Meeting Minutes: Administrative Committee on Academic Affairs

Spring 2005 MINUTES/CONCLUSIONS
April 28, 2005
Macon State College

The Administrative Committee on Academic Affairs held its spring business meeting at Macon State College's Theatre Arts Complex in the Rehearsal Hall (Building M) on April 28, 2005. Dr. Michael Stoy, Chair and Vice President for Academic Affairs & Dean of Faculty at Gainesville College, called the meeting to order.

Dr. Stoy asked that everyone congratulate and recognize upcoming retiree, Dr. David Hornbeck, Interim Vice President for Academic Affairs at Southern Polytechnic State University. The group also recognized Dr. Yvonne Oliver, the new, Interim Vice President for Academic Affairs at Fort Valley State University.

The minutes of the fall meeting held October 21, 2004 were approved as distributed.

I. **Senior Vice Chancellor's Report and Discussion**

  A. *Legislative Actions*
  Mr. Tom Daniel, Senior Vice Chancellor for External Activities and Facilities provided a summary of actions taken regarding the University System budget, tuition, donor records, and healthcare. According to Mr. Daniel, the budget has received full formula funding making the USG share of the state's budget increase to 11.5%. In addition, a 2% salary increase was approved for University System employees and state workers to be administered in January 2006. With regard to facilities projects, discussions continue regarding the overall size and cost of bond requests. The first four facilities projects will be funded with the possibility of design status designated for the next eight projects. Information regarding USG institutional tuition has been provided to legislators. Tuition data was further contextualized with an analysis of the cost of attending a private K-12 institution versus one year at a USG state university. Based on Mr. Daniel's report one of the Board's priorities was to amend the open records act to exclude certain information from donor records. Revised legislation (HB 340) now permits foundations to protect the personal information of donors. In addition to donor records legislation, Mr. Daniel announced that the senate had passed a resolution enabling the Board of Regents to establish a thirty-fifth institution. Plans are underway to establish Gwinnett University Center as a USG state college. Lastly, Mr. Daniel announced that health insurance premiums had increased and that USG health plans were being managed through the Department of Community Health.

  B. *Budget Update*
  Mr. Bill Bowes, Vice Chancellor for Fiscal Affairs, presented the budget update for fiscal year 2006. Mr. Bowes opened by indicating that fiscal year 2006 will be a good year with an 8.5% increase in the

budget and full formula funding. Such outcomes were attributable to a 9.5% enrollment increase, some new retiree fringe benefits, and M&O for new square footage. Mr. Bowes explained that the university system had approximately 1.55 billion in FY 2006 state appropriations (formula). Transfers to the formula include GTREP, Georgia Southern University's information technology program from the special funding initiative and retiree benefits from the cooperative extension. This is the only group whose retirement benefits are not fully funded by the state.

Mr. Bowes explained that reductions to the budget were experienced in reductions to the public service institutes ($523,592), deferrals ($1,847,355), and a 3% austerity cut ($866,034). Enhancements were allocated for such activities as the Medical College of Georgia Initiative ($5,000,000), the GAMES program at Middle Georgia College ($375,000), the Georgia Leadership Institute ($450,000), and a FY 2006 salary increase and FY 2005 annualizer ($244,252). Enhancements to other activities such as Unit B and non-teaching activities include an adjustment for errors in the GTRI personal services ($3,949,927), program improvements ($3,646,544), and funding for telecommunications rate adjustments ($11,452). In addition, FY 2006 state appropriations for the research consortium totaled $21,287,489.

