to be visited as part of the schedule. In the past that has been considered optional rather than required. Language was clarified about what is included in the self-assessment report.

Laura Wasielewski suggested removing the time frame from the review team expectations. It gives Laura Stoneking flexibility in establishing the team. Chris Ward suggested using the language "prior to training" rather than a specific number of months.

Chris Ward reported Options 2 and Option 3 do not have expiration dates that require similar timelines. The language of self-assessment was clarified again. Option 4 has a timeline to review. The rule refers to the national accreditation end expiration date. It needs to exceed that expiration date based upon CAEP timeline. The suggested language is not to exceed the expiration date by more than three months. National and state accreditation will have different expiration dates based on the order of approval.

#### **B. Review the updated 605 rule proposal**

Chris Ward reported the subcommittee took items from 604.02, which is the learning facilitation. A lot of the content in that section is about faculty and qualifications, which they thought would be better in a new section called Faculty and Staff Resources. Chris Ward asked for input on the reorganization of information.

Tom added the subcommittee is looking for feedback, not approval at this time. The goal is to eliminate redundancy in the language. Creating a new section may contribute to clarity.

Laura Wasielewski stated the changes could be helpful in advocating for resources for institutions. She also commented on consistency in language and identifying what evidence could be used to evaluate whether institutions are meeting the standards. For example, looking at diversity in faculty, the process used to attract faculty could be reviewed. She also asked how to evaluate appropriate counsel,

advice, and support for candidates in a PEPP. She suggested being specific with a ratio for advisors.

Bill Ross referenced 605.01A, which specifies individuals can demonstrate they meet the licensure standards. The phrase is repeated in other sections. He asked where the information will remain in the rules if it is to be removed from 605. Ken Darsney responded it is only being removed from the resources section and will remain in the other sections.

## **Substantive Change Request**

### **A. UNH**

Kathryn McCurdy stated UNH had a new degree approved through the university last year. At that time, the Bachelor of Arts degree would include two licensure pathways: Elementary ESOL and Elementary GSE. They did not move forward with general special education because UNH had conditional approval for general special education at that time. Over the summer, the State Board approved the bachelor's program as a pathway that could lead to licensure with elementary and ESOL.

The substantive change request is asking to allow students to pursue elementary and general special education through a Bachelor of Arts. The courses students will take as part of the elementary certification components are identical to what has been approved for the licensure pathway. The difference is the ESOL requirements would be replaced with general special education courses. Those courses are identical to the courses that have been approved as part of the master's level certification for general special education. UNH is seeking feedback from CTE on how to proceed.

Tanya Sturtz asked if there is a different expectation if students register as an undergraduate versus a graduate student. Kathryn McCurdy responded the course approval process at UNH requires documentation on syllabi what constitutes graduate level group within a particular course. The core of the course

is the objectives aligned with the competencies. An undergraduate would be able to meet those objectives, while a graduate student would get further into theory and practical research.

Tanya Sturtz asked about undergraduate courses that can count towards the graduate program. Kathryn McCurdy responded currently UNH students can apply for an accelerated master's pathway exists allowing approved students to take up to 12 dual credits that would apply as part of their undergraduate transcript and their graduate transcript.

Tanya Sturtz shared Keene State used to have a dual elementary special education program and students were unable to complete the program in 4 years. She asked how the dual program is being structured by UNH. Kathryn McCurdy responded the intention is for the year long internship be an integrated seminar. Candidates pursuing this degree would have a seminar instructor that could speak to both certification pathways. Students would be required to have 2 clinical educators who would hold the separate certifications. The K-12 nature of the special education must be part of the culminating experience. Students in the current elementary ESOL track have early field experience requirements to create a program that's robust in clinical experiences. The culminating experience would have 2-3 cooperating teachers with multiple placements.

Kathryn McCurdy clarified the application into the program would be identical to what is currently approved to be submitted at the end of year 2. The application includes Praxis, background check, letters of recommendation. Education coursework is taken as part of the first and second year. After being accepted into the third-year program, the methods courses begin. The internship takes place during the fourth year.

Brian Walker asked if there are any undergraduate special education programs currently being offered. Diane Monico responded Rivier University currently offers

it as an undergraduate program. Laura Stoneking added Franklin Pierce, SNHU, and Granite State also offer it as a BA.

Kathryn McCurdy asked for feedback on whether the program requires a substantive change or a new program approval. Brian Walker stated CTE can vote on the substantive change, and it will then go to the State Board of Education to make a decision. Kathryn McCurdy stated ideally, the university would like to allow students to declare the major in September 2022.

**Motion:** Tanya Sturtz motioned, seconded by Ken Darsney, that the CTE approves the substantive change request by UNH.

**Vote:** The motion was approved without dissent by roll call vote with Kathryn McCurdy abstaining.

## **NH DOE Updates**

### **A. Bureau of Educator Preparation and Higher Education Updates**

Laura Stoneking reported Granite State will go to the State Board as agreed at the February meeting for their new program of science. She attended CAEP conference and will distribute hard copies of information. She has been working on the verification as a resource and supplied a copy to be reviewed. She asked if institutions would be interested in offering candidates a mini session on educator conduct and code of ethics. Members responded positively.

Laura Stoneking supplied resources on federal requirements for licensure disclosure now applying to all programs that lead to licensure: educators, nurses, occupational therapists, nurses, etc. The rule state the institution is responsible for directly disclosing to current candidates and potential candidates whether they will be licensable in other states a candidate intends to work.

Bill Ross gave further detail on educator licensure reciprocity between states. Most states accept partial reciprocity and require candidates to meet specific state

requirements. There are also several licensure areas that do not have a direct counterpart in other states.

Laura Stoneking clarified the information that must be indicated on the institution's website as well as direct written disclosure to each candidate including the licensing board for that state in which the student is located. The curriculum does or does not meet the education requirements in the state or the institution has not made the determination.

### **B. NH State Board of Education Updates**

Brian Walker asked about the librarian/library media specialist licenses. Bill Ross responded the State Board of Education decided to do away with the library media coordinator. They are continuing to consider the future of library media specialist.

### **C. Bureau of Credentialing Updates**

Laura Stoneking stated the criminal records check process is still in a holding pattern. The FAQ sheet should answer most questions.

## **ADJOURNMENT**

**Motion:** Ken Darsney motioned, seconded by Laura Wasielewski, to adjourn the meeting at 2:56 pm.