



Handout #1
UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

November 6, 2015
8:00 to 9:30 am
Faculty Club Rooms A, B, C

Minutes November 2015

Present: Co-chairs Cheryl Achterberg and Randy Smith, Eric Anderman, Anika Anthony, Diane Birckbichler, Patti Brosnan, Michele Brown, Graham Cochran, Alexis Collier, Steve Fink, Howard Greene, Christina Pelletier-Blazakis, Brian Perera, Jason Ronis, Gregory Rose, Shari Savage, Sandy Stroot, Francis Troyan, Rao Unnava, Bryan Warnick, Andy Zircher

Absent/Excused: Richard Blatti, Erica Brownstein, Gene Folden, Christopher Hadad, Garrett Heysel, Alan Kalish, William MacDonald, Carl Maresh, Susan Olesik, Debbie Smith-Shank

1. Greeting and introductions
2. New Business
 - a. Review of October 2015 minutes – Handout #1
 - i. Approved as written.
 - b. Location of future meetings
 - i. Meetings to be held in Faculty Club, Rooms A, B, C through June 2016.
 - c. CAEP transition (Erica Brownstein)
 - i. Tabled until December 2015 meeting.
 - d. State program submission and new ranking of programs by the Ohio Department of Higher Education (Erica Brownstein)
 - i. Tabled until December 2015 meeting.
 - e. BRIGHT Program update (Rao Unnava)
 - i. Program was introduced by the government after researching why some schools perform better than others. Results indicated that principals had a lot to do with the success, especially those who had good administrative and business skills.
 - ii. Legislators provided funding for new BRIGHT Program. It began here in May 2015.
 - iii. The Fisher Executive MBA is a management degree that has both theory and practice. The BRIGHT program is developed from this model.
 - iv. Some candidates are from business and are interested in “giving back” by becoming principals (Ex: lawyers, military and government personnel).
 - v. The program has a ten-course sequence, including content knowledge and business. Feedback has been positive.
 - f. UTEC member area updates/goals
 - i. Diane Birckbichler, Foreign Language, A&S
 - Over 30 languages taught in this department, with 10,000+ students matriculating.
 - One initiative is the Collaborative Articulation and Assessment Project grant, to improve high school and university level foreign language programs.
 - Articulation is a common core, offering a variety of workshops to teachers.
 - A graduate student (ambassador) goes out to the schools to talk about foreign language careers.
 - We have relationships with 150 high schools
 - ii. Francis Troyan, World Language Education
 - Program has BSEd and MEd Level licensure.
 - Focus is on core practices in world language teaching (in teaching and research).

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- We are developing partnerships with national organizations to promote and develop world language teacher leadership.
- Research being conducted on the role of reflective writing in edTPA.
- Partnering with the Modern Languages Departments to articulate pathways to world language teacher licensure.
- iii. Eric Anderman, Chair, Ed Studies
 - Department includes Special Education, Educational Administration, School Psychology, Business Education, FEEP, Educational Technology.
 - Department is looking at results of their self-study, and plans to consolidate some smaller programs.
 - Growing Ed Tech area will help in areas of teacher education, CAEP communication, and writing education standards.
- iv. Bryan Warnick, Associate Dean - Curriculum/UGSS/Career Services
 - Large scale initiatives include overseeing advising office and career services.
 - Five advisors are assigned to education areas.
 - Workshops offered on job market.
 - Goals are to start conversations relating to:
 - Pairing with BSEd to reduce credit hours in some majors.
 - Earlier admissions.
- v. Andy Zircher, Director of Assessment and Curriculum
 - Nail down procedures with new voucher system, have codes in place to identify students, make the process seamless.
 - Coding to track non-degree licensure students and accurately report on those populations.
- vi. Jason Ronis, Academic Program Specialist, Human Sciences
 - Teacher licensure equals Physical Education teacher education.
 - Goal is to increase enrollment of high quality students.
 - Of 13 recent graduates, 11 got teaching jobs.
 - Recruitment is difficult.
- vii. Patti Brosnan, Associate Professor, T&L, Teacher Preparation, Math and STEM
 - Rewriting programs to be modeled after SPA standards, reconnecting to aligned with standards.
 - Clinical experiences, build better mentor relationships in Co-Planning Co-Teaching.
 - Woodrow Wilson and Project ASPIRE, sustained successful new math and science courses, and Co-Planning/Co-Teaching in 10 other states now.
- viii. Sandy Stroot, Interim Chair, T&L
 - Reexamining curriculum after moving to semesters.
 - Establishing undergrad programs as well.
 - This is first year we have all four years with students.
 - Too many credit hours to complete in a reasonable amount of time.
 - Non-licensure pathway, Early and Middle Childhood Ed, on regionals too.
 - Non-licensure pathways, HDFFS program, tap HDFFS & EHE, submit for approval.
- ix. Greg Rose, Dean and Director, Marion Campus, reporting for the regional campuses:
 - The regional campuses focus on Early and Middle Childhood Education.
 - Seeking to rebuild enrollment after change from MEd to BSEd and conversion from quarters to semesters, especially in Middle School Science and Math.
 - Working to engage more effectively with K-12 education in our regions.

