
I. Approval of minutes – T. Doughty
The October 27, 2014, meeting minutes were unanimously approved on a motion by M. Purcell and second by M. Hirth.

II. Learning Design and Technology Presentation – Online Master’s Program – Tim Newby
A plan was developed in 2007 with a marketing analysis, enlisted Deltak’s assistance in 2009 and finally launched the program in the fall of 2011. Initially there were three goals: bolster declining MS program, Distance Ed as a research area and PhD student teaching/learning opportunities. Money also played a part in the plan as the program created summer employment opportunities. Deltak continues to play an important part in our recruitment, course design, instructor training and as a student services coordinator.

Interesting Facts: Currently there are 172 students with 3 starts a year. The program has had 147 total graduates to date. Class size is optimal at 17. The program is a non-thesis program. Deltak has fielded 6,626 inquiries; we have reviewed 519 applications with 413 starting the program.

Lessons Learned:
- scheduling classes – students must take at least 4 credit hours to get financial aid. This requires us to have at least two classes a semester – this resulted in two 8 week courses which were reduced to 7 week courses to allow students and teachers a little time between semesters.
- redesign time/periodic evaluation – advisory board is looking at creating a repository of ideas for sharing with other programs and the creation of future on-line programs. We discovered a need to tie students to Purdue - make them feel like Boilermakers.
- limited term lecturers (LTL) - recruitment and training – the increase in students along with various personal issues with the instructors created the need for more instructors.
- program coordinators – help control the issues.

Challenges:
- Online teaching - rigor, quality and consistency; condensed schedule; course lead responsibilities; large numbers of course sections.
- LTL - Purdue has a rule that they can only work 6 semesters in a row. This is currently a Provost advisory discussion.
- Professional online student - There is a difference between online students and face-to-face students. We developed a dispositional statement for the students to sign which helped with professionalism.
- Technology challenges –Blackboard.

Benefits: updates to program – examining other programs to fine tune our program; strong students; monetary stability- allowing us to offer two PhD scholarships in the fall along with increasing department/COE funds and summer course offerings.
III. Discussion Items

a. Pearson Content test follow-up

The Dean approved the waiver for candidates who are ready to student teach and have not yet passed the content test. We have 70+ potential candidates eligible for the waiver. OPPL is doing a final audit to make sure they have completed all the criteria for the waiver.

There is a SPED major that needs special accommodation for testing. She received it for the elementary test but has not received it for the SPED test yet. Pearson requires documentation for each test requiring special accommodations. She will be able to student teach even if she has not completed her testing due to this requirement.

The Dean offered to pay for any faculty member who wants to take the Pearson test. It was discovered that you are required to sign a waiver that you are not a faculty member and that you will not share the info with students. The test is only for those who are pursuing a license. We have several faculty members who are not licensed to teach in Indiana and are free to take the test if interested in an Indiana license.

The cost of the test was discussed at the Curriculum and Instruction meeting. We need to express to the state and Pearson that it is creating an issue with students. The Deans of several institutions are developing a plan to address testing issues with the state; i.e., cost, common core questions, practice test cost ($40), etc. Faculty are encouraged to collect information regarding the testing for the Dean.

b. Teacher Education Program Exit Study

Need the surveys completed to assist us in knowing how we are doing and what might need to be changed.
- Request an email as soon as survey is completed for credit
- Student teaching checklist – exit survey as last item
- Requirement of Gate C or D (would require TEC approval)

c. P-12 Partnerships – T. Doughty

CAEP Standard 2 stresses P-12 partnerships and requires documentation on how our P-12 partners are helping in the selection of candidate placements in their schools. Master teachers are used in some partner schools in other states which can identify who best to pair with student teachers. Master teachers continually provide feedback to university supervisors as to what is working and what is not working allowing them to make the adjustments needed to better prepare their student teachers. They also have learning communities between the school faculty and the campus faculty.

One idea under consideration is program advisory boards that would allow current feedback. A few of our program areas have them and it is something we might want to examine for the future. We might also consider creating a Teacher Education advisory board.

d. edTPA Implementation

Rachel Kenney’s students struggled with Task 1 in the 6 week class; they didn’t understand they were designing the lessons they were to teach during their student teaching semester. Continuity of Task 1-2-3 is an issue.

During the spring semester we are planning a seminar for students regarding edTPA and its requirements. We need to start preparing our students along with our P-12 partners and our faculty and staff.

e. Meet & Greet

We have hired a recruiter and she will begin January 5th! She is currently a teacher and is also a Purdue elementary education alum. Part of her activities will include coordinating across the colleges with the advising and recruitment areas in each college to make ourselves more visible.
Jane Ann Dimitt has been busy attending conferences and handing out our brochures. If any of the program areas have brochures, forward them to her and she will include them in the packets.

Rachel Kenney and Jill Newton met with the College of Science recruiter to discuss how he handles their recruitment activities. Jill Newton will attend their “cold call” session in February.

In February we will be hosting a meet and greet at Maggiano’s at Keystone at the Crossing for Indianapolis area students who have been admitted to the College of Education. This will be an opportunity for parents and students to have a question and answer session with the dean, faculty and staff. Program faculty of interested students will be invited to attend.

On April 23 we will host secondary high school students on campus. We are working on an agenda which might include sitting in on classes and talking with faculty.

e. Admissions update
   We received some encouraging information - the College of Education has 147 admissions for next fall which is higher than this time last year.

f. D-2’s for non-teacher education majors
   We had an issue where a non-education major student received two D-2s. This is an issue that could become more prevalent especially with students who are just exploring teacher education and don’t understand a teacher code of ethics. Suggestions given as to how they can be dealt with: Office of Student Rights and Responsibility should be able to hand down the disciplinary action; course instructors might include a statement in their syllabus or link the professionalism statement to the syllabus; issuing D-2s would give us a record on student issues.

IV. Clinical updates
   Jim Gilligan: Placements made so far are 190 or 88%. Goal is to be at 90% before the holidays. We have 25 left to place out of 215.

   Nicole Wilson: working on marketing and media and will work with the new recruiter to target underrepresented minorities. Starting to work on the EXCITE! summer camp for 10-12th grade students interested in Teacher Education. We will start publicizing in mid-February. The camp will take place in June or July.

   Christine Hofmeyer: working on preliminary Gate C’s, if you have students who need substitutions, please forward it as soon as possible.

V. Other
   Rachel Kenney had a question presented to her from the science recruiter as to how we are referring our courses now. Former Block I and II are now the foundational courses. Elementary Ed has Blocks III, IV and V. Secondary Ed has foundational courses, methods courses and student teaching.

   Wanda Fox will join the next meeting via Skype.

   Todd Kelly will be on sabbatical in the spring; Nathan Mentzer will be attending in his place.

VI. Next meeting: January 15, 2015 from 1:30-3:00 pm in BRNG 1284