Members in Attendance: Joyce Alexander, Kate Baird (for Aija Pocock), Elizabeth Boling, Jack Cummings, Dan Doerger, Gerardo Gonzalez, Linda Houser, Deborah Keller, David Lindquist, Paul Paese, Pat Rogan, Walter Ryan (guest), Joy Seybold, Catherine Shea, Jill Shedd, Barbara Thompson-Book, Sheila Trzcinka

April 23, 2010 Minutes
A correction on page 2 of the submitted minutes was proposed to clarify that IU Southeast does not have a minor in elementary education. The minutes were approved unanimously as amended.

IPFW Early Childhood Program
Terri Swim summarized that the program being proposed is a new major in Early Childhood Education with two concentrations. This major would be an option to the existing BS in Education offered at IPFW. The major only would be available to students who have earned the AS degree at Ivy Tech. Ivy Tech has indicated that they have the students who will be interested in this major, and it does meet a need in northern Indiana. The major has been approved by the department, College, and is on the agenda for campus-level approval. The faculty is seeking Education Council and campus-level approval at the same time. IPFW already is approved to recommend candidates for licensure in early childhood.

Questions that were raised about the proposed major included:
- Curricular coverage of mathematics methods in the K-3 concentration
  Terri indicated that methods are covered in the Ivy Tech course ECE 243. She added that the candidates will have to take the three mathematics courses required of the elementary candidates. As a further note, Terri clarified that the second fall and spring semester blocks of courses align with the blocks in the elementary program.
- Inclusion of F400 Issues in Infancy and Early Childhood Mental Health in the Birth – 5 concentration.
  Terri explained that the course is designed to address the range of issues that Head Start providers face.
- Special education coverage in the K-3 concentration
  Terri noted that in this concentration candidates are required to complete both K305 and K307, the requirements a part of the elementary program.
- Range of field experiences
  Terri stated that the program includes field experiences in two of the three age groups, as specified in the NAEYC guidelines approved in 2009.

After further discussion, Terri moved to approval the major as presented. Kate Baird seconded the motion. It failed with only one vote in support. Sheila Trzcinka then moved to approve the major as presented contingent upon evidence of the inclusion of mathematics pedagogy in the curriculum. Barbara Thompson-Book seconded the motion. Clarification was provided that evidence may be a course or rationalization that mathematics pedagogy is covered in existing required courses. The evidence is to be submitted to the Education Council Agenda Committee. If the Agenda Committee is not in agreement re: the evidence provided, the issue will be placed on the agenda of the Council’s April meeting. The motion passed.

IUS Elementary Program
Walter Ryan explained that prior to REPA, the elementary program at IU Southeast had 57 credit hours in general education and five professional education blocks. The proposed change to meet the new REPA requirements is to include 67 credit hours in general education, most of which are to be completed prior to the professional education blocks. Once the candidates begin the professional education blocks, they will not be permitted to register in non-education courses to allow for the candidates’ greater involvement in schools. The block faculty
will work and teach as a team, and practically speaking the coursework will be taught as a “block”, rather than as individual courses. Also, a change is proposed to the student teaching block. At the start of the student teaching semester, the candidates will be in their placements, but during the first six weeks they will be taking courses and completing assignments to be completed by work in their student teaching classrooms. The proposed changes have been approved at the campus level.

Questions that were raised about the proposed changes included:
- Student teaching supervision and instructors for courses during student teaching block
  Walter indicated that the supervision is 30-40% by faculty, and the courses to be taught in the student teaching block will be by faculty.
- Compliance with the Common Lower Division Agreement
  Yes, the proposed changes are consistent with the 60 credit hour agreement.
- New course X461
  Barbara stated that this is a new course, given the proposal to drop E449 from each block. The proposal will include literature integration in each block with the respective content focus. The new course does have interesting implications for faculty load.
- Ten weeks of student teaching for six credit hours
  It was proposed that the Council discuss this issue at a future meeting; the number of weeks of student teaching relationship to number of credit hours required.

Joyce motion to approve the proposed changes as presented. Dan seconded the motion, and the changes were approved.

IUS Special Education Program
Cathy Shea shared that this is a K-12 licensure program, and given the changes in the elementary program, changes were necessary in this special education program. The proposed changes include:

- Alignment with the new four-block elementary education program
- Adjustment in general education options to reflect availability of courses; no changes in the total hours required.
- Reduction of total program hours from 130 to 124.
- Potential for candidates to complete the program in seven semesters with some summer school courses.

