



**UTEC Handout #1**

**UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)**

January 16, 2015

11:00 am to 12:30 pm

Faculty Club Rooms A, B, C

Minutes January 2015

**Present:** Co-Chairs Cheryl Achterberg and Randy Smith

Eric Anderman, Anika Anthony, Mollie Blackburn, Richard Blatti, Patti Brosnan, Erica Brownstein, Caroline Clark, Alexis Collier, Steven Fink, Howard Greene, Alan Kalish, Jason Ronis (for Gene Folden), Gregory Rose, Shari Savage (for Debbie Smith-Shank), Gary Straquadine

**Absent/excused:** Diane Birckbichler, Colette Dollarhide, Christopher Hadad, Garrett Heysel, William MacDonald, Susan Olesik, Tom Walsh, Mindy Wright, Andy Zircher

1. Greeting and introductions
2. New Business
  - a. Review of December 2014 minutes
  - b. Regional update (Greg Rose)
    - Enrollment trend data
      - i. Enrollments are down in both the Master of Arts and Master of Education Programs with the shift to the Bachelor's degree
      - ii. Autumn 2014 data shows zero enrollment in M Ed program
      - iii. Resources not available to run both programs
      - iv. Having an on-line Master's degree program is a possibility for regional campuses
      - v. Competitors stress faster, easier and more convenient times in their programs
      - vi. Early Childhood enrollments up; seeing upward and continuing trend
      - vii. Two areas of difficult transition were the quarter to semester conversion and the elimination of the M Ed program (we took a reputational hit with this)
      - viii. Middle Childhood Education Program enrollment is improving, but there are still low enrollments in math and science areas
      - ix. Resources could be more evenly distributed by combining Early and Middle Childhood content areas
      - x. In Autumn 2012, some students decided to leave program and pursue certification or internships elsewhere
      - xi. Offering non-licensure programs would be an advantage
      - xii. Regional campuses have small class sizes and enrollments with a minimum of four regular faculty on each regional campus, which leads to close relationship between students and faculty
      - xiii. Regional campuses have an excellent reputation in school districts and high placement rates, especially where they have done student teaching
    - Education Summits
      - i. Two identical summits were held in October 2014 for administrative leaders; 21 school districts attended as well as Ohio School Board representatives
      - ii. Goal was to build better relationships and see what we can do better to serve their needs
      - iii. College Credit Plus discussed (new legislation)
      - iv. In-services include endorsements in Middle Childhood 4-6, Reading, Teacher Leader and Computer Technology, math education and generalist
      - v. Question: How can we do a better job with Professional Development courses?
        1. Better communication about courses offered

