

Minutes of the Meeting of September 28, 1998

Members Present: Pam Beeman, Kate Conway-Turner, Bob Hampel, Charles MacArthur, Ann McNeil, Rob Palkovitz, Mary Roe, Barbara VanDornick, Carol Vukelich

Members Absent: Jinfa Cai, Dan Rich, Bonnie Robb

I. Minority Student Recruitment Plan

As requested at the September 4 meeting, Gail Rys made revisions to the minority student recruitment plan budget to include support and administrative costs in addition to the operating costs.

A motion was made and seconded to approved the revised budget. The motion was passed unanimously.

II. Framework for Ensuring the Integration of the Conceptual Framework into Programs

Bonnie Robb and Mary Roe drafted a set of procedures for UCTE to follow to ensure the integration of the conceptual framework into all professional education programs. Mary described Bonnie's and her thinking regarding the proposal. After discussion, UCTE approved the proposed procedure as described in Attachment 1. In preparation for NCATE's visit, the chair of UCTE was directed to contact administrative officers and program coordinators for information on how the conceptual framework has been integrated into program policies and handouts (e.g., brochures, materials distributed to students); course syllabi; entrance and exit requirements; and the selection of cooperating teachers, school psychologists, and school counselors. UCTE has agreed to develop an addendum to the course evaluation form which will permit the gathering of information about the students' perspective on the course's integration of the conceptual framework. Since a program is a collection of its individual courses, UCTE decided that each and every course in every program must be reviewed for integration of the conceptual framework but that when multiple sections of a single course were offered the program should provide a syllabus for one section.

III. Program Review Policy

Consistent with its goal of insuring quality education programs, UCTE discussed the review of professional education programs. UCTE recognizes that program coordinators just prepared folios for a national specialty organization and the Department of Education. Therefore, it recognizes that faculty would not be eager to immediately engage in the preparation of program review materials. However, UCTE is faced with the challenge of insuring that the conceptual framework has been integrated into all professional education programs. Therefore, the chair was directed to write to department chairs and program coordinators requesting descriptions and artifacts detailing how the conceptual framework has been integrated into each program's entrance and exit requirements, program handouts, and material (e.g., policy statements, student

handouts), the selection of cooperating teachers or cooperating school psychologists or cooperating school counselors, and course syllabi. These descriptions and artifacts will be reviewed by UCTE at its November 4 meeting in preparation for the November 7 arrival of the NCATE team.

The following motion was unanimously passed regarding subsequent program reviews. Programs will be reviewed on a three-year cycle beginning with graduate programs, the elementary teacher education program with its additional endorsements and certification areas, and finally Arts and Sciences; Early Childhood Development and Education; Health and Physical Education; and Agricultural Education. Specific procedures for program review will be considered at the next meeting. The chair was directed to obtain information from the Office of Graduate Studies on the University's program review policies and procedures.

IV. NCATE Requirements that All Candidates Work with Culturally Diverse Students, Students of Differing Ages, and Exceptional Students

The discussion regarding this item centered around the unit's ensurance that all students meet each of these indicators. Due to the nature of the surrounding schools, UCTE members are convinced that all candidates work with culturally diverse students. To meet State Department of Education guidelines, one of the clinical experiences in the Educational Studies courses for students in the secondary education programs will be with a middle school student. Secondary teacher education students will student teach in a high school. Candidates in other programs are provided with opportunities to work with students of differing ages. UCTE members were less sure about all candidates having placements with exceptional students. Elementary teacher education, early childhood, and physical education candidates all are placed with exceptional students. Secondary education candidates might be able to complete their program without working with exceptional students. There are three possible solutions to this situation:

- the new half course on teaching exceptional children might include observations or participation with exceptional students,
- candidates might work with exceptional students during their methods course, or
- candidates might work with exceptional students during student teaching.

These options need to be explored.

