

Committee on Teacher Education

Chair: Anne Leftwich

January 28, 2016, ED 2277

Participating: A. Leftwich, L. Waggoner, J. Shedd, A. Fleming, J. Danish, K. Barton, P. Kloosterman, B. Gault, L. Stachowski, D. Pillar, D. Wyatt, K. Chapin, M. Mikel, G. Gursel-Bilgin.

Also to present: A. Guest-Scott, J. Wong

I. Approval of minutes of October 29, 2015

P. Kloosterman moved to approve the minutes. J. Danish seconded. The minutes were approved unanimously.

II. Old Business

a. “Certification” to Teacher Education Programs (K. Barton)

K. Barton summarized the criteria for undergraduate students to be certified into the IUB School of Education as the coordinators’ of several education programs have suggested: 2.5 GPA, 30 credits hours completed or in progress, and completion of EDUC G203 with a grade of C or better. He explained the reason why G203 would be a best fit gateway course to be certified into the School of Education (SoE). It is a communication class, most particularly oral communication. It fulfills a general education requirement. It is taught in the SoE. It is geared towards teachers and other individuals in youth settings. Moreover, it is a very popular course amongst undergraduate students. He also shared part of the syllabus of the course (see attachment for details). He continued to explain that this does not affect admission criteria for Teacher Education programs. In order to be admitted into a program, students will have to fulfill additional requirements. Also, some individual programs will establish expectations for initial coursework.

P. Kloosterman moved to approve this policy and P. Kloosterman seconded. Motion was approved unanimously.

b. Revised course proposal: K207

K. Barton explained that this course was approved previously. K207 is an online overview of disability laws in the United States. It provides an historical account of the development of the Individuals with Disabilities Education Improvement Act (IDEA), compares its provisions to

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA), and provides opportunities for general education undergraduate students to apply knowledge of special education to general education lesson plans. This is a 1-credit, online course with several modules. The only change proposed is to change the course title from U.S. Disability Law to Practical Aspects of Disability Law for Music Teaching.

B. Gault moved to approve this change and J. Danish seconded. Motion was approved unanimously.

III. New Business

a. Course approval

i. Course change: EDUC-L 121 (K. Barton)

K. Barton explained the proposed change related to L 121 Academic Writing for Multilingual students. This is a course in academic composition designed to improve the reading, writing, and critical thinking skills of students whose first language is not English and whose academic interests would be better served by taking two composition courses rather than one. The proposal is to change it from three credits to two credits.

L. Stachowski moved to table the proposed change and B. Gault seconded. Motion was approved unanimously.

ii. Course change: EDUC-X 155 (A. Guest-Scott)

A. Guest-Scott explained the proposed change related to X 155 Critical Reading and Research Seminar. The focus of the course is on academic literacy for high achieving or honors students, including critical reading of challenging materials, inquiry, acclimation to the environment of high expectations and both social and intellectual diversity of a university campus. The proposed change is for the ability to use a variable title because it will allow to submit this course for General Education approval, which has the potential to substantially increase enrollment numbers in it. As he continued, they think that this course would be of great interest to students looking to enroll in an online course over the summer, so they request a more abbreviated online version as well. The instruction mode will be Hybrid, Online All, Online Interactive, Face-To-Face.

iii. Course change: EDUC-X 159 (A. Guest-Scott)

A. Guest-Scott explained the proposed change related to X 159 Connecting with Campus Resources. Students construct a plan for academic success in consultation with instructors and peer mentors and seek out resources and experiences to fulfill that plan, and complete collaborative and writing activities to enrich their insights. The focus of the course is on learning to function as active members of the campus learning community. The proposal is to submit this course for GenEd S&H approval, and to be eligible it must be approved for variable title.

P. Kloosterman moved to approve these course changes related to X155 and X159 and B. Gault seconded. Motion was approved unanimously.

iv. Course change: EDUC-G 355 (J. Wong)

J. Wong explained the proposed change related to G 355 Positive Psychology. As he described this course focuses on the scientific study of what is positive about people and institutions. Historically, psychology has tended to focus on individuals' pathology, weaknesses, and problems. In contrast, positive psychologists call for greater attention to strengths, happiness, positivity, and that which is worth celebrating. This course presents an overview of theories and research on positive psychology as well explore positive psychological interventions and applications in psychotherapy and in domains relevant to students' lives, including school, work, family, and romantic relationships. The proposed change is to create an online version of this course. This course is designed to be part of the new minor in counseling. They would like to be able to offer the course face-to-face or on-line.

P. Kloosterman moved to approve the proposed change and B. Gault seconded. Motion was approved unanimously.

IV. Information updates from Office of Teacher Education

J. Shedd gave an overview of proposal legislation. As she suggested there are several different proposals addressing teacher shortage. There are proposals for scholarships for undergraduates which is taking a variety of different forms. She also mentioned Dual Credit Teachers. Accordingly, Dual Credit Teachers in high schools must have master's degree in the area. The reason for this is that in the State of Indiana there are fewer teachers with master's as it is not required anymore. Shedd continued that as the discussion was focused on this, it extended proposals in terms of opening up the opportunity to pay teachers differentially if they have a master's degree.

K. Barton shared one of the implications of this bill. A first year teacher would be mentored by somebody else. However, the state will not pay the mentor but the first year teacher will. The committee members discussed the complexities of this.

Barton mentioned two things that this committee will be looking at in the future that the coordinators are currently discussing with their program faculty. Clarification of policy over what grades students in Teacher Education can get. A few inconsistencies related to that policy have been revealed. This will most probably be included in the following meeting agenda. The other thing is information about IUTPA/EdTPA. SoE is in the process of figuring out which one to continue to employ as it not sustainable to have them both.

J. Danish moved to end the meeting and L. Stachowski seconded. Motion was approved unanimously.

The meeting was adjourned.