

**Faculty Meeting Minutes**  
**Department of Adult and Career Education**  
*"Positively Impacting Learning Through Evidenced-Based Practices"*

**Date:** February 7, 2008

**Location:** College of Education, Dean's Conference Room, Room 235

**Time:** 3:45pm

**Faculty present:** Dr. Martinez, Dr. Backes, Mrs. Prater, Dr. McClung, Dr. Anderson, Dr. Willis, Dr. Hudson, Dr. Ellis, Dr. Mat Som, Dr. Ott, Dr. Thomerson, Dr. Whisler, Dr. Cox, Mrs. Prater, Mrs. McIntosh, Mr. Ross, and Ms. Lesane

**Faculty absent:** N/A

**I. CALL TO ORDER:**

Dr. Martinez called the meeting to order at 3:45pm by welcoming the faculty and staff to another departmental meeting.

**II. ANNOUNCEMENTS:**

1. **RECYCLE PAPER IN THE LABS:** Ms. Lesane was concerned that too much computer paper was going into the trash and asked the faculty to assist her by asking their students to put their computer paper into the recycling boxes and not in the trash. Ms. Lesane will provide additional recycling boxes for each lab.
2. **APPLICATIONS FOR DEGREE:** In an effort to keep the department database current and up to date, a request was made by Ms. Lesane for faculty to ensure that a copy of the application for degree be given to her before it goes to the Registrar's office or when a copy returns back.
3. **I CAUGHT YOU CARING AWARD:** Ms. Lesane was honored by Dr. Martinez with "I Caught You Caring Award". He explained that the program is meant to recognize people when they have helped out someone or made an impact of some kind. She was given the red star and letter from the person who recognized her.

**III. CONSIDERATION OF NOVEMBER 1, 2007 FACULTY MEETING MINUTES:**

A correction to the October 27, 2007 minutes was made by Ms. Lesane. She noted while listening to the recording of the previous minutes she recognized that the motion to accept the minutes was not made by Dr. Ott but by Dr. Backes. The correction was duly noted and Dr. Martinez asked if there were any additional corrections – there were none. Dr. Willis

made a motion to accept the minutes and seconded by Dr. Anderson. Faculty voted and the minutes were unanimously accepted and asked to be filed.

**IV. SPRING '08 ENROLLMENT & MAJOR DATA:** *(copy of ppt available from Dr. Martinez)*

Dr. Martinez shared with the faculty a Power Point presentation on enrollment data. While viewing the PowerPoint slide presentation he made these observations of Spring 08, Fall 08, Fall 07, Spring 07, Fall 06, and Spring 06:

- **Trend of Total Enrollment.**

This slide denoted every class. He noted that from his observation the department is still in a little bit of a decline. This is basically one class. Total enrollment goes from 825 students to 805 students which Dr. Martinez believes is about right. The fact that the numbers are down is not surprising to him. He stated that the department is teaching fewer classes right now than in the past. The decline in numbers could have happened when the department didn't get a replacement for Dr. Moore. The slack was being picked up by the adjuncts that were hired. When Kristy came on board she picked up classes, in terms of numbers only -- the classes Dr. McElvey would have taught. He noted that everybody is teaching a full load and at full capacity although some of the numbers are different in some of the classes.

- **Undergraduate to Graduate**

The percentages are still about the same. The department has 737 enrollments on the undergraduate side making it 92%, and only 62 enrollments on the graduate side making it 8% of the total numbers in this semester. When broke out over time there are a little more undergraduates from this semester to last semester. In the Fall of 2007, there were 730 undergraduate enrollments; this semester there are 737 which is about the same--the loss was in graduate enrollment. In Fall 07 there were 95 students when ACED had a big bubble up, but that bubble burst and now were down to 68 this semester. Part of that is due to doctoral students not taking any ACED classes but rather taking other classes in the cohort. These ten students added to the 68 would give us 78. And a little was lost in the Masters in terms of enrollments but Dr. Martinez stated that he's not so concerned right now about this because of the changes about to begin with the Masters degree.

The department has leveled out for this year in terms of Fall but is definitely down from the past. If you go back all the way to Fall 05 the department was at 862, but more classes were being offered then as well. The good news is when we look at majors not

enrollments.

