

COLLEGE OF EDUCATION EXECUTIVE COMMITTEE MEETING AUGUST 25, 2005

ERRATA & APOLOGIES – Sorry for the delay of this transmission, but a desire to relay accurate information necessitated multiple post-meeting conversations with committee members.

Before reporting on proceedings from the 08-25-05 meeting, let me correct my report of 08-18-05. In regards to faculty teaching evaluations, the evaluation scale will change as previously indicated; however, I was reminded that the COE currently does allow the use of paper evaluation forms, and for a year the Executive Committee will study how to increase the response rate for the on-line version.

Course Prerequisites Listed on Banner

Dr. Gerber provided department heads with a listing of prerequisites and co-requisites for the respective departments. These are for the department heads' review, and their accuracy is based on comparisons to the undergraduate and graduate catalogs. Co-requisites are indicated by "concurrency" on the provided listings.

2999 and Majors with an " _ _ _ X "

Maggie Roberts indicated that transfer students from this past summer may have an "X" assigned next to their designated major as listed in Banner (ECEX for Early Childhood instead of ECED), and that these transfer students will be restricted from enrollment in some teacher education (and perhaps other) courses. An override will be necessary to enroll these transfer students in some "restricted" courses. Also if a grade is listed as an "S" grade at midterm the "X" will be removed from their designated ___"X" major and subsequent enrollment allowed.

Curriculum Advising & Program Planning (CAPPS)

Maggie Roberts announced that software used to match course titles for second semester students would automatically place the equivalent courses into their given program of study. In other words, for spring 2006, transfer credit will be applied where course listings are similar. Transfer credit sheets will still be needed since some courses will not obviously transfer. The www.cgf.org course catalog descriptions can assist advisors in deciding the appropriateness of a course transfer (substitution) and determine equivalency when advising transfer students.

Items from the Deans' Council Meeting

Dr. Gerber mentioned four issues related to the Deans' Council meeting.

- a) Before the end of September, Mary Gooding (Director of Alumni Relations) needs a 1-page remembrance of recently deceased faculty members and COE alumni for publication in this September's alumni publication. Dr. Hemming Atterbom will be among those remembered.
- b) The current enrollment figure is approximately 10,405 and does not include the 50-100 individuals enrolled at Kings Bay. This semester's enrollment compares with 10,379 students enrolled during the 2004 fall semester.
- c) An undergraduate advisement handbook will soon be available.
- d) The first meeting (8/24/05) of the Evaluation Task Force took place to examine the faculty evaluation process for pre- and post-tenure review. The task force is currently considering options based in part on the Delaware Study.

Matrix for NCATE/PSC

Dr. Ducharme distributed a matrix used for the NCATE/PSC assessment of Standard #1 – Candidate Performance. She indicated that the assessment practices for various aspects of a candidate's performance would likely include Praxis II scores, other content assessment data, assessment of planning, and evaluation of student teaching, and various other program standards assessment devices. Assessment of impact on P-12 student learning would also be a part of this candidate performance assessment process. Some discussion followed relating to current measures which may need some slight changes or adjustments to better serve this process. The Professional Standards Commission (PSC) has eight standards, while NCATE has only six. Individual programs may have their own set of standards in this assessment process.

LiveText Update

Dr. Julie Lee provided a LiveText update. Katie Kalmus, our new representative with LiveText also works with the University of Georgia. The cost of LiveText purchased on-line will include an additional \$10.00 fee. Dr. Lee indicated that following some negotiation with VSU, the on-line version, listed at \$89.00, has a final cost that is actually \$99.00. It is important to make students aware of this one-time fee for the use of LiveText during a 3-year period. Dr. Lee also re-emphasized that students should not purchase the P-12 version of LiveText.

A LiveText VSU Bookstore purchase may cost more than the on-line purchase price.

LiveText is organized at three levels:

- (a) unit account (where LiveText account materials are housed for an entire unit – i.e., College of Education)
- (b) program account (where various LiveText documents and processes are housed for the different programs within the College of Education)
- (c) individual accounts (those materials assembled by individual faculty members).