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- x. Michele Brown, Assistant Director, Enrollment Services, Outreach/Academy, UG Admissions
 - My goals are to translate the state rules for College Credit Plus into an implementation plan for Ohio State.
- xi. Christina Pelletier-Blazakis, School of Music
 - School of Music admits based on music ability.
 - Typically juniors apply for BME with licensure.
 - Re-evaluating our program to have an earlier entry point into the BME. This will allow us to track our students earlier.
 - Have a new early field experience program that we will evaluate and track.
 - Recently hired a new senior faculty member in music cognition, Dr. Eugenia Costa-Giomi.
 - We are revising our graduate program and goals.
 - New research initiative in which faculty members meet regularly to collaborate.
 - Rick Blatti retiring at the end of the year.
 - New building is in works.
- xii. Shari Savage, Assistant Professor, Arts Admin., Education & Policy
 - BAE leads to teaching in PK-12.
 - We also have a Licensure Only program for post-degree students seeking licensure.
 - We have added a BAE Informal option for those not seeking licensure, which includes museum education or community programs.
 - Enrollment is down, no place to acknowledge artistic talent under current OSU enrollment plan, not able to assess the arts (with ACT, etc.).
 - Performance-based admissions process is being suggested to our Dean, one that looks holistically at applicants and is outside of normal OSU admissions processes.
 - We have paired with Columbus State Community College for a Pathways program to bring students into our major.
 - Last year, there were 21 graduates, 19 had jobs before end of summer.
 - Goal is to create different ways to recruit to keep our numbers up.
- xiii. Alexis Collier, Assistant Provost, Office of Academic Affairs
 - Learning Outcomes Assessment for all programs institution-wide, including teacher preparation and General Education (GE) programs.
 - What do we want students to know or to be able to do, or what attitudes should they achieve as a result of their program of study?
 - How do we know they are achieving what is intended?
 - How do we use collected assessment information to improve outcomes?
 - Work closely with Bryan Warnick and Andy Zircher on assessment in all EHE programs.
 - A goal is to have and showcase good examples of best assessment practices from teacher preparation programs – especially given the expertise teacher preparation programs have in this area.
 - Also need examples of effective assessment of GE Expected Learning Outcomes in courses approved for GE status and now offered in some undergraduate teacher preparation programs.



- xiv. Steven Fink, ACS Administration, A&S
 - As Associate Dean of ASC for Curriculum, I work with Art Ed, Music Ed, and foreign language programs in ASC that are also represented on this committee—and of course with all other ASC programs that feed into Education programs.
 - Working on Gen Ed proposals and curriculum: Arts and Sciences oversees approval of Gen Ed courses for the entire university, so any Gen Ed courses from EHE or any other College come through the ASC Curriculum Committee, which I oversee.
 - Also working on College Credit Plus program, serving on the College Credit Plus committee, now led by Michele Brown, and previously identified as the Dual Enrollment Committee, led by Mindy Wright, from OAA.
- xv. Howard Greene, Director of K-12 Education Outreach, College of Engineering
 - No professional licensure program in engineering for teachers presently.
 - However - great demand for K-12 teachers with engineering education/experience.
 - Project Lead the Way (PLTW) is a nationally recognized provider of STEM education curricular programs used in middle and high schools across the U.S. They do their own training.
 - Many school districts are looking at other pathways besides PLTW for pre-engineering curricula and need to train teachers.
 - Teacher professional development (PD) in engineering is necessary to meet needs.
 - Presently, we are training in-service teachers via PD, but pre-service engineering education track will soon be needed.
- xvi. Graham Cochran, Interim Chair, Department of Agricultural Communication, Education, and Leadership
College of Food, Agriculture and Environmental Science
 - Agriscience Education Major (ASE) prepares teachers who teach in one or more of the Agricultural and Environmental Systems career-technical programs (e.g., animal and crop production, agricultural services and engineering, food processing, horticulture, natural resource management, environmental services, agricultural and environmental education, communications and research). There is a growing demand for teachers with growth of programs and expansion into middle school. Our teachers also serve as Future Farmers of America (FFA) advisors and lead large youth development programs for their students (recently attended the national FFA Convention with 50,000 FFA members). FFA is growing and evolved to encompass a broad array of students with interests in the food, agricultural and environmental system. Large need for teachers in Ohio and nationally – Ohio legislators are aware and interested in helping. Many unfilled jobs in Ohio.
 - Agriscience teachers play a critical role in career awareness secondary students. UDSA says 60,000 high skilled job openings annually in the agricultural sector broadly defined (half in business/quarter in STEM areas/remainder in biomaterials, education, communication, and gov't services); 35,000 to fill them).
 - Pipeline for pre-service teachers - coming to us from all over (e.g., other OSU campus students transitioning to Columbus after one or two years; OSU ATI; community colleges), multiple pathways are needed to increase the number of students in the pipeline.



