

University Council on Teacher Education
Minutes for December 12, 2022
3:00 – 4:00
Zoom

Members Present: Suzanne Burton, Duane Cottrell, Gary Henry, Steff Kotch-Jester, Kate Lilly, Basia Moltchanov, Krissy Najera, Irene Post, Teya Rutherford

Members Not Present - Steve Amendum, Jazmil Vargas, Lynn Worden

Guests: Ann Bullock, Christine Gorowara, Hannah Kim, Diana Lys, Blythe Milbury-Steen, Daniel Stevens

The October 24, 2022, minutes were unanimously approved.

New Business

1. Program Reviews - History Education - (Hannah Kim)

Hannah reviewed the following program changes:

- Replace the ECON 101 and ECON 103 requirement for the History Education BA with a new course, HIST 329: Teaching History Via Economics. This new course will better prepare students to teach economics at the secondary level by applying micro and macroeconomics as a lens to investigate the other social studies disciplines-including history. This course will be a required "related coursework" course and will be excluded from the overall 45-credit maximum HIST credit count for the History Education BA majors.
- Replace "History seminar at or above the 400-level" requirement with HIST 400: History Capstone Seminar
- Identify EDUC 400 as the Capstone Requirement for History Education majors.
- Question – Will course be taught by an economist or historian? Courses will be taught by history faculty who has a background that will suit the courses.
- Question – Will our Social Study students be required to teach economics? They are prepared to teach a range of subjects: geography, civics, economics, psychology and sociology.

• **Program changes approved. (All approved; 0-opposed; 0-abstention)**

2. Program Review - English Education – (Jill Flynn)

Jill was unable to make the UCTE Meeting, so information will be sent via email for an electronic vote.

3. Program Review - Music Education – (Daniel Stevens)

Dan reviewed the following program changes:

• **Music Education-General/Choral – Piano Concentration (BM)**

- *The following two changes were approved in Sept. 2022 as part of the Fall 2021 Curriculum Cycle:*
 - We are also updating the Music History/Literature courses to reflect the new Music History Core being proposed this cycle.
 - In addition, we are creating a separate "Literature" category, as literature courses are not part of the music history curriculum. Because the XMV-Piano Concentration curriculum does not yet reflect the fall 2021 changes, I have incorporated those

changes into this proposal along with the new changes presented in the present 2022 proposal:

- Add a NEW course, MUED270, as a third course to the Professional Studies diversity course requirement. This course will also satisfy a MCC requirement.
- Since the onset of the pandemic, MUSC100 (Recital Attendance) is no longer offered. We have repurposed the Friday Recital Attendance time period to support other strategic curricular priorities (e.g., chamber music). Consequently, we are removing MUSC100 from all BM and BA programs.
- Reformat the Professional Studies requirements to make them clearer to students and consistent with the formatting of the music history program.
- Update the four-year plan to reflect the above changes.
- Suzanne expressed concern regarding that the course has not been taught yet.
- **Program changes approved. (5-approved; 2-opposed; 1-abstention)**

- **Music Education-General/Choral – Voice Concentration (BM)**

- *The following two changes were approved in Sept. 2022 as part of the Fall 2021 Curriculog Cycle:*
 - Over the last two years, with the approval of School of Music administrators, the Music Education and Vocal Areas have piloted a successful "elective track" that allows music education students who wish to pursue studies in a cognate area to do so in place of upper-level lessons, voice pedagogy, and the junior recital (9 credits total). This proposal creates two tracks: "Recital track" (the current upper-level applied courses) and a new "Elective track" (9 cr. of any music or non-music courses, with up to three credits satisfied by music ensembles).
 - In addition, we are also updating the Music History/Literature courses to reflect the new Music History Core being proposed this cycle. Because the XMV-Voice Concentration curriculum does not yet reflect the fall 2021 changes, I have incorporated those changes into this proposal along with the new changes presented in the present 2022 proposal:
 - Add a NEW course, MUED270, as a third course to the Professional Studies diversity course requirement. This course will also satisfy a MCC requirement.
 - Since the onset of the pandemic, MUSC100 (Recital Attendance) is no longer offered. We have repurposed the Friday Recital Attendance time period to support other strategic curricular priorities (e.g., chamber music). Consequently, we are removing MUSC100 from all BM and BA programs.
 - Reformat the Professional Studies requirements to make them clearer to students and consistent with the formatting of the music history program.
 - Update the four-year plan to reflect the above changes.
- **Program changes approved. (All approved; 0-opposed; 0-abstention)**

