

Regents' Administrative Committee on Academic Affairs
July 8 – 10, 2007
Notes from the Summer Joint Meeting with Student Affairs Officers
St. Simons Island, Georgia

I. Business Meeting (Joint)

Executive Vice Chancellor/Chief Academic Officer's Report (Dr. Sethna)

Dr. Sethna provided an overview of the strategic plan, system level projects, a revised implementation plan for the Regents' Test and other matters pertaining to academic and student affairs. A brief discussion ensued concerning each goal of the strategic plan and resource allocation based on projects associated with various initiatives.

A. USG Strategic Plan Update & System Level Projects

The strategic plan goals that have been approved in concept by the Board are the following: 1) Renew excellence in undergraduate education to meet students' 21st century educational needs; 2) Create enrollment capacity to meet the needs of 100,000 additional students by 2020; 3) Increase the USG's participation in research and economic development to the benefit of a Global Georgia; 4) Strengthen the USG's partnerships with the state's other education agencies; 5) Maintain affordability so that money is not a barrier to participation in the benefits of higher education; and 6) Increase efficiency, working as a system.

B. Regents' Test

The Regents' Test was revised based on presentations, research, and communications with the Board between the February 2007 and June 2007 meetings. The changes involve the timing and reporting of the test. This is, in part, action taken to address the failure rates of students who have earned 45 semester credit hours. The premise is that if the student takes the test early, then remediation can begin earlier during the student's academic career. A taskforce with representatives from all sectors will be developed to address implementation of the revised regents' test. Chief Academic Officers were asked to nominate two individuals and provide a rationale for the persons' service on the committee by July 25, 2007.

C. International Baccalaureate

Similarly, Dr. Sethna asked for participation in an upcoming system-wide committee concerning the International Baccalaureate Curriculum. International Baccalaureate credit will be reviewed to ascertain what warrants legitimate credit consistently within and across USG sectors. Chief Academic Officers were asked to nominate one person per institution to serve on the IB task force by July 25, 2007.

D. Authorities and Approvals -- Tenure (Upcoming Board Meetings)

Dr. Sethna presented revised Board Policy Manual language concerning tenure and caps on tenure by department. Chief Academic Officers raised concerns about the prescriptive policy concerning limiting the number of tenure awards to 66.7% of faculty within a department and the provision that the chief academic officer submit a plan on how to manage fiscal risk. Concerns raised included the impact on recruitment and hiring; the fact that tenure is based on faculty performance and not risk; and, that a difference exists between capturing statistical data on tenure based on disciplinary field versus department. It was determined that reports concerning tenure would be placed under a risk-management plan developed by presidents and not be prescribed in the Policy Manual.

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In addition, tenure changes that will occur include the fact that both tenure and promotion will be delegated to the level of president for action with the exception of tenure on appointments and administrators who have not previously held tenure.

II. Vice Chancellor for Academic Planning and Programs Report

A. Legal Obligations and Resources for Students with Special Needs

According to Christopher Lee of the Alternative Media Access Center (AMAC), a new project has been funded to provide students with access to texts that have print-related disabilities. AMAC provides training and technical assistance for students with special needs. At least 15% of AMAC's budget is derived from member institutions inclusive of technical institutes and colleges while the other 75% comes from state allocation resources. AMAC is an expansion of existing campus services.

B. TRS Policies on Hiring Retirees

Representatives from the Teachers' Retirement System, Cory Brice and Diann Green, discussed policies on hiring retirees. The team stated that TRS policies had not changed with regard to retirees returning to work at 49% of pay at the time of retirement for salaried positions.

C. Organization for Military Education in Georgia (OMEGA)

Mike Rogers presented information on behalf of the Organization for Military Education in Georgia (OMEGA). Three goals of OMEGA were outlined: 1) invite institutions to become members of OMEGA; 2) develop enrollment management policies for military personnel; and 3) devise curriculum management practices that enable access and matriculation through degree programs. The OMEGA group requests that the USG examine current registration and credit policies with regard to the needs of military student populations.