Mr. Bowes then explained the FY 2006 budget allocation process. The process consists of the following steps:

- March meetings were held with institutional presidents and senior management to discuss institutional and system priorities, needs, tuition, and mandatory fees.
- The outcome of such meetings met with individual review by members of the Board of Regents.
- As a result, 80% of formula growth funds were allocated to institutions ($72 million) as they were generated; however, the recommendations proposed a change in fund distribution according to the following schema:
    - $34.3 million will be distributed on the basis of institutional share of the state budget to partially offset losses from the mid-year budget cut of $64.8 million.
    - The balance or approximately $38 million will be distributed based on enrollment growth as generated under the formula.
    - Funds for physical plant growth increases in square footage will be allocated to institutions based on the formula ($7.7 million).
    - FY 2005 salary annualizer funds ($12.3 million) will be allocated on the basis of actual need.
    - FY 2006 salary increase funds ($16.1 million) will be allocated on the basis of actual need.
    - FY 2006 retiree benefit funds ($5.3 million) will be allocated on the basis of actual need.
- In addition 20% ($18.2 million) of new formula funds plus other prior year funds ($2.2 million) will be allocated according to the following:
    - To partially offset losses to institutions by the change in the allocation strategy ($6.8 million);
    - To fund start-up of the state college in Gwinnett County ($1.6 million);
    - To fund major system and institutional priorities ($7.8 million), and
    - To assist OIIT/USO with the loss of technology funds supported by lottery monies and to meet ongoing needs ($4.2 million).

After a brief question and answer period, Mr. Bowes provided comparative tuition data and explained Georgia's ranking when compared to other SREB states. Mr. Bowes acknowledged that when compared to other states nationally, Georgia has declined from 35th to 39th in tuition and fees at its flagship universities, and 41st among comprehensive four-year colleges and universities.

Similarly, Georgia has moved from 5th to 13th place when comparing tuition and fees at two-year colleges with other SREB states. Mr. Bowes explained that FY 2006 tuition recommendations made at the April Board of Regents meeting would effectively increase tuition revenue to $709.1 million. Below is a table depicting the recommended tuition rates per semester according to institutional type and degree level.

FY 2006 Tuition Recommendations

	FY 2005 Tuition Rates Per Semester	**Recommended FY 2006 Tuition Rates Per Semester**	**Per Semester Change**
Resident Undergraduate			
Research U.	$ 1,684	$ 1,819	$ 135
Regional and State U.	$ 1,161	$ 1,219	$ 58
Two-year Colleges	$ 734	$ 771	$ 37
Resident Graduate			
Research U.	$ 2,022	$ 2,183	$ 161
Regional and State U.	$ 1,393	$ 1,463	$ 70
Two-year Colleges	N/A	N/A	N/A

Note: Dollar increases for Georgia College & State University and Southern Polytechnic State University differ from regional and state universities.

Mr. Bowes further explained that written justification would be required for fee increases above five percent. In addition fee increases would be limited by areas of critical need and specific new programs. Mr. Bowes stated that overall fees have remained unchanged since 1999. Mr. Bowes briefly explained that a delay had occurred in the issuance of bonds associated with any capital budget requests and that the state was facing a $100M backlog. Thus, recommended funding would be disseminated to the top eight projects as design funds.

C. *Banner and Consolidation of Services*

Mr. Randall Thursby, Vice Chancellor for Information and Instructional Technology, announced that the Board of Regents had approved Banner consolidation for twenty-five USG institutions. However, funding was unavailable from the system office to move forward with consolidation efforts. The concept of Banner and consolidation of services would equate to offering technological resources over a limited number of services with a projected savings of $400,000 to $500,000 per year. To implement the concept a projected $2.1M investment would be needed during year 1 of the project and another $1.4M in resources would be required by year 2 of the plan.

Due to the shortage of resources, five institutions have volunteered to move forward with a pilot of the original concept. Those five institutions have not been finalized at this time. Mr. Thursby indicated that during the next CIO meeting, he will ask CIOs to share announcements and discussion points such as Banner and consolidation of services with the Chief Academic Officers of their respective institutions in an effort to improve communications.

