

Indiana University School of Education
Committee on Teacher Education
Minutes
February 7, 2005
Room 2277

Present: Jose Bonner, Thomas Brush, Keith Chapin, David Estell, Brent Gault, Karen Jackson, Diana Lambdin, Terry Mason, Luise McCarty, Greg Mongold, Tim Niggle, Jill Shedd, Laura Stachowski

Others present: Faculty from three programs (Flinders and Chapman for COT, McMullen and Chafel for Early Childhood, and Goodman for ECGP) attended the unit assessment system workshop.

Handouts: 1.1 January 20 Minutes, 2.1 Y20 New Course Request, 3.1 Continuing Education Policy, 4.1 Clarification of GPA requirement, 5.1 Individual Program Assessment Plans/Reports Items to Include

I. Approval of January 20, 2005 Minutes

(handout: 1.1)

After briefly reviewing the January 20, 2005 Minutes, the minutes were APPROVED UNANIMOUSLY.

II. Course Approval: Y420

(handout: 2.1 Y420 New Course Request)

David Estell presented a proposal to formalize changes to Y420, a research methods course in the Teaching All Learners Program that has been taught for several years now. It is currently a course with a focus on research methods related to the special education field. This proposal would formalize the course as Y420: Approaches and Issues in Educational Research, and allow various programs to tailor individual Y420 classes toward their own purposes. The course is currently listed as a variable 1 to 3 credit course to keep flexibility for program use, but it is recommended that the course be offered as a minimum of 2 credits to account for logistical problems in staffing a 1 credit course.

A question was raised by committee members regarding how to ensure that students choose the Y420 course tailored to their program in the event that there are several different Y420 courses to choose from. A solution to this problem would be to approve the course as having a variable title, so that each program will be able to attach the program name to the individual Y420 course. With the amendment that the course request is changed to include approval for a variable title, it was motioned that the course be approved. APPROVED UNANIMOUSLY.

Addendum: amendment approved

III. Policy on enrollment in correspondence courses

(handout: 3.1)

Diana Lambdin presented to the committee a written waiver request outlining the Teacher Education policy on continuing education courses. It is the policy of TEP that IUB education students not be permitted to be enrolled in any classes while student teaching. Because of previous difficulties with students not completing correspondence courses before student teaching, an additional policy was developed, prohibiting students from taking continuing education courses one year or less prior to their scheduled student teaching. This rule, however, has kept some students from taking needed correspondence courses before student teaching. For students requesting special permission to take a continuing education course within the twelve-month period before student teaching, this waiver will be used to inform them of the difficulties and responsibilities of meeting such a requirement. By signing the waiver and getting approval from the Office of Teacher Education, a student assumes all responsibility for ensuring that the course is completed and the grade is posted on the student's transcript before beginning student teaching. After reviewing the waiver, it was motioned that the item be approved. APPROVED UNANIMOUSLY.

IV. Policy on computing GPAs (Goal: to clarify how GPAs should be computed for secondary content majors, elementary areas of concentration, and elementary and secondary general education requirements)

(handout: 4.1)

Tim Niggle continued a discussion, begun on January 20, 2005, regarding the calculation of student GPAs within the School of Education. In general, students have three GPAs in the university: a university GPA (kept by the university; everything a student has ever taken), a school-specific GPA (kept by the registrar based on individual rules of the school), and a program-level GPA (each program in the SoE has previously been allowed to determine which grades to include in the program GPA). At the program level, there is wide variability as to which courses are counted in the GPA requirement and which are not. Now under the PeopleSoft system, it is currently not possible to incorporate internal GPA formulae for each program. It is thus recommended that for the time being, the Teacher Education Program adopt the "all inclusive" calculation for GPAs. Individual programs would still be given the freedom to allow students to individually appeal the calculation based on individual circumstances.

Committee members inquired about whether the School of Education could adopt its own policy allowing students to replace a better grade for a poor grade by retaking the same course—a type of "Grade X" for courses beyond the first 45 credits. At this time, Tim did not think this was a possibility.

It was noted that program area coordinators need to be involved in this discussion. The proposal should be retitled from "Clarification of GPA requirement in 12 credit content area for admission to TEP" (from the initial agenda item on January 20, 2005 which started this discussion) to a title that would reflect the broader topic of GPA calculation in the SoE, especially as it relates to the three benchmarks of the education program: TEP admission, student teaching, and graduation. It should be noted that this is not only an

issue of streamlining a way of calculating GPAs; it also reflects the concern that allowing students to enter the teaching field with transcripts reporting failing grades in key areas reflects school's perceptions about the students' qualifications and the reputation of the instruction received from Indiana University.

It was decided that the policy be discussed with the various program areas and brought back before the committee for final approval.

V. Workshop on program review reporting for unit assessment system

(handout: 5.1)

Jill Shedd agreed to introduce the requirements and pieces of information needed for assessing programs as a part of the unit assessment system. A unit assessment system for programs in the SoE is required for both state and professional accreditation processes. Each of the 14 programs in the School of Education will need to report to the Committee on Teacher Education over the course of a three-year cycle. This will allow programs to evaluate their own strengths and weaknesses and make adjustments accordingly. Specific items to include are outlined on handout 5.1 and include four areas of concentration: student enrollment profile, program evaluation, graduate profile, and graduate feedback. Supporting materials should be submitted to CTE by April 1 to be reviewed at the April 21, 2005 meeting.