## **Majors Data**

### ***Associate of Applied Science –***

- From the summer of 2005 until the present Dental Hygiene has exploded and gone from 33 to 122.
- In the Cooperative Programs in the technical colleges the numbers have gone from 14 to 27 --a good trend that is continuing to rise.

These are Associate Degree programs and because students are in these programs ACED get their numbers. Dr. Martinez acknowledged he was concerned about this because of the Regents. He stated that it depends on how the Regents will define “completers”. This may not be good for the department because the Regents may define “completers” as finishing a bachelor’s degree. He noted that when many of these students finish their associate degree, they don’t continue. Therefore it could look, if the AAS was added to the rest of the programs, as if a lot of these students don’t graduate and the department might be under the microscope. He stated that he will be careful to make a distinction when the time comes to report this information. Dr. Backes wanted to know where the other 108 that don’t get into the program go. Dr. Martinez said that hopefully some will move into bachelor’s programs but that they don’t always come to us and these students haven’t tracked in the past. Ms. Prater added that she has found that more and more of her advisees are thinking about the bachelors since she has recently referred to students to Dr. Ellis.

### ***Bachelors Degree –***

- The four programs: BSEd/BE, BS ADS, BAS, BS/TTI have a big upward trend -- every program is up.

The department is now at 282 majors, which is the most since Spring 2003 (five years).

This is good news for the Regents because they want to see how many people are majoring in ACED programs.

#### **Break down:**

**ADS** – goes from 25 to 111

**TTI** - up to 70 (post 911 –affected by the military)

**BE** –goes from 72 to 58

**BAS** –goes from 37 to 45 and that’s the largest number of majors in the BAS program since Fall 2002.

In summary, BAS and BE have notable growth, TTI is bouncing back and ADS continues to have strong growth.

If the AAS degrees are taken out it leaves 371 -- a steady rise. If we add the AAS degrees, it will be 520. Dr. Martinez followed up by asking the faculty to look at the handout for advising loads. The last page of the handout gave a breakout of degrees with their numbers annotated. He explained these numbers were arrived at by first looking at the department database and finding all those students who were active, and then going to Banner to see when the last time these students were enrolled. He clarified the university's policy for making a student inactive by stating that if a student had not been enrolled for one year they were considered inactive, but if they had been enrolled within the last three semesters he/she would be considered active. Keeping this information in mind, the department database was used as reference and was updated according to Banners information. By reviewing the advising handout an advisor can readily see the total of number of students they advise, the breakdown within each program and the number of students that are active but are not enrolled. Faculty's current advising load for the current semester may be decreased by the number of advisees not currently enrolled. Dr. Martinez explained that this sheet will be very important to the department when he begins making adjustments in advising. He also noted that when the Masters degree gets rolling it's going to jump and faculty may have to share more advisements now than in the past in order to make sure there are equitable advising loads. The two new faculty members will be brought into the mix and find a better way to advise dental hygiene advisees. With the support of the Dean, he's hoping that the Advising Center, Maggie Roberts, will be able to help in this area. He asked faculty to keep up with their advising folders, determining who is active, inactive, and who graduates. And remove those student files to the inactive files.

Some faculty was not sure the numbers were correct on the advising handout. Dr. Martinez stated that it may not be 100% accurate, because the ACED database was used, Marquita's notes and Banner. Also it was noted by Dr. Anderson that Banner could be incorrect and not updated for a number of reason. Dr. Martinez asked faculty to help the department out by looking into their files and letting Ms. Lesane know so the database can be updated.

Dr. Martinez reiterated that all is good news – the department is going up, it' getting more majors, every program is growing and the Masters program will follow suite very soon.

#### **V. MS CAPSTONE EXPERIENCE SELECTION** *(audio tape is available upon request)*

Dr. Martinez stated that the goal was to make a decision for the Masters degree. He wanted faculty to have a decision made on the capstone experience at this meeting. The floor was turned over to Dr. Mat Som to lead the discussion. He started out by stating that he sent faculty information on the capstone experience to everyone.

