

Indiana Teaching Licensure New Program Proposal

Title of the Program:

Blended and Online Teaching License Addition

Context/Rationale:

The state of Indiana has offered a license add-on entitled *Virtual Instruction* for some time. However, this license addition has now been updated and revised to become the *Blended and Online Teaching* license. The Blended and Online Teaching license is not “stand-alone”; it can be added only to a valid instructional license already in place, and covers the grade levels already in place on the license. We propose the following program as a pathway for IUB K12 preservice teachers to be eligible to receive the Blended and Online Teaching licensure add-on at the time they receive their initial teaching license.

Only four educator preparation programs currently have received Indiana Department of Education (IDOE) approval to offer this revised license:

- American College of Education – June 2017
- [Ball State University](#) – Fall 2020 (Graduate)
- [Indiana State University](#) – Fall 2020 (Graduate)
- [Purdue University](#) – Spring 2021 (Undergraduate, Integrated)

There is an additional [certificate](#) available at IU East, focused on online learning and assessment. However, this does not currently lead to licensure and is not necessarily limited to K-12.

Events over the past two years, particularly the COVID pandemic, have highlighted the value of educators who are prepared for success in blended and online environments. This key juncture is the ideal time for IU Bloomington to add the Blended and Online Teaching concentration to IU’s already extensive teacher preparation offerings. Offering this license addition will enhance our competitiveness, as a certificate is already offered by three other teacher preparation programs in the state.

Process:

Following IU approval, this *Blended and Online Teaching* pathway proposal will be submitted to the Indiana Department of Education. The proposal will be reviewed by IDOE staff and scored by IDOE’s INPREP committee. We anticipate spring approval, and hope to begin offering this pathway in Fall 2022. [IDOE’s Proposal Review Process is described in detail here.](#)

IDOE Standards and Expectations

The Indiana Blended and Online Educator Standards are posted here:

<https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/>.

“Program proposals should show alignment to these standards. Since the BoT license addition will cover the grade settings on the current license, programs should be developed in such a way as to ensure K-12 preparation.”

Note: IDOE does not currently require a licensure test to receive this accreditation. Requirements are met solely through the completion of an institution’s program of studies.

Indiana University - Bloomington Proposed Pathway

Learning Objectives:

IU preservice teachers who complete the Blended and Online Teaching licensure pathway will have met the IDOE requirements for this license addition in Indiana and will be equipped to do the following:

- Facilitate learning in and across all types of virtual *learning environments* (online, hybrid, blended)
- Incorporate the best practices of learning science and *digital pedagogy* to plan experiences that result in meaningful learning
- *Design instruction* that is engaging, clear, accessible, and inclusive
- Adapt to various *technical requirements* in online instruction (software, hardware, and infrastructure)
- Select and integrate excellent digital *resources* for student engagement, instruction, and assessment
- *Communicate* with students, colleagues, and families through a variety of digital modalities
- Create and maintain good teacher-student *relationships* and a sense of belonging for all students
- Model excellent digital literacy and *digital citizenship* skills professionally and personally

Courses:

The proposed *Blended and Online Teaching* pathway does not require new course creation. As shown in the table below, two courses that are no longer required/used will be renamed and repurposed. Two courses used for other certifications will be dual-purposed.

	Current Course	Shifting to:
W200	Using Computers in Education - Required for all undergraduate education majors.	No change

W204	Programming for Microcomputers in Education (3 cr.)	Resources for Blended & Online Learning
W435	Technology Leadership in K-12: Was a CEL program requirement but removed from CEL program last year.	Teaching in Blended & Online Environments
W450	Internship	Internship: Blended & Online Teaching

Requirements of Neighboring Universities with IDOE Approved Pathways:

