Members Present: Keith Barton, Matt Benus, Faye Camahalan (for Lisa Hoffman), Barry Chung, Denise Dallmer, Hope Davis (for Marsha Heck), Enrique Galindo, Linda Houser, Erik Jacobsen, Terry Mason, Thu Suong Thi Nguyen, Beth Samuelson, Jill Shedd, Annela Teemant

Guests: Donna Albrecht, Karla Barnett, Doyin Coker, Jenny Conner-Zachocki, Paula Magee, Mark Sperling

Those in attendance introduced themselves.

**Approval of April 14, 2017 Minutes**

Matt made motion to approve, and Annela seconded. Doyin noted that the reference on page 3 that IUS has its first full-time faculty in special education is not accurate, and should be removed from the minutes. The minutes were approved as presented with this one change.

**Required Education 12cr Core for MAT degrees** - (Joining discussion via Video Bridge - Hitesh R. Kathuria, Assistant Vice President for University Academic Affairs and Director, Office of Collaborative Academic Programs)

Hitesh offered an overview of existing graduate on-line certificates from IU East. These are graduate certificates in the respective content areas – biology, chemistry, history and political science. There is a proposal to build from these certificates and to develop MAT degrees with two tracks, one for licensed teachers and the second as teacher preparation/first-year licenses. At present, IU East is offering an online/hybrid MAT in mathematics. The program has been specific to IU East, and the University is planning to market this globally. The IU East MAT aligns with the campus T2T program. Denise explained the existing MAT in mathematics at IU East; all the mathematics courses are on-line and candidates complete education courses and student teaching in one year on campus. To market successfully, the program should be 30 credit hours and totally on-line. The MAT two tracks would have to require different education coursework.

This proposal is from the Office of Collaborative Academic Programs that believes that there is a market/audience for both tracks. This Office is seeking permission to work with education faculty to move forward. Members noted concern about an initial licensure program meeting state approval/accreditation requirements. One question was whether the education faculty had to approve both tracks.

Terry recommended that the Office staff meet with the Education Council or representatives from the Council early in 2018. Hitesh requested designation of 1-2 representatives who would meet with the Office weekly to inform the development process and to develop a proposal for
Education Council. The first meeting will be in the third week of January. Hitesh had to leave the discussion, and the discussion resumed by the Council.

Members discussed issues surrounding any MAT including initial licensure and whether there should be any MAT’s offered outside of the School of Education. Existing MAT programs on individual campuses are varied. For example, the existing MAT in mathematics at IUB does not include education courses nor does the IUPUI MAT in Spanish. At IUSB, there is an MAT in special education that includes initial licensure.

Terry wondered if the Council wanted to propose that such a program could not include initial licensure. Jill/Linda noted that these MAT programs may need to be included in an institution’s (EPP’s) accreditation review as an advanced level program. Terry suggested that he would be willing to meet with Office of Collaborative Academic Programs representatives joined by Council members who understand the accreditation issues. The issues to be raised with them include:

- Commitment that the proposed degrees never include licensure, particularly initial licensure;
- Consideration that any MAT’s may have to be included in an institution’s advanced level program accreditation;
- Consideration that any IU MAT must include a core of education courses;
- Consideration of national trends with respect to understandings/expectations of MAT degrees. Nationally, it seems that MAT’s are initial licensure programs. AND
- Request that the four proposed degrees not be MAT’s.

**M.S. in Education in Technology for Learning – Learning Outcomes**

This is a collaborative effort across campuses, and would be a “system” MS. The intent is first that the Education Council agree upon learning outcomes, which then would be approved elsewhere. Then the campus-wide committee would use the approved learning outcomes to begin curricular development. At this point, the issue before the Council is approval of these learning outcomes. The issues re: accreditation and sharing of enrollment remain to be addressed. One question was whether campuses would require MS candidates to have an initial license. Some of the campuses do, and others do not. It was suggested that the individual campuses address their own admissions requirements.

Doyin motioned that we approve these learning outcomes, Annela seconded. The outcomes passed unanimously.

**IU Southeast**

**Resubmission of proposal for dual elementary education/special education program:**

Carol summarized that the faculty took the recommendations from the Council and integrated them into the proposal. She noted that currently, candidates have to complete two majors, which is an onerous effort.
Referring to the advising sheet provided, the 12 credits “additional coursework” is listed as flexible in terms of when candidates would complete the coursework. The first block was reduced to 17 credit hours. There is only one K490 course for two (2) credit hours addressing Autism. The program includes K361 and the associated K490 will be phased out. The note re: transfer students addresses issues for Kentucky candidates.

Annela motioned to approve the program as revised, and Beth seconded. The proposal passed unanimously.

**New licensing area: English as a New Language, both undergraduate and graduate**

Council members were reminded that it approved an ENL minor earlier, and IUS had a graduate ENL licensure program in collaboration with IUB. The campus is proposing to include undergraduate ENL licensure with the minor. With new faculty in ENL, IUS is proposing to have the ENL graduate licensure program separate from IUB. Donna summarized that the faculty have met with their stakeholders, and they are eager to have a local/regional program.

Annela shared her support but was concerned about only being a 15 credit hour program. She understood that it would be competitive, but she has major concerns about being able to prepare the teachers well in a program with only 15 credits. Annela added that many teachers are going to the online 12 credit hour program at Purdue. At IUPUI, the program is 21 credit hours. Donna explained that the graduate courses in the program will have sections of the courses specific to ENL instruction. The program would be P-12. H553 is student teaching.

