

IU School of Education
Teacher Education Council
April 5, 2000

Present: Melissa Beeker, Lanny Beyer, David Birch, Gary Bridwell, Cathy Brown, Amy Seely Flint, Tom Gregory, Janet Johnson, Diana Lambdin, Bradley Levinson, Fritz Lieber, Tim Niggle, Jill Shedd, Nancy Sugden for Charles Schmidt, ; Others attending: Christine Bennett, Mary Beth Hines, Susan Klein; Minutes taken by: Janet Anelli

Handouts: Minutes from Meeting 3/1 /00; Course Change Request: Teaching Elementary School Mathematics Problem Solving (N443); New Course Request: Building Inclusive Middle & Secondary Schools: Approaches and Issues (K405) (mailed); Memo: Rationale for and Explanation of S500, a New Course Proposal (March 29, 2000) and attachments; RUGS Special Student Admissions Problem/Policy Statements: Graduate School, School of Business, School of Music (mailed); **English Education:** Instructional Issues in Language Education (L400), Teaching Writing in Middle and Secondary Schools (M412), Young Adult Literature (M435), Grammar for Teachers (M454/L503); **Inquiry and Social Justice:** Addendum & New Course Requests: Educational Worlds: Social & Cultural Contexts of Teaching & Learning (H387), Ecology of the Classroom: Connecting Curriculum, Teaching, & Learning in Inclusive Classrooms (M387), Teaching for Social Justice in Middle & Secondary Schools (M487), Personal and Professional Growth Group for Student Teachers (P487)

Note: Discussion of item 6 on the agenda will be postponed until the next TEC meeting.

I. MINUTES

Vote: Motion to approve minutes from 3/1/00 meeting.
PASSED.

II. COURSE CHANGE REQUESTS & NEW COURSE REQUESTS

A. Teaching Elementary School Mathematics Problem Solving (N443)

Handout: *Course Change Request: Teaching Elementary School Mathematics Problem Solving (N443)*

The course was already sent out to the regional campuses for approval.

Questions About Variable Credits

- o Can you list a course with variable credits?
- o Can one course have different credit designations with the same section number?
- o Can students sign up for different credit amounts or must there be a different section number for each different credit amount?
- o Can courses have variable credits only if they are set at a scheduled time, listed as "Arranged," or for independent study?
- o M135 is listed as a single course section with variable credits in the Schedule of Classes.
- o Who can answer these questions? Maybe Sue Shaffer.

Vote: Motion to approve the *Course Change Request: Teaching Elementary School Mathematics Problem Solving (N443)*.

PASSED.

- B. ***A Community of Teachers Program for Preservice Special Education Teachers***
Handout: *New Course Request: Building Inclusive Middle & Secondary Schools: Approaches and Issues (K405)* (mailed)

This new program was approved in a previous meeting. This one credit course is the only new course in the program.

Vote: Motion to approve the *New Course Request: Building Inclusive Middle & Secondary Schools: Approaches and Issues (K405)*.

PASSED.

- C. **Field-Based Seminar in Teacher Education (S500)**
Handout: *Memo: Rationale for and Explanation of S500, a New Course Proposal (March 29, 2000) and attachments*

This course provides a way for students to fit more of their work in Teacher Ed. into a master's degree. Work in the course is independently based; it varies from student to student. There isn't a specific assignment or work distinction between graduate and undergraduate students.

Vote: Motion to approve the new course designation.

PASSED. One abstention.

- D. **English Education**
Handouts: *Instructional Issues in Language Education (L400), Teaching Writing in Middle and Secondary Schools (M412), Young Adult Literature (M435), Grammar for Teachers (M454/L503)*

Mary Beth Hines attended the meeting to discuss these courses.

The department wants to cross list three of the courses, L400, M412, and M435, as graduate and undergraduate courses. These courses were approved previously at the graduate level. In addition, they want to retain a category in the current program for under-represented literatures. They also want to add a one-credit course, *Grammar for Teachers (M454, L503)*. They will delete the elective course option.

Questions

How much difference is there between the graduate and undergraduate courses? In the past they usually have had two tracks for the different levels. Other times they have kept syllabi the same for both levels and added a project for the graduate students. All students are in the same class and work together.

Have there been faculty requests for the grammar course (M454)? Yes, they get a lot of complaints about the preparation of our students to teach grammar. There are also concerns from English Dept. faculty (COAS) about the quality of writing of our students in the English Ed. program.

- o The course will be scheduled as a stand-alone course that students can take at any time.

- o The course will be required for Secondary Ed. English majors. It will add one credit hour to the program. The program is in GradPact and is currently 124 credit hours.

Note: Motion to approve these English Education courses: *Instructional Issues in Language Education (L400)*, *Teaching Writing in Middle and Secondary Schools (M412)*, *Young Adult Literature (M435)*, *Grammar for Teachers (M454/L503)*.

PASSED.

