Present: Sacra Nicholas, Stacy Reeder, Neil Houser, Jiening Ruan, Donna Abraham, John Hansen, Kendra Williams-Diehm, Joyce Brandes, Mona Ryan, Michael Angelotti, William Frick, Kathy Latrobe, Teresa Bell, Carol Morris, Chelsea Kutwitzky, Sherry Cox, Charlene Dell, Terri DeBacker and Jamie Aldridge.

Approval of the Minutes
Upon a motion made by Charlene Dell and a second by Donna Abraham the minutes of the previous meeting were unanimously approved.

I. Information/Discussion/Actions

1. NCATE Visit – Terri DeBacker provided members with three handouts concerning information pertinent to the upcoming NCATE visit.
   a) NCATE + TEAC = CAEP – The first handout gives details regarding the uniting of the two national accrediting bodies, NCATE and TEAC, which will now be one accrediting body called CAEP (The Council for the Accreditation of Educator Preparation). Terri told members the handout gives a brief summary how the merger is being managed and more importantly what the CAEP standards will be for teacher preparation programs.
   b) TI Option – The second handout summarizes the Transformation Initiative Option introduced for continuing accreditation by NCATE.
   c) Mentoring Study – The third handout is specific background information on the Mentoring Study. Terri shared the table provided information on the qualitative data that will be collected this year, as well as when and who the data will be collected.

2. EDS 4003 Field Experience – Clarify What Counts as “In Schools” – Terri DeBacker elaborated with more detail comments made at last month’s meeting by John Covaleskie. She shared that at the September meeting John commented that the field experience students spend 9 hours in the community, 9 hours around the school and 9 hours in a classroom. Terri stressed that John’s intentions were that the time that students spend in the classroom could consist of observing a teacher, working with a child or group of children. She explained that somewhere along the way the 9 hours in the classroom has been interpreted to be 9 hours of tutoring. Terri noted that the interpretation has made it difficult for students to complete the 9 hours because there was not time within the classroom for students to participate in tutoring. Therefore, time to tutor had to be scheduled for after school or on Saturdays. Terri informed members that efforts were being made to immediately notify students that the 9 hours do not have to be spent tutoring.

3. Reporting on OACTE Meeting – Terri DeBacker informed members that as the Interim Dean for Professional Education she will be attending meeting for the OATCE. She asked members if they would like her to share at the EPD meetings information learned. Members were interested in learning what transpired at the meeting. Information shared from the OATCE meeting follows:
   - The Commission (OCTP) has directed its attention to alternative certification requirements and are really clamping down on following those requirements. The OSDE is enforcing the requirements rigidly.
   - Talk about the Common Core that was basically worries about students that were going to get caught in the changeover.
   - State Regents have initiated a math specialist initiative, which is going to be an add on certificate for elementary education majors who take an additional 18 hours of math that will allow them to call themselves a math specialist.
   - State Regents and the University have become increasingly interested in looking a faculty teaching loads.
   - The OCTP is hoping to make a quick switch to a new teacher performance assessment system. The new system has to do with changes in the way teachers will be assessed, which will not only look at teacher performance, but also look at student performance data.
   - The Commission is looking for volunteers to conduct item reviews for the Oklahoma State exams in January and February. Tests that will be reviewed are Physical Education/Health/Safety, Physics, Advanced Math, World History/Geography, Severe-Profound/Multiple Disabilities, Biological Sciences and Middle Level Social Studies.
   - Opportunity available for one person to attend the Board of Examiners (BOE) training at Southern Nazarene University at the end of January.

II. Business Items
1. **Spring Enrollments** - Sherry Cox reported that there are approximately 58 to 62 students going through full admission right now and another group will be going through in January. She shared that they have a lot of transfer students contacting them wanting to be admitted in January. Sherry noted that one of the things that advisors are trying to track is who needs what class. She stated that there have been some issues, mainly with the Elementary students who need to get through the program faster. Sherry reported that efforts are being made to track students who after this semester, have 20 to 30 hours before they begin the Pre-Intern Practicum (PIP), but some students want to take hours in the summer, which sets them without a fall semester. She disclosed that there are many students from out-of-state who do not want to take the PIP in the spring and then have to return the following fall to do their internship and graduate. In order to accommodate students advising is trying to look at how many students are in this situation and see what they might need, especially if parents are demanding that the student graduate in the spring. Sherry informed members that enrollment numbers are up. She reported that there were quite a few that went through fall admission in August. Sherry indicated that the Teach Grant has been partly responsible for the increase in enrollment. She noted that with students not always enrolling in classes they have been advised to take each semester and advisors not being able to run queries in OZONE, it makes it very difficult to figure enrollment numbers for classes. Sherry revealed that early enrollment has just started for those with those privileges. She estimated that by the end of next week they ought to be seeing those classes that are filling up and waiting lists need to be started. Terri DeBacker told members the issues that the EPD Executive Committee had in mind concerning spring enrollment was that OZONE was opening and there is not a firm idea on enrollment numbers, which means it is not known if there are too many sections opened or if sections need to be closed. She expressed this makes it difficult for the departments deciding if they will need to hire an adjunct and when can that adjunct teach. Terri stressed that once enrollment is opened, opening, closing and moving sections becomes much more difficult. She questioned whether enrollment numbers would ever be available early enough to be ahead of the game. Sherri Cox informed members that she has contacted departments with projections for the enrollments she sees for spring enrollment so that they can determine how many they can put in each section.

