EPD Council Summary  
Wednesday, September 26, 2012  
8:30 a.m.  
ECH 223

Present: Mona Ryan, Kendra Williams-Diehm, Vicki Lake, Maggie Ryan, Sherry Cox, Neil Houser, Ji Hong, Lisa Monroe, Rhonda Goolsby, Cheryl Walker-Esbaugh, Teresa Bell, Donna Abraham, Kyungwon Koh, John Covaleskie, Tim Laubach, Jiening Ruan, Charlene Dell, Mark Lucas, Ashley Johnson, Molly Luton, Jennifer Robinson, Terri DeBacker and Jamie Aldridge.

Approval of the Minutes – The minutes are distributed electronically. There were no suggested revisions. Minutes considered approved.

Information Items

1. Underutilization of Social Media – Molly Luton, the new Director Alumni Outreach, was on hand to bring faculty’s attention to the many areas of social media being used by the College to communicate with alumni. Molly provided members with a hand-out with all the forms of social media being used by the College and the links to them. (See below.) She informed members she will be e-mailing everyone in the College JPEG and PDF with all of these links with the hyperlink embedded in to it. Ideally Molly would like to everyone to put the links up on their D2L pages, class websites, in the signatures on their e-mails. She went on to say that social media is a great tool, but if people don’t know about it its nothing. Molly advised members to e-mail her if they have any questions or need assistance in posting the links on D2L, websites or e-mail signatures.
   • https://www.facebook.com/oueducation
   • https://twitter.com/oueducation
   • Join group “Jeannine Rainbolt College of Education”
   • http://pinterest.com/oueducation/
   • http://www.youtube.com/user/oueducation
   • College Website: www.ou.edu/education

2. Co-Teaching Workshop Sponsored by OCTP – Terri DeBacker informed members that the OCTP is pushing Colleges of Education in the State of Oklahoma to rethink their field experiences and internships in light of the NCATE Blue Ribbon report, which describes clinical alliances. She explained that clinical alliances are alliances that Colleges of Education create with P12 schools to try to get much closer associations and cooperation on field experiences, but particularly internships so that there is more teaching actually in the school space. The school partners in the internship are more equal partners and not just someone we place our students with. In support of that goal, Terri announced there is going to be workshop addressing Co-Teaching on Friday, October 5, 2012 from 10:00 a.m. to 12:00 p.m. at Southern Nazarene University in Bethany. She asked any members interested in attending the workshop to let her know no later than Friday, September 28th.

3. For Graduate Level Certification – Terri DeBacker told members in regard to graduate level certification, EIPT 5183 is the equivalent to EIPT 3483 for the undergraduate level certification. She admitted it was belatedly realized that not only do they have to take EIPT 5183, but if they are seeking certification they also need to be placed for the field experience hours. She explained that this semester there are 3 students in the class this semester that are working toward certification. She informed members these 3 students have been placed in a field placement along with the students in EIPT 3483. Terri asked members advising master’s students seeking certification to take EIPT 5183 to also inform them they will also have to complete 30 field experience hours. The question arose to whether a student currently in a job as a teaching assistant, where they are around children every day could use the job experience as a substitute for the field placement. It was decided the advisor could put a memo in the students file if he/she believed that the field experience was adequately met by the student’s employment situation.

4. Communication Sciences & Disorders Updates
   • Teletherapy Project – Mona Ryan announced they have a new adventure where they are working with Hominy Public Schools providing their speech language services via Teletherapy. It is a new module to their students, although it is not new to the profession. As one of their rotations, the 1st year graduate students work with a preschool elementary population providing services to Hominy. They start at 8:00 a.m. on Monday and Wednesday morning and work straight through until 3:30 p.m. Mona told members the reason they began this project with Hominy was because they could not find anyone to provide the services. Hominy is a small rural town between Stillwater and Tulsa. She also shared with members the student at Hominy are really learning and doing well.
   • Challenges with Certification for Speech Language Pathology Assistants – Mona Ryan informed members they are facing some challenges with the new certification category that was established last year at the Oklahoma State Department of Education for Speech Language Pathology Assistant, which ends this year. She told members the OSDE has a new State Assistant Superintendent for Special Education, Dr. Renee’ Axtell, who is looking at changing the way it was set up originally. The original set up was pleasing because it guaranteed teacher certification and protected people who wanted to go into the field and kept them certified teachers. Mona told members last year the OSDE also committed to a training program at OCCC and funded it for the first year. It now appears that the State Department might be trying to back out of the agreement. Mona informed members there are teachers in the program now that are
Business Items

1. Embrace the D – Feedback – Terri DeBacker asked members if they had the opportunity to talk to their certification areas about grade inflation issues. Kendra Williams-Diehm shared that the Special Education discussion revealed that most of the faculty used rubrics on their grading scales. Faculty felt when it is clearly stated in the rubrics what a student must do to receive an “A”. Most of their students will do what they have to do to get an “A”. They feel they don’t have a problem with grade inflation, but that they have clearly articulated the requirements to the students and they are getting the “A” on their own.

