Indiana University School of Education

EDUCATION COUNCIL

December 7, 2012

MINUTES

Members Present: Shirley Aamidor, Matt Bevis, Elizabeth Boling, Barbara Book-Thompson, Hope Davis, Enrique Galindo, Gerardo Gonzalez, Linda Houser, Pete Kloosterman, Rob Kunzman, David Lindquist, Jill Shedd, Terri Swim, Annilee Teemant, Chris Walcott

Guests: Jim Burg, Cary Buzzelli (phone), Paul Paese

Approval of October 26, 2012 Minutes

Hope motioned for approval. Pete seconded, and the minutes were approved unanimously.

Early Childhood Education Program Revision – Bloomington

Cary Buzzelli offered reasons for the proposed revisions; to align the initial requirements of the program with those of the elementary program, and to allow more time for students to select the program. Currently, the early childhood education requires candidates to start the second semester of the sophomore year, so the proposal changes the program from a 5 semester to 4 semester program. One major difference in the proposal is the reduction of student teaching from two semesters to one. This revision will require one student teaching placement in K-3; other developmental levels will be addressed in field experiences in the program.

Shirley asked what are the pre-requisite courses. Cary indicated that there are only two pre-requisites; P248 Elementary School Child: Physical, Emotional and Social Development and W200 Using Computers in Education. The three non-authorized courses may be taken any time before student teaching.

Shirley noted concern about only six hours before admissions and no field experiences prior to admissions. Cary queried given the range of potential programs for students, where could there be a meaningful field experience in the pre-requisites. Shirley suggested a 0 credit field experience or a field experience with P248. Linda suggested a service learning project. Matt asked if all programs have a field experience prior to admissions. Yes, is the answer.

Enrique requested clarification of the professional education series and student teaching component; the reduction of student teaching semesters, shuffling of courses, and reduction of program to 120 credit hours. Cary noted that in the junior cluster in the spring the field experience has been changed to a practicum, for a more extended placement with 3-5 year olds, to meet the goal to offer an extended opportunity with preschool-age students. The proposal includes the addition of the legal and ethical issues course into the program. Also, the proposal changes the offerings from multi-credit courses to discreet courses; to offer faculty individual courses and reference on transcripts of discreet coursework. The special education courses will be a part of concentration in the program.
Linda commended the faculty work in being able to propose a 120 credit program. Terri supported the whole semester on infant and toddler; it is a positive move. Shirley encouraged the program faculty to find a field experience in the pre-professional sequence. At IUK use the pre-professional courses serve as gate keepers. Terri asked the status of the Ivy Tech articulation. Gerardo suggested that we should try to be similar across campuses, but there have been significant changes in Ivy Tech. Terri noted that IPFW kept the common articulation in both elementary and early childhood. Gerardo and Linda noted that we never reached an early childhood articulation agreement.

The program revisions passed unanimously.

IUPUC Elementary Program

Chris reported that the program and concentrations were approved at the campus level. Technology was moved to the blocks, and field experiences were made 0 credits with a fee. The concentrations were revised given the availability of courses on the IUPUC campus. Linda questioned the technology offering, in terms of issues surrounding student transfers. Chris clarified that the concentrations are not necessarily license areas, but do prepare the candidates to take a content test. The ENL and special education “concentrations” are approved licensure programs. The content/middle schools concentrations are not state approved licensure programs. These areas can be added by test only, using the content-specific middle school tests. Linda suggest that IUPUC consider seeking state approve for the MS license addition programs.

The program revisions passed unanimously.

IPFW

Secondary Education Programs - 120 Credit Hours

In secondary education at IPFW, math and science are Purdue programs, and the rest are IU. David referenced the elective drops in the IU programs to meet the 120 credit hour requirement; Education at IPFW does not have control biology, chemistry and physics. Linda questioned the 9 credit hour drop in social studies, but David indicated that the IPFW program was high, requiring a major in history and two areas of 12 credit hours. David reviewed programs across the country and found that the norm seems to be 57 credits in social studies.

Barbara moved to approve the programs. Hope seconded the motion, and the programs were approved unanimously.

Early Childhood Education/ Elementary

Terri itemized the changes in the humanistic thought requirements, elimination of communicative disorders, and changes to the early childhood concentration from 21 to 19 credits. Students may choose dual license options which are more than 120 credit hours. P-3 aligns well with elementary. Shirley questioned only one literacy course; Terri indicated that actually, there are two, F300 and E370. For the birth – 5, there is no license recommendation. Licensure program is “prenatal” through grade 3.

Barbara moved to approve the programs. Shirley seconded the motion, and the programs were approved unanimously.

IUPUI

Elementary Education/Minors/Dual Licenses/Concentrations/Middle School Licensure

Linda summarized the changes made to the elementary program to reduce it to 120 credit hours. Given a review of student data, writing is a problem for IUPUI students, therefore the faculty retained two writing
courses and dropped the communications course. In the benchmark assessments, very few students did not pass verbal skills. The other change was in fine arts; only three credits in content, but the methods requirement remains. IUPUI knows that they may have to re-visit the program requirements, once the statewide common core is approved, but faculty wanted to retain two writing courses. Matt questioned whether ACEI would question the dropping of the communications course; Linda felt it would not. The concentrations have not changed. IUPUI has three elementary program options – the program with concentrations is 120 credits, dual license programs (ENL, technology and reading) are more than 120, and the program with institutional minors would be more than 120.