In response to questions concerning WebCT hosting, Mr. Thursby stated that the consolidation of WebCT hosting was incomplete; however, servers are located at Georgia State University, the University of Georgia, and a test server has been established at Georgia Southern University. Georgia State University will retain its VISTA server. Further, in response to questions concerning why institutions, as of academic year 2005 – 2006, will be required to bear expenses associated with using and maintaining PeopleSoft software, Mr. Thursby responded that such action was taken due to overall USG system budget reductions. Funding for system support of PeopleSoft was removed from the state's allocation package (projected $17M loss in funding). Based on the budget reductions, the MIF project will not be implemented. Chief Academic Officers requested that budget allocation changes be communicated with them early before institutional budgets are required for submission to the System Office. Mr. Thursby announced that the fiberoptic initiative met with success such that institutions should not face bandwidth restrictions. In addition, security software that has been front-loaded on campuses has helped to curtail breaches of information.

D. *Mission Review*

Dr. Dan Papp, Sr. Vice Chancellor for Academics and Fiscal Affairs, provided a summative report on the status of mission review in the university system. Based on actions to date, nine institutions have been approved for clarifications in mission statements without a change in mission or sector. Letters have been transmitted to those institutions that have been granted approval to move forward in

submitting a proposal for a change of mission and sector. Detailed templates were provided to the institutions including specific instructions relative to the submission of new degree programs that support changes in mission and sector. Four institutions have been permitted to submit proposals to move from the two-year college sector to the state college sector. In addition, four institutions were permitted to submit proposals for non-PhD doctoral programs.

E. *Faculty Workload*

Dr. Papp explained that due to questions received from the General Assembly, a faculty workload survey was developed in which each institution was asked to respond to a specific set of questions. Drs. John Black and Michael Stoy participated in the development of the survey. A draft report was completed and will be used in the event future questions arise. Dr. Papp asked for a consensus on next action steps regarding the draft report. The group came to consensus and decided that the draft report would be archived for future use, but not shared. Issues that remain to be resolved include differentiating between teaching load and workload, aligning datasets, reporting of data using similar instruments between the institutions and the system office, using elements of the FIS system to generate the data, determining whether to collect data from Banner (local) versus PeopleSoft (system-wide), analyzing the use of output versus input data, and calculating non-instructional activities.

F. *Institutes and Centers*

Dr. Papp provided the VPAAs with a copy of aggregate data on centers and institutes for fiscal year 2005 and a list of centers and institutes as of academic year 2003 – 2004. Dr. Papp asked that each institution review the report and notify him of any revisions or corrections.

G. *Textbook Forums*

Mr. Bowes discussed the recent textbook forums that had been conducted regionally with University System institution representatives. As a preface to the forums and based on 2004 survey information, the following themes, among several, emerged: 1) textbook costs can account for as much as 20% of total education costs; 2) college bookstores earn more on used texts than they do on new texts; 3) new texts account for the majority of textbook sales followed by used books; however, online sales account for a small portion of the college textbook market; 4) new textbooks are bundled with supplementary materials such as study aids, CD-roms, and website support; and 5) textbooks are published in new editions more frequently today. A total of four forums were held between February and April 2005. Panels representing students, bookstore managers, faculty, and publishers were given the opportunity to make a brief presentation representing the views of the group she/he represented followed by a question and answer session. Each regional forum averaged approximately thirty attendees. Below is a typology of themes generated from the regional panels:

Textbook Forum Themes

Students

- lack of options to acquire textbooks; not of one accord on the issues
- textbooks not used in class
- rapid turnover in editions limiting resale opportunities and purchase of used texts

Bookstore Managers

- bottom line – must break eve
- used text market more profitable
- want to work cooperatively with students and faculty
- want to obtain book orders sooner to help students

Publishers

- textbook market is highly competitive
- textbooks cost more to produce and market
- will work with faculty and find 87% require texts and want them to be current
- point to new market in terms of student needs and demands

Faculty

- want the best teaching tools because student success is critical
- texts are but one source of learning
- do not want to commit to a single text over several semesters
- having cost information would help in adoption process

Recommendations generated from the regional forums will be presented to the Board of Regents during its May 2005 meeting.

