

Educator Preparation Academic Advisory Committee
January 10, 2007
Macon State College

The meeting was called to order at 8:38 a.m.

Announcement: Dorothy Zinsmeister announced that the Phi Theta Kappa publication, *Best practice for teacher education*, was distributed to two year colleges

Thierry Leger questioned the numbering of the NCATE elements which is inconsistent. Kathleen DeMarrais indicated that the document omits NCATE elements that don't deal with teachers.

Sandra Stone (Vice Chancellor for Academic Affairs) was introduced and welcomed to EPAAC.

Trish Patterson called attention to the Double Double Initiative and to Principle 4 including the innovations that might be considered as meeting that principle. She also noted the MAT Program bullet defining MAT programs and the Program Redesign bullet requiring programs to adapt to changing school cultures, standards-based schools, and the needs of diverse students. She noted Principle 5, the USG BOR Policy calling upon institutions to recognize faculty contributions to teacher education and school improvement and Principle 6, the continual assessment of the *Principles and Actions for the Preparation of Teachers for the Schools*

Revised Principles. Jan Kettlewell indicated the Revised Principles could be amended to include the additional specific language regarding qualifications for those teaching Education and Arts & Sciences courses. She asked the sense of EPAAC on including this elaboration in the document. Sarah Connor noted these faculty qualifications are mandated by SACS and do not need to be reiterated in the Revised Principles. Tom Deering stated that faculty who are qualified to teach courses can teach those courses, regardless of their affiliation with Arts & Sciences or Education.

Linda Calendrillo affirmed that schools/colleges of A&S would determine qualifications for teaching A&S courses. Discussion ensued on including this language in the Revised Principles on page 7. Tom Deering noted that borderline courses, e.g. children's literature, might be housed in either A&S or Education. Linda Calendrillo stated that integrated science courses are science content courses and should be staffed by A&S. Ron Colarusso noted that this problem had already been addressed and further discussion was not necessary. Robert Parham noted that EPAAC had previously resolved the decision about appropriate faculty. Dorothy Zinsmeister dropped her reservations about the rubrics being dropped.

Ed Wheeler moved the approval of the revised *Principles and Actions for the Preparation of Teachers for the Schools* and honor past decisions made by EPAAC on operational issues. Cindi Chance seconded the motion. The motion passed.

Proposed Revisions – Principles for Leaders

Jan Kettlewell indicated that *Regents' Principles for the Preparation of Educational Leaders for the Schools* are not put forward for approval. Leaders Principles have been on hold awaiting revised PSC certification requirements. A group of faculty listed on document has been working on

4. Proposed Definition for MAT

Kent Layton reported that in spring 2006, the Education deans were asked to clarify a framework to help USG understand MAT proposals. The deans began a discussion about MAT's around the country. The Education dean's sub-committee proposed the MAT should be redesigned for initial certification only. The M.Ed should be used for advanced degrees. Such clarification would provide clarity to USG and aid in reporting for USG, PSC, AACTE and NCATE. A friendly amendment to the original proposal added P-12 areas and special education to the list of programs appropriate for the MAT.

5. Prior Learning Assessments

Trish Patterson, Phil Gunter, Linda Calendrillo and Sherry Gravett presented on Prior Learning Assessments at Valdosta State University. PLA support attempts to recognize the valued experiences of adult students and career changers. The Valdosta program is supported by grant

7. Approval of USG/DTAE Articulation Agreement for B-5

Dorothy Zinsmeister stated the document distributed with agenda has been modified. Three pages dated January 9th are presented for EPAAC consideration. The consortium represented: USG (2 year, and colleges and universities), DOE, DCAL, DTAE and private institutions. The 110 quarter hours in the proposal translates to about 75 semester hours with 500 hours of field experiences. DTAE programs are standardized across all COC accredited institutions. The articulation agreement 61 Tf313udo a

Dorothy Zinsmeister said that has already been approved and is policy. IHE's would not have to count these courses as upper level automatically. Linda Calendrillo asked about holding to the requirements of upper division status. Dorothy Zinsmeister said when the issue is course to course transfer, it is possible a course numbered at 2000 or 3000 may be very arbitrarily assigned to the level. There is no problem with accepting courses across levels, across institutions, across states based upon actual content and pre-requisites.

Robert Parham asked about calling the vote on approval on Recommendation 2. Ellen Burleson called the question. The motion carried by a voice vote.

Tim Goodman moved to table Recommendation 1. The motion carried by a voice vote.

