



Handout #1
UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

December 4, 2015
8:00 to 9:30 am
Faculty Club Rooms A, B, C

Minutes December 2015

Present: Co-chairs Cheryl Achterberg and Randy Smith; Patti Brosnan, Michele Brown, Erica Brownstein, Graham Cochran, Alexis Collier, Steven Fink, Alan Kalish, Helen Malone (guest), Susan Olesik, Christina Pelletier-Blazakis, Brian Perera, Jason Ronis, Debbie Smith-Shank, Sandy Stroot, Francis Troyan, Rao Unnava, Bryan Warnick

Absent/Excused: Eric Anderman, Anika Anthony, Diane Birckbichler, Howard Greene, Christopher Hadad, Garrett Heysel, William MacDonald, Gregory Rose

1. Greeting and introductions
2. New Business
 - a. Review of November 2015 minutes
 - i. Approved as written.
 - b. January 2016 meeting
 - i. To be held the third week of January to discuss the Teacher Education Admission Discussion Draft. After this meeting, the document will be shared with faculty/staff for discussion at the February UTEC meeting. Changes, if any, will take effect in 2017.
 - c. NCATE to CAEP transition (Erica Brownstein)
 - i. Changes to admissions criteria caused pushback from universities across the nation and CAEP is examining these requirements.
 - ii. With the CAEP Standards, three areas are threaded throughout the standards: dispositions, diversity and use of technology in P-12 classrooms. Also, there is an increased emphasis on the use of data for program improvement. We will need to have evidence that program changes are data driven, and key assessments are valid and reliable. Impact of completers will need to be reported, and how to measure that impact.
 1. Andy Zircher's alumni survey will satisfy some of these requirements.
 2. Some data needed are from the state level and Ohio Department of Higher Education (ODHE) is finding that P-12 schools do not respond to data requests. Some data is state level, but present laws limit our access to this data (such as Resident Educator Summative Assessment (RESA) and the Ohio Teacher Evaluation System (OTES). State University Education Deans (SUED) continue to work with ODHE and ODE in this area.
 - iii. Office of Educator Preparation will analyze where we are and what needs to change.
 - iv. Revised CAEP Specialty Professional Association (SPA) reports are due fall 2016 as part of the mid-cycle review.
 - d. State program submission and new ranking of programs by the Ohio Department of Higher Education (Erica Brownstein)
 - i. Federal government says we must rank our programs.
 - ii. State will rank and conduct an evaluation of each program using the Pre-Service Teacher Exit Survey and the state required test scores (OAE, Praxis, or OPI/WPT).
 1. The Pre-Service Surveys are administered by ODHE during student teaching. Results for the last three years may be found in Buckeye Box.
 2. Of the three programs evaluated under this system, only one had areas below average based on the pre-service survey.
 - iii. UTEC will invite Rebecca Watts to a spring meeting to discuss.

The University Teacher Education Council (UTEC) provides leadership for educator preparation across the institution and serves as the policy and process decision-making vehicle for the unit.



- e. Job Placement data update (Patti Brosnan)
 - i. Numbers for jobs/job security are much higher than original figures showed. Nearly eighty-eight percent of our graduates are hired in P-12 districts by the next academic year after completion.
 - a. Undergraduates: 83%
 - b. Graduates: 92%
 - ii. Accurate numbers help with recruitment
 - iii. The University survey data showed a rate of 20% employment. This may be due to the fact that it is administered in April, before hiring in P-12 setting.
 - f. Update on BSEd program enrollment and impact on MEd program. (Sandy Stroot)
 - i. Students are now in all four years of program for the first time, and numbers will stabilize over time.
 - 1. One of primary drivers of change is the increase in diversity. How has it changed? Sandy Stroot will add this information to the next report. Continuing to serve different populations is a goal, and to offer different pathways to licensure.
 - ii. Overall education licensure majors' enrollment on regional campus is decreasing and Columbus campus numbers are increasing.
 - iii. New is the Early and Middle Childhood Studies (non-licensure) program. There is no cap on enrollment in this program.
 - iv. The Early Childhood Education (ECE) Licensure in the entire state has too many graduates.
 - v. The Secondary Social Studies will not move to the BSEd, but remain an M.Ed. program. Last year, 100% of graduates were employed.
 - g. Middle Childhood Education Licensure OAE and curriculum alignment (Sandy Stroot)
 - i. Currently there is not an OAE and curriculum alignment at Ohio State in Arts & Sciences (A&S) and Education and Human Ecology. Changes at the state level will occur in 2017.
 - ii. Teaching and Learning and A&S History are in discussions about specific courses and curriculum that would impact the Columbus and regional campuses.
 - h. UTEC member area updates/goals
 - i. Alan Kalish, Director, University Center for the Advancement of Teaching
 - Are we providing appropriate preparation for graduate level students to teach from our Bachelor level Education classes?
 - ii. Erica Brownstein, Associate Dean, Office of Educator Preparation
 - Transitioning from NCATE to CAEP is the focus for 2015-2016.
 - iii. Brian Perera, Assistant VP of State Relations, Government Affairs
 - General Assembly is winding down on December 9, 2015.
 - Focus is on 2016 capital budget (bricks and mortar). Higher education is doing better here than in some other states. The Six-year capital plans have been turned in by universities.
3. Old Business
- a. GATES discussion on impact of GPA and ACT scores
 - i. The impact of implementing a 3.0 GPA and 22 ACT scores is that approximately 5% of presently enrolled students would be kept out of programs. The impact would be greater from some programs than for others.
 - ii. Admission criteria differ by program. For facilitating accreditation and state reviews,
 - 1. Which criteria are used to evaluate a student?
 - 2. There must be a record to show how each student is evaluated.
 - iii. Comments from the floor include:
 - 1. Flexible ACT scores and GPA allow for more diversity. This includes returning students, especially those (in Art and Music) entering second careers.



