

COLLEGE OF EDUCATION EXECUTIVE COMMITTEE MEETING FEBRUARY 9, 2006

Dean Gunter began the meeting by welcoming Dr. Jane Zahner following her trip to Belize. Dr. Zahner said that the trip was worthwhile and that she would summarize it at the end of the COE Executive Committee meeting.

Dr. Gunter stated that there are seven approved sites and six potential sites for the Georgia Assessment for the Certification of Educators (GACE) test item tryout in the various certification areas. Dr. Julie Reffel indicated that her department will participate but has not yet filed paperwork. The fliers soliciting the test-item pilot sites do not mention a deadline. Dr. Corbin noted that the music test may not be ready until May and additional sites in the area of music may be added at a later date.

RESA Board of Control Meeting on Block Scheduling

Dean Gunter said that after an approximately 2 ½-year research project by the Regional Educational Service Agency (RESA) on the impact of block scheduling, the principals who collected the data noted no advantages over traditional scheduling in terms of learning outcomes. In one case, non-block achievement was slightly better for Lowndes County. Block scheduling costs approximately \$1.1 million more to maintain in this region. Harold Chambers, RESA director, found that teachers endorsed block scheduling (50-60 minutes scheduled for each class), and reconfiguration of curriculum delivery will not likely occur within the region.

Deans' Council Report

Bill Moore II, the Information Security Officer, submitted a report to the Deans' Council on information uses policy. Dean Gunter summarized the report and noted that all VSU desktop computers can be monitored at any time for security purposes. Dr. Gunter anticipated other changes, based on an evaluation by the Board of Regents. Changes may include the need to change passwords every 90 days. Passwords will require 8 figures (letters and numbers, upper and lowercase). These and other changes will provide a more robust recovery process from an outside attempt to disrupt the VSU network. Dr. Gunter, with the agreement of the Executive Committee, suggested inviting Bill Moore to a COE Executive Committee meeting to discuss these changes in information use policy and enforcement. The information security officer and information uses policy have been in effect since October 26, 2004.

Updated Reimbursement Form

Dr. Gunter requested that faculty use the current mileage reimbursement form available on-line to facilitate the process of travel reimbursement.

Employer & Graduate Follow-up Survey

Dr. Julie Lee reviewed the current COE Program Improvement Survey of Employers. The survey was distributed to various employers in 142 schools. Fifty-seven (57) employers returned the survey (40% return rate). Of the 110 surveys distributed to employers within **this region**, 54 employers responded (49% return rate). These figures represent relatively high return rates. Approximately less than 2% of responding employers rated COE graduates as below average in terms of job preparation. None of the respondents rated COE graduates below average in technology integration.

The Graduate Program Improvement Survey was distributed to 202 COE graduates. Sixty-two (62) surveys were returned (32% return rate).

The surveys and related data are linked to the official Executive Committee minutes:

<http://education.valdosta.edu/comm/execcom/minutes/ec1.htm>

Data from the Graduate Program Improvement Survey of summer 2002 are also available; student return rate was somewhat less than the employer return rate. COE Executive Committee members discussed attaching a cover letter to the employer survey to remind employers of the retraining process available to students not performing well during the first year of employment, as guaranteed through the Board of Regents.

COE Conceptual Framework Draft

With only minor changes and the addition of minor details, faculty have approved the latest draft of the COE conceptual framework. The document includes the flow chart for course and curricular changes, information regarding dispositions and diversity, use of technology, candidate proficiencies, and professional and state standards as well as those standards for areas outside of instruction (i.e., leadership support services and other service areas). Assessment procedures are also outlined as well as the electronic management of this assessment system. The COE framework may require one other major change regarding the representation of diversity. Dr. Zahner suggested strengthening the diversity element by incorporating it into the design of the second divisional element on page two of the document. Executive Committee members unanimously recommended that faculty approve all conceptual framework changes before finalizing this document. Dr. Gunter requested that Dr. McGahee reconvene the subcommittee that designed the conceptual framework so that aspects related to diversity might be incorporated in the conceptual framework, be shared with faculty, and then be presented to the COE Executive Committee.

SPA Reports Submitted to NCATE

Dr. Lee said that reports for Early Childhood Education, Interrelated Special Education, Reading, Media Specialist, Instructional Technology, Deaf Education, and Foreign Language programs have all been submitted. The School Psychology program submitted a report to its agency during fall semester 2005.

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Initial Program Reports for PSC

A meeting with Tom Hall, the Professional Standards Commission (PSC) representative regarding the computer database template for the program approval process, took place Tuesday afternoon, February 10. Some database changes were necessary. For example, when an individual modified an area within the template, that individual's name would be applied to all changes across all programs. While informational content for the other programs did not change, authorship changed across the entire document. Tom Hall has now remedied this problem. The Health Science Education template lists no standards, and difficulties have been encountered regarding character limits within given areas of the template. Since a 4000-character limit (approximately 1½ pages) exists in certain text areas of the template, Dr. Lee encouraged brevity in the narrative summaries. Mr. Hall has responded quickly to concerns. The Special Education standards will replace the 17 pages of indicators currently in the template. Dr. Lee will soon provide the Psychology and Adult and Career Education departments with individual passwords for access to the PSC system. All other departments have a departmental password.