Ball State	Indiana State	Purdue - WL
<ul style="list-style-type: none"> EDTE 660 - Instructional Design and Technology 3 credits EDTE 675 - Virtual, Distance and Blended Education 3 credits EDTE 685 - Information Systems for Instruction and Assessment 3 credits 	<ul style="list-style-type: none"> CIMT 541 - Virtual Learning Environments 3 credits CIMT 543 - Production of Instructional Materials 3 credits CIMT 625 - Multimedia Design for Interactive Learning 3 credits CIMT 665 - Instructional Innovation 3 credits 	<p>From Innovation Initiative news page:</p> <p>5. Virtual Educator License</p> <p>Through existing coursework and collaboration with learning design and technology faculty in the College of Education, all [undergraduate teaching] candidates will meet the requirements for Indiana licensure in virtual education. "Indiana has a virtual educator license designed for those who want to teach at an online school or if you're suddenly teaching remotely as with the Covid-19 pandemic," says Obenchain. "It covers how to deliver online education, and we are working to infuse those virtual educator experiences throughout our program, so there will not be additional</p>

		courses.” Potentially, students will also become Google and Apple Certified Educators.
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Proposal Timeline

*Undergraduate Blended & Online License Pathway

Done	Identification of courses/course numbers to be employed
Done	Crosswalk of IN Blended & Online Standards with current coursework
October 2021	Detailed program design and syllabus construction
November 2021	Review and revisions
December 2021-January 2022	Proposal approved by IST Department (Nov 15)
	Proposal approved by Teacher Education (Nov 30, 1pm)
	Proposal approved by Policy Council (Jan 12,) Meeting Jan 26
February 1, 2022	Deadline for IUB proposal to be submitted to IDOE.
Spring 2022	IUB’s proposal approved by IDOE
Fall 2022	The IUB Blended & Online License Pathway opens for students

INDIANA SCHOOL OF EDUCATION
Committee on Teacher Education
Minutes
November 30, 2021

Attendees: Jeff Anderson, Thomas Arndt, Alex Cuenca, Sharon Daley, Kathryn Engebretson, Glen Hopkins, Rob Kunzman, Brian Shaw, Jill Shedd, Dominick Stella, Jill Vlcán, Patti Walsh, Denise Wyatt
Guests: Ana Maria Brannan, Susan Roberts, Anne Leftwich, Susan Drumm

Summary of the Meeting

- The Committee voted anonymously to approve the 11.09 Meeting Minutes.
- The Committee voted to approve the Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program.
- The Committee voted anonymously to approve the following proposals:
 - Proposal to change the name of EDUC-W204 (Programming for microcomputers) to *Resources for Blended and Online Learning* with the pre-requisite of EDUC-W200 or instructor's permission
 - Proposal to change the name EDUC-W435 (Technology leadership in K-12) to *Teaching in Blended and Online Environments* with the prerequisite of EDUC-W200 or instructor permission.
 - Proposal to change the name W450 (Internship in Instructional computing) to *Internship in Blended and Online Teaching* with the prerequisite of EDUC-W200 and the pre- OR co-requisite of EDUC-W204 and EDUC-W435
 - Proposal for the Indiana Teaching Licensure Blended and Online Teaching Certification/License Addition Proposal. Denise suggested adding credit hours in brackets before the proposal goes to the Policy Council.
 - A CARE referral section is suggested to be added to syllabi.

1. Approval of 11.09 Meeting Minutes

Sharon presented the Meeting Minutes on 11.09 and asked the Committee to provide comments, discussion and considered approving the minutes. The Committee voted anonymously to approve the 11.09 minutes.

2. Fast-track Special Education License Proposal

Ana Maria and Susan presented the needs for a Fast-track Special Ed Licensure Program and admission requirements (as stated in the Proposal). **Sharon** asked about the time that the proposal was expected to go into effect. Susan said that the intent was to begin in fall 2022. Although this is a four-semester program, candidates could take up to three years to complete the program. **Denise** asked about the impact of this proposal on the graduate CoT special education program. **Ana Maria** said that the proposed program reflected part of the CoT's faculty input. They shared the same concern about what it meant for a graduate licensure program. They would keep the graduate licensure program on the books and make it available. However, they tended to agree that the

INDIANA SCHOOL OF EDUCATION
Committee on Teacher Education

current graduate licensure program (mainly for secondary) would fade away quickly after this proposed program starts, because the existing program had more credits required. All classes in the proposed program are online with some synchronous meetings.

