

**Committee on Teacher Education**  
**April 15, 2010**  
**School of Education, Room 4204**

**In attendance:** Enrique Galindo, Tom Brush, Jill Shedd, T. Niggle, L. McCarty, J. Bizzari, K. Chapin, J. Bonner, A. Leftwich, M. Manifold, K. Wohlwend, S. Gronseth, P. Kloosterman

**I. Approval of minutes from February 23, 2010 meeting (Enrique Galindo)**

Proposed changes:

1. Janice Bizarri should be included as having attended the February 23 meeting.
2. The effective date for Program Changes to the Visual Arts Program should be added to Voting Item A.
3. Jill Shedd did not address the Committee on Discussion Item A.

There was a motion to approve the minutes with the amendments. The motion was seconded. The motion was passed unanimously.

**II. Voting items**

Tom noted that Items A - D are all modifications to the elementary and secondary programs due to REPA as well as aligning these programs with upcoming 2011 General Education/Common Curriculum requirements.

- A. Approval of G203 to meet both oral expression and S&H common curriculum requirements in all programs (Tom Brush)

Currently, G203 (Communication in the Classroom) meets the oral expression requirement for all education programs. G203 has been approved as a general education Social and Historical (S&H) requirement. The proposal is to allow students to double count these credits to meet both the SoE program and general education requirements. It was questioned why this would not be a good idea. It was noted that the SoE has never made a practice to double-count courses towards requirements before, so the disadvantages would be setting a new precedent and the students additionally may not receive as much breadth in S&H courses. However, it was noted that Business, SPEA, Journalism all have courses approved to meet S&H requirement and it is believed that they double-count. This proposal should help students be able to meet graduation requirements in 4 years.

There was a motion to vote. The motion was seconded. The proposal was approved.

- B. Approval of option to complete H205 OR H340 in the secondary program (Tom Brush)

It was noted that students in the elementary program already have the option to take either F205 or H340 for their foundations of education course. It was noted that F205 (changing to H205) has been approved as an S&H general education/common curriculum course. The proposal at hand is to make the same option available to secondary education majors.

There was a motion to vote. The motion was seconded. The proposal was approved.

C. Approval to set maximum credit hours for secondary program at 124 hours (Tom Brush)

It was explained that the content requirements of secondary education programs need to be aligned with the content area majors in CoAS. It was reported that Secondary Council believes it is important to limit the maximum credit hours for the secondary education major to 124 in order to have a set parameter to work within while determining which content area courses must be covered in the program. It was noted that 124 credit hours has traditionally been the unofficial limit. Faculty in the content areas and advisors will ensure that the requirements are being met in their respective content areas. It was clarified that this number of credit hours would work with the science content area.

There was a motion to vote. The motion was seconded. The proposal was approved.

D. Approval of changes to elementary education professional education requirements (Tom Brush)

Tom reported on Elementary Council's response to REPA mandate that a minor must be attained by all students receiving their degree major in elementary education. In order to be able to include a minor, since most minors in CoAS are 15 credit hours minimum, and keep the elementary education program at a number of credit hours to maintain a 4-year program, it is necessary to reduce the current professional education requirements by 6 credit hours.

Elementary Council suggested two proposals for reducing credit hours:

Proposal 1 - eliminate F200 as a requirement. It was explained that initially this course was designed as an exploratory course for non-majors to test their interest in education. It was included in the elementary program as part of the 8-campus agreement. This proposal, if passed here, will need to be negotiated in Education Council with the other IU campuses. CEP faculty are agreeable to dropping F200 as an elementary requirement, but still intend to offer it as a course for non-majors or as an elective. CEP plans to submit it for approval as an S&H common curriculum course next year.

Proposal 2 - reduce number of credit hours currently required in English, reading, language arts by 3 credit hours. There was a debate about which 3 credit hours these specifically should be. LCLE faculty and other faculty associated with elementary clusters have decided they will meet and devise the best course of action for eliminating 3 credit hours total from this area.

The question was raised when this needs to be decided in order to advise students. It was noted that there is some time as the students beginning this fall will not be taking these affected courses for 2 years, however, it would be prudent to get these changes on freshman advising sheets for fall. It was reiterated that these changes will need to be negotiated and coordinated with IUPUI and the campus common agreement among IU campuses, so any proposals approved here in CTE will not be in effect until approved by Education Council. Policy Council (that has representatives from IUPUI) will also discuss this issue and course of action.

There was a motion to vote. The motion was seconded. The proposals were approved.

