Members Present: Shirley Aamidor, Elizabeth Boling, Tom Brush, Hope Davis, Enrique Galindo, Gerardo Gonzalez, Linda Houser, Melissa Keller, Rob Kunzman, David Lindquist, Luise McCarty, Aija Pocock, Pat Rogan, Jill Shedd, Sheila Trzcinka, Marilyn Watkins for Dan Doerger

Guests: Gretchen Butera, Gina Weir, Jesse Goodman, Jane Sera

APRIL 15, 2011 MINUTES

Aamidor motioned to approve, Trzcinka seconded, and minutes approved as submitted unanimously.

GRADUATE SPECIAL EDUCATION PROGRAM REVISIONS, BLOOMINGTON – Butera and Weir

Gretchen stated that revisions to the program were necessary due to the changing school landscape, student population and changes in special education. Initially, the program was funded by a federal grant. The student population drawn to the program varied, and thus it includes initial license, license addition and/or master’s degree options. Recognizing the need to serve isolated areas, the program design includes distance education elements, making it a hybrid program. One third of the program is totally distance.

The program is aligned with the Community of Teachers (CoT) program in Bloomington, integrating the use of the CoT portfolio component. Candidates are required to identify a local mentor. Mentors must meet HQ criteria. Candidates contact principals first for permission, then observe, then meet with faculty. Principals are required to approve the mentor relationship. As to managing mentor quality, the program follows the CoT model that integrates faculty visits with classroom observations. Supervision is provided by Bloomington to date. Currently, out-of-state candidates are seeking the MS degree only, not certification.

Gretchen provided an overview of the field experiences and portfolio development. Currently, the portfolio is under revision and going electronic. Portfolio expectations align with InTASC and CEC standards. There are differences in the portfolio expectations for initial license and license addition. For master’s candidates, there are additional coursework and a thesis or capstone project requirements. The program also includes a concentration to align with candidates’ interests.

The credit hour requirements differ for the master’s versus certification options. License addition candidates still have a mentor and work with the mentor throughout field experiences, though no student teaching is required. The program faculty does monitor that these candidates work with exceptional needs students. The instructional strategies course has been modified to prepare candidates in specific content areas, especially language arts and mathematics.
In response to Council member questions, Gretchen clarified that the initial license and master’s options require 46 credit hours. For paraprofessionals with documented three years of teaching experience, they have been observed by faculty and may appeal to waive student teaching, which the principals must support.

Houser noted concerns re: assessment of impact on student learning, reference to #6 ICHE application. Gretchen responded that she is not sure how that will be done or can be done well. Gerardo referenced the new teacher evaluation, which includes student growth data, and Houser noted the Oregon teacher work sample and Stanford teacher performance assessment models. Additional questions about the ICHE application included identification of the program evaluation, and efforts to follow-up with graduates.

Gina shared a copy of the student handbook to share how policies are shared with candidates.

As to impact statewide, Gretchen noted that the syllabi for “core” courses have remained consistent. Gretchen has had discussions among faculty, and has interviewed individuals at regional campuses. There are plans to conduct summits with special education faculty statewide, probably Feb/Mar 2012, to discuss how to share faculty resources and to collaborate work with local schools. Individual Council members had questions re: fees to be charged. Gonzalez stated that a new university office, led by Dr. Barb Bichelmeyer, to address distance education, will be addressing issues such as tuition.

Rob motioned to approve program, Luise seconded. It passed unanimously. Gerardo recommended a review of student outcomes component and degree/enrollment projections in the ICHE application before it is forwarded.

ELEMENTARY CERTIFICATION MASTERS PROGRAM REVISIONS, BLOOMINGTON – Jesse Goodman

Jesse offered a brief history of program, which was started in the 90’s. With the legislative requirement for Transition to Teaching (T2T) program, this program was modified to offer T2T and master’s options. With the drop of the requirement for elementary T2T, the faculty reviewed program requirements. Also, faculty was challenged to reduce the number of credit hours to align better with the norm for master’s degrees. Reduction was done in student teaching credit hours, from 10 to 4, but candidates are required to complete 15 weeks. Also the student teaching seminar was dropped from 2 to 1 credit hour. As a part of the revision, there are no new courses, but there is a request to change E579 and E549 to flexible credit courses. The revised program now is 37 credit hours and leads to a master’s degree; there is no certification only option. Each semester candidates are in the schools in field experiences associated with methods and/or seminar courses. Rob moved to accept the program revisions and Enrique seconded the motion; it passed unanimously.

SECONDARY PROGRAM AND ELEMENTARY MINORS REVISIONS – Marilyn Watkins

Secondary program has been revised for three reasons– compliance with REPA, need to reduce degrees to 120 credit hours, and push to 4-year graduation. This undergraduate program is designed to coordinate with secondary T2T, since IU East has 8-12 T2T candidates annually. The program is moving to a residency/internship model, and faculty currently is working on teacher selection and assessments. The content requirements are aligned with the College of Arts and Science and respective standards.
The education requirements a three semester program, including a summer. Members did raise questions re: the history, life sciences and chemistry requirements, and Marilyn noted that the faculty has been in discussion with the interim dean of that school.