Denise wondered whether for somebody who is not working in the field, would there be program available to them. **Susan R.** said candidates can take coursework, and Susan and her team's intent is to work with OTE to help candidates get student teaching placements. **Sharon** asked "How does field placement go with M501?" **Ana Maria** said that they would work with OTE to help candidates find placements. One of the things that the Indiana Department of Education (IDOE) has emphasized in its current call for special education preparation programs was a close relationship between the program and the field. **Susan R.** added that candidates will be encouraged to provide a letter of recommendation reflecting some support from their current workplace. **Ana Maria** added that faculty will monitor that school placements are in mild to moderate settings. **Sharon** asked about out-of-state candidates. **Ana Maria** said that the program was prepared to accept out-of-state candidates and to work with them virtually. The question of student teaching is about how the faculty will supervise student teaching. They thought about both training teachers and mentors online, or contracting with somebody nearby. The program is not counting on out-of-state candidates to make the program viable. If the candidates are already teaching, they can waive student teaching – that is something that the program is considering. **Thomas** asked if T2T candidates would be required to complete the edTPA. **Ana Maria** said that they would follow the requirements from OTE. **Dominick** asked if the courses met the demands of candidates and schools in which they work. **Ana Maria** said that they had a lot of conversations around the quality of coursework and have been engaging in gathering information on sequencing and aligning the courses with standards. Susan added that they were working to make sure all the coursework cover all the state standards. **Dominick** said that from his experience working with special education professionals and seeing common trends – candidates struggled with goals writing and the ability to progress monitor. As the T2T is already in the field, he assumed it is a concern that T2T candidates can tackle. **Ana Maria** said that current programs teach candidates about those things and they seem to forget. The program is very aware of the issue and continues to work on that. **Glen** mentioned that it is an ongoing issue at school that special education teachers cannot really write goals. **Denise** pointed out that approval of this program would include an exception to current policy permitting coursework in the same semester as student teaching, which was approved for the current TAL program. **Susan R.** said that many of the program candidates already will have a job and taking courses while working. She understood that it would not be ideal but thought that it was still something candidates could do. **Kathryn** asked about communication with current T2T program director, Aly Elfreich, or if there is any overlap between the programs. **Ana Maria** said that they had been working with Aly to roll this special education program out. **Alex** asked about the how field experience was conceptualized because it is required for fall and spring. The two field experiences have a synchronous component, is it a strategic decision? **Ana Maria** hoped that all the placements would be in the same place. The difference between field experiences is driven by the coursework. In the first fall, for example, when candidates take the assessment course, they will

INDIANA SCHOOL OF EDUCATION
Committee on Teacher Education

focus on diagnostics to assess learners. **Kathryn** asked why is the program is allowed to be online now? She worked with Aly to design the secondary T2T, and at the time it could not be totally online. **Jill** said this decision had to do with OCAP and that Office has determined that it did not want to be involved in only licensing programs. **Kathryn** also mentioned that they decided it was important to meet candidates personally, and they have had to counsel some out. Is it targeted for people in Indiana? **Ana Maria** said that they were not really count largely on out-of-state candidates but they would work on supervision for out-of-state candidates. **Jill** mentioned the use of GoReact and see it is really helpful. Candidates love it about the interactiveness. Candidates get to reflect on their own practice. **Kathryn** asked who will decide which applicants' undergraduate degrees are appropriate. **Ana Maria** mentioned three admission requirements in the proposal. The faculty will make decisions on what is relevant in the background and they are not going to be picky. **Denise** suggested that before it goes to Policy Council the team should add the number of credit hours and put in brackets how many weeks.

The Committee voted unanimously to approve the Proposal.