Dr. Ellis stated that she knew there was a requirement for NCATE but she wasn't sure what that requirement was. Dr. Thomerson stepped in and responded by stating there were four outcome assessments they will look at for the Masters program. The first two or three he feels the department can cover, but the fourth requires a creative component for business education – must show numbers and how they impact student learning. If they are not in teacher education, they don't have to do it. Dr. Thomerson also stated that he would have to vote for a creative component because of this requirement. Dr. Martinez clarified what Dr. Thomerson shared. He stated that for those Masters students, who are in the public schools, they take our Masters they are called advanced students and the undergraduates are called initial. If a student in the BE concentration or Career and Tech Ed concentration, who is a public school teacher, in the state of Georgia they are classified as advanced students and they need a creative component at the end that shows that they had an impact on public school students, not themselves, but the students they have worked with that shows they have improved their learning and they can do that by doing a creative component. That would satisfy a capstone experience for the degree and satisfy NCATE who wants to see that for advanced students. For those students who are in Workforce Ed and Development that does not apply to them at all. A portfolio might be an option for somebody who fits this description. Dr. Mat Som stated that he went to different universities and took definitions of creative components –this information was forwarded to faculty. This led to a discussion on the definition(s) of creative component and what NCATE is looking for -- the impact the students make on learning.

Dr. Backes stated that in the spirit of a unified Masters, his desire is whatever we do for BE we do for TI and HSTE /CTE. The assessments are the same, the students are only different only by the ???. He stated all of the masters programs are education based or training based. All of our masters programs all have a common thread of teaching or training. Therefore we are expecting they can apply what they have learned in either a school, a technical college, industry, consulting in other organizations, He thinks it might be a good idea to consider use that is for all our students, which might look different but that's because they're in different setting. He stated that it worries him a little having secondary certification people doing this involved creative components and the non-secondary people having an option to just take the comps.

Dr. Mat Som stated that he wanted his students to have options and not just the creative component. He stated that all students are not the same – he wanted what was best for the students. Dr. Martinez tried to clarify the different perspectives he heard the faculty saying. He stated that Dr. Backes is looking at it as a holistic viewpoint, he wants something that applies across all programs that helps in the spirit of unification. Dr. Thomerson is saying he interested at BE and doesn't have an option on anything else which is a single look, then different perspectives of the same thing, a comment by Dr. Hudson bringing together a comprehensive exam and a creative component and Dr. Mat Som would prefer to give choices to students. Dr. Martinez stated that he knows that these are important issues, but he didn't want to get bogged down and leave the meeting without making a clear decision. He stated that even from the retreat, back in August,

there was almost a consensus that we didn't want to do a comprehensive exam across all degrees and that included BE and ACED. A poll was taken to see what faculty wanted and it was clear that the question on comprehensive exam for the new degree was divided among BE and TTI faculty. Drs, Hudson, Ott and Mat Som voted in favor of a comprehensive exam. In Dr. Ott's opinion that it was clear from the vote that BE and TTI had different beliefs. BE faculty replied that they do not have a choice because of NCATE.

Dr. Martinez wanted to know regardless of what area of concentration the faculty was talking about if everyone was in favor of a creative component. A creative component that could then be tailored to the needs of the student whether they are in a public school or a post secondary institution or in the work place. Support an agreement from all faculty was received on this point. He continued on by saying at this point that for every concentration there will be the option of a creative component – support and agreement on this point was also given support by the faculty.

With the faculty in agreement on these two points -- Dr. Martinez moved on by stating that in all three areas of concentration there will be a creative component that can be tailored to the student to show their mastery and impact learning if that's required. He stated that the next question before them was whether or not they wanted the choice of an e-portfolio or a comprehensive exam that is not a creative component, which must be different, and it cannot be a creative component inside. A comprehensive exam that answers questions that is very much a traditional examination, whether it will be a take home or sit down test, that will be up to the program, but different than a creative component. He wanted to know if this was an option for any of the concentrations. Dr. Backes and Dr. Willis let it be known that they were opposed to having a comprehensive exam. Ms. Prater also voted no to any comprehensive exam.

Dr. Martinez put forth another question to the faculty. He wanted to know if they were willing to let areas of concentration make their own decision beyond the creative component. In a portfolio (e-portfolio or regular portfolio), he also asked could not a portion of that portfolio have that piece that shows the impact on P12 learning?

Dr. Mat Som had a definite mind set on that each and spoke about the definitions of what of what a creative component and portfolio was. A lengthy discussion took place among the faculty on what the definition(s) of a creative component was or should be.

Dr. Martinez interjected that it was important that faculty have the same understanding and what the outcome of a creative component. He stated that there are many definitions, but people make those definitions and the faculty could make their own as well. He noted that the ACED definition of a creative component includes what Dr. Thomerson was talking about and included portfolio development.

