

9:37 Meeting began

Introductions of attendees

Field Placements - Area F Courses - Questions have come up about how EPPs are handling various aspects of the courses.

How many hours field experience required? Do candidates do all field experience hours in one course or break up the hours in separate courses? Are candidates doing field placements in schools for these courses? Are background checks completed for students in these courses? How are EPPs tracking hours?

Responses:

Placements vary. Some go through organizations, others through schools. Background checks are completed when required by the placement, typically. Some institutions are having difficulty due to school districts not accepting pre-service certificate as evidence of background check and requiring additional background check.

Several institutions require passing field experience in order to pass the course, others allow repeating field component if course is passed but not field. Some institutions run cohorts and failing field experience means students who do not pass field experience must wait a year to resume the program. Intent is for 30 hours to be distributed evenly among the 3 courses. Some programs do not count the hours in foundation courses toward the total field experience hours, others do count them.

A Meeting was held with a number of USG Deans and the PSC. The following issues were discussed.

CAEP Standard 4 - Tatyana (at CAEP SI Pathway meeting) said 20% (across all programs). No set number for case studies. How are graduates selected, are they representative of the group? Need to continue to work with PSC to get assistance on this standard.

MEd Reading Specialist requires 3 years experience for admission. Reading Specialist is a service field and the reading degree is to support and enhance classroom instruction. The PSC will convene a group to look at the requirement of 3 years experience. Changes have been made on PSC website in regard to the confusion between these degrees. PSC may call for representation on this committee.

Program and Unit reviews are still up in the air pending the CAEP Partnership Agreement being signed.

Alternative Providers: Less rigor in application of standards for RESAs and GaTAPP. Discussion about perception that GTAPP is unfairly advantaged in terms of review, staff support, etc. Endorsements offered through RESAs and school systems. In working to ensure not to disadvantage the RESAs, have disadvantaged IHEs. Is there a niche that IHEs can fill that perhaps RESAs cannot fill? Formerly, RESAs were for the purpose of Professional Development. What does edTPA data show in terms of comparison of RESA vs. IHE?

School system organization - Departmentalization in schools is now beginning as low as 3rd grade in some schools. A PSC task force will examine this issue to determine whether there needs to be a restructuring of grade bands. USG institutions changing the name of their ECE programs to Elementary certifying P-5. EPPs should get letter from USG in the next week or so notifying that we can change program in catalogs.

Federal Regulation Impact - How are regulations impacting programs?

Financial Aid - Alternate pathways need to be identified for students who are not able to get into their selected program. One way of handling this has been to have students come in as undeclared for their first major with Education as second. IF they get into teacher education, they can change to education.

Innovative Programs- Use of this rule could be used like a "waiver" to make changes to programs. EPPs are strongly encouraged to look at this rule and identify ways that it can be used to support alternative programs.

PPEM - Task force meeting will be held on April 25th. PSC will provide pilot data. Next year is first year for PPEM (non-consequential) following year will be consequential. 1/2 of indicators are completers, other 1/2 outcome related. Return rates on completer surveys are very low.

CAEP Dues - Several institutions are choosing to leave CAEP. EPPs must pay CAEP dues to keep NCATE logo until CAEP review. PSC membership is based upon number of institutions that are CAEP members. (35-40% of USG institutions are not going with CAEP)

Program Enrollments - overall, undergraduate enrollment is flat at best, graduate programs are growing. The USG's big concern is enrollment with annual report to BOR. Questions revolve around why has this continued for 3 years and still going on.

Update from Marci Middleton - Post approval, enrollment monitoring is annual, program approved since June 2004, are really being looked at, projected enrollments are being compared to actual at 3 years. May 2016 : board encouraged that new programs were being started, all sectors had projected at least 60% or higher between 3rd year and current enrollment (Fall to Fall to Fall) All institutions met or exceed 60% accuracy in projected enrollments. Seeing a concerted effort to look at need, demand, constituent request along with what departments can sustain. Post-approval enrollment program. Holistic review across all programs MAY be in the future, but not certain at this time. Want to ensure not to capture new programs that have not had time to mature or programs that have changed.

Degree Productivity report - Looks at outcomes based on minimum threshold criteria. (10 for Bachelors Degree), last 3 year average of degrees conferred. 10 bachelors, 5 masters, 5 specialist, 3 doctoral. (Does not look at programs approved in the last 3-5 years). Failure to meet these thresholds over 3 years are identified and reported to VPAA. Official degrees conferred data. At a turning point now - what are your plans with regard to programs classified 3 years straight as low producing, will hold off until new Senior VPAA is seated at USG, interviews conducted last weekend. Fall 2017 the next iteration of low productivity report actions. Regents want to know what the plans are to address low performing 3 years in a row. Feedback has been coming from Provost, question has not been asked yet. Possibility of merging disciplinary programs. Post approval enrollment vs. low productivity report. Productivity report looks at 3 year average of degrees conferred. Old RPG looked at degrees conferred tied to length of time to completion, which new report does not do. Will include BS with certification. Wants most accurate account of degrees conferred, regardless of whether is BSEd, BS with Cert, AS, MEd, MAT, etc. Bob urges to look at enrollment data and get ahead of the curve. Call Bob or Marci with any questions. They are there to serve as a buffer between us and the BOR. Programs that go to BOR for approval Provost or President and Dean if education program.