III. INQUIRY & SOCIAL JUSTICE PROGRAM

Handouts: *Addendum (3/31/00)* and *New Course Requests: Educational Worlds: Social & Cultural Contexts of Teaching & Learning (H387); Ecology of the Classroom: Connecting Curriculum, Teaching, & Learning in Inclusive Classrooms (M387); Teaching for Social Justice in Middle & Secondary Schools (M487); Personal and Professional Growth Group for Student Teachers (P487)*

Christine Bennett attended the meeting to answer questions about the program and courses.

A. Background

This program was approved by the TEC in November. At that time the new course requests were not included, they were discussed at this meeting. Four new course requests correspond to the four blocks in the program.

In the Policy Council meeting held three weeks ago they asked the program group to make a statement of principles to show representation from all the different disciplines participating in each of the blocks. The group mapped that out and it's included in the addendum. There were specific requests to see evidence of Language Ed. and Special Ed. in the program. They anticipate planning over a two-year period--faculty working on this program planned using a two-year time frame. The teaching load might vary over semesters.

The Policy Council didn't vote on the program, they decided to wait for the TEC to review it with the courses. After TEC approval, the Policy Council will look at the program and classes together.

B. Course Numbering

- o The course numbers were not included on the course request forms but were listed on the agenda.
- o Programs can select course numbers to some extent. You can try to make the progression through a program seem logical--this program could change the numbers if it would be clearer to students.
- o Do you want to use different letter designations for courses or could you use "M" for all of them? Different letters were used to help indicate an array of disciplines in the block courses. Policy Council wanted to see the integrative use of all departments in this program--a reasonable distribution of faculty resources across the blocks. There are ways to guarantee this beyond listing courses with different course prefixes.
- o Are instructors restricted to teaching courses with prefixes from their own departments? No.

C. **Field Experiences**

Are there field experiences in the block courses? Why aren't those credits separated out?

The field experiences are integrated into the blocks.

Advantages to listing field experiences as separate courses:

- o It indicates a field experience on a student's transcript.
- o It provides some income to help support working with students in field experiences. There are fees attached to these courses that allow them to recoup some of the costs involved.
- o It also helps us keep track of field experiences and it's important to coordinate with others involved in setting up experiences in both schools and the community. It may be best to run all of the field experiences through field services and let them coordinate the experiences for all programs.

Disadvantages of listing field experiences as separate courses:

The program was really trying to put together a cohesive block, and a series of blocks, so everything is interwoven. If they break out the field experiences the same argument could be used for breaking out everything else such as Special Ed. or Ed. Psych.

If we're concerned about the marketability of our students the burden is on the program faculty to construct a concise statement of what the program is about for students to discuss with their potential employers so they can see clearly that students did have field experiences and certain content areas even when courses were not separated out. Students can list out the specifics of their experiences including service learning, on their resumes.

Resolving this issue:

- o A fee could be attached to the block courses but approval would be difficult because it would need to go to the Board of Trustees.
- o Breaking the field experience credits out won't affect the overall number of credit hours, the block course would change to 8 credit hours with 1 credit hour of field experience.
- o How to resolve this may depend on who is handing the placements: Inquiry & Social Justice faculty may handle some of the placements including the service learning placements in non-school settings and they hope to set up partnerships with area schools. Are the resources of field services going to be used—who will be doing the clerical work? If field services are going to do the work then it may be better to separate out the courses so the fees are collected.
- o If the field experiences are separated out, can program faculty still work on placements with them and students?
- o The program representatives at this meeting do not anticipate any problems in separating out the field experience credits.
- o The program does need to think more carefully about the placement of students and who will actually handle it.

Service Learning:

What course number is used for these field experience credits? M101, the same number as for any field experience. There is not a special number for service learning. Should there be?

D. Placements in General

The issues of placing students aren't unique to this program. There are more early field experiences with the new programs, no one is sure if they have made accommodations for handling those experiences and thought through the logistics.

- o Placements will be complicated in the future because we'll have twice as many programs though our student numbers may not increase. The placements at all levels will be more complicated and will require more work on the part of the faculty particularly at the beginning.
- o Some Schools of Education believe that if some field experiences are good, more experiences are better. This is not necessarily true. We should think about the quality of our early field experiences: Can they be improved? Can we have fewer experiences? Can we have different ones?
- o Placements can be a huge burden on schools, especially the more involved experiences. We should be sure that schools and students are not shortchanged.
- o Early field placements usually involve observations, tutoring, or some other role that is less intrusive and doesn't compromise instruction.
- o We can look beyond Monroe County—there are some schools that don't get a lot of placements.

E. Comments

It's interesting that every attempt to do something interdisciplinary here gets nibbled at in various ways by the whole mechanism of this discipline-oriented and turf-oriented building. This program was trying to challenge the idea of traditional courses with the integrated blocks.

