

TO: Policy Council

04.09

FR: Floyd Robison

RE: Core Campus Committee Report, 12/2/2002 - 5/4/2003

First of all, let me apologize for not having a report to the Council in May. As the committee had its first meeting in December, 2002, I was under the impression that our work was to continue until December, 2003 before a report was due. Apparently I either did not receive or overlooked a memo from Jane Kaho that a report was expected in May, 2003. For this oversight, I sincerely apologize.

The committee has little to report. We were able to meet only twice, in December, 2002 and March, 2003. Although we tried to schedule additional meetings, several members were often out of town through the spring semester and we simply could not find times when a majority of committee members could meet in person or through distance meeting technology.

Our second difficulty was related to our lack of success in operationalizing our charge from the Policy Council. Initially, we had been asked to determine how the "campuses could work more closely together or cooperate more fully." As we attempted to operationalize this charge, various colleagues requested that it include discussion of matters such as availability of mass transit between campuses, standardization of the academic calendar, faculty presence on the two campuses, and the like. As various committee members discussed these potential topics with administrators on the two campuses, they were advised that the topics were not intended to be part of the committee's charge. In fact, we were unable to articulate the charge clearly enough to discuss any issue but one at length.

The topic we did address was the request from the Council on Teacher Education to consider ways that the teacher education programs at IUB and IUPUI could be coordinated such that students could transfer courses between the programs more easily. The major issues raised within our committee were as follows: 1. It is a well known expectation that students should be able to move their course work easily across the core campus; and (2) the programs at each campus are dramatically different. In particular, the LT/TL program does not have courses in the traditional sense, but prepares students with modules or blocks of information, often presented at participating

schools. Information in those modules or blocks would be offered in different discrete courses in the IUB program. Thus, we could not identify a simple means to "transfer courses" between the two programs. It was suggested that the core objectives common to courses or learning modules between the two programs be identified and these objectives be used to initiate a discussion within the teacher education faculties on both campuses, as to how the content of the programs can be matched or coordinated more closely.

Once again, I regret not having a report to the Council in May. I also regret that the committee could not successfully arrange more meetings or more clearly operationally our charge.

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Sent to Core Campus Committee
JHP 12/6

INDIANA UNIVERSITY



Memorandum

To: Professor Judith Chafel, Chair
Policy Council

From: Peter Kloosterman, Chair
Committee on Teacher Education

Date: December 2, 2002

Re: Policy Council vote to Approve Courses for the Core Campus

cc: Frank Lester, Chair, Graduate Program Committee
Jane Kaho, Dean's Office

SCHOOL OF
EDUCATION

As you know, policy council approved a motion on September 25, 2002 that all new courses would be approved for the core campus (IUB and IUPUI) unless specifically noted. In addition, another approved motion resurrected the Core Campus task force. Given that the IUB Committee on Teacher Education is charged with approving new initial license courses for the Bloomington campus, those motions were discussed at the CTE meeting on November 14. The committee would like the task force to look at issues of having the same courses taught on both campuses and thus asks to have the following comments sent to the task force. Depending on the recommendations of the task force, it may be necessary to raise some of these issues with Policy Council.

1. Although many of the same course numbers are used at the two campuses, initial license programs at the two campuses are unique. Specifically, program admission requirements, the way the courses in any one program are integrated, the way the field experiences and classroom based courses are integrated, and the order in which courses are taken in the program varies with the campus. Moreover, for many of the IUB programs the NCATE required unit assessment system is dependent on specific course assignments and thus dependent on instructors giving and assessing students on those assignments. Thus, when courses from more than one campus are combined by students building a program, there is the risk that essential components of programs and of the unit assessment system will be missed.
2. Given the trustees' mandates about being able to transfer courses with the same number across campuses, we know that we have very limited control over students taking courses at other IU campuses. This is a problem if courses have been specifically designed to be taken in conjunction with other courses in a certain program that exists only on one campus.

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3. The current (2000-2002) Undergraduate Bulletin contains the following language. "At IUPUI, the Learning to Teach/Teaching to Learn program is built on a coherent sequence of professional education courses and field experiences. To support program integrity and continuity, students interested in completing a program leading to initial licensure through the School of Education are encouraged to complete the entire professional education component at the IUPUI campus. Requests for transfer credits for professional education courses will be reviewed on an individual basis in consultation with program faculty; feedback will be provided in a timely fashion." (p. 5)

CTE members believe in the core campus concept and collaboration across the two campuses. However, they also know that initial licensure programs across the two campuses are different and that program integrity and quality may suffer when students take courses from both campuses, if the courses have not specifically been planned to be interchangeable (that is, independent of other courses within the professional sequence). Thus, CTE recommends that the task force look closely at what can be done: 1) to increase comparability across programs so that more courses might be interchangeable, and 2) to insure that program coherence and integrity is maintained and that the strengths of the programs at each campus are not compromised by policies that encourage students to take courses at either campus when the courses fit into programs in very different ways. At the very least, this may mean adding bulletin language like the IUPUI language noted above for all IUB and IUPUI programs. It may also mean reconsidering the extent to which approving courses for both campuses should be encouraged without thorough consideration of the ramifications to programs at both sites.