

Committee on Teacher Education
Monday October 15, 2012
1:00 – 2:30 p.m.
School of Education, Room 2102

Participating: M. Park Rogers, R. Kunzman, J. Shedd, P. Kloosterman, D. Adomat, D. Danns, D. Pillar, M. Manifold, M. McClaine, D. Halloran, D. Wyatt, A. Gilchrist, D. Caulfield. Also in attendance to present: C. Buzzelli & T. Hunnicutt.

I. Approval of September Minutes (M. Park Rogers)

D. Danns moved to approve the September minutes as written. P. Kloosterman offered a second. The minutes were approved as written.

II. Information and Discussion Items

A. Early Field Experience Partnerships (T. Hunnicutt)

Update on Regional Schools Task Force recommendations from last year. We are working on implementing some of the ideas, such as placing 18 of our fall students where they will be student teaching in the spring. This is easier to do for secondary and TAL levels than at the elementary. Other recommendations include looking at an earlier field experience for the secondary program and co-teaching models as a possibility for student teaching.

B. Reducing Programs to 120 Credit Hours (R. Kunzman)

Both the Elementary and Secondary Councils have made progress reducing their programs and should have plans to bring to this Committee next month or the following month at the latest. In Elementary, the default of Social Studies as a minor has been revised so that concentrations can be taken in any of the five primary subject areas. Program areas are deciding which courses will fulfill their concentration. Once that is completed, the Elementary Council will vote on them and then they will come to this committee. Secondary has been accomplished primarily by double counting. Once the program sheets have been fine-tuned, they will be brought to this committee as well. J. Shedd explained why return to concentrations from minors on question from M. Park Rogers. P. Kloosterman pointed out that concentrations will return some flexibility to the program areas lost when minors were used previously. J. Shedd explained that our advisors will strongly encourage our students to obtain a dual certification. She also relayed that the university has said dual certification is a good enough reason to be above 120 hours. D. Wyatt explained when students have to declare their area of concentration, and it varies from beginning of sophomore year for some and others, not until they apply to the TEP in spring of sophomore year. Discussion took place on how best to market various concentrations to incoming SoE students. D. Wyatt stated the advising staff goes into W200 to introduce themselves and explain to the students about advising here in the SoE. Math has less flexibility and more hours required than the other areas mostly due to prerequisites.

C. GPA Admissions Standards (R. Kunzman)

Raising the GPA to a 2.75 would have eliminated 4.7% of our students (2.3% were self-identified racial-ethnic minorities). Raising the GPA to 3.0 would have cut out 12.6% (almost 20% were self-identified racial-ethnic minorities). Over the past three years, the average GPA has been increasing as it has in the university as a whole because of entrance requirements. The 2.5 puts us in the middle of the pack compared to other university programs as well as other Big Ten education programs, though there are a few that are higher. Kelly and Nursing are both higher (3.0) and Public Health varies from 2.0 – 2.7 depending on the program. D. Halloran shared that the College considers itself to be the default on campus and will remain at 2.0. SoE certification requirements per D. Wyatt are 2.5 GPA, pass PRAXIS I or an academic skills test (e.g. SAT, ACT), then varies per program. In secondary/all grades - 21 hours in content at C or better in each and a 2.5, plus a group of 12 hours in education classes. Elementary has 28 hours of coursework. D. Halloran mentioned the Business School's I-CORE curriculum, and could SoE create a "brand" similar for recognition/marketing purposes? R. Kunzman stated this is a "Big Idea" that deserves being pursued. D. Pillar pointed out that GPA is not necessarily the best indicator of who will become good teachers and it isn't what he looks for when hiring.

III. Action Items

A. K307: Methods of Teaching Students with Special Needs (C. Buzzelli)

Items A & B reversed from the agenda. This is a proposal for a course that is already listed in the IU catalogue, but not the IUB course catalogue. This course will allow for newer curriculum and more content in special education. This will increase the in-depth knowledge for our students when working with children with special needs. Some of this had previously been included in block courses, but it needs its own course so as to increase the content and to legitimize it as a separate course for state licensing requirements. This will include a field experience component as well. This would be a part of the core curriculum for Early Childhood students. Prerequisites would include P248 and E348, as part of the Junior-cluster fall. K307 would be a part of the Junior-cluster spring. M. Manifold moved to approve adding K307 and D. Danna seconded the motion. Motion was unanimously approved.

The difference between K305 and K307 was explained in more detail. J. Shedd pointed out that the handout does not clarify these distinctions between courses. C. Buzzelli explained the distinction between the two. Since K307 is in the semester where the focus is on preschool-aged children, the content of the course will be more focused on working with special needs children in preschool, essentially ages three to five. The whole program is set-up so that each semester focuses on a developmental period. Infants and toddlers for the fall semester of the junior year, preschool ages, roughly 2 and a half to age five, during the second semester of the junior year, and fall semester of the senior year is Kindergarten through third grade. K305 focuses on children of elementary age and K307 focuses on preschool and infants/ toddlers. That is how content will be differentiated. J. Shedd pointed out that the course description does not make this distinction clear. The course title for K307 at all IU campuses is "Methods for Teaching Students with Special Needs" and does not specify preschool ages. This difference needs to be clearly indicated on the course description. R. Kunzman offered a friendly amendment to approve the course and program with an understanding that the distinction will be clearly drawn in the learning outcomes and objectives of K307. P. Kloosterman moved to approve K307 based

on the understanding that the course description will clearly identify early childhood as the focus. M. Manifold seconded. Motion passed unanimously.

B. Proposal for Area Concentration in Early Intervention, Early Childhood Education Program (C. Buzzelli)

J. Shedd asked for clarification on the use of “Practicum” versus “Field Experience.” C. Buzzelli explained that each semester will have a field experience and this program sheet used the wrong terminology in error. D. Halloran asked for a clarification of the working definition differentiating practicum from field experience. J. Shedd explained that practicum is more synonymous with student teaching and communicates to schools and our students their role in the classroom and their relationship with students. This is part of a culminating experience. Field experience indicates less of a responsibility in the classroom. M470 is more student teaching-like and M401 is field experience. C. Buzzelli described what the program plans for students are and which course would be a better fit for each semester. Junior year: Fall - Field experience, spring – Practicum; Senior year: Fall - Field experience. D. Adomat asked for clarification on the spring semester senior year optional student teaching. M424 is the student teaching course and is an option, instead of the regular student teaching, for those who want to pursue professionally working with infants and toddlers. This is not part of the concentration and it should not have been listed on the program sheet. Denise moved to approve the area of concentration with the stipulation that the practica in the fall classes be changed to field experiences (M401) and without the student teaching being included in the area of concentration. M. Manifold seconded. The motion passed unanimously.

The meeting was adjourned.