D. Veteran's Services

Options such as the HERO Bill enable veterans to access educational opportunities. Mike Rogers indicated that efforts are underway to identify a contact person on each campus who can address the educational needs of veterans. Identification and participation of veterans in academic programs varies by location and whether a military base is in proximity to a USG institution.

E. Seven Revolutions and the American Democracy Project

AASCU has initiated the seven revolutions project. The project emphasizes global education and preparing students to become global citizens. Richard Sutton explained that the University of West Georgia has already established a pilot program. Efforts are underway to develop a university system pilot program. A learning community for faculty will be developed along the themes associated with the project inclusive of approaches to knowledge and curricular issues. Campuses are invited to send up to four delegates to an upcoming conference to be held in October at the Carter Center. Formal invitations will be mailed to each institution.

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F. SEVIS

A general announcement was made concerning Homeland Security issues and the fact that campuses are required to certify enrolled students who have an F or J visa. Certification resides with the President or designated institutional officer.

G. Strategic Capital Model

Alan Travis of the Office of Facilities explained that a new strategic capital model was developed to ensure consistency with GO bond funding in the state. The new allocation model will be based on system needs integrated with state and private funding. It is projected that the model will enable more control over funding. Formerly, major projects took five to seven years to cycle through the list of projects. The revised model enables the USG to have more control over 1.7B bonds over a six-year period. Inputs into the process will change. Whereas items such as specifications, fiscal cost, and financing were key indicators of project development in the past, new indicators will include qualitative and quantitative metrics that involve graduation rates, enrollment, and research and economic development information in an effort to enhance data simulations. The revised strategic capital model will be presented to the Board for approval in August.

H. Economic Development and ICAPP

Phil Allen reported that the Office of Economic Development is working to expand boundaries and become a one-stop shop for institutions. Goals of the economic development office include: 1) development of funding opportunities through public private partnerships; 2) college educated employees; and 3) access to business advise and research. The office is also linked to the Governor's Office of Workforce Development.

I. GAcollge411, Georgia ONmyLINE, Collaborative Master of Education

Jan Kettlewell and Kris Biesinger reported that at a retreat of College of Education deans, it was determined that enrollment growth required enhancement at the master's level for teachers. A revised approach included a new framework for collaborative curricular opportunities and a heightened level of marketing to recruit teachers already certified and employed in public school systems. As a result, co-curricular opportunities are under development to provide Master of Education degrees online to certified teachers and further refine admission procedures into a select group of programs. The programs were identified through a RFP process in which the system office provided seed funds for the collaborative arrangements. The programs will be developed for Board recommendation by the end of fall term. Additionally, a website has been developed to reflect courses and programs offered at a distance. The web portal provides marketing information concerning programs at a student's discretion. Issues that require further enhancement are marketing and registration.

J. HOPE Issues for Fall 2007

Tonya Lam reported that new issues associated with HOPE concern the calculation of high school grade point average. The calculations will be undertaken by GSFC in which the true mean GPA over a 4.0 scale will be used to determine student academic standing.

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The system office is working with appropriate agencies to ensure data verification. GSFC, through its calculations, will standardize grading across the system and remove weights for AP, IB, and other forms of credit.

K. Georgia High School Graduation Requirements, Revision of USG Admission Policies

Jan Kettlewell and Tonya Lam discussed the context for proposed changes in the USG admission policy, Georgia's participation in the American Diploma Project, and upcoming changes to the high school graduation rule that may be adopted by the Department of Education. The goal of each of these threads is to align requirements between the agencies as part of the objectives of the Alliance of Education Agency Heads.

III. Business Meeting (Individual)

A. Approval of February 2007 Minutes

The minutes were approved as distributed.

B. Action Item: Foreign Language Advisory Committee: Proficiency in a Foreign Language as an Essential Skill in the USG Core

Recommendation: The Foreign Language Advisory Committee recommends that proficiency in a foreign language be included as an essential skill in the USG core curriculum in order to meet the goals of the development of global competencies endorsed by the University System of Georgia. Furthermore, we recommend that proficiency in a foreign language be an integral component of international education in the 21st century. The Foreign Language Academic Advisory Committee recommends that we enhance, expand and support modern language student abroad programs that provide upper level, in-country experiences in which students study for at least a month in a country where English is not the primary language. Such programs would provide for maximum development of linguistic and cultural competencies requisite in our increasingly global economy.

