

**Committee on Teacher Education**  
**October 26, 2011**  
**4:00 – 6:00 p.m.**  
**School of Education, Room 2277**

**In attendance:** M. Manifold, T. Hall, J. Bonner, P. Kloosterman, D. Danns, T. Niggle, C. Garlisch, A. Mobley, T. Brush, D. Estell, M. Remstad, M. Park Rogers, J. Goodman (visitor), J. Danish (visitor)

**I. Approval of September 20<sup>th</sup> Minutes (M. Manifold)**

T. Niggle motioned to accept the minutes as written. P. Kloosterman seconded the motion. The September minutes were approved as written.

**II. Voting Items**

**A. Name and Program Changes for Elementary Certification Master's Program (J. Goodman)**

J. Goodman presented a brief overview of the program. In the 1990s, IUB SOE faculty created a Master's degree program in elementary education that led to initial certification, and subsequently the state mandated that all university teacher education programs must offer a Transition to Teach (T2T) post-baccalaureate option for certification. IUB SOE thus offered two options for post-baccalaureate students entering the profession through the Elementary T2T program: a Master's degree plus certification, or certification only. Historically few students elected the certification-only option. Last summer, the state recommended suspending the certification-only option, and the state has since rescinded the mandate that universities have a T2T program. In response to this, the Dean of the SOE recommended changing the name of the IU program so as to not be confused with other T2T programs across the state. Additionally, the Dean recommended reducing the number of credit hours of the program from 49 to 36 in order to increase competitiveness. The number of competing programs has increased across the state since the inception of the IU program; however the SOE consistently enrolls 20 – 24 students per year into the program, which exceeds the initial limit of 18 students. This suggests that credit hours so far have not deterred enrollment.

In response to the Dean's recommendations, J. Goodman and other core faculty of the program met over the summer to design changes to the program without compromising its integrity. There are four components to the proposed program change:

1.) Reduce the number of student teaching credit hours in the program (M550) from 10 to 3 credit hours. The student teaching experience itself would not change; since students are charged graduate student tuition rates, the revenue generated from 3 credit hours would still cover the expense of student teaching field supervisors.

2.) Reduce E579 "Inquiry in Elementary Education" capstone course requirement from 3 credit hours to 1, with the course offered as variable credit (1 – 3). Students enroll in this course during their student teaching semester; it meets as a seminar a few times, but the bulk

of the course is independent study. Students would still be considered full-time students during their student teaching semester as they would be enrolled in 6 credit hours total: M550 student teaching (3 credit hours), E594 seminar (2 credit hours), and E579 inquiry/capstone course (1 credit hour).

3.) Eliminate the Foundations of Education course requirement (e.g. history, sociology, anthropology of education) which results in a 3 credit hour reduction in the program. J. Goodman approached the chairs of ELPS and CEP to discuss the possibility of designing a new course that would combine content in the psychological and social foundations of education. However, in order to avoid prolonging the process of the program change, the program could be revised again in the future once this new course is designed.

4.) Eliminate the option for students to transfer in up to 9 undergraduate hours to fulfill certification requirements and count toward degree completion. It was clarified that students could use undergraduate coursework to meet a certification requirement (e.g. Ed Psych), but they would still have to take another graduate-level course in order to fulfill the degree program requirements.

It was clarified that this is not a separate stand-alone program, but rather a separate track, specifically for those who do not already have certification, within the Master's in Elementary Education program. There is a different track for students who are already licensed and are pursuing a Master's degree, and these proposed changes will not affect that track.

It was noted that these proposed changes would reduce the program to 37 credit hours total which met the Dean's approval.

It was clarified that once designed, the combined ELPS/CEP course would replace the Ed Psych options currently listed on the program of studies.

A question was raised about eliminating the Foundations requirement, while leaving the Ed Psych options until the new course is designed. The rationale for this is that the state requires coursework in education psychology for certification but not in social foundations of education. A concern was voiced that these changes may reflect a return to 'normal schools.' J. Goodman expressed the importance of including both social and psychological foundations into the program, which could be resolved through the design of a new course.

P. Kloosterman motioned to vote on the name and program change. T. Niggle seconded the motion. All voted in favor with one abstention. The proposed changes to the Elementary Certification Master's Program were approved.

