

University Council on Teacher Education

Minutes for November 15, 2004

10:00-12:00

217 Willard Hall

Members Present: Nancy Brickhouse, Timothy Barnekov, John Burmeister, Chris Clark, Alice Eyman, Laura Kincaid, Janet Smith, Carol Vukelich, George Watson, Rachel Wilt

Member Excused: Joan DeFattore, Barbara VanDornick

Members Absent: Amanda Hess

Guest Present: Gail Rys

UCTE unanimously approved the minutes from October 18, 2004.

Old Business

I. Reports (Barbara VanDornick)

- a. Enrollment and Admission Reports (Fall 2004)
- b. End of Term Report (Spring 2004)
- c. Institutional Recommendation (2003-2004)

Due to Barbara's attendance at the Teacher Quality Enhancement grant's mandatory meeting, these items were tabled until the December meeting.

II. Primary Endorsement (Carol Vukelich)

Nancy Brickhouse, Penny Deiner, Alice Eyman, Barbara VanDornick and Carol Vukelich met with Pat Carlson and Wayne Barton from the Department of Education to discuss the primary endorsement issue. Select IFST candidates have been completing 15 additional credit hours to extend their Delaware certification to grades K-4. Recently the Professional Standards Board and the State Board of Education changed the State's certification regulations; in this revision, the primary certificate was eliminated. At this meeting, the Department of Education verbally agreed

to grant candidates electing this option a K-6 certificate. To accommodate freshmen candidates who have selected this option, the Department of Education verbally agreed to provide the K-6 certificate to candidates completing this option for the next five years. Pat Carlson agreed to draft a letter to this effect. The letter has not yet arrived.

In addition, the current Elementary Teacher Education candidates entered a program that they thought would lead to K-4 and 5-8 certification. Given the new certification regulations, these candidates will be granted K-6 elementary and 6-8 middle level - general certifications.

New Business

I. Course of Study (Gail Rys)

Gail Rys presented the following School of Education Courses of Study for approval.

- Educational Technology: Curriculum Integration – 9 credits
- Educational Technology: Planning and Networking – 6 credits
- Secondary Special Education and Transition I – 9 credits
- Secondary Special Education and Transition II – 9 credits

Courses of study can be 6-15 credits. Educators will not receive their pay increase until they have completed 15 credits beyond their master's degree. Carol Vukelich indicated that a website has been set up and a brochure is being developed to be sent to educators and personnel directors describing the available Courses of Study. Many departments are working on developing a Course, or Courses, of Study.

UCTE unanimously approved the list of courses of study.

Prior discussion had taken place on how teacher participation in a Course of Study would be tracked. With agreement from UCTE, DCTE will develop an on-line application that educators will complete to notify UCTE of their successful completion of a Course of Study. The application will be received by DCTE and someone from DCTE will review the educator's transcript to confirm that a Course of Study has been completed. UCTE, through the DCTE office, then will send a certificate to the educator stating he/she has successfully completed a Course of Study. A question was raised regarding the authenticity of the certificate. It was decided that embossing the certificate would make it more official looking and make copying more difficult. The certificate also will indicate that it should be presented to the district's personnel office with an official University transcript. These two documents will indicate completion of an approved Course of Study.

II. Program Changes (Gail Rys)

- Doctor of Philosophy – One change was proposed, to reduce the number of required credits pf EDUC 840, Research Colloquia Lecture Series from 4 to 6.

UCTE unanimously approved this revision.

- Master of Arts in Teaching English as a Second Language - Three minor changes were proposed:

1. Change from the use of the special problems number, EDUC 666, to a permanent number, EDUC 742, for the practicum.
2. Replace EDUC 620/622 with EDUC 740, Literacy Instruction for English Language Learners. Neither EDUC 620 nor 622, the current required course options (candidates take one of the two), meet the needs of the candidates in the program. Dr. Sharon Walpole designed EDUC 740 for these candidates.
3. Require Praxis II as a program exit requirement, as a prerequisite to student teaching or the practicum. Praxis II is required for the candidates to be judged as 'highly qualified' and as the licensure requirement by the program's national specialty organization.

UCTE unanimously approved these revisions.

- Master of Arts Specialist Program in School Psychology – Two changes were proposed:

1. Grant candidates an Education Specialist degree upon the successful completion of the three-year program. Candidates currently complete 30 credits during their first- year in the program; a master's degree is conferred at the end of that year. They continue on for a second year and complete 24 additional credits. During the third year, they participate in a full-time, full-year internship under the direct supervision of UD faculty and an on-site supervisor. They register for 3 credits in the fall and 3 credits in the spring. Therefore, they are completing an additional 30 credits beyond the master's degree. At the end of the third year, they are granted a certificate indicating that they have completed the program. As the certificate is not a degree, school districts often do not acknowledge the additional 30 credits in their determination of the graduates' salary. This is problematic. In addition, the granting of a certificate at the completion of the program is not consistent with other nationally recognized, high quality School Psychology programs. Therefore, the School of Education is requesting the creation of an Educational Specialist degree, to be conferred upon candidates' successful completion of the program, at the end of the third year.