- **Music Education-Instrumental Major Requirements: (Shared Core)**

- PLEASE NOTE: In the fall 2021 Curriculog cycle, a program change for this program was submitted, but due to a delay, it was not passed by the Faculty Senate until September 2022. This proposal thus constitutes a second set of changes to the program. The approved changes from the 2021 Curriculog Cycle and the present proposed changes are all incorporated into the shared core below. In other words, the core below can supersede the 2021 proposal's curriculum schema.
 - Since the onset of the pandemic, MUSC100 (Recital Attendance) is no longer offered. We have repurposed the Friday Recital Attendance time period to support other

strategic curricular priorities (e.g., chamber music). Consequently, we are removing MUSC100 from all BM and BA programs.

- We are adding a new course as a third option for fulfilling the diversity-specific professional studies requirement. While we wish for our students to continue to have the option to take the HDFS and EDUC options, we also believe that a music-specific professional studies course will be of significant value to our students, given the many intersections between music and identity that occur in music classrooms.
- In addition, this proposal builds out the new music history core for all BM and BA programs that was approved in the fall 2021 Curriculog cycle. It appears that the curriculum was not implemented in this shared core, so the core has been updated to reflect the new music history courses.
- I have changed the formatting of the Professional Studies requirement to make it clearer for the students and to make it consistent with the music history curriculum formatting.
- The above changes are reflected in an updated four-year plan.
- **Program changes approved. (All approved; 0-opposed; 0-abstention)**

4. Program Review - World Languages – (Blythe Milbury-Steen)

Blythe reviewed the following changes:

- **Language, Literatures, Cultures, and Pedagogy – Chinese Studies Concentration (MA)**
 - Reorganizing Languages, Literatures, Cultures and Pedagogy MA programs to:
 - Use shared cores for Language Ed courses (LLCU) and
 - Clarify major language/literature requirements and re-organize to match policy document info.
- **Language, Literatures, Cultures, and Pedagogy – French Studies Concentration (MA)**
 - Reorganizing Language, Literatures, Cultures Pedagogy MA programs to:
 - Use Shared Cores for Pedagogy Courses (LLCU) for both certification and non-certification tracks
 - Clarify major language/literature requirements
 - Revise Certification track course requirements
- **Language, Literatures, Cultures, and Pedagogy – Spanish Studies Concentration (MA)**
 - Reorganizing Language, Literatures, Cultures Pedagogy MA programs to:
 - Use Shared Cores for Pedagogy Courses (LLCU) for both certification and non-certification tracks
 - Clarify major language/literature requirements
 - Revise Certification track course requirements
- **Program changes approved for all three. (All approved; 0-opposed; 0-abstention)**
- **Italian Education (BA)**
 - This update addresses a need for maintenance and alignment by:
 - Removing Italian courses that are usually unavailable (ITAL200, 205 and 250)
 - Better aligning the number of required core language courses (including required 4xx courses) with other Language Ed majors.
 - Better aligning required core language courses in the Italian Ed major to be more consistent with the Italian Studies major (i.e., including ITAL107).
- **Program changes approved. (All approved; 0-opposed; 0-abstention)**