Outcome: The recommendation was tabled by the Chief Academic Officers.

C. Action Item: Health and Physical Education Advisory Committee: Recommendation of an Area F for P-12 Health & Physical Education

Recommendation: The Academic Advisory Committee for Physical Education, Health Education, and Recreation recommends the following Area F for P-12 Health & Physical Education: Anatomy & Physiology I & II (6 – 8 hours), EDUC 2110 Investigating Critical & Contemporary Issues in Education (3 hours), EDUC 2120 Exploring Sociocultural Perspectives on Diversity (3 hours), EDUC 2130 Exploring Teaching & Learning (3 hours), Approved Electives related to Health & Physical Education (1 – 3 hours) (total 18 hours).

Outcome: The recommendation was approved by the Chief Academic Officers.

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D. Action Item: Recommendations from the EPAAC Advisory Committee
1. Approval of the Articulation Agreement between USG and DTAE for Birth-to-Five Teacher Preparation Programs

Recommendation: EPAAC recommends approval of the following Articulation Agreement between USG and DTAE for Birth-to-five Teacher Preparation Programs:

Articulation Agreement

1. Graduates from Early Childhood Care and Education degree programs from COC accredited DTAE institutions will have satisfied the requirements for all six courses in the USG Area F for the BSED in Birth-Age 5 Teacher Preparation Program.

Area F Introduction to the Major (18 semester hours)

<i>USG Courses</i>	<i>DTAE Courses</i>
a. EDUC 2110 Investigating Critical & Contemporary Issues in Education b. EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts c. EDUC 2130 Exploring Learning and Teaching d. 3 credit hour course in childhood health and wellness* e. 3 credit hour course in child development* f. 3 credit hour course in family development*	Candidates who successfully complete the Early Childhood Care and Education degree program from a COC accredited DTAE institution will satisfy the requirements for all six courses in Area F. This recommendation draws upon the large number of relevant courses (110 quarter semester hours), relevant course experiences, the alignment of standards between USG and DTAE courses, and the 500 hours of field experiences required in the DTAE degree program.

* These three courses must address NAEYC and DEC standards.

2. Graduates from Early Childhood Care and Education degree programs from COC accredited DTAE institutions may transfer one of the four DTAE program specializations to complete 9 hours of “Area 4” (Electives—8-11 hours) in the USG BSED Birth—Age 5 degree program (See Appendix A).

DTAE Program Specializations

1. Paraprofessional	2. Program Management
ECE 203 Human Growth & Development	ECE 217 Program Administration
ECE 211 Methods and Materials	ECE 221 Facility Management
ECE 212 Professional Practices	ECE 222 Personnel Management
3. Infant and Toddler	4. Exceptionalities
ECE 132 Infant/Toddler Development	ECE 260 Characteristics of Young Children with

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	Exceptionalities
ECE 134 Infant/Toddler Group Care	ECE 262 Classroom Strategies and Intervention
ECE 136 Infant/Toddler Materials, Experiences and Activities	ECE 264 Exploring Your Role in the Exceptional Environment

3. A USG System-to-DTAE System articulation agreement already exists for English and mathematics courses in Area A of the core curriculum (see table below). Although no System-to-System articulation recommendations are made for Areas B (Institutional Options), C (Humanities/Fine Arts), D (Science, Math and Technology) and E (Social Sciences) of the core, individual USG institutions are not precluded from honoring transfer articulations that already exist, or those that they may negotiate in the future with individual DTAE institutions.

