Present: Ray Miller, Sherry Cox, Neil Houser, John Covaleskie, Kendra Williams-Diehm, Joyce Brandes, Cheryl Walker-Esbaugh, John Hanson, Mona Ryan, Ed Marek, Debbie Rodgers, Charlene Dell, Stacy Reeder, Frank McQuarrie, Donna Abraham, Gregg Garn and Jamie Aldridge.

Approval of the Minutes
Upon motion made by Ed Marek and second by Donna Abraham the minutes of the previous meeting were approved as amended.

I. Information/Discussion/Actions

• Latin Education Program Changes – Cheryl Walker-Esbaugh and John Hanson from the Classics Department shared with members proposed changes to the Latin Education program. Cheryl reported that the proposed changes will allow the student more time to focus on Latin education. She also shared that the general education and professional education are not affected by the proposed changes. The proposed changes only pertain to the specialized education courses.

After discussion, Gregg Garn noted that there were a few clarifications that need to be made. Clarifications being 1) technical foreign language requirements, 2) number of hours, 3) have Judy Cain to look over the updated degree sheet. Gregg suggested that this information could be collected before the end of this academic year and then be distributed to members. The proposed revisions could then be voted on in the first EPD meeting in the fall. Frank McQuarrie suggested that Latin education has been through the approval process for EPD.

Frank McQuarrie made a motion to move forward with the revisions to the Latin education program with the clarifications that were discussed and voted on at the next EPD meeting. The motion was seconded by John Covaleskie and unanimously among members.

• Alternative Certification Legislation – Gregg Garn shared good news with the members that House Bill 1333 has passed and been signed by Governor Brad Henry. The bill 1) closes down the ability for alternatively certified teachers to be certified in Special Education, Early Childhood and Elementary, 2) requires alternatively certified teachers to have at least a 2.5 GPA, and 3) requires 3 years past the undergraduate degree of professional experience. Gregg stressed to members that this is not a stopping place and that faculty need to look at ways to improve the quality of education in the classroom and ways to improve the pipeline to get more special education, early childhood, and elementary teachers into the classroom.

• General Education Approved Substitutions On Degree Sheets – At the last meeting Sherry Cox disclosed to members that there are several petition requests that are routinely submitted and approved as well as many course substitutions that have routinely been allowed by the different program areas. She provided program areas with a list of common petition requests and asked faculty to look over the list to determine if the requests should be approved or not be approved. Sherry provided members with an updated list of approved course substitutions received from the certification chairs.

Neil Houser made a motion to approve the course changes submitted. The motion was seconded by Donna Abraham and passed unanimously among members.

• Residency Requirements at Tulsa – Kate Branscomb brought forth concerns that had arisen for the Early Childhood students on the Tulsa campus concerning the University and the College of Education residency requirements. Gregg Garn shared with members that the University residency requirements states that 15 of the final 40 hours that apply to the bachelor’s degree must be satisfactorily completed in the university. The College of Education residency requirements state that 45 of the last 60 hours that apply to the bachelor’s degree must be satisfactorily completed in the university. The issue at Tulsa was that most of their student’s coursework is taken at Tulsa Community College and because of this there were some of the students would not have been able to graduate with the College of Education residency requirements. Those issues were resolved by the petition taskforce, but continue to be a concern. Debbie Rodgers questioned if the problem had been discussed by the certification committee. It was noted the committee had not discussed the issue and that the issues with the previous students were dealt with through the taskforce. It was concluded that the issue should be taken to the certification committee first and then brought to EPD for a vote. Gregg Garn noted that the vote could be on the agenda at the first meeting in the fall.

II. Committee Updates

• Student Services –
  a) OU Job Fair – Sherry Cox reported that the OU Job Fair was recently held on campus and that over ½ of the vendors were looking for teachers. She also shared with member that the event coordinators have expressed that would like to work with the College of Education to get more students to attend the job fair. Sherry asked members for input from faculty in making attendance part of a professional day for students. She also noted that the three big area schools (Norman, Moore, & OKC) were not in attendance. It was discussed to possibly have a have a stand only job
Sherry informed members that she would get back with them for ideas to make attendance at the job fair a part of the student’s professional development.

Sherry also shared with members that Student Services is currently working on getting students enrolled.

- **Certification/Residency/Field Experiences** – Jamie Aldridge reported that internship placements are being made with the majority of the Elementary placements completed. She also reminded members the deadline for submitting their resident teacher information is Friday, May 15. Another reminder that Jamie shared with members was the spring internship closure meeting that will be held Monday, May 11 from 1:00 p.m. to 4:00 p.m. in the Sam Noble Oklahoma Museum of Natural History. Jamie then announced that the CEOE field testing on April 14 had 59 students that participated in the testing with 28 of those taking a second test. Finally, Jamie asked members that have not already done so to e-mail her their certification committee minutes.

- **Tracking Field Experiences – Taskforce**
  a) **Placement of Memorandum of Understanding** – Gregg Garn announced to members a university policy that he was unaware of that the College of Education must have a “Memorandum of Understanding” on file with every field experience that we require of our students. The memo would be on file with the school districts, but he also noted that there is also a student signature page. Gregg encouraged faculty instead of holding on to the student signature page that they get that page to Student Services to be kept in their file. Gregg shared with members that he felt there was a difference between an assignment at a public school and a field experience at a public school. Frank McQuarrie suggested Gregg check with Legal Council if there was a distinction between an assignment and a field experience needing a memo of understanding. Gregg agreed to follow up with Legal Council on whether there is a distinction between assignments and field experiences. Gregg also volunteered to go to the districts to get the memos on file. Gregg recommended that in the wording of the memo that all field experiences be included versus a memo for each field experience. With that being shared Gregg Garn informed members that in order to get a blanket MoU in the hands of the school districts that first we need to get a sense of all of the College of Education field experiences.

  b) **Field Experience Evaluation Data** – Gregg Garn suggested to members in order to get some great data for unit accreditation that all field experience evaluations come up with a dozen or so common language questions to be able to track a student’s progression through their program. In addition to those common questions a program areas could add specific questions for their program, but could not add, subtract, or modify the common questions.

  Debbie Rodgers raised the issue that consistently mentor teacher evaluate our students very highly. Adding that if they are scored high on all evaluations the data would not reflect any growth and on the other hand if they are scored highly on all field experience evaluations until the last one then it might reflect our students are getting worse.

  Gregg Garn stated that what he would argue is that currently we do not have any data at all if programs are improving or not over time. He also suggested to members that if our students are scored high on their first field experiences and then scored low on one of the later experiences that is implications for the educator. Gregg informed members that he wanted to use the data to make the program better.

  As a last request, Gregg Garn informed members that he will be e-mailing out a list of field experiences and asked members to take a look at the list. If they have a class that has a field experience, practicum, or internship that is not listed to e-mail those courses to him in order to get an accurate list of those courses.

III. **Announcements**

- Gregg Garn announced that the State Bill 971 for Professional Development Leave for Related Service Providers has been tabled. The bill passed out of the House education committee, but the floor leader did not want it to be heard due to the huge controversy of House Bill 834. Committee members stated these were mandates telling principals they needed to give leave time for related service providers.

**Adjournment:**
The meeting adjourned at 10:28 a.m.