

**IU School of Education  
Teacher Education Council  
January 18, 2001**

**Present:** Christine Bennett, Lanny Beyer, Amy Flint, Tom Gregory, Janet Johnson, Dave Kinman, Diana Lambdin, Fritz Lieber, Jill Shedd; Others attending: Bob Appelman, Mary McMullen, Greg Nolan (Dean's Advisory Council); Minutes taken by: Janet Anelli

**Handouts:** Minutes - December 6, 2000; Revised Portion, E590 (or S590) Independent Study in Elementary (or Secondary) Education; New Course Requests: Foundations of Early Care and Education I (E348), Teaching and Learning for all Young Children: I (E349); An Elaboration on Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education (12/18/00)

**Agenda:** The agenda item, PPST Admission Requirements (Tim Niggle) was moved to next month's meeting agenda.

**I. MINUTES**

**Vote:** Motion to approve minutes from December 6, 2000 meeting.  
**PASSED.**

**II. IN-SERVICE COMPUTER CERTIFICATE PROGRAM**

Handout: *Revised Portion, E590 (or S590) Independent Study in Elementary (or Secondary) Education*  
Bob Appelman

Bob returned to the TEC to address the concerns raised in December about the in-service program. They are adding the E590/S590 independent study course in the last semester; it will culminate in a workshop. They will provide mentorship during this course. This change will provide more continuity through the end of the program.

The program group discussed adding 3 credit hours to this program which would have increased the total to 15, but decided that it would be better to drop one elective instead, keeping the program's credit hour total at 12.

**Vote:** Motion to approve In-Service Computer Certificate Program.  
**PASSED.**

**III. EARLY CHILDHOOD EDUCATION - NEW COURSE REQUESTS**

Handouts: *New Course Requests: Foundations of Early Care and Education I (E348), Teaching and Learning for all Young Children: I (E349)*  
Mary McMullen

Mary returned to the TEC with these revised new course requests (refer to the minutes from October 5, 2000 for the TEC concerns about the courses).

**A. Program Changes**

Mary had just attended a meeting in which they made some additional changes to E348. There was a remonstrance for the junior year in the ECE program and that may cause changes in several courses.

They plan to make the following changes in their program:

	<u>Current</u>	<u>Revised</u>
S2		P348 3 cr.
	E348 6 cr.	3 cr.
	E349 7 cr.	
J1		P351 1 cr.
	E351 6 cr.	7 cr.
	E352 10 cr.	
J2		P353 1 cr.
	E353 6 cr.	7 cr.
	E354 10 cr.	
S1		P450 1 cr.
	E450 15 cr.	14 cr.
	E451 15 cr.	14 cr.

The "P" courses represent child development courses.

#### B. Questions

- Are there enough contact hours in the courses for the number of credit hours? Yes, they worked it out.
- Should the field experience credit be embedded in the ECE course or separated out? The ECE faculty discussed this issue and would like the field experience to remain integrated into E349. The TEC discussed the issue of embedding field experiences in a course. One concern was that the fee for the experience will be lost. A course could have a field experience fee attached to it like a lab fee, but the approval process for that type of course is more involved. The program may look into doing that.
- Who supervises the field work for the course? The AI who teaches the Theory into Practice seminar will supervise the field work and placements. They will ask Field Experiences to help with some paperwork such as the criminal background check and TB tests. (It is uncertain if the students in the early field experience need the criminal background check. An IU lawyer is checking into this.)

#### C. Next Steps

The TEC couldn't vote on E348 as it was written because changes have to be made to the request form given the recent, substantial changes related to the remonstrance.

Next Steps for ECE:

- Revise New Course Request for E348.
- Create New Course Request for child development course for sophomore semester.
- Resubmit the courses: E348, E349, and P-course, for the sophomore semester together.

### III. TEACHER EDUCATION GOAL FROM RETREAT

Handout: *An Elaboration on Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education (12/18/00)*

This document was revised after the last TEC meeting. The council continued to discuss and revise it at this meeting.

## A. Intent of Document

This document doesn't just contain the ideas of the TEC, it is based on the thinking and ideas from the retreat. The TEC organized the ideas from the retreat into this document; it's the TEC's goal to prompt discussion of the ideas and themes across the entire school.

Will this document trigger thinking and interest in the ideas? Will it work to prompt discussion? Should there be discussion questions at the end of each section? How might students respond to the document?

**The various sections of the document were discussed:**

## B. Pervasive Influences

This section is helpful to include because it gives ideas about some of the problems the school is facing such as size and governance.