H. *Graduation Rates*

Dr. Frank Butler, Vice Chancellor for Academics, Faculty, and Student Affairs, provided an update on the Graduation Rates project. Dr. Butler reminded the VPAAs that during the September 2005 Board meeting, recommendations from the graduation rate task force were acted upon. Requests will be sent to the VPAAs for institutional plans, targets, and strategies for implementing graduation rates. Information is to be submitted by October 15. The plans will be reviewed and feedback will be provided in terms of enhancing the plans submitted. Discussions may ensue concerning target rates. Dr. Butler further informed the VPAAs that *aascu* had sponsored a national graduation rate project in which six USG faculty and administrators participated in workshops and site visits to other states to review better than predicted or significant improvements in graduation rates. The *aascu* study will be discussed in further detail during the summer RACAA/RACSA meeting.

I. *SAT Writing Requirement*

Dr. Butler announced that the SAT test now requires a writing component. To ensure that everyone is notified of who will use the writing component and how it will be used, Dr. Butler indicated that queries about the writing component's usage would be sent to USG institutions at a later date. Dr. Butler emphasized that an ongoing discussion would take place regarding how the university system

can validate such a writing sample to meet the Regents' writing requirement. At this point, Dr. Butler explained, "we do not have enough information on how to use information concerning the writing component for academic and admissions decisions." Dr. Butler asked that those institutions not using the writing sample in lieu of the Regents' Test for admissions notify him of their actions.

J. *AP Status*

Dr. Dorothy Zinsmeister, Assistant Vice Chancellor for Academic Affairs, announced that the Advanced Placement (AP) information discussed during the fall meeting had been transmitted to each academic advisory committee. Such action was taken in order for each group to make recommendations or changes as a discipline committee because institutional policies, as a whole, comprise a broad spectrum. Each advisory committee will report back on AP credit for their specific discipline by May 9. The Council on General Education has been asked to address the issue. The Council on General Education's response will be shared with RACAA during the summer meeting and later with academic advisory committees during their regularly scheduled meetings.

K. *MAP/MRO Conference Summary*

Ms. Marci Middleton, Director of Academic Program Coordination, provided a summary of MAP/MRO activities for the academic year and highlights of the 2005 spring conference. Ms. Middleton discussed the importance of MAP/MRO with ongoing institutional efforts to heighten retention and graduation efforts, especially among minority student populations. Emphasizing the importance of data collected from MAP/MRO reports, Ms. Middleton indicated that such information had been used to inform Regents on the progress of MAP/MRO during Board meetings. Ms. Middleton provided a program handout of the recent spring 2005 conference held on the campus of Valdosta State University in which the theme was "Providing Support Strategies to Enhance Retention and Graduation."

Program topics included a standardized testing workshop, mentoring and guidelines for MAP/MRO personnel, BANNER workshops, study abroad for students and professionals, HOPE rules and regulations, information concerning GSFC and ACCEL, survival skills for the undergraduate student, student leadership forums, and establishing learning coalitions. In closing, Ms. Middleton asked that each VPAA provide support to MAP/MRO professionals and their activities at each respective institution.

II. **Discussion Items**

A. *Two-year College Admissions*

Dr. Rob Gingras, Vice President for Academic Affairs at Bainbridge College, announced that the Board had approved the pilot implementation of the two-year college admissions project. Dr. Gingras explained that under the pilot program, the SAT will be removed as a criterion for admission, but rather, high school graduates will be required to earn a 2.0 GPA with a college-prep diploma and a 2.2 GPA with a tech-prep diploma. As a result, presidential exceptions have been reduced from 33% to 20% of the preceding year's freshman enrollment. Implementation of the pilot program will begin fall

2005. The impact of the pilot two-year college admissions project will be evaluated after three years. Details that remain to be discussed by the implementation team include the following issues:

