

**Committee on Teacher Education**  
**March 22, 2011**  
**4:00 - 6:00 p.m.**  
**School of Education, Room 2277**

**In attendance:** T. Niggle, L. McCarty, B. Edmonds, P. Kloosterman, J. Shedd, A. Leftwich, T. Brush, D. Estell, K. Chapin, J. Wong, J. Steinfeldt, V. Rogers (for T. Hall), J. Novotny, E. Galindo, M. Remstad

**I. Approval of minutes from the January 24, 2011 meeting** (A. Leftwich)

T. Brush thanked A. Leftwich for serving as chair in M. Manifold's absence while attending a professional conference.

There was a motion to approve the minutes as written. The motion was seconded. It was clarified that the minutes do specify on page 2 that Voting Item A was voted on and that the measure was approved.

The January minutes were approved as written.

**II. Voting Items**

**A. New Course: G206** (J. Wong)

(Handout with course description details) J. Wong presented information on a proposed new undergraduate course, G206 "Intro to Counseling Psychology." It is designed to be a survey course to introduce students to counseling theories. This type of course is commonly offered by many Schools of Education across the country. The intent with this course is to attract students who have interest in understanding people better and have future career interests in "helping fields" such as social work, counseling, medicine, nursing, and teaching. It was clarified that this would be an elective course offered through the School of Education, and it would not be a requirement for any teacher education programs. The goal is to make this course a general education course in order to attract students from across campus. It was clarified that there is no similar course offered by the Psychology department.

There was a motion to vote to approve the new course proposal. The motion was seconded. The proposal to accept G206 was approved.

**B. New Course: G207** (J. Steinfeldt)

(Handout with course description details) J. Steinfeldt presented information on a proposed new undergraduate course, G207 "Intro to Student-Athlete Counseling Psychology and Mental Health." This course would be an undergraduate elective and a general education course. The proposed course content addresses psychological and psycho-social issues commonly experienced by student athletes. It is J. Steinfeldt's belief, from his clinical sports psychology background, that this is a salient issue and those who work with student athletes, such as teachers, coaches, administrators, and academic advisors, would become better-equipped to

handle the pressures and stress faced by student athletes. It is also a course that student-athletes themselves would benefit from by developing understanding of what they may be experiencing and awareness of services and resources to support them. It was clarified that this proposed course has been discussed with respective faculty in HPER. It differs from an existing HPER course, P405, as it would be less theory-based and more focused on service-provision and practical application aspects. It was suggested that this course content may also be attractive to graduate students, particularly those in HESA or administrators taking professional development courses, and developing a similar graduate level course may be something to look into further.

There was a motion to vote to approve the new course proposal. The motion was seconded. The proposal to accept G207 was approved.

**C. Modifications to distance course policy (T. Niggle)**

(Handout with bulletin excerpts and rationale for modifications) Following the discussion and decision for action at the previous CTE meeting, teacher education policy regarding correspondence and distance education courses was revisited. The language of "correspondence courses" was changed to "distance education" in order to better reflect the current technology and practices. Distance education courses include correspondence, on-line and independent study classes. It was noted that the existing policy regarding methods courses stipulates that students applying for student teaching must take methods courses at the campus where they are applying. This addresses the concern that a candidate could take all professional education coursework online and attempt to transfer the credit. There still are concerns that transferring students' transcripts do not indicate whether coursework is completed via distance learning, but this methods provision should address the major concern about quality. It was clarified that 'traditional' (i.e. paper/pencil) correspondence courses still exist on campus, although decreasing in frequency, but historically these have caused issues because they do not follow the semester stop/start dates. Most new distance education courses typically follow the semester stop/start schedule. It was clarified that the revisions to this policy specifically addresses undergraduate students in teacher education programs and not graduate students. It was noted that it may be necessary to revisit the graduate bulletin, and it may be helpful to coordinate and examine the undergraduate and graduate bulletins for language consistency. It was noted that there is an increasing trend in offering courses online, and this policy is to both respond to this demand and to proactively set deliberate boundaries to maintain the integrity of the program.

There was a motion to vote on the proposed revisions to the bulletin. The motion was seconded.

There was a brief discussion to clarify that it is not the intent of the OTE to move toward a 'distance ed' teacher education program, but that the OTE does not want to close doors on beneficial and appropriate inclusion of distance education. It was noted that historically correspondence courses have been taken for general education requirements not for professional education licensure requirements, and that this policy upholds this. It was clarified that this policy affects IUB only.

The modifications to the distance course policy as specified were approved.

