

Committee on Teacher Education Meeting December 1, 2009  
School of Education, Room 4204

**In attendance:** Gina, Gretchen Butera, Enrique Galindo, Anne Leftwich, Susie Gronseth, Keith Chapin, Dionne Cross, Luise McCarty, Tim Niggle, Karen Wohlwend, Beau Vallance, Tom Brush, Jill Shedd, José Bonner, Jane Henson, Ben Edmonds

I. Approval of Minutes from October 22, 2009 (Enrique Galindo)

Tim Niggle moved to accept the minutes. José Bonner seconded. The minutes were approved unanimously.

II. Voting Items

A. Prerequisite grade for N102 and N103 (Dionne Cross)

Dionne Cross, Assistant Professor of Mathematics Education, presented on making official the Math Department policy that students enrolled in N102 or N103 must have earned a C or better in T101. This departmental policy has been in practice for 3 years. There are three rationale for the policy. One, the topic of number and operations is the hallmark of the elementary school mathematics curriculum. Two, the topic of number and operations is not the focus of N102 or N103; however a minimal understanding of this topic is needed to be able to understand the topics studied in N102 and N103. Three, the Mathematics Department has included these prerequisites for their T102 and T103 courses. The School of Education would like all equivalent courses to have similar requirements. The voting item had been brought to the Elementary Education Council twice, and was passed by the Elementary Education Council, prior to the presentation for the CTE.

The discussion was opened up to the Committee members. There was a discussion concerning whether the proposed change in departmental policy was in violation of the GPA requirement within School of Education departments. It was noted that the since the School of Education enacted the revised C policy, the Mathematics Education had stopped enforcing the prerequisite. The Committee reviewed data showing what percentage of students from T101 during the 07-08 school year received a C or lower. Faculty in Mathematics Education argue that a small number of students are affected by the policy. It was noted that the percentages, per section and per class, would perhaps be smaller if data did not include students who received Fs.

The Committee discussed how badly students struggle in N102 and N103 if they have received a C in T101. It was noted again that the topics in T101 are the hallmarks of the elementary school curriculum and the Mathematics Department feels that qualified teachers should have an understanding of the concepts in T101. The Committee discussed at length the history of the C rule in the School of Education. It was noted that in the common curriculum, students can take M118 to meet the math requirement. The Committee discussed how the prerequisite would affect other departments. It was noted that the Elementary Education Council feels that elementary candidates should have knowledge in all contents.

Luise McCarty motioned to accept the proposal. José Bonner seconded the motion. Seven Committee members voted in favor of the proposal. One Committee member opposed. One Committee member abstained.

#### B. Changes to Special Education Graduate Certification Program (Gretchen Butera)

Gretchen Butera, Associate Professor of Special Education, presented on changes being made to the Special Education Graduate Certification Program. The Special Education Department has been working to bring the department up to speed with recent changes in special education over the past few decades. It was noted that these major issues and changes stem from a paradigm shift within special education. For one, special education students are spending more time in general education settings. To that end, there is a different population-based, service delivery aspect of special education that teacher educators need to be aware of. There is an increased accountability requirement for special education students. The overall concern of the Special Education Department was that there was not enough focus on instruction for kids struggling in inclusive settings. There was also a need to respond to emergency licenses. These goals have also included the move to an increasingly online environment.

As part of a curricular restructuring in order to address the needs and goals mentioned above, the Special Education Department has eliminated some courses and revived other courses. They have not created any new courses. The changes are embedded in the Community of Teachers program in order to create a community of practice for Special Education students in the School of Education. The program makes use of the COT seminars as a place where students can relate to one another. In addition, students are required to demonstrate they are highly qualified in one of four content areas, or they must pass the PRAXIS in one content area. Many requirements have been moved into the Master's program. The majority of Special Education students are working toward both a graduate certification and a Master's degree.

The discussion was opened up to the Committee members. Student teaching and instruction was discussed. Currently, the program uses a hybrid of online and face-to-face instruction, inclusive of four meetings on campus, to reach students outside of the immediate area. Students attend weekly field activities in classroom settings. These field activities are supplemented with assignments that are completed or submitted online. Each year there is a potential for 15-20 students per cohort. It was noted that the department is currently working on a 5-year grant, of which years 4 and 5 include outreach to other universities.

The Committee discussed at length initial licensing of students in the program. It was noted that there are out-of-state students taking the course for professional development, who are not seeking initial license. At the same time, the majority of interest has been in the area. It was noted that if the program becomes an online-only instruction model it would have to be approved by the Board of Trustees. The question was raised of how to deal with low enrollment and the possibility of classes that do not make. To date, the demand has been high and low enrollment has not been an issue. It was noted that the CTE can only approve initial license; other curricular decisions would have to be approved by Graduate Studies.

There was a motion to vote on approving the changes to the Special Education Graduate Certificate Program, with the amendment that the program as it is written make explicit that initial licensing is only in the state of Indiana.

Tim Niggle motioned to vote on the motion. Beau Vallance seconded the motion. Eight Committee members voted for the motion. Zero opposed. Zero abstained. The motion passed.

### III. Discussion Items

#### A. Remonstrance of N101 (Enrique Galindo and Tom Brush)

Enrique Galindo, Associate Professor of Mathematics Education, presented on the remonstrance of N101. In 07-08, the math faculty proposed N101 in line with changes in the Elementary Education program. They feel that the course is so different that it should be taught by math educators, not mathematicians. N101 builds on children's thinking to develop content. After the course was approved by Policy Council, the Math Department issued a remonstrance, arguing that N101 is purely a math class and math courses belong in the Mathematics Department. The issue was brought before the Committee as an informational item to shed light on what has been a rather difficult dialogue between the School of Education and COAS.

The Department of Mathematics Education is currently in the process of resolving the remonstrance, including an upcoming meeting with the Dean of COAS. They feel that being in a position where both sides can come together for a discussion is positive evidence that the issue may be resolved. The provost has made a request to both COAS and the Math Department to remove the remonstrance.

There was a brief discussion among Committee members. It was noted that this issue is not limited to IU-Bloomington; other Indiana campuses have had similar problems arise concerning math courses.

B. 2008-2009 Student Teaching Report (Jane Henson and Jill Shedd)

C. 2008-2009 PRAXIS II Report (Jane Henson and Jill Shedd)

The remaining two items on the agenda were tabled because Jane Henson was no longer present due to a prior engagement.

José Bonner motioned to adjourn. Tim Niggle seconded the motion. The meeting was adjourned at 5:45.