1. Institutions should be permitted to use the ISAT for fall 2005 applicants. The national SAT will be used thereafter;
2. During year one of the pilot program, institutions should be held harmless for the Presidential Exceptions target of 20%, as well as for the 20% limit of University College admissions. In addition, the 20% limit for Presidential Exceptions should be reviewed annually, particularly for those institutions which are experiencing rapid growth in their enrollment;
3. Presidential Exceptions should be allowed up to 20% of the first-time freshmen enrollment of the comparative term for the previous year;
4. Presidents may grant admissions through a Presidential Exception for students who do not have the minimum HSGPA requirement;
5. Omit the following statement --- Students must be eligible to continue or return to the sending institution. Ten percent of transfer students may be admitted without meeting the criterion... ;
6. The existing admissions policies would remain in place for the following categories of students: non-traditional freshmen and transfers;
7. An assessment model should be developed with, among other items, such measures as % of first-time freshmen having LS requirements, % of successful completers of LS requirements, and % of first-time freshmen having CPC deficiencies; and
8. Institutions should implement the new admissions policy no later than June 1, 2005, assuming that the policy is approved by the Chancellor and the Board of Regents.

B. *USG FY 2006 Goals*

Dr. Papp outlined the University System goals for FY 2006. The goals are listed below in brief.

i. *Retention, Progression & Graduation Rates*

Dr. Cathie Hudson, Associate Vice Chancellor for Strategic Research & Analysis, and Dr. Frank Butler briefly discussed progress on the Retention, Progression & Graduation Rates project. Institutional data and a request for institutional rates have been sent to each institution.

ii. *Fiscal Efficiency (Outsourcing, Privatization, etc).*

Mr. Bill Bowes discussed system-wide hardware maintenance, HB 312, and HB 73. On the topic of system-wide hardware maintenance, Mr. Bowes indicated that time and attention would be provided to the KRONOS system and that further monitoring would be done to determine the best contract for credit-card purchasing. Supported through HB 312, new legislation was passed on procurement that would support the return of end-of-the-year funds to agencies except those earmarked for the general fund. In addition, HB 73 would enable institutions to further investigate fee revenues from continuing education.

iii. *Post-tenure Review*

Dr. Dorothy Zinsmeister, Asst. Vice Chancellor for Academic Affairs, discussed the data reports

that have been collected for post-tenure review. VPAAs were asked to review the reports for data accuracy, reflect on the data, and determine what can be inferred about the process. In addition, a self-survey of post-tenure review was included in each institutional packet with a completion and return date of November 15, 2005. Lastly, Dr. Zinsmeister reminded the VPAAs that the post-tenure review process needed to be approved by the faculty and then sent to the system office for administrative approval.

iv. ***EPACC Committee Report (Area F)***
Dr. Dan Papp prefaced the EPACC committee report discussion by telling the VPAAs that any future changes to Board Policy would be vented appropriately with the group before submission to the Board for approval. Dr. Papp in stating that appropriate venting processes would be used in the future then indicated that a discussion would take place regarding recently approved changes to Board Policy for the waiver of the 60-semester-hour rule for Associate of Arts and Associate of Science Pre-Secondary Education Transfer Students and the wavier of the 120-semester-hour rule for BSED majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, Special Education, and the requirement of at least six semester hours in science (outside of Area D) in Early Childhood Education.

Dr. Jan Kettlewell, Associate Vice Chancellor for P-16 Initiatives, explained how the EPACC Committee arrived at the conclusion to extend waivers for specific BSED education majors and science pre-secondary transfer students. Dr. Kettlewell explained that such Board Policy changes would be implemented during fall 2006. Since the implementation date would be fall 2006, Dr. Kettlewell stated that she would meet with EPACC, Deans, and others to resolve any outstanding issues and then bring emerging resolutions back to the VPAAs for approval. Further, if issues surfaced that could not be resolved, then changes would be made as appropriate

v. ***Waiver of the 120-sch. Rule for BSED***
Dr. Kettlewell explained that the waiver to the 120 sch. BSED major related to Area F and the need to enable student transfers to begin teacher preparation programs with a firm foundation. With the development of the Regents' Principles, institutions have struggled to maintain a 120 sch. degree while ensuring adequate field experiences and academic program content. VPAAs inquired about illustrative proposals that adhered to the 120 sch. degree maximum for baccalaureate programs.

