

University Council on Teacher Education
Minutes for December 17, 2019
12:30 – 2:30
200 Academy Street, Room 210

Members Present: Suzanne Burton, Gary Henry, Steff Kotch-Jester, Sarah Mallory, Chrystalla Mouza, Krissy Najera, Jennifer Nauen, Amy Trauth

Not Present: Tia Barnes, Tracy Quan, Rebekah Simpson

Guests: Christine Gorowara, Bonnie Meszaros, Daniel Stevens, Toby Driscoll, Hannah Kim

The October 22, 2019 minutes were unanimously approved.

No meeting held in November

Announcements

- Spring UCTE Meetings –Krissy informed the council of the Spring UCTE Meetings. They will be held on the 4th Tuesday from 12:30 – 2:30. The dates are 2/25/20, 3/24/20, 4/28/20, & 5/26/20.
- We need to obtain an undergraduate and graduate student representative for the UCTE Council.
- **Action: Please send your recommendation to Debbie as soon as possible so we can have them onboard for our first Spring meeting in February.**
- We also need a Secondary Education representative for the PECB Board. Please send representative information to Debbie by end of January.

New Business

1. Program Reviews

- Economics Education (Bonnie Meszaros)
 - Bonnie reviewed the Economics Education program proposal.
 - **Require STAT 200** to bring the BA Econ Educ requirements in line with the Department of Economics requirements. The Department added STAT 200 last year because the Department of Mathematics wished to discontinue offering Math 201 and 202. These courses were required by most majors in the Lerner College. The Lerner College replaced MATH 201 with STAT 200 in all majors. Last year when Lerner College replaced Math 201 with STAT 200 the College sent the rationale below for all departments to use. The Lerner College of Business and Economics has collaborated with the Department of Mathematics and the Department of Applied Economics and Statistics in making these changes. The changes are necessary because MATH 201 and MATH 202 are among the most transferred courses at the University. It was difficult for Lerner programs to develop analytics focused curricula without having uniformity in prerequisite courses.

The faculty in Lerner feels that this will have significant benefits to our students. Additional faculty resources have been provided or reassigned to support the added demand for STAT 200.

- **Require Econ 306 (Introduction to Econometrics)** for BA ECON EDUC majors to bring the requirements in line with the Department of Economics requirements. ECON306 will replace the MATH202 requirement. Per agreements with APEC, MATH and Lerner departments, the MATH statistics courses will be phased out. ECON majors will be required to take ECON306, a course designed for ECON majors. This course will not satisfy one of the ECON300 level electives. The faculty in the Department of Economics have agreed that applied empirical analysis should be a focus of the undergraduate curriculum. Requiring BA ECON EDUC majors to take ECON306 will further advance their quantitative reasoning skills.
- **Motion to approve changes passed.**
- Music Education (Daniel Stevens)
 - Daniel reviewed the following proposals: Music Piano Concentration, Music Principle Instrument Concentration & Music Voice Concentration. The same changes apply to all concentrations.
 - We propose to remove MUSC431 (Orchestration; 2cr) and MUSC407 (Contemporary Music Literature; 3cr) from the degree requirements and replace with 3cr. of required music electives. Rationale: MUSC431 (orchestration) has recently been repurposed as a small seminar for composition and music theory majors. We no longer have the staff or curricular intention to offer MUSC431 for music education majors. Rather, we seek to create space in their schedule to take one of several new courses developed or being developed that are designed for future music teachers. Because MUSC431 and MUSC407 are theory electives, removing MUSC431 creates a greater need for the alternative (MUSC407) than we have seats. Also, MUSC407 is required by other majors, who would not be able to take the required course if it was overwhelmed with Music Education students displaced from MUSC431. So, the music education area has decided to replace BOTH of these courses with 3cr. of required music electives, allowing students more flexibility in their course options. This is a good change for music education students, whose degree offers them little room for elective credits. This change also allows the Music Education area to reserve those credits for courses that they are creating as part of a longer process of curriculum reform.
 - **Discussion around credits and electives. Krissy will send suggestions and modifications to group.**
 - **Motion to approve changes with suggestions from group was passed.**

- Mathematics Education (Toby Driscoll)
 - Toby reviewed the Mathematics Education program proposal. At the request of the Registrar's office, we are replacing the vaguely stated "laboratory science" requirement with specifically designated courses. All the courses added come from the current degree Curriculog. On the advice of the Geological Sciences department, we are not including the GEOL 105/115 option that is currently accepted. To keep the presentation simple, the current option to mix the two halves of CHEM 103/104 and CHEM 107/108 is not expressed here. The presentation here follows the one from the Applied Math BS degree. Exceptions can be made routine through advising.
 - **Motion to approve changes passed.**

