

**IU School of Education  
Teacher Education Council  
March 7, 2001**

**Present:** Amy Flint, Tom Gregory, Janet Johnson, Diana Lambdin, Fritz Lieber, Tim Niggle, Jill Shedd, Nancy Sugden (for Lissa May); Others attending: Mary McMullen; Minutes taken by: Janet Anelli

**Handouts:** Minutes - February 15, 2001; Overview of Junior Year for the Early Childhood Education Program: Course Change Request: Teaching and Learning for All Young Children: Focuses on K/Primary (E354), New Course Requests: Foundations of Early Care and Education II (E351), Foundations of Child Development: Focus on 3 to 8-Year Old Children (P351), Foundations of Early Care and Education: III (E353); The School of Education Appeals Process; Proposed Minor in Education Studies (8/7/00); A Possible Process for a Broad Discussion of TEC's Goal 1 Statement; SOE Professional Standards Committee Appeals: Purpose, Process, & Format; Summary of New Degree Program Proposal: Associate of Science Degree in Early Childhood Education

**I. MINUTES**

**Vote:** Motion to approve minutes from February 15, 2001 meeting.  
**PASSED.**

**II. EARLY CHILDHOOD EDUCATION**

Handouts: Overview of Junior Year for the Early Childhood Education Program: Course Change Request: Teaching and Learning for All Young Children: Focuses on K/Primary (E354), New Course Requests: Foundations of Early Care and Education II (E351), Foundations of Child Development: Focus on 3 to 8-Year Old Children (P351), Foundations of Early Care and Education: III (E353)

Mary McMullen attended the meeting to discuss the changes to the junior year courses in the ECE program. There were new course requests for E351, P351, E353; a course change request for E354; no changes were made to (E352). At the last meeting the sophomore and senior courses were approved.

Correction: The roman numerals on the course listings are incorrect on the first page of the handout: E348 should be I, E351 should be II, and E353 should be III.

**A. Course Content**

The differences between E351 and E353 were discussed. The courses have the same structure but one focuses on preschool students and the other on the primary age child. In early childhood there are three distinct periods of development: prenatal - age 3, age 3 - 5, age 5 - 7/8. Their courses focus on one of the three periods.

The biological and psychological content related to children was moved to the development course. It is shown as being separated out for the course listings but the instructors actually teach together. Joyce Alexander is involved in teaching the development content.

## B. Field Experiences

There was still some concern about elementary student teaching placements for the new ECE program. About 28 students are placed each semester: half in K - 3 and half in preschool. The field experience office needs to get more information from this program--14 elementary placements is a lot to hold for one program.

The ECE faculty felt the placements would work out because students could be placed within a 1 - 2 hour drive of Bloomington and they could double them up in classrooms if necessary. The ECE faculty could identify a group of 10 - 14 model teachers they could work with on an ongoing basis; they could be part of a cohort.

**Vote:** Motion to approve the courses in the Early Childhood Education junior year:

Course Change Request: *Teaching and Learning for All Young Children: Focuses on K/Primary (E354)*

New Course Requests:

- o *Foundations of Early Care and Education II (E351)*
- o *Foundations of Child Development: Focus on 3 to 8-Year Old Children (P351)*
- o *Foundations of Early Care and Education: III (E353)*

**PASSED.**

## III. TEC MEMBERSHIP AND ROLE OF TEC

### A. TEC Membership

Tom and Diana identified potential new members but hadn't had a chance to contact people.

#### **Undergraduate Student**

They will ask Sally Armstrong, a member of the Dean's Advisory Council, to become a member. That council selected her. The TEC will encourage them to select students outside their group in the future.

#### **Education Faculty**

Carmen Simich-Dudgeon will be staying on the TEC. Don Cunningham resigned. No additional Education faculty will be appointed, leaving the total at seven.

#### **Other Faculty**

HPER: They suggested Keith Chapin to replace David Birch.

COAS:

- o There was some discussion concerning which COAS department should be asked to participate on the TEC.
- o The council wants to establish better relations with math and science. Potential members were suggested from Biology, Craig Nelson, and from Math, Vic Goodman.
- o English and Social Studies are the largest secondary ed. programs. The TEC may want to consider that when selecting a faculty member from COAS. The English dept. is already very involved with the Education school.
- o One area that is important and involves COAS is the unit assessment plan. There is also COAS involvement with the SOE on the 21<sup>st</sup> Century Teachers Project.

- o The TEC decided that they will try to find a faculty member from the English department. They will ask Mary Beth Hines and Randy Bomer for suggestions.

Once the outside faculty have been involved with the council for a time, the TEC could discuss how the notion of having outside faculty on the council is working. Does it work well enough for those faculty—there may be whole meetings that don't connect to them very much, if at all.