vi. ***Waiver of the 60-sch. Rule for AA and AS Pre-secondary Education***
Dr. Kettlewell explained that the wavier of the 60 sch. rule for associate of arts and associate of science pre-secondary education was based on ensuring that students have the appropriate content to become science and math teachers. Thus, where students would originally take courses in three areas: human growth and development, special needs, and introduction to education, institutions now require that for science pre-secondary education students, 6 hours of science will be taken while retaining the 3 hours of math that are already part of the math

concentration.

vii. *Other (Institutional SAT)*

Dr. Cathie Hudson began the discussion by sharing that during summer and fall 2003, the University System admitted approximately 29,929 new freshmen. Of those students admitted, at least 23,718 took the SAT or ACT test. Approximately 5,000 students out of the 23,718 test takers took the institutional SAT. Upon further analysis, approximately 5,000 students took the institutional SAT. Data will be collected and analyzed concerning the institutional SAT for the first time during summer 2005. After more thorough analysis and data collection, information will be reported out to the VPAAs.

III. **Action Items**

A. **Recommendations from Advisory Administrative Committees**

a. **Committee on Foreign Languages**

Dr. Richard Sutton, Director of International Programs, discussed the proposed recommendation developed by the Academic Advisory Committee on Foreign Languages.

Motion: The Regents' Academic Advisory Committee on Foreign Languages recommends that American Sign Language (ASL) not be endorsed as a substitution for the CPC foreign language admission requirement or the various foreign language graduation requirements of individual institutional degree programs, except as already provided in the case of students with handicapping conditions for whom such a substitution may be deemed academically appropriate.

Outcome: The motion carried and was approved by a committee of the whole.

IV. **Information Items**

A. **The State of GALILEO and GIL**

Ms. Merryll Penson, Executive Director of Library Services, presented a report on the status of GALILEO and GIL. Ms. Penson opened with a retrospective look at the establishment of GALILEO and GIL that included concept initialization in 1994, the vision for one state-wide library, and funding from the 1995 legislative session and lottery funds. Attendees were reminded that GALILEO was launched in 1995 and GIL was subsequently established in 1998. Other users that have joined a vision for one state-wide library over the years include Atlanta and Macon private libraries, Georgia private academic libraries, Georgia Technical College libraries, regional library system headquarters, public K-12 schools, SREB institutions, county libraries, branch public libraries, and in 2005 the possibility of private K-12 schools.

Ms. Penson discussed GALILEO's benefits such as availability in over 2,500 locations and at least 9 million user-constituents and its challenges such as technology, infrastructure, and cost. Ms. Penson explained that as GALILEO use continues to increase, funding for research databases has remained flat at approximately $1.93M to $1.96M from fiscal years 1996 through 2006. Ms. Penson further explained that in addition to subscription costs, the GALILEO system incurs other costs such as

resource fees for staff, equipment, training, government publications, and operations. Likewise, GIL costs have increased due to universal borrowing, a universal catalog, software and hardware maintenance, and service site support. GIL project costs are approximately $1.6 million. Ms. Penson described search processes by exhibiting a prototype of the SFX pilot, searching local resources, and searching for full text materials. Ms. Penson explained that it is important to watch the activities of Google and other search engines because unlike GALILEO and GIL, such web tools were not established as global free libraries.

Ms. Penson explained that several complexities exist when managing online resources for academia that include contracts and vendor relations, database content, pricing and budget, controlling access, interface considerations, technology, and customer service. In closing, Ms. Penson discussed challenges ahead in the face of GALILEO's 10th anniversary that include 1) seeking support for additional resources; 2) seeking support to help libraries with upgrades; and 3) seeking support for public service announcements.

B. **Learning Support Remediation Credit Hours**
Dr. Frank Butler announced that information concerning learning support remediation credit hours would be discussed during the summer meeting.

C. **ACCEL, Regents' Test Pilot**
Dr. Frank Butler announced that information concerning ACCEL and the Regents' Test Pilot would be discussed during the summer meeting.