- Social Studies Education (Hannah Kim)
 - Hannah reviewed the History Education program, stating this is not a revision, but a curriculog system fix and the Registrar needs to have the courses broken out for the catalogue to be clean and accurate.
 - **Motion to approve changes passed.**

- Africana Social Studies Education Concentration (Hannah Kim)
 - Hannah reviewed the Africana Social Studies Education Concentration. It is a new program and it has launched but is not submitted. There were some courses that did not show up in the initial proposal. This proposal is to add those courses: HIST 493, EDUC 414, EDUC 419, and EDUC 420.
 - **Motion to approved changes passed.**

- Elementary Education (Steff Kotch-Jester)
 - Steff reviewed the Elementary Education major requirements proposal.
 - **General Studies Geography Course Revision Proposal.** In the current Elementary Teacher Education program, the General Studies requirements have all students choosing one of the following classes:
 - GEOG 102 Human Geography
 - GEOG 120 World Regional Geography
 - GEOG 203 Intro to Cultural Geography
 - **GEOG 210 Economic Geography**

Due to GEOG 210 no longer being offered, there needed to be a course change. Upon review of the GEOG courses online, the ETE Social Studies Coordinator felt that any of the following courses could be acceptable and would like to offer students multiple options through the GEOG department.

- GEOG 101 Physical Geography
- GEOG 152 Climate and Life
- GEOG 235 Conservation of Natural Resources
- GEOG 236 Conservation; Global Issues
- GEOG 310 Social Geography
- GEOG 311 Economic Geography and Uneven Development
- GEOG 315 People, Politics, and Place
- GEOG 320 Water and Society

▪ **Motion to approved changes passed.**

2. Review of DACTE Meeting with District Representatives (Christine Gorowara)

- Christine reported on the Fall 2019 DACTE Meetings. The meeting with Rep. Kim Williams reviewed three house bills: House Bill 253, House Bill 254 and House Bill 256. Bill 253 and 256 refer to criminal background checks. Bill 253 is one that we have been pushing for which would allow our student teachers to be part of the rap back program. This will give us better information but more importantly the student would only be required to get a criminal background check done once instead of every year. Bill 256 doesn't affect us as we currently include fingerprinting as well as a check of Child Protection Registry in our criminal background checks. Bill 254 is around the Alternative Routes to Certification program and allowing critical need reimbursement to be distributed directly to an institute of higher education.
- Superintendents Meeting involved panel discussion with school representatives around effective ways to partner with school districts. We discussed coordinating quality field experiences, impact of Teacher Academies on staffing and the teaching profession. They are very focused in getting bodies into classrooms. They see Teacher Academies as a big lever to "grow your own initiative" and convince the students go come back to the district to teach.
- Teacher Academy Instructors Meeting involved discussion and feedback from our Teacher Academy instructors. They said different versions of how the students can come into college with some benefit of being in Teacher Academy. There are a few hurdles that we face; one is there are no courses that run across all programs to be able to offer a dual enrollment course to TA students. Second, to offer a tuition help for dual enrollment. Suzanne, who is part of the Dual Enrollment Committee for the state, reported that there will be courses that are taught by high quality leaders. It would be delivered virtually but require in classroom teacher involvement. The plan is to offer free of charge. It was suggested to look at the data before making attempts to change things.
- Discussed placements of students in high functioning schools.

3. Substitute Policy (Krissy Najera)

- Krissy reviewed the policy on Substituting an Employment of Teacher Candidates. She had sent several articles to council to review before meeting. Some programs are concerned about the student teachers not

being ready to substitute. Suggestion is to indicate who is eligible to substitute. UCTE holds the umbrella policy and departments can add an addendum if desired. The following changes were discussed and suggested:

- Add: Methods students may not substitute teach during their assigned field experience times.
- Add: Teacher candidates may substitute teach during times they are not assigned to a field experience.
- Add underline section: Occasionally it is permissible, during their scheduled student teaching time, in the absence of his/her clinical educator for a short period of time, for the teacher candidate to assume responsibility for his/her clinical educator(s) on the condition that the school principal, the field instructor, the clinical educator(s) and the teacher candidate discuss and agree to the arrangement.
- Add underline section: In all situations where teacher candidates are being used as substitutes, the district will assume liability and responsibility for appropriate pay.
- Add underline section: Teacher candidates currently in field experience courses are teachers in training and must not be used as substitute teachers on a regular basis.
- **Action: All - Review suggested changes with your programs and get feedback. Policy is on the UCTE Google Drive/December Meeting Material folder.**