In response to questions, Cathy pointed out that the reduction in credit hours were all in education – student teaching credit hours, two credit hour children’s literature course, and practica. Cathy clarified that candidates earn a BS in Special Education. They can be “highly qualified” in elementary passing the respective Praxis II exam (0001) and “highly qualified” and eligible for the respective secondary license by passing the respective content Praxis II exam. Concern was noted that graduates may be disadvantaged for employment with the focus of the program on the elementary level with no elementary licensure. The secondary special education knowledge appears to be all in the practica. Cathy noted that the student teaching requirement is eight weeks each at the elementary and secondary levels.

Terri motioned to approve the program as presented. Kate seconded. Joyce asked for clarification as to the program requirements that provide secondary coverage, besides the field experiences. Cathy noted all the special education courses, a practicum working with ENL populations, as well as a practicum focused on the different service delivery methods utilized at the secondary level. The motion was voted upon and passed with one vote opposed to the motion. Gerardo suggested that the topics of concern expressed in the meeting be shared with the IUS special education faculty.

IUK School of Education Proposal
Gerardo shared with the Council that the academic leadership of the campus vice chancellors requested that the Education Council vote on the proposal that IU Kokomo has made to move from being a Division to a School. Paul provided a context for the proposal. Currently, it is not clear what the unit is a “division” of. It operates as an
independent unit on campus, with its own budget and a leadership team for the past five to six years including a dean, associate dean, assistant dean and field experience director. The unit has elementary and secondary undergraduate programs, as well as a MS program. Presently, education is the only unit on the IU Kokomo campus that is not a school, and in the IU system, IUK is the only education unit not a school. The proposal does have the support of the campus Chancellor and Vice Chancellor. Paul is seeking the support of the Education Council for the unit in Kokomo to become a School of Education.

Joyce motioned to express the Council’s support for the proposed School of Education, and Terri seconded. The motion passed unanimously.

**IU ConnectED**

Jack provided some background to this topic. At the May Deans Retreat, the concept of cooperation among the campuses in the delivery of on-line courses and programs was discussed. Since that discussion, efforts to increase the number of on-line courses delivered through Bloomington have been made, and work has been initiated to provide one portal for the promotion and information about all distance Indiana University School of Education offerings. Over this fall semester, there has been a review of distance marketing needs. A result of the review has been approval of a Web site – IUconnectED.iu.edu, a marketing coordinator position, and initial development of plans to increase connections with alumni.

Elizabeth added that the Web site will be designed to increase the visibility of the distance courses and programs available, to help new courses and programs reach the critical enrollment requirements, and to serve as a “broker” of courses available on the various campuses. An example of the Web site was distributed. Elizabeth noted that there are current university administrative practices that do not facilitate these efforts, but the School is pushing ahead nonetheless.

**CoursEval**

Jack shared with the Council members that one department in Bloomington piloted the use of this course evaluation software product during the spring and summer 2010 semesters. The particular issue to be addressed with the software is the reliance on paper evaluations, and the delay that these evaluations have imposed on the faculty annual reports. Different departments have used Survey Monkey, but this software has required a lot of front-end work by staff.

The CoursEval software is well designed with good reporting functions allowing for the easier provision of comparative data. The software currently is on a Bloomington server and allows for varying levels of data access. The software will provide data in such a way to facilitate promotions and tenure recommendations, and it automates messages to students and faculty. There is a 48 hour data turnaround, and options for question creation.

**IU South Bend MAT New Degree Proposal**

Michael Horvath, Dean at South Bend, shared with the Council that the campus has been serving two populations with one master’s program; candidates seeking initial certification and candidates wanting advanced study in education. The faculty has proposed differentiating these populations’ needs, and believes that the best way to do so is to development a MAT proposal. The proposal will be for an MAT program in elementary education to which T2T candidates could apply, if they are interested in an advanced degree as well as initial certification.

Overall, the program will include only already approved courses. The first 24 credit hours of the program will represent the elementary T2T requirements.

South Bend already has two MAT programs, a non-licensure program in English and a program in special education.
Michael provided this overview as an information item only and asked whether the Council would be willing to vote on the new degree proposal electronically prior to the next scheduled Education Council meeting in April. The members agreed to do so.