

**Undergraduate Teacher Education Center Self Study  
Program Review Spring 2022**

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## I. Mission and History

### a. Mission

The Undergraduate Teacher Education Center's (UTEC) mission is to develop early-deciding undergraduates in the College of Arts and Sciences (CAS) into excellent California teachers.

As 4-year (BA+Credential), 4 + 1 (blended B.A./B.S.+M.A.T. & Certificate) and 4 + 1 +1 (blended B.A./B.S.+Master's degree & General Education and Special Education Certificates) programs bridging liberal arts undergraduate education and professional teacher education, we embrace the strengths of both these traditions, seeing our program as humanizing personal development in a rigorous intellectual framework that will fuel a lifetime of learning. Working with the diverse, urban communities of San Francisco through our Field Experience program, UTEC students bridge between theory and practice to develop professionally.

The UTEC prides itself on active student support and meaningfully synthesizing the strengths of CAS and the School of Education (SOE). UTEC students are fully immersed in the CAS, majoring in any of the college's departments; we currently have students in more than 20 different majors while many also pursue various minors, special programs, and even semesters in study abroad-programs (see **Appendix A**). UTEC students frame this rigorous, disciplinary subject-area knowledge in light of their SOE teacher education classes which they begin taking as undergraduates (see **Appendix B**). UTEC students develop dynamic, self-reflective pedagogy over the course of 3-6 years rather than the two years of traditional MAT programs.

Beyond these synergies, the UTEC offers a dynamic intellectual framework with formal and informal components for the 100 students in our program. Beyond our informal, targeted "Future Teacher Seminars" each semester, we offer a few courses directly, such as: Introduction to the Teaching Profession (INTD 110); the Undergraduate Fieldwork (UGFW) sequence (INTD 385-7) and the hands-on 2-unit Teaching/Exploring Sciences modules (INTD 320/321). We have collaborated with other departments to develop courses particularly tailored to our shared students (Art for Educators, Math for Educators, European and US History, How Language Works, etc.). We also support larger academic frameworks such as the Education Emphasis within the Sociology Major and the longstanding Child and Youth Studies minor. We have deepened our offerings in these areas through initiatives such as the Science, Technology, Engineering, and Math for Educators minor (STEM Ed).

### b. History

From its inception, originally the Dual Degree in Teacher Preparation Program (DDTP), undergraduate teacher education has been ambitious in bridging between many different domains

at USF to create a coherent program for students while also meeting California requirements. For an administratively small program that currently has 2.25 dedicated staff (Academic Director [.25 FTE], Director [1.0 FTE], and Program Manager [1.0 FTE]) serving 100 students (undergraduate and graduate) in more than 20 different majors across the College of Arts and Sciences, this has not always been an easy task. After the sometimes tumultuous early growth of the original program, the recent years have been marked by administrative stability, excellent student retention, and programmatic innovation.

The history of the program can be framed in four broad periods that have all shaped the current character of undergraduate teacher education: I. Initial Launch, Innovation, and Internationalization (1996-2003); II. Streamlining and Refocusing (2003-2007); III. Renewed Growth (2007-2014); IV. Innovation and Maintenance (2014-2021). We sketch the history here with an eye toward the current concerns of the program and to highlight some of the ongoing, even structural issues that have sparked several different responses over the 26 years that undergraduate teacher education has been active at USF.

### **i. Initial Launch, Innovation, and Internationalization 1996-2003**

The most substantial analysis of the early development of the Dual Degree in Teacher Preparation Program is the 2003 “Warren Report” by former SOE Dean Paul Warren (see **Appendix C**). Reflecting on the program at a point of perceived crisis, the report highlights some of the challenges that accompanied the early growth of the unexpectedly popular program. From initial program development activities in 1993, the program began enrolling students a few years later. The ensuing expansion of the program reflects the appeal of the initial hybrid program providing a cohort framework and a required international or domestic immersion experience: the Warren Report notes “enrollment [. . .] increased annually from 9 students in fall of '98; to 20 in the fall of '99; to 54 in the fall of '00; to 102 in the fall of '01 and to 167 in the fall of '02. Current projections, which may be modified, project over 200 students for the fall of 2003.”

Interviews with the Program Director from Fall 2001-Spring 2003, Professor Stephanie Vandrick (Rhetoric and Language Department), show that the program during this period was dynamic, creative, compelling, and overwhelmed by both growth and shifting waiver requirements from the Commission on Teacher Credentialing (CTC). The highlights of the program included a weekend retreat in Marin for all incoming freshmen to create a cohort extending over the following five years. This cohort model was renewed in the senior year by another retreat for those who were graduating fully into the SOE component.

The undergraduate program was punctuated by an “intensive experience studying in an international or domestic cultural setting other than that in which students grew up” (Warren Report). The small DDTP staff developed or coordinated with programs in Tijuana, Mexico (summer intensive); Budapest, Hungary (semester abroad); Manila, Philippines (semester

abroad); along with a domestic program collaborating with a school in the Bayview-Hunters Point neighborhood of San Francisco. This was part of a striking vision of education engaged in the world, of teaching as an expansive and expanding vocation.

For the young and overstretched program, the Warren Report found that “The Dual Degree program can be conceived of almost three discrete programs: An Arts and Sciences or undergraduate liberal arts program, a School of Education Teacher Credentialing program, and an Overseas Program.” With the diversity of undergraduate student schedules, disparate majors, and the practicalities of students joining the program at different points, the cohort model was not ultimately able to synthesize these different elements. Moreover, some students in the program had difficulty completing the Master of Arts in Teaching (MAT) degree and California credential in 5 years.

## **ii. Streamlining and Refocusing 2003-2007**

The year 2003 began a period of great change for the DDTP. Most notably, passage of the California Subject Exams for Teachers (CSET) became a requirement of the state for teacher credentialing. In response to this mandate, the DDTP moved away from the waiver process, and in 2004 began offering co-curricular classes to support passage of the CSET exams. Additionally, the international immersion component of the program was eliminated and replaced by a version of what has become the present day Undergraduate Fieldwork (UGFW) program.

In the fiscal year 2003, based on a record of recent growth and the projection for continued growth, the DDTP had a budget of \$430,000 for salaries and benefits, \$38,000 for administrative and operating expenses and \$11,000 to be spent on instructional travel and entertainment. At the time the staff was comprised of five administrators: Director (.25 FTE), a tenured member of the CAS faculty; Associate Director (1 FTE); Placement Coordinator (1 FTE); a staff member from the CAS Dean’s office (.25 FTE); and a SOE liaison (.25 FTE), a faculty member from the SOE.

In short time, contrary to projections, student enrollment dropped significantly. This drop resulted from an intentional process undertaken to clarify student commitment to the program. The elimination of the international program also contributed to the decline in enrollments--these immersions were one of the strong appeals of the program in its early days. Administratively, the program shrank to two members: David Galles as Director; Kern Trembath remained in the Program Coordinator position. In 2005, a 3<sup>rd</sup> staff member joined the team, Jeff Ng as Assistant Director. For the next two years, the program adjusted to the many changes. By the time a new director, Jeff Buckwalter, was assigned in Fall 2006, the program was serving only a small number of students (less than 50) and was a barely known entity on campus among students, as well as faculty and staff.

### **iii. Renewed Growth 2007-2014**

In June 2007, the program structure was modified by the addition of a program assistant (Mary Coen). Although in the past, there was reference made to the assignment of a program assistant for the DDTP, in actuality there never seems to have been any individual functioning in such a position. For some time previously, the administrative functions necessary to allow for smooth functioning of the program were, seemingly, not able to be achieved. Anecdotal information reveals that the program had “run amuck” in the opinion of many.

A period of “house cleaning” ensued, from identifying students who were actually in the program, to ensuring progress toward graduation and seamless acceptance into the School of Education. Many of the components of the program, like the DDTP probation program, remained the same, however, they were now enacted and enhanced, rather than simply existing on paper or in principle. The new structure allowed for a return to the student focus of the DDTP Program, renewed growth (from 46 students in June 2007 to 157 in June 2013), administrative stability and further development of student templates into live, individualized, student-accessible five year plans, just to mention a few of the more obvious positive outcomes. Building on this momentum, Mary Coen was promoted to Associate Director and Melissa Hope was hired as the new Program Assistant in 2008. In the fall of 2011, Assistant Professor Michael Rozendal (Rhetoric and Language Department) replaced Associate Professor Jeff Buckwalter (Computer Science Department) as Director of DDTP.

Since the administrative restructure in 2007, the program has restructured thrice more. In June 2012, the Program Assistant (Melissa Hope) was elevated to Program Coordinator. This change was made in recognition that many of the duties performed by Melissa were beyond the scope of the program assistant role, particularly student advising. Program assistants are not permitted to engage in formal student advising. With the growth of the program, it was impossible for all advising to be accomplished by the Associate Director and Director. Additionally, the needs of the program required that Melissa take on work in several other areas that were not included in the program assistant job description. For the small amount of work that is classified within that job description, the Teacher Education Department (TED) program assistant (Lisa Klope) had been enlisted to help. This modification was long overdue and deepened the productive connections between DDTP and TED, although it was short-lived. Lisa was promoted to a new position shortly after taking on the DDTP associated duties and the new program assistant did not pick up those duties

The second change was implemented in June 2013; the Director and Associate Director positions were re-worked and re-named. They became Academic Director (Michael Rozendal) and Administrative Director (Mary Coen). This structure immediately reaped benefits. Given the variety of responsibilities of the DDTP staff, it was very helpful to categorize the tasks into administrative or academic domains, allowing for more clearly defined roles. In this ongoing process of clearly defining roles within the program, we began addressing the first concern raised

by the Warren Report (2003, **Appendix C**) that “Overall program governance has been marked by high turnover and few clear or functioning role definitions.” This stability and functional clarity greatly strengthened the program.

Academically, this era had also been active for the program; this period of stability without the shifting demands of state requirements allowed the DDTP to focus on curricular innovation. Connections to other departments grew around particular courses such as Arts for Educators (piloted in Spring 2011). In 2012, we collaborated with the Sociology Department to develop and launch an Education Concentration within their major. From the initial offering, this new track attracted more than twenty DDTP students. In this same vein of collaboration, we laid the groundwork for an interdisciplinary Science, Technology, Engineering, and Math (STEM) minor, which was launched in Fall 2014. Within our own course listings, we launched the Introduction to the Teaching Profession (INTD 110), giving our students an engaging overview of teaching before they begin their graduate SOE coursework. At the same time, we saw some of the limitations for our curricular development in the weak enrollments for the World Geography course (Spring 2014) developed in collaboration with the International Studies Department.

