The eorgia oard of egents' ducator reparation cademic dvisory ommittee acon State ollege on met at ecember

Virginia ichelich hair called the meeting to order at

Those present were asked to sign an attendance list The individuals who signed were nstitution ame U ancy napp ary nn Romski SU Trish aterson R Sara onnor R arti Venn S U ugh Ruppersburg Tom eering ugusta State avid White U West indi hance eorgia Southern nny orrobel Sosa eorgia Southern Virginia arson eorgia ighlands braham aldwin aroline elms orothy Zinsmeister R

Ron Swofford eorgia erimeter Tim oodman ast eorgia ollege athleen de arrais U olumbus State U arton ollege eorgia ighlands eorge Stanton olumbus State U U West eorgia hris espersen orth eorgia llen urleson Waycross ollege iles nthony rving rea ugusta State guest arol Rychly Robert arham ugusta State Test

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approval of the maker and seconder to state that dean or vice president designees can vote. The motion passed

question arose about the voting composition of state college delegations after state colleges are approved to have teacher education an ettlewell stated that this matter has already been addressed s an example acon State and alton State now should be recommended for sophomores t was stated that such recommendations be "open to schools"

question was posed about field experiences Ron olarusso said that the education deans thought the best approach was hours field experience in each course defined locally nother question was raised as to whether the field experience hours should be included in the course description

question was asked as to whether completion of learning support courses was a prerequisite to the three courses an said that as replacement courses that the same policies continue to be in place

an affirmed that although is aiming for all implementation that institutions have the right to begin earlier

The procedure is that any recommendations will go to the Regents' dvisory ommittee on cademic ffairs in ebruary

question was asked regarding whether a student who has taken two of current courses would fill in with third from the new courses t was determined that the institutional catalog in effect for the student would be the ruling factor

an stated that sunset dates for the existing courses would be institutional decisions

orothy Zinsmeister noted that as you read the language it becomes easy to forget that we are trying to say "new framework for all teachers" but T rea for secondary She reminded the ommittee that there is significant confusion regarding what is rea for secondary Thus making that clear is important

iles rving from eorgia State University gave a presentation on *Exploring Socio-Cultural Perspectives on Diversity in Education* The course helps students understand culture and how culture influences what we do

question was raised on the qualifications for teaching the course would graduate hours in sociology be necessary There was a suggestion that the course might be team taught

t was requested that the education deans might develop resources to support institutions since it is clear that campuses may not have the necessary expertise iles noted that several different things are happening. The US cross cultural initiative may be relevant course has to have expertise there. The course development committee is committed to supporting institutions.

comment was made that rts and Sciences cannot take on another hour sociology course question was posed as to whether an education prefix meets the necessary credentials questions for S S an said "t is an education course" and will "prepare teachers for today's schools"

Suggestions for institutions looking for teaching expertise were to consider Web T components possible distance options team teaching with distance learning team a larger institution with a smaller one an told the ommittee that the on line consortium is converging their work with these three courses There is no timeline yet ut this might make it possible to assist the two year institutions who might not have the expertise

comment was made that a good grounding in other courses is necessary to immerse in ethics and culture t can't be packed all in one course early on in student's career iles said that a "self reflective process" can carry students through and that it would be "easily understood if delivered in right way"

question was raised regarding the content on language diversity and special education that suggested that extra support may be required an suggested that a small committee of two year V s should be established to meet with iles and ancy to look at next steps

ancy napp from U presented information about *Exploring Learning and Teaching* She said that the course is trying to accomplish one main goal having preservice teachers understand how people learn – how teaching enables people to learn Secondarily students are to understand the complexity of teaching and demands but that it is rewarding of everyone learns or is motivated the same way The course exists in four contexts students' own lives vignettes from actual educational events field experience hours and the class itself models principles we are teaching There is a large on line resource bank by topic

t was stated that at some institutions the prefix might shift to SY or U but with the same number The committee was comfortable with either

Ron olarusso <u>moved that</u> accept the new framework for three rea courses as described with a common prefix of U e added that the committees should continue to develop resources and that there be hours of field experience in each <u>course</u> hil unter seconded the motion

orothy Zinsmeister stated that the Registrar won't recognize different prefixes There was conversation about credentials requirements with the reminder that the institution has the responsibility to write up justifications

n answer to a question as to whether special education will be taught at the upper level the response was yes

There was a request to have all common prefixes and numbers to eliminate confusion an said they would put a generic U prefix member reminded the ommittee that you cannot reuse course numbers so there will be a need to find common numbers motion was made by inda rwin eVitis and seconded to establish U numbers. The maker and seconder of the motion accepted this as a friendly amendment. The motion carried

an publicly thanked all the faculty who worked on the development of the courses

Science

Virginia ichelich drew attention to the list of committee members who worked on the two proposed science courses She stated that the courses were "designed a little bit differently with the intention to present a framework rather than specific courses" This will leave it up to institutions to develop There will be common course numbers The purpose is to have inquiry based courses for early childhood education programs that address the content Sfor Tthe courses are content driven with common learning outcomes aligned with the S They are theme based courses with each institution making those decisions They are activity based but with no separate laboratory They are four contact hours each with semester credit hours each. They are not a sequence There is life science earth science in one and physics astronomy and chemistry in the stated that these integrated science course may be taught by anyone other Virginia S certified to teach science She noted that some education faculty have S hours of science

xtensive discussion followed

- concern was expressed from an arts and sciences representative that they are already overworked if they teach in the college of education t was remarked that it is a common practice to transfer funds within an institution
- t was said that it will increase expenses for courses to hold down the number of students for laboratory sections Virginia said this will be an institutional decision
- question was raised as to whether faculty will be paid for four hours and noted that this involves additional expenses Virginia said that the committee did not look at this
- t was acknowledged to a questioner that these courses will involve additional faculty responsibilities
- t was stated by an arts and sciences representative that at Tmlourses y in the

course to excite them about science" She further said they "rote know a lot of stuff but do not understand and cannot explain to students"

