EPD Council Summary
Wednesday, September 28, 2011
8:30 a.m
ECH 223

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

Approval of the Minutes
Upon a motion made by Donna Abraham and Stacy Reeder by Tim Laubach the minutes of the previous meeting were unanimously approved.

I. Information/Discussion/Actions

• NCATE Electronic Exhibit Room – Terri DeBacker shared with members the electronic exhibit room being used for the NCATE reporting. She explained that in the past a document room with hard copies of the College’s materials has been set up for reviewers. Now the materials are displayed on the electronic exhibit room and reviewers examining the materials at an offsite location. Terri quickly went through the exhibit room showing members the set-up to meet NCATE specifications. Terri stressed to members that the site was password protected where only reviewers and a few people in the College have access to those critical documents. She also shared that all documents were PDF documents to eliminated chances of mistaken changes to any of the documents.

• Changes to Latin Education Program – In the absence of Cheryl Walker-Esbaugh, John Hansen was in attendance with a handout of requested changes to the Latin Education program to meet SPA and NCATE standards. John reported one change request to the professional education courses was to replace the LAT 4313 – The Teaching of Latin with the MLLL 4813 Techniques of Teaching a Foreign Language. John explained that the courses are basically the same, but the MLLL 4813 course was offered more frequently. In the Latin classes themselves, they want to add a Latin composition (LAT 3313) requirement and Second Language Acquisition Theory (LING 4023), which is required by students going to teach Spanish, German, and French majors and should also be required of Latin students as well. Also, because culture is an important part of the Latin classroom and students are not receiving enough Latin culture they feel it is important to add one more class to the requirements. John commented that conversations before the meeting with Sherry Cox revealed changes for moving up the graduate certification component in all Modern Languages will need to be made. Members with previous experience making program changes suggested if there were additional changes to be considered they may want to hold up the process and make all the changes at once. John agreed to include additional change requests would be e-mailed to Jamie Aldridge to be sent out with meeting minutes so that members could review prior to the October meeting allowing a vote on the changes then.

• Issues Related to Background Check – After a lengthy discussion and Terri DeBacker answering questions regarding Certified Background Checks from the August meeting, John Covaleskie made a motion to adopt CBC to administer background checks to new admissions into the College. The motion was seconded by Donna Abraham.

• Nominees for EPD Executive Committee – Terri DeBacker shared the two nominations that were made to serve on the Executive EPD Committee to replace John Covaleskie, whose term expires in November. The two nominees were Joyce Brandes and Stacy Reeder. Stacy Reeder declined the nomination. The members expressed the wish to pursue a vote on Joyce Brandes’ nomination. By a unanimous vote Joyce was elected to serve a 3-year term on the Executive Committee beginning January 2011.

• Mentoring Study – Terri DeBacker updated members on the Transformation Initiative accrediting option for our NCATE review. She explained that the “Mentoring Study” being done by the College for NCATE accreditation is only the 4th pilot program in the nation to be approved. She explained to members the College has partnered with the Oklahoma Mentoring network for a study derived from mandated Oklahoma Residency Year Committees. The Oklahoma Mentoring proposed a more formalized system of how to mentor. Terri informed members that last year was the pilot phase of the
study. She explained that although the State of Oklahoma has put the program on hold until 2013, the College was able to get financial assistance from the Oklahoma Commission for Teacher Preparation and we were able to put Resident Teacher Committees a group of beginning teachers that were in Elementary and Middle Schools last year. Some of the mentoring teachers went through the Oklahoma Mentoring Network training and some of them did not. The 1st year teachers were asked to keep a journal about their mentoring experience over the school year. Another thing that was done was to get permission to get the beginning teacher’s student’s standardized test scores. The idea was to have a quantitative side of the study. Terri did report that she has not seen the results of the study and was not optimistic of the results due to the poor journaling by the 1st year teachers. Terri responded positively for this year by informing members that Julianna Kershen, who is a doctoral student in the Harvard Graduate School of Education who has moved back to Oklahoma while working on her dissertation will be overseeing phase two of the study. Julianna will be conducting interviews with the beginning and mentor teachers. She will also be doing some focus groups mid-semester and personally monitoring the journaling.

- **Field Experience Coordination** – Terri DeBacker suggested that it is a certification area issue and not a group issue. She stated that each student only has one major therefore most problems lie within Program areas and between program areas and PSC courses. Certification chairs were given a list of the field experiences that are currently recognized for their program area that may or may not be complete, along with the professional sequences courses. Terri asked the Certification Chairs to work within their program area to see if there is a way that they can make their field experiences work without running into each other or running into the professional sequence experiences. Terri volunteered to work with any of the program areas that were having difficulty in getting the field experiences to work. Terri urged members to capitalize on double dipping where possible, asking faculty to be open-minded to students being in one setting and serving two goals. One of the problems Terri recognized that has caused problems with the field experiences was the moving of EDS 4003 to later in the sequence. Terri asked John Covaleskie to speak briefly to members about what is currently happening in the EDS 4003 field experience due to changes made, which could make a difference to how faculty will think about how they can coordinate the EDS 4003 semester with other things that might be going on.

- **EDS 4003 Field Experience** – John Covaleskie recapped with members that EDS 4003 is the social and cultural foundations course. He geared around pedagogy like many of the other courses, but also focuses on the social surrounding of the school and how that impacts the classroom. He explained that the field experience is 30 hours. Three of the hours the student observes and interviews a former teacher. The bulk of the experience is done in southeast Oklahoma City, which is an urban setting. The remaining 27 hours are divided into 3 equal segments of nine hours of which are spent within the community, in the school and in the classroom. John told members that he encourages the students to do the community and schools field experience hours first so that when they get into the classroom they carry the social/cultural context.

- **Policy for Late Requests for Certification: Suggestions from Certification Areas** – Due to time restraints item will be discussed at the October meeting.

- **Need EIPT 5183 for Fall 2012?** – Terri DeBacker informed members that she will be e-mailing member to ask them whether they EIPT 5183 (Cognition, Instruction & Motivation for Graduate Level Certification) in fall 2012. Terri reported to members the class will be offered in Fall 2012 if there is enough demand, but she also told members she will be needing to know very soon on the need for the class because the schedule for the fall are approaching quickly. After a brief discussion, Terri told members she did not realize there was also an issue of sequencing graduate students and due to time constraints requested to continue discussions later.

### II. Committee Updates

- **Professional Sequence** – No report.
• **Student Advising** – Sherry Cox reported full admission notices have gone out to the students and that it will be at least 2 weeks before she will know any of the numbers. Sherry told members the spring schedules are now available and as faculty to please to look and make sure the classes they will be offering are on the schedule and to check the days and times their classes will be offered. She informed members that advanced enrollment starts the end of October.

• **Certification/residency/field experiences** – Jamie Aldridge shared that all students have been placed for the EIPT 3483 field experience. She also announced students are being advised for Spring 2012 internship. Requests are due to Jamie no later than November 4.

• **Other Business** –

• **Adjournment** – John Covaleskie made a motion to adjourn with a second from Donna Abraham. The meeting adjourned at 9:50 a.m.