Programmatically, this time period was marked by outreach and productive self-study. The DDTP staff developed, formalized, and continues to further, a strong relationship with the SOE, which had been lost over the years. For example, the Academic Director or Program Manager now attends all Teacher Education Department (TED) meetings and retreats, in addition to the regular meetings between TED and DDTP. The innovation within the program was fueled by an ongoing process of self-study spearheaded by Mary Coen, who opened a multi-year conversation with peer programs and led a graduate review of the Early Field Experience program, now referred to as Undergraduate Fieldwork (see the Student Learning Assessment section).

While many productive developments happened within the DDTP, there continued to be areas of concern, some that seemed to consistently resurface, indicative of possible structural issues. Each semester, advising students completely occupied the staff for a minimum of three weeks before the opening of student registration. During this grueling time, not much else seemed possible. There are several other components of the program that were very labor intensive for the staff. The probation program monopolized the staff’s schedule for a good portion of the early part of each semester, when students would meet with the staff. The early field experience program overwhelmed the Administrative Director’s schedule for the weeks preceding each new semester, and for as long as three weeks into the new semester. Event planning comprised a huge portion of the Program Manager’s time, as there were many student meetings, committee meetings and student presentations that needed to be scheduled.

The budgets for the DDTP were less than half of the stated budgets for fiscal year 2003. Fortunately, the reorganization minimized the negative impact on the services provided to students.



#### **iv. Innovation and Maintenance 2014-2021**

The period from 2014 to 2021 was a time of innovation that was focused first on institutionalizing and expanding in light of the changing California landscape of teacher preparation on one hand, and the possibilities surfaced by our previous program review. This was expansive, exciting, and transformative on several fronts. To make sure that these changes “lived,” that these new pathways and opportunities were actively available to students and supported through diverse collaborations across campus, this creative expansion was coupled with a focus on another side of institutionalization: maintenance structures. In particular, we want to highlight the establishment of the Undergraduate Teacher Education Center (UTEC) as a new, broader home for the DDTP, the creation of new credential programs (4-year fully undergraduate and collaboration with SPED), the aligning of undergraduate curricula with community need (Spanish Bilingual authorization track), the forming of close relationships with local community colleges to improve the student teacher pipeline, and the creation of the STEM Education minor.

##### *1. STEM Education Minor, Ed Specialist Credential and Spanish Bilingual Authorization Pathway: Curriculum Responding to Community*

In 2014, UTEC created the STEM Ed minor, the objective of which is to train enthusiastic, well-grounded teachers who can inspire students and advocate for science education. With the importance of technology in teaching, we see active engagement with computer science and math fostering well prepared and professionally distinguished candidates. The STEM Education minor gives students who are considering becoming teachers exposure to a range of science and mathematics courses while also developing some depth in one particular subject.

The STEM Ed minor encompasses 24 credit hours of coursework, comprised of five 4-unit classes in the sciences and two 2-unit courses in Science Education. The 4-unit courses in the minor are drawn from existing courses in the Biology, Environmental Science, Physics, Chemistry, Computer Science, and Mathematics departments, amplifying existing strengths within USF’s undergraduate curriculum. The two 2-unit courses are experiential and pedagogical, specifically designed to highlight topics that can be taught in a K-12 environment and to introduce the students to resources for teaching science that were initially intended to relate the undergraduate coursework to the CSETs.

In 2019 we required our Multiple Subject candidates to take at least one of the two 2-unit courses in Science Education in an effort to support all of our MS candidates in becoming not only confident but also dynamic STEM teachers. Our synthesizing curriculum in response to community need became a support for a major portion of our students, building proactive links between their core undergraduate coursework and their professional development. To date, there

have been 16 candidates who have graduated with the STEM Education minor and we have eight students who are currently pursuing the minor.

In 2020, we expanded the STEM Education minor course list to include additional math and science courses (see **Appendix D**). This rounded out the initial courses in the minor while also increasing the number of gateway courses that could lead students to the minor, once again offering many different pathways into teaching.

In Fall 2015, a one-year track for credential holders to pursue the addition of the Education Specialist credential (SPED) was introduced. This pathway allows any individual holding a MS or SS credential to add the SPED credential through a one-year program. Shortly after this program's first offering, we entered into discussions with the Learning and Instruction (L&I) department to allow undergraduate teacher candidates to begin taking courses toward the SPED credential while continuing in their first credential programs. As of Fall 2018, UTEC offered 4-year + 1 and 4 + 1 + 1 programs for students interested in earning both a general education credential and a special education credential. This Spring (2022), the first two candidates pursuing the 4 + 1 + 1 program will graduate.

In Fall 2017, the Spanish Bilingual Authorization track was offered for the first time, a program that has increased the number of candidates embracing this pathway, a critical need in our linguistically diverse state. Celebrating heritage Spanish speakers and encouraging students who are learning the language within school contexts to deepen their engagements, the track recognizes this important work in ways that become professionally visible strengths once these students enter the teaching profession. In concrete terms, the track allows students to take some of the SOE's Spanish bilingual courses in their senior undergraduate year, removing the financial barrier that has kept many interested students from taking advantage of this excellent program in the past.

## *2. Creating a Center and Developing New Pathways*

With the successes of the STEM Education minor, we undertook a much more extensive project of institutionalization. In 2016, we launched the Undergraduate Teacher Education Center (UTEC), envisioning it as an institute that would make dynamic connections between the broader USF community and primary/secondary education, serving as a resource for all undergraduate students, and creating opportunities to amplify and expand the excellent resources on campus in ways that benefit both undergraduates committed to the teaching profession and those who might not think of teaching as a calling. USF's combination of a social justice vision, broad undergraduate humanistic education, and diverse urban environment make it an ideal institution to prepare strong teachers for the most high-need schools.

We see the Center advancing the vision and mission of USF in four particular areas: coordinating curriculum and collaboration at USF; developing field placements and professional

experience; supporting students in a dynamic field; and raising visibility of teaching through communication and outreach.

With emerging California opportunities for education credentialing, UTEC developed several pathways for those undergraduates committed to teaching as a profession, including four-year integrated Bachelor of Arts/California Teaching Credential programs to complement the longstanding Dual Degree programs. We developed this with the support of a multi-year California Commission on Teacher Credentialing grant (almost \$250,000 in February 2017). Additionally, with the support of the grant, the aforementioned Spanish Bilingual Authorization pathway was also developed.

Finally, the grant allowed UTEC to build a formal, dynamic teacher-training pipeline with CCSF, allowing well-prepared transfer students to complete an integrated baccalaureate degree and credential program within four years, with two years at CCSF and two years at USF. UTEC worked with several Arts and Sciences major departments to create a pathway where CCSF Multiple Subject students could take major classes that would be accepted by the major department upon admission to USF, and classes such as Orientation to K-12 Education and Elementary Supervised Fieldwork to give students a head start on their teaching classes (see example template, **Appendix E**). Students would also take general education courses that count towards USF's Core requirements.

### 3. *Implementing and COVID*

With these new pathways, curricula, and connections within the context of the newly launched center, we turned our collective work to implementing these structures for our students. This was a necessary step, but one that was made all the more necessary (but difficult) due to changes in staffing (Program Manager Melissa Hope's departure, repeated turnover of Program Assistants, and cutting Academic Director Michael Rozendal's commitment to the center in half). The broader vision for the UTEC as a hub for the whole undergraduate cohort offering multiple pathways into teaching was shelved in order to sustain our student-centered, vibrant community of teaching candidates.

Luckily, Amy Joseph joined the team in January of 2020—her presence has been critical during all of the COVID disruptions over the past two years. With this renewed staffing foundation, UTEC was able to maintain the principles of *cura personalis* during these difficult times, reaching out to students in many different ways to communicate care and to accompany students as they navigated so many unique challenges while we were all away from campus. This was an amplification of the dynamics that have been at the core of our advising for years. Through Director Coen's work with admissions, we have also been able to amplify our outreach to prospective and incoming students.

Despite all of the disruptions, we also undertook smaller curricular development, reframing our Fieldwork courses from “service learning” to “community engaged learning.” On

one level, this reflected changes to USF's Core curriculum, but we took this further, embracing this as a moment to more actively synthesize the undergraduate curriculum with the professional coursework in the School of Education.

#### 4. *Looking to the Future*

The pressures of COVID have led to changes in the way that California oversees teacher preparation. Some of these have particularly dovetailed with the work of the Center and our support for students.

In the Assessment section, below, we outline the ways that the Center has been actively considering how to best support our students in passing the CSETs. Seeing these tests as “gatekeepers” with predictable but disparate impact across UTEC's undergraduate students, we enthusiastically welcomed the 2021 California state legislature changes to the subject matter competency requirements, encompassing the Basic Skills Requirement (BSR) and Subject Matter Requirements (SMR).

Previously, our teaching students could only prove subject matter competence through CSET exams. The new legislation now provides coursework options to fulfill both the BSR and SMR. Many SS candidates can fulfill their SMR by majoring in the credential they are pursuing (e.g., an English major pursuing an English credential). For MS students, the State has left the assessment of courses to each University, but MS students who major in Liberal Studies fulfill their SMR through coursework and do not have to take the CSETs (subtests I, II, and III).

In light of this new legislation, UTEC proposed an Education: Liberal Studies major (See **Appendix F**). This new 53-unit major is comprised of many of UTEC's CSET support courses, such as Math for Educators, European and U.S. History, and Art for Educators. Other courses support other areas of the test, including Lifetime Fitness and Wellness and Child Development, which in conjunction with Art for Educators, support CSET III Physical Education, Human Development, and Visual and Performing Arts. The major requires classes in Linguistics, Science, Physical Education, Literature, History, Psychology and Visual and Performing Arts, with an additional 12 credits of electives, including classes such as Sociology of Education and Multicultural Psychology. We see this as a focused and well-rounded major for Multiple Subject teaching candidates, a major that brings together courses from many disciplines and synthesizes them through engagement, encouraging an active combination of theory and practice.

