

EPAAC Business Meeting Minutes  
November 3, 2016

The EPAAC Business Meeting was called to order at 8:13am

**USG Teacher Productivity Report:** Members were advised to review the USG Teacher Productivity Report.

**Every Child Succeeds Act Application by GaDOE:** The ESSA Application was discussed. Members asked about the availability of funds for IHEs. It was explained that previously, the state set-aside money (approximately \$1.2M Teacher Quality Grants), and this money has shifted and proposals are now being developed to propose what IHEs will do. One such proposal is to support P-20 work. Members were advised to keep watching the web page. A draft will be submitted in March. The site is still open for comments, and members were urged to go to the GADOE website and comment. The language of "highly qualified" is being discussed - charter school associations wanting to eliminate the HQ requirement.

Questions were asked about ESSA - How will we (IHEs) get funding? Proposals are coming out. These proposals will go to exec cab of state school superintendent to make decisions about what the ESSA application will look like. Total funding for IHEs will be in the range of \$2-\$3 M. Potential uses include: assessment, education of whole child, educator and leader development (PD), several proposals are moving forward - Leadership training and development and teacher development and PD, pipeline development etc. Trying to propose funding for P-20s to modestly support the operation of the P-20s and moving the needle on equity gaps. Once proposals are cleaned up, they will be made available to comment on. If you have not done so, get on the website and comment on anything you'd like in terms of ESSA, question of HighQ is out there. Listening sessions/focus groups are over. Voice needs to be heard, countervailing voices need to be addressed - through the web site (i.e. Charter systems). (FY18 money). School districts will get \$55-\$60 M in an amount that is about the same as in the past. Some money is set aside for higher education (state discretionary money).

**Early Childhood Substantive Change:** A substantive change request will be prepared by the USG Educator Preparation and Policy office for the ECE name change to elementary to be handled as a batch change for interested institutions.

**edTPA and MAT Programs:** There was discussion about the timing of edTPA for students in the MAT and certification only programs as described in the Mother Rule (505-03-.01). Students in MAT programs must complete the edTPA in 3rd semester (if employed). It was suggested that the Guidance Document will make some clarifications. Several members met with Kelly Henson regarding GACE about the policy, changes were recommended, and the policy has changed. The GaPSC is trying to be flexible as needed.

**GACE Exemption Policy:** Members were reminded of the GACE Admissions Test Exemption policy- If 1 section of GACE is failed, students must take that section again. Students who have a 3.0 GPA may be admitted if they are unable to pass that section on the second attempt. Programs may have up to 5% exemptions (per cohort. Programs with less than 60 students may have up to 3 exemptions. Data on the

progress of candidates admitted under this exemption rule will be monitored and at the end of a 3-year period, if the policy is working, the number of exemptions will go to 10%. EPPs must also provide support for students admitted under the exemption in the area of weakness.

**Program Approval and Monitoring Update:** Marci Middleton provided an Academic Affairs Update from the USG - Degree Productivity data for 2016 is available.

New program concept paper - optional

One-step program proposal -

Comprehensive Program Review – A new template available on public website and in SharePoint (submission vehicle to submit academic items that have been developed and approved by university process, or a minor or certificate information only notice), CPR Reporting vehicle - programmatic assessment in ongoing basis, trying to develop a systematized, standardized reporting system to show continuous assessment. This reporting vehicle does not supplant any processes at the institution or any forms that we already use. It just puts information in a succinct format for review to report out to the Regents exactly what is being done in CPR. It closes the loop and reports back to the Regents - reporting vehicle is on the public site.

Dates for CPR will be listed in degrees and majors listing. USG is now reviewing Associate Degrees every 5 years, others at least every 7 years, but no later than every 10 years (same as usual).

New program post-approval enrollment monitoring – There will be follow up with new academic programs that have been approved at least 3 years after approval, depending on implementation date. There will be a comparison between projected and actual enrollment. The development of new programs should reflect realistic enrollment projections based upon demand, surveys, and with attrition taken into account. There is no penalty associated with this, but it is intended to be a follow up on the program implementation process and how the program is faring.

Partnerships are important to proposals for new programs. Partnerships can be with community, schools, etc. The inclusion of partners shows need and viability. Capitalizing on partnerships is crucial to marketing the case for new programs. Filling needs and meeting demands of the area are very important (evidence of need and demand).

New program approval activity- Not as many academic programs were approved in the last 3-4 years (economic downturn, brief moratorium in 2012 due to budgets). The program approval process became a little more involved (need and demand). Fewer academic programs have been approved. When approving a new program, other programs are typically being deactivated. Last year, 39 programs were approved and 39 were deactivated.

