

University Council on Teacher Education
Minutes for November 17, 2020
9:00-11:00
Via Zoom

Members Present: Tia Barnes, Suzanne Burton, Duane Cottrell, Gary Henry, Steff Kotch-Jester, Chrystalla Mouza, Krissy Najera, Kristin Nelson, Diana Roscoe, Carol Wong

Not Present: Jenna Dean

Guests: Christine Gorowara, Marie Peters, Tory McHugh, Jen Nauen, Laura Eisenman, Daniel Stevens, Matt DeCamp

The October 27, 2020 minutes were unanimously approved.

New Business

1. Program Revision Approvals

- MPCP (Laura Eisenmann)
 - Laura reviewed the proposed changes for the MPCP program. The proposed changes would be within the current requirements for state certification and would make the program less expensive and more efficient for students. The two changes include: (1) reducing the total number of credits from 45 to 39 and (2) shifting when some courses are taken so that in most semesters/sessions students take two courses (6 credits), which allows them to use federal financial aid.
 - The reduction in credits comes from two places. First, we would eliminate one of the two previously recommended introductory courses that MPCP students typically took in their first summer session if they had not had similar courses in the past. This would save the students 3 credits. Students would no longer be required to take EDUC 697, which is a general introduction to special education course. Students would still be required to take EDUC 753, which is a course that was specifically designed for students in the MPCP to introduce them to the instructional needs of students with disabilities.
 - The second reduction of credits comes from the second year of the program. Instead of taking 6 credits of EDUC 725 First Year Teaching Seminar, students would take a total of 3 credits. Students would still receive coaching, observations, and feedback in the fall and spring of their first year as ARTC teachers of record under emergency cert/cert of eligibility, and they would still receive support to complete the edTPA before graduating at the end of their second year in the MPCP. We would distribute the 3 credits across the year (e.g., 1 in fall and 2 in spring) to have the minimum number of credits (3) needed on their transcript for the final practicum experience and maintain active degree status at UD.

- Questions regarding coaching, funding and revenue were discussed. There is concern with next year and funding issues, whether we can continue this model. Suggestion to delay this change one year. Is it possible to consolidate to one semester for a three-hour course? Its challenging because they need two summative evaluations and principals find it hard to see growth over time in one semester. EdTPA would be difficult and workshops not completed before.
- **Decided to table this to next meeting until we receive information regarding costs and budget.**
- Biological Sciences (Jen Nauen)
 - Jen reviewed the proposed changes for the Biological Sciences program.
 - First change is to change in minimum grade from a C to a C- for electives from other departments so that it matches the minimum grade required for biology courses. This impacts the BA Biological Sciences, BA Biological Sciences Honors, BS Biological Science, BS CMG Biological Science and BA Biological Sciences Education.

Motion – Approval of changes – unanimous; Change approved
 - Second change is to remove courses (BISC610, 630, 631, 641, 660, 671, 679, 693) because these are no longer taught by faculty that have retired and are not anticipated to be taught in the near future. Adding an existing course that was revised and approved to be a lit-based course. There are three new courses that have been created as Literature Based. Once these are approved as new courses, they will be submitted for the Approved Literature Based Course List.

Motion – Approval of changes – unanimous; Change approved
- Physics Education (Matt DeCamp)
 - Matt reviewed the proposed changes for the Physics Education program. The proposal is to add MATH 231/232 as an alternative to MATH 241. The reason being is students in MATH 117 were not getting enough progress and wanted a more integrated math.

Motion – Approval of changes – unanimous; Change approved
- Music Education (Daniel Stevens)
 - Daniel reviewed the proposed changes for the Music Education programs. They propose two minor or clerical changes, and one curricular change in which we substitute old requirements for two new courses designed specifically for General/Choral MUED students. The first two changes apply to Music Education-General/Choral - Piano Concentration (BM), Music Education-General/Choral - Voice Concentration (BM), and Music Education-Instrumental - Principal Instrument Concentration (BM). The third change only applies to Music Education-General/Choral - Piano Concentration (BM), Music Education-General/Choral - Voice Concentration (BM)

- First change is Music courses cannot be used to satisfy GenEd requirements. However, at the CAS level, students can satisfy these requirements by taking the cross-listed version of several music courses. We propose changing the description of the CAS breadth requirements to specify that music courses *or courses that are cross listed with music courses* cannot be used to satisfy breadth requirements.

