

**University of Central Missouri  
College of Education  
Professional Education Faculty**

**Meeting Minutes for April 21, 2025, 1:00 pm**

**Attendance**

- Bias, Kenneth - Chair, Early, Elementary, Middle, & Physical Education (EEMP)
- Burress, Rene - Chair, Educational Technology & Library Science (ETLS)
- Dieckman, Andrea - Director, Clinical Services & Certification
- Forth, Nancy - Chair, Counseling & Educational Leadership (CEL)
- Robbins, Lisa - Chair, Special Education & Behavior Analysis (SEBA)
- Thomas, Matt - Interim Dean, College of Education; Chair, Ed Foundations & Literacy (EFL)
- Brookshier, Karst - Academic Success Advisor, Success Advising Center
  
- Aaberg, Phillis - Literacy
- Atkins, Charlene - Elementary Graduate Education
- Brown, Terrell - Educational Foundations
- Conrad, Michelle - Career & Technical Education
- Dunn, Carol - Elementary Education
- Enderle, Mark - Educational Leadership
- Erdogan, Nabat - Literacy Education
- Gilhooly, Daniel - Literacy Education
- Gremaud, Krystle - Career & Technical Education
- Harrison, Amanda - Library Science & Info Services
- Hays, Lauren - Instructional Technology
- Hentges, Julie - Elementary Graduate Education
- Hopping, Lana - Special Education & Behavior Analysis
- Kammer, Jenna - Library Science & Info Services
- Kerr-Sims, Shantia - Instructional Technology
- Lynch, Brandy - Physical Education
- Maxcy, Lane - Special Education & Behavior Analysis
- McDonald, Bryan - Educational Leadership
- Pagnani, Alexander - Educational Foundations
- Phillips, Lucy - Counseling
- Price-Richardson, Christina - Middle-Level Education
- Pryde, Kelly - Library Science & Info Services
- Tye, Natalie - Early Child & Elementary Education
- Williams, Carla - Special Education & Behavior Analysis
- Yao, Yuankun - Educational Foundations
  
- Beeman, Carla - Mathematics
- Brewer, Amanda - English
- Kitson, Christina - English

**Welcome - Charlene Atkins**

- Atkins extended a warm welcome on behalf of the College of Education Quality Assurance Workgroup and thanked everyone for their ongoing contributions to the success of our educator preparation program. She then provided an overview of the agenda for the meeting ([Slide Deck Link](#))

**Responding to Feedback - Rene Burress**

- Behavior Management
  - Add more elements of behavior management in courses

- Discuss balance between being friendly and maintaining high expectations (common challenge for first-year teachers)
- Include strategies tied to motivation theory (intrinsic vs. extrinsic motivation) and problem-solving skills
- Working with Families
  - Include more information and strategies for working with families in courses
  - Programs currently address family connections informally or as part of other topics (e.g. behavior management, like trauma informed care)
  - Faculty expressed a desire for guidance on assessing and improving candidate's skills in family engagement
- Preparing K-12 Teachers to Teach Virtually
  - Aware that school districts are doing AIM days and that we need to teach this
  - Programs are incorporating virtual teaching into courses and lesson planning through a variety of different platforms
  - May need college-wide data collection effort for next CAEP via a Google form
- Ways to Engage Students in Programs Assessment
  - Students on Program Advisory Committees which review assessments, share rubrics and get feedback after assignment is complete

### **Certification Updates - Andi Dieckman**

- PRAXIS Test Changes (Sept. 1)
  - Family and Consumer Sciences (5123)
  - Social Studies (5581)
  - Technology and Engineering Education (5053)
- PRAXIS Resources
  - [Folder](#)
  - For each test
    - Study companion
    - Links to free materials as well as opportunities to purchase
  - Flashcards for each test in Certification Office
  - [PRAXIS Guide](#) (Certification Office created)
- State is changing content GPA to 2.5 instead of 3.0
  - Will COE follow? Not official whether UCM will follow the same concept; our Teacher Education Council will review and make decisions. Please share your thoughts and feedback with your TEC committee representatives.
  - It is retroactive. Starting July 1st anyone that has a 2.5, even if previously were not able to be certified and as long as they've completed all other requirements, they can now go back and apply for certification.
  - Not for Elem/EC/SpEd as their classes are considered to be professional education by the State.
- General Science, 9-12 matrix approved, however we may not add that as an option within secondary education. It will be up for discussion by Dr. Basir and the TEC group.
  - (apox. Timeline Oct. '24-Apr. '25)
- Initial submissions of following matrices
  - Literacy Specialist (Special Reading) may be some course changes

