

**Committee on Teacher Education**  
**Tuesday, October 29, 2015**  
**1 – 2:30 p.m.**  
**School of Education, Room 2277**

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

*Also to present: M. Manifold*

**I. Introductions**

**II. Approval of March 24, 2015 Minutes**

L. Waggoner moved to approve the minutes. J. Danish seconded. The minutes were approved unanimously.

**III. New Business**

**A. Course approval**

**i. Course change: M130 (M. Manifold)**

M. Manifold presented the changes in M130 Introduction to Art Education in terms of the course name and description. The new course name is Child Art: Understanding Children’s Artistic Worlds. Furthermore, the new description for this course is “an introduction to the nature, meanings and development of children’s visual/artistic expressions and aesthetic responses, from childhood through adolescence, across culture and time. Students will analyze children’s artworks and reactions to images through readings, case studies, and field experiences, and consider implications for promoting artistic and aesthetic growth.” Manifold stated that the purpose of the change in title and description is to bring it in line with what is currently taught in the course, and to make it clear that it is also appropriate for students who are not seeking a degree in art education. Manifold also stated that she will seek approval to make this a general education course.

B. Gault moved to approve these changes and J. Danish seconded. Motion was approved unanimously.

**ii. Course change: M411 (M. Manifold)**

M. Manifold presented a new course change for M411 Laboratory/Field Experience: Non-School Art Education which refers to laboratory or field experiences in art education in non-school settings. This course will provide an option for students who do not intent to get certification to teach. It will also attract students from Fine Arts who intend to teach in the community or

museums but not in schools. M411 is an existing science field experience course, but is no longer used on the Bloomington campus. Leftwich noted that the course is also used by IUPUI, although it appears to not be an active course there.

B. Gault moved to approve this new course and J. Danish seconded. Motion was approved unanimously, subject to the requested check regarding the use of the course number on other courses and the correction of item number 19 (a. No, c. This item would disappear, c. No).

**iii. New course: K207 (K. Barton)**

K. Barton presented a new online course: K207 U.S. Disability Laws. K207 was approved to be part of Music Education Program a year and a half ago but the course itself had not been approved yet. 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. Students will work through the modules as assigned in other block courses and receive confirmation of their successful completion of assessments. No SoE faculty will be assigned to teach the class.

B. Gault moved to approve this new course and P. Kloosterman seconded. Motion was approved unanimously.

**IV. Information updates from Office of Teacher Education (K. Barton)**

**A. Teacher Education Program Coordinators Council**

K. Barton explained the reason for the new council structure. As he stated, combining the Elementary and Secondary Councils will lead to more efficiency as having one council will result in less effort and time. He also explained that Teacher Education Program Coordinators Council (TEP CC) will include more people including coordinators of different sets of courses. Therefore, the new council will have more voices. In terms of function, it will be similar to Elementary and Secondary Councils. Regarding the function of this new council, Barton explained that when School of Education approval is needed, it will first be considered by TEP CC. The recommendation of TEP CC will go to Committee on Teacher Education. Then, they will make recommendations to the School of Education Policy Council. Furthermore, this council, like the Elementary and Secondary Councils, will advise the Office of Teacher Education on implementation of Teacher Education programs, policies, requirements, and curricula. Also, this council will provide a means for disseminating information from the Office of Teacher Education to course and program coordinators.

## **B. Admissions to Teacher Education Programs**

K. Barton stated that revising the admissions criteria for School of Education programs is needed. As he presented, University Division has developed a new policy that will affect freshmen entering Fall 2015. According to this policy, all students have to be in a degree granting program by the end of the third semester. They will have holds placed on their fourth semester registration if they are not in a program by the end of their third term. Currently, the School of Education is the only degree-granting unit out of nine on the IUB campus that does not allow admission at the end of freshman year. The reason for this is that School of Education has so many requirements for admission that students cannot complete them all in one year. To comply with the new policy, admission requirements to Teacher Education programs will need to be revised to make students eligible for admission at the end of their freshman year. As Barton explained, although it is a big change, it will also have a lot of positive effects (e.g., to capture those students earlier, to advise them earlier, and to get them to take required tests earlier). The TEP CC members will discuss with their program faculty which requirements they really need. Regarding the requirements, Barton added that the programs will need to come to an agreement about: What if any content courses, including general education, do students need to have completed before they apply to School of Education programs? Would an education gateway course available for freshmen be effective? If so, what type of a course? Would raising GPA be effective? Would having some other types of criteria be helpful? (e.g., interviews, goal statements). What does each program need to know more about before making a decision? The committee members engaged in some preliminary conversation about the benefits and drawbacks of such a revision, but no decisions were made. They will engage in a more specific discussion in the following meeting. Barton also shared IUB Teacher Education New Admissions charts. In the first chart, it was clear that the number of students admitted to School of Education decreased, but that the rate of decrease became smaller last year. He continued to share that he is optimistic about future admissions.