2. What are options for non-accepted students? Would they go to a regional campus instead? In letters sent to non-accepted students, it should provide options, as well as spell out why they were not accepted. For example, an Early or Middle Childhood student not admitted to a licensure program could go into a non-licensure program, but would not be able to work in a school.
 3. We should consider moving program acceptance to the second year versus third. Many other colleges are doing this. Advising process should be able to tell a student the likelihood of being accepted into a program. In some programs (Special Ed) a conditionally admitted transfer student may not be admitted until the second semester of the third year. A solution (alternative) might be to accept the student at a regional campus. It would increase their enrollment numbers. This will be brought up at the next regional campus meeting.
 4. Consider students that were not accepted into the BSEd program be considered as direct admits to the Med program.
 - a. Direct admits to MEd programs would cause issues. We should discuss with graduate school. Perhaps suggest different paths for MEd students. There should also be program-level decisions on GRE requirements.
 5. Direct admits as freshmen into select BSEd programs may be considered. Other universities are using this as a recruiting tool for the best high school students. Targeted areas such as STEM, Agriscience, and others may be worth pursuing.
 - a. Ratio of direct admits will make a big difference. For example, if we admit two-thirds of students, what is done later will have an impact.
 - b. Fisher College of Business found that direct admits were needed to encourage students to stay in Ohio. As a result, the number of applicants are growing. However, there are consequences, in that there is insufficient capacity to accept enrolled Ohio State students that may wish to change majors.
4. Committee Reports
- a. Ad hoc Voucher Committee update (Erica Brownstein)
 - i. There was some confusion with the vouchers, with some students being charged twice. If you have any questions, please contact Erica Brownstein.
 - b. Forms Subcommittee update (Erica Brownstein)
 - i. No updates.
 - c. Appeals Subcommittee (Helen Malone)
 - i. Currently getting feedback and will report more at a later date.
5. Discussion from floor
- a. Provost Joe Steinmetz has left to become the chancellor at the University of Arkansas, with Bruce McPheron acting as Interim Provost.
 - b. There is a state-wide mandate being discussed on courses and programs with low enrollments. A policy is needed. A group of Associate Deans is meeting to provide an answer. It will most likely be left to the colleges to decide.
 - c. T&L Institute is moving along. Approximately 50 faculty involved. There are six units involved in overview of EHE. We need think of a faculty member to lead this initiative beginning in August 2016.
 - d. Alexis Collier is leaving Ohio State at the end of December to go to ODHE, to work on a contract basis. She will be greatly missed and has been invaluable for this institution.



THE OHIO STATE UNIVERSITY

Proposed January agenda

- a. Drafting a proposal to faculty for feedback on admissions guidelines.

Proposed February agenda

- a. Discuss faculty feedback on admissions (GPA and ACT)
- b. National performance assessment data: edTPA results, fall 2015 (Erica Brownstein)
- c. Regional update (Greg Rose)
- d. Ohio Assessment for Educators (OAE) test results for 2014-2015
- e. UTEC member area updates/goals, continued
 - i. Remaining committee members to provide a goal or share an experience pertaining to educator preparation for the 2015-2016 academic year.
- f. Committee Reports

Future and periodic agenda items

Future

- a. Appeals Committee Process Report, Helen Malone (May 2016)
- b. National performance assessment data: edTPA scores on transcripts, follow-up discussion (June 2016)
- c. Initiate an advisory group to help prioritize research needs
- d. Investigate what students do who are not accepted into programs (Greg Rose/Sandy Stroot)
- e. Update on development of certificates (Randy Smith)

Periodic

- a. Committee reports (Monthly)
- b. Ohio Assessment for Educators (OAE) results (January and June)
- c. Regional update, Greg Rose (January)
- d. National performance assessment data: edTPA results (January and June)
- e. Survey of employers and alumni results, Andy Zircher (February)
- f. Update on BSEd program enrollment and impact on MEd program (December and June)
- g. Update of Middle Childhood Education Licensure and AYA Studies curriculum, Sandy Stroot (December, April)
- h. Dual enrollment (October)

Next meeting is TBD, the third week of January 2016.

To add agenda items, please send to Erica Brownstein, preferably one week before the next scheduled meeting.

2016 meetings: 8–9:30 am, Faculty Club Rooms A, B, C, January date TBD, February 5, March 4, April 1, May 6 and June 3.