Dr. Martinez once again asked the question on whether concentrations will have something different than a creative component as the capstone experience. He noted that Dr. Mat Som was the only person that is saying there should be options.

After some discussion on the definition(s) of creative component it was somewhat agreed that a comprehensive exam was not a creative component and cannot be an option of creative component.

Dr. Martinez called for recommendations: Dr. Willis recommended that there needs to be a definition of a comprehensive exam and portfolio in creative terms so it can be applied as a creative component. She stated that the problem was that everyone agreed that they wanted a creative component but reaching to comprehensive exams and portfolio because there was no understanding of how to apply the two under the umbrella called creative component. And what they knew about comprehensive exams traditionally can't fit as a creative component but had to change face. She also stated that they must embrace a creative understanding; a creative application of a comprehensive exam.

With time fleeting -- Dr. Martinez acknowledged that it appeared that they had made a small step in their decision -- that being that every concentration would have a creative component. But the problem is that they weren't able to put their head around the issue of comprehensive exam and portfolio as also being choices. He also stated that the fundamental choice was whether or not they were willing to allow the different concentrations to have different capstone experience. He supplemented that fact that faculty needs to change their language when speaking about the different concentrations. He stated that faculty should not be using TTI but CTE or Workforce Ed. There are 3 concentrations -- BE/ Computer Science, Workforce Ed & Development and Career and Technical Education.

He stated that they should go another month and see if they could bring forward next month a decision whether or not each area of concentration should be able to offer something different than the creative component as a capstone experience. That was a group decision. Dr. Backes stated that what they had identified was a need for a definition of a creative component and he wanted to see if the committee would refine that and come up with our definition. If need be the committee could listen to the recording of minutes to capture the spirit of what has been said and then come back with a definition for the department. A motion was made by Dr. Willis and seconded by Dr. Hudson on this subject for each to think about the definition and report back.

Dr. Martinez stated that he was questioning not only the value but also the effort in those 3 areas -- whether or not they are comparable. In his eyes, the creative component versus the comprehensive exam is not the same. He felt the creative component requires much more than a comprehensive exam in most cases. The portfolio, depending on how it's done, can be very comparable to a creative component. So in terms of equity, he sees the portfolio and creative component as being somewhat equitable, he does not see the comprehensive exam being comparable. Dr. Ott disagreed with Dr. Martinez' statements because he stated their comprehensive exams were substantial and they equated to or surpassed creative components he had taken -- being very intense.

The discussion turned to faculty who were interested in teaching any of the five core classes. Dr. Martinez discussed what they would need to engage in this summer to make this happen. He stated 1) A faculty teaching group will need to be formed for each course ( 5 courses in the core) and a lead faculty member will need to be designated to lead that group -- needs to happen sometime in February. 2) Faculty groups will then meet and create the course objectives and requirements for each course – happening between now and March, and 3) Course development to take place in April --this will be ongoing because in the Fall four of the five core courses will be taught.

Dr. Martinez went back to the Powerpoint slide for the list of groups and with discussion changes were made on the slide at the time of meeting. Faculty was given the option to stay on list they were currently on or be taken off. (copy can be obtained from Dr. Martinez)

## **VI. MS GROUPS FOR MS CORE COURSE DEVELOPMENT**

After making these changes, Dr. Martinez noted that the next step would be for faculty members to step forward and take the responsibility of leading the groups – calling them together and getting started. (Leader names were also annotated on the PowerPoint side) ACED 7620 – Drs. Mat Som & McClung; ACED 7640- Dr. Hudson; ACED 7990-Dr. Willis; ACED 7530-Dr. McClung; ACED 7510- Dr. Whisler

The groups will then meet to look at the current syllabus of these courses. Any course changes, those that went through the committees. He also stated that the number one goal after review of course changes would be to create the objectives for each course. Once the objectives were done then individual professors could then fill in the blanks, in terms of how they will teach the class according to the objectives. But he noted that the objectives must be in place, and those objectives will be the same objectives regardless of who teaches the class and whether the class is taught online or face-to-face. He also explained that one thing that needs to be taken into consideration with a class is one of the outcomes for NCATE for advanced students. Those students must do the literature review and it has to be part of the course and mentioned in the objectives so when looking at the outcomes that are currently in the catalog (he will ensure a copy is available) it will have to apply to the class and whether or not it has to be put in that class to be done.

