REPA COMPLIANCE

The members discussed that all elementary programs would be required to include a “minor”, which could be an academic minor, an elementary content area concentration, or a dual license/license addition option. There was considerable discussion about providing non-education content majors at each institution the opportunity to complete a secondary education minor to secure certification. It was noted that there is confusion over the Department of Education’s interpretation of REPA to state that all institutions must offer a minor. IACTE is working to clarify the issue. Gerardo noted his concerns re: the Department of Education’s expectation for offering minors and that the DOE could request on July 1 for units to submit documentation of their minors.

Also, there is the competing issue of the Common Lower Division Coursework in elementary programs as a part of the Ivy Tech articulation. The state requires that institutions have an articulation with respect to the elementary programs. It was agreed that the Education Council may need to re-visit the current Common Lower Division Coursework agreement, once all campuses have reviewed their elementary programs.

Gloria reported that IUS has been working on both the elementary and secondary programs. Changes have not been through the entire campus approval process. A bigger issue for IUS is the secondary content requirements, as well as a request by the music department to offer an education minor. Presently, IUS does not have approval from the DOE to offer a music education program. Gloria stated that Marg Mast in the DOE has advised IUS that candidates in any licensable area on a campus may complete an education minor to earn initial certification; DOE program approval is not required.

Michael has interpreted that REPA disallows any secondary education majors. Bob noted that in Bloomington the education faculty have had conversations with faculty in the College to identify the appropriate content requirements in the secondary program. In Bloomington, candidates will be completing, practically speaking, a double major in 124 credit hours.

Gerardo proposed that campuses consider an 18 credit hour secondary pedagogy minor plus 12 credit hours of student teaching. Michael noted that at IUSB the secondary requirements currently are 42 credit hours, and the campus does not have the capacity to offer two strands. Marilyn noted similar capacity concerns for IUE and is striving to align a secondary education minor with the transition to teaching program requirements. Compounding her efforts at IUE, there is campus pressure to maintain 120-124 credit hour degrees, with preference for 120.

To summarize the discussion about a secondary education minor, the deans agreed to work on a secondary minor only with no consideration of an elementary minor. Representative elementary and secondary faculty
from each campus will meet on October 1 to share their plans. A part of the elementary faculty discussion will be each campus’ proposed impact on the Common Lower Division Coursework agreement.

With respect to current discussions about how to revise the elementary programs, the deans shared the following ideas:

IUPUI considering dropping the children’s literature requirement and reducing the credit hours assigned to field experiences. Children’s literature could be offered within a concentration.

IUN is not required to make any changes, given that the campus only offers an elementary/exceptional needs dual license program.

IUB has proposed dropping F200 and reducing the number of credit hours in language education by 3.

IUS has proposed to drop W200 and has developed concentrations within the content area requirements.

IPFW no information at this time.

IUE proposed changes would not impact the Common Lower Division agreement.

IUSB with a move on the campuses to go to a one-to-one laptop program in two years, the faculty believe that they would drop W200.

Michael added that IUSB is discussing the development of an elementary/exceptional needs dual license program, and would like to consider as well an early childhood/exceptional needs dual license program. Also, the local school corporation is reviewing the qualifications of their secondary special education faculty; many of them are not “highly qualified” in a content area.

Gerardo shared a draft of a proposed Web site statement that all campuses might use to explain the implications of REPA on the initial license program, in an effort to provide a consistent response to many questions and misinformation education staff are hearing. Editing suggestions were offered, and Jill agreed to revise the statement and distribute it to the deans.

COMMISSION ON HIGHER EDUCATION – ADVANCED DEGREES

Gerardo shared that the Commission (CHE) has undertaken a study of the “value” of master’s degrees in education. Over the past year the CHE had held up several new graduate degree proposals, for it had made the assumption that advanced degrees should include substantial content requirements. Carol D’Amico suggested that education master’s degrees did not add value nor prepare more effective teachers. Gerardo anticipates that any new advanced degree proposals will be required to provide additional information/rationale as a part of the proposal to the CHE for approval.

Gerardo stated that Pete Kloosterman on the Blooming campus has completed a quick review of NAEP scores and their correlation to teachers’ degrees. He found that teachers with master’s degrees correlated highly with higher NAEP scores. Also, Gerardo distributed copies of an Eduventures report entitled Exploring the Relationship between Teacher Credentials and Student Achievement on a National Assessment: A Look at National Trends in Student NAEP Scores by Teachers’ Majors. Gerardo suggested that the deans become familiar with the study as more questions may arise re: education master’s programs. He added that the deans should monitor the CHE agenda over the coming academic year.

Marilyn added, on a different topic, that the CHE has set a guideline that should 50% of a degree's requirements be offered on-line, then the degree will need to be reviewed by the CHE.
MATHEMATICS EDUCATION COURSE UPDATE
Gerardo provided a historical summary of the mathematics offerings in the elementary programs, along with the status of proposed changes and associated remonstrance filed at IUPUI and IUE. Gerardo noted that there was some concern as to the precedence set with the management of the respective remonstrance filings in terms of faculty governance, who can teach what, and reliance on a paper trail. Michael added that IUSB has had some issues with its mathematics department accepting the Ivy Tech articulations.

DISTANCE EDUCATION
Jack shared that Bloomington is working to increase the number of distance education courses that it offers, which leads to policy issues and points of collaboration. Jack noted that distance education instruction provides opportunities to employed students who bring practical applications and issues to discussions. He noted that new technologies have enhanced the connections between students and faculty as well as the opportunities and quality of participation. Jack was interested in learning what other campuses are doing and/or envision in the area of distance education.