At this moment, an Education: Liberal Studies major is an urgent focus in our evolving work to support Multiple Subjects candidates in becoming excellent teachers. Education is a field that is, at its core, regulated by the State of California, and recent changes to state law and regulations (2021) have opened up a range of pathways for candidates to satisfy their Basic Skills Requirement (BSR) and Subject Matter Requirements (SMR). In the past, the state has largely mandated standardized testing as the means to satisfy these requirements. However, it has

been evident that this has performed a gatekeeping function, winnowing motivated candidates and reinforcing the underrepresentation of diversity in the teaching profession.

As part of the new regulations, Multiple Studies candidates can satisfy their SMR by successfully completing a Liberal Studies major, so we see this proposal as a way for USF to lower barriers to entry into the teaching profession for our diverse students. Even more, this major synthesizes coursework from a range of disciplines to broadly and deeply prepare candidates for teaching the range of subjects that they will be bringing into their own future classrooms.

At a programmatic level, having a major with “Education” in its title and at its core will help with visibility for incoming students, reinforcing our mission-driven commitment to the field. Other California schools already have similar majors, and we have concerns that students will enroll elsewhere if they do not see a commitment to education at USF in the undergraduate curriculum.

This major has the support of the School of Education and may serve as a grounding for curricular development in the future that may strengthen the SOE engagement with undergraduate students. With the range of SOE graduate and professional programs, there is the possibility in the future of developing other pathways synthesizing the offerings of the CAS and SOE in the future, perhaps including collaborations with Counseling Psychology, International and Multicultural Education, or Organizational Leadership, etc.

### c. Learning Goals and Outcome

The Undergraduate Teacher Education Center has several learning outcomes that are distinct from those of both our students’ CAS departments and the SOE Teacher Education Department. To foster excellent, early-deciding teachers, our program seeks to develop:

**Subject Matter Competency:** Beyond the broad disciplinary concerns of our students’ majors, they also develop the particular depth of knowledge expected by the State of California. We have collaborated to develop several courses geared both toward the University Core requirements and California Basic Skills Requirement (BSR) and the Subject Matter Requirements (SMR), offer seminars, and sequence student templates to synthesize between these undergraduate resources and state expectations.

**Knowledge of the California Education System:** As an accelerated professional program, we want to ensure that our students gain a fuller understanding of their chosen field, moving from general enthusiasm to mature confidence. In this, we seek to bridge between theory and practice, addressing these issues with orientations, classes, seminars, and undergraduate fieldwork to connect students to their chosen profession on many levels.

**Personal and Professional Development/Fostering a Passion for Teaching:** Our fieldwork program gives students a framework for personal and professional development. In the Jesuit tradition of *cura personalis*, we foster our students’ holistic development, attending to intertwined strands of intellectual, professional, and, to some degree, personal growth. We develop individual attention through our extended advising program (see Advising section below), personalized academic templates, and internal probation program.

We have articulated these learning goals and outcomes for students in the Undergraduate Teacher Credentialing Program Learning Outcomes and the Science, Technology, Engineering and Math Education Minor Outcomes, which are listed in the below table. Our formal curriculum and informal co-curricular opportunities directly support students in building towards these interrelated learning outcomes (see Curriculum section).

**Undergraduate Teacher Education Center Curriculum Map 2020-21**

#	Program Learning Outcomes	Introduction to the Teaching Profession (INTD 110)	First Fieldwork (INTD 385, 387)	Second Fieldwork (INTD 386, 387)
1	Discuss the California primary or secondary education system	Beginning	Intermediate	Advanced
2	Navigate the teacher preparation process	Beginning	Advanced Beginning	Intermediate
3	Employ effective teaching practices in primary or secondary educational settings		Beginning	Intermediate
4	Design lessons that intertwine social justice engagement and subject matter competence		Beginning	Intermediate

## STEM Education Minor Curriculum Map 2019

#	Program Learning Outcomes	Teaching Life Sciences (INTD 329)	Exploring Physical Sciences (INTD 321)
1	Communicate a range of STEM disciplines to broad audiences	Intermediate Advanced	Intermediate Advanced
2	Demonstrate focused understanding of a single STEM discipline	Intermediate Advanced	Intermediate Advanced
3	Apply educational models, theories, and resources to teaching STEM disciplines	Intermediate Advanced	Intermediate Advanced
4	Articulate connections between STEM disciplines and social justice	Intermediate Advanced	Intermediate Advanced

## II. Curriculum

### a. General overview

#### i. **Formal Curriculum**

Our formal curriculum of courses has grown with the expansion of Undergraduate Fieldwork, particularly with conversion of these courses from “Service Learning” to “Community Engaged Learning” courses in 2021 (see below), and the launch of the Teaching the Life Sciences and Exploring Physical Science courses (initially taught in 2015) to support the STEM Education Minor and our MS candidates (see history above).

At the present moment, we have proposed an Education: Liberal Studies Major (see history above) to support our MS candidates. The curriculum for this major extends the principle of synthesizing the diverse strengths of the College of Arts and Sciences into meaningful, holistic curricula for our students, building bridges between departments as well as between theory and practice.

Beyond our courses, we offer a series of Future Teacher Seminars (FTS), sessions that deliver targeted information about resources, requirements, and opportunities to specific groups of UTEC students as they progress through the program. Some of these sessions are required, though students are expected to attend no more than two per semester. Samples of topics covered include Alumni panels, CSET Information Sessions, Teaching Pathways, School of Ed for Seniors, and Financial Aid for the 5th Year.

## **ii. Co-Curricular Offerings**

The UTEC has taken advantage of collaborations with several CAS departments to craft several longstanding **co-curricular offerings**, courses (such as Math for Educators, Art for Educators, How Language Works, US and European History), minors (beyond the STEM Education Minor, we have been involved with the Child and Youth Studies Minor), and even major concentrations (such as the Education emphasis in the Sociology major) to meaningfully connect disciplinary knowledge with the interest and needs of UTEC students.

Given the recently adopted changes made by the state (AB 130, see **Appendix G**) to BSR and SMR requirements, collaboration with CAS departments has become even more critical. With the state revisions, some courses will become required for students choosing the coursework option to achieve BSR and/or SMR fulfillment. The option of testing to fulfill BSR and/or SMR remains available to all students. For more on these various courses, see IV. a. Collaboration, Relationships, and Faculty Recruitment below.

Volunteer and work opportunities focused on education form another layer of pre-professional exploration for our students. Many of our students find employment working with Engage San Francisco, a literacy program run out of USF's McCarthy Center. Additionally, the UTEC staff receives information regarding a variety of employment and volunteer opportunities throughout the semester. This information is shared with UTEC students via email and newsletter.

## **iii. Real-time Curricular Planning and Analysis**

Our FileMakerPro (FMP) database allows us, at any given time, to project or adjust course enrollments for undergraduate and graduate level classes to be taken by UTEC students in future semesters. This allows us to precisely project student needs and proactively plan for them before classes are even scheduled, giving an overview of the whole program at any moment. Sharing this information allows UTEC and TED staff to work together to determine the number of course sections needed, control student ratios (UTEC vs. Graduate-only students), and ensure balanced enrollment per section. Also, these projections facilitate the decisions made regarding the hiring of adjunct faculty.



b. Curriculum Map and Success

**i. Curriculum Map**

UTEC students complete undergraduate classes (see **Appendix B**) while also following a modified, multi-year sequence through the curriculum of the Teacher Education Department at the School of Education. (See **Appendix H**)

**ii. Enrollment and Retention**

The UTEC currently serves 100 active students. The UTEC student population has remained relatively constant, with some fluctuations in recent years. Our current cohorts breakdown as follows:

Cohort	Number of Students
Cohort 2022/2022F	24
Cohort 2023/2023F	17
Cohort 2024/2024F	18
Cohort 2025/2025F	27
Cohort 2026/2026F	14

Stepping back to consider this in the larger California context, the [CTC data shows](#) that there were 15,118 candidates enrolled in private/independent, “traditional” credential programs, a number that peaked in 2017-18 before declining in 2018-19 and 2019-20, the last years which are currently available.

**iii. Graduation Rates**

Our most recent numbers come from the period between 2008 to 2016 (year of entry to USF): 4-year graduation rate for UTEC students - 90% (4-year graduation rate for USF students - 66%). Our retention rates are as high as 100%. See **Appendix I**.

## c. Undergraduate Fieldwork Program (formerly Early Field Experience)

### **i. Overview**

UTEC field experience is considered to be an incredibly important and influential component of UTEC programs. It is one of the highlights of UTEC participation. For many of our students, this is a long-awaited opportunity to work in a classroom with a mentor teacher in a role other than student. The fact that UTEC students have two field experiences before entering the final year of their programs sets them up for success as they transition to the final phase of their professional preparation which includes student teaching.

Placements in local public, private and/or parochial elementary, middle, and high schools allow for observation and application of theory in a practical environment. UTEC students must participate in a minimum of two semesters of UGFW. Typically, one UGFW course is taken early, most often during sophomore year. The second UGFW course is taken as late as 2<sup>nd</sup> semester senior year. Each semester's field experience consists of:

- Approximately 4 hours per week (45 hours a semester, with a minimum of 13 separate visits, spanning at least 12 weeks) in a local classroom -- observing, tutoring, delivering instruction and assisting the classroom teacher;
- Enrollment in a UTEC Fieldwork class, INTD 385, 386 or 387 (See **Appendix J** for syllabi for all three fieldwork classes and other UTEC syllabi).

For multiple subjects (MS) candidates, the first placement is in the K, 3rd-5th grade range. This course/placement is paired with a credential course: Education of Bilingual Children. Each student will complete a field assignment around a focal student who is an English learner. The second placement is in a 1st or 2nd grade and is paired with a credential course: MS Curriculum & Instruction Early Literacy. As such, students will work with emerging readers while in the field. Single subject (SS) candidates are generally placed in middle school for their first placements and high school for their second. For those students pursuing the MS/SS path, three field experiences are recommended, the first two in elementary school and the third one being in a middle or high school classroom. Similarly, it is highly recommended that students interested in Special Education take a third field experience class in which they are placed in a special education environment.

In recent years, the clearance process for UGFW mentees has changed and become more cumbersome. Before being placed in the field, all UTEC students must be cleared by SFUSD and also the CTC. This includes LiveScan fingerprinting for both SFUSD and the state. Moreover, SFUSD requires an individual services agreement and submission of current negative TB test results. The clearance process takes a great deal of time and the student does incur some of the

cost. Beginning this semester, UTEC will subsidize a portion of the CTC process, and hopes to continue to be able to do so going forward.

