



Handout #1
UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

May 6, 2016, 8:00 to 9:30 am

Faculty Club, Rooms A, B, C

MINUTES

Present: Co-chairs, Cheryl Achterberg and Randy Smith; Eric Anderman, Erica Brownstein, Howard Greene, Ben Kanzeg, Helen Malone (guest), Christina Pelletier-Blazakis (for Richard Blatti), Jason Ronis (for Carl Maresh), Greg Rose, Bryan Warnick

Absent/Excused: Anika Anthony, Diane Birckbichler, Patti Brosnan, Michele Brown, Graham Cochran, Steve Fink, Christopher Hadad, Garrett Heysel, Alan Kalish, William MacDonald, Susan Olesik, Debbie Smith-Shank, Sandy Stroot, Francis Troyan, Rao Unnava

1. Greeting and introductions
2. New Business
 - a. Review of April 2016 Minutes - Handout #1
 - i. Motion to approve, seconded, approved as written.
 - b. Update on development of certificates (Randy Smith)
 - i. A group of Associate Deans, including Bryan Warnick, has been meeting for the past six to seven months to discuss guidelines for greater use of certificates. Certificates have typically been offered through the graduate school.
 - ii. There are currently five certificates offered.
 - iii. The group endorsed a set of guidelines at both the graduate and undergraduate level, some of which are related to Workforce Development.
 - iv. Guidelines are ready for the Provost's review (Council of Academic Affairs), then will go to colleges and Associate Deans.
 1. The process for approval is similar to an approval for a major or minor.
 2. Beginning July 1, 2016, we will adhere to new guidelines.
 - v. Being reviewed now is how endorsements will be used and if they will fit into the Student Information System (SIS) proposed column/rubric. How will those students be identified?
 - vi. Will the certificate appear on a student's transcript?
 1. This may be a good selling point for certificates.
 - vii. Non-credit bearing certificates are everywhere; we need to take stock.
 - viii. Certificates may be another possible recruiting strategy for graduate school.
 - ix. We must adhere to state guidelines and report to the Higher Learning Commission.
 - c. Initiate an advisory group to help prioritize research needs pertaining to educator preparation (Randy Smith)
 - i. There should be a set of three to four larger research questions. What do we really need to know?
 - ii. We should form a subgroup of UTEC members (and others) to answer a small set of questions. An example may be "How are teachers doing with content testing (e.g., Social Sciences and Math), especially with respect content taught outside teacher preparation?" or "What is the impact of Ohio State educator preparation completers?"
 - iii. Perhaps survey how Fulbright Scholars contribute to teaching?
 - iv. Additional questions arose, such as, "What are we doing to prepare teachers for diverse populations?"
 - v. Explore use of social media to make sure it is used wisely.
 - vi. Randy Smith will have his assistant, Katie Reed, send out a request for volunteers for the advisory committee.



- d. Program data for applicants, students enrolled, and completers in 2014-2015 (Erica Brownstein) – Handout #2
 - i. We are being asked to collect this data for all campuses and programs. The handout shows how enrollment has changed in the last two years.
 - ii. Suggestions were to report by cohort instead of by category and to define “PB” as post-baccalaureate.
 - iii. Early and Middle Childhood education programs are growing. Language Arts has doubled in size. Math and Science programs have decreased, probably due to the conclusion of ASPIRE, which provided scholarship funding for STEM students.
 - iv. There is a high internal demand for Mild/Moderate Special Education, but external demand is for Moderate/Intensive Special Education, with expertise in the field of autism.
 - v. There is low enrollment in the Visual Impairment program which has external funding.
 - vi. Which programs should we keep, which should we eliminate? Which are overenrolled, under enrolled? This needs to be addressed/studied, as there will be ripple effects over time. (Ag Ed has a higher demand than supply, and Middle Childhood on regional campuses has low enrollments).
 - vii. We need to share information with other colleges and universities. Ohio State can take the lead to show reforms that make sense, and share resources. There is a good working relationship among four year colleges in Ohio.
 - e. CAEP update: Standard 2.2 - Clinical Educators (Erica Brownstein) – Handout #3
 - i. Evaluation of university supervisors and P-12 educators
 - 1. These relationships work well for individual programs, but need to be formalized as part of accreditation requirements.
 - 2. Sharing results with program faculty and P-12 partners
 - 1. Part I on handout shows the Evaluation Rubric. We are to evaluate the effectiveness of the cooperating teachers/mentors and share those results with our P-12 partners. Previously, there has been concern if this conflicts with union contracts.
 - i. Suggestions included marking the data as confidential and giving only to the superintendent.
 - ii. Perhaps start with the Exchange of Services committee or set up a meeting that includes Erica Brownstein, Eric Anderman, Sandy Stroot, and Rhonda Johnson (EOS).
 - iii. We may need a review by Ohio State Legal Affairs.
 - f. UTEC Ed Prep Program Lead Committee: New committee creation and points of discussion.
 - i. The meeting will have approximately 30 members, and an elected chair.
 - ii. Two to three broad topics should be covered.
 - iii. This will be more targeted than an Open Forum.
 - 1. Emergency contacts for program leads and communication with schools should be discussed.
 - 2. Discuss what students can realistically do with their licenses.
 - iv. Consistency of data reporting, e.g., should data be collected in a specific way?
 - v. Improving processes and efficiencies.
 - vi. Discuss job prospects for candidates and how does each program coach candidates in considering in and out of state positions.
3. Old Business
- a. Teacher Education Admission document (Greg Rose) – Handout #4
 - i. This was approved by the UTEC committee at the April 1, 2016 meeting. On April 21, 2016, it was approved by the Office of Academic Affairs.



