

**UCA COE Executive Advisory Board**  
**March 3, 2021 - 4pm**

**Zoom Link.**

<https://uca-edu.zoom.us/j/82574027904>

Meeting ID: 825 7402 7904

**Present:** Donna Wake, Gary Bunn, Amy Jordan, Julie Workman, Quintin Cain, Elise Hampton, Karen Norton

**Agenda**

1. Previous admission requirements - [LINK](#)
2. Updated admission requirements and advanced “gates” - [LINK](#)
3. Foundations of Reading test - (see data below)
4. Equity initiatives -
  - Internship 1-2 DBIE Professional Development (students, supervisors)
  - Town Halls (faculty, students)
  - Building Social Justice Group (formerly affinity groups)
  - Centering Equity Conference (May 13, 2021)
  - Development of Equity Audit Rubric for faculty and programs
  - Created Equity Clearinghouse - <https://uca.libguides.com/EdEquity>
  - Faculty Professional Development
    - DEEP Training (2nd Cohort)
    - Bettina Love: [We Want To Do More Than Survive](#)
    - Mary-Frances Winters: [Black Fatigue - How Racism Erodes the Mind, Body, and Spirit](#)
    - BARWE - <https://www.barwe215.org/>
5. Intern Reception at Arch Ford on March 18

## Minutes

### 1. Previous admission requirements - [LINK](#)

D.Wake and G.Bunn led a discussion of their activities over the last 6 months to move practice in COE away from relying on test scores for admission decisions and pivoting to more holistic reviews of candidates throughout their time in their programs of study. G.Bunn reviewed current admission requirements as stated on the OCS website.

D.Wake shared that CAEP released its revised standards on December 11, 2020. Those standards removed the requirement for using or tracking data on standardized test scores for admission purposes. Based on internal COE discussions and changes in CAEP policy, the COE program coordinators voted in January to remove test scores from requirements for admission. The curriculum paperwork is going through the UCA process for formal implementation in the fall 2021 term. Program coordinators are working now to serve candidates who do not meet the current test requirement expectations to admit them into programs based on upcoming changes using waiver or conditional admission structures available to them.

### 2. Updated admission requirements and advanced “gates” - [LINK](#)

D.Wake and G.Bunn discussed that because the admission requirements were being opened, that program coordinators were exploring how to use “gate 2” and “gate 3” to better screen applicants with a focus on (1) supporting appropriate academic and disposition development and (2) remediating or counseling out candidates as necessary.

G.Bunn led discussion on requirements around content praxis requirements for Gate 3. Currently candidates are required to “take” the content exam prior to final internship, but they are not required to pass. Because of that policy (implemented fall 2015), COE programs have seen the pass rate data dropping for some tests and worry that the policy may be leading some candidates to take the test less seriously than is necessary. First time pass rates were shared with board (linked in data below: Praxis Data - Initial Programs). For this reason, COE is changing requirements for candidates to at least meet the minimum content test requirements to be eligible for a provisional license upon entering internship (2 SEM below set cut score according to DESE mandate).

### 3. Foundations of Reading test - (see data below)

D.Wake reviewed our pass rates on first four years of Foundations of Reading exam. Minimal discussion. Data look positive.

### 4. Equity initiatives -

D.Wake and M.Mills reviewed current UCA COE equity initiatives. Note: DBIE = Diversity, Belonging, Inclusion, and Equity. DBIE is the active UCA COE framework for work around equity initiatives.

- Internship 1-2 DBIE Professional Development (students, supervisors). M.Mills shared that the internship candidates now all participate in 4 PD sessions focused on DBIE and that supervisors now have required training on DBIE.
- Internship 1-2 DBIE Professional Development (mentors). M.Mills asked for feedback on how to involve mentors in DBIE and work with districts to actively recruit mentors who would affirm and enact DBIE in professional practice. A. Jordan suggested adding language to MOU and all communication to administrators in districts to elevate this focus as a COE priority. J. Workman offered that COE can partner with Arch Ford to be involved in and/or lead sessions for Arch Ford district partners around DBIE as one means of connecting with the field.
- Town Halls (faculty, students). D.Wake shared that C.Barnes as our new Distinguished Equity Fellow has been leading monthly town hall meetings with students and faculty to explore issues of equity in COE. *C.Barnes will be invited to the next meeting to share her experiences as she had a conflict for this meeting and could not attend.*
- Building Social Justice Group (formerly affinity groups). C. Barnes is actively building a student group focused on DBIE and social justice instead of affinity groups. That work is still ongoing.
- Centering Equity Conference (May 13, 2021). C. Barnes is creating a conference on equity for May 13, 2021. D.Wake will share more details when those become available. A. Jordan and E. Hampton offered to be involved if structure permitted and offered to lead sessions or sit on a panel or facilitate breakout sessions as needed.
- Development of Equity Audit Rubric for faculty and programs. C.Barnes is leading a faculty group to develop an equity audit rubric for faculty and programs to use in evaluating course materials for DBIE.
- Created Equity Clearinghouse - <https://uca.libguides.com/EdEquity> . C. Barnes has developed a resource center for materials to support faculty doing DBIE work in research or teaching.
- Faculty Professional Development. D.Wake shared that various faculty were leading book groups and PD sessions internally to support continued COE faculty discussion of DBIE issues and ideas.
  - DEEP Training (2nd Cohort) (external consultant)
  - Bettina Love: [We Want To Do More Than Survive](#) (D.Wake)
  - Mary-Frances Winters: [Black Fatigue - How Racism Erodes the Mind, Body, and Spirit](#) (C.Barnes)

- BARWE - <https://www.barwe215.org/> (D.Wake)

5. Intern Reception at Arch Ford on March 18.

J. Workman shared that Arch Ford was hosting an event on March 18th focused on current interns seeking to enter the field this summer as a transition event to celebrate them and let them know about coop and state structures in support of their next steps of their journey. D.Wake will share with all board members as well as with program and field coordinators at UCA to share with current interns.

**Save The Date**

YOUR ARE INVITED TO A

*"Welcome to the Profession"*

*Reception*

March 18, 2021  
2 PM - 5 PM

 **ARCH FORD**  
EDUCATION SERVICE COOPERATIVE

101 Bulldog Drive  
Plumerville, AR

Refreshments will be served!  
Door Prizes and Arch Ford Swag bags  
Registration info will be shared soon!

Relevant UCA COE Data

- Praxis Data - [Initial Programs](#)
- Praxis Data - [Advanced Programs](#)
- Admission Data - [Initial Programs](#)

**Foundations of Reading - UCA COE Pass Rates**

<b>Traditional (Undergraduate) Programs</b>	<b># Taking Assessment</b>	<b># Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Statewide Pass Rate</b>
Traditional Program Completers 2019-2020	76	74	93%	84%
Traditional Program Completers 2018-2019	27	24	89%	89%

Source: Title II Reporting

<b>Alternative (MAT) Programs</b>	<b># Taking Assessment</b>	<b># Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Statewide Pass Rate</b>
MAT Program Completers 2019-2020	15	12	80%	85%
MAT Program Completers 2018-2019	5	*	*	89%

Source: Title II Reporting