

University Council on Teacher Education
Minutes for November 19, 2024
3:00-4:00
Zoom

Members Present: Mark Akubo, Steve Amendum, Suzanne Burton, Trish Hermance, Teresa Hickok, Sarah Mallory, Krissy Najera, Aimee Pearsall, Rosalyn Washington

Members Not Present: Rena Hallam

Guests: Tory McHugh, Terri Villa, Donna Woulfe

The October 15, 2024, minutes were unanimously approved.

Announcements

1. CAEP Meetings – Tory

- Tory reviewed that each program should be completing their individual unit reports, including lesson planning assessment, student teaching assessment, and praxis reports. If you prepared SPA reports in the past, we don't need to get as granular this time. The first step is to have each program identify your program's content standards and crosswalk them to the INTASC Standards. After the holidays, we will schedule monthly meetings for program coordinators to prepare for CAEP.

Old Business

1. Institutional Recommendation/Multiple Measures proposal – Tory

- Tory reviewed the proposed changes:
- Candidates must earn a **passing score as determined by ETS/Title II on the content area test** (e.g., Praxis Subject Assessment, formerly known as Praxis II) in their discipline required by the State of Delaware to receive the institutional recommendation for certification (effective September 2014). Starting in Fall of 2022, candidates must pass this content area test by the first June 30 following graduation from the associated program (i.e., Students graduating Summer 2022, Fall 2022, Winter 2023, Spring 2023 must complete by June 30, 2023). Waivers to this policy may be considered by the Certification Officer in cases of documentable illness, emergency, bereavement or with documentation of repeated attempted passage of certification examinations. Requests for a waiver must be made, in writing and with appropriate documentation, to the Certification Officer no later than **June 30**.
Changes in red approved

New Business

1. Biology Education changes - Krissy

- At the request of the CAS advising team, we are proposing to add the following clarifying language to the "Related Work" section of the program description: "Minimum grade of D- required in all Related Work courses."
- This is not a change in grade policy - the minimum grade for "related work" courses is already a D-, however, that grade is not specified in the program description. CAS

Advisors asked that it be added to clarify the minimum grade for these courses to students.

Changes Approved

2. History Education changes – Krissy

- They are just changing the courses that get calculated into the major GPA. Only content courses in each major should be calculated for major GPA's but history education students also had the methods courses calculated into their major GPA because they are HIST course (HIST491). To be consistent with the other majors, history ed students should also only have their content courses count toward their major GPA.
- **Members had several questions. We will reschedule when the program coordinator can attend to answer questions.**

3. Music Education changes – Aimee Pearsall

- D18 Program Revision: BM Music Education (Instrumental)

(all woodwind, brass, percussion concentrations)

Proposal: Change program requirements **from**:

Take two credits of MUSC470 (MB) and Take five credits selected from: MUSC470(MB), MUSC471(SB), MUSC472(WE), or MUSC473(SO)

to: Take two credits of MUSC470 (MB) and

Take five credits on your primary instrument selected from:

MUSC471 (Symphonic Band)

MUSC472 (Wind Ensemble)

MUSC473 (Symphony Orchestra)

MUSC477 (Jazz Ensemble)- limit 1 time

Rationale: There is strong consensus among ensemble and applied faculty that BM MuEd Instrumentalists (ww/brass/perc) ought to be enrolled in a primary concert ensemble (MUSC471, 472, or 473) every semester except when they are student teaching. While this proposal does not fully address that, it does remove MUSC470 (marching band) as an option for satisfying the large ensemble requirement in the remaining 5 semesters. Students can (and more than likely will) continue to play in marching band all four years if they want to. Over recent years, the instrumental applied and ensemble faculty have noticed more and more students "taking advantage" of the curricular requirements for their degree [*must take two semesters of MUSC470 Marching Band and five semesters of MUSC470, 471, 472, or 473 (MB, SB, WE, SO)*] by electing not to enroll in a primary concert ensemble and using marching band to satisfy their requirements. As an example, a MuEd Clarinet major might choose to enroll in marching band four times playing the sousaphone, and they would be in compliance with the requirements of their degree program! While applied faculty continue to encourage students to do BOTH (marching band AND concert ensemble), they are not required to do so.

Instrumental changes approved for music education majors

- D19 Program Revision: All Undergraduate Music Degrees

Proposal: Restrict music majors from enrolling in the following Breadth classes as music electives:

MUSC101 (Appreciation of Music)

MUSC105 (Fundamentals of Music)
MUSC107/AFRA107 (History of Rock)
MUSC1XX (The Beatles)

Catalog will read:

X number of credits of music electives EXCEPT MUSC101, MUSC105, MUSC107, MUSC1XX

Rationale: If a course can't satisfy a breadth requirement, it should NOT be able to meet a major requirement.

Undergraduate changes approved for music education majors

4. **Secondary STEM Education changes – Donna Woulfe**

- For the Secondary STEM Education (MS) program, we wish to remove the requirement for students to test for the Praxis prior to acceptance into the Secondary STEM Education (MS) program. Students applying to this program are typically in the process of or have completed a bachelor's degree in a scientific discipline, but are only beginning this pathway to obtaining knowledge, skills and credential to teach in secondary schools. These applicants do not need to have taken the Praxis prior to entry into the Secondary STEM Education (MS) program to be successful, but rather need to be encouraged and supported to take this exam during the year in the MS program.
Change approved

- The # of credits required for course graduation will remain the same (30 credits), but the number of credits in particular courses have changed (SMED 602 from 4 credits to 3 credits, SMED 603 from 4 credits to 3 credits, SMED604 from 4 credits to 5 credits, SMED605 from 4 credits to 5 credits). We wish the program policy document to reflect this.
Change approved

5. **Safety Proposal – Terri**

Terri presented the proposed changes for the UCTE Safety Policies.

