

**University Council on Teacher Education**  
**Minutes for December 15, 2021**  
**10:30 – 12:00**  
**Zoom**

**Members Present:** Duane Cottrell, Jen Gallo-Fox, Steff Kotch-Jester, Katie Joynt, Tory McHugh, Chrystalla Mouza, Krissy Najera, Kristin Nelson, Diana Roscoe, Brooke Surgan, Carol Wong

**Members Absent:** Suzanne Burton, Gary Henry

**Guests:** Christine Gorowara, Lynn Worden, Blythe Milbury-Steen, Hannah Kim

The October 28, 2021, minutes were unanimously approved.

**Announcements**

1. Teacher of the Year Event – Monday, February 21<sup>st</sup> – Virtual
  - Reminder to Save the Date for our virtual Teacher of the Year Event
2. Spring Meetings - Dates/Times
  - We have included a doodle poll for the Spring Meetings. Please complete by 1/5/21.

**New Business**

1. Program Review – ECE (Lynn Worden)
  - Lynn reviewed the program changes. See attached document for details.
  - **Changes approved; 9 Pass; 1 Abstained**
2. Discussion on whether the courses should be approved before the program. Is Curriculog set up to notify UCTE for approval of courses? Would reviewing the syllabi be efficient? Perhaps attach syllabi in Curriculog. Christine shared UCTE bylaws where it states:
  - *Section 4: The Council shall review all proposals for new or revised programs in professional education before their submission to the Faculty Senate. As a result of its review, the Council shall recommend to the Senate as to whether the proposals for revision or for new programs reflect State and national standards and merit approval or disapproval at the Senate level. (Bylaw change adopted April 18, 2016, by UCTE vote.)*

Concern that we are approving a program which leads to certification without approving the courses first. Others were satisfied with approving the program and just seeing the courses descriptions. It's a simultaneous process where you are approving a program and the courses. We should trust the faculty to approve the courses and we should be able to see the course descriptions when approving the program.

- **ACTION: Review the process and revisit the UCTE policies/bylaws at meeting in February.**

3. Program Review – Music Ed (Duane Cottrell)
  - Duane reviewed the program changes. See attached document for details.
  - **Changes approved; Unanimously**
  
4. Program Review – Elem Ed (Steff Kotch-Jester)
  - Steff reviewed the MS Math & MS Science program changes. See attached document for details.
  - MS Math
  - **Changes approved; Unanimously**
  - MS Science
  - **Changes approved; Unanimously**
  
5. Program Review – Foreign Language (Blythe Milbury-Steen)
  - Blythe reviewed the program changes. See attached document for details.
  - **Changes approved; Unanimously**
  
6. Program Review – History Ed (Hannah Kim)
  - Hannah reviewed the program changes. See attached document for details.
  - **Changes approved; Unanimously**
  
7. PECB Revisions (Tory McHugh)
  - Tory reviewed the recommended revision for PECB bylaws regarding confidentiality:
    - Current policy: To maintain confidentiality. The nature and status of any case may be discussed only with other members and those directly affected by the candidates' sanction (e.g., program coordinator, department chair).
    - *Proposed Change: Where a concern for student wellbeing arises within a PECB hearing and with the unanimous agreement of the present PECB members, the Certification Officer may issue an alert to the Dean of Students via Blue Hen Success Collaborative.*
  - Reason for requesting the change is that PECB has a number of incidents where we felt concerned for student's wellbeing but had questions regarding student confidentiality in PECB policies. Several members provided feedback and discussion around student wellbeing and getting students the help they need. Suggested to run by University Student Council and Student Conduct department to see how these issues are handled.
  - **ACTION: Tory to reach out the University General Council for any legal issues regarding confidentiality and the Student Conduct department to examine their current process for handling confidential issues.**
  - **ACTION: Each member is to take this change request back to their programs for discussion and feedback and we will vote on at the next UCTE Meeting.**

## Old Business

### 8. Dual Enrollment (Suzanne Burton)

- Krissy reviewed that at last meeting Suzanne posed a request to create a task force to look more closely at dual enrollment. Everyone was to take this back to their program for feedback. One suggestion was how open is UD to dual enrollment and the financial aspect. The details are something we need to know before creating a task force, as we don't want to be set up to fail.
- **ACTION: Krissy will reach out to Suzanne to get the ground level information and to the Deans of both colleges and report back at next meeting.**

Meeting adjourned: 12:00 p.m.

