

CTE Meeting April 2, 2009
School of Education, Room 2120

In attendance: Tom Brush, Jose Bonner, Anne Leftwich, Lissa May, Carrie Chapman, Lauren Musser, G. Keith Chapin, Luise McCarty, Stephanie Carter, James Damico, Ben Edmonds, Jill Shedd, Jeane Novotny, Gretchen Butera, Beth Samuelson, Stephanie Carter, Sarah Warfield, Tim Niggle

I. Approval of Minutes for March 4 Meeting (Tom Brush)

Tom Brush asked for a motion to approve the minutes. Anne Leftwich motioned to accept the minutes. Lissa May seconded the motion. The motion was approved unanimously.

II. Voting Items

A. New Course Request – L239 (Beth Samuelson)

Handouts: Course Change Request: L239, ESL License Addition requirement matrix, Course Change Request: ENL License Addition, Rationale for L239

Two course requests were presented by Beth Samuelson, Assistant Professor in Literacy, Culture, and Language Education. The first request affects the ENL licensure program for K-6 teachers. The department is requesting to drop L442, the methods course. The secondary program would keep L445 but the elementary program would not. The elementary program already has two methods programs. The change in the program would create a 22-credit sequence for students, which the department feels is more manageable. The second request is a change in the requirement for the foundations of language program to include a new course, L239: Language and Learning. The program change would bring the total credits for the program to 22.

Since the previous CTE meeting, Beth Nicholson had addressed questions raised about standards and assessments and included those in the proposals that were presented to the Committee. Beth Nicholson went over these changes, which also included a cumulative final exam. The two course proposals were opened to the Committee for discussion.

The assessment included in L239 completes the language requirement required by the state. At this point, questions concerning graduate students are not relevant as no changes have been made to the graduate program. The current course changes are for the elementary program, with plans to address secondary, and then eventually any changes that would need to be made for the graduate program.

Tom Brush asked for a motion to approve the modifications to the ENL license and to add the L239 course. Lauren Musser motioned to approve the modifications to the ESL license add and the L239 course. Tim Niggle seconded the motion. The motion passed unanimously.

B. Course Change Request - M469 (James Damico)

Handouts: Rationale for Course/Program Change, Letter from Anne Elsener, Syllabus: M469/L517

The Department of Literacy, Culture, and Language Education is proposing to change the M469 from a variable 2- to a 3-credit course to a 3-credit course. M469 is the reading methods or content literacy methods course that students currently take across subject matter areas, with the exception of art and physical education who take M464, a 3-credit course. James Damico, Assistant Professor in the Department of Literacy, Culture, and Language Education presented the rationale behind the course credit change. One, the course as it is currently taught, for 2 credits, is the equivalent of 3 hours work in terms of faculty load time. Two, given that faculty are required to teach 3-credit courses they do not tend to teach M464. Three, students in English Education have expressed that the course is important and they would like more time to investigate topics that are brought up, including working with ELLs, struggling readers, special needs students, and the meaningful integration of technology. Associate Professor Stephanie Carter also spoke to the Committee.

The course change was opened to the Committee for questions. The Committee talked about how the syllabi will change to meet the needs of struggling readers and ELLs. All the syllabi have an emphasis on ELLs and the syllabus presented to the Committee is only one example of the breadth of what is taught in M464. If the credit change is passed, all the syllabi would change to reflect the focus of each individual class. Again, the emphasis on having ample time to cover the broad range of topics associated with ELLs and struggling readers in content-based classrooms was brought up. The program faculty feels that more time is needed for them to incorporate diversity in the curriculum due to changing classrooms, which also serves the purpose of meeting NCATE standards for diversity. The Committee briefly discussed how the addition of a credit would eliminate an elective credit.

Tom Brush asked for a motion to accept the proposal to change M469 from a variable 2- to 3-credit course to a 3-credit course. Tim Niggle motioned to approve the proposal. Lissa May seconded the motion. The motion was approved unanimously.

III. Discussion Items

A. Reorganization of Special Education Certification Program (Gretchen Butera)

Handout: SPED FIST

Representatives from the Special Education program presented findings from two years of an internal program review of special education teacher credentialing funded by a grant from the DOE called SPED FIST. Due to recent changes in the field of special education nationwide as well as program changes at IU, an overhaul of the special education is being addressed. A major theme of the review

has been helping students become highly qualified in content areas. There is a high need for special education teachers and also a growing number of Indiana teachers who have training in English or elementary education who receive emergency certification in the field. The goal for the Special Education program in the School of Education is to develop program strands of course modules that can specialize teachers in specific areas, such as behavioral disorders, through online certification programs. Ideally, professionals who are not teachers may also take courses towards a specialist certificate as well as teachers who have Master's degrees and are pursuing professional development options.

