

IU School of Education
Teacher Education Council
September 9, 1999

Present: Melissa Beeker, Lanny Beyer, Harriet Castrataro (for David Birch), Tom Gregory, Janet Johnson, Fritz Lieber; Others attending: Tim Niggle
Minutes taken by: Janet Anelli

Handouts: Minutes from Meeting 4/27/99; Memo: Proposal for Elementary Concentration in Health Education (4/15/99)

I. HEALTH EDUCATION AREA OF CONCENTRATION

Handout: Memo: Proposal for Elementary Concentration in Health Education (4/15/99)

Harriet Castrataro attended the meeting to lead the discussion on this topic; David Birch was not able to attend. Harriet is an advisor for health and health-related majors. There currently is a major at the secondary level in Health Education; they hope to provide a Health Education Area of Concentration for the Elementary level.

Members reviewed the memo from David Birch and Harriet provided some background information on the program. We did not discuss this issue in TEC meetings last year. Today we are being asked to discuss this topic and to approve this area of concentration for Elementary Education.

There are three new elementary programs; the *Praxis* and *Theory Into Practice* programs include areas of concentration. An email message from Peter Kloosterman (*Praxis*) indicated that Health Education was an acceptable option as an area of concentration for *Praxis* students. There was no documentation that *Theory Into Practice* approved this area of concentration.

QUESTIONS AND COMMENTS

A. How employable will our graduates be with a Health Education Area of Concentration?

- Harriet reported that David Birch had spoken to Dave Kinman concerning this issue and Dave said that the Health Ed. Area of Concentration would add depth to student employability.
- Tim Niggle was a personnel officer in a school district and thought it would be an attractive addition for most elementary schools. Elementary schools have to deal with things like lice, communicable diseases, etc. If schools have teachers prepared to deal with these things in a meaningful way and provide some guidance, it would be attractive.
- Many teachers are give the responsibility to teach health education in elementary schools; what is included depends on the teacher, grade level, and school system. Schools are also educating students earlier about drugs, alcohol, and sexuality.
- Many IN elementary schools don't have full time nurses now--nurses travel from school to school--so this program including First Aid (and CPR certification) would be beneficial. Some basics could be handled by teachers.

- The employability of a student often depends on the needs of the particular school that is hiring. This type of program may not exist now so there may not be any specific data on how it contributes to employability. We could check if David Birch has information on this issue.

B. Are Health Education courses available as electives?

- Are the courses in the area of concentration available as electives for other students? Yes, there are only prerequisites for one course, *Organization of Health Education (H464)*.
- It is difficult to fit in electives in the elementary programs. The programs are very full with 128 credit hours and only 3 - 4 elective hours.

C. Questions about Particular Courses

- How is *Marriage and Family Interaction (F258)* appropriate for elementary teachers? It deals with divorce, separation, families, and other related issues that would help teachers deal with children and their families.
- Is *H464* appropriate? *Organization of Health Education (H464)* is based on an 8-point school system-wide approach. It looks at school health and education, school health services, school environment, counseling and psychological services, food services, physical education, family and community involvement, and health promotion for school staff.
- Is *H464* oriented to high school? Is it relevant to elementary schools? Harriet talked to David Birch about this question. The course presents a school system-wide model that is relevant to all levels. Many HPER programs are K-12 programs, i.e. Physical Education.

D. Implementation of Health Education

This area of concentration will be implemented for freshmen starting in Fall 1999. It's not available to sophomores or students already in a program.

E. Other Comments

- Some areas of concentration are very broad; this program seems more directional and focused. A student with this area of concentration would be more than a curriculum expert, they could influence the school environment.
- There was some concern that more discussion was needed related to the issue of employability for students and the rationale for this area of concentration.

Vote: Motion to approve the Health Education Area of Concentration for Elementary Education.

PASSED.

There was not a quorum so there may be further discussion of this topic at the next meeting and if necessary, another vote (prior to registration).

II. PPST SCORE REQUIREMENTS FOR UNDERGRADUATE STUDENTS

The Indiana Professional Standards Board adopted new higher PPST test scores as a licensing requirement. In response to that, the TEC created a new policy for students last spring. Lanny restated the new PPST policy for new Teacher Education students (see minutes from 4/27/99 for this new policy).

Under the old policy students knew they had to take an admission test, the PPST, as well as exit/license certification tests: the Core Battery and specialty tests. Now students will take the PPST as the licensing test instead of the Core Battery. The School of Education has control over admission requirements for the program but licensing requirements are up to the state; we have no control over them. What changed was the specific test required and also the higher PPST score levels, not the requirement for testing. The different score levels on the PPST for admission and for certification are confusing to students.

The advisors discussed these issues, identified their concerns, and need the TEC to decide how to proceed during this transition period. Tim Niggle represented the advisors at the meeting.

Continuing Students

- The TEC did not pass a policy concerning continuing students and the new testing levels; the TEC only passed a policy for new admissions.
- It is important to decide how to proceed with continuing students who haven't passed the PPST exams at the new, higher levels. We need to decide how much time to give students to pass the tests. The board isn't concerned with the time period as long as candidates meet the new requirements before they apply for a license.
- Students are concerned because some were admitted under the old guidelines that had lower test levels and exemptions.

