

## University Council on Teacher Education

### Minutes for November 2025

November 13, 2025, at 11:00am

Zoom: <https://udel.zoom.us/j/5076949576?omn=94333536155&from=addon>

**Members Present:** Mark Akubo, Christina Budde, Suzanne Burton, Trish Hermance, Hannah Kim, Sarah Mallory, Krissy Najera, Rosalyn Washington

**Members Not Present:** Steve Amendum, Rena Hallam

**Guests:** Tory McHugh, Jill Flynn, George Nicholson, Blythe Milbury-Steen, Tonya Haynes

**October minutes approved.**

#### Quick recap

The meeting focused on reviewing and approving various curriculum changes across multiple education programs, including English, Music, Biology, World Language, and Social Studies education, with modifications to credit requirements, course structures, and new program offerings. The group discussed field experience coordination and the formation of a Teacher Education Field Experience Committee. We broke into breakout rooms to discuss plans to clarify student teaching accommodations, essential functions, and professional dispositions.

#### Next steps

- Krissy: Submit English Education, Music Education, and Biology Education, World Language Education and Social Studies Education program changes to Curriculog and move them along in the approval process.
- Hannah: Forward the letter of support from Steve (School of Ed) for the History Ed 4+1 program to Krissy.
- Sarah and Kristina: Present the History Ed 4+1 program to the School of Ed faculty at the next meeting and collect any questions or concerns.
- Rosalyn: Communicate the History Ed 4+1 program to ECE via email and collect feedback for a possible electronic vote.
- All UCTE members: Consider and discuss with program colleagues the proposal for a UCTE Teacher Ed Field Experience Committee and be prepared to discuss/vote at the December meeting.
- Debbie: Send out meeting minutes to all, including a request for summaries from breakout room note-takers by a specified date.

#### UCTE November Meeting Agenda Overview

The meeting began with a motion to approve the minutes from the previous month, which was approved by UCTE members. Krissy then introduced the agenda for the day, starting with English education, and reminded everyone to access the necessary documents and links for the meeting. She provided a link to the drive containing the materials, specifically in the UCTE November 2025 folder.

## Program Changes

- **English Education Program Changes** (Jill Flynn) - see folder
  - Jill presented changes to the English Education program, including a new flexible credit course for residents and updates to credit limits and major GPA requirements.
  - **Program changes approved**
  
- **Music Education Program Changes** (George Nicholson) - see folder
  - George discussed a modification to the Music Education program's elective options, ensuring credits are properly allocated and avoiding double-counting of required courses.
  - **Program changes approved**
  
- **World Languages Education Program Changes** (Blythe Milbury-Steen)
  - Blythe presented three curriculum changes: a new Spanish minor, revisions to the German Education major's language requirements, and a correction to the Chinese Education major's credit count.
    - A summary of the new SPAN minor for ETE which will help prepare ETE students for Spanish immersion teaching.
    - A summary of the changes to the German Ed major which we updated the required language classes to be more in line with the other World Languages Education majors and the German Studies minor. There were no changes to the Education classes/requirements.
  - Other WL Changes:
    - Chinese Ed: the revision was purely cosmetic- there were no changes to the curriculum! I noticed that the credit count given for language courses was wrong, so I updated it to the correct number.
  - **Program changes approved**
  
- **Biology Education Program Changes** (Mark Akubo)
  - Mark reviewed the proposed changes to Biology Education.
  - Three changes are proposed (changes are being made at the request of the CAS Senate and the Registrar (in order to align the degree language with Stellic coding capabilities) - biology is not making any changes to the classes required for the degree):
    - a) At the request of the Chair of the Educational Affairs Committee, CAS Senate, the maximum number of in-major credits was changed from 45 to 51. This change for all CAS BA degrees was voted on and passed at the May 2025 meeting of the CAS faculty senate. This change is made in the paragraph under "Major Requirements".
    - b) At the request of the Registrar, and with support of the Department, a clarification is made in the language describing the biology major GPA calculation: "The biology major GPA is calculated from grades earned in BISC courses at the 200 level and higher." This language was added in the "Note" section under "Professional Studies".
    - c) After significant discussion with the Registrar, in order to align the degree catalog language with Stellic coding capacities, the language describing the 6-credit limit in independent study, undergraduate research or thesis that apply to the 33 total BISC credits was modified. In addition, BISC422 Teaching Experience, and BISC464 Experiential Learning, were added to the list of courses from which 6 credits can apply to the total BISC credit. The final language is: A maximum of 6 credits from the following count towards the total of at least 33 BISC credits: [BISC 366](#), [BISC 422](#), [BISC 464](#), [BISC 466](#), [BISC](#)

468, BISC 451, BISC 452, UNIV 401, UNIV 402. This language was added to the Biology Electives section.