D. **Georgia High School Feedback Report**
Dr. Cathie Mayes Hudson distributed the Georgia High School Feedback Report (specifically, Aggregate School District and redacted extracts from the Student-Level reports) and discussed activities to date on the project. Dr. Hudson explained that the aggregate report had been sent to principals and superintendents and would be used in conjunction with the Graduation Rate Task Force recommendations. The purpose of both the aggregate and the individual-level reports is to provide information that high schools need to improve. The aggregate report provides general indicators of the effectiveness of the high school curriculum, and the individual-level report allows high schools to match college data to high school data on individual students. Dr. Hudson explained that during the early 1990s, early interpretations of FERPA allowed the System to develop reports using individual level data on grades and courses. Reports per school district were then sent to each superintendent to provide a snapshot of how student matriculants were faring after one year in college.

E. **Transition of the FIS System**
Mr. Randall Thursby, Vice Chancellor for Information & Instructional Technology, discussed the planned phase-out of the faculty information system. Mr. Thursby explained that a smooth transition was anticipated to capture merged faculty events in PeopleSoft. The old system has been disenabled to complement the use of PeopleSoft and potential data warehousing efforts.

V. **Discussion of the Summer Meeting/Closing Comments**

Dr. Michael Stoy announced that the summer RACAA/RACSA meeting would be held July 17 – 19 at Sea Palms resort located on St. Simons Island, Georgia. Dr. Stoy mentioned that agenda planning was underway and confirmed that Chancellor Thomas Meredith would provide opening remarks during the Sunday dinner on July 17. Topics that will be the highlight of the agenda include best practices, USG participation in the *aascu* study, and graduation and progression rates. Separate business meetings will be held for each group Tuesday, July 19.

VI. **Adjournment**

The meeting was adjourned at 3:00 p.m. with no remaining issues to be discussed.

Respectfully Submitted,

Marci M. Middleton, MBA, MS
Director of Academic Program Coordination

Attendance

Institution	Representative
Georgia Institute of Technology	---
Georgia State University	Dr. Ron Henry
Medical College of Georgia	Dr. Barry Goldstein, Dr. Roman Cibirka
University of Georgia	Dr. Delmer Dunn
Georgia Southern University	Dr. Linda Bleicken
Valdosta State University	Dr. Louis Levy
Albany State University	Dr. Ellis Sykes
Armstrong Atlantic State University	Dr. Edward Thompson
Augusta State University	Dr. Samuel Sullivan
Clayton State University	Dr. Sharon Hoffman
Columbus State University	Dr. Martha Saunders
Fort Valley State University	Dr. Yvonne Oliver
Georgia College & State University	Dr. Mark Pelton
Georgia Southwestern State University	Dr. Cathy Rozmus
Kennesaw State University	Dr. Lendley C. Black

North Georgia College & State University	Dr. Linda Roberts-Betsch
Savannah State University	Dr. Beverly Watkins
Southern Polytechnic State University	Dr. David Hornbeck
University of West Georgia	Dr. Thomas Hynes
Dalton State College	Dr. John Hutcheson
Macon State College	Dr. Barbara Frizzell
Abraham Baldwin Agricultural College	Dr. Caroline Helms
Atlanta Metropolitan College	--------------------------------------
Bainbridge College	Dr. Robert Gingras
Coastal Georgia Community College	Dr. Douglas Tuech
Darton College	Dr. Joan Darden
East Georgia College	Dr. Timothy Goodman
Gainesville College	Dr. Michael Stoy
Georgia Highlands College	Dr. Virginia Carson
Georgia Perimeter College	Dr. Virginia Michelich
Gordon College	Dr. Robert Vaughan
Middle Georgia College	Dr. Mary Ellen Wilson
South Georgia College	Dr. Randy Braswell
Waycross College	Dr. Derek Mpinga
System Office Staff	System Office Staff
Dr. Daniel Papp	Dr. Tom Maier
Dr. Cathie Mayes Hudson	Dr. Sara Connor
Dr. Frank Butler	Dr. Jan Kettlewell
Ms. Marci Middleton	Mr. Randall Thursby
Mr. Leslie Caldwell	Mr. Tom Daniel
Dr. Dorothy Zinsmeister	Mr. Bill Bowes
Dr. Richard Sutton	Ms. Merryll Penson