At the end of the semester preceding their placements, fieldwork mentees attend a mandatory pre-placement information meeting, conducted by the UGFW placement coordinator and submit a pre-placement information survey that includes information that will assist the placement coordinator in finding a suitable placement. Students who do not attend the meeting or submit the survey are not able to be placed in the field.

## **ii. Undergraduate Fieldwork (UGFW) Process**

There are many people involved in the fieldwork program: the UGFW placement coordinator; field supervisors; UGFW instructors; classroom mentor teachers and the UGFW mentees. This fact contributes to the unwieldiness of the processes required to set up field placements. The placement coordinator communicates with potential mentees and secures all placements before the beginning of each semester. Once secured, the field supervisors take up all communications with the mentors and mentees. All placements begin with an initial meeting of the mentor, mentee and field supervisor at the site of the placement. The UGFW field supervisor makes the arrangements for the initial meeting. During the meeting, participants discuss all aspects of the placement with the aid of the UGFW Guide and Forms document (see **Appendix K**) and set the intern's schedule. Later in the placement the UGFW field supervisor visits the site to observe the mentee delivering a lesson.

In their placements, UGFW mentees are introduced to the class and are required to begin by conducting observations to learn about classroom management/ procedures, teaching strategies, and student needs/ behaviors. Each mentee has a time log, which requires the mentor teacher's signature or initials for each visit to the classroom. On the time log, the mentee indicates the level of participation for each visit.

Throughout the semester, UGFW mentees participate in classroom activities, determined and deemed appropriate by their mentors. We ask that mentors meet with mentees whenever possible, before or after class, or during prep time to debrief, review possible activities, and/or provide support for mentees to follow through with committed tasks/responsibilities. Throughout the placement, mentees have ongoing contact with the field supervisor via email. A mid-term evaluation is completed by the mentor and is used as a "red-flag" raiser that does not impact the mentee's grade. Any mentee scoring a three or below in any area will be required to meet with the field placement coordinator. Mentors will complete a final evaluation, which counts for 50% of the mentee's grade. This evaluation is completed in the presence of the mentee so that the mentee will have an opportunity to ask questions regarding the mentor's responses. An evaluation of the UTEC UGFW program is sent to mentors for optional submission.

UGFW mentees enroll in a one to two-unit fieldwork class. MS mentees who are in their first placement are enrolled in UTEC Fieldwork MS I and MS mentees in their second

placements are enrolled in UTEC Fieldwork MS II. UTEC has a greater number of MS candidates than SS candidates, as result there is only one SS fieldwork class into which both first time mentees and second time mentees enroll; it is UTEC Fieldwork SS.

The instructors for the UGFW classes are current teachers from local schools, many of whom are alumni of UTEC programs. Field supervisors are current or retired teachers. The evaluations completed by mentor teachers count for 50% of the intern's grade for the class, while the other 50% is earned from classwork.

The UGFW program is assessed via multiple evaluations: Mentor Evaluation (of the mentee); Program Evaluation (by mentor); and Evaluation of Placement (by mentee). The responses are reviewed and used to make modifications, most minor, but UTEC remains open to making whatever adjustments that might improve the UGFW program. Unfortunately, it seems the program and processes are inherently cumbersome and that little can be done by the UTEC alone to streamline some of the components.

As briefly noted in the history above, in 2021, UTEC converted the three UGFW classes from Service Learning (SL) to Community Engaged Learning (CEL), in anticipation of the University phasing out SL by 2023. UGFW classes are perfectly aligned with the goals of the new CEL requirement, which are designed to develop students' civic capacities and commitments, enhance their disciplinary knowledge and skills, and address community-identified priorities and needs. We appreciated this moment as a chance to reconsider the learning outcomes for these courses and to align them more actively with the curriculum of TED's Teaching for Diversity and Social Justice classes (TEC 618).

#### d. UTEC Admission Policies

UTEC programs are open to undergraduate students in the College of Arts and Sciences who have an interest in pursuing a teaching career. We encourage students to apply to the program as soon as possible since this allows for UTEC advising before students register for their class schedules. While we encourage early application, students can be accepted into the program throughout the year. Participation in UTEC or enrollment in Teacher Education classes begins in the semester following acceptance.

Acceptance requirements for the program are:

- Cumulative GPA of 3.0 from high school for incoming first year applicants, or from previous institution for transfer student applicants
- Cumulative GPA of 2.75 and 3.0 in major for current USF student applicants
- Completed UTEC application

For the 4 + 1 program, many students join the program as sophomores and some are able to begin as late as the first semester of their junior year. Students who wish to join the 4-year program have more constraints on their schedules and the major they choose, but are also welcome to apply after their first year. Each individual situation is evaluated for feasibility, in an effort to determine if participation is the best path for students. For students who will not be able to complete the 4-year program, we recommend following the 4 + 1 pathway. For students who cannot complete the 4 + 1, we recommend taking the traditional path to the School of Education after graduating with their Bachelor's degree.

#### e. Transfer policies

Our 4 + 1 model allows for acceptance of transfer students into the UTEC. Oftentimes, the path for these students is a bit more complex, so they are handled on a case-by-case basis. All prospective transfer students will meet with the UTEC Program Manager to discuss interests and goals, as well as to determine feasibility of the program. This step is especially important for transfer students, as feasibility is determined by additional factors, such as number of transfer units, specific courses already completed, Core requirements met, etc. We often create a UTEC template for these students to outline the projected path through the program. Occasionally, participation does not provide the benefits of saving time and money; as a result, these students are advised to complete their BA/BS, and then begin a teacher preparation program at the graduate level.

Due to the constrained timeline for UTEC's 4-year program, very few transfer students are able to complete the program. Interested transfer students are encouraged to consider the 4 + 1 program, or are advised to complete their BA/BS first and then enter a graduate teacher preparation program.

Prospective transfer students are always encouraged to consult the online Articulation Agreements between USF and most California community colleges (a link is provided on the UTEC webpage, as well as USF's website). This helps determine exactly which classes will successfully transfer to USF for full credit. Wherever possible, transfer students are also advised to reserve certain Core classes to be taken at USF. These are the classes that are specifically designed to complement Teacher Education courses, fulfill a portion of BSR/SMR and/or prepare students for CSET exams, for example: Arts for Educators (F core), European and United States History (C2 core) and Math for Educators (B2 core). For UTEC transfer students, A2 core fulfillment (which can only be fulfilled at USF) is accomplished by either taking How Language Works or Academic Writing at USF.

## f. Advising

As a program focused on supporting students as they navigate undergraduate and professional development, advising is a critical part of the UTEC program. In this, the UTEC program embraces, and exceeds, California state expectations that, “candidate advisement at each step of the way is [. . .] critical to successful program outcomes” (Approved Blended and Integrated Teacher Preparation Programs: A Report to the Legislature, California Commission on Teacher Credentialing, June 2004 Commission Report 04-02). The importance UTEC places on advising reaches well beyond the state expectation and can be seen in concrete terms--for an intensive month in the Fall and also in the Spring semesters, advising almost completely (pre)occupies the Center’s staff. While intensive, advising is one of the most crucial components of the UTEC, facilitating our high student retention rate and allowing students to complete their accelerated programs in a timely manner.

Beyond intensive, one-on-one meetings, a cornerstone of UTEC advising is the UTEC student template, an advising tool unique to our program. This template serves as a road map for participating students. It is a four- or five-year academic plan, detailing courses to be taken within the UTEC program, as well as major and Core requirements. Templates are customized for each individual student. They are flexible documents that can be modified as a student progresses through the program. Oftentimes, classes or CSETs are moved between semesters or into the summer or intersession; however, items are rarely deleted. Students are provided with their student templates before registration and upon request, allowing them to proactively plan outside of advising sessions. (See **Appendix B**)

Each student attends a minimum of one advising session per semester to plan their class schedule for the upcoming semester. Advisors use these sessions to discuss a range of issues including: progress toward a degree, completion of TED coursework, academic performance, SMR fulfillment and/or CSET exam progress, and other issues related to the program. In addition to this individual advising, UTEC participants have other forms of focused advising through a New Student Orientation, the series of mandatory and optional Future Teacher Seminars, mandatory pre-placement Undergraduate Fieldwork (UGFW) meetings, and GPA monitoring. For those who end up on UTEC Professional and Academic Resources and Coaching (PARC, formerly known as Probation) (see Academic Expectations below), PARC meetings function as an additional, mandatory, holistic advising session at the beginning of each semester. Furthermore, all UTEC participants are encouraged to stop by the UTEC office, or email any UTEC staff member should they have any questions or concerns. (See Handbook **Appendix L**)

### g. Credit Hour Policy Compliance

Our Undergraduate Fieldwork (UGFW) course sequence (INTD 385-7, 1-2 credit hours each) is in compliance as these courses are scheduled during the registrar's regularly scheduled times for the semester and because they include an additional 45 hours of field time spent in primary or secondary classrooms outside of the specified class meetings. These classes can be taken more than once for credit, allowing students to deepen their engagement with the practice of teaching. In 2020, the course names for UGFW were changed to include the word UTEC, and to clarify which course applied to which student groups (Multiple Subject and Single Subject). These new course names are: INTD 385 UTEC Fieldwork MS I, INTD 386 UTEC Fieldwork MS II, and INTD 387 UTEC Fieldwork SS.

Our Introduction to the Teaching Profession (INTD 110, 1 credit hour) varies from the standard scheduled times, meeting for two hours/week for half of the semester rather than an hour/week over the whole semester. This is designed to foster the development of a cohort/community and to deepen the conversation in fewer, more intense sessions.

Our STEM Ed module classes—INTD 320 Teaching the Life Sciences and INTD 321 Exploring Physical Science—are offered alternate spring semesters and are two credit hours each. Each course meets once a week for three hours on Saturdays, with a month-long break to allow students to develop their science lessons.

## **III. Student Learning Assessment**

We seek to assess all elements of our programs in light of our learning outcomes, shifting State requirements, and community needs.

Student preparation for the California Subject Examinations for Teachers (CSETs) is a key goal in any teacher preparation program. As part of a larger process of evaluating the challenges our students face in navigating the California Teacher Credentialing process, in 2019-2020 UTEC undertook a comprehensive review of our students' historic passage of the CSETs with the goal of highlighting areas and tests that have been problematic for our students. In order to target particular groups that might benefit from particular interventions, we first culled a number of demographic figures from our extensive, in-house database.