- Special Education has been in the works
- Secondary Ed Sciences areas are shifting
- Computer Science 5-9 and 9-12 were introduced for the first time
- MoGEA is no longer required
  - Registrar or Clinical Services & Certification Director can force completed on audit
- [COE Policies and Procedures](#)

### Legislation to Watch - Bryan McDonald

- PreK-12
  - [HB711](#) (Sponsor: Representative Brad Politt (R) District 18)
    - Creates an open enrollment process for students to transfer to nonresident districts
    - Participation is optional for districts
    - Includes application procedures, transportation reimbursement for low-income students, sports eligibility rules, and state data reporting.
    - Funded by an \$80M Parent Choice Fund
    - Transfers begin in the 2026-27 school year
  - [SB360](#) (Sponsor: Senator Jill Carter(R) District 32)
    - This bill would remove Missouri's current statewide use of standardized test scores for accountability
    - Districts would create or adopt their own local assessments
    - Accreditation could be provided by DESE or a third-party agency
    - Supporters cite increased local control; critics worry about reduced accountability and charter school oversight
  - [SB63](#) (Sponsor: Senator Ben Brown (R) District 26) McDonald just heard about this one earlier today.
    - Would allow all homeschool students to participate in all activities
    - Students do not have to participate in a certain number of hours at school to participate in activities
- Higher Education
  - [SB326](#) (Sponsor: Representative Ben Brown (R) District 26)
    - Bans public colleges in Missouri from requiring or giving preference based on diversity, equity, and inclusion (DEI) statements in hiring, admissions, or contracting
    - Violations may lead to lawsuits or employee discipline
    - The bill includes annual reporting and waives immunity protections for institutions
  - Governor appointed 4 new State Board members this morning which means 4 longtime board members are off.

### Legislative Tips - Amanda Brewer

- Suggestions for contacting your representatives
  - Keep it brief
  - State who you are and what you want

- Personalize it (your students, your story)
- Use personal email address (not your UCM one)
- [Identify your legislators](#)
- Phone calls/messages seem to be taken more seriously
- Consider contacting David Pearce as a resource
- Consider your areas of action and influence
  - As an individual
  - As a member of your local community
  - As a parent (grandparent, aunt/uncle, etc)
  - As an educator
  - As a member of your professional organizations
- Suggest keeping a stack of pre-stamped postcards with addresses to be ready to send a message through the mail.

### **Assessment Updates - Carla Williams**

- Spring 2025 Semester Lunch & Learn Series focused on Brightspace Learning
- Gathering Data from Faculty...Brightspace Confidence Survey emailed out on 4/11/25 that will close on Friday, 4/25/25. Please complete the survey.
- Culture of Assessment Organizational Site has been moved from Blackboard to Brightspace (good repository for all things program assessment and best practices)
- COE [Faculty and Adjunct Guide](#)

### **Assessment Reminders - Carla Williams**

- Best Practices in Program Assessment document is being updated
- Assessment Meeting, Thursday, May 15, 2025, 9 a.m. - 3 p.m.
- Open to PCs and anyone else who works in Nuventive for the program
- Assessment updates and reports, due September 30, 2025

### **Technosage Work - Charlene Atkins**

- Learning through research
- Presentations
- Professional development
- Needs assessment
- K-12 Research Projects
- Summer Book Study

### **Faculty Perspective on AI in Education Survey Administered by Technosage Team - Charlene Atkins**

- Needs assessment went out to College of Ed faculty
- There were 25 responses that included faculty of undergraduate and graduate level, who teach only online, only in person, but mostly those who teach both online and in person.
- Purpose of this project is to assess faculty members' current knowledge, attitudes, and needs regarding the integration of artificial intelligence (AI).
- The project aims to identify the specific types of AI tools and applications that faculty perceive as beneficial for teaching and learning, as well as the barriers and challenges they face in adopting these technologies ([Slide Deck, pages 14- 18](#))

- Of those who responded, 75% were using free versions of AI, 20% were not using AI at all, and only 4% were using both paid and free.
- We asked whether our faculty had AI policy statements in their course syllabi and 44% said yes, every syllabus, 40% said they did not have a policy in their syllabus, and 16% said they had it in at least one syllabus, but not all. We hope now that faculty do have something about AI in their syllabi.
- We asked about faculty and student use of AI and the highest reporting in both populations was the use of writing support (editing, grammar, spellcheck) and the second highest was idea generation (brainstorming, collaboration).