The undergraduate ENL minor has been approved (12 credits), and there would be specific ENL requirements within the candidates’ student teaching. The request before the Council is permission to go to the IDOE to request the license addition approval.

Annela is concerned about the lack of consistency among credit hour requirements across the campuses. Terry recommended that this proposal be tabled. Members articulated outstanding issues:

1) Number of credits for license additions across IU campuses; consideration needs to recognize that these programs are regionally based.
2) Consideration of transfer candidates from other IU campuses when using IU course numbers.
3) Need for a language foundations course at the undergraduate level (L539 at graduate level – seems to be a methods) and thus would be similar to L436.
4) Consideration of pre-requisites.
5) A second language course at the undergraduate level.

Donna agreed to make changes based on these issues, and Council members agreed to manage a vote on the revisions electronically.
New concentration within the existing Master of Science in Secondary Education degree: Biology (intended for dual credit high school teachers).

This program is designed for teachers seeking ACP teaching approval. The program was developed in collaboration with the College of Arts and Letters, and candidates would be advised by the biology faculty for the biology coursework. This program is modeled after the programs in four/five other content areas; programs already approved by ICHE with respect to ACP instructors.

Annela motioned to approve this new MS in Secondary Education concentration, Beth seconded the motion, and the Council approved it unanimously.

New concentration within both the existing Master of Science in Elementary Education and Master of Science in Secondary Education degrees: Music (collaboration with the music department within the IUS School of Arts and Letters). New concentration permits music teachers to complete advanced study in their specialty areas as well as complete the required core courses for the M.S.Ed. degree.

This program requires that candidates be interviewed by music faculty, and the candidates would work with those faculty to determine the music courses to be completed. There is no clear data as to the audience/market for this advanced music education program. The campus recently started a music minor at the undergraduate level, and the intent is to have a graduate option for these candidates for their future professional development.

Matt motioned to approve the music concentration, Annela seconded, and it passed unanimously.

New graduate certificates

The intent of these certificates is to provide IU recognized graduate certificates for each of the IUS graduate licensing areas in which teachers pursue coursework but may not need to complete a full master’s degree. All existing graduate licensure/non-degree programs are being converted into certificates. Furthermore, IUS has a number of non-degree programs, and the campus has difficulty tracking candidates in these programs. To convert these non-degree programs into certificates helps candidates secure financial aid at the graduate level and provides a formal credential for licensed teachers (admission requirements include being a licensed teacher).

Jill shared that the Registrar recently agreed to include non-degree programs/certificates on transcripts. She will share that information with the Council members. A question was raised whether these candidates are eligible for financial aid. Jill will clarify.

With respect to the five graduate certificates proposed (excluding ENL from the original documentation), Matt motioned to approve the proposal, Annela seconded and the motion passed unanimously. It was agreed among the Council members that once the revised ENL program is approved, it also would be an available graduate certificate.
**IUPUI**

**Early Childhood Education**

Paula shared that this program has been on moratorium. Yet, working with Ivy Tech and the TSAP program, the IUPUI faculty have updated the program and worked to leverage candidates’ Ivy Tech coursework to revise the program. The candidates in this program will tend to be full-time workers, thus the courses will be offered as hybrids or in the evening. The courses will be drawn from candidates’ work experience in early childhood, integrating experiences into the methods, in contrast to having separate field experiences courses/credit hours. For candidates who are not working, they would be required to complete hours in selected early childhood settings as a part of specific methods courses.

Annela motioned to approve the program, Matt seconded, and it passed unanimously.

**IUPUC**

**Elementary Education Program**

Jenny highlighted changes to the program. With respect to student teaching, it would include two eight-week placements in one semester, allowing courses to be full one-semester courses. With respect to the technology expectations, the proposal is that the technology concepts/expectations will be integrated into methods courses. There will be assignments in these courses that include technology components. With these credit hours, the program is able to add an L400, *Instructional Issues in Language Education*, to address working with ENL students. Also, the program adds a seminar during student teaching. The topics -- UDL, ENL, classroom management and assessment -- would be on campus with online components. The program has deleted some general education courses options, given that they no longer are offered at IUPUC. The program also is proposing eliminating the English/language arts and social studies concentrations.

Members noted that the addition of ENL was positive. Jenny clarified that the seminar would include four face-to-face sessions complemented with online requirements.

Members were unclear, given the advising sheet shared, what was new to the program and what was not. Council members asked to receive documentation to clarify what would be new and/or changed in the program. Council members agreed that once they received added information, they were willing to manage a vote on the changes electronically.

**IUB**

**Elementary Program, Language Arts Concentration**

In reviewing the documentation re: this concentration, Beth noted that this was not discussed at an LCLE faculty meeting, only “presented to the literacy area faculty.” Beth’s issue with respect to the change in the concentration is procedural rather than substantive. Once clarified that the department has discussed and approved this language arts concentration, then this item may be addressed electronically by the Council.
**Task Force to Review Education Council Constitution/Membership**

Terry offered a context for the need to review the Education Council Constitution, specifically membership, given the separation of the Core Campus. Terry asked for volunteers to review the constitution and to draft changes to be considered by the Council at its spring meeting. Matt Benus and Beth Samuelson volunteered, and Doyin will send a name to work with Terry.

Council members agreed to meet at IUPUI for its spring meeting. Jill will send a Doodle poll to members to secure the date.

Submitted by
Jill D. Shedd
Secretary to the Committee