



THE OHIO STATE UNIVERSITY

University Teacher Education Council (UTEC)

May 2, 2014

Sullivant Hall, Room 141

Minutes May 2014

Present: Cheryl Achterberg, Eric Anderman, Mollie Blackburn, Richard Blatti, Patti Brosnan, Erica Brownstein, Janet Buckworth, Caroline Clark, Alexis Collier, Steven Fink, Howard Greene, Alan Kalish, Moira Konrad, Peter March, Susan Olesik, Greg Rose, Randy Smith, Debbie Smith-Shank, Gary Straquadine, Mindy Wright, Andy Zircher

Absent/excused: Diane Birckbichler, Garrett Heysel, Hui Jin, William MacDonald, James Moore, Tom Walsh

1. Greeting and introductions
 - Welcome by Randy Smith
 - Introductions
2. New Business
 - Mathematics Education undergraduate curriculum changes proposal. The objective was to review the curriculum and requirements to decrease the number of credit hours needed to complete the degree and align with the 2012 National Council for Teachers of Mathematics (NCTM) Mathematics Licensure Standards
 - Collaborative discussions with members of the Mathematics Department.
 - Questions arose about the number of credit hours to complete a degree.
 - 120 is the minimum. Some majors require more (e.g., music and engineering)
 - Each program makes a case to CAA for approval on why they are requesting that number of credit hours
 - The limit a student can take is 18 credit hours per semester, otherwise students pay more for tuition. Some programs have planned summer coursework
 - The proposal intended for students to have both a BS in mathematics and BSEd in mathematics education
 - Double majors are growing in popularity; Randy Smith will investigate further
 - What are other colleges doing?
 - Double majors are not the same as dual degrees. When those sorts of degrees come out of two colleges, general education courses cannot count double. This is being discussed at CAA. It was recommended that the approval process wait until a University policy on dual degrees is developed
 - Summary of recent reports
 - CAEP annual report
 - Student loan default rates will be provided by the University by July 1
 - Title II report
 - Still reflecting data that is not updated; there are significantly more questions to address for each report
 - Some definitions vary by the report. For example, completer in one report (such as the CAEP annual report) does not match completer in the Title II report
 - PEDS Report
 - Questions are different this time; deadline is May 15 to answer them
 - Our data for minority enrollment in education licensure programs shows about 10%; the data in the way that PEDS is asking only shows about a 7% minority enrollment. The university has about 17%
 - It be helpful to bring someone from CAEP (or even another institution) to talk about new assessments
 - Ohio Board of Regents Performance Metrics Award
 - Award amount of 147K given for our outstanding Ed Prep Program



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- This will be used to create valid and reliable instruments that will be developed and shared with the State of Ohio. These instruments will focus around student teaching and one or two SPAs (like secondary math, science or language arts)
- Money will not be used for dual enrollment courses in Arts & Sciences. The funds will not be used to pay for edTPA tests, or anything that would require ongoing financial support

3. Old Business

- NCATE/CAEP Spring 2015 visit update
 - Waiting for confirmation of April 25-29, 2015, with approximately 6-10 visitors
 - Our office will be requesting data over the summer from cooperating teachers and instructors; we have a 40% response rate so far
 - The NCATE onsite team will interview students (completers and others); they will request a variety of licensure areas and levels of preparation
 - The visit will include P-12 schools and at least one regional campus
- Ohio Assessments for Educators
 - Data includes programs with 10 students or more
 - Results are not as good as Praxis II
 - The state pass rate is lower than OSU's
 - The state is looking for a 50% pass rate on most tests; There is concern that, after a four year degree, a 50% pass rate does not match with our rigorous criteria, strict admission requirements, and is demoralizing
 - We counsel a lot of students out of teaching; for example FEET is an early experience that helps OSU students decide if teaching is a good fit
 - With the results thus far, we have learned about areas of strengths and weakness; we are looking to have discussions with A&S to update the curriculum
- Gates Subcommittee report on appeals for acceptance to the program and acceptance to student teaching
 - It is now a formalized process
 - Decide on an appropriate date for implementing new rules (include on website, in handbooks, etc.) and decide who is grandfathered in; perhaps test drive it for a year or two
 - Next meeting with have the Appeals Subcommittee package

4. Next meeting

- June 6, 8-9:30a.m., Rooms A, B, and C of the Faculty Club