- ii. Meaning of third bullet point under “Unit admission criteria” is unclear. It should be revised and returned to Randy Smith, for the next Office of Academic Affairs meeting.
 - iii. How do we share with programs? Randy Smith’s office will send out next week, and it will also be sent to appropriate Associate Deans and Department Chairs.
- 4. Committee Reports
 - a. Ad hoc Voucher Committee update (Greg Rose)
 - i. At the last meeting on April 19, 2016, it was decided the process needs to become more automated. The easiest way would be for third year students to be tagged, and then for SIS to trigger four semesters of fees.
 - ii. The biggest problem is with coding, and whether or not a student is license-bound or in a major that requires these fees.
 - iii. We will report back next time on any decision(s).
 - b. Forms Subcommittee update (Erica Brownstein) – Handout #5
 - i. This Unit Level Advanced Field Experience form is to be used as a formative assessment before student teaching. It is available in an electronic version, but Cooperating Teachers use a paper version. It is shorter than the one we are currently using.
 - ii. The teacher circles the appropriate areas and makes comments at end. It is a talking point/discussion paper.
 - c. Appeals Subcommittee; Comments on Appeals Committee Guidebook (Helen Malone) – Handout #6
 - i. There were inconsistencies across the document, but they have been corrected.
 - ii. Two fields were added: a purpose statement and a process summary.
 - iii. Advice is given to students who submit items to the Appeals Committee. Name of committee should perhaps change to the Appeals “Advisory” Committee.
 - iv. UTEC will vote on the new guidebook at the August 5, 2016 meeting.
 - v. To follow FERPA guidelines, should appeal information be sent through an email or Buckeye Box? We need to check with an academic misconduct person.
 - vi. Page five of the guidebook (Transition Gates and Their Relation to the Appeals Process) is impacted by advising documents.
 - vii. Programs have been involved in development of the guidebook.
 - viii. Documents should be cross-referenced and kept up-to-date.
- 5. Discussion from floor
 - a. Dr. Christian Faltis has accepted the position as the new T&L Chair. He joins us from the University of California Davis, School of Education. He is an expert in language, literacy and culture. Dr. Faltis will join us on the UTEC Committee.
 - b. If you have any comments on the admission vision, please get them to the trustees before the June 2016 meeting.
 - c. Cheryl Achterberg, Randy Smith, Sandy Stroot and David Manderscheid (Arts and Sciences Executive Dean and Vice Provost) will be in a meeting next week with Tom Goodney from the Educational Service Center of Central Ohio (ESCCO) to discuss where we are with College Credit Plus and credentialing of 12th grade teachers. Tom will act as a consultant.
 - d. The University Level Advisory Committee (ULAC) will be looking at every undergraduate program in three areas (General Education, majors, and electives). They have not been reviewed in 25 years. Is it time for a change? If yes, how so?
 - i. Many students are coming to Ohio State having already taken their general education courses. It is impacting course enrollments here.



6. Updates from Randy Smith
 - a. There will be no June or July 2016 meeting for UTEC.

Proposed August Agenda

- a. Appeals Committee Procedure Report
- b. Update on development of certificates (Randy Smith)
- c. Committee Reports

Future and periodic agenda items

Future

- a. Appeals Committee Process Report, Helen Malone (August 2016)
- b. National performance assessment data: edTPA scores on transcripts, follow-up discussion (June 2017)
- c. Initiate an advisory group to help prioritize research needs
- d. 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 B.S.Ed. program enrollment and impact on MEd program (Dec. and June)
- h. Dual enrollment (October)

Remaining 2016 meeting: August 5, 2016.

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