## **C. Developing Signature Programs**

K. Barton suggested that he asked School of Education (SoE) program coordinators to discuss with their faculty what makes their program distinctive. As he suggested, IU SoE should offer signature teacher education programs that draw on faculty's distinctive expertise to distinguish its programs from others. As such distinctive programs would enhance the status of the SoE, draw new students to IU and to teaching, and provide more rewarding experiences for students and faculty, Barton proposed that during Fall Semester 2015, faculty in each teacher education program meet as program faculty to articulate a distinctive focus for their programs. Towards this goal, he suggested that each program decide what each program stands for: What makes it a signature program, distinctive to Indiana University? The committee members engaged in some preliminary conversation about this.

## **D. CAEP Accreditation (K. Barton)**

K. Barton gave an overview of the Council for the Accreditation of Educator Preparation (CAEP) timeline. As he presented, Specialty Professional Association (SPA) report is the required first step of the CAEP process. These reports have been submitted, evaluations have been received, and programs are working on their responses. The issues have tended to be that programs' assessments were not directly linked to their professional association criteria.

Deadline for revisions is March 11<sup>th</sup>. K. Barton emphasized that this is not a short process because of the kinds of things to be revised. The CAEP self-study, which is beginning this semester, focuses on the entire school, not on individual programs, and is due September 2016. The site visitors are expected to come April 2017. OTE will receive initial feedback about the report submitted. Later, the visitors will come on campus to affirm what they read and/or to focus on any outstanding questions that they have. Barton added that there are two components of the self-study. One of these components is mainly completed by the OTE. The other one will need significant faculty input.

#### **E. SoE constitution revisions**

K. Barton shared that the Policy Council is considering a couple of revisions on School of Education constitution. The whole faculty will vote on these revisions in the future but before that he asked for the committee members' feedback on two points that he suggested. First of all, he suggested that School of Education create a new undergraduate studies committee. As he explained there are minors, and in the future there may be majors, that are not related to teacher education in the future. Currently there is no efficient way for those proposals to work their way through the system. Moreover, the School of Education sometimes offers individual courses that are not related to teacher education. As a result, the Committee on Teacher Education (CoTE) has had to deal with things that are not related to teacher education. Thus, Barton proposed an IUB Undergraduate Studies Committee parallel to Committee on Teacher Education. This is a committee on undergraduate issues which will not deal with teacher education issues but everything that is not related to teacher education. This committee is necessary to advise Policy Council on undergraduate courses and programs that do not lead directly to teacher licensure. The focus and membership of the Committee on Teacher Education emphasizes P-12 teacher licensure, and thus a separate committee is needed for the increasing number of minors, certificates, and potential majors that do not involve licensure.

He also shared that he proposed a rewording of the part of the constitution that is related to CoTE. There are three changes that he proposed. The first one is to clarify the ambiguity in the first sentence in the original, so that it is clear the Committee on Teacher Education deals with all licensure programs but not other programs. The second change that he proposed is to get rid of the third sentence in the original as it is overly specific and refers to a committee with a different name, and which CoTE has not been directly involved with. He suggested leaving that sentence out and adding the phrase "academic appeals" into the first sentence. These revisions are given in the attached document. The last thing he suggested was reducing the membership of CoTE as it is a large committee and it is difficult to find a time that everybody can meet. Hence, he suggested reducing membership from seven SoE faculty members to five, from three faculty members outside of SoE to two and from two students to one. Other wording changes clarified that the outside members would be from outside the School of Education, not "outside education." The committee members engaged in a preliminary discussion.

The meeting was adjourned.