- **Chinese Education (BA)**

- In response to conditions in the state of DE where Chinese is the second most common K-12 immersion language, we are creating a Chinese Education major
 - Provisional Approval of New Programs/Majors — Resolution
 - WHEREAS the Department of Languages, Literatures and Cultures has offered successful programs in French, Italian, German, Spanish and Latin Education, and
 - WHEREAS Chinese is the second-most common language in K-12 immersion programs in the State of Delaware, and
 - WHEREAS According to DE DOE teacher position projections, there will be a need for 34-38 Chinese immersion teacher positions per year from 2022-2029, demonstrating a clear need to train teachers in this area to sustain Delaware's immersion language programs,
 - WHEREAS there is also UD student interest in Chinese language teacher preparation and immersion teaching, and
 - WHEREAS The Chinese Education major is aligned with our other accredited World Languages Education majors offered at UD, and DLLC's existing Chinese language courses and Professional Studies (Education/Pedagogy) courses are available resources to support this new major; be it therefore
 - RESOLVED that the Faculty Senate approves provisionally, for four years, the establishment of a new major leading to the B.A. degree in Chinese Education, effective September 1, 2023.
- **Program changes approved. (All approved; 0-opposed; 0-abstention)**

- **World Language Education Student Teaching Shared Core Revision**

- Revision to student teaching entry requirements due to, Department of Education updating their required proficiency from “advanced-low” to “intermediate-high” to be in line with certification requirements.
- We are also changing the proficiency exam to Evant as it is more accessible, more cost effective and tests all four areas: reading, writing, speaking, and listening.
- **Program changes approved. (All approved; 0-opposed; 0-abstention)**

5. Portrait of a UD Teacher (Ann Bullock & Diana Lys)

During our UCTE meeting on Monday, December 12, 2022, Diane Lys and Ann Bullock reviewed the slide presentation of the feedback from the UCTE Retreats that were held on June 8, June 9, and November 4, 2022. Under the direction and with support of the deans of CEHD and CAS, the Director of the Center (CEETP) in partnership with faculty and staff across the university have been charged to:

1. Determine common distinctive characteristics across all programs related to the UD teacher candidates leading to initial licensure (Who is a UD Teacher? What makes a UD teacher candidate distinctive?)
2. Re-establish the purpose and role of UCTE to more accurately reflect the mission and authority bestowed upon the council by former University Presidents and Provosts. This work will help to:
 - a. Create a dynamic community of teacher education professionals at UD.
 - b. Determine a program review process for all programs that includes what we already do (common standards, etc.) and adds in distinctive characteristics of the UD teacher and programs to meet the needs of our state/region.
 - c. Construct a timeline for a program review process for UD Teacher Education.

ACTION: For #1 - What makes a UD Teacher Candidate distinctive?

- **Step 1: PORTRAIT DEVELOPMENT:** For each program to review Portrait characteristics and discuss: [PPT Link](#) [Jamboard Link](#) (multiple pages)
 - **GOAL:** to add or agree to criteria that has been identified as distinctive characteristics for UD teacher candidates and submit Top 5 to UCTE
 - In dyads/triads/whole program, review Jamboard [Jamboard Link](#) (slide 10 - June 2022 Jamboard also includes initial alignment to InTASC Standards) and discuss (slide 11):
 - What do you like and how would you refine?
 - What is missing and should be added/considered?
 - Create a Top 5 List for what UD believes to be distinctive about its completers (Who is a UD Teacher?)
 - Options for Portrait voting shared on slide 12
 - Conclusion: Identify a reporter (Program Coordinator or committee rep) to enter the program's Top 5 Elements for the UD portrait in the [Top 5 online form](#)
 - Submissions will be reviewed by Director to develop slate for UCTE. Director will remove and/or combine duplicate items.
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- **Step 2: PORTRAIT CRITERIA:** At early February UCTE meeting, the committee will use these criteria to vet portrait elements, leading to a final set of portrait elements. (Begins Slide 13)
 - Review sample criteria provided.
 - Submit ideas here: [Criteria Setting](#) (linked from Slide 16)
- **Forms to be completed by January 30th.**
- **Step 3: For early February UCTE meeting:** UCTE to review and vote at the February UCTE Meeting
 - Director will review Top 5 submissions to construct a list for UCTE review.
 - Additions made to Criteria Matrix and then it will be shared with UCTE.
 - Criteria Matrix Template, [link](#)

Diana and Ann are available if you need help or have questions.

Meeting adjourned 1:05 pm.