Pete moved to approve the programs. Matt seconded the motion, and the programs were approved unanimously.

Linda shared that IUPUI offers middle school licensure as a separate program. Linda anticipates that IUPUI will have to re-do programs, once the Pearson tests are available. She added that IUPUI has few who add the MS license.

**Secondary English, Social Studies and Spanish Education**
The Secondary English program kept the communications course and collapsed some common core courses. The social studies 120 credit hour version includes historical perspectives and one other area. Students will be advised to take two areas, but the 120 credit hour program will be only one area. The changes to the Spanish education program were made to strengthen the Spanish core, given that students seem to be struggling to pass new Praxis II Spanish test. Students are taking more 300-level + courses. All of these programs include requirements that match or exceed the campus majors in the respective areas, noting that there is not a “social studies” major on the campus.

Annilee moved to approve the programs. Pete seconded the motion, and the programs were approved unanimously.

**South Bend**

**Elementary Education**
Hope reported that the elementary has one concentration as the 120 credit hour program; the program is going through campus approval at the same time. The changes were minimal to the program; the changes were in the concentrations.

Pete moved to approve the programs. Barbara seconded the motion, and the programs were approved unanimously.

**All Secondary Education Programs**
Hope indicated that all secondary programs have been reduced to 120 credit hours except for chemistry; there is a dispute with the chemistry faculty over one course. The program changes all have been in the content, rather than the education courses. Approval of the program revisions is contingent that chemistry is reduced to 120.

Barbara moved to approve the programs. Shirley seconded the motion, and the programs were approved unanimously.
Special Education P-12 Program
There are special education P-12 changes to document send out earlier. Student teaching has been changed to be in one semester only. Terri questioned whether the program would qualify students for “highly qualified” recognition. South Bend will have license additions for elementary and secondary in special education. Concentration areas (5) are double-counted as general education; the same as approved for elementary program. The hours are embedded in different blocks of the advising sheet. This is not a new program; just a revision to the 120. Gerardo suggest that language aligns with REPA.

Pete moved to approve the programs. Terri seconded the motion, and the programs were approved unanimously.

IU Southeast
Elementary Education Program
The program was at 127 credit hours; the faculty dropped the social studies course associated with families, and the health credit – moved to physical education and health and arts class. The science lab requirement will be integrated into Q200. General methods course was reduced to two credits, and a new course in early childhood development and growth for two credits has been created. Also the proposal includes an added credit to literacy course in third block. All students will have a social studies concentration with two hours of electives. If students want an additional concentration, it is above 120 credits. It was noted that the math concentration includes the MS license addition coursework.

Shirley asked about the campus use of T109. IUS requires a skills test to start the T-series. Bloomington is the same, but math faculty are considering M118 as a prerequisite to T101.

In response to a question, Barbara noted that IUS has never offered Q200. In the sciences, IUS wanted to drop chemistry and offer an environmental sciences course, but chemistry faculty said no. There is an ongoing conversation with the science faculty re: changing the lab requirement.

Pete moved to approve the programs. Terri seconded the motion, and the programs were approved unanimously.

Secondary Education
Barbara wanted to bring up an issue re: the secondary program. The regular program was without a diversity and special education course. The program was approved, because the IUS campus had never had these two courses. The minor in secondary was not approved given these course omissions. Her question is whether the faculty should come forward with (M300 has been added) a revised program with no special education course. The advice of the Council would be that they need to include special education; primarily as an accreditation issue and how special needs students are addressed.

State Board Follow-up
Gerardo reported that the State Board on December 5th retained exceptions to licensure by examination only for ENL and high ability; fine arts remains as test only. The adjunct teacher permit was modified to include a provision that candidates would have to complete pedagogical training. For Gerardo, these are remaining concerns re: the drop of degree requirements for building and district administrators. The Council members had some discussion re: levels of teaching experience required for building administrator license.
Gerardo noted that an important revision to the original REPA 2 is that the revision presented disentangled license renewal from teacher evaluation process/results.

Jill indicated IACTE will be working with IDOE to develop criteria/process re: program approval. The Board has approval authority.

Gerardo feels that the letters, etc. made a difference. Gerardo suggested that there is a need to watch for the movement of licensure from state to teacher preparation programs.

**Low Productivity Degrees – Commission on Higher Education**

Gerardo indicated that the Commission is interested in eliminating low productivity degrees. Its rationale is associated with perceived costs to offer these programs. He noted that some institutions have specific secondary content degrees; others have secondary education degrees with content as majors. Gerardo suggested that campuses will need to review own degrees.

Shirley and Paul reported that IUK has suspended its early childhood education degree, but they are hoping to keep it, given the potential for renewed state interest in early childhood.

Hope reported that IUSB was fully approved by its NCATE review team in November.

**Other**

It was suggested that the Council have a conversation re: credit hours and fees for student teaching.

Submitted by
Jill D. Shedd
Executive Secretary to the Education Council