We first examined our student cohorts from 2009 through 2020 to analyze students' completion of their CSETs, including how many retakes were required, if any. We discovered that CSET retakes increased after the exam moved from paper-based to computer-based. For the 2019 and 2020 cohorts, Multiple Subject candidates had the most retakes for CSET II Science and Math and CSET III Physical Education, Human Development, and Art. There were no retakes for Single Subject students (**See Appendix M** for data).

With the support of Graduate Student Assistant Molly Strout, UTEC piloted some CSET interventions for Multiple Subject candidates in Fall 2019 and Spring 2020. These attempts to

“close the loop,” to put the evidence we had gathered into action for the current students, included a number of programs piloted by Molly Strout, including creating weekly practice problems, one-on-one support and writing study guides. Strikingly, students did not avail themselves of any of these provided opportunities. This perhaps points to the ways that the CSETs can feel distant and abstract for undergraduate students despite multiple efforts (extending before and after Molly’s 2019-20 interventions) to support students in spreading out these exams over the course of their undergraduate years and aligning test recommendations with particular courses.

In light of this assessment and intervention, we are particularly hopeful about the recent changes in California state legislation that now allow many of our students to fulfill their Basic Skills Requirement (BSR) and Subject Matter Requirement (SMR) via coursework, rather than through CSETs. We have already integrated these courses into student templates and advising. We will proceed with our interventions for those students who still must, or want, to take the state exams.

UTEC also assessed CSET Writing Skills passage for over 400 Multiple Subject students. We assessed the number of student retakes, if any, by various demographics, including cohort, major, gender, and race and ethnicity. The most meaningful discovery was that 75% of Multiple Subject students passed the Writing Skills CSET on the first try, which indicates our students have strong writing skills and do not need as much support in this area. See **Appendix N** for data.

Each year we assess a different Program Learning Outcome for the STEM Education minor (established in 2014). In recent years, we have examined student work products to assess the application of educational models, theories, and resources to teaching STEM disciplines, using a rubric based on Next Generation Science Standards (NGSS) for teachers (see **Appendix O** for rubric and data). Most recently, we sent a survey to STEM Ed minors asking them to articulate connections between STEM disciplines and social justice. Please see **Appendix P** for the results of that survey.

This yearly assessment of the STEM Education minor is paralleled by yearly Program Learning Outcome assessment of the Undergraduate Teacher Credentialing Programs as well.

## **IV. Collaboration, Relationships and Faculty Recruitment**

### a. Overview

The structure of the UTEC necessitates relationships with many departments throughout the University--while we offer very few courses directly, we provide students rich undergraduate, graduate, and co-curricular offerings by synthesizing disparate programs across USF.

One of our fundamental relationships is with the SOE, in particular the Teacher Education Department (TED). All UTEC students take graduate level TED courses offered



through the SOE. All UTEC students complete approximately half of the graduate program during their undergraduate years. These units then also count toward the 42 total units for the Master's in Teaching degree once students enter the graduate portion of the program.

We enjoy being part of CAS and working so closely with SOE, and we perceive this as a benefit. This structure enables us to maintain a high level of autonomy and a high level of collaboration. The level of articulation between UTEC and TED continues to improve and develop.

UTEC students' transition to their fifth year at the SOE has historically been bumpy. This is partly attributable to differences in the advising structure of the UTEC and TED. In UTEC, students are closely advised and regularly communicated with about processes, meetings, and expectations. When students move to the fifth year, more self-management is required, as TED does not communicate with the same frequency or detail as UTEC. Additionally, in the past UTEC students were not formally oriented to the transition from UTEC to SOE, which has led to confusion on everyone's parts. This was remedied in 2021, when UTEC and TED co-created two orientation sessions specifically for UTEC students. The first meeting was a pre-advising meeting, which explained the differences between TED and UTEC, how TED advising works, and other information to smooth the transition to SOE. The second meeting prepared students for student teaching, including starting the paperwork required to be placed in the classroom in their first semester. These two meetings were very successful and minimized confusion as students moved into their fifth year.

There have been other collaborative improvements between UTEC and TED. The UTEC Program Manager regularly meets with the TED Program Coordinator to plan and proactively communicate about important issues. These meetings have allowed both programs to supply crucial information in a timely manner, such as UTEC providing a detailed list of incoming fifth years and the TED courses they are scheduled to take. The UTEC Program Manager also informs the TED Program Coordinator about any unique student situations, such as providing information about students who are deferring SOE entry or incoming students who may not be taking the normal sequence of courses in their fifth year. UTEC and TED will continue to improve communication to ensure UTEC students' transition to the SOE is a smooth one.

UTEC works closely with the SOE Test Coordinator to create new processes to track students' BSR and SMR fulfillment in light of the state's new legislation (see **Appendix G**). This collaboration involves changes to the UTEC in-house database (see example screens in **Appendix Q**) and creating ways to automatically generate the necessary student letters required by the Test Coordinator. This collaboration has resulted in clear protocols around a very new process. Processes will continue to be refined by both parties.

We are always looking for ways to offer the best program for our students, so in fall 2022, we are collaborating with TED to pilot bringing TPA cycle 1 into UTEC students' second field placement. This takes advantage of the extended time that UTEC students have to integrate theory and practice, giving them a stronger grounding for the intensities of their final, fully

graduate year (for the 4+1 candidates) or for their part time and full time student teaching (4 year credential only pathways).

With regard to other departments, all UTEC students take classes within their major departments and complete the University Core requirements, though the MS track students do receive a waiver on the CAS language requirement. Importantly, some departments offer courses that directly support BSR/SMR and/or passage of the California Subject Examinations for Teachers (CSETs). Given the recent expansion of ways that individuals can fulfill BSR/SMR, these support courses are even more critical. Our strongest undergraduate co-curricular relationships exist with the Art, Math and History departments as each of these departments offers courses dedicated to our Multiple Subject (MS) students. Other departments contribute to the subject area proficiency of our Single Subject (SS) candidates; these would be the departments of the subjects in which our SS candidates seek to earn their credential. While the new legislation allows most SS students to fulfill their SMR by majoring in the subject in which they are seeking a credential, UTEC staff also collaborates with these departments to ensure the offering of classes that support passage of SS CSETs to serve candidates choosing to major in a subject other than the one in which they are seeking their credential. In such cases, UTEC requires these candidates to minor in the subject.

It is the hope of the staff to strengthen relationships with other departments by developing more defined lines of communication. In particular, scheduling conflicts are apt to arise when the UTEC is not taken into consideration while departments plan their schedules. For example, the History Department recently scheduled its senior seminar class during the timeframe in which Teacher Education classes are offered (4:45-7:15P), rendering the UTEC seniors potentially unable to take the graduate level class needed to complete the undergraduate portion of the UTEC program. This has also been an issue with the English Department, which in recent years has been scheduling many required classes in the same timeframe.

There are other challenges when working with other departments. In many departments, chairs change every two to three years, which can result in the loss of connections and previous agreements regarding courses or processes. Agreements about course offerings are rarely written down, so UTEC often finds itself having to re-establish these agreements with every new chair. For example, previously we discovered that a course initially designed for UTEC has become entirely disassociated from the program (Great Works of Western Literature). With departments facing their own internal tensions and disciplinary shifts, some courses that have been important to our students (such as the Elementary Physical Education Curriculum) have fallen off the map despite repeated attempts for dialogue. In the hope of improving collaboration and communication, UTEC has drafted a form where these discussions can be recorded akin to a mini MOU. We hope to synthesize opportunities explicitly rather than implicitly on the departmental level to better align them with our student-centered focus

We faced an additional challenge this year in our attempt to revise the Math for Educators minor. With faculty turnover in the Math Department, the initial advocates for the minor had

retired. The remaining faculty were uninterested in supporting the minor despite its alignment with USF's mission and vision on the one hand, and the extreme need for teaching candidates with a strong grounding in math (both MS and SS). Given our investment in the minor, UTEC was willing to advise and assess the Math for Educators Minor. The loss of this minor points to some of the limitations of our model of synthesizing the strengths of various schools and departments while also showing how important such curricular work can be.

UTEC students are able to pursue minors, and our recently developed STEM Education minor has been one of the most popular for our students. Another of our popular minors is Child and Youth Studies, which includes 4 courses (10 units) that are required courses for UTEC students: Education of Exceptional Children, Education of Bilingual Children and two Early Field Experience classes. As a result, the minor is somewhat easily accomplished by those UTEC students pursuing it.

In Fall 2012, the Sociology Department began offering Sociology with an emphasis in Education as a track for Sociology majors. This emphasis came about as a result of collaboration between the UTEC and the Sociology faculty and staff. In the past the emphasis was successful in offering a focused undergraduate framework for our students primarily committed to education. In recent years, the number of UTEC students pursuing the Education emphasis has dropped from an initial 30 students to 4 students as of Spring 2022. This drop may be attributed to declining student enrollment in the Sociology Department, as well as fewer UTEC students choosing Sociology as their major. Sociology also no longer has a dedicated faculty member teaching a number of the education courses that count towards the emphasis, as the previous instructor has returned to classroom teaching. It is possible that Sociology may be discontinuing most of their emphases in the near future, including the Education emphasis, which may attract fewer UTEC students to the major. Given the waning interest in the emphasis, this should have minimal impact on UTEC.

The Math, Art and History departments offer classes that fulfill university Core requirements, as well as provide subject matter support for fulfillment of the SMR (via coursework or through passage of CSET exams) which UTEC students are required to accomplish before gaining entrance to the USF SOE. In the past the Kinesiology (KIN) Department offered a course, Curriculum and Instruction in Elementary Physical Education, for our students. However, the course has not been offered in some time and the KIN department does not seem optimistic that the course will return any time soon. Fortunately, they recently began offering "Lifetime Fitness and Wellness", which if taken by UTEC students is considered fulfillment of the Physical Education portion of the SMR.

UTEC students are able to participate in several other special programs: Saint Ignatius Institute, Esther Madriz, Martin Baro, Erasmus and the Honors College. Additionally, UTEC students are able to serve as Resident Assistants and participate in Varsity Sports. Many students Study Abroad and participate in shorter immersion programs. UTEC students are involved in many volunteer programs, as well.