In response to some questions, Marilyn noted that supervisors have been assigned to schools as an IU East contact for both candidates and teachers. With respect to foundations, there was much discussion. To reduce 10 credit hours out of the program, foundations are integrated in M300. Members had some discussion re: the reading course; presently reading is an elective, and the reading content is to be integrated into specialty methods. Concern was noted re: “transparency” of meeting reading requirements; the program includes a content literacy 2 credit course, covered in 7 weeks. Marilyn will re-visit this issue with faculty to consider 3 credits. Enrique suggested review of mathematics requirements, for 50+ seems high for a major, Bloomington has 42 credits. Luise motioned to approve the secondary program revision. Sheila seconded the motion, and it was approved unanimously.

Elementary program was approved at April meeting, but Marilyn wanted to share an update re: the elementary minors. Following discussion with area principals and analysis of Praxis results, the faculty has made revision for minors in reading, mild interventions and elementary education mathematics education, areas of need regionally. These minors are approved by IU East and will show on candidates’ transcripts and degrees. All elementary candidates must select one minor. The campus is considering a Spanish minor. Members raised questions re: the mathematics education minor; whether the Department of Education would question if it is available to all students or only education students. Marilyn will share concern with the department at IU East, for the mathematics department designed the minor. Proposed change to confirm that mathematics minor would be available to all students and consider deletion of EDUC 1 credit hour course in listed minor. Shirley approved the revisions, Luise seconded the motion, and it passed unanimously.

**ELEMENTARY PROGRAM REVISIONS, BLOOMINGTON – Tom Brush**

Tom noted that faculty reviewed the elementary program to comply with REPA, and specifically to find enough hours for a minor. There was the need to drop 6 credits in the program to allow for a minor of a minimum of 15 credit hours. The faculty agreed to drop the requirement of F200 and reduced English/Language Arts from 9 to 6 credits. The elementary program also has four approved areas of concentration that lead to license additions – reading, computer education, ENL and mathematics at the middle school level. All content minors are those approved by the College of Arts and Sciences (COAS). Given earlier Council conversations, Tom will follow-up to determine if COAS minors will show up on BS elementary education degrees and transcripts. Given suggestions from members, Tom made a note to re-visit use of minor, concentration and license additions (dual license) terms. Shirley moved to accept the revisions presented, Sheila seconded the motion, and it was approved unanimously.

**ARTS EDUCATION PROGRAM PROPOSAL, SOUTH BEND – Hope Davis and Jane Sera**

Jane noted that the South Bend faculty reviewed existing arts education programs in the IU system to design the South Bend proposal. The art content is very similar to the BA in arts at South Bend. Faculty are anticipating 15 students annually at inception and expecting growth. There have been queries from existing visual arts students. Student teaching will be split between elementary and secondary
placements. Sheila made the motion to approve the program, Rob seconded, and it was approved unanimously.

**ELEMENTARY, WITH MINORS AND SECONDARY PROGRAM REVISIONS, KOKOMO – Shirley Aamidor**

The IU Kokomo elementary program is 120 credit hours, including minors. The faculty worked to integrate campus requirements into education requirements. Candidates will be permitted to take any campus-approved minors. Changed to the education requirements include making the reading requirements the three 3 credit hour courses; eliminating E336, its given duplication with E335; adding K305, thus including 6 credit hours in special education; and adding K490, an assessment course. A dual license option in mild interventions has been created, which includes 23 credits + student teaching. Council members raised a question re: lack of US history requirement and suggested that the faculty considers the new elementary Praxis II requirement, given its content focus. Luise motioned to approve the program, Marilyn seconded, and it was approved unanimously.

The secondary program (120 credits) includes same general education courses, and the content requirements were coordinated with campus colleagues. For the middle school generalist, candidates need to select two content areas. Note Q200 is accepted by the campus as a general inquiry course. David motioned to approve the program revisions, Hope seconded the motion, and it was approved unanimously.

**IVY TECH ARTICULATION – Jill Shedd**

Jill summarized the situation; Ivy Tech statewide has approved a general education core to be integrated into all programs, including those with which IU has articulations. Gerardo indicated that the 30 credit hour general education core may lead to the demise of the existing system-wide elementary articulation agreements. Gerardo will explore the implications of the 30 credit hours articulation mandate on the IU Schools of Education 60 credit hour articulation agreements.

David raised questions re: GPA’s in content areas from Ivy Tech to be accepted for transfer.

**ANNOUNCEMENTS**

ICHE has planned a meeting with IU representatives – Marilyn, Pat, Karen, Barb Bichelmeyer, Ada Simmons, Linda (Barb assistant). The agenda for the meeting is unclear, but representatives are prepared to address DOE issues re: REPA and ICHE approval of degrees reflective of REPA and impact on student learning.

**NEXT MEETING**

The Education Council will meet next on Friday, April 20 at IU Kokomo.

Submitted by
Jill D. Shedd