2. Operation: Educate the Educators (AACTE Initiative) – Terri DeBacker provided members with a handout on the AACTE initiative called “Operation Educate the Educators” that was announced in April 2011 by Michelle Obama and Jill Biden. The initiative was developed in an effort to better prepare pre-service personnel to meet the needs of military-connected children and is asking Colleges of Education to get on board and support the initiative. Terri asked members if they were interested in being an official supporter of the “Operation Educate the Educators” initiative. A vote was taken and passed unanimously to be official supporters.

3. Interning in Department of Defense Schools – Jennifer Robinson explained to members when she began her job in the College of Continuing Education (CCE) no evidence was found that faculty had to travel overseas. When she began researching opportunities for students to do their internship with the Department of Defense Dependent Schools (DoDDS) she found that we already had an agreement with them. She explained that interested students submit a DoDDS application and background check and submits it to the College who then approves the application and forwards it to the Department of Defense in Arlington, Virginia. Jennifer revealed there are two deadlines per year for applications to be accepted. Students wanting to intern in the fall must have their application submitted no later than October 31 and students requesting interning in the spring must have their application submitted no later than April 30. She told members through investigation from Renee’ Williams at the College of Continuing Education (CCE) no evidence was found that faculty had to travel overseas, but Jennifer informed members she is trying to confirm it. As it looks right now, if faculty were not required to travel, the principal and mentor teacher will be in charge of overseeing and evaluating the student intern. She explained expectations and evaluation forms would be sent to the DoDDS principal. Jennifer went on to say the DoDDS program is highly competitive and placements are not guaranteed, so students submitting an application would also need to have a backup plan. Students would also be solely responsible for all travel expense incurred during their internship. Discussion on things to consider or be concerned about were:
   - Expectations for cooperating teachers and field supervisors,
   - Make sure students are in an action research course or some kind of inquiry course,
   - Can we handle this at a distance?
   - Do we feel comfortable letting DoDDS being in charge supervision?
   - Could we set up a laptop with a video camera and observe interns from afar?
   - Limitations for interns to housing and access to resources for non-military students,
   - Who is responsible for the safety and supervision of the intern?

Subsequent to the EPD meeting, Jennifer Robinson provided this additional information:
1. Can I be seen on a military facility for medical treatment or emergencies?
   Student teachers should be prepared to use the medical and dental services of the host country. Military dispensary is available to provide emergency services in some locations, but the nearest military hospital facilities may be located some distance away. If military facilities are available, a charge will be assessed for medical services. Applicants should determine whether adequate medical care is available in the country concerned prior to accepting an assignment if they have medical problems or require medication. Military dental clinics are usually only available to provide emergency services.

2. Will I have access to base facilities such as commissary, PX, etc.?
   Yes. Military bases usually provide a commissary (grocery store), Base Exchange (BX) or Post Exchange (PX) (small department stores). Depending on the size of the post or base, these facilities may range from small combined commissary and BX/PX to large facilities resembling American supermarkets and department stores.

More information can be found at http://www.dodea.edu/Offices/HR/employment/studentTeaching/ The agreement form is at:

4. Request for ECE Course Substitution – Lisa Monroe explained to members the Early Childhood program was in the process of refitting their program into a 4-year model. She told members they are desperate to get all the courses and hours they want into the program. She explained that Early Childhood offers a child development class that is very teacher specific and focuses on observation techniques. Lisa wanted to ask members if they felt it would be appropriate to use the Early Childhood
development class instead of the professional sequence course, Child and Adolescent Development course (EIPT 3473). She shared they cover the material in their course, but tailor it more to Early Childhood. With no opposition from members, Lisa will proceed with course changes to be submitted to EPD for approval at a later date.