Background

- There are 1700 students that were admitted under the old guidelines; 613 students had one or more tests waived because they were exempt for various reasons.
- Only 23 students have applied so far to Teacher Education since August 1999. There are usually 300+ students applying to Teacher Ed. for admission in the spring semester. Some students are very upset because they don't know about the exemptions for the exam; students may be waiting to apply until that is resolved.

Testing Concerns

There are some logistical issues related to the testing that may not have been considered when the new policy was passed. If students have only one semester to take these tests it means that students are required to take test by Dec 14. It will be nearly impossible to do this given the testing process and the facilities available.

Testing, Test Results, and Registration

If Teacher Ed. gets the 300+ students they normally admit and students have one semester to take the tests (new policy), they will have to take the tests between the end of September and the first two weeks of October. It then takes a certain amount of time to get the results back, usually 4 - 6 weeks. This will affect registration which is at the end of October/beginning of November. The results from the November exam will not be back until December/January.

Number of Students Taking Tests

- There are usually 300+ new applications to Teacher Ed.. Because there are no exemptions in place at this time, all students need to take the exams.
- BEST can handle about 200 students for the November exam but not the 300+ students that may need to be tested during this time frame. Sylvan Learning Center in Greenwood has only four computers so they cannot test large numbers of students during this time either.
- We can't handle the number of students that need to take the test given the one semester time frame in the new policy.
- We couldn't notify students ahead of time about the changes in the policy as it was passed late in the academic year. We still don't know about exemptions which would reduce the number of students that need to take the test.

Graduate Students

In the past, admission tests were waived for graduate students if they had a Bachelors degree, this is no longer true. Now graduate students will be required to take the test until new exemptions are established by the state.

Exemptions

ETS hasn't yet established equivalency scores for the higher PPST levels. Once they do, the state will have to decide if they will accept any exemptions. We can't grant waivers for students until this is decided and we have those score levels. We do anticipate that waivers will be established.

Will the admission process be overwhelmed with so many students having to test because we can't grant any waivers?

New Policy/Rationale

The TEC didn't intend to impose a burden on students or advisors with the one semester limit. The rationale for the policy was that we didn't want students to get too invested in their program by the time they took the test, only to find out when they took it that they're not eligible for a license

The counter argument in our discussions was to tell students what the penalty would be if they don't pass the exam and then let them decide if they want to continue in the program.

During this transition period, we may want to consider allowing students more time to take the tests and pass them. Additionally, until we can tell students about the exemptions, we should allow more time for them to take the tests.

Why didn't the TEC set the admission test level at the exit test level?

- Some of us aren't strong believers in testing and didn't want to set the bar too high.
- The data indicates that if we cut students out as sophomores with these tests, that 20% - 30% of the minority population won't pass and will drop out of the program.

Legal Issues

- If we admit students without an entry score requirement and students get through the program, they will still ultimately have to pass the tests for licensing. If they don't pass, the university may be liable.
- How is this different than law school/bar exam? The only difference is that the license and the degree in teacher education have been tightly coupled over the years.

Advisors Need a Decision on these Issues

The advisors need a decision on this issue--they need to give students information and registration will occur soon.

The advisors recommend the following:

New applicants

For students admitted after August 1 1999, the advisors suggest that these new applicants be given one year to take the tests and pass. (The extension could be one calendar year, two semesters, or by August 1, 2000.) This will reduce the total number that will have to take the tests by about 2/3 and this will enable us to accommodate most everyone. (There are 613 students in the old program that should have been tested and maybe 300 new students.) There could still be a few secondary students that will have trouble getting it done even with the extension. After this first group of applicants, the one semester limit in the new policy could go into effect.

Continuing Students

For students admitted before August 1, 1999, we will honor their exemptions for admission but will notify them that they will have to meet the state requirements for licensing. We have provisionally allowed student admittance to Teacher Education if students passed the PPST at the lower (old) levels. The advisors recommend that we also allow the continuing students one year to pass the tests.

Disadvantages to Extending the Time for Testing

What disadvantages exist if we allow new or current students one year to take the test instead of just one semester? Secondary students will be pretty far into their program; they could even be in student teaching.

Notifying Students

Our responsibility is to make sure that students are informed about the state testing and licensing requirements. Notifying students will discharge our responsibility them and provide relief to them concerning their admission status and the testing requirements. Lanny will help draft a document to notify students if we decide to send one out. We need to let students know that we were taken by surprise by the new requirements that the state has established but we are not able to intervene in the state's decision.

One option to fulfill our legal obligation to notify students would be to ask students who have not passed the PPST tests at the higher levels to sign a form before they are given their registration ticket. The form could state that they have an obligation to pass that test before they get their license in IN. This would ensure their notification and their signature would verify that students have seen the document.

Next Steps

We need to move forward and make a decision concerning these issues--we can't wait for the exemptions to be established.

Possible wording for transition policy:

"All students admitted before August 1999 be allowed to have their admission status continue. We will notify them to the effect that they are required to meet the state licensing requirements for testing in place at the time of their application for the license."

"All students who have applied since August 1999 must take the test meeting the university admission standards and will have until August 1, 2000 to meet the licensing standards."

There was concern that if the wording was combined into one statement for both new and continuing students that it would be confusing to students.

Vote: Motion to rewrite these statements related to new and continuing students and to circulate the final wording to TEC members by email so they can vote on it before the next meeting.

PASSED.

III. OTHER ISSUES

Tom Gregory will act as temporary chairperson at the next meeting.