1. Recommends adopting a draft BSEd in Elementary Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review.

2. Recommends adopting a draft MAT in Elementary Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review.

3. Recommends adopting a draft MEd in Elementary Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review.

4. Recommends adopting a draft BSEd in Special Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review.

5. Recommends adopting a draft MAT in Special Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review.

6. Recommends adopting a draft MEd in Special Education programs, which are a blend of current programs at both institutions, pending further curriculum development and review.

7. Recommends adopting a BSED in Secondary Education program that will be a blend of current programs at both institutions, pending further curriculum development and review.

8. Recommends adopting a MAT in Secondary Education program that will be a blend of current programs at both institutions, pending further curriculum development and review.

9. Recommends that the GaSOU M.Ed. Curriculum and Instruction program be retained, with modification to the curriculum pending further curriculum development and review.

10. Recommends that the GaSOU Curriculum and Instruction conversion mechanism be retained. And, that the ASU Curriculum and Instruction conversion mechanism be discontinued starting in the fall of 2017.

11. Recommends that the proposed M.Ed. in Reading Education program will include coursework and field experiences from a combination of the Armstrong State and Georgia Southern offerings, pending further curriculum development and review.
12. Recommends retaining Georgia Southern University’s (GSU) Course Numbers, Names, and Sequence for the Educational Leadership Teacher Leader Endorsement (TLE).

13. Recommends using GSU’s admissions criteria for entry into the Teacher Leader Endorsement.

14. Recommends that the COE will offer the three Area F courses, EDUC 2110, 2120, and 2130, including all state-required objectives within each course.

15. Recommends that the COE will provide one scheduled field experience, EDUC 2090, to include competencies of all three Area F courses, EDUC 2110, EDUC 2120, and EDUC 2130, within its requirements.

16. Recommends that the COE will offer the three Area F courses, EDUC 2110, 2120, and 2130, and simultaneous practicum hours of EDUC 2090, concurrently and blocked. Flexibility in pre-professional block experiences may be considered.

17. Recommends that the COE will utilize faculty member Pre-Professional Block (PPB) Coordinators on each campus, with equitable budgeted time to support the work of administering the practicum and the three Area F courses.

18. Recommends that the COE will adopt the general Pre-Professional Block (PPB) structure, which will necessitate support for training and transition for Savannah- and Hinesville-based faculty and staff relative to advisement and other changes.

19. Recommends adopting the Georgia Southern model of college-centralized advisement for both undergraduate and graduate students.

20. Recommends developing common key assessments for planning, instruction, and dispositions across all initial teacher preparation programs.

21. Recommends using the GaPSC Pre-Service Certificate Application as the application for admission to the Teacher Education Program (TEP). The teacher candidate will be considered formally admitted to TEP upon receipt of the Pre-Service Certificate.

22. Recommends that directors of field and clinical experiences at Armstrong and Georgia Southern will oversee revision of evaluation forms and processes for evaluating university and P-12 supervisors of field and clinical experiences during 2017 – 2018 with involvement of program faculty.

23. Recommends using the Georgia Southern model for interventions in field and clinical experiences.
24. Recommends directors of field and clinical experiences at each institution work during the 2017–2018 year to develop common policies and processes for field and clinical experience placements.

25. Recommends that directors of field and clinical experience from each institution will engage in discussions with program representatives during AY2018 to finalize policies and expectations for university and P-12 supervisors.

26. Recommends that discussions to develop a common tracking system for field and clinical experience placements convene during 2017–2018 after decisions about Banner and the COE electronic data management system have been made.

27. Recommends that the Georgia Southern Clinical CAMP model be adopted as an annual P-12 mentor teacher-training activity and recommend the development of electronic training modules for those unable to attend ClinicalCAMP.

28. Recommends using the term Clinical Supervisors to refer to P-12 mentors. This term reflects the broad range of programs requiring field and clinical supervision.

29. Recommends granting eligibility for GACE ethics immediately after admission to the teacher ed program. The certification officer(s) will grant GACE content eligibility according to program decisions. edTPA eligibility will be granted prior to the beginning of student teaching.

30. Recommends that both International Study Opportunities (ISO) currently established at each institution continue and students from both campuses will be able to apply to participate in each ISO.

31. Recommends that the certification officers at each institution collaborate during 2017–2018 to develop common Pre-Service certification processes to be used beginning fall 2018.

32. Recommends that coordination of the edTPA process be provided on each campus.

33. Recommends that the consolidation of edTPA processes, policies, documents, and forms be coordinated and involve faculty from each campus during AY 2017-2018 in preparation for implementation in AY 2018-2019.

34. Recommends that support and facilitation be provided for field and clinical experiences, candidate advising, and certification processes on each campus.