As is evident, the 4 + 1 model is flexible enough to allow UTEC students to have a typical undergraduate experience. Generally speaking, UTEC students do not feel overwhelmed or overburdened by the additional coursework taken within the program. This is a feature of the program that we feel synthesizes the strengths of CAS and SOE.

#### b. Recruitment and Development

Instructors for UTEC courses are recruited from the group of classroom teachers who mentor within the UGFW program. These instructors are actively engaged in primary and/or secondary education; as such, they provide valuable models for UTEC students who are in the early stages of their professional programs.

The adjunct instructors have access to the many resources that are available to adjunct faculty across the university. They receive email information about these opportunities and have access to information via the website. UTEC adjuncts have active USF accounts through which they can utilize all tools for instruction offered through the Educational Technology Services (ETS) department. Also, they can avail themselves of opportunities to take classes through ETS on a wide variety of subjects to enhance their teaching.

The UTEC staff is always willing and available to meet with the instructors. At least once a year, the adjuncts and the Director review and discuss the current status of the classes they are teaching. Modifications can be made to any of the courses, should there be a determination of such a need.

### **V. Program Governance**

The UTEC staff consists of a quarter-time Academic Director, a full-time Director, and a full-time Program Manager and Advisor. There is no working hierarchy within the structure of these positions; responsibilities of each staff member are determined by their job functions. All three of these positions report directly to Associate Dean Joshua Gamson. We enjoy a collaborative and collegial relationship, which easily lends itself to a positive and productive work environment.

As an independent center within the College of Arts and Sciences, UTEC has the charge to define program priorities and propose curricular changes to the courses and requirements offered directly as a part of UTEC programs. In practice, any changes to curriculum are extensively discussed with the program stakeholders in CAS and TED. As a program facilitating connections between diverse departments which otherwise have few other points of connection, it is only through mutual assent and engagement that we are able to forge lasting changes.

From Fall 2009-2014, there was a Strategic Advisory Committee (SAC) composed of members from many disciplines in the College of Arts and Sciences, Admissions, and the School of Education. This committee provided guidance and fostered collaboration and innovation across departments and programs university-wide. With the renewed importance of

university-wide collaboration to support students in meeting the BSR and SMR, we have considered revisiting a transformed version of this committee, bringing together a new set of group members as Advocates for Undergraduate Teacher Education. Ideally, this committee would bring together stakeholders to advocate for our students and for education more broadly across different parts of the university that are often siloed or unaware of their possible impact upon and possible contributions to this vital element of USF's mission and vision.

## **VI. Students**

### **a. Recruitment**

UTEC programs have been historically difficult to categorize due to the fact that courses, degrees and credentials are offered across multiple schools. As a result, UTEC programs are difficult to find on the website. These programs are not majors or minors, so they don't show up on the lists that prospective students most likely view. It takes effort to find the undergraduate teacher education programs. We have worked with web services to improve visibility, however, each time a new person assumes responsibility it seems UTEC programs disappear. Fortunately, USF is about to revise its website and we have begun working closely with web services. Our visibility issues were raised and recognized by web services in our most recent meeting, so we are hopeful that a solution will be found in the very near future. Additionally, should the Education: Liberal Studies major be approved, it would appear on the list of majors and drive prospective students to our web presence.

Currently, the USF lists UTEC's teacher preparation programs within the Majors and Minors section of the website, under both Dual Degree and Special Programs. UTEC is also listed under Special Programs within the College of Arts and Sciences undergraduate programs section, as well as under CAS Centers and Institutes. Finally, the School of Education lists UTEC under their Centers and Institutes. Each of the listings takes visitors to the UTEC webpages within USF's website. These pages are maintained by the UTEC and include:

- Program Overview
- Field Experience
- Our Alumni
- Transfer Students
- Our Staff
- Speak with an Advisor
- News and Events
- Request Information
- UTEC Application
- UTEC Resources

- Contact Us

In addition to website marketing, UTEC staff members attend all admitted student events, New Student Orientations, Donsfest, the annual major/minor event for current students, and visit local community colleges during informational events. In January, an email introducing students to UTEC programs is sent from USF's Office of Marketing and Communications (OMC) to all admitted Early Action students who expressed interest in teacher education in their application to USF. The USF Office of Admission shares the list of these admitted students with UTEC. A few weeks after the initial email from OMC, the UTEC Director sends a brief email to these same students inviting them to set-up an informational meeting with a UTEC staff member. This same process is used for Regular Admission students in March. Following the deadline for new students to commit to USF, an informational email is sent to all students committed to the CAS who have achieved at least a 3.0 high school GPA. A list of committed students who have expressed interest in teacher education is shared with UTEC and the Director and Program Manager begin communicating with these students.

The "Request for Information" link on the website has proven to be a great resource for recruitment over the years. However, in recent years, it seems that students are becoming more comfortable directly setting up a meeting with a UTEC staff member using links that connect to staff's calendars through Calendly (see Technology and Informational Resources, below). We have found that word of mouth amongst the current students and their friends, family and colleagues is also a successful method of recruitment. Of course, campus-sponsored events garner a number of students already attending USF who develop an interest in pursuing a teaching career.

As of the Fall 2012 semester, we added a new entry-level course to the list of required classes for UTEC students. This class, "Introduction to the Teaching Profession" (ITP), is available not only to UTEC students but also to any interested students. Each semester we have new students come to the program via the ITP course.

Regardless of the means by which students come to the program, the usual first step toward participation is a meeting with the UTEC Program Manager. During the meeting the details of the program are discussed and made clear to the interested student. The discussion will include determination of feasibility for each individual student. After the meeting, staff typically create an example course plan (called a template) for students to help them decide whether or not they will apply.

## b. Academic Expectations

### **i. Overview**

As undergraduates, UTEC students are conditionally accepted into the SOE in order to enable them to take graduate level classes as they work toward a Bachelor's degree. Ultimately, they must apply to the SOE for formal acceptance into the MAT, or other graduate program they choose to pursue. The SOE has strict academic requirements for the acceptance of UTEC students. These requirements are more stringent than those set forth for non-UTEC applicants to the SOE, which has proven to be an issue of debate between the UTEC program and TED department. We would like to see the entrance requirements uniform for both student groups. These requirements determine the parameters of the Academic Expectations set forth. Because it is so complicated for UTEC students to pursue two degrees at the same time, we actively track GPA, and have created a proactive, internal probation system known as Professional and Academic Resources and Coaching (PARC) to keep students on track.

### **ii. PARC**

UTEC students are placed on PARC for a variety of reasons, including low GPA and Administrative reasons.

PARC is not punitive; it is undertaken to assist a student in being successful, leading ultimately to acceptance into the SOE for the final year of the program. Students placed on PARC are required to meet with two members of the UTEC staff at the start of the semester. During the PARC meeting, strategies for improvement are devised, discussed and documented. The student is given the opportunity to agree to the expectations for the upcoming semester. Four to six weeks following the initial meeting, the student's UTEC advisor will check in with the student to discuss how the semester is progressing and to see if any of the strategies need modification. If at the end of the semester, the student has not met the expectations set in the meeting, the student remains on PARC and is elevated to the next level (see **Appendix R** for specific parameters of each level of UTEC probation).

UTEC PARC is completely separate from University probation; it is not recorded in USF transcripts. Nonetheless, it may be noted within a UTEC participant's application to the SOE. The decision to dismiss a student from the program is determined solely by the UTEC staff. Dismissal means the revocation of the ability to take further TED and/or UTEC classes as an undergraduate. Additionally, priority registration will no longer be available, nor will any of the other benefits of UTEC participation. TED courses already taken will count as electives toward the 128-unit USF requirement for a Bachelor's degree. Students dismissed from the UTEC program can apply to other graduate schools of education, or on their own to the USF SOE.

Between Fall 2014-Fall 2021, there have been an average of 14 students on PARC per semester.

### c. Student focus

Student focus is one of the hallmarks of the UTEC program. Much of the work performed by all staff members is student-centric. We constantly stride the fine line between doing too much or too little for our students. The complexity of this program with regard to the requirements for students necessitates a great deal of support from the staff. It is our job to decipher which elements of the program we will handle, and to what degree, versus those elements for which the students should achieve independently. A good example of this is the passage of the CSET exams. In the past two years, we have held CSET sign-up sessions, where we walk students through the CSET registration process. At the end of the session, students have signed up for at least one CSET exam. This assisted sign-up session provides students with the time and tools to sign up for CSET exams, balancing staff support with student autonomy.

Since the last program review, UTEC has continued to build student community by offering semesterly meetings, presentations, social events, etc. for specific groups of UTEC students. These group meetings allow for various groups of students to interact and become familiar with one another, as they likely take some of the same courses throughout the program. We have built active bridges not simply within a particular class of students, but also between years to foster more dynamic connections that help support new teachers as they enter into teaching. For example, we hold an alumni panel every spring to allow graduating seniors to make connections with UTEC alum. We have also created a welcoming space for students in the Education Annex where UTEC is housed, including providing free snacks and drinks. This has increased the number of students using the study space, while also allowing students to more easily socialize. Finally, students established the club Future Teachers Association (FTA), which has had some success in building community. It is currently dormant, but we hope to revive the FTA soon.

## **VII. Staff**

### a. Staff Members

The UTEC staff consists of a Director, an Academic Director, and a Program Manager. All staff members have many individual duties, however, the one duty they all have in common is student advising. Currently there is no UTEC Program Assistant.



### **i. Director - Mary Coen**

Mary has been part of the UTEC staff since June 2007. Beginning as the very first Program Assistant for the DDTP, Mary became Associate Director in February 2008 and Administrative Director as of June 1, 2013. In October 2019, Mary was promoted to Director. Mary also functions as the Coordinator for the STEM Education minor and the Undergraduate Fieldwork (UGFW) Placement Coordinator (a position that is labor intensive during specific times in the semester). Mary represents the UTEC at the San Francisco Unified School District Institutions of Higher Education (IHE) Advisory Council meetings, as well as in the SFUSD Pilot School initiative group, at local community colleges and the University of San Francisco Admission Department events. Additionally, Mary attends the USF Directors' and Chairs' regular meetings.

Mary has a keen interest in researching other undergraduate programs within California and in 2019 worked with colleagues from St. Mary's College of California, Notre Dame de Namur and Dominican University to form the Bay Area Undergraduate Teacher Education Group. This group provides an opportunity to stay up to date with how other institutions are handling their undergraduate teacher education programs and navigating the hurdles that are intrinsic to these programs that occur at both the university and the state level.