UCTE - Safety Policies

- ~~Site Safety. Candidates will be placed in supervised cohorts when placed in schools coded yellow or red. Consideration will be given to the location of parking lots in relation to sites that are coded yellow. Sites coded red will be carefully considered for safety issues. UD teacher candidates will not be placed in schools that have been identified by the state Department of Education as "persistently dangerous."~~
- Safety Knowledge
 - ~~– All professional education programs are required to incorporate a structured program in their curriculum that includes knowledge of child abuse, how to recognize it, how to report it, and appropriate related discourse with a child.~~
 - All students are required to gather the following safety information during the first days of a field placement:

All Placements:

- Lock down
- Fire drills

- Civil defense drills
- Tornado or severe weather emergencies
- Abuse reporting
- Bodily fluids, reporting accidents, first aid service, health service

Student Teaching Placements:

- Playground safety
- Collecting Money
- Release of students to authorized persons
- Safety Training. All ~~professional education~~ **students in ECE, ETE, Secondary and Music education** ~~candidates~~ are required to participate in a one-hour **online** safety training ~~presented in the freshman year and a one-hour training in preparation for the methods placement in the junior year. Both trainings are shared on the UD Learning Management System, Canvas.~~ **by campus police in the first week of their junior year.** Safety Trainings ~~should~~ **will** include:
 - **Safety Awareness Training Module:**
 - Safety walking to and from buildings (Being Out & About)
 - Car Safety
 - Bullying Awareness
 - Sexual harassment
 - Social Media
 - Active Shooter Training

~~(Approved May 11, 2015, Revised April 9, 2018)~~

~~Teacher candidates must successfully complete the training by the second week of their first field experience. Additionally, all teacher candidates, regardless of whether or not they completed safety training prior to their junior year, must successfully complete the safety training by the end of the second week of the fall semester of the junior year.~~

- **Methods Placement Preparation Module**
 - Internet Safety for Education
 - Ethics in Education
 - Mandatory Reporting
 - Test Security
 - NEA Code of Ethics
 - Emotional Wellbeing
 - Understanding your emotions around education
 - Understanding SEL, by CASEL

The Office of Clinical Studies (OCS) will be responsible for alerting teacher candidates to complete the **Safety Awareness** training, providing the training modules, and monitoring completion of the training modules. ~~Teacher candidates may not attend field placements after the second week of the semester unless such documentation is on file with OCS. (Revised February 18, 2019).~~

Methods instructors will receive the Methods Placement Preparation training module from OCS prior to the start of the semester. Instructors may post the training module in their

Canvas course for students to review and complete. Methods instructors have the discretion to count the module for a grade and hold students accountable.

- Krissy will send out google link.
- **ACTION: Everyone is to review document with your unit and collect feedback. We will vote on proposed changes at our next meeting.**

6. Policy for ST Change Request – Krissy

- **Move to next month's meeting**

7. **ST Accommodations – Krissy**

- Krissy reviewed the Essential Functions/Technical Standards Document

Individuals with different abilities are welcome in the field of education. However, the student must be able to perform certain essential functions throughout the program of learning. These physical, cognitive, affective, and social abilities are necessary for the provision of a safe and effective student teaching/residency experience. Progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the teacher preparation programs. Affiliated LEAs may identify additional essential functions. The teacher preparation program reserves the right to amend the essential functions as deemed necessary.

The student must contact the University's Office of Disability Support Services (DSS) to discuss reasonable accommodations. It is the student's responsibility to register with the DSS office, provide documentation for the disability, and request reasonable accommodations. For newly enrolled students, requests should occur with as much advance notice as possible before the start of the teacher preparation program and for matriculated students, this should occur as soon as the need is identified. As there will be NO retroactive accommodations. Students are encouraged to request accommodation in a timely fashion.

| Essential Function | Standard (Performed consistently and dependably) | Examples of necessary activities (not all-inclusive) |
|-----------------------------------|--|---|
| Remain with students at all times | Students in B-12 settings must be supervised by at least one qualified adult at all times | Lead or co-teach full time Lead students to other parts of the building Supervise students in other parts of the building |
| Mobility | Physical abilities sufficient for movement around room, from room to room, outside of the building and chasing or restraining children as necessary. | Move from group to group in the classroom Move with the group to other spaces inside and outside of the building |

| | | |
|----------------------------|---|--|
| | | Move quickly to outside spaces during drills Move quickly inside during active shooter drills |
| Interpersonal | Interpersonal abilities sufficient for interaction with students, families, colleagues, and community members from various social, emotional, cultural, and intellectual backgrounds. | |
| Manage a classroom all day | Remain in the classroom with students for the required duty day | |
| Full time attendance | Attend school all of the days school is in session | |

- Krissy will send out google link to document
- **ACTION: Everyone is to review the document with your unit and collect feedback.**

8. Residency Recruitment – Krissy

- **Move to next month's meeting**

9. **PECB (Professional Education Conduct Board) removal proposal – Tory**

- Tory explained the proposal for discontinuing the PECB.
- Proposal: Eliminate PECB, continue to receive conduct updates from CSCR and issue a warning letter to students who violate PECB specified UD policies to inform them that (with further violations) their ability to student teach may be in danger. Manage any "hot list" violations (conduct violations that indicate major lack of judgement, violence etc) via the dispositions process with OCS.
- Rationale: In 5 years, PECB has not removed a single student from student teaching. However, the process scares students, is not clearly communicated (CSCR tells students that their case has been completely adjudicated and resolved, only for students to then be contacted by PECB and told their student teaching is in jeopardy) and extends the conduct process, often to more than a year.
- **Discontinuing PECB was approved effective Fall 2024.**

Meeting Adjourned at 3:59 p.m.