Area A Essential Skills (9 semester hours) “Mini-Core”

<i>USG Courses</i>	<i>DTAE Courses</i>
ENGL 1101 Composition I	ENG 191 Composition and Rhetoric I
ENGL 1102 Composition II	ENG 193 Literature and Composition
One of the following: MATH 1101 Intro to Math Modeling MATH 1111 College Algebra MATH 1113 Pre-Calculus	One of the following: MATH 190 Introduction to Math Modeling MATH 191 College Algebra MATH 193 Pre-Calculus

SUMMARY:

Semester hours transferred from COC Accredited DTAE institutions to USG institutions:

Area A = 9 hours

Area F = 18 hours

Technology competency (course or equivalency) = 2-3 hours

Area 4 (DTAE specialization) = 9 hours (See Appendix A).

Total = 38/39 semester hours

Outcome: The Chief Academic Officers approved the recommendation.

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2. Inclusion of Two New Principles and Actions into the Regents' Principles and Actions for the Preparation of Teachers

Recommendation: EPAAC recommends the following Area F for Birth-to-Five Teacher Preparation Programs:

- a. EDUC 2110 Investigating Critical & Contemporary Issues in Education (3)
- b. EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)
- c. EDUC 2130 Exploring Learning and Teaching (3)
- d. Three credit hour course in childhood health and wellness*
- e. Three credit hour course in child development*
- f. Three credit hour course in family development*

*The courses must meet the standards of the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood Education (DEC), a Sub-Group of the Council for Exceptional Children.

RATIONALE:

The first three of these courses are the same as those required in all teacher preparation programs. No common course prefix, course number, or course title is recommended for the remaining three courses so as to give institutions flexibility. These latter three courses must meet both NAEYC and DEC Standards.

Outcome: The Chief Academic Officers approved the recommendation.

3. Inclusion of Two New Principles and Accompanying Actions into the Regents' Principles and Actions for the Preparation of Teachers for the Schools

Recommendation: EPAAC recommends inclusion of two new principles and accompanying actions into the *Regents' Principles and Actions for the Preparation of Teachers for the Schools*.

1. *Principle: Within the University System of Georgia, the Master of Arts in Teaching (MAT) Degree will be a program that leads to initial teacher certification (Because program completion results in a master's degree, certification will be awarded by the PSC at level 5).*

Actions:

- Institutions currently offering master's degree programs that lead to initial teacher certification, other than the MAT, will seek administrative approval from the University System Vice Chancellor for Programs and Planning to rename them.

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- Institutions currently offering MAT degree programs that do not lead to initial teacher certification may redesign them and seek appropriate approvals in accordance with Principle 2, below.
 - All new MAT degree program proposals that are approved by the University System Vice Chancellor for Programs and Planning will lead to initial teacher certification at level 5.
 - New MAT program proposals will be collaboratively developed by the College of Education and the College(s) of Arts and Sciences.
2. *Principle: Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning. (Following degree completion, PSC will award certification at level 5).*

Actions:

- University System of Georgia institutions may offer two avenues of study that require level 4 certification for admission: The Master of Education Degree through the College of Education; and the Master of Arts-Master of Science-Master of Music-Master of Fine Arts Degree with a Teaching Emphasis through the College(s) of Arts and Sciences. Both are considered “advanced” programs: Advanced degree work is accredited by NCATE and approved by the PSC for unit approval. The Education—Arts and Sciences collaborative structure within each institution is considered “the unit”. The Education Dean is the titular head of the unit and is the liaison to the PSC.
- New master’s degree program proposals that require level 4 certification for admission (MED, MS-MA-MM-MFA with a Teaching Emphasis) will be collaboratively developed by the College of Education and the College(s) of Arts and Sciences. Where appropriate, they will include a blend of coursework in content and pedagogy.
- Masters degrees as listed on the GAPSC website (www.gapsc.com/TeacherCertification/Documents/cert_lvls_degrees.asp) lead to level 5 certification for those who hold level 4 certification.

Outcome: The Chief Academic Officers approved the recommendation.

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E. Nursing Task Force Update

Cathie Hudson provided an update on the work of the nursing healthcare task force. The task force has researched areas of need in the state in terms of workforce shortages. A report will be provided to the Board sometime in the fall. Further action by the task force includes a statewide plan for nursing programs.