7. Recommendation for Math 1113

Ed Wheeler spoke on the need to include pre-calculus for middle grades students. Institutions advised students to take this course; but it was not required. He stated students need this course to be able to teach to the new GPS. Tim Goodson moved to add Math 1113 to middle grades requirements for core. Dorothy Zinsmeister stated Area A has a list of courses approved including Pre-Calculus and the list of disciplines which requested that pre-calc

courses included lack of facilities for labs. Linda Calendrillo asked about courses being developed with separation of lecture and lab as an alternative. Dorothy Zinsmeister said the intention was for integrated courses, but reality may not permit that. Campuses must make their own decisions. Jan Kettlewell reminded those present of the purposes of the courses: improving scientific literacy, preparing better elementary science teachers. An integrated science background helps teacher implement a more effective hands on approach. Campuses should target ways to achieve the goal in light of the realities. Beth Rushing noted campuses had competing demands and that it put them in an untenable situation.

Dorothy Zinsmeister asked whether Math 2008 should be a pre- or co- requisite for some science courses and/or math courses. This is done on some campuses, but is an area of disagreement. Should EPAAC include the pre-requisites? Ed Wheeler responded that having the whole Area D be a pre-requisite is not a good idea. Ellen Burleson suggested pre-education course(s) be a pre-requisite for the science courses to weed out those who do not want to pursue education prior to the integrated science courses. Dorothy Zinsmeister stated that the Area D array of science courses is not aimed at specific content. The goal is exposure to scientific ways of thinking

11. On-Line Modules for Reading and Mathematics

Phil Gunter described reading and mathematics modules for special education teachers not currently meeting HQT guidelines. These modules support Housse and are available without cost. They can be used however faculty choose to use them. Many Valdosta faculty members are using these courses. David Monetti provided two handouts: CORE CONTENT PROJECT and CONTENT INVENTORY. The modules are Web Vista based. They have had extensive review by special education teachers and are technologically polished. Modules are being piloted now. They include text, readings, interactive activities, video, assignments, discussions and quizzes. There are two versions for reading—teacher led and stand-alone self directed. For math all modules are teacher led. To get into a course, contact David Monetti at Valdosta State University.

12. Distance Ed Programs – Masters Level

Jan Kettlewell described the system initiative for collaborative M.Ed/MAT online programs. These programs will be designed to increase access, meet the goals of the Double Double Initiative. She asked for institutions who are interested in pursuing an online MED/MAT. She stated that UGS is losing market share in education graduate programs. Chris Bissinger will be working with the institutions to support the online development. Those interested in the MAT included: North Georgia, Kennesaw (A&S), West Georgia (A&S), Georgia Southern, Albany State, Georgia State, Armstrong Atlantic, Augusta State, University of Georgia and Georgia Southwestern. Campus based discussions. Institutions interested in collaborating on the M.Ed. included Valdosta, Columbus State, Kennesaw, Augusta State and Georgia Southern... **Please double check!**

13. Faculty Academy Presentations

Presentations on the Faculty Academy Campus Projects were made by:

Georgia Southern
North Georgia
Clayton State

Jan Kettlewell thanked the presenters for three excellent examples of disseminating learning from the Faculty Academy across the campus and highlighting the focus on standards-based classrooms.

14. Role Alike Meeting Reports

Kent Layton summarized the education deans meeting:

- The USG Teacher Education Unit will begin a full fledged electronic reporting system for NCATE and PAAR.
- NCATE accreditation issues were discussed including concerns with process, product, and services. A meeting with Art Wise is scheduled to discuss concerns.
- Area F concerns and issues
- Liability insurance – clarify issues of coverage for student teaching vs. all field experience

- Data Mart – (web-based graduate survey)
- Six Sigma - Education deans will be involved in training. This may tie in to online MED.
- Faculty Academy
- Educational Leadership redesign
- Regents Principles
- Georgia Frameworks for Teaching

Beth Rushing summarized the A&S deans meeting:

- MAT
- Area F
- Travel reimbursement for candidates
- Six Sigma and other initiatives

Rob Gingras summarized the Two Year VPAA's discussion:

- Math 1113
- B-5 proposal and transfer of block credit
- Support services: student clubs and organizations, GACE workshops, guest speakers
- Area F implementation - not anticipating problems
- Appreciation for the workshops for Area F courses--could workshops be videoed?
- Adjuncts are a problem and need training
- Virginia announced the NACCWTP meeting in New Orleans

15. Other business

Jan Kettlewell will look into offering Area F workshops for adjunct and newly hired faculty this summer.

Robert Parham adjourned the meeting at 2:40 p76cm BT 50 0 0 50 0 0 Tm /F2.0 1 Tf 7:(ra822 Tf35pmcs15) Tj ET Q q