F. Questions About Approving this Program

- o There have been serious concerns and unresolved issues about field placement and other areas whenever this program comes before the TEC.
- o The program group had hoped to work out some of the details of implementation over the first three years.
- o They anticipate starting this program in Fall 2001.
- o They would like to get approval so they can start meeting with schools. Jill Shedd is meeting with schools on May 12, they would like to have issues resolved before then.
- o **Block 3:** The credit total should be 7 - 8 credit hours, there is an error on the document.
Will there be one field experience? Will it work for both special methods and the rest of the block? This needs to be worked out with the special methods instructors.
- o **Block 4:** P487 is in Block 4, is it the Ed. Psych course? Are the credit numbers correct?
There is a two-week seminar before student teaching; 12 weeks of student teaching, and a one-week seminar at the end of student teaching. There is one credit hour per week of student teaching; if you are having 12 weeks of student teaching you need to list it as 12 credit hours.
- o How many credit hours are there in the program? The total credit hours in the program will vary by majors because the different subject areas require different numbers of credits. It could be a GradPact program—it depends on the major. Science majors can't participate in the program because of the way they schedule student teaching.

What Needs to Be Resolved?

- o Break out field experience credit hours.
- o Clarify Block 4.
- o Student teaching credit must equal the number of weeks of student teaching.

Questions still remained about the program and courses. It's better to resolve the questions concerning the program before approving it and sending it on to Policy Council. Members have concerns because there are still unresolved issues and questions when the program has come back to the TEC for review. The TEC would like to see a clean version of the program before it votes. It has been difficult for the program group to work out all the nuts and bolts of implementation—it's difficult to develop an interdisciplinary program and foresee all the details/mechanics of implementation.

Another TEC meeting will be scheduled and the vote on this program will be postponed until that time. That will provide the opportunity for their program group to resolve issues and to provide revised documents to the Office of Teacher Ed. to copy and distribute to TEC members prior to the next meeting.

IV. STUDENTS ADMITTED THROUGH RUGS

Handout: *RUGS Special Student Admissions Problem/Policy Statements: Graduate School, School of Business, School of Music* (mailed)

This issue concerns the RUGS admission process: students who would not be admitted to the School of Education under normal circumstances because of low undergraduate GPAs are getting in through RUGS special student status and are taking courses in Education, and then may only be identified by us only when they apply to student teach. There is a concern that this gap should be plugged. Tim prepared a statement listing some variations for the TEC to discuss and to try to reach agreement on the language of the statement.

Questions/Comments

- o Is there any way to catch students that are taking classes here but have been admitted to RUGS? There is not really any way to catch them or identify them early. We might catch them when they apply for special methods, but not if they take the graduate course. It will be too difficult to put authorizations on all graduate courses students might take. There is no built-in mechanism to alert students or us. This document could at least serve as an announcement to students.
- o This statement could be a warning for students which they will see when they apply to RUGS. The Business and Music schools have statements now. This will let students know what our policy is and they will have to be responsible for adhering to it.
- o It could also allow us to limit students on a waiting list if a class is full and we could remove students who aren't eligible to the School of Education.
- o By making this statement it would mean that in the worst case, students could count 9 credit hours towards a license, but then they would need to be admitted to the School of Education.

Vote: Motion to approve the statement with the change that in sentence 5 "will not" will be changed to "may not."

PASSED.

Tim will contact RUGS about this statement.

V. WRITING INTENSIVE COURSES

Lanny would like to put together a sub-group of the TEC to identify criteria for writing intensive courses. If the TEC approves these kinds of courses, program areas could be encouraged to consider incorporating them in their programs. Lanny is concerned about the quality of writing of students and also the quality of their thinking. Writing intensive courses would be helpful in enhancing the intellectual quality of education programs.

Comments

- o Course enrollments may need to be limited, so the number of students would be manageable for that type of course. It's impractical to have this type of course with large numbers of students.
- o There may be a way to integrate some courses that we currently have in the School of Education with the new proposal for a series of freshmen seminars. In that way writing intensive courses could serve the purpose of our school and students also be connected with initiatives campus-wide.
- o There are currently designations for writing intensive courses at the university, they might be in the COAS bulletin. English Ed., L512, counts as an intensive writing course. The group could review their criteria.
- o H340 has tried to be a writing intensive course but they have large numbers of students in the classes and how well it is implemented usually depends on the teaching load of the particular AIs. They often have to cut back on how much writing they are able to do in the classes given the numbers of students.
- o F205 has informally been a writing intensive course.
- o Lanny would like to have a proposal for the TEC for next fall which would include the criteria for writing intensive courses and which would encourage faculty to develop them.

Members of Subgroup:

Bradley Levinson (will organize group), Melissa Beeker, Lanny Beyer, Janet Johnson

VI. ENROLLMENT NUMBERS

From last semester to this semester:

- o Graduate enrollment: + 7.7%
- o Undergraduate enrollment: + .5%

Undergraduate enrollment comparing last spring to this spring:

- o Seniors: - 2.5%
- o Juniors: + 7.8%
- o Sophomores: +20.7%

VII. OTHER ISSUES

A. Gary Bridwell's Last Meeting

This is the last meeting for TEC member Gary Bridwell. The TEC members thanked him for his participation.

Grade Reporting

Gary had some questions for the group concerning ideas on ways to reformat grade reports and revising grade cards.

B. Final TEC Meeting: Thursday, May 4, 4 - 6 pm, Room 2277