### Concerns Regarding Generative AI (Open-ended Survey Questions) - Charlene Atkins

- Learning & Understanding
  - Superficial engagement with content
  - Lack of critical thinking
  - Issues with lesson planning
- Faculty Preparedness & Institutional Challenges
  - Lack of faculty knowledge
  - Keeping up with evolving tools
  - Privacy and platform access
- Academic Integrity
  - Plagiarism and misrepresentation
  - Erosion of trust

### Padlet Follow Up - Michelle Conrad

- Thinking about the information collected and shared related to AI...
  - What would you most want to learn about in a PD session?
  - What type of PD would be most helpful (short course, lunch & learns, work day, etc.)?
  - *Responses have been condensed into the list below.*
    - DLII has syllabi statements on their [website](#) if you need something for your syllabus
    - Opportunities to get AI training specific to work in our disciplines (ie for me AI and libraries)
    - I would like a full day on this topic, there's so much to explore
    - Separate PDs related to different things such as teaching future educators, lesson planning versus paper writing, doing research, in-depth on 1 or more specific AI types
    - Opportunities to share specifically with online grad students
    - Using AI to help preservice teachers - ways they can use it to support their teaching and modeled by us
    - Work day is the vote for me
    - Ways faculty are using it to support their learning (so maybe a lunch and learn)
    - Explaining to students the ethical implications of AI. What is ethical and appropriate use (and how might they do that for a class), and what is unethical and inappropriate use

- I enjoy work days to collaborate! I need to learn more about ethical use for students.
- Appropriate uses for AI in coursework and also what are meaningful uses for AI that prepare students for their career
- ISTE course opportunity
- A full work day would be great so we can have time to process and create while there are “experts” there to help
- How to share my expectations about use with students without feeling like I have to cover all the potential ways they might use it (because I’m not sure that I even know all the ways they might use it).
- PD on syllabi updates wording (and for assignments too)
- Examples of ways to use AI to enhance critical thinking
- Writing good prompts
- Discussion acknowledging that there are several courses available to teach about AI and the courses can help with understanding AI and how to use it.

### **Closing - Charlene Atkins**

- Atkins closed out the meeting by expressing appreciation for all the feedback that is received, the updates that were shared, and all the work that is being done every day, throughout the year. Our partner districts let us know that we are producing great students and that’s because of all our great faculty - so thank you and we really do appreciate you.

Respectfully submitted,  
Ronda Weinmann,  
Administrative Assistant to the Dean,  
College of Education

**University of Central Missouri  
College of Education  
Advisory Board**

**Meeting Minutes for April 21, 2025, 4:00 pm**

**Attendance**

- Bias, Kenneth - Chair, Early, Elementary, Middle, & Physical Education (EEMP), UCM
- Burress, René - Chair, Educational Technology & Library Science (ETLS), UCM
- Dieckman, Andrea - Director, Clinical Services & Certification, UCM
- Forth, Nancy - Chair, Counseling & Educational Leadership (CEL), UCM
- Thomas, Matt - Interim Dean, College of Education; Chair, Educational Foundations & Literacy (EFL), UCM
- Atkins, Charlene - Elementary Graduate Education, UCM
- Conrad, Michelle - Career & Technical Education, UCM
- McDonald, Bryan - Educational Leadership, UCM
- Pryde, Kelly - Library Science & Info Services, UCM
  
- Bonnesen, Jeremy - Director, Summit Technology Academy at MIC, Lee's Summit
- Buck, David - Superintendent, Lee's Summit R-7
- Corson, Jennifer - Principal, Clinton High School, Clinton
- Davis, Trinity - President and Founder, Teachers Like Me, Kansas City
- Finnane, John - Assistant Superintendent, Warrensburg
- Jurkowski, Deanna - Secondary Principal, Concordia
- Ritter, Steve - Superintendent, Warrensburg
- Sumy, Andrea - Library Media Director, Liberty
- Purinton, Tiffany - Human Resources, Independence Schools

**Welcome - Charlene Atkins**

- Atkins welcomed everyone and thanked all for playing a vital role in supporting our educator preparation program by sharing insights and collaboration to help us better serve future educators and ultimately our larger education community. She then provided an overview of the agenda for the meeting ([Slide Deck Link](#))
- Thomas talked about the graphic created by Dr. Ann McCoy that really captures the heart of what we try to do within the College of Education. We really try to be student centered, so we keep the students right there in the center. Then we work really hard to make sure our programs are as high quality as possible and we work with outstanding faculty and staff to try to make that happen. Finally, on days like this, we really draw attention to that crucial role that our partners play and we get to hear from you, our advisory board.