F. Work in the Schools Indicators

Ronald Henry of Georgia State University provided additional information concerning leading and lagging indicators for components of the work in schools policy. The indicators are disaggregated along the following categories: advocacy, support, participation, recognition & reward. The indicators are provided to assist campuses in determining resource allocations to enhance the work in schools policy implementation at each campus. The policy was developed to increase faculty rewards and recognition for work in the schools.

G. Work in Schools Policy and Area F Teacher Course Phase In

Jan Kettlewell provided an update on the Work in Schools policy and its beginnings as part of a National Science Foundation, Strategy 10 committee. The policy provides institutions with a means to monitor their process on implementation of the key tenets inclusive of faculty rewards for work in K-12 settings. A rating scale has been developed between the deans of colleges arts & sciences and colleges of education that can apply to faculty members involved in K-12 projects. Further information was provided on the Area F teacher course phase-in. A revised timeline was established such that all phase-in activities were to be implemented by fall 2007. Based on the revised timeline, students will be taking courses from old and new area F courses. By Fall 2009 and spring 2010, each institution will need to be using the new Area F guidelines.

IV. Academic Affairs Update

A. Policy Manual Changes

Cathie Hudson explained that work was underway to revise USG instructional personnel categories. The sections of the policy manual concerning faculty classifications had not been revisited since 1983 with the differentiation between lecturer and senior lecturer positions. Revisions to the policy manual will be shared by the fall meeting. The revisions will include the creation of off-track categories and categories to differentiate between corps of instruction, tenure, and non-tenure track.

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Sandra Stone provided a recapitulation of issues concerning background checks in the hiring of administrative and faculty personnel. According to changes enacted at the Board, background checks will be conducted of new hires and persons receiving promotions, especially for positions of trust. According to Dr. Stone, the policy on this matter does not apply to persons moving from one faculty level to another (example: Assistant to Associate Professor). Various changes to the policy manual will be approved during the next Board meetings. These approvals will then be summarized in a document with references to sections of the Policy Manual. Later, guidelines in the Academic Affairs Handbook will be updated to reflect the revised and new policy language.

B. Comprehensive Program Review

A committee will be commissioned to review current comprehensive program review practices. Sandra Stone reported that potential changes may include a peer review process and a concerted look at threshold reports, timing of reviews, and what is needed to demonstrate quality, productivity, and viability.

C. New Program Review

Sandra Stone reported that new programs could be submitted online in an electronic format. The revised format will have specific sections concerning need, demand, institutional mission, and a section concerning relevance to the university system strategic plan. Instructions will be provided electronically.

D. Sites, Collaborative Arrangements, and External Delivery

Kris Biesinger and Sandra Stone discussed instructions associated with the submission of instructional delivery plans. It was emphasized that the IDP is a plan and does not engender approvals for external degrees, sites, or collaborative arrangements. The plan does provide a snapshot view of an institution's preparedness to provide services to students and faculty.

E. Legislative Issues

Sandra Stone reported that per Tom Daniel, the university system will be asked to respond to several legislative issues this term. Some of the topics that may be discussed during the session include intellectual diversity, international baccalaureate, and veterans.

I. Staff Changes

Sandra Stone reported on staff changes in the academic affairs office. Dr. Bettie Horne will retire from her interim/contracted role as Assistant Vice Chancellor for Faculty Affairs. Dr. Dorothy Zinsmeister will also retire from her joint role in P-16 and academic affairs; however, she will be hired back as a retiree on a part-time basis for the fall 2007 semester. In the meantime, two positions will be developed and advertised for faculty affairs and curriculum, respectively.

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V. New Business

Dr. Mary Ellen Wilson, the new chair of the RACAA committee was introduced as a fond farewell was expressed for Dr. Cathy Rozmus who is leaving the university system. Below are the members of the Executive Committee for the 2007 – 2008 academic year:

Dr. Mary Ellen Wilson, Chair, Middle Georgia College

Dr. Gary Schuster, Chair Elect, Georgia Institute of Technology

Ms. Laura James, Atlanta Metropolitan College

Dr. Barbara Frizzell, Macon State College

Dr. Lendley C. Black, Kennesaw State University

Respectfully Submitted,
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