Respectfully Submitted,

Marci M. Middleton, MBA, MS

Director, Academic Program Coordination

USG

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: **EDUCATOR PREPARATION ACADEMIC ADVISORY COMMITTEE (EPAAC)**

CHAIRPERSON: **RON COLARUSSO**   **DATE:**   **APRIL 7, 2005**

RECOMMENDATION: **AREA F FOR TEACHER PREPARATION**

EPAAC approved new requirements for AREA F in Teacher Preparation at its 12-3-04 meeting. The proposed requirements are as follows:

- **Early Childhood—Grades P-5**
  - 9 hours in professional education (with specific course descriptions to be determined subsequently by the group of education deans; see status below)
  - At least 6 hours in science with laboratory experience (with specific courses to be defined subsequently by a science faculty committee; see status below)
  - 3 hours in mathematics (with course to be defined subsequently by a mathematics faculty committee; see status below)

All 18 hours in Area F for Early Childhood Teacher Preparation are to be common courses for the System with course substitutions allowable only for students transferring in from non-USG institutions.

- **Middle Grades—Grades 4-8**
  - 9 hours in professional education (same courses as Early Childhood)
  - 9 hours in academic concentrations (with the parameters to be defined subsequently by panels of discipline-based faculty across the System)

The 9 hours in professional education are to be common courses for the System with course substitutions allowable only for students transferring in from non-USG institutions. The parameters for the 9 hours in academic concentrations have not yet been determined. No action on the 9 hours in academic concentrations is recommended at this time.

- **Secondary Education—Grades 7-12, and P-12 Certification Programs**
  - 18 hour Area F requirements for the academic major
  - Over-and above the Area F requirements, 9 hours in professional education are required (same courses as Early Childhood and Middle Grades)

The 9 hours in professional education are to be common courses for the System with substitutions allowable only for students transferring in from non-USG institutions. The Area F requirements for the academic major are those in place for the discipline at each institution.

> **Status of Course Development:**
>
> - **Nine Hours in Professional Education**
>   - Framework established by the Education Deans:
>   1. Contemporary Issues in Education/School Contexts/ Professional Expectations/ Social Justice
>   2. Cultural Diversity/Special Needs
>   3. Learning/ the Learner/ the Teacher
>   - Three faculty members are being appointed from each teacher preparation institution, 1 for each course
>   - All 3 committees convene on April 21, 2005 to begin the work
>   - At least one education dean is a member of each committee
>   - Convener—Jan Kettlewell (USG Liaison to EPAAC)
>
> - **Early Childhood—Science and Mathematics Committees**
>   - Committees appointed and work is underway
>   - Mathematics Chair—Rob Gingras (member EPAAC Executive Committee
>   - Science Chair—Virginia Michelich (member EPAAC Executive Committee)
>
> - **Middle Grades—Academic Concentrations**
>   - No recommendations at this time.

RATIONALE

Nine Hours in Professional Education:
- The courses need to be common across the System to solve the current transfer problems.
- The courses need to reflect the knowledge, skills, and understanding that teachers need to be effective in today's classrooms: A greater emphasis is needed on teaching ethnically diverse learners, on how children learn, and on the current context in public schools with the federal legislation, *No Child Left Behind.*

Science and Mathematics Courses: Early Childhood Education
- Elementary teachers are expected to teach children to meet the new Georgia Performance Standards. In order to do so they need sufficient understanding in the content they will be expected to teach. These courses are expected to fill this purpose.
- The science courses in Area F will be in addition to those taken in Area D.
- The mathematics course in Area F is part of the mathematics concentration currently required for early childhood teachers that is outside of courses taken in Areas A and D.

ADDITIONAL INFORMATION

The specifics for the courses outlined above are to be finalized for consideration by EPAAC in December 2005. If approved, implementation of the courses would begin in fall 2006.