- xvii. Anika Anthony, Associate Professor, EHE, Ed Studies, Educational Administration Program
- Dr. Anthony's summary of goals pertaining to educator preparation focused on the Educational Administration program since Dr. Eric Anderman previously discussed goals for the Department of Educational Studies.
 - Several Educational Administration program faculty are assisting with teaching MBA elective courses as a part of the BRIGHT New Leaders for Ohio Schools program.
 - This academic year, program faculty are focused on continuously improving the design and delivery of the PhD, EdD, MA, Principal Licensure, Superintendents Licensure, and Teacher Leader Endorsement programs.
 - In regards to licensure and endorsement programs, faculty have worked over the past two years to re-align curriculum and key assessment with the 2011 ELCC (Educational Leadership Constituent Council) standards and the 2009 Ohio Program Standards for the Teacher Leader Endorsement. Faculty are working with EHE's Office of Educator Preparation to collect and analyze program data and plan to submit materials for CAEP reaccreditation of the Principal Licensure program during spring 2016.
 - During October 2015, the National Policy Board for Educational Administration approved revised standards for educational leaders. The new standards are currently available in summary form and are expected to be published officially next month. Program faculty will seek guidance from CAEP concerning requirements about if and when programs are expected to meet the new standards.

3. Old Business

a. GATES discussion (Admission requirements for initial licensure)

i. GPA/ACT scores

1. Enrolled students on Columbus campus have an average ACT score of 25.8. Range is 20-28 across all programs. Average regional campus scores are 21-22, with ATI having an average score of 20. 5% of students have not taken the ACT (transfers, etc.).
2. The 3.0 GPA requirement is part of the CAEP recommendations (CAEP, page 4). However, the requirement is the group GPA mean is greater than a 3.0. Additionally, minimum ACT scores are required to be group minimum means (of top 33rd percentile). The 33rd percentile is about 22.8 for English and 23.0 for Mathematics. The state has not implemented previously promised state minimum entrance requirements for educator preparation programs
3. We should consider teacher shortage areas and pipeline to us. It is a potential barrier.
4. There is a correlation between income and ACT scores, and puts some applicants at a disadvantage. This affects diversity as well. Would GPA be a better predictor?
5. Opportunity for appeals important.
6. There is concern by the art education faculty in response to an informal poll that revealed only three Art Education faculty members would have met ACT requirements. That area is not concerned about the 3.0 GPA requirement.



7. We are ranked high as a university, and should keep in mind the impact of changing entrance requirements on perceptions and ranking.
 8. Except when required, we should measure excellence of students who come out of program, not who we let in the door. (Arizona State is taking this approach.) Updated information will be presented at December UTEC meeting.
4. Discussion from floor
- a. Brief history of UTEC and its role in making policies
 - i. Donna Evans started UTEC in 2000 with two components. Policy Board and Advisory working groups. Members of UTEC come together, discuss items, take back to programs, have exchange, understanding, and broad discussions. (Ex. enrollments, what the university wants to do.)
 - ii. It is important that representatives communicate with constituents' purpose, discussions, and proposals. Minutes are available on the Ed Prep website.

Proposed December agenda

- a. CAEP transition (Erica Brownstein)
- b. State program submission and new ranking of programs by the ODHE (Erica Brownstein)
- c. Job Placement data update (Patti Brosnan)
- d. Update on BSEd program enrollment and impact on MEd program (Sandy Stroot)
- e. Middle Childhood Education Licensure OAE and curriculum alignment (Sandy Stroot)
- f. Update on development of certificates (Randy)
- g. Committee reports
- h. UTEC member area updates/goals, continued

Future and periodic agenda items

- a. Initiate an advisory group to help prioritize research needs
- b. Investigate what students do who are not accepted into programs (Greg Rose/Sandy Stroot)
- c. Dual enrollment (October)
- d. OAE results (December and May)
- e. Regional update (January of each year)
- f. edTPA results (January and June)
- j. Survey of employers and alumni (Andy Zircher)

Next meeting is December 4, 2015.

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

2016 meetings: 8–9:30 am, Faculty Club Rooms A, B, C, January 8, February 5, March 4, April 1, May 6 and June 3.