2. **Draft Policy Regarding Background Checks** - Terri DeBacker provided members with a handout to review and confirm policies for implementing social security background checks as a component to full admission into the College using the Certified Background Company. She revealed that immediately questions were brought up about students doing more work as pre-admits so that we can get them out in four years. She asked members if programs will be doing anything with pre-admits where they will be out doing field experiences. Charlene Dell informed members that the Music Education students enter the public schools as sophomores. Charlene told members the music students will do their background checks at the end of their freshman year. Joyce Brandes also revealed that Special Education majors also have a field experience early on, which would cause the students admitted into their program to be fingerprinted earlier than other students. Sherry Cox questioned what the requirements should be for Master's students seeking certification would need to do since they do not go through the full admission process. It was decided to include in the policy that any graduate student (M.Ed. or Ph.D.) that does not have initial certification and not currently teaching in a public school will have to be background checked through Certified Background Check or produce verification they have been background checked within the past 2 years.

Terri DeBacker shared with members that the students will be provided with an information sheet about Certified Background Check how to log on, the cost of the background check and their rights as users to make sure they are fully informed about the system. She noted that she thinks it is important to give the students a deadline of when the background check must be completed to be admitted into the College. She noted that Certified Background has a turnaround of 72 hours and the deadline for the background check was the first day of classes, there would be plenty of time to drop students from classes without cost if there are problems identified in the check. Members agreed it would be reasonable to set the deadline for students to be on the first day of classes, but verification of the students completing the background check should be done on the Friday before classes.

Terri DeBacker confirmed with members that a fingerprint criminal check would still be required by the State prior to the students interning. She expressed to members that it will be important to be up front with the students that they will have to do two background checks. One will be a social security check for admission into the College and later a fingerprint check prior to their internship required by the State for certification.

Terri informed members that students will be informed that if any issues arise as a result of their background check the Associate Dean will facilitate a resolution to the situation.

Terri also shared a couple of other procedural points with members.

- **Students will no longer be required to sign the “I am not a sex offender” form beginning in January.**
- **Advisors will be able to log on to confirm that students have been checked. The advisor will only see green/red code. If code is red, the advisor will alert Associate Dean who will be able to see details of the offense and will determine, using OSDE guidelines, whether the offense should prevent the student from being placed in schools.**

3. **Policy for Late Requests for Certification (Feedback from Certification Areas)** - Terri DeBacker asked members for a vote on two proposed policies. The first one was for people that are very late on requesting certification. The proposed policy states a person that graduated more than 5 years ago but, did not complete
their internship and is now returning to get certified must meet State Regents mandated changes associated with their certification program area such as the language requirement and 4X12. They must also meet any other requirements by the program area as they see fit. Neil Houser made a motion to accept the proposed policy and it was seconded by Stacy Reeder. Member agreed unanimously.

The second proposed policy was for people that graduated more than 5 years ago did their internship, but for some reason did complete the process and did not be State certified. There was much discussion about appropriate number of hours a student would need to complete to receive State certification. It was decided that program areas should be able to determine how many hours on a case by case basis. Terri DeBacker stated she would work on the wording for the policy and it will be voted on at the next meeting.

4. Other Policy Drafts – Due to time constraints no report given tabled for November meeting.

5. Field Experience Coordination – Progress reports from Certification Areas – Terri DeBacker asked program areas to give a progress report on how they were doing with the field experience purging and coordination. Elementary Education reported that they have been dealing with some big issues and has not had time to look at classes. Social Studies and Special Education reported that all their classes are fine. Math reported since the changing of the professional sequence courses the majority of their students are taking levels 2 and 3 in the spring semester, but because they are such a small program that as conversations on the field experiences unfolded they would wait to see if there are any changes before making any decisions. English Education reported the same issues with their spring methods course. Special Education reiterated they do have overlapping with some students, but they just work with those students on an individual basis. Math also shared they will be beginning the new 4-year program soon and does not want to make any changes until they see if the problem will correct itself.

a) 6. Sequencing in Grad Level Certification Programs – Due to time constraints no report given tabled for November meeting.

7. Committee Updates –
   b) Professional Sequence – Due to time constraints no report given.
   c) Undergraduate Advising Office - Due to time constraints no report given.
   d) Certification/Residency/Field Experiences - Due to time constraints no report given.

8. Other Business – Due to time constraints no report given.

9. Adjourn – Meeting adjourned at 9:45 a.m.