- statement was made that institutional faculty reviewing the courses described the curriculum "as a great ninth grade course with so much material the students can't get any depth"
- Virginia said the committee looked at whether or not to require a specific rea course and do something different in rea but the committee did not recommend this option. The committee considered the "way rea is taught."
- t was noted that the objectives are "written on process level with content secondary "
- t was stated that the premise for course development seemed to be that "students who are education majors take rea but don't learn anything so new courses have been created that will help them learn and be excited about science owever the faculty who teach the new courses will be the same ones"
- orothy said "real is buffet of courses. Some institutions have stipulated two science courses for all non science students to take or most institutions students pick one so we don't know what they will bring with them new set of courses designed to align with the S will make sure future teachers will have content. The intent is to ascertain what they already know and build on that When we use the term activity based don't think we are dumbing down the course et teachers away from worksheets for their students. This is an opportunity to look at courses and develop them in a different way."
- Virginia said the committee "talked about integrating but did not do that within this framework because they did not want to prescribe the course"
- n answer to the question how is the course different from the physical science that already exists Tim oodman said "We will be covering same topics This needs to be presented in a manner that is a little more exciting than chemistry and physics are presented now ake it activity based and make it more exciting You're doing the teaching so you're the one dumbing down There are some faculty members that would not put in this class This is not science for science majors"
- "mathematical modeling same faculty teaching the course as other courses they have to take make faculty more exciting "
- Virginia described her experience in the recent uality Undergraduate ducation roject roject participants explored "what do you want a student to know and be able to do by the time they finish and what do you do in your classroom that helps your students that helps align with the concepts" She said this is a "different way of thinking and teaching" and it is "hard to get someone who has taught the same way a long time to do "Virginia reminded the group that " an has started the cademy for earning to help us move in that direction"
- t was noted that the "strengths are to create these two courses and give them a try" The weakness is that it doesn't "give the institutions much <u>flexibility</u>" t seems to force the segregation of students much earlier in the curriculum t is useful to them in the early part of their careers to learn with people who have other goals than being educators"

- n arts and sciences dean stated that they don't want to make this sound like they "are passing the buck" but they can't do this fimplementation is all then hiring would have to start now f there is "some discomfort with the way we scientists are teaching and if you cannot entice tenured faculty to teach a course like this will have to hire new faculty We want to be able to do this"
- orothy said that "at one time the discussion centered around the model if biology was taken in rea then physical science in rea etc." That led to conversation about how many courses would need to be developed for rea " While the committee discussed resource issues the committee "didn't acknowledge that implementation would be an issue We've got V s in this room and they have expressed their comments about resources as well The resolution would be reiterated at R and then the oard"
- comment was made that "somebody is going to lose since money doesn't follow missions and there is a two year lag "
- Virginia said that it appears that the proposals are acceptable as long as there are resources
- There was support for getting the resolution in place
- ut someone expressed opposition to the proposals until the resources can happen
- Virginia reported that after the proposals were sent to all the institutions and

these proposals Sara onnor suggested a friendly amendment encouraging V s to

There will be a list of courses from which to choose

an said the "two academic concentrations taught in arts and sciences already define what courses count for each of the concentrations currently hours in U and silent on third course ow there will be two in one and one in other"

orothy Zinsmeister noted a "clarification on the comment in parentheses make sure that students can complete based on their choices rea in hours"

question was posed regarding students who elect a middle grades concentration in mathematics or science Should those students take the mathematics or science majors courses in reas and This is not the case

arnell lannagan <u>moved that</u> accept the middle grades proposal. The motion was seconded by oanna ann and passed

The meeting recessed for lunch at and resumed at

d Wheeler proposed that precalculus be the rea requirement for middle grades since algebra will soon be taught in the th grade an suggest that this was an advising issue so that students would take college algebra in rea orothy stated there are some institutions who do not offer college algebra t was determined that the ouncil on eneral ducation has the authority for such a decision

d Wheeler moved that ask the ouncil for eneral ducation to consider the inclusion of middle grades mathematics concentration students in the list of students that have precalculus as their rea course t was seconded by inda alendrillo t was stated that such a plan might encourage students to take back door to mathematics by taking a raxis exam

inda alendrillo asked to make a friendly amendment to the motion to include the necessary mathematics content in rea d Wheeler revised the motion to say that "middle grades mathematics concentration in rea will include precalculus question was raised as to whether this would involve a hidden prerequisite of college algebra d withdrew the motion but said this leaves a problem on the floor to be solved an asked d to chair a subcommittee on the subject embers of the committee will be arnell lannigan orothy Zinsmeister and aroline elms

an ettlewell gave an executive summary on work toward the mplementation lan to ouble the umber ouble the iversity of Teachers repared in the University System of eorgia or hase the adoption of the Regents' principles continues a real push strengthen quality hase is the grant funded experiment with teaching models hase is the double double ooking at all data by the year the state of eorgia will need additional teachers n as a baseline the US prepared teachers There are increased population in schools with increased ethnic cultural and language diversity The US has fairly level teacher production Research says what makes the most difference for children is the teacher

The strategies approved by the R include the approval for two year colleges to have hours to be included in program for secondary education majors The number of teacher preparation institutions has increased with the approval of bachelor degree programs at acon State and alton State oth ainesville State and eorgia winnett are preparing program requests The US will ramp up production without lowering quality

The Y' budget request was not supported The Y' double double budget request is the second highest priority for System million has been requested What are the production targets and what will the money be used for hiring faculty in content areas

f you didn't get money it's because your president did not ask for it