1. Regents’ Policy on National Accreditation for EPPs
   a. Because of the current and increasing concerns about CAEP, the USG Education deans have discussed the requirement that all USG educator preparation providers maintain national accreditation through CAEP. At the January 2016 meeting of the USG Education Deans, the deans requested that the USG VPAAs and Provosts discuss the accreditation policy at their February 2016 meeting. As a result, the Regents Administrative Committee: Academic Affairs (RACAA) voted unanimously that the USG Education Deans were to provide to this group a recommendation on the continuation or modification of the Regents’ policy on national accreditation for EPPs. At the spring 2016 EPAAC meeting (April 21-22, 2016), the USG Education Deans drafted a recommendation that will be voted on in early May. Results of the vote will be forwarded to the RACAA.

2. GaPSC-CAEP State Partnership Agreement
   a. The GaPSC submitted a proposed partnership agreement to CAEP this past fall; it was rejected by CAEP. The GaPSC is working with its Partnership Task Force to revise the proposed agreement, particularly in consideration of the continuing difficulties that Valdosta State University is having in the CAEP pilot process. In addition, various accepted partnership agreements revise the visit schedule (e.g., Massachusetts) or do not allow the use of value-added student testing data (e.g., California).

3. Program Review and CAEP approval
   a. GaPSC is revising its program review process to make it continuous and separate from the seven-year accreditation review. Under this plan, all programs would be reviewed on a 5-year cycle, with approximately one fifth of all program areas in the state (e.g., English, Special Education) reviewed each year. It is projected that this review process would help distribute the program and unit review burden on the institutions. In addition, the GaPSC is considering revising the “mother rule” to indicate that state unit approval is not contingent on CAEP unit approval. Under this proposal, an institution that has additional work to complete after a review cycle in order to earn CAEP approval can still be approved to offer programs through the GaPSC unit approval process.

4. Recruitment, Enrollments and Program Viability
   a. New program applications should clearly indicate area of need (including enrollment), as well as project sustainable enrollment. The Educator Preparation and Policy Team at the USG can review program proposals before they are formally submitted through SharePoint.

5. Field Placement Costs and Beginning/End Dates (vs. institutional calendar)
   a. Several institutions shared their processes for ensuring that candidates were covered by academic policies and from legal liabilities when they start their field placements prior to the official start of an academic term. The handling of early placement liabilities (and housing) is determined at each campus, with input from representatives from residence life/student affairs, business services, and academic affairs.

6. Legislative Changes
   a. Legislative changes to the teacher and leader evaluation systems await the governor’s signature. If this legislation is signed, it is possible that the implementation of the Preparation Program Effectiveness Measure (PPEM) will be delayed at least for one year (until 2019-2020). Campus carry and taser legislation also await the governor’s signature.

7. USG Deans Meeting with PSC leadership (May 4, 2016)
   a. USG Education Deans (Craig Kennedy, Dianne Hoff, Susan Brandenburg-Ayres, Joe Peters, Sharon Hixson, Ed Hill) will meet with the GaPSC leadership (Kelly Henson, David Hill, Penney McCoy, Anne Marie Fenton, Angie Gant) to discuss various program and certification requirements and implementation issues, including:
      i. “The Meta-Relationship” between the PSC and the USG institutions, particularly in
terms of policy development and impact.

ii. Program Approval and Policy Implementation (degree vs. program)

iii. Certification Rules (candidate vs. program)

8. Data Collection
   a. Continued improvements to data collection processes were discussed, including interagency checks and balances for data sharing and reporting. A review of all educator preparation data points collected by the seven agencies in the Alliance for Education Agency Heads is ongoing; results will be shared as they become available.

9. USED Teacher Prep Regulations – Distance Education
   https://www.federalregister.gov/articles/2016/04/01/2016-07354/teacher-preparation-issues
   a. The comment period for the Distance Education portion of the proposed federal education regulations closes May 2, 2016. The USG will work with the PSC to ensure that all the areas of concern are addressed. EPPs were encouraged to respond as individual institutions, thus ensuring a greater number of responses. (see AACTE template for suggested language and formatting.)

10. School Climate, State Equity Plan and PBIS
    a. Ginny O’Connell from the GADOE discussed the department’s focus on improving school climate through the use of PBIS. Extensive resources, including training and presentations, are available to schools and IHEs.

11. Transitions
    a. Four colleagues were given a hale and hearty farewell as they move on to other adventures:
       i. Tracy Elder – moving to a directorship of international programs at UGA (get those travel miles, Tracy!)
       ii. Michael Hazelkorn – retiring at the beach, but available for on line teaching, consultation and commiseration
       iii. Jack Parish – retirement (for the second time – first time from Henry County Schools)
       iv. Sheila Mitchell – entering the Intelligence Division of the FBI – (to protect the interests of ed prep?)