



THE OHIO STATE UNIVERSITY

UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

February 5, 2016

8:00 to 9:30 am

Faculty Club Rooms A, B, C

Minutes February 2016

Present: Co-chairs Cheryl Achterberg and Randy Smith; Eric Anderman, Anika Anthony, Patti Brosnan, Michele Brown, Erica Brownstein, Graham Cochran, Howard Greene, Alan Kalish, Ben Kanzeg, Christina Pelletier-Blazakis, Jason Ronis, Gregory Rose, Sandy Stroot, Francis Troyan, Bryan Warnick

Absent/Excused: Diane Birckbichler, Steven Fink, Christopher Hadad, Garrett Heysel, William MacDonald, Susan Olesik, Debbie Smith-Shank, Rao Unnava

1. Greeting and introductions
 - a. New member of UTEC, Ben Kanzeg (Office of Government Affairs), is replacing Brian Perera.
2. Review of December 2015 minutes
 - a. Approved as written.
3. Old Business
 - a. Discussion of the Teacher Education Admission Discussion Draft document.
 - i. There are concerns with proposed GPA and ACT scores, specifically with the types of students not represented, coming from different paths, having different strengths, and their impact on diversity and inclusion.
 - ii. New term being used is "direct enrollment" instead of "direct admit."
 - iii. There is concern about the direct enrollment process. It would work well in some areas, but not all. Programs could align process and criteria to fit their needs.
 - iv. At Ohio State, 90 percent of entering freshmen on the Columbus campus are in the top 25 percent of their graduating class. Those with below a 21 ACT are few. Regionals have open enrollment, so are the exception. Lower scores mean more admits.
 - v. All of these criteria will be averaged by programs, including the regional campuses.
 - vi. In agriscience, many students are entering without an ACT score, especially from ATI. For accreditation purposes, we will use the data we have for each cohort. Some may not have scores.
 - vii. Completion issues are a concern with lower GPA and ACT scores.
 - viii. Direct enrollment with conditions in place to maintain the major status. That may include specific grades in field experience courses, maintenance of overall GPA, and other items. The challenge is students who go through two years and then may not obtain the required grades to stay in the major, where do these students go?
 - ix. Consider making the 21 ACT score a composite score.
 - x. Direct enrollment offers us prime candidates for our programs. Presently, other Ohio IHE's are offering direct enrollment in the major and the higher performing students are inclined to go for certainty.
 - xi. CAEP has a mean cohort of 3.0 GPA and an average cohort ACT of top 33 percent, which is generally about a 23 in each subscore.
 - xii. While the state has no minimum requirement for licensure, we are ranked (*U.S. News and World Report and others*) by our minimum criteria.
 - xiii. Many national conversations taking place are that the high ACT scores produce higher quality teachers and stronger students. Research indicates that this is not the case, and it effects first generation college students in a negative way.
 - xiv. Tier II gives us more flexibility with regional campus students and transfers. It is more open and inclusive.