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2. Tuition Authorization Credits transferable between regionals and Columbus campus
  3. Develop broad licensure options; work across a larger range of grades
  4. Offer more courses and workshops; greater range of topics
  5. Ask for feedback more often
  6. Address needs in weak areas of schools
  7. OSU is too bureaucratic; other colleges have simpler processes and are much easier to work with
  8. Our competitors are Ashland, Mt. Vernon, Mt. Vernon Nazarene, Mt. St. Joseph, Findlay
  9. Comments: districts prefer face-to-face training or dual, and do not wish for all online courses. Schools are interested in having OSU as a player in CCP; the questions are how and at what cost
- c. Pre-service survey and Ohio Educator Preparation Performance Report
    - ii. Results from the Pre-service Survey were not as high as in the past, but may not be statistically significant. Without a response rate, it is difficult to have a complete picture. The accrediting body (CAEP) is asking that we disaggregate data by program. We will need cooperation from the Ohio Board of Regents for this.
    - iii. Some low scores are topics that will be covered in the online Module I. Students completing this term will also have completed Module I.
    - iv. In the survey given to RESA 3<sup>rd</sup>/4<sup>th</sup> year alums, the scores are improved.
    - v. The number of principal completers with data is low, but most start out as Assistant Principals and the data are only for the first five years.
    - vi. Retention for Ohio State completers employed at Ohio public schools, is above 90%.
  - d. edTPA results from Fall 2014
    - i. Autumn results: some areas had increases. However, if there were a cut score of 39, 27% of our candidates would not pass.
    - ii. Question to committee: How are programs using these results? Answer: We are making progress; programs carefully look at data, think about why it is and what data-driven changes might be made
    - iii. We should encourage students to perform their best on the edTPA, to show to future employers and improve our rating/reputation. Principals and superintendents are using edTPA scores as early indicators for the Resident Educator Summative Assessment
  - e. Time limit for licensure recommendation
    - i. Education is unique in that we recommend to the state for licensure approval. Should Ohio State develop a policy limiting the number of years coursework should be applied? Or should Ohio State limit the years one can be recommended for licensure? This topic will be discussed at the February 6 UTEC meeting
3. Committee Reports
    - a. Ad hoc Fees Committee update, Gary Straquadine (Handout #5)
      - i. Consensus of the UTEC ad hoc Fees Committee is that we need to do this to benefit students. The deadline is February 1, 2015 and have the fee in place by August 2015. The Business Office has been helpful in guiding the discussion and providing input and assistance.
      - ii. There needs to be uniformity and standardization within colleges or campuses.
      - iii. Question: Approximately 1.4% of students that are fully declared majors do not complete a degree in education. Could those students receive refunds for any unused monies? Answer: At the December meeting, this was discussed. Suzi Ballinger mentioned that program fees are not refunded. Additionally, there are direct fee costs that will occur at each level of enrollment.
      - iv. Question: How do other departments handle program fees? Answer: Other program fees are costs to run the program. This fee is designed to centralize

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- required expenses and assist students by having those expenses rolled into the financial aid package.
- v. Question: Would programs receive any money from this fee? Answer: Originally, the fee would have included some monies for programs. However, it quickly became clear that the priority had to be to help students and any program fee might be considered at a later date.
  - vi. Question: What if a student fails an OAE test, or is required to take more than one; will the fee cover those costs? Answer: At present, the fees are limited to one OAE test. The fee will be reviewed by February of each year and this topic will be included in next year's discussion.
  - vii. Student survey says 53 out of 54 are neutral or approve of program fee package (survey went to 252 students). The comments were overwhelmingly positive, that a University fee would better help them individually. UGSS is going to help coordinate EHE meetings with pre-majors; Art, Agriscience, Music and Regional campuses are organizing meetings with their pre- or early majors. All will need to be completed very soon in order to meet the deadline. The meetings will include student comments and an additional survey with more details about the budget modeling.
  - viii. UTEC members unanimously approved the moving forward to implement a program fee
- b. Appeals Subcommittee update
    - i. The UTEC Appeals Subcommittee has developed processes and forms. All appeals that originated from programs have been approved
  - c. Middle Childhood Education Licensure OAE and curriculum alignment (Caroline Clark)
    - i. Dr. Tami Augustine is looking systematically at standards and syllabi and will have meetings with each applicable A&S department
4. Discussion from floor
- a. Questions from NCATE Board of Examiners Pre-Visit Report was shared
  - b. Office of Ed Prep will do an analysis for discussion in February
  - c. Question: Are there concerns? Answer: An area of concern is that advanced degree and endorsement programs did not need data before, but do now.
  - d. We will schedule an off-site meeting with the BOE Chair, we will then get an official agenda
  - e. We must include the "OSU Conceptual Framework" at every opportunity, with students, staff, and faculty meetings.
5. February agenda
- a. NCATE Board of Examiners Pre-Visit Report
  - b. Time limit for licensure recommendation – continued discussion
  - c. Job placement data
6. Future agenda items
- a. Pearson testing site
  - b. Survey of employers and alumni
  - c. Update on BSEd program enrollment and impact on MEd program (December and June)
  - d. OAE results (December and May)
  - e. Regional update (January of each year)
  - f. edTPA results (January and June)
7. Remaining meetings for 2015, 8:00 am to 9:30 am, Faculty Club, rooms A, B, and C
- a. February 6, March 6. April 3. May 1, June 5, no July meeting, August 7, September 4, October 2, November 6, and December 4.