**Enrollment - Rene Burress**

- Spring 2025 Enrollment numbers
  - Undergraduates in COE - 676
  - Graduates in COE - 1,102
- UCM - Growth in domestic graduate enrollment
- Emphasis on yield (recruiting the students, getting them admitted, and enrolling the students in the programs)

- Continues to be difficult to recruit to teaching and we are committed to being innovative and creative to do what we can to recruit.
- Recruitment events
  - Future Teacher Academy - fall
  - Teach it Forward - spring
  - Undergraduate Recruiting Events
  - Graduate Recruiting
- Many of our student teachers are the teachers of record and we continue to see that increase each semester of student teaching.

### Updates on Certification - Andi Dieckman

- PRAXIS required now
- General Science 9-12 matrix approved by the State
  - Placement may look different
  - UCM has not added as official pathway, but it could be coming
- UCM adding Marketing and Journalism 9-12 as initials

### Legislation to Watch - Bryan McDonald

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- The bill includes annual reporting and waives immunity protections for institutions
  - In the Legislative Bulletin this morning, the Governor appointed 4 new State Board members and there is one additional member whose term is up and could be replaced.

### **Graduate Studies Updates - Matt Thomas**

- New Graduate Recruitment [Splash Page](#) and QR code for several marketing efforts
- University has invested in some cutting edge resources that involve some pretty impressive or frightening, depending on how you look at it, AI activities
- MOU Opportunities to fit specific district needs

### **Rural Schools Initiative - Charlene Atkins**

- Professional Development for Early Career Educators
  - Dr. Mike Rutherford workshop
  - Partnership with C-RPDC
- MARE Conference presentation
- *Counted Out!* film screening
  - C-RPDC math consultants
- Partnership with [Rural Schools Collaborative](#)
  - Rural Teacher Corps
- Fall and Spring Rural Schools Summits
- Rural Connection Day (coming this fall)

### **Post-COVID Teaching - Michelle Conrad**

- COVID-19 forced schools to “pivot” and reimagine schooling in virtual formats
- While school structures have returned to “normal”, teachers and communities have been changed by the pandemic (professional decision making, school initiatives, purpose for teaching, technology usage, etc.)
- Students who were academically at-risk prior to COVID may have failed to re-engage in school post-COVID
- Teachers have shown increased levels of stress and workplace intensity

### **Post-COVID Reflection Questions for Breakouts - Michelle Conrad**

- What changes have you noticed for teachers/the teaching profession since the return to traditional teaching Post-COVID (i.e., workplace intensity, mental health, student engagement, work-life balance)?
- In what ways is technology changing the teaching profession since COVID-19 (i.e., online learning, AI, cell phones, one-to-one devices)?
- How can UCM COE assist with any of these post-COVID shifts?

### **Breakouts**

- Breakout groupings:
  - [Facilitators: McDonald and Conrad](#)
  - [Facilitators: Forth and Atkins](#)
  - [Facilitators: Burress and Dieckman](#)
- Topic: Post-COVID Teaching

- Breakout room discussions were summarized by Charlene Atkins
  - Since the return to traditional teaching post-COVID, educators have reported sustained high stress levels, with a notable increase in student behavioral challenges and diminished work-life balance. Teachers are facing a renewed sense of undervaluation, as public appreciation seen during the pandemic has waned. Professional responsibilities have once again expanded, with greater expectations for after-hours engagement and communication with families, often without additional compensation. Educators report a lack of parental support and a breakdown in trust, as parents frequently bypass traditional communication channels (i.e., posting to social media rather than contacting the school).
  - Recruitment efforts in some regions have improved through incentives like housing and advanced degree support, yet new teachers continue to struggle with professional demands. Technological integration has evolved, with schools balancing the benefits of one-to-one devices and online platforms against the distractions and behavioral issues posed by personal technology, especially cell phones. While younger teachers adapt more readily to tech integration, managing student engagement and attention spans remains a challenge.
  - A cultural shift among educators reflects a stronger emphasis on work-life boundaries, with many seeking roles that better support their personal and professional well-being. Recommendations for the EPP include added experiences that reflect these post-COVID realities, fostering collaboration and readiness for contemporary educational environments.

#### **Closing - Matt Thomas**

- Thomas thanked everyone for being willing to give up their time on this beautiful afternoon. He reminded everyone that they can share additional ideas at any time so that we can continue to add to the data we have collected. We will reflect on this over the summer and continue this conversation based on the things we've learned in this meeting today. We will try to do good things with this information. He told everyone to have a fantastic summer and that we would see them in the fall.

Respectfully submitted,  
Ronda Weinmann,  
Administrative Assistant to the Dean,  
College of Education