The topic was opened to the Committee for discussion. Courses considered valuable by the Department of Special Education have each been included as a strand, including some behaviorist specialist courses. The variety of students interested in special education coupled with the multiple routes to becoming highly qualified in the state of Indiana complicate the process of designing a certification program. The strands contain more than enough hours that a student would need to obtain a Master's degree. However, if the program is going to grant a student special expertise in one area he or she must take the entire set of strands; but a student can earn a Master's degree without taking the entire set. There was a discussion about distance certificates and how they are offered through the IST program.

A specialized certification program would be more flexible in delivery and perception, given that 1-credit courses may be designed. Collaboration between elementary and secondary education is also a goal of the new program. There was a discussion of whether the certification would apply to a specific level or whether it would be an add-on that will allow students to specialize in a different area. The goal of the program developers is that students come in with a specialized learning plan that addresses their professional needs. There was a discussion of the Community of Teachers and whether those students are likely to take courses toward specialized certification.

A specialized certification program would use any courses that currently exist and transfer them from strictly campus-based to module, online learning. Small changes may be made to individual courses. There is not a foundations course included in the proposal because it is not required by the program. However, the program developers would consider adding a foundations course. Some of the proposed courses have not been offered in recent years; program developers have refined them slightly for the purposes of the certification program. For the undergraduate program, the goal is to keep students in the program by making it accessible but still maintaining certification as the core. For graduate students, the goal is to make the program more rigorous. The program only covers mild to moderate, emotional and academic areas but is not required to cover serious problems.

Over the summer, the Special Education “Mod Squad” will finish the modules for each semester ensuring they are well-developed. A high number of special education courses are taught by adjuncts and AIs. It is the hope of the program that modules will give students access to more standardized curriculum. Pilot testing has been done on numerous modules and developers are ready to move to Master’s-level courses. In addition, the Mod Squad is going to work on incorporating mentoring into the certification program as well as sharing the curriculum with other Indiana universities. In the fall, some students will be able to begin taking module courses. Year-one syllabi have been complete as have almost all of the first-year modules.

The Committee discussed whether the modules would be offered to elementary, secondary, or all grade students and how this would affect graduate programs. Assisted technology will be used in the modules, wherein the first module is a core course, to allow students to follow different paths once they have chosen a specialization area. There was a discussion about a cohort-based model, which is another goal of the proposed program, and how it will be facilitated through distance learning technology.

The program will most likely be up for approval through committees in the fall. There was discussion on how to approve programs in the School of Education. There was a discussion of three-credit courses and how the University Division will register the students under a module system. There was a concern that it may cause a lag in giving students a grade. There was a brief discussion on how to name the course and have it approved. There was a discussion of how the department has changed and how courses have been introduced and modified.

B. Praxis II Results (Jill Shedd)

Handout: PRAXIS II data

Praxis II test scores have been aggregated by content area into reports for program directors. Jill Shedd passed out copies of these reports for the Council members to review. The data includes the percentage of School of Education students that pass PRAXIS II, which indicates that they have met the cut score established by the state of Indiana. There are also disaggregated analyses of the students’ performance provided by ETS that reflect students’ performance in content areas over three years compared to national statistics. Seventy-four percent of IU graduates passed their respective sections, compared to seventy percent nationwide. Program coordinators are responsible for addressing any instances of low performance in specific content areas.

Jill Shedd noted the importance of PRAXIS results to SPA reviews. She also noted that Education students are passing and not leaping; she encouraged faculty to review the results and reflect on what courses are required in the college. In the future, the Office of Teacher Education will share PRAXIS information with program coordinators who can use the program assessments as they see fit.

C. 2009-2010 CTE Leadership (Tom Brush)

The term for Committee Chair David Estell has ended and he has requested not to chair again. Tom Brush asked that if any of the Committee members had nominations of individuals, especially senior faculty members, to let him know. There was a discussion of who is going to be on CTE next year and who could be nominated depending on whether they are junior or senior faculty. Tom Brush thanked the Committee members for their participation over the past academic year.

Motion to adjourn: Tom Brush asked for a motion to adjourn. Anne Leftwich motioned to adjourn. Carrie Chapman seconded the motion. The motion was passed unanimously.