## **VII. PROJECTION OF COURSES (4 year –summer of 2012)**

Dr. Willis explained that there will be different program sheets/handouts for KB, Albany, online courses, and BE. Students will only get the appropriate sheet applicable to them. Copies will be disseminated in a student friendly format that will meet the needs of that advising group and will also meet the agreement that was made for the off campus classes that students will not encouraged to take the online courses. Faculty was given a copy. Dr. Martinez stated that this projection will be put on the website-- every department has to have a projection of courses at least two years out, if not more, on the website by Fall 08. He commented about the encouraging



students to take or not take online course – he stated that they will find out about the courses and find a way around it and do what they want to do. For the Masters degree in the concentration of CTE and Workforce Education they will not be able to take all of their courses online because in the concentration those courses are not offered on line. We want them to take places where they are because of the MOU with Moody and Kings Bay bases. This is what we should be telling them.

## **VII. UPDATE ON GULF SOUTH CONFERENCE**

Sling bags for conference have been ordered. The tentative schedule of the program was given to faculty (pink paper). Dr. Martinez explained that they had incorporated, as a suggestion from last year, to add more sessions by presenting twice, once in the morning session and once in the afternoon session. He also noted that the Gulf South website was up and running thanks to Dr. Ott, Ms. Lesane, Julie and Ashley

## **X. NTI UPDATE**

Dr. Backes updated faculty on NTI. He stated that last summer was the best NTI they had ever had but that the program is being revamped. NTI will not be offered as a summer program anymore but instead it will be split from a 6-hr summer into two 3-hrs courses for Fall and Spring. They will meet on Saturday throughout the semester. The following year they will complete the rest of their course work. The students will have to sign up for college credit which will encourage them to finish their degrees because they would have accumulated more hours.

## **XI. SACS UPDATE**

Dr. Martinez shared information on SACS from his Department Head Council meeting.

- a. In Fall 08 all faculty including adjuncts and temporary faculty will need to complete a credentials page. The university will add a credentials page especially for SACS and each faculty/adjunct will have to copy and paste information from their VITA into that page. Also an electronic syllabi for each course offered will need to be linked to the faculty/adjuncts credential page.
- b. Also an evaluation system will have to be created for all adjuncts. Though, not done in the past this system will encompass a more formal evaluation where adjuncts sit down with Mr. Martinez and discuss their evaluations. As far as standards, scholarship will probably not be evaluated whereas teaching will probably be the main one and maybe service. It's up to the department. Beginning this semester Dr. Martinez will be having formal evaluation meetings with all the adjuncts.
- c. All student records, such as advising files, must be protected and the department must have a written statement of policy available for the treatment of records and their security on file. Dr. Martinez will write such a policy that states that each faculty must keep student records under lock and key to secure confidentiality. Faculty members are instructed that

if they are keeping files in an unlocked file cabinet or location they must move them to a secure file. They were asked to let Dr. Martinez know if they need a lockable file.

## **XII. DOCTORAL CORE COURSES**

Dr. Martinez stated that more faculty is needed to teach on the doctoral level. And in the future he hopes that advising of students will become more of a shared activity. He also noted that it is not good to have only one or two faculty advising students but that everyone should be advising students and helping them through their dissertation.

## **XIII. FACULTY EVALUATION**

Faculty evaluations are due to Dr. Martinez NLT Feb 15. Faculty was reminded that a new form is being used at this time. Dr. Martinez stated that on teaching he wanted them to do a reflection; provide him with an artifact on something they really liked. He wanted them to give a different artifact not the same one from last year. He also asked them to look at their goals for next year and include that as well. If they were not able to achieve this year's goals then talk about that for the next year or something along those lines. He also let them know that he had no idea of what will happen in terms of merit pay or if there will be merit pay.

## **XIV. OTHER BUSINESS**

### **a. Library Budget**

Dr. Willis shared information on the department library budget. The department has received \$9076 for its allocation. Online submission is now available for faculty use but if faculty wanted to continue filling out the old card that was fine. Rush items can also be placed online as well as being able to see what the department holdings are which includes what is at the Kings Bay Resource Center – allows you to see what is available and what version it is.

## **XV. ADJOURNMENT**

Meeting adjourned at 5:40pm

Respectfully submitted,

*Pam Lesane*  
*Sr. Secretary*