#### E. Approval of list of elementary education minors (Tom Brush)

Now that a minor must be part of the elementary education degree program, Elementary Council thought it necessary to get approval on preferred minors to advise students to take as part of their program. REPA has specified a list of potential minors, and Elementary Council has looked at the list to identify which minors SoE already offers and in particular which minors would lead students towards obtaining additional licensure. The four minors identified to meet the criteria of leading to an additional license are: computer education, ENL, math (for middle school, 30 cr hrs), and reading. There are other content minors in CoAS that students would be permitted to take to fit the minor requirement, but students should be encouraged by their advisor to choose a minor that leads to additional licensure.

It was noted that the document listing offered and preferred minors needs to be revised to reflect the number of credit hours for the four SoE minors and specify which credits would fulfill both major and minor requirements.

It was asked to be clarified what the difference between a minor and a license addition is according to REPA. It was stated that the definition of minor should follow the definition at the institution (15 - 18 hours). It was noted that it should be emphasized that this document is an INITIAL list of minors.

There was a motion to approve this proposal with the revision to the document to reflect credit hours. The motion was seconded. The proposal was approved.

#### F. Suspension of admission of certification-only post-baccalaureate students (Tom Brush)

It was explained that students who pursue this option have little structure in place for course guidelines (e.g. when to sequence classes), so the resulting issue is that these students are not part of a cohort and tend to enter into courses as they see fit. The proposal is to suspend admission and counsel these students into either CoT or T2T which are now established post-baccalaureate programs. It was noted that fewer people are pursuing the certification-only program as CoT and T2T emerged. CoT should be a feasible option for MAT students in CoAS, while T2T would be more difficult because it is a fulltime program. CoT has a seminar component which keeps these students on sequence. It was noted that MAT is another option, but students still need to be in a certification program as an MAT does not automatically lead to licensure. It was further added that because the cert-only students don't have a faculty connection, if student teaching issues with these students arose, there was no recourse.

There was motion to accept the proposal. The motion was seconded. The proposal was approved.

### **III. Information items**

#### A. Course number/name change: PHYS-Q202 to PHYS-P199 (Tom Brush)

It was reported that CoAS is changing the course number and title of PHSY-Q202 TO PHYS-P199 in order to make it a general education common curriculum course (from "Physics for

Teachers” to “Physics for Everybody”). It was noted that the only effect on SoE is the need to reflect this change on program sheets. It was questioned whether this class will continue to be taught using methods that are particularly applicable for teachers, as it was assumed to be previously. It was reported that the Physics faculty member claims that the curriculum of the course is not changing, and it is understood to be taught following a constructivist approach. It was noted that as a common curriculum course there is no prerequisite for this course.

#### **IV. Discussion items**

##### **A. Minor in secondary education (Tom Brush and Jill Shedd)**

It was reported that there is one more secondary council meeting this school year with the sole agenda item to discuss whether or not SoE should offer a teaching minor in secondary education that would lead to certification for CoAS students. Tom requested feedback from CTE committee members regarding their opinions and pros/cons for adding this option. It was noted that the SoE Dean's office looks very favorable towards adding a secondary minor. It was noted that if secondary council approves the creation of a minor, the proposal will come to CTE for a vote. It was addressed that from a science perspective, it would potentially be a good way to attract science majors into teaching. It was questioned why we wouldn't want to create a minor. It was noted that the overall concern is that a minor could threaten the secondary education major. The minor would be a maximum of 30 hours including student teaching. It was discussed how to fit in all professional education requirements that SoE believes are important within 30 credit hour parameters. Currently, there is a 15 credit non-teaching education minor. This new option would be a full-fledged teaching minor, no more than 30 credit hours, but it would seemingly need to include the 13 credit hours of student teaching. It is debatable whether REPA in fact mandates the option of a minor, although it seems that the governor suggests that this is desirable, as well as the Dean of SoE. It was noted that currently 48 credit hours are required to attain certification, and that students can take up to 29 credit hours in the SoE that will count towards graduation requirements in another college. The concern was voiced that if we add a minor, it may become the prominent option, therefore it needs to be a quality program. It was suggested that designing the minor ought to be addressed creatively, such as the possibility of reducing the number of credit hours for student teaching or a minor program that is modeled in some way after the T2T program (e.g. fulltime, intensive experience during senior year). It was noted, however, that the common curriculum now is 30 hours, so students tend to take at least one year of exploring options before committing to a major which would make a senior year minor complicated for students who have not fulfilled their major requirements.

Tom thanked Sarah for her service for the past two years. Tom thanked Enrique for his service as chair this year and acknowledges the commitment. Tom thanked Jill Shedd for taking us through NCATE process with 0 areas identified for improvement.

Enrique thanked everyone for participating this year.

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