#### **School Administrators**

Two names were suggested:

- o Sara Franklin, principal at Bloomington North High School
- o Peggy Chambers, principal at Batchelor Middle School

#### **Elementary Teacher**

Two names were suggested:

- o Warren Harris, teacher at Fairview Elementary School
- o Karen Papadopoulos, teacher at Fairview Elementary School

### **B. Role of TEC**

In the meeting on 5/4/00, the mission of the TEC and the possibility of a retreat for the TEC to further explore the mission, identity, and role of the council, were discussed. This idea was raised again. There are many issues facing the TEC this year such as unit assessment, the 21<sup>st</sup> Century Teachers Project, and the teacher education goal from the retreat which still has work remaining. In addition, the relationship to the Policy Council is still unresolved. Members thought it seemed timely to reflect on the identity of the council, what it wants, where the group is heading, its importance, and how others feel about the council and serving on it.

#### **Comments**

- o It might be a good time to deal with these issues now that new members are being identified.
- o The TEC should address questions in a systematic way.
- o Orienting members: Janet J. said it would be helpful to provide some orientation for those coming from outside the university and outside the SOE.
- o The retreat shouldn't just be an orientation, the council is really reinventing itself. The group needs to identify their philosophical framework.
- o If the LRPC report is done it could be a starting point for the retreat discussions.
- o Jill may have the unit assessment materials soon; they may need to be discussed.
- o If the new associate dean for teacher education is appointed soon it would be helpful for that person to attend.
- o The TEC should probably hold the retreat at the end of the semester in early May. That will give new members some time to see how the council works and then they could provide input. The week of May 14 might be a good time.

#### IV. PROPOSED MINOR IN EDUCATIONAL STUDIES

Handout: *Proposed Minor in Education Studies (8/7/00)*

##### A. Idea for Minor

Fritz and Tim proposed this minor. The idea for it came from three directions:

- o The Professional Standards Committee receives 1 - 2 cases per meeting (twice a month) of students who want to graduate without certification. This trend has occurred over the past few years.
- o Other universities have programs and courses in liberal arts that deal with education but are not certification programs. Their idea was to put together a program of studies that would deal with the liberal arts side of education not the professional side. It could look at: What is the subject of education? How does this discipline function? What is its nature? Is there a certain epistemology or methodology to this subject?
- o There are an increasing number of program areas such as Music and Business that require outside minors. They have received a number of requests from students to take courses in education but without being admitted to the teacher education program--they don't want to get a certificate or teach. The audience would be students outside Education looking for a minor; it could be helpful for students in certain professions such as journalism, business, or policy makers in SPEA.

##### B. Tracks

They suggested three possible tracks in the proposal: Policy Studies, Foundations, and Comparative Education. They thought that they would initially create this minor using existing courses that are available to the general student population (for which students don't need authorization). They could add and develop other courses later, especially for students in particular audiences such as SPEA students interested in policy issues.

##### Other Ideas

The IST cognate for Informatics was recently passed. There is only one computer course listed on this proposal--there might be other courses in the area of technology that could be used to create a fourth track in technology.

There could also be a fifth track in educational psychology. This could be of interest to students outside education in programs like psychology. Counseling could also be very helpful for students.

##### C. Comments/Ideas

- o Be sure the minor holds together and is not just random courses.
- o Readings/Research: Each of the areas has independent readings or research, are there people identified in each area to oversee this?
- o There was concern that this option not become a way to make it easy for students who flunked out of student teaching to still get a degree. For students to graduate without certification they have to demonstrate that they've had a problem so this shouldn't happen.

- o Field Experience: Courses with fieldwork don't seem appropriate or attractive for this group of students. Some sections of M300 have field experience, maybe there could be an alternative to fieldwork for students in the minor.
- o The minor could also include an outside course like Sociology of Education or philosophy including education.
- o There could be an integrative seminar course to pull things together in each area; the interchange with students would be a good idea. That was the idea behind the independent readings/research. They envisioned that as a kind of capstone experience where students would further develop the ideas from the courses they selected and would pull the ideas together.
- o The minor could include a graduate course in each area. The courses could be included in the list of possibilities but not be required, having the option would enrich the offerings.

**D. Next Steps**

- o Develop a proposal that talks about the potential audiences; they need to create a more full-blown representation of the minor and the ideas behind it.
- o Refer to the list that describes the requirements for developing new programs--there might be some helpful ideas in it.
- o Identify faculty members in each of the tracks that could help with the independent reading/research.
- o Develop a document and bring it back to the TEC for review.

**V. TEACHER EDUCATION GOAL - NEXT STEPS**

Handout: *A Possible Process for a Broad Discussion of TEC's Goal 1 Statement*

**A. Comments/Questions/Ideas**

- o The document the TEC developed could be put on a web site so everyone would have access to it.
- o One of the additional audiences the TEC was concerned about involving was the community, particularly public school representatives.
- o Where and when should meetings be held? One meeting could be held in a school.
- o What kind of meetings should be held? Open to faculty, students, the community?
- o Should specific groups be invited to particular meetings? Which groups might be appropriate?
- o Could the meetings be open with specific groups invited as well?
- o How/where should meetings be announced?
- o What is the point of the meetings? To get new ideas, to get responses to the document that was created, to capture ideas and reactions, to find out if the TEC got it right.
- o If a lot of people outside the school are invited, more explanation about the document and the process will need to be provided.