## PROGRAM REVIEWS

### Lynn: ECE:

The following AA course requirements (in yellow) will be accepted in the ECE BS program in lieu of the currently required courses (not highlighted):

- HDFS 221 Child Development II: 3 to 10 or HDFS 223 Foundations of Early Childhood Development (both are existing courses)
- HDFS 204, 252 and 280 (9 cr. see below) or HDFS 222 Inclusive Curr. & Assessment Birth to grade 2/ HDFS 224 Practicum in Inclusive Curriculum & Assessment: Birth - Gr 2 (plus 3 credits of free electives)
- HDFS 250 (see below) or HDFS 355 Professional Issues in Early Childhood Dev. & Ed.
- HDFS 290 or HDFS 470 Families and Children at Risk
- HDFS 210 or EDUC 210 Beginning Literacy Instruction

### **Additional proposed changes:**

- Increase each student teaching placement (EDUC 400) from 6 credits to 7. This will be more aligned with all other teacher education programs credits for student teaching at UD. It will also put less pressure on ECE students to take more than 15 credits per semester.
- Remove the ENGL 200 or higher requirement to allow for more free elective credits now that two credits are being removed with the increase in EDUC 400 credits. The requirement does not seem to fulfill the goal of having students get more experience writing. Many ECE courses have significant writing components that better address that goal.

### **Proposed New Courses for ECE AA Program (all courses are 3 credits):**

- **HDFS 204 Engaging Interactions and Environments in Early Childhood**

- Course description: Knowledge and skill development in creating environments and interactions that support the development of children’s social and emotional, cognitive, and early academic skills.
- **HDFS 210 Supporting Language and Literacy in Early Childhood**
  - Course description: Knowledge about language and literacy development between ages 3 to 5; applied focus to build participants’ knowledge about, recognition of, and usage of evidence-based language and literacy practices within the early childhood classroom.
- **HDFS 214 Child Guidance: Supporting Positive Behavior in ECE**
  - Course description: Develop and implement evidence-based strategies for promoting positive social and emotional development and preventing and addressing challenging behaviors in children birth to age five.
- **HDFS 240 Health, Safety and Wellness for Early Childhood Education**
  - This course will address health, safety and wellness for children and resilience and wellness for educators.
- **HDFS 250 Becoming a Teacher Leader in Early Childhood Education**
  - Course description: Identify and reflect on strengths, values, responsibilities, and goals of early childhood education professionals. Topics include tools and strategies for professional development, current standards and trends in early childhood education, and cultural competency.
- **HDFS 252 Early Childhood Education: Observation and Assessment**
  - Course description: Addresses all stages of observation and assessment from planning and collecting information to analyzing data to inform teaching. Strategies for working with families and adapting assessment for children with disabilities and children who are dual language learners.
- **HDFS 280 Supporting Learning in Science and Math in Early Childhood**
  - Course description: Develop evidence-based instructional practices that support and promote logic and reasoning skills, math skills, and science knowledge in the early childhood classroom.
- **HDFS 290 Early Childhood Family Engagement and Diversity**
  - Course Description: Topics include strategies to develop relationships with families that support positive family and child outcomes in an early childhood setting; risk factors shaping the development and functioning of marginalized children and families. Theory, research, and practices discussed will emphasize family-professional collaboration, empowerment, family-focused practice, and social-justice.

**Duane: Music Ed:**

In a nutshell, there is a proliferation of new programs because the Registrar has decided to create specific program concentrations for each former subplan, based on the primary instrument of the major. The advantage to doing so is that it allows a major on a particular instrument to know precisely which ensembles they are allowed to take to satisfy the ensemble requirement. (For example, a violinist must take symphony orchestra to satisfy the large ensemble requirement, but a string bass player could take symphony orchestra or wind ensemble. These fine-grain details were never apparent in the generic program listing for the XMI programs.)

The other change is clerical in nature: we are changing the prefixes of all the methods courses to reflect that these are teacher education courses and not performance courses. By identifying that these courses live within the music education area and service music education students, music education faculty will have greater latitude and support to use these courses as an opportunity to reinforce and put into practice effective teaching and learning practices that will be useful in their future classrooms.

Last, the music history area has replaced their current history core with an innovative new set of core classes. These classes will provide students greater flexibility and options, which are beneficial to our music education students as they are to all of our majors.

**Steff: ETE MS Math:**

The School of Education's ETE Middle School Mathematics Program proposes to allow MATH231/232 or MATH115/221 in addition to the current requirement of MATH241/242 to satisfy the calculus requirement (MATH221/222 is also allowed currently, but 222 is not consistently offered so it is not a functional pathway for students).

