

## **Department of Adult and Career Education Advisory Committee Meeting Minutes**

**Date:** June 10, 2010

**Location:** College of Education, Room 2050

**Time:** 2:00 p.m.

**Members present:** Dr. Reynaldo Martinez, Dr. Charles Backes, Dr. Iris Ellis, Dr. Vesta Whisler, Dr. Mary Willis, Dr. Cindy Prater, Dr. Frederick Polkinghorne, Dr. Chandler Newell, Dr. Kimberly Tanner, Catherine Christie, Lynn Wilson, Chuck Martin, Niki Schmauch, Sharon Cunningham, David Ross, Sharon Walker, and George Ward

**Members absent:** Dr. Rusty McClung, Dr. Clemente Hudson, Dr. Yahya Mat Som, Dr. Kenny Ott, Dr. J.D. Thomerson, Dr. David Seiler, Tina Anderson, Joe Banker, Sonny Cannon, Don Faircloth, Cindy Greene, E.J. Harris, Jeff Hoffman, Maggie Roberts, Charles Proctor, Tim Robinson, Jewel Sweat, and Mark Wilson.

### **1. Welcome/Introductions/ Congratulations: Ms. Christi**

Meeting came to order at 2:05 p.m. by Chair, Mrs. Catherine Christi, with a warm welcome to all committee members. Members were then given a moment to state where they worked and to share something about him or herself.

Congratulations:

- Pam Lesane – Honored as “Employee of the Semester”
- Dr. Martinez –
  1. Received the Meritorious Service Award from the University Council for Workforce and Human Resource Education
  2. Article published in the *Chinese Vocational and Technical Education Journal*

### **2. Program Updates; ACED Website: Dr. Martinez**

- a) Dr. Martinez shared an overview of the ACED website with committee members.
- b) ACED 2009-2010 Accomplishments:

- Computer Lab Update:
  - Expanded first floor computer lab (40 computers)
  - Moved classes to 2142
  - All labs are now reserved for “classroom use only”;
- Successful implementation of New NTI academic year model;
- Successful 17th Gulf South Conference attracting over 140 attendees;
- Center for Economic Education offered workshops by Drs. Prater & Whisler;
- Submitted all degree reports for SACS accreditation and successful
- Selected as one of 17 projects for the strategic focus 2010 funded competition with the “Online OAT Bachelors Completion Program”;
- Promotional posters for ACED Masters degree designed, printed and disseminated;
- Began offering ACED Masters core courses online – core is completely online;
- Drs. Ellis and Prater promoted to associate professors with tenure;
- ACED Faculty Scholarship: 15 publications & 43 presentations;
- Developed guidelines for Masters capstone experiences;
- Dr. Backes completed 2<sup>nd</sup> year serving as Director of Education for the National Training Institute;
- Dr. Martinez completed term as President of UCWHRE;
- Ms. Lesane selected as Outstanding Employee of the Semester, Spring 2010.

**c) Spring Program Data ( Vital Signs):**

The following departmental data was reviewed by Dr. Martinez:

- Fall 2005 – Spring 2010 Total Enrollment Data
- Spring 2010 Enrollments by Degree Level
- Degree Level Enrollments Fall 2005- Spring 2010
- Associates by Major Summer 2005 – Spring 2010
- Total Bachelors Majors Spring 2003 – Spring 2010
- Breakdown of Majors per Bachelors Degree 2003 - 2010
- Fall 2006 – Spring 2010 Total Undergraduate Majors Data
- Graduate Majors
- ACED Leadership Structure

**d. Teacher Preparation PSC Data –**

Drs. Prater and Martinez reviewed teacher preparation/PSC data for Business Education and TTIE/HSTE initial and advanced programs . Every year the PSC for the state of GA requires all teacher education programs to collect data on graduating seniors regarding how well they met the standards.

a. Dr. Prater addressed the various areas that the PSC assesses for teacher preparation for the Business Education program. She further went on to explain that when students are performing their internship they are supervised by two BE faculty and are also assigned mentor teachers in the schools, and it is during this experience that students are assessed and the information is reported in LiveText. Once input this data is assessed, reports are run and data is then presented. The following data was shared for the past year (2008-2009) which is always one year behind:

- *GACE II/Content knowledge*
- *COE Observation Instrument*
- *Teacher Work Sample*
- *COE BE Initial Portfolio*
- *Data is collected on a regular basis and data to date indicate the majority of BE students met or exceed program standards and for those areas where they need improvement plans are being made to enhancements and slightly changes to the curriculum.*

b. Dr. Martinez reviewed data for the past year for the TTIE (secondary)/HSTE program but first described the program. He went on to explain that in the Technical Trade & Industrial (Secondary Option) degree program these students, who are nontraditional learners, are hired at schools to teach in specialized areas because they have the technical and professional skills and work experience (welding, automotive, cosmetology, etc.) which are needed; but these students (teachers) lack the formal training to know how to teach in a classroom environment. The New Teacher Institute (NTI) program is an in-service model that gives these students the tools they need to teach in the classroom. Dr. Backes' NTI changed from a summer model to a two semester (fall & spring) model because data revealed that students tended to forget what they had learned during the June session and once they returned back to their classrooms in the fall they experienced problems. The following data was reviewed:

- *Content Knowledge*
- *Planning*

- *Clinical Practice*
- *Impact on Student Learning*
- *Portfolio*
- *Use of Data*

### **3. Faculty Update:**

A handout showing all refereed publications, invited international publications, outside grants/contracts and awards of the faculty was made available by Dr. Martinez. He also mentioned that faculty is published in other publications that are not referred but that getting published in a refereed journal is important. He further noted that the Graduate School is working to put together a booklet that discusses faculty scholarship and that the push toward more scholarship is part of the university's move from a regional university to becoming a comprehensive university.

### **4. Modifications to the TT&I Bachelor's Degree:**

Proposal to Change the Name of the Technical, Trade and Industrial Education Bachelors Degree and its two Options of Study:

- Change the TT&I Bachelor's degree title to "Workforce Education"
- The current "Secondary" option will be renamed "Career & Technical Education" (students in public schools)
- The current "Post Secondary" option will be renamed "Workforce Training and Development" (students working private sector and at technical colleges)

These modifications are based on 1) student feedback data that showed a need for a greater understanding of the degree title and, 2) a survey of names for similar degree programs in the nation. It was also noted that many places of employment did not understand what the current degree program is about until the student explained the courses they had taken. This modification to the current name is needed.

### **5. Approved Modifications to OAT Program - Handouts**

Drs. Willis and Whisler explained the modifications that have been made to the OAT traditional (OAT) and non-traditional programs (OAT-OBC). They spoke about the courses that were being added, course name changes, GPA requirement for upper division courses and additional courses that were added for those students who come into the OAT-OBC program with work experience. They went on further to explain that for the students who already had work experience, they will be given experiential credit which will be determined by employer evaluations, length of time in the field and any credentials or certifications they hold. All approvals for the new OAT-OBC program were received last spring -- information can be found on the ACED website.

In examination of the handouts, it was found that the signature block on the on the Request for Experiential Credit memorandum was incorrect. It was noted that it should be changed to read "Vice President for Academic Affairs" instead of Vice President of Student Affairs.

### **6. Kings Bay Center Update**

Catherine Christi updated the committee on the Kings Bay Center.

1. The name change for the TTIE program has motivated them to sell the program more. The name change has definitely made their job easier because it takes less time in explaining the degree and how it fits into today's workforce. She also noted that it has also taken the confused look of off students' faces because they see how it will fit into their career goals.
2. Kings Bay is utilizing Facebook to keep track of past students, as well as current students. They hope to track students to see what they have done with their degree

since they graduated. This could be an excellent mechanism to gather data that could help in recruitment.

3. She spoke about some of the challenges Kings Bay face working with the military students because of the mission but feels the program, even with its challenges, is considered "*military friendly*". She stated that "*military friendly*" speaks of being a little bit more flexible, more understanding and sometimes things are done a little different than in main campus classrooms. She further went on to say that it addresses the real needs of these adult learners because when these students are able to go back to school most of them are past the 4-5 year mark to be considered a traditional student.
4. Thanked Dr. Martinez and Dr. Backes for speaking at the part-time instructors' faculty workshop, giving them faculty the information and tools they need to succeed in their classrooms.
5. New education officer has recently been assigned.
6. Dr. Willis shared information on library resources available to the Kings Bay library. Faculty will get together to come up with a wish list of resources that can be utilized for the ACED students. In fact, she noted that if resources are available, setting up a resource center for ACED students would be a good idea.

## **7. Moody AFB & Albany Marine Logistics Center Update**

1. David Ross concurred with Mrs. Christie that VSU is considered a "*military friendly*" institution. He said that it was very important because of the issues that military members face while attending school and being deployed. In fact, GI Jobs, a military publication, has stated that VSU is a "*military friendly*" school.
2. Moody AFB is undergoing a Military Installation Voluntary Education Review (MIVER) – this review assesses the quality of voluntary education programs at selected military installations and also assists in the improvement of voluntary education programs through appropriate recommendations to institutions, installations, and the military services. The review is conducted by a team of professional educators. During the visit, team members attend classes, examine facilities and interview military command representatives, institutional administrators, faculty members, counselors and students. The team works together to develop recommendations for the installation and institutions. After the visit, team members write summaries of their findings for a final report, which is sent to all participants in the MIVER review. MIVER reviews are for the purpose of quality assessment and enhancement only; they neither replace nor supplant institutional accreditation.
3. Active duty military and their dependents have become eligible to apply for the Hope Scholarship per a recent bill that just passed.
4. Currently working on adding, from the Political Science department, POLS 3600 (Introduction to Public Administration) and also another 4000 level that will be used as electives for TTIE (PS option) degree. These two courses will be joint courses with Kings Bay accessed through WIMBA. Courses will also be taught online, as a hybrid and face-to-face with any issues being worked out.
5. With the proposal for TTIE degree title to be modified, a TV commercial that markets the Workforce Education program is being discussed. The campaign will be geared to technical college instructors, business and industry and nonprofit organizations employees.

