

UTEC Meeting

September 26, 2013 Reid 223

PRESENT: Lynda Ransdell; Kathryn Will; Tim LeCain; Peter Tillack; Nancy Colton; Sara Browne; Jioanna Carjuzaa; Tobin Stewart; Vaughan Judge; Sarah Schmitt-Wilson; Nicole Wanago; Joe Hicks; Emily Edwards; Mandy McCarthy Rogers; Jayne Downey; Cyndi Meldahl; Pat Ingraham; Bill Freese; Jenny Luebeck; Lidia Haughey, Sara King

CAEP UPDATE:

DC Conference last week. New looks / should we pursue dual accreditation (TEAC/NCATE) or one of the other options offered by CAEP? Guidance documents promised to us by January Lynda and Jayne attended various sessions and shared information including new site visit costs (e.g. site now covers cost of visitor travel); partnerships; reliability and validity of assessment; admissions to program (MSU's open enrollment vs 3.0 GPA, accreditation standard). Jayne acknowledged how much Bill Freese's programmatic information will ease the accreditation reporting process

MONTANA LEGISLATIVE COMMITTEE:

Lynda, Jayne and Dean Evans (UM) met with the Committee on Education and Small Government 9/24/13 to convey the value of common core as it relates to teacher preparation. Lynda requests UTEC members send her information, readings, etc. on ethics and social responsibility (values based curriculum) to be forwarded to Representative Hanson (Havre), Chair of the Committee.

TEACHER EDUCATION PROGRAM:

Cyndi Meldahl reported on online entries via Degree Works. Degree Works eliminates program signatures and UTEC members present had no problems with this development. Degree Works includes GPA (major and minor). Clinical experience requirements are now online.

SECONDARY PRACTICUM PLACEMENT:

Pat Ingraham would like to problem solve issues as they arise throughout the year regarding secondary practicum placement.

Current issues:

- Moving students from practicum to student teaching: cooperating teachers (elementary) like to have the consistency of the same student. In Secondary, students are on practicum in fall and back in class in spring and cooperating teachers don't think to request them back in the future
- Need 3-hour blocks of availability per student (including travel time). The Field Placement Office doesn't accept students' having to work a job as an excuse for such scheduling problems
- Increasing numbers of students, and insufficient placements. Joe Hicks met with Bozeman High School representatives regarding co-teaching model and practicum.

- Content courses conflict with opportunities for placement. Could we shift courses to all mornings, or to all afternoons? Lab time option to be piloted in spring (consecutive days for three days) and survey student experience

Discussion of the issues raised the following comments:

- Students are discouraged from working while Student Teaching.
- 30-40% go out of state (may return home to save costs).
- Is there “training” to prepare students how to schedule for this?

COMMISSIONER OF HIGHER EDUCATION MEETING:

Lynda asked the group for input on (a) dual credit, and (b) 3 year degrees for an upcoming meeting with the Commissioner of Higher Education.

Comments included:

A. Board of Regents approved high school juniors/seniors to take university level courses to count for both HS and university credit. \$149/3 credits compared to \$700/credit once a freshman. EDU101 (US core) piloted, 5 dual enrollment students from last year enrolled at MSU this year. Looking to expand to rural schools (e.g., Lima) to offer the same opportunities as to Bozeman HS. Dual credit differs from advance placement in that, if passed, courses offer credit for both HS and university. Cheaper tuition. Are high school teachers teaching university courses? (Not on MSU pilot programs but this differs from state to state). College and HS educations should be distinct – should they mix? Not every course is suitable. Some students transfer to MSU with 55-60 credits at entry (HS and associate degrees). Pros of dual credit include MSU recruitment, more students going on to college, challenged the bored HS student, fostering an excitement to learn.

B. Some states are moving to 5-year degrees. Students drop out if insufficiently prepared. What would be the cost to complete in 3 years? We’ve tried unsuccessfully to combine courses. If student prove they already have content, then give them credit. One size doesn’t fit all.

ANNUAL DATA PER PROGRAM:

Bill Freese and Sarah Schmitt-Wilson reported that data is now available individually by program. Bill and Sarah walked the meeting through the various pages of the new report they devised over summer. Jayne will schedule individual meetings to study the data and look for improvements. We will have trend data after three years’ recording in this way. Jayne thanked Bill and Sarah, remarking that their work will strengthen the programs’ data driven decision making in the future.

NEXT MEETING: Thursday, February 6, 2014 at 4:00 pm Reid 415.