Substantive changes were formerly approved by the USG, now they will be handled in-house and will undergo review by a committee and administratively approved. Other than BSEd's, new program developments have been coming from robust concentrations. New programs initiating from healthy concentrations or tracks will need to come through the new program approval process (new 1-step process).

Degree Productivity (will be shared with board Nov 9th), Minimum Criteria metrics have not changed. ( $\leq 10$  graduates bachelors, Masters  $\leq 5$ , doctoral  $\leq 3$ ).

There has been a decline in the number of programs identified as low producing (285 low producing programs in the system, a reduction from 600 several years ago). Deactivated programs, programs implemented in the last 3 years, and substantive change programs are not included in these numbers. There is no indication that programs are being removed due to 3 consecutive years of low productivity. At this point there has not been a study undertaken to increase the productivity minimum criteria. Maybe it is time to look at disciplinary productivity. Regarding degrees conferred per discipline from certificate through doctorate, we will be receiving this report again with updated information of degrees conferred and also enrollment. We need to think about how we will move forward with growth and sustainability.

The productivity report will be going to Provosts, no longer public.

1-step new program proposal process - no longer have to complete a prospectus, just 1 formal proposal, incorporates questions about need and demand into the proposal  
This new process should reduce time to board to 30-60 days. Academic Program proposals already in the pipeline will be accepted, but now, new programs under discussion/preliminary development should use 1-step process. Review will begin when proposal is received. Concept paper is optional - up to institution. This is to be responsive to institutions. 1-step process can be used even if a program was not included in the academic forecast. Explain why program is being proposed and not on academic forecast.

Forecast- will be providing responses to Provosts after the November meeting. Feedback is coming to the Provosts.

Degree Productivity Analysis - 2011-2016 BSEd down, MEd down, EdS level (slight increase), Doctoral level (slight increase)

Early Childhood Workforce Index - degree areas - ECE significant drop (almost half), C & I decrease, special education - some decrease, MG decrease, Teacher Leadership - increase

Ed Leadership - slight increase

MAT - overall slight decrease, largest increase is in secondary education; art, regardless of degree level, continues to fit low production programs.

Counseling programs - MEd - slight increase, EdS- slight decrease

Undergrad with cert track (BA/BS) - working to have cert tracks identified, will probably begin through academic data collection staff fall 2017 or spring 2018. Increase in the number of grads in those programs. (160-387) How many completed the teacher certification track? Not sure. Working to tease that out.

Academic Program Summary - being updated. Call Bob or Marci with questions.

**CAEP:** An update on status with CAEP was given. The recommendation to the BOR was to make national certification optional for institutions. A letter is currently being drafted to go to campuses (will be coming out - not sure when). The proposal will indicate that if national certification is required for candidates to sit for boards, we must have it, otherwise national accreditation will be optional with institutions deciding whether to seek national accreditation. Campuses may need to report to BOR their decision (also GaPSC will want to know, can inform partnership agreement). Regarding the "Nationally normed" admission test, CAEP is not budging, GACE cannot be substituted for this since it is specific to GA.

Three institutions have asked for 2nd year extension (many asked for 1 year and those were granted) decision about 2nd year have been delayed to April.

There was some discussion about having only 1 pathway (continuous approval), some discussion that CAEP was reviewing programs, PSC discussion about 5 year review cycle (still on the table)

If institutions move away from CAEP, pressure on state system will increase, trying to make system rational.

**Program Data Dashboard:** GaPSC dashboard is looking good. USG working with GaPSC on data sharing agreement.

Associate Degrees - need to be cleaned up (pre-ed, pre-nursing - no such thing) some programs have a track for ECE - those are okay.

New chancellor Steve Wrigley will officially begin Jan 1.

**Legislators' conversations with deans:** Opportunity School Districts - Craig's comments based on experience in TN, was appreciated by them.

Reading - differences in beginning and content, seemed upset/concerned about leadership (a lot of what's wrong with schools is principals), differentiation in where teachers they were talking with were coming from (USG vs. alternative prep)

(Deans Feb 18th- Armstrong - Separate from EPAAC)

**Regents Principles:** More flexibility in upper division math for ECE - Regents principles - all ECE will take 3 upper division math courses; MATH 2008 came in and this reduced the number of upper division math courses to 2 at some institutions; must meet PSC standards for program approval. Essentially, Regents principles are defunct. A motion was made by Dianne Hoff (West Georgia) to "retire" the Regent's principles, thus making them no longer in effect. The motion passed unanimously.

**Spring Meeting:** - format - Losing some of the focus that we once had in EPAAC, Talk of GACTE/GAICTE conference as separate. Combining them has been to reduce costs.