- **Program changes approved**
- **Social Studies Education Program Changes (Hannah Kim) - see folder**
  - Hannah discussed program changes for Social Studies education. Updating 4-year plan and adding clarifying language to the social studies education majors.
  - **Program changes approved**
  - Hannah also discussed the creation of a History Education 4+1 program. The meeting discussed a new 4+1 graduate program in history education, where students can earn up to 12 graduate credits in their junior-senior year and complete the remaining 18 credits in a "plus one" year, while still fulfilling student teaching requirements. Hannah explained that the program requires a 3.5 GPA in history courses and three letters of recommendation, with expedited review for qualified applicants. The School of Education has already approved the graduate versions of courses 413, 414, and 419, and Krissy confirmed that UCTE members will present the program to faculty next week, with either an electronic vote in November or a vote at the December 11th meeting.
    - **ACTION: UCTE members to take back to units for review and feedback**
    - **ACTION: Council will vote at next UCTE meeting in December or electronically.**
- **Teacher Education Field Experience Committee**
  - Krissy asked attendees to consider forming a Teacher Education Field Experience Committee, with representatives from various programs, and to discuss this at the December meeting.  
<https://docs.google.com/document/d/1EWVtZOZlklvlg11CtV6icuVXmZekmJ8/edit>
  - **Mission and Authority:**
    - Section 3. To advance communication and coordination within and between all faculties, cooperating practitioners, school administrators, teachers, and candidates in professional education programs at the University.
  - **Article IV: Meetings:**
    - Section 4: Special meetings of the University Council on Teacher Education may be called by the Chair or by a written request of four members of the Council. The purpose of special meetings shall be stated in the agenda or call, which must be distributed at least two days before the meeting.
  - **Article V: Responsibilities:**
    - Section 5: The Council shall establish, review, or approve policies pertaining to selecting, retaining, screening, and recommending candidates for licensure; clinical experiences, and other matters affecting licensure, accreditation, or University standards as they pertain to professional education programs. In addition, the Council or one of its committees shall hear petitions from faculty or students who seek interpretations of or exceptions to UCTE policies.
  - **Article VI: Committees**
    - Section 1: The Council is empowered by majority vote to appoint committees to carry out the mission of the Council. Committees may be given long-term assignments so that they take on the role of standing committees of the Council or shorter-term assignments where the committees act more as ad hoc committees or task forces. The membership of any committee appointed by the Council may or may not include UCTE members.
    - Section 2: Every committee appointed by the Council will be given a specific charge, an estimate of the resources available to it, and a deadline for finishing its task.
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- **Old Business (from 10/17/25 email):**

- The group also planned to clarify student teaching accommodations, essential functions, and professional dispositions in breakout rooms, with participants self-selecting into committees to develop drafts and move forward with these initiatives.
  1. Student Teaching Accommodations and Essential Functions Discussion: [ST Accommodations](#)
    - a. Please review the district documents plus the notes from external agencies on the *Essential Functions* document: [ST Accommodations Essential Functions](#)
  - Professional Dispositions
    - What is your program's PD policy? How many PD meetings before a student is removed from the program?
    - Link to PD Docs:
      - I created this and shared it with SOE instructors since we did not have a written process: [Professional Dispositions Process.docx](#)
      - PD Folder: [PD Policy](#)
- Summary of breakout rooms:
  - Essential Functions (Suzanne Burton and Mark Akubo)
    - What are the essential functions of a teacher/student teacher?
    - Suzanne and I wondered if we needed
      - 1) to specifically state (for clarity) somewhere in brackets at the end of the second sentence (not field experience) for clarity or leaving no room for doubt about the focus of this document,
      - 2) to mention instances when the students sub during their student teaching.
      - 3) to clarify whether or not under UD's gradual release model, student teachers may solo manage a class or solo teach lessons at some point during their student teaching, i.e., without the presence of their cooperating teacher.
  - Professional Dispositions (Christine Budde, Hannah Kim, Trish Hermance)
    - Can a student be removed from the program after 3 strikes (3 dispositions meetings without improvement)?
    - Christina, Hannah, and I briefly discussed the professional dispositions process.
    - It appears that programs have been able to effectively address professional disposition issues internally while keeping students on track in almost all cases over the last ten years. However, we agreed that it would be beneficial to have a uniform process, especially regarding the circumstances and processes that should prompt removal. We also discussed adding something like an appeal to UCTE or perhaps a subcommittee like PDCE rather than appeals going to administrators who may have less experience with education majors. Our conversation was very brief, so we did not get into any specific edits. We also did not dig into the policy documents yet but in looking them over I noticed that the policies currently state that someone from DCTE (now CEETP) was to be involved at the outset of any PD meetings. It does not appear that this has been common practice so those parts of the policy will need attention as well. I'm happy to take a first shot at marking up parts of the policy documents that will need attention if that is helpful.
    - We didn't quite get into our conversation so I would be hesitant to call something an appeal process. This implies that the student has an opportunity to overturn a program coordinator's decision, and I don't believe UCTE has that authority. But it is good to have some sort of layer if a student doesn't agree with the decision that they have a forum that can "review and advise."

- Accommodations (Rosalyn Washington and Sarah Mallory)
  - What are the reasonable accommodations we can expect schools to provide?
  - Who is responsible for providing accommodations in a field placement: UD or school district?
    - Since some accommodations are unique to a school setting, should we follow their protocol for requesting and documenting them?
    - If we default to school system, we are asking them to perform unpaid labor.
  - Would it be beneficial to seek the input of UD's general counsel? They may be able to offer a new perspective
  - If a student does not seek accommodations and it negatively affects their performance, can this be addressed through professional dispositions?
    - Professional responsibility to care for oneself, including ensuring appropriate accommodations are in place to ensure successful instruction and safety of students.

**Meeting adjourned at 11:58 am**