5. **Internship-related Issues - Tabled**
   a. Have students in class the first day of school each semester?
   b. End internship a few days prior to convocation?
   c. Find/create video library to supplement internship

**Reports from Task Forces**

1. **Assessing dispositions throughout TE-PLUS program** – Lisa Monroe reported she and Joyce Brandes met and reviewed from programs all over the country and Colleges of Education and put together a draft of two pieces. One was of the procedural aspects of how it would be incorporated in the College and also an actual scale that departments can use to assess dispositions. It was proposed that the College adopt a template that would include a basic assessment of dispositions. Program areas would have the opportunity to add additional items as needed. She asked members to share the drafts with their programs areas for feedback to discuss at the next meeting.

2. **Portfolios** – No report.

3. **Review of that we say are “streamed” throughout TE Plus** – Rhonda Goolsby reported they are currently working on collecting syllabi from across the college.

4. **NCTQ is investigating criteria for clinical faculty (CTs and university supervisors)** – No report.

5. **Urban Institute** – John Covaleskie shared with members last Thursday the committee members visited a couple of Oklahoma City schools participating in the Urban Teacher Preparation Academy (UTPA) with UCO. At the schools, members visited with current and former interns, as well as principals. John shared the partnership prepares teacher candidates for successful teaching in urban schools. He explained they prepare candidates by giving them a full year internship where they do all the requirements required by the State in the first 12 weeks and then they become a paid teacher’s assistant for the remainder of the year. Also, their full year of internship includes monthly face-to-face UTPA meetings plus an associated online learning community facilitated by faculty volunteers. Onsite mentoring is provided by UTPA supervisors. He shared that interns are not officially guaranteed a teaching position, but if there are jobs available traditionally the UTPA interns have a job in Oklahoma City Schools. If students stay in Oklahoma City Public Schools after their internship for at least two years candidates are still supported by monthly face-to-face professional development sessions plus an associated online learning community. John shared that JRCoE has been asked to join the UTPA. He shared his enthusiasm about the program and the possibilities of participation enhancing the content for students enrolled in EDS 4003 and encourage them to teach in an urban setting. Rhonda Goolsby also input what sold her on the UTPA was the excitement from interns and the students that participated in the program. Terri DeBacker also provided members with a handout with information on the UTPA that she got from the UCO Website. See below:

**Three central guiding concepts of the UCO Urban Teacher Preparation Academy**
- Enhancing the preparation of pre-service teachers to better serve the diverse needs of students in high need schools in urban environments
- Enhancing the infusion of technology into teaching and learning for pre-service candidates and P-12 students
- Enhancing clinical experiences for pre-service teachers

**Highlights of the UTPA at UCO:**
- Any education major can apply to the UTPA and will be considered
- Year-long student teaching experience
- Two years of additional induction beyond the student teaching experience
- Financial assistance
- Emphasis on technology
- High-quality professional development
- Unique personal growth opportunities
- Enhanced curriculum

Terri DeBacker told members the one thing that we cannot do at this time that UCO does is to offer financial assistance. She reported UCO has private grants that allow them to offer scholarships to the students in the institution. Although, Terri indicated in the future the College could have Autumn make it a targeted ask from donors. She also shared not all Oklahoma City Schools can be a UTPA school. Schools must be accepted by the UTPA, but they must also have the money to pay the UTPA candidates the assistant salary.

**OU Involvement would entail:**
- Facilitate a portion of monthly meetings for UPTA student teachers
- Facilitate a portion of the monthly touch-back meetings for academy graduates (those in 1st and 2nd years of teaching)
- Assist with facilitation of on-line learning community (e.g., participating in on-line discussion following a face-to-face session)
• Assist with improving target elements of existing program. UCO will identify areas where the program still needs development. We can choose what to work on.

6. **Instructional Rounds** – No report.

**Reports**

1. **Student Advising** – Sherry Cox announced full admission will begin again in October. As full admission approaches, Sherry asked members to begin thinking about student dispositions. She felt looking at the students' records as they come for full admission would be a good place to start. She suggested some possible concern to look for would be if a student has withdrawn from classes a lot, if it took a long time to be eligible for admission into the College, or if the student has not done well academically along the way, what does that say for their future as a teacher.

2. **Certification/residency/field experiences** – No report

3. **OECTE/OCTP/OSRHE** – No report.

**Other Business**

Terri DeBacker informed members a new outside member will need to be voted on this semester to take over Charlene Dell’s position in January. She asked members to submit names for nominations by the October meeting. The vote will be at the November meeting in time for the new member can take over in the spring.

The meeting adjourned at 9:57 a.m.