

Indiana University School of Education

Committee on Teacher Education

Minutes

4pm, November 11, 2003

Present: Harold Green, Bruce Law, Thomas Brush, David Estell, Terry Mason, Peter Cowan, Jesse Goodman, Tim Niggle, Lissa May, Diana Lambdin, Jill Shedd, Christi Smith

Handouts: Agenda, Minutes from 10/21/03, Review of School of Education Admissions, Teacher Education Administrative Practice Issues and Altering the Schedule for Q200

- 1. Minutes from 10/21/2003:** Approved
- 2. Vote Item- Alignment of COAS Policy re: Distribution of Coursework Across Degree Requirements:** Terry Mason introduced the topic by saying that Tim Niggle provided a brief summary of the issues on the yellow sheet (Teacher Education Administrative Practices) as requested at the previous meeting. Diana Lambdin noted that the policy in question would pertain only to the general education requirements in the secondary program. The policy statement was revised to read: "Students in the new Anchor Secondary programs may use the COAS standard to allow double counting of courses in the General Education category".
Motion passed unanimously.
- 3. Graduate Admissions to the Teacher Education Program/ Admissions Dates:** Tim Niggle provided a brief summary of the proposal (see Double Counting on the yellow Teacher Education Administrative Practice Issues). Tim Niggle further clarified the position by explaining that the policy would mean that the first rounds of approval would go through on October 1 and March 1. Terry Mason pointed out that it's not an application date but an admissions date. Tim Niggle explained the advantages wherewith programs would have a greater understanding of the number of seats available and the number of students "in the pipeline". Jesse Goodman highlighted that the policy could imply a change in that we have an understanding of the number of students we can accept and actually educate. Jill Shedd pointed out that there are, in fact, two programs which do have limited seating. Lissa May

expressed concerns regarding the process for students in the School of Music. Jill Shedd offered revised language: "All completed undergraduate and graduate applications to the TEP will be submitted to program faculty shortly following the application deadlines of 10/1 and 3/1. Given the application number and program requirements/capacity teacher education admissions will be approved by program faculty. Should requirements/capacity not be met, program faculty may request a review of completed applications received after the set dates.

Motion Passed Unanimously.

4. School of Education Admissions- Jill Shedd

Jill Shedd introduced the topic by explaining that there are concerns regarding the size and quality of the programs. In the document, Jill stated that she gave both the historical intentions of the 2-step admissions process as well as some alternatives. Jill Shedd noted that the 2-step process lacked transparency which created problems in communicating the process to parents and students alike. She also stressed the complexity of the issue, articulating that the question was not simply whether or not to adopt a one-step process.

Jill Shedd also noted that (pages 3-4) in addition to the admissions process, the CTE could also consider alternatives for students who did not make it past the second step of the admissions process. One example Jill proposed consideration of an honors track. Overall, she asked that the matter receive systematic study. Tim Niggle pointed out that part of the impetus in this consideration comes from university wide-discussion on how much time students should spend in the University Division, providing the Business School as an example of a school which has reduced the number of credits allowed in the UD, after which a student must declare an alternate major. The value of this policy is that students do not spend excessive time dragging without making progress towards degree completion.

Lissa May provided an explanation of the more complex admissions process for direct admits in the School of Music. Diana Lambdin suggested that if we elected to maintain the 2-step process then admissions at the first level could be linked to PRAXIS I, which, as a test of basic skills, does not require teacher education-specific knowledge. Tim Niggle noted that as the UD has a larger number of advisors with a broader realm of program/major knowledge, students could be better served by UD advising. Lissa May questioned when School of Music students would take the PRAXIS to which Jesse Goodman suggested that special dispensation could be offered for School of Music/HPER students.

Jesse Goodman made a motion that “the Committee create a subcommittee to look at minimal requirements to admit and at the same time to ask program faculty to recommend changes for admissions and to do away with the two-step process.”

Passed unanimously.

Further discussion: Jill Shedd expressed her hope that as part of the study, alternative minimum criteria be considered given that there are currently students who at present may have difficulty finding student teaching opportunities and may have further difficulty in finding employment upon graduation. Jill Shedd proposed, as an example, a writing component. Terry Mason furthered that the subcommittee should not work autonomously.

5. First-Year Direct Admissions to the School of Education – Diana Lambdin

Diana Lambdin introduced the topic by explaining that she sits on a University-wide committee on retention which is working to attract more highly-qualified students (and those from out-of-state) to IU – Bloomington. One of the questions raised in this forum has been that of direct-admits. The direct-admit students would be a small number of highly-qualified students. Some of the benefits of such a program would be guaranteed admission to the School of Education and the potential for offering scholarships. Some of the issues associated would be that the School of Education would need to have mechanisms in place for advising, faculty interested in engaging and mentoring these students and some section of the early courses set aside for the direct admit students. Christi Smith suggested modeling a program like those used at highly competitive liberal arts college where select students are offered the opportunity to work in tandem with a faculty member who shares their academic research interests and this work is compensated through work-study. Thomas Brush expressed that he would look favorably to such a program. Tim Niggle suggested looking towards FIGS (Freshman Interest Groups) and building within the existing model. Diana Lambdin closed by saying that as this is an issue being raised in other forums, she wanted the CTE to begin considering how such proposals could work in the School of Education.

5. Within-IU System Transfer Issues – Terry Mason & Tim Niggle

As many people had to leave early, Terry asked that at the next meeting we could further discuss the issues and then Diana Lambdin could present it to the Education Council.

6. Proposal to Add Lecture Time to Q200 – Diana Lambdin

Diana introduced the issue by saying that apparently the course meets only as a lab and they would like to follow the path taken by E343 which would shorten lab time and add a lecture. Terry Mason questioned whether this needed to be brought to the CTE as it seemed to be an issue of academic freedom to which Diana Lambdin responded that she would simply rather have everything brought out from behind closed doors. Diana Lambdin also noted that she simply wanted to run it past the committee.

7. Screening Process for the Standards Research Funds – Terry Mason

Terry Mason noted that there were too few members left and that this issue would be carried over to the Dec. 9th meeting. Diana Lambdin requested that notification of the upcoming call-for-papers be put out to faculty. Terry Mason will send a heads-up to the community.