

**IU School of Education  
Teacher Education Council  
February 15, 2001**

**Present:** Lanny Beyer, Tom Gregory, Dave Kinman, Diana Lambdin, Fritz Lieber, Tim Niggle; Others attending: Bob Appelman, Judith Chafel; Minutes taken by: Janet Anelli

**Handouts:** Minutes - January 18 and January 24, 2001; Teacher Education Council member list; Proposed Changes and New Course Requests for New Early Childhood Undergraduate Teacher Education Program, (2/15/01); Email message: From Jill Shedd, ECE Proposal to Teacher Education Council - February 15 (2/14/01); Email message: From Edward St. John (appointments to TEC) (2/8/01); The School of Education Appeals Process; IST Cognate in Informatics (12/1/00); Summary of New Degree Program Proposal: Associate of Science Degree in Early Childhood Education

**Agenda:** Added item 2a: TEC Membership.

**Note:** There was not a quorum at this meeting.

**I. MINUTES**

**Vote:** Motion to approve minutes from January 18, 2001 meeting as amended.

**PASSED.**

**Vote:** Motion to approve minutes from January 24, 2001 meeting as amended.

**PASSED.**

**II. EARLY CHILDHOOD EDUCATION**

**Handouts:** *Proposed Changes and New Course Requests for New Early Childhood Undergraduate Teacher Education Program, (2/15/01); Email message: From Jill Shedd, ECE Proposal to Teacher Education Council - February 15 (2/14/01)*

Judith Chafel attended the meeting to discuss the change document and courses. The ECE program was asking for approval of the sophomore and senior year courses. The junior year courses will be ready for discussion at the next TEC meeting. A remonstrance to the junior year has had a ripple effect throughout the program's courses.

**A. Comments About Courses**

- \* The semester blocks are intact but are now broken into smaller segments. The child development content was broken out from the large block course and Ed. Psych. faculty will teach that content. Joyce Alexander has been involved in developing these courses with the ECE faculty.
- \* In the senior year, there was a change in E450; they added 3 cr. hr. of child development.
- \* Correction, Page 3: There should be 9 cr. hr. of student teaching not 8.
- \* Large block courses create some problems for licensing; it's much clearer for students that go out of state to teach if the courses and content are separated out.
- \* The matrix in the back of the document shows the integration in the program.

## **B. Varying Course Credit Hours/Faculty Load**

The program is trying to be innovative and is trying to integrate content while working in the context of an old administrative structure. They found it difficult to work out faculty load if they varied from 3 credit hour courses. There should be ways for programs to have some flexibility. The ECE program thought they were successful in integrating math and science into 5 cr. hr.; one faculty member will end up with 2 cr. hr. which poses some difficulty when figuring out faculty load.

### **Faculty Load**

In some cases, faculty may teach a piece of a course (1 cr. hr. out of 4 cr. hr. course); individual faculty could then bank 1 cr. hr. and when 3 cr. hr. are accumulated they could get credit for teaching. This has been done unofficially in the past. It may become more of an issue if variation from 3 cr. hr. courses increases.

## **C. Concerns about Field Placements (Response to Jill's Email)**

The ECE faculty thought that at least 14 placements could be found in the local area though that still may not be enough. Because ECE students need elementary school placements, Jill was concerned that these students could overlap with elementary program needs for placements. There may be settings that both elementary programs and the ECE program want to use.

The need for local placements is a problem with other program levels too. Some schools have a cap on the *total* number of student placements they'll take regardless of the grade level or subject area. If programs consider Indianapolis schools too, there should be enough locations at which to place students. Potential problems should be considered and ways to address them discussed.

### **ECE Seminar**

This seminar is important in the ECE program and they would like to find ways to work out the seminar during the student teaching semesters. Distance ed. could be used if necessary.