As an advisor, Mary serves the Multiple Subjects candidates, with the exception of those majoring in History, Sociology, International Studies, Latin American Studies or a language. Each semester, Mary meets with her advisees for a minimum of one hour to develop class schedules, as well as discuss any other UTEC or academic issues. Additionally, Mary participates in the PARC meetings. Also, as a follow-up, Mary checks in with these students midway through the semester. As a 1.0 FTE, Mary is generally available to meet with students upon request in addition to semesterly advising meetings. Students can easily set-up an in-person or Zoom meeting using Mary's Calendly links.

As the UGFW Placement Coordinator, Mary places all of the UTEC students enrolled in UGFW with local elementary, middle and high school mentor teachers. The process involves ensuring that all mentees have gone through the clearance process enabling them to be in the field. Beginning this Spring 2022 semester, that means obtaining SFUSD clearance and a Certificate of Clearance from the state. Additionally, Mary is responsible for working with the students on all pre-placement requirements, as well as dissemination and collection of all mid-term, final, program and mentor evaluations. Upon successful placement of mentees, field supervisors take over the communication with mentees and mentors. They attend the initial meetings and visit the placement classrooms for observations. The field supervisor position came into being in Fall 2015 (see job description in **Appendix S**).

Recruitment of new students is another area of work with which Mary is heavily involved, in particular working with the Office of Marketing and Communications, as well as the Office of Admission. Most of this work occurs from January through June and involves new

incoming students. Related to this work, Mary serves as a member of the Student Pathways work group. This group is tasked with studying and improving the University's processes for onboarding new students.

Mary also serves as the main liaison between the department and the adjuncts who teach the UTEC courses, ITP, UGFW and the STEM Ed module courses. Throughout the semester, she maintains communication with the instructors regarding all issues related to their courses and students. Before the beginning of each semester, and oftentimes at the end of the semester, Mary meets with adjuncts to prepare for, or review, their classes. Additionally, as the STEM Education minor coordinator, Mary meets with students interested in adding the minor and advises those who choose to pursue it. She also monitors the degree evaluations for the students and makes any necessary curricular substitutions. From time to time, Mary will review the current course offerings for any new courses that might be appropriate to be included in the minor; for example, recently the Kinesiology department developed the Lifetime Fitness and Wellness course, which has been added to the minor.

In response to some of the recent changes regarding state credentialing requirements, Mary is dedicating a great deal of time to the development of the Education: Liberal Studies major, which is in the early stages of review. Continuing to work with City College of San Francisco (CCSF), Mary is assisting with the development of a list of courses that can be taken at CCSF to fulfill the SMR for any students beginning their higher education there before transferring to a university. Furthermore, Mary's work with the Early Education department at CCSF is ongoing. The goal of this work is to develop a list of courses that Multiple Subjects (MS) candidates can take to enable them to teach P-K and T-K upon earning their MS credential.

Resume can be found in **Appendix T**.

## **ii. Academic Director - Michael Rozendal, Ph.D.**

Michael Rozendal, an Associate Professor in the Rhetoric and Language Department, joined what was then DDTP in 2011 as its Director (.5 FTE), a position reframed as Academic Director in 2013. Michael serves as a representative for the Center to other academic programs in the CAS and SOE, work that has been central to the curricular development and institutionalization since 2014. With the support of the CTC Grant, some of the highlights of these changes include the four year Undergraduate Teaching Credential Program pathways, the invigorated Spanish Bilingual Authorization collaboration, the STEM Education Minor, reframing our Fieldwork courses around Community Engaged Learning, etc.

This curricular work is coupled with an intensive student focus, a strand that unites all of the UTEC staff. Michael advises most Single Subject UTEC students, meeting with each of them for each semester for the *cura personalis* advising so critical to all of the UTEC programs. In

2018, he increased these meetings from half an hour to a full hour, in part to align with the other advisors in the Center and in part due to research like Cathy Davidson's *The New Education* showing the importance of "all-around" advising particularly for first generation and other often marginalized college students.

In 2019, the UTEC Academic Director position was reduced to a .25 FTE load, halving Michael's involvement with the Center. This reduction has made the development of robust, ongoing relationships with the numerous stakeholders on campus all the more difficult.

CV can be found in **Appendix U**.

### **iii. Program Manager and Advisor - Amy F. Joseph**

Amy has been with the UTEC since January 2020. Previously, Amy worked for USF's Sociology Department for 14 years. Amy primarily advises students on the Multiple Subjects path, in the following majors: Sociology, Critical Diversity Studies, International Studies, History, Latin American Studies, Asian Studies, Languages, and Physics (both MS and SS). Amy meets with all prospective students, and occasionally their families, to discuss the program and determine potential compatibility. She schedules all meetings with staff, departments, and committees, co-coordinates Future Teacher Seminars with the Director, and maintains student records in the File Maker Pro database, including GPA monitoring and transcript/template cross-checks each semester. She helps create a welcoming environment for UTEC students by maintaining a study space for them in the Education annex which includes snacks and drinks.

Amy is the point person for making structural changes to the in-house FileMaker Pro database. This has included adding requested fields to creating complex layouts to track California's changing BSR and SMR coursework options. She has created new reports to track these requirements, which has allowed UTEC and the Test Coordinator in the School of Education to easily exchange crucial information when needed every semester.

Amy assists with all curriculum matters, from proposals to assessment. Amy works with the Academic Director on all assessment reports, including setting assessment goals, gathering and analyzing data, and creating detailed reports to submit to the Office of Academic Effectiveness. She works with the Director and Academic Director to create curriculum proposals and enters them into USF's Curriculog system. In recent years she has contributed to proposals to modify the course options for the STEM Ed minor and convert UTEC's Fieldwork courses from Service Learning to Community Engaged Learning. Amy has also worked on the development of the new Education: Liberal Studies major.

Amy is a member of the San Francisco Educator Pathways Coalition, as well as on the marketing and higher education planning committees for an upcoming district-wide teacher fair sponsored by the San Francisco Unified School District. Recently, Amy was appointed to USF's newly formed Staff Council, a University cross-department advisory body.

Resume can be found in **Appendix V**.

### **b. Staff Planning**

We must function at a high level of efficiency due to our small size. Since the last program review, we developed a shared timeline showing tasks throughout the year and to whom they are assigned. This timeline allows each staff member to see which particular tasks are done by others and when they are due. Examples of such tasks include assessment, handbook revision, developing and scheduling Future Teacher Seminars, event scheduling, GPA monitoring, registration advising and template review, and important dates and deadlines.

We accomplished another goal of our previous program review by creating a Standard Operating Procedures manual to help staff in the event that any staff member is unable to complete one of her/his functions. In essence, each staff member, or for that matter any USF employee who might need to fill in, would be able to access information regarding the operation of the department. Previous Program Manager Melissa Hope created the SOP, and it was extremely helpful when the new Program Manager joined the team, assisting with the job's steep learning curve.

## **VIII. Diversity**

The UTEC program continues to cultivate diversity in its teacher preparation population, responding to the shifting demographics of California education. The most recently reported statistics for SFUSD students K-12<sup>th</sup> grades are:

Latino 30%

White: 14%

African American 6%

Asian and Pacific Islander 38%

Other 12%

(CA state web site, <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>)

**Appendices A and W** note the demographics of the undergraduate UTEC student population. While the student body of the UTEC program is not as diverse as that of the university as a whole, the level of diversity amongst UTEC students has increased over time. Currently, 73% of USF's student body is students of color. UTEC, including both undergraduates and graduate students, is at 52% for the same statistic (data compiled using CIPE for undergraduate students and UTEC's internal database for graduate students). In comparison to the city and the state, UTEC is doing well with regard to diversification. In 2018-2019, only 34% of California teachers are of color (see citation above). Additionally, as of Spring 2022, 26% of

undergraduate UTEC students are First Generation. In terms of gender identity, 13% of all UTEC students, both undergraduate and graduate, identified as male, and 87% as female (figures for both undergraduate and graduate students).

## **IX. Technology and Informational Resources**

With regard to the UTEC staff, the File Maker Pro (FMP) database is the cornerstone technology for maintaining student records, facilitating advising, and keeping historical data in UTEC programs. This database contains pages for each student's template (academic plan), GPA tracking, Early Field Experience details, and notes, among others. Student records are highly searchable for specific and detailed information. The flexibility of the database program allows for ongoing modifications and revisions of its structure to include new items we deem pertinent to track. We rely heavily on FMP when monitoring student statistics, predicting course enrollments, and ensuring requirements have been met for on-time student graduation.

A customized template is developed for each student who enters a UTEC program. The student template provides a road map for students during their time in the program. This is a "living" document that contains all courses needed to fulfill requirements within a student's major, the UTEC, and the University. Templates can be modified as students progress through the program, and are cross-checked with student transcripts and degree evaluations each semester. We encourage students to check their templates, especially during advising periods.

In 2020, UTEC staff began using a calendaring program called Calendly. Calendly allows students to directly schedule appointments with staff using an appointment calendar link. Each staff's Calendly is linked to their Google Calendar. As a result, Calendly only lets students book an appointment when a staff member is free. As staff update their calendars with other meetings, appointment slots for students are modified in real-time. Appointments are now easily and quickly set (and canceled or rescheduled, if need be). Calendly has allowed staff to avoid long email threads while trying to schedule meetings with students, which has increased efficiency and minimized any student frustration.

UTEC staff have taken advantage of the recent increase in Zoom usage to meet with prospective students both locally and around the country. Face-to-face meetings in Zoom have proven to be much more effective than the previous practice of meeting prospective students via phone call.

In 2021, UTEC modified the FMP database to align with California's changes to Basic Skills (BSR) and Subject Matter Requirements (SMR). Previous to 2021, students fulfilled their BSR and SMR by taking state CBEST/CSET exams or, in the case of the BSR, scoring sufficiently high on their SAT or ACTs. In Summer 2021, new legislation allowed for a coursework option to fulfill the BSR and SMR. This change required UTEC to build a system that allowed us to track which courses, if any, fulfilled the requirements. In collaboration with the SOE's Test Coordinator, UTEC created a process that required creating new database layouts

and fields to track coursework and CSET exams for each UTEC student. While UTEC has always tracked CSET passage, we integrated our current system to also track applicable coursework. The changes to our database simplified a complex process and ensured greater accuracy in assessing students' fulfillment of the requirements. (See **Appendix Q** for samples.)

