

IUB Committee on Teacher Education

Annual Report

2007-2008

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April 16, 2008

The **IUB Committee on Teacher Education (CTE)** will have met a total of seven times through April of 2008, with our final meeting of the academic year to occur on April 22. This past year, the work of the Committee fell into four distinct areas: consideration of requests for new courses or changes in existing courses, consideration of proposals for creating or revising teacher education programs, review of existing teacher education programs as part of the Unit Assessment System, and the drafting of policy statements necessary to the effective governance of teacher education on the Bloomington campus. The committee's accomplishments in each of these areas during the past academic year are described below:

New Courses or Changes in Existing Courses – the CTE approved the following course changes or new courses:

- W201, W301, W401 changed back to W200
- MUS E-241 from 2 credits to 3
- M101 changed from two credits to one, with the lab section deleted
- P251 to focus on learning, cognitive development, assessment, and classroom management and omitting the social and emotional development content
- Creation of P248: Development of the Healthy Student. Covers healthy physical, social, and emotional development. Course added to Elementary Education program.

Creating/Revising Teacher Education Programs – the following new and/or revised teacher education programs were approved by the CTE:

- The Early Childhood Program was changed to change the 12 cr. block E354 into four separate 3cr. classes, to address issues of students failing one particular part of the block but still being able to pass overall. E450 was also increased from 1cr. to 2 to more truly reflect the work load of students and instructors.
- A COAS minor in Educational Studies was passed.
- A joint BS/MS Degree under which COAS math, chemistry, biology, physics, and gology students could start taking Education MS courses in their senior years that would count as electives under their BS, while simultaneously counting toward the MSED with certification was passed.
- The Level II Reading Specialist License was passed.
- The Elementary Education program was changed in response to the 8-Campus articulation agreement. These changes included raising MUS E-241 from 2 credits to 3, making F200 a required course, and changing W201 W301 and W401 back to W200.

- The Elementary Education program was also revised in light of the State program review. These changes included adding HPER P290 to address the PE standard, and the addition of P248 to address the standard on healthy physical, social, and emotional development.
- The Elementary Education program was changed to reduce the total credit hours to 128 for most areas of concentration. The number of credits had expanded to 135 with the addition of F200 (3cr.) and P248 (3cr.), and increase in MUS E-241 (1cr. increase). One credit came from eliminating the lab section of M101, and the other 6 came by reducing the area of concentration from 5 classes to 3. The two eliminated classes were at the 100 level, thus preserving the intent of the concentration—in depth study of a particular subject.
- Approved a plan to tailor the Secondary Science core courses to specific areas of study to reduce the overall number of credits in the programs.

Review of Existing Teacher Education Programs – as part of the School of Education’s new Unit Assessment System (UAS), the CTE was charged with overseeing a review of each program once every three years. The following programs presented their UAS reports to the CTE this year:

- Secondary Anchor
- Secondary Post-Baccalaureate

Policy Governing Teacher Education – the CTE reviewed and/or adopted the following policy changes this year:

- The Health Education program was granted an exemption to the policy that required students to complete 21 hours of their area of study prior to admission to the TEP. This was impossible given the scheduling of HPER classes. They will retain the prior 12-credit requirement.
- Minor changes to courses—credit-hours, descriptions, etc., can follow an expedited review process by which they are reviewed and approved by the CTE Agenda Committee. The full committee will then review such changes at the next meeting.

Additional Discussion Items – In addition, the following items were addressed as discussion items at CTE meetings with no formal voting actions taken:

- Formed a temporary ad-hoc committee for Freshman Scholarships.
- Discussed the Committee on Writing’s questions regarding efforts to improve the quality of student writing.
- Reviewed the report on Student Teaching.
- Continued discussion about preparing for the upcoming NCATE review.
- Reviewed the 11 state program reviews that were submitted in Fall of 2007, and were returned early 2008.
- Reflected on the Unit Assessment system in light of both state feedback and that of the programs within the school of education. Agreed to revise the system to make the internal reports parallel those required by external program reviews to make them more useful to program faculty.

- Discussed the possibility of implementing a system for allowing students to begin the TEP prior to passing the Praxis.
- Reviewed the Diversity Report
- Discussed the creation of an on-line e-portfolio system to aid in artifact gathering for program reviews.
- Monitored the effect of the university's common core proposal for undergraduate general education. This is an ongoing effort to make sure our students can count SoE courses as part of the general education requirement and thus can graduate on time.
- Monitored the implementation of the university-wide common program requirements to allow cross-campus transferring of credits.

Issues for Policy Council consideration in 2008-2009

The central issues that will need to be addressed in the next year are those that were of primary importance in this past year: the impending NCATE review and the effect of the IU common core on our teacher education programs. Both require ongoing attention to ensure positive outcomes. As further program reviews are returned, changes may be needed to other education programs. Regardless, the school as a whole will need to put together the final institutional report and get everything ready for the Fall 2009 NCATE site visit.