**Vote:** Motion to approve ECE New Course Requests and Course Change Request:

- \* Foundations of Early Care & Education I: Focus on Birth to Age 3 (E348)
- \* Foundations of Child Growth & Development: Focus on Birth to Age 3 (P348)
- \* Teaching & Learning for all Young Children: Focus on Birth to Age 3 (E349)
- \* Child Development Seminar (P450)
- \* Senior Seminar and Student Teaching I (E450)

**PASSED.**

### **Comments**

The TEC discussed the field placement issues and requested that the ECE faculty make extra efforts to work with the field experience office to identify additional placement options. There may be some options that haven't traditionally been used; perhaps some new locations could be identified.

Elementary placements are needed for several programs. The group would like the ECE faculty to take responsibility for working on this so potential problems can be identified and addressed.

### III. TEC MEMBERSHIP

Handout: *Email message: From Edward St. John (appointments to TEC) (2/8/01)*

Note: Agenda item 4 was included in this discussion.

#### A. Recent Membership Changes

- \* David Birch has withdrawn from the TEC. He suggested that HPER and Education meet to discuss how to best maintain relations between the two schools.
- \* Tim Niggle will replace Mary York as the staff representative.

#### B. Process for Selecting Members

- \* The email from the Policy Council indicated that the TEC should follow past practices in identifying new members and filling existing vacancies.
- \* There was some concern that the message implied that the Dean's Advisory Council was the only source for student representatives.
- \* The only concern related to faculty appointments seemed to be to make sure that the members don't have a conflict with another major committee. It was suggested that a process be created to ensure that this wouldn't happen. The TEC could propose a process that would work with the group that appoints people to SOE committees.
- \* There was concern that the Policy Council may still want to set membership in all committees at the beginning of the year.
- \* In the past, when Lanny selected members for the TEC, he looked at which faculty members selected the TEC as a committee choice.

#### Next Step

It was suggested that a process be established for selecting TEC members: during the spring semester, before all the other committees are selected for the next year, the TEC could consider membership and forward a set of nominations to the Agenda Committee. Tom will work on this process with Diana.

#### C. Relationship Between TEC and Policy Council

This message didn't address the issue of whether the TEC is a committee of the Policy Council. The TEC is not in the SOE constitution so the TEC will likely be treated as a standing committee of the Policy Council unless it pushes for a change. The Long Range Planning Committee will be reviewing the constitution this semester; if the TEC wants changes made they should address this issue with them soon.

#### D. Filling TEC Positions this Semester

- \* Education Faculty: The group discussed the number of SOE faculty positions on the TEC (7 or 9) and how many need to be filled this semester. It was suggested that an Armstrong Chair could serve as a member. Janet will check the list of current members to see how long they have served on the TEC.

- \* Outside Faculty: It is difficult to get COAS representation on the council. It is important to have both HPER and Music involved. There are issues that need to be worked out with both these schools such as authorization for courses. Also their program coordinators changed this year. The TEC needs to decide how to proceed with HPER now that David Birch has resigned.
- \* The TEC discussed faculty members, both in Education and outside, that could serve on the TEC. Tom will contact them
- \* School Representatives: Two school representative positions have been vacant this year; several names were discussed as possibilities for filling them. Tom will contact them.

#### E. Role of TEC

It was suggested that in a future meeting, the TEC look at itself and determine what it should be doing, if it is doing the job its wants to be doing, and if it is doing that job well enough. There was concern that the council may need more identity and cohesion among the group. There was also concern that there was not much involvement from members, at this meeting there was not even a quorum.

The council has been asked to do more this year—the Dean asked the group to work on two things this year: the goal from the retreat and the 21<sup>st</sup> Century Teachers Project (Oct. 2000). (Soon after that meeting, by Dec. 2000, the 21<sup>st</sup> Century Teachers Project was moving in a different direction and the TEC was no longer involved.)

#### IV. PROFESSIONAL STANDARDS COMMITTEE

Handout: *The School of Education Appeals Process*

Tim Niggle

The committee has been established for several years and during the past few years they have had only one case overruled. This year there has been several cases related to admissions that have been overruled in the appeals process by the Dean. Seven students appealed decisions related to the PPST policy and one student appealed a decision related to GPA.

##### A. Meeting About Student Appeals

Committee representatives and Lanny met with the Dean and Jack Cummings to discuss these cases and the policies related to them. The Dean wanted the Professional Standards Committee to be flexible in implementing the PPST policy because of the recent changes made to it.