**B. Next Steps**

The group leaned toward having 3 - 4 open meetings with specific groups invited to certain meetings including: JARB (Joint Advisory Review Board), Program Coordinators, and students (Dean's Advisory Council). Jill, Fritz, and Janet Anelli will help to set up the meetings.

**VI. PROFESSIONAL STANDARDS COMMITTEE**

Handout: *SOE Professional Standards Committee Appeals: Purpose, Process, & Format*

The Professional Standards Committee wanted clarification from the TEC about their charge concerning the policy on PPST requirements for admission. They were concerned because they were overruled by the Dean several times this year concerning this policy.

This is a continuation of the discussion from the last meeting.

**A. Question**

Does the TEC still want the committee to continue to implement the policy on the PPST requirements? Does the TEC want to change this policy?

**B. Comments**

- o There are about 500 students that have been affected by this admission policy. About 20 students didn't pass the exams.
- o There was concern that because some students had been successful in their appeals that now more students are appealing decisions.
- o Some students who received waivers are finishing student teaching but still haven't passed the test. Students who don't pass the test can't be certified. The Dean also said that students that haven't passed the test can't graduate.
- o Some problems with students may be due to their receiving conditional admission and not understanding what that really meant or the impact that it would have on their eligibility to student teach.
- o The Dean didn't disagree with the policies related to GPA or PPST. He did waive certain cases but this could be due to new personnel in the Dean's office or to this transition phase of this policy.
- o CAC: It was also suggested by the Dean and Jack Cummings that the PSC become a subcommittee of the CAC. That committee invited the PSC members to their meeting. The CAC decided to have a subcommittee look at the entire appeals process.

Most TEC members did not want to change the policy but decided they did not need to/want to vote to reaffirm the policy at this time. In the future if the TEC wants to take action on this issue it would be helpful to hear from someone in the Dean's office.

## **VII. ASSOCIATE DEGREE IN EARLY CHILDHOOD EDUCATION**

Handout: *Summary of New Degree Program Proposal: Associate of Science Degree in Early Childhood Education*

### **A. Background**

This proposal represents two years of work on a response to the statewide initiative to strengthen the educational preparation of child care providers. Mary McMullen has been very involved in the state efforts behind this proposal.

Four campuses are pushing for this program--they see the need to prepare early childhood providers. There is also a major push from organizations like Head Start who have mandated the amount of education for their staff--they are asking for degrees.

The group proposed a core of early childhood content which is reflective of the curriculum in two of the three campuses that already have this degree. Early Childhood Education has been involved with distance education; there is a collaborative Master's with the University of Southern Indiana. The early childhood faculty have taught across the state and used distance education. The ECE core in this program may be a distance ed. offering; three campuses offer this type of program. The group proposing this degree would like to show the Commission on Higher Education that they are responding to a state need and they will do this efficiently and effectively by having the full-time early childhood faculty use technologies instead of requesting early childhood education faculty at every campus.

They believe that this notion of a university-wide associate degree program has a unique niche and orientation in that the general education component of the degree exists at the specific campuses.

An associate degree is new to the School of Education at IUB. It was recommended that the Dean affirm the idea with the chancellors; he received their support to go forward with this proposal.

### **B. ECE Faculty**

Mary thought there was mixed sentiment toward the associate degree among the ECE faculty. She thought that the objections were primarily logistical. There was concern that they are spread too thin now with only three faculty members for several different ECE programs and doctoral students, and that adding a new program would be very difficult. Mary hopes this program grows into something they do at IUB in the future but it's not feasible right now--in a couple years when all the students in the old program are finished they may be able to push for it. There is a large community of people who need this higher level degree. What Ivy Tech is offering here doesn't meet that need at this time. Other Ivy Tech. locations do have an associate degree.

One faculty member in ECE may have substantive issues with this campus offering an Associate degree.

### C. Questions/Comments

- o They liked the notion of a university-wide proposal and the message that it would send to the Commission on Higher Education.
- o On the practical side, if they ask for approval on seven campuses, they should also ask for approval at IUB. That way the option would be available even though it won't be implemented for at least a couple years, if at all. Getting approval from the Commission on Higher Education is a lengthy process; it could take two years. If the IUB campus might want to do this down the road the program should be requested now when the other campuses are asking for approval.
- o If the program gets approved, it doesn't mean that it has to be initiated, but it would be available as a possibility to this campus in 2-3 years when the old ECE cohort is finished.
- o What does 2 + 2 mean? On most campuses this program could be the first two years of a bachelor's degree.
- o Will this program degree fit with the new ECE program? Probably not on this campus but it does on the other campuses.
- o What is the goal at today's meeting? They would like to have the TEC vote on the proposal so it could go forward to the Policy Council for approval at IUB. If it doesn't go to the Policy Council this year it will probably be the end of this program.

TEC members were concerned that the ECE faculty did not all support the proposal; some TEC members want to hear from the dissenters in ECE before they vote. The TEC should invite ECE faculty to come to the next meeting to discuss this proposal.

### VIII. FUTURE MEETINGS

**April 5**, 4 - 6 pm, Education 3125

**May 2** (if needed), 4 - 6 pm, Education 2277