## **8. Emerging Issues**

### **a. Additional Course in Masters "Area of Emphasis" to Meet SACS Requirements (Handout – describes program)**

Dr. Martinez shared that in order for post-secondary instructors, in the technical colleges, who are getting SACS accredited must have at least 15 credits in the technical field for their master's degree. For example, in the BE program they must

have 18 credits (content hours) in the technical field in order to say they have a legitimate degree to teach at the post-secondary two-year college level. He further went on to add that the department needs guidance from the committee to make a decision on what needs to be done, not only with the BE area but also the WED and CTE areas. It has been suggested that the department could take three credits from the degree core and add it to the area of emphasis and reduce the ACED core to 12 credits adding another credit to the BE and another two classes (6 credits) to WFED and CTE. Dr. Prater stated that they are only guessing about the SACS requirements because they have not said that this must be done –faculty is trying to think ahead for the future. She further stated that after speaking with the administration at Valdosta Technical College as they went through the SACS review they deduced that the online would be okay but the other one would not. The two issues to be considered: 1) remove ACED 7820 (Diverse Learners in ACED) because it is not BER content and make it a core course; 2) reduce the number of core classes and increase the area of concentration or just increase the area of concentration. After much discussion among the committee members Dr. Prater suggested that instead of making a specific recommendation the recommendation should be to modify it and present a modified curriculum at the next meeting or electronically.

**b. New Doctoral Admissions Criteria**

There has been a lot of controversy across all disciplines about requirements for GRE scores for the doctoral programs -- requiring GRE scores as one of the admission criteria. Currently, admission into the ACED doctoral program a potential student must have a GRE score that reflects 1000 on combined verbal/math and an analytical score of 4.5 or better. In earlier conversations among faculty a couple of possible modifications have been discussed: 1) to allow students to take the MAT (Miller's Analogies Test) as an alternative to the GRE or, 2) continue to use our GRE scores and MAT (if decided upon), and if so, should the scores be changed.

**c. Proposals for 'Strategic Focus 2011' – Continue with OAT-OBC**

Dr. Whisler brought the committee up to date on the OAT-OBC program. She noted that the department received \$90,000 dollars to start the program and that the program has been approved for the second year based on the work which was done in preparation for the first year (setting up the curriculum, admission standards, getting all approvals in place, etc.). The second year will be the actual year of implementation and the department is still waiting to get approval from the Board of Regents, once approved the program will be implemented and a marketing campaign will be launched.

**d. ACED Scholarship Fund**

Dr. Martinez requested from the committee members to come up with ideas to help get the ACED scholarship account off the ground. At present the scholarship balance is \$26.00. He will conduct an internet poll with committee members for ideas. Dr. Martinez will check with Bonnie Martin to see when and how these funds can be used.

**Committee Actions**

**a. Replacements Faculty for Dr. Cox**

Committee recommended last year that Dr. Cox be replaced and a request has already been turned in. President Schloss has done a great job in trying to bring back lost lines for faculty. He is predicting, for fall, that there will be about 20 competitive lines that will be restored. The department has put in our bid already to get the line back, but we another endorsement from the committee. The justification will be to continue to teach, advise and to offer services in the growing OAT and Business Education program. A motion was made by Dr. Newell recommending

replacing Dr. Cox and was seconded by Sharon Cunningham and unanimously passed.

**b. Change of Name for TT&I Degree**

Motion was made by Niki Schmauch to change the name of TTI program to *Workforce Education* and rename the Secondary Option to *Career & Technical Education* and rename the Post-Secondary option to *Workforce Training and Development*. Motion was seconded by David Ross and unanimously passed.

**c. Modify Courses to ACED Masters Areas of Emphasis**

Motion was made by Lynne Wilson to work together to modify the areas of emphasis for the ACED Master program in order to meet SACS requirements. Motion was seconded by Niki Schmauch and unanimously passed. Faculty will report back to the committee with the specifics of these courses to get approval.

**d. Admissions Criteria for the Doctoral Program**

Motion was made Dr. Chandler Newell to add the MAT as an alternative that is comparable to the GRE. The department will do research to come up appropriate scores. It was noted by the committee that they did not want to lower standards for the scores. Motion was seconded by Dr. Kimberly Tanner and unanimously passed.

With no further business the meeting adjourned at 4:58 p.m.

Respectfully submitted,

*Pamela Lesane*

*Secretary*