There was also some concern about the notification process. Teacher Education communication, both internal and external, is through email. There was some discussion about having paper notification as well, but given the high volume of communications by the department, this would be both difficult and costly.

Result of meeting: They decided to reexamine the appeals process and how appeals could be processed more quickly. When students make a request the administrative processes will go forward; there won't be a delay. It was also thought to be important for students to have a

rationale for requesting an appeal. A document was created, *The School of Education Appeals Process*. It is consistent with the process in the student handbook.

## B. Questions/Comments

- \* Why is the TEC involved with this issue? The TEC created the policies related to PPST and made changes to the policy during the past couple years.
- \* Appeals Process: There is an appeals process in the school and students can appeal to higher levels up to the Dean.
- \* Who has the authority to make final decisions? On what basis can the Dean override the decisions at lower levels? Some thought that decision making should be in the hands of the faculty and not the administration. There was concern that the Dean hadn't followed regulations about what should be done in these types of cases given the AAUP guidelines.
- \* Delays in making decisions on student appeals causes problems for students and the committee. Students may have to drop out of classes or could be prevented from registering for certain courses, so decisions need to be made as quickly as possible.
- \* Is this a Policy Council or TEC issue? If it's a Teacher Ed. issue, the title on the handout should be changed to Teacher Education Appeals Process not the School of Education.
- \* Another Level of Review: There was also some concern that the Dean's office was trying to add another level of review to the appeals process to include the Constituency Advocacy Committee (CAC). That group may not have expertise in Teacher Education.
- \* Will these seven PPST cases be the end of this problem? Maybe the committee should wait and see before further action is taken.

This topic will be put on agenda for the next meeting.

## V. IST COGNATE IN INFORMATICS

Handout: *IST Cognate in Informatics (12/1/00)*

Bob Appelman

Over the past three years, R341 and R347 have been offered as F401 courses. Now the program group would like to get permanent course numbers for these courses. As they started the process of changing these courses, they found that the Informatics program was interested in a cognate with IST subject matter. This gave them the opportunity to create a front-end course that would be a orientation to the field of IST, as well as two additional courses. They created a minor in IST at the undergraduate level including the five courses proposed. They have identified instructors including AIs, visiting faculty, and adjunct faculty.

### A. Informatics Program

Informatics is now getting heavily involved in technology. The intent of this cognate is to give students groundedness in an area: how to use technology (when it's appropriate and how) and content dealing with teaching and learning or instruction.

They put together a cognate specifically for the needs of the Informatics program; that school is the primary audience. They expect the cognate will be useful for students from other schools such as SLIS, as well. These courses will be set up as an external minor. Some of the courses are currently offered as *electives* for the endorsement program. This program will not be in competition with the endorsement; it has a different orientation.

**B. Course Request Forms**

- \* Contact hours: 32 hours doesn't seem correct, they need to check this total.
- \* There were some typos on the course request forms that needed to be corrected; Bob will make the changes.

**Vote:** Motion to approve the IST Informatics Cognate and the new course requests as amended:

- \* Introduction to Instructional Technology (R311 )
- \* Multimedia in Instructional Technology (R341)
- \* Impact of Games and Simulations in Instruction (R347)
- \* Development and Management in Instructional Technology (R441)
- \* Specialized Project in Instructional Technology (R481)

**PASSED.**

IST COGNATE IN INFORMATICS  
Request for Cognate in Informatics  
Bob Applegate

Over the past year, R341 and R347 have been offered as Fall courses. How the program group would like to get permission course numbers for these courses. As they started the process of changing these courses, they found that the informatics program was intended as a cognate with IST subject matter. This gave them the opportunity to create a dual-end course that would be a cognate in the field of IST, as well as two additional courses. They created a minor in IST at the undergraduate level including the first course proposal. They have identified instructors including Dr. Vining, and student faculty.

Informatics Program

Informatics is now getting heavily involved in technology. The intent of this cognate is to give students groundwork in an area - how to use technology (when it's appropriate and how) and content dealing with teaching and learning or instruction.