A. Ensuring and Monitoring

UCTE is responsible for ensuring that all candidates work with culturally diverse students, students of differing ages, and exceptional students. The elementary teacher education program has established a scheme so that information is being put into a computer database. Dr. Ann McNeil suggested that rather than having a secretary or faculty member enter data into the computer template, candidates should be required to enter information regarding their placements themselves. Faculty would be responsible for checking the candidates' entries to ensure accuracy. Dr. McNeil suggested using an electronic resume. This would provide a comprehensive listing of each candidate's

clinical experiences for people in the community, candidates, and faculty members to examine. It would provide students with a "gradual" resume. Mrs. Barbara VanDornick and Dr. Ann McNeil agreed to draft a template for the construction of an electronic resume for consideration at the next meeting.

V. State and Learned Society Program Folio Reviews

With the exception of the Consumer and Family Studies program, all programs have received a response to their folio by the State Department of Education or by a learned society. The Department of Education wishes to have a response to the concerns raised before its representatives arrive on campus in November. A motion was unanimously approved that the UCTE chair ask each program coordinator to provide a written response to the concerns raised by the State or learned societies and that this review be completed by the end of October for UCTE review at its next meeting.

VI. Faculty Minority Recruitment Plan

Dr. Kate Conway-Turner prepared a statement for UCTE review on faculty minority recruitment. During discussion and minor revisions of Dr. Conway-Turner's proposal, the proposal, as revised, was unanimously approved. (A copy of the UCTE faculty recruitment plan is attached.) UCTE's intention is to be proactive, to assist professional education units in their efforts to hire and retain minority faculty. To help UCTE understand ways that it might play a proactive role in faculty minority recruitment, Judith Gibson, Assistant Vice President, Affirmative Action and Multicultural Program will be asked to provide information to UCTE each year regarding the previous year's professional education searches. Our intention is to use this information to understand how UCTE can revise its strategies and develop its proactive faculty minority recruitment stance.

VII. Graduate Minority Recruitment Plan

UCTE members were reminded that each unit or program is responsible for submitting a request for minority student recruitment funding to John Cavanaugh, Vice Provost for Academic Programs and Planning, by October 19. The chair was directed to write to professional education units or programs to remind them of the impending due date and to request a copy of the unit's or program's graduate student minority recruitment plan for UCTE review.

VIII. General Education Goals

The University is working to revise the goals for general education. Presently there are three subcommittees working on these goals. Dr. Marilou Hyson wrote to request UCTE's support for the general education goals, as proposed. She proposed the following motion:

The University Council on Teacher Education supports the University's efforts to reform general education by identifying clear goals and well-focused experiences that all University of Delaware students should have during their years at the University of Delaware. UCTE finds these goals consistent with our conceptual framework for teacher

education and believes that broad implementation of the goals will increase the value of general studies for teacher education candidates.

The motion was approved unanimously.

IX. Praxis I for All Teacher Education Candidates

As per our request, Mrs. Barbara VanDornick obtained information from Educational Testing Services regarding our candidates' performance on Praxis I. Generally, University of Delaware students score higher than the average and median. Mrs. VanDornick noted that the State Department of Education has tabled requiring Praxis I of all Delaware higher education/teacher education candidates. A motion to require Praxis I of all University of Delaware teacher education candidates was tabled until the next meeting because several representatives of secondary education programs were not present or had departed from this meeting.

X. Enrollment Figures

Mrs. VanDornick reported that there are approximately 1,892 teacher education majors at the University of Delaware. The elementary teacher education program is the largest program on campus. 11.75% of all undergraduates enrolled at the University are enrolled in a teacher education program. Teacher education enrollment is up. Mrs. VanDornick agreed to bring an ethnic breakdown to the next UCTE meeting.

XI. Undergraduate Teacher Education Brochure

Mrs. VanDornick reported that by the beginning of November she, with Amy Foley's assistance, will have developed a University of Delaware teacher education brochure. This brochure will describe all undergraduate teacher education programs at the University of Delaware.

XII. NCATE Institutional Report

Dr. Carol Vukelich reported that the Institutional Report is completed. Interested faculty may obtain a copy from Dr. Sara Lamb. It is important for all UCTE members and professional education faculty to read the document.

The next UCTE meeting is scheduled for November 4 in Room 207.

Respectfully submitted by:
Marie Senff and Carol Vukelich