Dr. Lee indicated it is only possible to transfer materials between **adjacent** levels. For example, it is not possible to transfer materials from individual accounts to unit accounts. When sharing information between levels, “viewer only” and “editor” transfers are possible. Program reports within LiveText are the same as a candidate report and reflect the various program standards. Standards within LiveText must still be built for art and music. Dr. Lee discussed the various departmental meetings related to the use of LiveText and said that creating a syllabus as part of those meetings seemed to work. In addition, creating assessments and evaluating a document are processes that may assist faculty in the use of LiveText. Additionally, program assessment must be built into program accounts.

Program Assessments

A lengthy discussion regarding the program assessment process followed. One focus of the discussion concerned the standards as applied to student teaching, practica, or clinical experiences as related to dispositional measures. Dispositions, according to Dr. Lee, are defined as values and beliefs that “influence behavior.” She indicated that some dispositional measures were available as part of the Student Teaching Program Improvement Survey (STPIS).

The measurement of the various standards (including dispositions) should be accomplished through assessments at various transition points. These transition points may include entry to the instructional program, entry to clinical practice, exit from clinical practice, and exit from the program of instruction. In addition to these formative and summative measures, follow-up assessments have been in place as they relate to the employers and alumni from the various programs. Student teacher measures include multiple references from mentors, students, and self-evaluation during the student teaching process. The employer survey conducted was primarily for those individuals in their second year of employment. Dr. Lee mentioned that it is also important to include unit-wide measures, while some particular standards (including dispositional aspects) may apply only to certain programs.

Other sources of assessment information may include lesson plans, rating forms in practica and internship, and in some relatively rare cases content grade point average as an assessment within a particular area of the curriculum. Dr. Lee stated that a standardized interview is another source that may be used and that she will e-mail a link to faculty to assist with the process. As a part of faculty data for the accreditation visit the PSC has approximately 350 data elements used each year for the faculty assessment/documentation process. Dr. Lee indicated that all faculty data elements are based upon data which begin in the summer semester and end in the spring semester (e.g., from summer 2004 to spring 2005 represents the previous year's faculty data).

At the conclusion of the discussion, Dr. Gerber thanked everyone for participating and encouraged the continuance of this discussion process.

Announcements

A few announcements followed which relate, in part, to the discussion of the accreditation assessment process. Dr. Lee mentioned that (at least part of) the dispositional measures using unit-level data are available after September 2. These unit-level measures would (in some cases) need to be completed by midterm for students to receive a satisfactory grade at that point in their progress. Dr. Lee will e-mail this unit-level form which has been previously sent to faculty. Dr. Julie Reffel has obtained Dr. Lee's assistance related to the NCATE data collection process for a 2:00-4:00 p.m. instructional meeting on Friday (8/26/05) in Pound Hall. Clarification related to the faculty listings within the accreditation data base was also provided. Of particular notation was Dr. Donnie McGahee's reference to certification which may include any certificate ever held by an individual and not just certification within the previous academic year.

Dr. Gerber made an announcement to remind department heads of the graduate faculty meeting September 14 in Powell Hall at 4:00 p.m. Dr. Gerber indicated he is in receipt of several, if not all, of the position management solicited in the previous meeting. He will be forwarding those forms to the Vice-President's Office early next week and requested that any additional information related to the forms be sent by 08-25-05.

Maggie Roberts reminded committee members that the advisors for students should be listed in GUI Banner. Also mentioned were the changes to the student evaluation of teaching, where scaling was realigned to parallel the letter "a" with strongly agree, etc.

Dr. McGahee indicated that student teaching forms are due by next Tuesday so he may process those by August 31. Dr. Reffel expressed thanks for the Don Puckett workshop.

Lastly, Dr. Ray Martinez endorsed the IRB approval process using the CITI training package available on-line.

The next Executive Committee meeting is scheduled for September 8th. If I've omitted anything or reported in error, please feel free to e-mail me.

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Psychology and Counseling