

**Committee on Teacher Education**  
**Wednesday, October 21, 2014**  
**1 – 2:30 p.m.**  
**School of Education, Room 2277**

**Participating:** D. Halloran, P. Kloosterman, R. Kunzman, J. Shedd, K. Chapin, L. Stachowski, J. Danish, D. Wyatt, B. Gault, J. Peculis, G. Gursel-Bilgin. *Also attending to present:* R. Smith and D. Hossler

**I. Approval of September Minutes** (P. Kloosterman)

B. Gault moved to approve the minutes. D. Halloran seconded. The minutes were approved unanimously.

**II. Action Items**

**A. L121 course proposal** (R. Smith)

This proposal is for the course titled “Academic Writing for Multilingual Students” and abbreviated as L-121. With an expected start of Fall 2015, this 3-credit course in academic composition has been designed to improve the reading, writing, and critical thinking skills of students whose first language is not English and whose academic interests would be better served by taking two composition courses rather than one. Emphasis will be placed on reading and writing within the multiple rhetorics of the academy; students will practice, through revision, three essential academic skills and rhetorical tasks: summary, analysis, and argument. Another emphasis will be on surface features typically associated with writing outside the first language. L121 will be built around a sequence of short essays, many revised in light of thoughtful criticism by the instructor. Special attention will be paid to the demands of writing in US universities, with emphasis on practices of attribution. This course is not designed to fulfill the English W131 Composition Proficiency Requirement, but rather to complement that course. Placement will be determined through cooperation with Department of Second Language Studies and the Department of English. Another important characteristic of the course is that it will require the completion of several short assignments and the major assignments will usually require several revisions. Face-to-face instruction is considered the most effective instruction mode for this course. As the estimated enrollment per class is 14, there are likely to be several sections of the course each semester.

This proposal was approved unanimously.

**B. Undergraduate Minor in Higher Education and Student Affairs** (D. Hossler)

The Higher Education and Student Affairs (HESA) faculty and student affairs staff proposed a new undergraduate minor in student affairs and higher education administration. The HESA minor expands the curriculum offered to undergraduates at the School of Education (SoE) and the general Indiana University campus by providing a curriculum focused on aspects of

postsecondary education. Given that higher education will require well-trained professionals to meet workforce demands and provide quality educational services for the growing student enrollment at 2-year and 4-year colleges, the HESA undergraduate minor aims to fill a gap at the University by moving beyond K-12 education to develop student's knowledge of tertiary education.

Four new undergraduate courses are included as part of the HESA minor. These classes have already been approved by appropriate bodies in the School of Education. To fulfill the requirements of the minor, students will need to complete 15 credits—all of which must be completed through the SoE, unless otherwise specified. The proposed start date for the minor is Fall of 2015-and instruction will be provided by doctoral students and HESA faculty members. Currently the minor is only available to students enrolled at the Indiana University Bloomington campus. However, the IUPUI and the Bloomington campus work collaboratively to confer graduate degrees in HESA. In the future they hope to reach out to additional Indiana University campuses and invite student participation from a broader base.

This proposal was approved unanimously.

#### **C. Higher Education and Student Affairs Undergraduate Certificate (D. Hossler)**

The need for student affairs professionals in higher education institutions across the nation is rapidly growing. New administrative positions are being created to meet a demand for the new roles that colleges are expected to perform. The HESA certificate will fill a gap at the University by moving beyond K-12 education to develop student's knowledge of tertiary education. Students completing the certificate in student affairs will demonstrate a capacity for learning about the necessary skills and knowledge needed to work within a higher education setting. Students will complete a curriculum which educates students on two main areas: 1) essential knowledge based on research, theory, history, and assessment, and 2) intellectual competencies and practical skills. A minimum of 15 credit hours are required to complete the program. Courses will be taught by doctoral students and HESA faculty members.

This proposal was approved unanimously.

#### **D. U215 course proposal (D. Hossler)**

This is a proposal for the course titled Foundations for Undergraduate Success at Research Universities. This course has been offered for the last 6 years as a topical seminar but did not have its own course title before. This request is to provide a permanent number and course title for this course. It is taught by Gerardo Gonzalez. It is a required course for all Hudson and Holland students. This face-to-face course is offered in fall and spring terms. The estimated enrollment for next fall is 300 students. The course will challenge students to critically think about themselves and their roles as learners at a research university; develop cognitive, study, and communication skills necessary for academic success as a college student; and, engage in personal, educational, and career exploration strategies leading to clear plans for success at Indiana University and beyond.

This proposal was approved unanimously.

### **III. Information and Discussion**

#### **A. Jacobs and Armstrong Chairs Selection Committee (P. Kloosterman)**

Kloosterman summarized Jacobs and Armstrong programs, both of which include faculty chair positions with 5-year-appointment. Both current appointments end on June 30<sup>th</sup> 2015. Therefore, new chairs will be appointed for these positions. There will be one committee to make recommendations to select these chairs among senior faculty members who are known for their research. Dean Gonzalez makes the final decision regarding who is appointed to those positions. The Committee for Teacher Education and the Faculty Affairs have each been asked to nominate four people for the search committee. From those eight faculty members, Dean Gonzalez will choose five including a committee chair. Nominations are to be submitted by November 15<sup>th</sup> and - Kloosterman suggested L. McClain as a nominee. No additional nominations were made so Kloosterman said that he would send an e-mail soliciting nominations to the committee members.

#### **B. Parents Weekend events (R. Kunzman)**

The Call to Teach, an induction ceremony for newly admitted students, will take place on 7-8 November, 2014. Parents and SoE students (both current and prospective) will be attending to this event. There is going to be a movie showing of a documentary called *Teach* on Friday night, November 7<sup>th</sup>. A discussion will follow the documentary which focuses on how hard and how important it is to teach. On Saturday there will be a panel *Why Teach?* Kunzman asked the committee members to encourage their students and colleagues to attend these events.

#### **C. Pearson testing update and tutoring promotion (R. Kunzman)**

Kunzman reported that the fact that we are starting to get test results from Pearson. There are three required tests for licensure: a basic skills test, a subject area test, and a pedagogy test. It seems that we are getting good results from the basic skills test and especially the pedagogy test. Currently, the core academic skills is the big question mark. Even though only a limited number of our students who have taken the tests so far, the passing rate for those individuals is low. In particular, our elementary pass rate is 23-54% which is a little higher than the state rate but still a problem. Kunzman emphasized that OTE provides free tutoring for this test, and asked the committee members to encourage their students to take advantage of this effectively.

Kunzman also stressed the importance of encouraging our students to take these tests early. That way, the content knowledge student have learned would be fresher. Moreover, if they have trouble with the test they will have time to take it again before student teaching. Elementary and Secondary Education Councils are being asked to decide whether we need to put a requirement in this regard. The committee members will be informed about the developments.

#### **D. IUtpa pilot summaries from Elem/SecEd Councils**

R. Kunzman shared that a number of courses that are starting to pilot different pieces of IUtpa. People who have been working on these pilots in social studies, elementary and secondary, attended the Elementary and Secondary Education Council meetings to share their experiences and insights regarding their work. They shared what they did, what they are doing, and what they are learning from it as well as how all these insights can inform OTE. Kunzman emphasized that this assessment is forcing our students to look hard at assessment – and that we need to do a better job of this aspect in our curriculum. J. Shedd added that the pilots and the feedback we received from the students have been very helpful. The challenge for our faculty and for OTE is how we think about backward mapping these opportunities into our curriculum.

The meeting was adjourned.