Gloria noted that IUS offers several on-line courses at the graduate level. Barry inquired as to why a campus would consider offering distance education courses. Gerardo stated that national studies indicate that the quality of distance education courses appears to be on par with traditionally-delivered courses. Jack added that the sense of community among students is equal if not greater among the distance education students. Gerardo highlighted the collaborative arrangement between IUB and IUS in the delivery of the advanced ESL certification program. The DOE has expressed interest in and support of the program. Gerardo and Jack thought there was merit in considering blending the delivery of graduate programs, in terms of format (distance education and traditional) and across campuses.

Bob suggested creation and maintenance of a database of all IU on-line offerings that would allow students to plan their graduate studies. Marilyn felt that such a database would be a significant resource for teachers. Bob also suggested consideration of program in which secondary transition to teaching candidates could go on to earn a secondary education master’s on-line. Tom noted that a matrix in terms of what semesters each campus planned to offer individual courses on-line would be of benefit to graduate students. Jack noted that in working with a marketing consultant recently he has learned that the IUB education Web sites need to integrate marketing elements.

As a result of the discussion, Jack proposed that each campus share its on-line course offerings with him, and the deans could discuss the possibilities for collaboration further at their next meeting.

INDIVIDUAL CAMPUS UPDATES
South Bend. Michael noted that the faculty has revised the music education program, and there are plans to coordinate with fine arts to offer an arts education program. The School has a new relationship with the South Bend Community Schools. Opening of a New Tech high school was approved recently by the local school board. Along with this initiative, there are efforts to increase collaboration among the institutions in South Bend. IUSB is up for NCATE review in 2012 and plans are for all programs to seek SPA recognition. Michael noted some concern over the graduate programs and their assessments.

Bloomington. Tom reported the successful results of the April NCATE review, in which the core campus piloted the NCATE streamline review process. He added that faculty have submitted i3 proposals to the federal Department of Education. Faculty have been working to modify the elementary and secondary programs to be REPA compliant.
Northwest. Stan noted that IUN will have two new faculty, one in social science and one in IT, but overall the school may be down three faculty. New initiatives include dual credit education courses with Crown Point High School, a BS/MS program in mathematics/mathematics education, and revisions to the graduate programs with a focus on inquiry learning. During a week-long retreat the faculty worked to re-conceptualize field experiences with a focus on candidates’ impact on P-12 learning and on service as a catalyst for change. The field experience efforts will require strong partnerships with local schools, which may include working on several projects in common with schools, i.e., curriculum development and assessments. Plans are to use technology to build social networks with the schools. IUN is up for NCATE review in 2013 and will be working on SPA reviews this fall.

East. Marilyn reported that the faculty are shifting to the SPA review process with NCATE scheduled for spring 2013. The elementary program has been revised so that the only elementary program at IUE is an elementary/exceptional needs dual license program. The next step for the faculty will be to consider how to include license addition options for candidates. Faculty are working on the secondary offerings to align the requirements of the major, minor and the transition to teaching programs. Included in the work on the secondary programs are plans to transform the field experiences. Additional issues being discussed on the campus include: the quality of education students’ writing, the new responsibility-centered management fiscal process, and student retention.

IPFW. Barry noted that the campus has grown 18% in two years. Special education enrollment is up and in educational leadership enrollment is down. The School will be up for NCATE review in fall 2011, and the IPFW faculty have published a book re: the NCATE process.

Two years ago, Barry had volunteered to mentor faculty in the School of Public and Environmental Affairs. These collaborative efforts have led to the creation at IPFW of the College of Education and Public Policy of which Barry will be dean as of July 1, 2010. The number of faculty will increase 40% and the student body will grow from approximately 1500 education students to a total of 2000 in the new college. Faculty committees are underway to address field experiences, a proposed master’s in community education and the “marriage” of various policies. Barry’s vision for the new college is to focus on the concept of “public identity” and to consider how to reward faculty for community work.

Southeast. Gloria shared that the School of Education and Purdue Technology will be included in a new building on the campus. The campus recently completed its North Central review and efforts are underway to increase the image and recognition of IUS in the community. The faculty are fine tuning the graduate programs, and they have launched a new graduate research journal. Plans are underway for an ELL conference in 2011 in association with the campus' recognition of its 10 year anniversary of the study abroad program in Ecuador. Other issues that the faculty are addressing include: elementary practica, increasing candidates’ assessment knowledge, and utilizing a new student advisory board.

[Representatives from Kokomo and IUPUI were not in attendance on Friday morning.]

OTHER ISSUES

Jill shared that four members of the Professional Standards Advisory Board will be replaced by Governor Daniels this summer, one of them being a higher education representative. Members of the IACTE Executive Committee will be meeting on June 2nd with Pat Mapes and members of his staff to discuss REPA implementation. On June 1st, Gerardo noted that Dr. Bennett will be meeting with the five major public school deans.
At the university level, Gerardo stated that President McRobbie is promoting international education, and deans are reminded that the Cultural Immersion Projects housed at IUB are open to students from all campuses.

2010 – 2011 Meeting Dates and Locations
The deans agreed on the following schedule:

October 1     IUPUI     Education Council hosting elementary and secondary faculty discussions.
November 12   Columbus
April 15      IU Southeast
May 19-20     Nashville   Deans Retreat

Submitted by
Jill D. Shedd