## **B. Changes to portfolio and admissions requirements for Community of Teachers Program (D. Flinders)**

D. Flinders was absent, so T. Brush presented an overview of the proposal. Feedback from CoT graduates identified concerns with the number and overlap of portfolio standards necessary to complete CoT program benchmarks, including admission, student teaching, graduation and licensure. The CoT faculty have restructured the portfolio requirements in

order to simplify the format and eliminate overlap among standards but retain the integrity of the program. The proposed change reduces the number of portfolio standards from 30 to 16. It was noted that the proposed program revisions have been approved by Secondary Education Council, but since the restructuring includes a change to Teacher Education Program (TEP) admissions requirements, approval is needed by CTE.

Currently, CoT students need to demonstrate completion of 10/30 portfolio standards for admission to TEP. The proposed change requires that CoT students demonstrate evidence of meeting 5/16 standards at the level of “Substantial Progress” or “Ready to Teach” for admission into TEP. A three-level evaluation system for meeting the standards (Formative, Substantial Progress, and Ready to Teach) is an additional change; currently evaluation is based on Complete or Incomplete.

There was a discussion regarding which of the 16 standards the CoT students should demonstrate evidence of meeting in order to be admitted or approved for student teaching. Concerns were raised both from an advising standpoint as well as a pedagogical one. There was also a concern expressed that meeting 10/16 standards prior to student teaching may be a low target. It was noted that there needs to be communication between CoT faculty and SOE advisors to identify how the CoT portfolio expectations/standards could be met through coursework. It was clarified that students are admitted to CoT prior to admission to TEP, and CoT students take a seminar and field experience in order to demonstrate meeting standards prior to TEP admission. It was noted that prior to receiving an endorsement for licensure, CoT students must complete all portfolio expectations at the Ready to Teach level. There was a question regarding whether a rubric has been made for revised portfolio standards.

There was a sentiment that it seemed problematic to approve the proposal based upon assumptions. The chair of CTE recommended that the item be tabled until next meeting so that a CoT representative can be present to answer the specific questions that were raised.

### **C. New Course Proposal – P231 (J. Danish)**

J. Danish explained that the overarching idea behind these course proposals is to eventually offer both of them as general education courses. It was additionally noted that another long term possibility is to develop a minor in cognitive science. P231 is proposed as an undergraduate version of a graduate level course. J. Danish previously taught a similar undergraduate course at UCLA with a high level of student interest. This course is designed to attract individuals who may be interested in technology and learning, but not necessarily restricted to the classroom. The content of this course surveys a broad range of technologies related to learning, as well as curriculum, policy issues, and technology design for casual use but where learning is a central goal.

It was suggested that this course could fulfill a requirement in the educational studies minor. It was noted that this course proposal has not been brought to the attention of anyone in Informatics.

### **D. New Course Proposal – P232 (J. Danish)**

P232 is an introduction to activity theory as a way of understanding learning and development. The course content explores the relationship between culture, development, learning, society and provides an opportunity to go more in depth with theorists like Vygotsky who are just touched upon in other courses.

A question was raised whether similar courses are offered elsewhere across campus. J. Danish had looked at the courses offered in the psychology department and did not find anything similar.

D. Estell motioned to accept both of the new course proposals. T. Niggle seconded the motion. The proposal to add P231 and P232 were unanimously approved.

### **III. Information Items**

#### **A. New PRAXIS II requirement for all license additions (T. Brush)**

On behalf of J. Shedd, T. Brush informed the committee members about changes in state policy regarding Praxis II and license additions. It was asked that members share this information with faculty members in their respective departments and areas. The state policy change states that candidates and practicing teachers seeking license addition must pass a Praxis II exam in the designated area. This change will impact license addition programs in the SOE that previously have not had a Praxis II test. A related policy change is that individuals who already have licensure may add a license addition by passing a Praxis II exam without having to complete an approved program; however, there are a few exceptions to this policy (including ENL, exceptional needs, fine arts, early childhood education, elementary, and high ability education). To earn these license additions, individuals would need to both complete an approved program and pass the Praxis II exam in the designated area. The Office of Teacher Education proposes that all candidates, returning teachers and those seeking initial licensure (who complete the program *after* August 31, 2012) in the areas of ENL, computer education, gifted and talented, and reading, must pass the respective Praxis II or other state designated content exam before IUB will recommend the license addition to the IDOE.

T. Niggle motioned to adjourn the meeting. M. Park Rogers seconded the motion. The meeting was adjourned.