Advanced Program Reports and Assessments

Dean Gunter referred to a 10/19/04 report from Fran Watkins of the PSC that indicated assessment data may not be necessary at the unit level for COE advanced programs. NCATE, however, does require it, and the PSC has since altered its requirements. Program assessment data should consist of (1) a culmination product such as a comprehensive exam, (2) field placement data such as teacher observations and self-evaluations, (3) an evaluation of literature review skills, (4) a measure of dispositions, (5) a school action research project, and (6) assessment of the student teacher's impact on P-12 learning. The *APA Manual* offers a template or rubric for literature reviews, and Dr. Zahner suggested *Writing a Literature Review* by Galvin to assess the content of a literature review. Portfolio evaluations might also provide assessment data for advanced programs.

Dr. Gunter noted that the Georgia Southern teacher education program, which is evidence-based, uses an apprentice journal containing formative and summative logs. While the PSC does not require submission of data collected thus far, Dean Gunter stated that an assessment process must be in place for the PSC to approve any given program. A rather lengthy discussion ensued regarding the assessment process. Dr. Richard Schmertzing provided information regarding assessment aspects of the 7100 Research course related to evaluation of literature review.

Dean Gunter suggested that the Helping Educators Reach Out to Every Student (HEROS) program might be a good starting point in designing program assessments for the various advanced programs. Dr. Brian Gerber, who directs this program of approximately 50 students, has a number of assessment procedures already in place. Since approximately half of the students enrolled in advanced programs are currently enrolled in the HEROS program, much of the VSU assessment process is in place. According to the PSC, advanced programs do not include those areas where initial certification is provided. For example, the Ed.S. degree in school psychology represents initial certification or entry into the field and would not be affected by this special PSC assessment requirement.

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Admission to Teacher Education and 2999 Catalog Information

Maggie Roberts distributed a paragraph description of the 2999 course to be included in the *VSU Catalog*. Students should enroll in the appropriate “2999” course after the completion of 30 semester hours. This course, “Entry to the Education Profession,” will be required of all teacher education majors as well as certification students. Additionally, Maggie provided a list of proposed changes to the teacher education process as well as a checklist for transfer students and an e-mail from Arlene Gaumond regarding the advisement of transfer students.

The COE Executive Committee agreed to adopt these requirements as amended and discussed how the changes would affect the Advising Center. With students meeting the 30-hour minimum and successfully completing the appropriate 2999 course before entering their major field of study, additional Advising Center personnel may be required. Dean Gunter asked a subcommittee to study the distribution of these new advisees to the Advising Center. Subcommittee members are Drs. Julie Reffel, JoAnn Bass, Carol Bennett, Bob Hull, Kevin McCurdy, Larry Wiley, and Scott Grubbs who will report on the number of advisees processed at the Advising Center.

Maggie Roberts noted that four new tutors for the Praxis I will be available Monday through Thursday from 4-7 p.m. Maggie also requested feedback on the electronic version of the evaluation of advisement. This information as well as the subcommittee’s report does not need to be presented at the next COE Executive Committee meeting since work related to PSC templates and the accreditation process must take priority.

MAT for Doctoral Program Admission

Dr. Rey Martinez initiated a discussion regarding using the Miller Analogies Test as part of his department’s doctoral program admission standards. While input from the COE Executive Committee may be useful, official submission to the Doctoral Coordinating Committee is of more importance. Dr. Richard Schmertzling suggested that data regarding MAT and GRE scores as related to success be provided to the Doctoral Coordinating Committee prior to requesting a change in assessments used for admission to a doctoral program.

Announcements

- Dr. Zahner summarized her trip to Belize:
 - (1) possible institutionalizing of the student teacher process in Belize and the appropriate timing for VSU’s participation in the process
 - (2) an opportunity to network across 17 other institutions involved in the curriculum process, 7 of which offer student teaching which may provide opportunities for shared supervision in the student teaching process
 - (3) two U.S. institutions that may want to collaborate on a Belizian research project related to teacher curriculum and structure, thus providing additional opportunities here for international research

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- (4) a conference related to such processes (Tampa, July 27-29) with a preconference meeting July 26-27 to address possibilities for international research
- Dr. Julie Reffel shared with COE Executive Committee members a flier for the VSU College of Education Scholastic Book Fair, February 27 – March 3; a box for donation of books to Belize will be available.
 - Graduate School Fair will be February 21, 10:00-2:00 in the Magnolia Room.
 - Valdosta Symphony Orchestra will play the evening of February 11.
 - A number of sports events will take place February 11 including a Hall of Fame luncheon
 - Drs. Gunter and Lee will visit Georgia Southern University on February 20 as part of the NCATE previsit to Georgia Southern.
 - The Academic Committee will meet February 13 at 2:30 p.m.
 - The next COE Executive Committee meeting is February 16, 2006.

Respectfully submitted,
Larry Hilgert

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