I. Welcome

Cathy, JD, Scott, Carolyn, Wu-Ying, Irenea, Betsy, Sam, Allison, Mary Donegan-Ritter, Kim, Belle was here for just a bit?

II. March Meeting Minutes

Approved will be available on the website

III. Reports

A. Teacher Education Clinical Committee

B. IEP law Implementation Committee

We will have a more detailed report presented at the April 29 Joint Senate Meeting

C. Teacher Education Content Study Committee

We will have a more detailed report presented at the April 29 Joint Senate Meeting

D. Admission to Teacher Education Program Task Force

What is the purpose of our admission requirements?

Betsy--Early gatekeeper

Cathy--Whether we like it or not.

Scott--I think we need them. Especially the essay.

Cathy--we need to have a purpose for these requirements

E. 21-Day Challenge with Athletic Department

Lisa M. met with our contact. It looks like it could be tweaked from coaches to teachers. Kyle believes that items used in Quest could be applied to this 21-day challenge. Lisa is going to work with them over the summer to develop. This could then be used with our faculty on campus next fall and then out to teachers in the field offered by athletics.

IV. Feedback to the Teacher Education Clinical Committee about their draft recommendations and draft Field Placement Guide.

Two parts
Recommendations

Betsy-- C & I faculty had no opposition to either.  Heard positive feedback and thanks to the committee.

Scott--not a lot of feedback given, but what I did hear was positive

Move vote to Joint senate

Placement Guide

Betsy--what we heard was positive

Cathy commended the committee for their work.  Could decide to use the guide as a pilot in the fall.

Kim--no real help or support of the site coordinator positions in finding teachers for Level III field experience in my area [Phys Ed].  Have these positions been reviewed?  Are the site coordinators paid?  [Answer was yes.]  Are they evaluated?  There is confusion and mixed communications from the site coordinators.

Allison--Some of our coordinators are strong.  Some are not.  We [Dept. of Teaching] tried to do some PD last February, but not much participation from Site Coordinators.  We do need to do more PD and provide clear expectations.  They are needed in some schools.  It is up to us to do some education.

Kim--They receive a stipend.  If they don’t do anything they still get paid.  This is a flawed system.

Cathy -- I have not found site coordinators helpful.  This year for the field experiences I supervise, I work with faculty in the Department of Teaching to find placements and make them.  Then, I email the site coordinator and the principal so they know who is on their campus.

V.  Statement to the Provost regarding the change to cr/nc grading late last semester. (Presented at the Elementary Senate meeting last November.)

Emails about this to Provost’s office were not returned.

Not happening this semester.

A moot point at this time

VI.  Governance documents questions.

Listed below questions from the DRAFT EPP Constitution.

Article I
1.1 Who decides about the applications to join EPP faculty? Do we want people who do not regularly teach in the program to become program faculty?

Betsy -- There are people that don’t have a background in education or experience that seem to have power over policy.

Cathy -- Some people who teach content outside COE teach nearly all, if not all teaching majors. These are the people who are often voluntary, voting members of the EPP.

Oh, the statement above was retracted since she did not consider these people.

Scott--doesn't seem like it's broken?

Consensus appeared to be that JD’s statement was OK.

2.2 Challenges to the roster should be sent to the EPP Faculty Chair and then voted on by who?

Cathy wondered if the TE Faculty committee might do this. Currently, they do work when preparing the report that precedes state visits. This might be ongoing work for them to be done as needed. There were no objections to this idea.

Article II

1.1 Who should handle the vote to elect the EPP Faculty Chair?

Keep as a role of the teacher education coordinator

1.3.6 If the EPP Faculty chair becomes unable to do the work, this provides a way for the senates and grad licensure council to vacate the position and find someone to fill it for the remainder of the term. EPP did not have anything like this before. Should we?

Consensus was that this would be good to have in the governance documents, keeping this decision within the senates

2. The University Faculty Senate allows the chair to appoint a secretary of faculty to help manage senate meetings. Since we are no longer able to obtain clerical help, should we do this as well?

Cathy felt strongly that this was needed now that the EPP Faculty chair leads the two TE senates and the Grad. Licensure Council. She noted that it wouldn’t be a member of the senate. Cathy also noted that this would be a way for faculty looking for university service might do to build vita.
Article III

2.1 How do we want to handle the option for EPP faculty to petition for a meeting? How it was before in the EPP constitution is different from the Univ. Fac. Senate? Which would serve us best?

We should be able to handle this within the structure of the governance, so not needed.

2.3 The senates or grad licensure council were not able to call a special meeting of EPP faculty before. Do we want to add this?

We should be able to handle this within the structure of the governance, so not needed.

8. The current definition of a quorum for a special meeting is 20% of voting members. The Univ. Fac. Senate has 15% of voting members. Do we want to change to 15%?

50% +1 for senates

20% for full EPP

9 Currently senate and grad licensure council meetings and special meetings are open to the public. Do we want to add a note that there can be a vote to hold closed meetings to the public if needed?

The senates will not have any issues regarding personnel, so there is no reason for them to have closed meetings.

New Business

VII. Current Legislation related to education in Iowa. (Link is to the education bill-tracking page on Iowa’s Department of Education webpage.)

Cathy asks -- What is the senate’s role or EPP in responding to current legislation? If there are bills being worked on in Des Moines that we, as the EPP or TE faculty want to respond to, should the senate draft a white paper or position statement about it?

Sam -- Would need to consider a dissenting voice too? What is the members of the senate or TE faculty do not all agree? This could be tricky.

Cathy -- Should I invite Mary Braun to come visit with us about the process at the joint meeting on April 29?

VIII. Other items to note.

Cathy -- COE has funds to send people to AACTE

Cathy -- Senate roster--check and confirm
Scott--represents the professional sequence, but would be smarter to just represent our department? Do we want to look at reviewing representation of the senate? We will consider this part of the governance documents at the next meeting.

Cathy -- JD needs to run the election for the elementary professional sequence representative since Scott’s term is done at the end of the semester. Other programs have ways to find their own representatives.

Cathy thanks people for their time and energy serving TE. Meeting concludes.

Upcoming Dates (subject to change, all on Zoom)

Joint Senate
April 29, 2021 (will be needed)

Secondary Senate
April 1, 2021

Elementary Senate
April 15, 2021