Members Present: Shirley Aamidor, Joyce Alexander, Barbara Thompson-Book, Tom Brush, Dan Doerger, Gerardo Gonzalez, Anne Leftwich, Joe Nichols, Aija Pocock, Pat Rogan, Ken Schoon, Catherine Shea, Joy Seybold, Jill Shedd, Bruce Watson

Nasser Padar, Chancellor at IU East welcomed the members to the campus.

**Approval of the December 4, 2009 Minutes**
Joyce motioned for approval of the minutes, seconded by Barbara. The minutes were approved unanimously.

**Educational Leadership MS New Degree Proposal – IUSB**
Bruce explained that currently students in educational leadership in South Bend must be admitted into either an elementary or secondary master’s of science degree program. The new proposal is to offer a P-12 educational leadership program.; 27 credit hours for certification and 36 credit hours to complete the master’s degree. The proposal has been approved by the Department of Education, but will have to go before the Commission on Higher Education for approval. To highlight the distinctive qualities of the program, Bruce noted that the local superintendent advisory committee helped to develop the curriculum and will monitor the partnerships. The program is very field-based with principals serving as mentors. In response to Gerardo’s question, Bruce noted that embedded within the program is work to provide leadership in “turnaround” schools. Bruce added that with 11 “endangered” schools in South Bend the field experiences for the candidates will be very real, including opportunities K-12 and at a variety of sites.

Bruce offered an overview of the program’s key assessments addressing the national standards. The first assessment is an oral presentation in the Introduction to Educational Leadership course; candidates must pass this assessment to continue in the program. The second benchmark is at the end of the first year and includes both oral and written assessments. The third benchmark is completion of a portfolio and/or action research project approved by the candidates’ superintendent.

Gerardo advised Bruch of questions to expect from the Commission on Higher Education; one being to explain the value of the master’s degree program and another regarding candidates’ preparation to lead “turnaround” schools.

Barbara motioned to approve the program. Shirley seconded, and the motion passed unanimously.

**Urban Education Ph.D. Proposal – IUPUI**
Pat noted that this will not be a “common” program offered at more than one campus, but it was practice to share new degree proposals with the Education Council. She stated that this will be the first PhD. within the School of Education at IUPUI. Over the course of seven years, the faculty have worked to embrace the campus emphasis on urban education. The degree program is a traditional design with
the intent to prepare new faculty in the field of urban education. Plans are to begin the program in fall 2011. The program will include both evening classes and distance education options, but at this time, weekend options for course delivery are not being planned. The program will be small to allow for extensive candidate research experience and faculty mentoring. Across the country, there are five institutions with similar programs; urban education appears to be relatively new and existing programs are graduating small cohorts.

REPA Discussion
Tom shared a summary of the discussions on the Bloomington campus to date regarding potential changes to programs to comply with REPA. For secondary programs, the respective faculty reviewed the current content requirements with the College of Arts and Sciences major content requirements. Minor changes to align the secondary education major requirements were approved. No changes have been suggested with respect to the professional education requirements in the secondary program to date. For the elementary program at Bloomington, changes have been proposed to integrate a minor into the program. In Bloomington, a “minor” is 15-18 credit hours. The Bloomington elementary program already had nine credit hours in an “area of concentration,” thus six credit hours needed to be reduced in the professional education requirements, in order to maintain the total degree requirements of 128-129. The elementary faculty have proposed dropping the requirement of F200 “Introduction to Teaching” and three credit hours from the literacy, culture and language education course requirements.

Barbara noted that at IU Southeast the faculty took a different approach to revise the elementary program. REPA provides the option to offer “elementary general concentrations” using current general education coursework with additional credit hour requirements. Furthermore, the faculty are considering changes to the structure of the elementary program to include four “thematic” blocks, rather the current five. Proposed changes would be to drop P251, E449 and X460, and make adjustments to E337 to focus on child development. A new course is being considered, X461 for 0-3 credit hours, to be repeatable; allowing for a thematic focus on children’s literature within each block. Consideration also is being given to a course that integrates music, art and physical education methods into one course, “Working with Teachers in Special Areas.” The elementary program at IUS is currently 130 credit hours. IUS does have a minor in elementary education, basically an undergraduate offering of the elementary transition to teaching program.

With respect to the Common Lower Division, Gerard reported that he has been in communication with Ivy Tech that REPA may impact the Common Lower Division agreement. Thus, he has set a foundation for potential changes to the agreement.

Regarding minors in elementary and secondary, Gerardo shared that he believes politically Schools of Education should consider offering secondary minors, for example 18 credit hours plus 12 credit hours of student teaching. He believes that enrollment in secondary education will increase given a secondary minor option.

It was noted that dual license programs do not need to change in order to integrate “minors” into the programs.

IUE is hoping to re-structure its secondary education program, but is struggling to develop a feasible program under responsibility centered management.
Overall, Gerardo believes that it is important to expand preparation program options and to focus on strengthening new teachers’ content. Understandably, changes/options stress cohort programs and course designs. He also noted a concern re: the time line for having new programs in compliance with REPA in place.

In order to coordinate changes of “common” programs across the campuses, it was agreed that the Education Council would host two working meetings – October 1 for elementary faculty across the campuses and October 15 for secondary faculty. In the mean time, Gerardo urged that should the Department of Education request information about programs and their compliance with REPA, that the deans of all the IU campuses conference to formulate an “Indiana University” response. This will be discussed further at the Deans Retreat.

**Indiana Commission on Higher Education – Master’s Degrees in Education**

Gerardo shared that the Commission over the spring has had a discussion item as to the value of master’s degrees in education. Currently, NAEP data reflect a positive correlation between teachers’ attainment of advanced degrees and students’ scores. Gerardo also plans to request Eduventures to review the literature re: this issue that may provide important talking points for the discussion. It appears that the Commission will be looking closely at master’s degree proposals and analyzing the inclusion of “content” courses. The question seems to be “What is the value-added of a master’s degree in education?”

**Next Meetings**

- October 1  Meeting of elementary faculty to discuss changes to comply with REPA
- October 15 Meeting of secondary faculty to discuss changes to comply with REPA
- November 12 Education Council – Indiana Univ Purdue Univ Columbus
- April 15 Education Council – IU Southeast

Submitted by
Jill D. Shedd
Executive Secretary