In 2020, we developed a Canvas site to centralize program information and house documents that students might need. These include the UTEC and Fieldwork handbooks, advising guidelines, CSET study guides, past newsletters, and links to USF-wide resources. The Canvas site has been helpful in reducing the number of informational emails UTEC students receive and making it easier for students to locate important documents.

## **X. Facilities**

The UTEC offices are located in the SOE Annex Building. Both the Director and Program Manager have self-contained offices (ED 245 and ED 125). The Academic Director has an office in Kalmanovitz Hall (KA 281), as he is also faculty in the Rhetoric Department and Honors College. The main office area (ED 246) consists of side-by-side cubicles where the wall between them has been removed. The result is one workspace that serves as the main UTEC office. In 2021, we approached the SOE to increase the amount of loft space afforded to us for storage, but were only granted one small bookshelf while the SOE staff further assessed the shared space. The staff has converted to paperless operations as much as possible, to minimize the amount of storage necessary for paperwork.

The UTEC offices in the SOE Annex provide a centralized location to serve the needs of the students, as well as important proximity to SOE staff and faculty. The Director's office is large enough for a small table around which the department is able to have staff meetings as well as PARC meetings, which are confidential. However, the current UTEC facilities are less than adequate in other areas, including the remote location of the SOE Annex building, which often presents wayfinding issues.

## **XI. Conclusions/Plan for the Future**

The years covered by this self-study have been transformative. All of the changes over these years speak to the dynamism and innovation of the UTEC coupled with a foundational focus on supporting students navigating the complexities of undergraduate, professional, and graduate education.

The creation of the Undergraduate Teacher Education Center over these years reflects the expanded vision that we have developed. UTEC is the home to the Dual Degree in Teacher Preparation Programs that remain at the core of our work, but it is also broader, and we hope to continue to develop those possibilities going forward.

It is worth reinforcing the ways that our commitment to synthesizing USF resources in light of community need and the shifting landscapes of education have borne important innovations over these years, from programs (STEM Education Minor) to collaborations (Spanish Bilingual Authorization pathway) to whole new credentialing pathways in with CTC support.

Our commitment to supporting students in becoming teachers informs so much of our work, but it is worth highlighting the the ways that we advocated across the university to make it possible for our students to access the TEACH grant as juniors and seniors, financially supporting them in critical years to reduce financial barriers to both degree completion and professional development.

It is this same vision that fuels our current work to develop an Education: Liberal Studies Major along with pathways for all interested students to satisfy the California Basic Skills Requirement (BSR) and Subject Matter Requirement (SMR) through coursework rather than testing.

Looking forward, the UTEC enjoys the ability and the freedom to be innovative and responsive to student development and support. We are proud of the recent gains we have made with regard to changing state requirements, inter-departmental relations, course offerings, academic program collaborations, field experiences, campus-wide visibility, self-study, and the reputation of the program and student participants. However, we continue to see potential for refinement and continued development of the current programs and processes, as well as new ideas. This is where we will place our focus in the immediate future. Given the accomplishments of the past few years, it is time for UTEC to support and maintain the innovative programs that are currently being offered. To that end, our near future will likely not include as great a number of major changes as have recently been implemented. It will be more of a period of refinement. Listed below are some of the main objectives for the near future.

a. Departmental Buy-in and Collaboration

Given the interdisciplinary nature of UTEC, departmental buy-in and collaboration has always been of great importance. However, there is no time when it has been more important than now, given the plan to offer the Education: Liberal Studies major. This major is planned to include only courses that already exist and run through other departments with the exception of INTD 110, INTD 385, 386, 387 and 320/321 (see **Appendix J** for all syllabi). The current proposal does not require the development of a single new course (although over time we expect that it will). As such, regarding collaboration with CAS, going forward we plan to solidify the results of discussions and decisions by utilizing an informal MOU document (as mentioned above). Over the years we have been at a disadvantage when the leadership of academic departments changes and we have no documented evidence of agreements with previous

leadership. This will greatly assist us in being able to have the courses our students need offered regularly and at times that don't conflict with TED courses.

We would like to see greater collaboration and synthesis between SOE and CAS. We've seen how productive this is for our students and we've been very happy with our deepened relationship with TED. We hope to enable UTEC students to have easier access to other graduate programs within the SOE, not simply the MAT program, should they have the interest. These programs include: Urban Education and Social Justice, MATR, TESOL, Catholic Education and Leadership, and SPED.

#### b. Field Placement Coordinator position

Our vision includes a position specifically designed to run the fieldwork component of UTEC programs. Currently, Mary Coen is the Placement Coordinator for all UTEC UGFW placements. The work involved in preparing the students to be placed in the field, securing mentors, hiring field supervisors and course instructors, and monitoring all facets of UGFW throughout the semester is incredibly time consuming, while simultaneously time-sensitive. Employing a part-time coordinator to oversee the UGFW would increase the efficiency of the process as well as improve the overall experience for everyone involved. Moreover, the level of community engagement would likely be increased, as the coordinator would be able to become more familiar with the teachers and administrators at the schools in which mentees are placed.

Ideally, adding a position committed to supporting current students and deepening community connections could also serve as a resource for career placement and a touchstone for alumni who are currently teaching.

#### c. Student Experience

There are two areas that we addressed in our last review that we felt would significantly enhance our students' experiences with the UTEC: development of a future teachers club for current students and development of an Alumni group. The student club has been formed but has been less than successful in meeting the goals that we had envisioned. Recent discussions have illuminated some of the reasons for the club's lack of success. Firstly, UTEC students are pursuing a variety of different majors and many also minors; thus, they have many obligations related to those pursuits. Secondly, a very large percentage of UTEC students have on-campus and/or off-campus jobs. Add to that, many UTEC students don't live on campus. Considering all of these factors, it seems evident that many of them simply don't have the time to add another extra-curricular. If the Education: Liberal Studies is approved and offered sometime soon, this could help the situation regarding the club as for students pursuing the new major it would be more relevant.



The Alumni group was envisioned to be a more web-based or social media-based organization with less frequent meetings, perhaps only periodic reunions. The goals of this group were to be: staying connected with each other along with the UTEC/TED faculty/staff; developing a resource for current students; and providing support and a network for our graduates to help each other with regard to employment or other opportunities. Our Alums, many of whom work in the same cities, even in the same districts, seem well positioned to create a robust network that extends beyond USF. Our hope was that this network could also provide additional support for new teachers as they are beginning in the profession. While this group hasn't come to fruition, we're happy to report that our student intern is working at finalizing a robust database of contact information for our Alumni. It is our hope to begin communication with this group soon by sending a survey asking them what type of Alumni organization or communication they would like. We believe that asking for their opinion will garner a better result once we begin regular communication.

There are two ways in which we have increased our connection with our Alumni since our last review. Each semester we have mentees placed with UTEC Alumni. This connection produces ideal situations for mentorship, as our mentors understand completely the goals and expectations of the programs which their mentees are pursuing. Mentees and mentors can relate to each other in ways that other mentor-mentee pairings cannot. Also, we began hosting Annual Alumni Panels for our senior students. We bring together a panel of 5-6 Alumni from a variety of different UTEC programs to speak to the seniors about their experiences in the final year. One of the major goals of the panel is to minimize the anxiety some of the seniors experience as they begin to transition to the SOE/TED. The plan is to continue both of these practices, and as is always our goal, to make improvements as we go.

#### d. Recruitment of new students

Recruitment tactics must change and respond to the current trends in communication being utilized by the target group of students. With the help of OMC and the Office of Admissions, UTEC is able to utilize the recommended forms of communication and obtain lists of students who have expressed interest in undergraduate teacher education. Unfortunately, neither of the other offices is completely happy with the available options; currently, email isn't a very successful means of communicating and social media preferences change so quickly it is almost impossible to stay current. Additionally, social media platforms don't allow for the types of communication needed to accomplish certain tasks, such as registration, major selection, advising, or simply gathering pertinent information. We have found that prospective students are interested in meeting with someone. In an effort to capitalize on this interest, we hope to have current students volunteer to "chat" (most likely via Zoom) with interested students. Our plan is to have at least one student, from each of the UTEC programs offered, volunteer to connect with

prospective students. Ideally, our volunteers will be juniors or seniors who can share details about their experiences and answer questions for prospective students.

e. Exploring additional forms of financial assistance

Resulting from discussions we initiated this past Fall (2021), as of this Spring, UTEC junior and senior students will be able to apply for the TEACH Grant. Until now, only students in the graduate portion of their teacher education were able to avail themselves of this opportunity. We plan to have UTEC students utilize the system that is already in place for the graduate students regarding applying for the grant. Furthermore, if we are able to create the new field coordinator position discussed above, we envision the ability to connect UTEC students to paid positions in local schools and community-based organizations. Lastly, a portion of the work assigned to our student worker will be to research new state options regarding grants, loan forgiveness and any other forms of financial assistance specifically for individuals pursuing a teaching career.

## **XII. Acronyms Glossary**

BSR: Basic Skills Requirement  
CAS: College of Arts and Sciences  
CBEST: California Basic Educational Skills Test  
CCSF: City College of San Francisco  
CEL: Community Engaged Learning  
CSET: California Subject Exams for Teachers  
CTC: Commission on Teacher Credentialing  
DDTP: Dual Degree in Teacher Preparation Program  
ETS: Educational Technology Services  
FMP: FileMakerPro  
FTS: Future Teacher Seminars  
IHE: Institutions of Higher Education  
ITP: Introduction to the Teaching Profession  
L & I: Learning and Instruction  
MAT: Master of Arts in Teaching  
MATR: Master of Arts in Teaching Reading  
MS: Multiple Subject  
OMC: Office of Marketing and Communications  
PARC: Professional and Academic Resources and Coaching  
SAC: Strategic Advisory Committee  
SFUSD: San Francisco Unified School District

SL: Service Learning

SMR: Subject Matter Requirement

SOE: School of Education

SPED: Education Specialist credential

SS: Single Subject

STEM Ed: Science, Technology, Engineering, and Math for Educators minor

TEACH Grant: Teacher Education Assistance for College and Higher Education grant

TED: Teacher Education Department

TESOL: Teaching English to Speakers of Other Languages

UGFW: Undergraduate Fieldwork

USF: University of San Francisco

UTEC: Undergraduate Teacher Education Center

### **XIII. Appendices**