2. Add EDUC 658, Classroom Management and Discipline as an alternative to EDUC 681, Techniques for Behavior Change. This change is consistent with national program standards. Discussion also focused on EDUC 681's course description. Rachel Wilt, a graduate student in the School of Education, indicated that she was not informed that there was a practicum with the course. Gail Rys agreed to review the course's description and modify it to indicate that a practicum is required and that students should ensure that they have sufficient time to complete the practicum.

UCTE unanimously approved the above revisions.

- Master of Education in Curriculum and Instruction. Three changes were proposed:

1. Change the social studies specialization to a concentration so that this will appear on candidates' transcripts.
2. Change the mathematics education concentration to include an option that would lead to initial certification for individuals seeking middle school mathematics certification. The secondary mathematics concentration would remain as is, a program designed for currently certified teachers. Change the admission requirements to indicate that students coming into the program must have a minimum of 15 credit hours in mathematics. Add Praxis II as an exit requirement.
3. Change the admission deadline to November 1 (instead of December 1) for spring semester and April 1 (instead of July 1) for fall semester.

UCTE unanimously approved the above changes, with a revision to the wording about the Praxis II exam to indicate that it could be taken at any time but must be taken prior to exiting the program.

- M.Ed. Exceptional Children & Youth Two changes were proposed:
 1. Require that three of the six elective credits be technology credits.
 2. Require candidates to pass the Praxis I exam prior to applying for student teaching.

A question was raised regarding the inclusion of Praxis II as an exit requirement. Gail Rys indicated that she would take the request that the appropriate Praxis II exam(s) be added as an exit requirement to the special education faculty.

UCTE unanimously approved the program revisions.

- Doctorate in Educational Leadership.

Currently there are two concentrations: Administration & Policy and Curriculum & Instruction. The following changes were proposed:

1. Revise the Administration & Policy concentration so that it meets the ISLLC standards and gains state approval as a program that leads to state certification as a school leader. Several changes were proposed to the course requirements (See attachment A). In addition, only K-12 educators will be admitted to this concentration.
2. Rename the Curriculum & Instruction concentration to Organizational Leadership to accommodate other educators who wish to earn a doctorate but who are not K-12 educators or who are but seek to be a leader in a curricular area. Several changes were proposed to the course requirements (See attachment A) in addition to the title.

There was much discussion centered on the inappropriateness of the renaming of the Curriculum and Instruction concentration to Organizational Leadership.

UCTE suggested that Gail Rys return to the School of Education Graduate Committee to select a different name, perhaps staying with Curriculum & Instruction. Gail will notify Carol Vukelich of the outcome of the discussion. If the Graduate Committee agrees to re-title the concentration something other than Organizational Leadership, then UCTE will vote on the approval of the requested changes via e-mail.

Nancy Brickhouse expressed concern that the Administration & Policy concentration did not require candidates to complete a curriculum course. School leaders make important decisions about curriculum. Chris Clark suggested that rather than requiring a curriculum course, advisors should require candidates who enter the program without having completed a curriculum course to complete such a course as an elective.

III. Variance from the Approved Praxis II Policy (Nancy Brickhouse)

Nancy Brickhouse requested permission for the Elementary Teacher Education program to require candidates to take the Praxis II content exam as a graduation requirement rather than a co-requisite with student teaching. The rationale for this request is that ETE candidates who student teach in the fall complete their content course requirements in the spring, after student teaching.

UCTE unanimously approved allowing the Elementary Teacher Education program to require its candidates to take the Praxis II content exam for elementary teachers as a graduation requirement rather than as a co-requisite for student teaching.

IV. Additional Revisions to the ETE Program

- Add the requirement to submit scores for content area exams prior to graduation.

Rationale: This does not require any additional tests for most ETE students. Rather it just allows the institution to collect the scores for NCATE/specialty organization content knowledge reporting purposes. Because of the nature of the ETE program, program faculty prefer to make this a graduation requirement, rather than a prerequisite to student teaching requirement.

- Linguistics courses have been deemed by School of Education literacy faculty to be an important part of the middle school English major. Thus, program faculty want students selecting the English 'equivalent to a major content/certification area' to have the option of taking some LING courses as part of their 30-credit content major.

UCTE unanimously approved the revisions.

V. Health and Physical Education Program Changes (Janet Smith)

The following revision was proposed: Delete HESC 332, Health Behavior Theory and Assessment and add HESC 333, Health Theory and Program Planning. HESC 333 fulfills AAHE requirements for NCATE.

UCTE unanimously approved the revision.

The meeting adjourned at 12:00 p.m.