



**University Teacher Education Council (UTEC)**

February 7, 2014

OSU Faculty Club, Rooms A, B, C

Minutes February 2014

Present: Diane Birckbichler, Molly Blackburn, Erica Brownstein, Janet Buckworth, Caroline Clark, Alexis Collier, Steven Fink, Howard Greene, Garrett Heysel, Kitty Jarjisian (for Richard Blatti), Alan Kalish, Moira Konrad, Peter March, Susan Olesik, Greg Rose, Randy Smith, Debbie Smith-Shank, Tom Walsh, Joe Wheaton, Andy Zircher

Absent/excused: Cheryl Achterberg, Richard Blatti, Patti Brosnan, Hui Jin, Mindy Wright

1. Greeting and introductions
  - Welcome by Randy Smith
  - Introductions
    - New member Garrett Heysel, Assistant Dean, Arts and Sciences
2. Old Business
  - Reviewed minutes from January 17, 2014 meeting
3. Admission to Program Gate report, Erica Brownstein
  - Entrance to program – influences
    - a. State of Ohio and CAEP will be mandating requirements soon
    - b. Quality is driving increased standards
    - c. First version of NCATE report is due in March; need to have decisions by then
  - Entrance to program – needs
    - d. Since 2008, entrance requirements have been enforced with varying degrees
    - e. Obtaining data is challenging at our institution; TK20 will help with this
    - f. Background checks need to be completed earlier, at application to program
  - Entrance to program Gates Subcommittee recommendations
    - Gates Subcommittee has examined entrance and exit criteria, state requirements, and data from the institution, by program and by campus.
    - See handout for specific recommendations
    - Disposition Forms are needed for every program and is required by NCATE/CAEP
      - Use of single unit-wide disposition form
        - Respect the individuality of each program, so each program can have addenda or separate disposition forms/points
        - Each program determines appropriate Intervention strategies
  - GPA entrance requirements
    - Impact of 2.75 vs 3.00 is minimal for most programs
    - At the last meeting, concerns were expressed about mathematics: about 10% of applicants would be affected
  - Standardized Assessment requirements
    - ACT- 21, SAT, - 490, or GRE (Verbal 145 or Quantitative 144, or Writing 3.5)
      - Those that do not have these scores will take the Pearson NES, with a pass requirement of 220
    - Committee looked at impact of ACT scores with a 21, 22 and 23, and found there was a 10-20% greater impact on diverse students. The committee recommends the score of a 21 to minimize the impact on diverse students
    - The committee recommends there be an appeals process and support in place to help those who don't pass tests
    - A concern about heritage speakers (those whose first language is not English) and an ability to write, which is needed for the edTPA
  - For the early and middle childhood programs on the Columbus campus, we have more applicants than slots



## THE OHIO STATE UNIVERSITY

- We are told that about 1000 students per year came this year and will come next year to OSU to become teachers (all types of teachers are included in this number)
    - 500 students went through FEEP last year, there is a huge wait list
    - We would like to increase diversity
  - Wording on Gates handout could be changed
    - Remove the word “Additional” before “Standardized Assessment”
    - Consider adding words “if” and “then” and refer to box on right side
  - Full implementation of admission requirements would go into effect for students that enter in the Fall of 2014 or that apply for admission in the Fall of 2016.
- 4. Appeals Subcommittee Creation
  - Would like to implement soon with members representing a variety of colleges
    - Discuss at April 4 UTEC meeting
  - Exceptions vary among programs and campuses. More consistency is needed
  - Would help address admissions contingencies
- 5. Forms Subcommittee Assessment Development Progress
  - In 2008, there were 37 unit-wide forms
  - Initial framework has been the focus of the committee work
  - Two forms to be implanted: 3-Way and Dispositions
    - Student teaching (also called internship)
    - Field experience prior to student teaching
    - Programs
      - Each program may add a content-specific addendum
    - Forms Committee could add additional members, like Art Ed
- 6. Dual Enrollment Update: Randy Smith
  - Keep PSEO and Academy “as is”
  - Bottom line is to help offset college expense (graduate in three years)
  - Topic is being discussed more frequently especially at 2-year colleges
    - Students take General Education courses there and transfer to 4-year colleges
    - Eventually many 12<sup>th</sup> graders will be deemed college-ready
    - More demand for AP courses and dual enrollment
    - There is a significant impact on the regional campuses
  - Mindy Wright is chairing a committee on this topic
  - Three ways we can go
    - Send our faculty to high schools to teach courses
    - Assure the General Education teachers have the level of credentials needed (Masters in content area or 18 credit hours of coherent body of work, or help with course they need to meet the 18 hours)
    - Offer on-line courses
- 7. Next meeting: Friday, March 7, 2014, 8 – 9:30 a.m.
  - Agenda: Disposition Form
  - Updates from Forms and Gates Subcommittees