

EPPAC Meeting, April 5, 2018

1:12 meeting called to order
Introductions

Tristan Denley Assistant Vice Chancellor for Academic Affairs

Momentum Year – Student success in a holistic way with an intentional plan from the moment students step on campus. Creating clear pathways and making sure the pathways lead to success. Academic mindset role in student success. Plans have been submitted and are being reviewed. What are the ways we can ensure that students are able to understand what it is like to be a teacher early in their program?

Change in remediation – now using the co-requisite model. Fall 2018 and forward, placement criteria are changing. Clearly articulate to a student what might be best, i.e. retaking ACT, SAT, etc. Ensuring that students have pre-requisite knowledge doubles and triples the likelihood of success.

High impact practices - deliberately embedded into pathways that we are creating. Having these practices built in:

- Undergraduate research
- Service Learning
- Workplace experiences
- Study Abroad
- Capstone experiences

Looking at high impact practices in many ways, campuses looking at how this works for them and setting a pathway for getting there. Not intended to be restrictive, but to support and deepen experiences. Few campuses have ways of keeping up with these experiences and having systematic ways of doing them. At system level and university level will be able to identify students who have had these experiences, look at equity of access and equity of participation; be able to show that these experiences really do make a difference. This work will likely take the rest of this calendar year.

Academic Mindset – large scale survey at the beginning of this year (all incoming freshmen). Approximately 5000 students completed the survey. Will be able to make significant inferences from that data. Coming summer, ensuring that the survey will be part of everyone's onboarding. Use information to help us educate students in our classrooms and eventually move it into K-12.

NEXUS degree – February, board approved new credential in system – 18 hours - 6 experiential and 12 at upper division level. Curriculum in partnership with large scale industry. Blueprint for the skillset and knowledge base to work in specific sector. Faculty design curriculum to the blueprint specs. NEXUS degree four cases- credential can be embedded in traditional degree (like a minor). For Associate's degree, NEXUS could be Area F, some college with no degree could earn NEXUS in some specific skill base that opens door to industry or adds to something they already have. Opportunity for discussion around licensure in field of education.

Mindset in faculty – summer symposium USG

Penny and Angie

1. RELAY Graduate School– not approved provider in GA; RELAY secured a no-bid contract with Atlanta Public Schools for principal development. Why are schools not reaching out to IHEs? What is the intention of RELAY? (contract \$600,000 per year for 5 years for 1 cluster of schools in southeast Atlanta).
 - a. Penny – Policy information: RELAY does not qualify to become an approved provider in GA. Mother Rule- must be institution. Cannot be for profit entity. For leader prep, if they become CAEP accredited and nationally recognized (SPA) they could become eligible to seek PSC approval for leader preparation. They connect themselves with legislators. We need to talk with legislators about this.
 - b. Angie – PSC is doing training for out of state providers to be able to report candidates coming into GA to do pre-service work and obtain pre-service certificate. Angie asked, “What are we talking about for leader development?” RELAY is approved regionally by Middle States Commission, and by NCATE. For in-service principals only, not preparing leaders. They have a national principals academy. Teacher side affiliates with Atlanta Public School (KIP). RELAY would love to share their practices with deans. :)
 - c. Purports to customize training, fill gaps, etc.; but it does not look like that is what they are actually doing. They say IHEs cannot tailor to needs, feeds into narrative that IHEs are not responsive. Information in folder.
 - d. We need talking points to slow it down with the legislators. Is the system office willing to step out and take a stance with legislators as they did with NCTQ? Bob will see what USG can do.
 - e. A subset of us need to sit down with Penny and Angie and determine what we can do. Let Bob know if interested. Superintendent of Atlanta Public Schools has a prior association with some of the people involved in RELAY, and some of the foundations that support it.
2. Program Approval – Perception is that non-traditional providers are not held to the same standard as IHES.
 - a. Angie – PSC has developed site visitors who understand the process of program approval. Are candidates going to be ready for the classroom day 1? Data collected over the last 2 years since the new standards were implemented, determine what is happening with traditional providers and non-traditional providers. Angie and Penny reviewed data of 3 traditional and 3 non-traditional providers:
Traditional providers -
Standard 1– no unmet standards;
Standard 2 1 unmet, 2 AFIs, 1 strength;
Standard 3 – 1 AFI -EPP level, 1 stipulation;
Standard 4 – 2 AFIs at EPP level and 4 stipulations;
Standard 5 – 1 unmet at the EPP level, and 1AFI at EPP level.

Non-traditional Provider -

Standard 1 1 unmet standard EPP level, 1 unmet standard at program level, 2 AFIs at EPP level, 4 AFIs at program level;
Standard 2 – 1 AFI EPP, 1 strength;
Standard 3 – 3 AFIs at EPP level ;
Standard 4 – 2 unmet standards at EPP level;, 9 AFIs at EPP level;
Standard 5- 3 unmet standards at EPP level, 12 AFIs at EPP level, and 2 stipulations (these have to do with the communication aspect).

Endorsements in terms of traditional vs. non-traditional. Traditional providers have not been asked to demonstrate anything at the EPP level for endorsements. EPP may have endorsements embedded or not embedded. Non-traditional has only 1 program GATAPP, and they are trying to aggregate data from several endorsements with that 1 program. Commission makes decisions – approval with probation, etc., all have challenges implementing new standards. Emphasis must be made that we all must meet the same standards. Cannot have exceptions because one is different than the others.

3. Leadership programs

- a. Certification for principals can be waived by districts. Number of alternative providers for leadership is limited to 5, right now at 4, PSC charged with looking at impact. Tier II option is available for alternative providers. Only 1 alternative prep has this up and running, it is going slowly. Mostly, they are taking in people who already have advanced degrees. Cost is an issue, as consumers are looking for more economical pathways.

Metro RESA

Middle GA RESA

Southwest RESA

Pioneer RESA

First three have been up and running for just over a year now.

- b. Governor's Leadership Academy – position has been posted, funding is available beginning this summer.
- c. New Program Development – sign off permission program on another campus- Forming partnerships Why can this partnering not happen?

CAEP 5.4 – student loan defaults and posting on website. Financial Aid office can supply data for the university, post link to this aggregate data.

EPAAC Topics

Branding programs - We can change the narrative!

Need to arrange another session with legislators from education committee. Can Bob arrange another meeting when the committees change?

Area F – Can ISCI objectives be changed by instructor? No changing, can add to them.

BS or BA with secondary certification, you can take those area F courses and repurpose them as long as objectives are met.

Pipeline development – K credit for 2110, GaDOE agreement. Gordon faculty teaching the courses and giving credit for all three EDUC courses. Augusta has been meeting with high school early childhood pathway faculty. If students complete all 3 courses EC I, EC II, EC III students will get credit for EDUC 2130. They must complete a portfolio providing evidence of meeting the standards of the course. MOU to create a more marketable pathway.

EDUC 2110, 2120, 2130 as dual enrollment. Could these courses count as a pathway?

Districts get more money for ECE pathway that they do not get for Teaching as a Profession. We need a talking point on this for legislative priorities.

GACE Waiver Rule – next year will be the 3rd year of using this rule – will be collecting data to determine impact.

NCTQ Report -copies of reports available

Turnaround Schools Survey – About 60% Of the turnaround schools are covered by IHE partners. GACTE Executive Board meeting with Dr. Thomas tomorrow.

GA Power New Teacher Assistance Grants coming out – be on the lookout for it.

NEXUS Degree – possibility in Area F

EPPAC Officers – need to elect new ones

Signing Day – May 8th Teacher Signing Day – opportunity to get positive media coverage.