Additionally, we propose to remove the current requirement of MATH230 from the program. With these changes, the program will still satisfy the 30-credit requirement for certification with 27 or 28 credits (MATH231 is a 4-credit course) coming from Mathematics courses and 3 credits coming from the Middle School Mathematics Methods course (EDUC406). Our rationale for making these changes include the following:

1. **Increasing flexibility for students:** By adding multiple options for students to fulfill the calculus requirement, we are improving flexibility in our program and allowing more opportunities for students to finish in four years without having to take courses in winter and summer at an additional cost to them. The flexibility also provides more options for students transferring into the university and/or the major to complete requirements for the concentration. We currently have two options for the

- calculus requirement on paper, but only one in practice because 222 is not offered. By allowing two additional options, there would be three total pathways (in practice) to fulfill the calculus requirement.
2. **Addressing inequities in our program:** By adding MATH115/221 as an option, we would mitigate an equity issue in terms of access to additional opportunities to complete the coursework. Students in the AA Program have difficulty taking MATH241 at the Georgetown and Wilmington campuses because often the semester/time in which the course is offered coincides with the time as other required courses. Once AA students transition to the main campus, they only have four semesters to graduate on time. One semester is Elementary block, one is Middle School block, and one is student teaching leaving only one semester to get all their math courses done, which is not possible. So, often AA students must pay to take MATH241 during a winter or summer session. However, MATH115/221 are both offered at the Wilmington and Georgetown campuses during times that would fit into their schedules. AA students could take those courses before arriving to the main campus thereby allowing the scheduling of other required courses in their last two years to be more flexible and their ability to finish in four years more feasible.
  3. **Providing student-centered mathematics for future teachers:** By adding MATH231/232 as an option, we would allow our students the opportunity to experience student-centered calculus classes, thereby reflecting pedagogy we would want our students to bring to their own teaching (these courses are offered by the Mathematics and Science Learning Lab (MSLL), which puts a priority on these teaching practices). With the courses' foci of developing students' critical thinking, problem solving, and oral/written communication skills, its specific use of active learning methodologies, technology, and focus on conceptual understanding is a good model for our future teachers to see and engage with often.
  4. **Aligning with new accreditation requirements:** In 2020, NCTM/CAEP revised the accreditation standards for middle school mathematics. According to their new Standards, vector & matrix operations, modeling, and applications are not required for middle school concentrations (verified by Dr. Irma Cruz-White; NCTM/CAEP SPA Coordinator). Students took MATH230 to satisfy this previous standard and is therefore no longer needed (no course will be added to replace MATH230). Removing MATH230 from the program requirements would allow us to still adhere to the new 2020 NCTM/CAEP Standards for middle grades mathematics while providing more flexibility in students' schedules.

These changes could keep many students in the program who would be great middle school math teachers but who would otherwise decide to complete a different concentration due to inflexible program requirements currently in the middle school mathematics concentration's coursework. Additionally, these

changes could attract more students to the middle school math program and boost our enrollment numbers because more of the program requirements could be met during the AA program and create more flexibility for students.

**Steff: ETE MS Science:**

This program change includes minor adjustments to the ETE - Middle School Science Concentration to allow concentrators to satisfy requirements for the newly proposed MS 4+1 in Insect and Wildlife Environmental Education in their senior year. The changes are:

1. Change the code for EDUC 404, Teaching Science in the Middle School, to EDUC 441 (see course revision) so that it can be dual listed with a 600-level science methods course (EDUC 641 Teaching Science in the Middle School).
2. List the requirements for this concentration to allow students to choose EDUC 441 or EDUC 641, with a note that students who are enrolling in the 4+1 MS must take EDUC 641

**Blythe: World Languages:**

**WL Ed Shared Cores:**

In summary, these changes will standardize the text appearing in the course catalog for the 6 language education majors to ensure consistency across majors and make future catalog updates easier. The changes are:

1. World Language Education "Interest:" Removal of the OPI Intermediate High score as a requirement for admission into the major (the criteria are now course/GPA specific only).
2. Requirements for Student Teaching: Listing the required GPA in all required pedagogy courses to qualify for student teaching. (The requirements themselves did not change; this is mainly a cosmetic change ensuring that all required pedagogy courses are listed for all majors).
3. Listing out all required "Professional Studies" courses in the same order for all language education majors. (Again, no change to the required courses themselves here, but simply assuring they all appear for each language education major).

**HBA Cores Update:**

There was also an update to Major Requirements Taken as Honors cores which affects WL Ed majors, too. The updates here are:

1. The discontinuation of the joint language/history degrees and

2. The name change from "Foreign Language Education" to "World Language Education."

**Hannah: History Ed:**

Students in the History Education BA currently take six courses that have a U.S. history focus (HIST315, HIST316 and 12 credits in a regional distribution of courses that have a U.S. history focus). Hence, we propose to change the regional distribution requirements by *reducing* the number of U.S. history courses from 12 credits to 9 credits and *increasing* the number of non-western/global history courses from 6 credits to 9 credits. This change also reflects the need to improve the teaching of world history at the secondary level.

Rationale: To include courses that do not have one particular regional focus but instead take a global approach to an area of research. Courses that take a global approach reflect the intent of the "non-western" requirement, which is to require students to take courses at to center the U.S. and Europe as the primary focus of study. The new destination would include courses that were on the "Asia, Africa, Latin America, or Middle East" list as well as courses that are listed as "global" in the HIST BA curriculum.