3. Proposal for course name changes and Blended and Online Teaching Certification/ License Addition Proposal

Denise suggested Anne add the number of credit hours in the proposal and the number of weeks for the internship. **Anne** provided a brief explanation for the licensure program proposal. There is a current need for online teaching experience. They wanted to make something quick for candidates to add for their licensure. Purdue has been approved to offer this license addition with no additional coursework, but embedding the skills in existing methods courses. The faculty have proposed EDUC-W-courses so that other IU campuses would be able to offer the license addition program. For the internship, candidates can work with IU High School. **Kathryn** asked what the internship would be like. **Anne** said it would be similar to a methods course. They are still working with Indiana University High School to imagine how it will be structured. There is a concerted effort to meet the IDOE deadline of February 1st for consideration of this new program. **Susan** met with the Principal of IU High School. The idea in general is that interns will be paired with teachers and attend synchronous and asynchronous observations and some teaching hours. The program also will embed candidates in online faculty meetings. **Kathryn** said that we needed to be thoughtful about when candidates take internship in light of student teaching. We need to think about sequencing the coursework and internship as well. **Anne** thought that it is part of advisors' work to inform candidates of the program's time commitment. She noted that most candidates take EDUC-W-200 in freshman year. Advisors should be able to help candidates to realize how much time will be required and thus when to take the courses. **Kathryn** thought that candidates need time to reflect on their practices, and we need to be cognizant about not making too many demands of candidates. **Dominick** wondered to what extent the internship could play into/fit into a hybrid student teaching experience, if they were paired with someone with online/hybrid teaching responsibility. **Anne** agreed that there will always be instances of online learning. This proposal is a blended course and something that has many

INDIANA SCHOOL OF EDUCATION
Committee on Teacher Education

options to bring together good parts of online and in person. **Susan** mentioned that the state had a virtual license and now changed it to a hybrid license. **Brian** thought online learning is not the same. He wondered if anywhere in the syllabi courses address the drawbacks of online learning environments. **Susan** said that the program starts with pedagogy and how do people learn in the online learning environments. **Anne** said that they would give teachers support to explain why they decide to do certain things. **Brian** thought that a big part of this is to prepare candidates as informed and critical consumer of knowledge in the online space and equip them with digital literacy. **Anne** said that EDUC-W200 is a good introduction to the ideas around technology such as online citizenship, artificial intelligence, etc. **Thomas** asked about the mode of courses. **Anne and Susan** confirmed that some courses are offered in hybrid modes. **Jill** asked about the overlap with CEL license addition. **Anne** said that the only overlap now is EDUC-W200. The state licensing test moved away from Computer Education to Computer Science. The proposal includes courses that no longer belong to Computer Education programs. **Jill** recommended the team meet with academic advisors and make clear with them the difference between the Computer Education licensure program and this program so that they will communicate well to candidates the differences between licenses. We also need to think the internship through. **Sharon** asked about pre-requisites for EDUC-W204, W435, W450. **Anne and her team** wanted to make it as flexible for candidates as possible so that they can pick up courses and do internship in the same semester if they want. Ideally, they should take the courses in order: W204, W435, W450. **Sharon** suggested a pre-requisite or co-requisite should be included with the courses to make sure no one takes W450 without taking W204 or W435. **Alex** asked if they needed internship in that program. **Susan** said that they were advised by some leaders to suggest using internship instead of student teaching to not be overwhelming. **Anne** said that the intent is to have a designated space for candidates to put into practice what they learned. **Dominick** wondered if any part in the curriculum mentions how technology meets the needs of students with special needs. **Susan** said that the content for special education is embedded through the program, and there is a unit on assisted technology. **Thomas** suggested adding a section for CARE Referrals in the syllabi. **Susan** believed that it would be a great idea and saw great benefit of the CARE referrals. **Jill** recommended adding pre-requisites. **Sharon** said that the pre-requisites will guarantee that candidates will not jump straight from W200 to W450. **Denise** suggested the use of co-requisites or include instructor's approval for some of the courses. **Anne** said that they would add pre-requisite or instructor's approval for W204, W435 in Carmin.

- Motion to change the name of W204 (Programming for microcomputers) to *Resources for Blended and Online Learning* with pre-requisite of W200 or instructor's permission. **The Committee approved the motion unanimously.**
- Motion to change the name W435 (Technology leadership in K-12) to *Teaching in Blended and Online Environments* with prerequisite of W200 or instructor's permission. **The Committee approved the motion unanimously.**

INDIANA SCHOOL OF EDUCATION
Committee on Teacher Education

- Motion to change the name W450 (Internship in Instructional computing) to *Internship in Blended and Online Teaching* with prerequisite of W200 or a co-requisite of W204 and W435. **The Committee approved the motion unanimously.**
- Proposal to approve the Blended and Online Teaching Certification/License Addition Proposal. Denise suggested adding credit hours in brackets before the proposal goes to the Policy Council. **The Committee approved the motion unanimously.**

Submitted by Quynh Dang