## C. Governance

The governance section may need to be integrated with the partnership section in some way.

Concern: In this school, programs and courses are often related to *individuals* and their work instead of having a program level focus. Programs are often a collection of individual faculty member's courses. When things depend so much on individual faculty, and someone goes on sabbatical or leaves, things come to a stop. The school should instead think about larger programmatic partnerships, our school as a partner with other school corporations. It's important for the SOE to move in this direction in order for partnerships to work. The programmatic partnerships could be complemented by individual faculty partnerships instead of being so reliant on individuals.

## D. Educating Teachers in the Content Areas

This section concerns the role of A&S classes and their relationships to SOE students.

- SOE students need a significant depth of understanding in the subject areas. We want good instruction in A&S by the people who know their field of study, and can help our students get in-depth understanding of the subject area.
- The TEC wants Education students treated the same as other students. This section was not asking that the education students be taught differently because they're going to be teachers but instead that all students are taught in way that allows them to engage with the material and understand it. It wasn't intended to sound like SOE students are a special case or need watered down courses.
- What kinds of changes are needed in COAS to achieve this? They could use different ways of instructing instead of just large lectures with discussion groups monitored by someone else. In some cases, they need to take teaching seriously.
- Sometimes Education students may not get the content they need considering what they'll be expected to teach in schools. Members were undecided if A&S faculty should know about the content standards and what our students must be able to teach.

## E. Cultivating Partnerships with Local Schools

- When this topic was originally discussed, some members thought it would concern institutional partnerships--partnerships at a higher level vs. a more individual or personal level. Should the higher level of partnerships be added? Does the school have institutional partnerships now? Should the school have them?
- There is broad range of things that might be called partnerships, some are formal and others are informal connections. This section could be broadened to consider what we *should* be doing not just what is going on now.

- The examples discussed illustrate quality field experiences.
- It could be helpful to focus more on the quality of the experiences—there are many field experiences in schools and some aren't very good. We could look at what kind of partnerships make sense in terms of quality and what our students are going to get out of them. It's the SOE's obligation to ensure that the experiences are high quality ones.
- It's also important to *maintain* quality relationships. We can't just establish relationships, we need to maintain them too. To do this, input from the schools is necessary and it will involve ongoing work.
- Goal 2 is concerned with strengthening and enhancing community outreach and school partnerships. That goal may overlap with this section somewhat.

#### **F. December Response to Dean, Policy Council, Long Range Planning Committee**

Tom sent a memo to the Dean and the other committees informing them of the status of the TEC response to the Teacher Education goal. He told them that the TEC had been working on the document but had not had time to discuss it fully and would submit it to them by the end of January.

#### **G. Next Steps**

This document needs further discussion before it can be finalized--it's due by the end of January. A special TEC meeting will be held on January 24, 4 - 6 pm, to work on this document.

### **III. GENERAL EDUCATION PROPOSALS**

Greg Nolan, Dean's Advisory Council

The TEC is working on a response to the general education proposal. This response has a pressing timeline, it's due January 24<sup>th</sup>.

#### **A. Recommendation from Dean's Advisory Council**

The Dean's Advisory Council is recommending the addition of a foreign language as a common proficiency in the general education requirements. Their committee thought it could fit in the category of Appreciation of Cultural Diversity.

#### **B. Their Rationale**

- The SOE doesn't require any credit in foreign language, but many other schools at IU do. Some students come to education instead of COAS because Education doesn't require a foreign language. They were concerned about that; they want students who are very interested in teaching to be in SOE, not students who are escaping requirements from another school.
- The language requirement will give students a more well-rounded education. It will provide more exposure to diversity by providing experience with another language.
- Those students on the SOE council who are secondary education majors in different language areas view language as important to all students.

#### **C. Questions/Comments**

- Could a foreign language fit in the 3 - 9 cr. hr. in Arts and Humanities?
- Would a foreign language requirement affect SOE's student enrollment?
- Is there a rationale why teachers would need a foreign language?
- Common Proficiencies: Learning about cultural diversity could be accomplished in many ways, not just by requiring a foreign language

- COUGER: There is nothing in this list about cultural diversity, why wasn't it included there? The general education proposal has inconsistencies. The 20 hours proposed for general education doesn't reflect cultural diversify or computer literacy as common proficiencies.
- The TEC supports a cultural diversity requirement for all IUB students. Cultural diversity is broader than just a foreign language requirement and some were more supportive of this idea. The current SOE general education requirements do not include cultural diversity.