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- xv. Tier II needs a minimum GPA, but student can appeal decision. What about a GPA of 2.75 or 3.00? Go back to units and discuss. At March meeting, we will provide updates on faculty feedback.
 - xvi. Where does a 2.75 GPA fit with other Ohio and national institutions of higher education?
 - xvii. Changes needed on document summary:
 - 1. At the graduate level, talk about direct enrollment GPA.
 - 2. Set composite score at 21.
 - 3. Set criteria for continued enrollment in program.
 - 4. Clarify that each program should set their own criteria that may be higher than the UTEC minimum.
 - xviii. All members present are in favor of these changes. Tell those not present that the appeals process can be used.
 - xix. Greg Rose and Sandy Stroot will create the revision.
4. New Business.
- a. National performance assessment data: edTPA results, fall 2015 (Erica Brownstein)
 - i. Data is for fall 2015, and only includes data for programs with at least 10 candidates.
 - ii. Scores continue to improve, and biggest improvement was in Special Education.
 - iii. If the edTPA pass score were 39 (minimum recommended by SCALE), then 78% of 2014- 2015 completers and 85% of the fall 2015 completers would pass.
 - iv. Spring is when the rest of programs will have results.
 - v. This is a valid and reliable instrument; programs use this to ask questions about progress. Ohio State supports requiring edTPA.
 - b. Regional update (Greg Rose)
 - i. Regional campuses have a different mix of students than Columbus, have open admissions and consist mainly of commuters. Therefore, they have different concerns.
 - ii. Quarter to semester conversion had a negative impact on enrollment numbers, as did the elimination of the MEd program.
 - iii. Regional campus enrollments are being monitored. The requirement presently is 15 students in a course, but may increase to 17.
 - c. Ohio Assessment for Educators (OAE) test results for 2014-2015 (Erica Brownstein).
 - i. Reporting first and third attempt is now a CAEP reporting requirement.
 - ii. Educational Leadership has a new coordinator, which led to some confusion about when to take test, and resulted in lower scores.
 - iii. Health is new program, thus the low number of test takers.
 - d. Update on development of certificates (Randy Smith)
 - i. A subgroup of 19 graduate-level curricular deans met to discuss the different types of certificates wanted.
 - ii. At March meeting, the Associate Deans will meet and come up with guidelines. What will be the approval and review process?
 - iii. Certificates might enhance employability, be useful in business and industry, including workforce development.
 - iv. The certificate programs will need to be compliant with financial aid.
 - v. Examples of certificates include areas like "Urban" and "Coaching."
 - vi. Areas such as English, Business, EHE, FAES, Social Work, and the Glenn College may work closely with communities.
5. Committee Reports
- a. Ad hoc Voucher Committee update (Greg Rose)
 - i. Committee meets on February 16 to review any new issues or changes needed.
 - b. Forms Subcommittee update (Erica Brownstein)

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THE OHIO STATE UNIVERSITY

- i. Recently revised pedagogy form, made suggestions to make better for programs. When the revised form is completed it will be made available to the community for feedback.
 - c. Appeals Subcommittee (Erica Brownstein)
 - i. Approved 36 for spring student teaching.
 - ii. Will have final version of packet by May.
 - iii. Decisions are shared with program leads and chairs.
- 6. Discussion from floor
 - a. The Teaching and Learning Institute (Randy Smith)
 - i. It is being enhanced, and has been turned over to the Provost from President Drake.
 - ii. There are four areas of focus, which will be led by faculty:
 - 1. Faculty support
 - 2. Inquiry and scholarship
 - 3. Policy development (issues on role of teaching)
 - 4. Communication (telling our good stories)
 - iii. There will be one or two kick-off activities, especially focusing on policy development. An orientation for new faculty will be included.
 - iv. Many involved, including University Senate, students, advisors, and department chairs.
 - v. There is strong support from the president and cabinet.
 - vi. No negative feedback has been reported.
 - vii. Hoping for approval in April.
 - b. Update on Every Student Succeeds Act (Erica Brownstein)
 - i. Teacher academies (e.g., Teach for America) may be considered as equivalent to a master's degree.
 - ii. AACTE is involved, but we need to get OACTE involved as well.

Next meeting is March 4, 2016.

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

Remaining 2016 meetings, 8–9:30 am, Faculty Club Rooms A, B, C, April 1, May 6 and June 3.



Proposed March agenda

- a. Feedback from the faculty/staff on the Teacher Education Admission Discussion Draft document
- b. Program data for applicants, students enrolled, and completers for 2014-2015
- c. 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. Program data for applicants, students enrolled, and completers for previous year (January)
- f. Survey of employers and alumni results (TBD)
- g. Update on BSEd program enrollment and impact on MEd program (December and June)
- h. Update on Middle Childhood Education Licensure and AYA Studies curriculum, Sandy Stroot (December, April)
- i. Dual enrollment (October)