Motion – Approval of changes – one opposition; ten approval; Change approved

- Second change is to clarify degree program audit/subplan for XMI and XMV programs to include MUED277 with a minimum grade of B+ or higher. The purpose of this change is to enforce within the subplan an often overlooked prereq for taking the following course in the music education core: MUED377. Building this requirement into degree audit would signal to students at registration that they are not able to progress in the curriculum and need to retake MUED277.

Motion – Approval of changes – unanimous; Change approved

- Third change is to replace the current Secondary Instruments requirements (string methods + woodwind or brass methods) with two new "Instrumental Methods for General/Choral Students" choruses that we are proposing this f20 Curriculog Cycle. Currently, General/Choral students take only two of the three existing courses, resulting in students who have a significant hole in their educational experience. These students, if hired to conduct a primary or secondary school band, will not be equipped with the information they need to teach either woodwind or brass students. By creating two new instrumental methods courses for General/Choral students, the students can work through all three primary instrument groups and gain the skills and confidence they need to teach students on any of the instruments in these families.

Motion – Approval of changes – unanimous; Change approved

- Latin Ed/Italian Ed (Persephone Braham)

- **Moved to December meeting**

2. Quick update on Fireside Chat (Debbie Ziomek)

- Debbie reported that the team discussed the option of changing the date to February, but Secondary Education students would benefit for the earlier date in January, so we will keep date as January 27th from 6:00-7:30.
- The Save the Date notices will go out today to professional ed listserv and students.
- I have received names of teachers from all program areas and will be sending out invitations to the teachers this week.

3. Accreditation update (Christine Gorowara)

Christine updated us regarding the status of the accreditation. The cohort is meeting tomorrow to review feedback data. We will write a recommendation and share with EPPs. The EPPs can write a one-page commentary on the recommendation which will be due by the end of February. Then we will submit it all to the Secretary of Education.

4. District Plans update (Marie Peters)

- Marie updated us on the current changes in Districts. Cecil County and Colonial School District have returned to all virtual teaching. Milford and Laurel are now virtual. The document on the google drive is current.

5. Student teaching policy during COVID – draft (Krissy Najera)

- Krissy reviewed the draft for the student teaching policy. The following are questions from the discussion.
- Will we require programs to submit their policies where it states that programs must have a policy in place? Yes, each program should have policies in place.
- Why are there UCTE policies and program policies that are different for each program? For certain policies there is a minimum UCTE policy and programs might elect for stricter guidelines.
- It was discussed last year regarding that instead of having a single policy for observations, UCTE could just require each program have a policy in place. Example, the 10% waiver policy was not for each program but for the ones that wanted to participate. Programs that choose to participate create their own policy, but each policy must be approved by UCTE.
- Where do the policies reside for each program? Elementary has them in the student teaching EDUC 400 course syllabi. Most programs have a manual or webpage that has the policy guidelines.
- Do we need UCTE minimum or baseline policies, with the understanding that individual programs can add to these policies?
- It seems we should house all individual program policies on a single website, like the UCTE webpage, so any program can see the minimum guidelines.
- Why are guidelines at UD stricter than the state guidelines? It comes down to each IHEs interpretation of the state policies. UD interpreted Regulation 290 as meaning 10 weeks of student teaching was required for each certification, whereas WilmU and others interpreted it mean 10 weeks total, which is believed to be the correct interpretation.
- **ACTION: Members to take back to programs to see if they feel there should be a clearinghouse for teacher preparation policies and guidelines.**

- **ACTION: Krissy will work on the draft document before sending it around as well as the proposal to discuss whether there should be umbrella policies from UCTE that can be modified by programs. Members should then take these to your programs and program coordinators to discuss.**
- **ACTION: Programs should review link from Marie for any changes.**

6. Mandatory Reporting (Krissy Najera)

- Krissy reviewed an incident regarding mandatory reporting. I reviewed the documents and policies as it relates to students responsibilities when it comes to mandatory reporting, we have a safety policy and we have a training that students must complete where they learn their responsibilities regarding mandatory reporting. But we do not have process in place for what a student should do in that situation. Meaning, who do I contact first if I have a problem with my clinical educator or who do I contact if it is another clinical educator.
- Stewards of Children training does explain the process of what mandatory reporting is, but it does not give details for students to follow.
- The issue was the administration did not believe the student teacher regarding the report of the clinical educator. The student teacher should have process of who to contact when there was an incident, so they feel protected when reporting an incident.
- **ACTION: Krissy will work with Steff, Tia, and Kristin to infuse this information into the orientation sessions prior to fields and student teaching.**

Meeting adjourned at 10:30 am