### **III. Information Items**

#### **A. OPI Arrangement for World Language (Jill Shedd)**

J. Shedd shared that the world language program is making a change regarding the assessment of candidates' language proficiency. In order for the program to be reviewed and approved by their Specialty Professional Association (SPAs), candidates' language proficiency must be assessed by an external agency. Currently the candidates' language proficiency is assessed internally. The Oral Proficiency Interview (OPI) is offered online by an organization approved by the world language professional association<sup>1</sup>. OTE has fostered a partnership with the Language Lab in Ballantine who is willing to accommodate the technological needs of this assessment, which is an online oral interview that is recorded that is subsequently scored. In order to avoid instituting a fee for candidates, the Dean's Office has approved that the SoE will cover the costs of assessment. In Fall 2011 World Language faculty will integrate information about taking the OPI in their methods courses. It will be a requirement prior to student teaching for candidates to pass the OPI. It was clarified that this applies to both undergraduate and graduate students.

#### **B. New requirements and courses approved by the campus General Education Committee (Tom Brush)**

T. Brush shared information from the campus-wide General Education Committee that is pertinent to the SoE. It was noted that two course proposals were submitted by the SoE this year to be offered as general education courses and both were approved. These courses are M200 "Artifacts, Museums, and Everyday Life" which will count as Arts & Humanities credit, and F200 "Examining Self as Teacher" which will count as Social & Historical Studies credit. There was a discussion regarding how many and which courses offered in the SoE have been approved as general education courses.<sup>2</sup> A question was raised regarding how faculty can access information about the submission process for a course for general education approval.<sup>3</sup> It was noted that a faculty member must submit the course proposal form to the Executive Associate Dean who formally submits it to the campus-wide committee. It was suggested that the proposal information should be moved to an accessible part of the SoE Faculty website. There was a discussion regarding the benefits and drawbacks to submitting a course for general education. It was noted that once a course is approved as general education, it is difficult to adjust the syllabus. Additionally, these courses must be at the 200 level (or below) and offered to all undergraduates across campus regardless of major area of study.

The General Education Committee approved a policy stating that all IUB students must complete a minimum of six hours of general education at IUB. This means a student cannot transfer in all of their general education requirements from another institution. Other policy clarifications

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<sup>1</sup> Detailed information on the Oral Proficiency Interview available at [http://www.languagetesting.com/acad\\_opi.htm](http://www.languagetesting.com/acad_opi.htm)

<sup>2</sup> After the meeting D. Estell sent out to the committee a list of approved general education courses offered by the SoE. They include: EDUC-F 200 Examining Self as a Teacher, EDUC-F 205 Study of Education and the Practice of Teaching, EDUC-G 203 Communication in the Classroom, EDUC-G 204 Asian American Mental Health, EDUC-K 205 Schools, Society, and Exceptionality, EDUC-P 248 The Elementary School Child: Physical, Emotional, and Social Development, EDUC-P 250 General Educational Psychology, EDUC-U 212 Current Issues in Undergraduate Life: Higher Education and U.S. Society: Past and Present.

<sup>3</sup> After the meeting T. Niggle shared the link to the web site for information concerning common general education requirements and lists of approved courses: <http://gened.iub.edu/requirements/genedrequire.html>.

made by the committee include that all students must complete at least one course in science (i.e. cannot take all math courses for the Natural & Mathematical Sciences component) and that an exception to the world language requirement (two years of the same language) has been made for music majors (since they take one year each of French, Italian and German). It was noted that other IU campuses approved membership to become a "LEAP" institution, which allows that general education credit hours earned at partner institutions are automatically granted acceptance in another member institution. The committee at IUB, however, did not accept this.

There was a discussion regarding how students in different areas of study across campus know about general education courses offered in the SoE. It was noted as the General Education Common Ground is in the process of implementation that college advisors throughout campus have not received much information about general education requirements and course offerings. There was a discussion about the need for improved advising and making information accessible both to current IUB students and those who intend to transfer into IUB from community colleges and other institutions. There was a discussion about the direction statewide education policy is headed and the effects on the teaching profession. Specific concerns were raised regarding state policy that ties funding to institution graduation and persistence rates.<sup>4</sup>

There was a motion to adjourn the meeting. The motion was seconded. The meeting was adjourned.

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<sup>4</sup> After the meeting T. Niggle shared this information according to the Registrar's February 18 Enrollment Data Report: Over the last 5 years, the undergraduate population has persisted from one Class to another in the mid 90% range. During the same period, the graduate student population has average in the mid 80% range.

<b>SUMMARY OF YEARLY STUDENT PERSISTANCE FOR THE SCHOOL OF EDUCATION, IUB, &amp; IU SYSTEM</b>						
<b>YEAR</b>	<b>UNDERGRAD SOE</b>	<b>UNDERGRAD IUB</b>	<b>UNDERGRAD IU</b>	<b>GRADUATE SOE</b>	<b>GRADUATE IUB</b>	<b>GRADUATE IU</b>
2011	97%	95.3%	95.9%	84.3%	92.9%	93.2%
2010	96.9%	95%	95.7%	84.5%	91.8%	92.2%
2009	96.2%	94.8%	95.4%	86%	93.7%	94.1%
2008	98%	94.8%	95.5%	85%	93.3%	93.6%
2007	96.2%	94.3%	95%	87.4%	94%	94.3%

Note: Graduate numbers include all graduate students not just Teacher Education Program students.