

Indiana University School of Education
Committee on Teacher Education
Minutes
March 29, 2005
Room 2277

Present: Tim Niggle, Laura Stachowski, Jill Shedd, Luise McCarty, Sara Moore, Terry Mason, Karen Jackson, Diana Lambdin, Jose Bonner, Lissa May, David Estell, Thomas Brush.

Others present: Charles Railsback representing the Theatre and Drama proposal, Genny Williamson representing the Special Education license addition proposal, Cathy Brown representing the Secondary Graduate Certification proposal, Jack Cummings representing Secondary and Middle School license add-on proposal, Enid Zimmerman representing the Gifted and Talented proposal, Jeane Novotny, Debbie Murzyn, and Gerald Campano.

Handouts: 1.1, 2.1-5, 3.1-2, 4.1-6, 5.1-7, 6.1-3, 7.1-2, 8.1

I. Approval of March 1, 2005 Minutes

(handout: 1.1)

After briefly reviewing the March 1 minutes, the minutes were APPROVED UNANIMOUSLY.

II. Approval of Special Education license addition—Genny Williamson

(handout: 2.1-5)

Genny Williamson presented the proposal for a license addition in the special education program. The proposal has already been approved by the Graduate Studies Council and the Policy Council. The change adds two existing courses to the already existing courses in the program—K520 Survey of Behavior Disorders, and K545 Management of Severe Behavior.

The change would bring the licensing program in line with the new licensing/certification program change in the State of Indiana. The change in licensure requires courses/experiences in working with students with learning disabilities, mild mental disabilities, and emotional disturbance. The courses K520 and K545 would bring the Graduate Certification program and the Community of Teachers graduate program in Special Education in line with the undergraduate equivalent courses already required within the Community of Teachers Program. The courses would be required for students completing their initial graduate licensing program after June 2006.

It was motioned that the committee approve the proposed changes to the special education license addition program. APPROVED UNANIMOUSLY.

III. Theatre/Drama Proposal—Charles Railsback

(handout: 3.1-2)

Charles Railsback presented to CTE members the proposal to implement a full teaching major for teaching secondary theatre and drama. This proposal comes after the

dissolution of the Speech-Theatre certification due to state and national certification realignments. This new program would be based primarily on the B. A. degree in Theatre and Drama from the College of Arts and Sciences. In addition, students will be required to acquire a second content field (English will be suggested, but not required). The exact number of credits in the content field is yet to be determined, but will fall somewhere between Cognates (currently COAS minors) and a full major. The program will be staffed by existing faculty in the Department of Theatre and Drama as has been the case for many years. In this new program, teaching methods courses will also be taught by education specialists in the Department of Theatre and Drama.

This proposal will be revised and brought before the committee at a later date this year.

VII. Graduate certification programs for secondary—Cathy Brown

(handouts: 7.1, 7.2)

Cathy Brown represented the proposed revision to the graduate certification program before the committee. The proposed program is similar to the current program with the following changes in course requirements:

- S5XX, an introductory seminar/field experience
- P510, instead of a choice of P courses
- A508 and P570 as 1-credit graduate versions of the undergrad required courses
- Y5ZZ as a subject area methods course for graduate students
- R501 as a 1-credit technology course.

With these new requirements, the program would continue to meet state standards and SoE principles, while allowing students as much as 30 hours of progress toward a masters degree. The staffing resources would be slightly modified to include an additional graduate section for a lecture course already taught for undergraduates, and an IST faculty to teach or coordinate the technology course. CTE members raised concerns over the number of 1-credit courses in the new program. These courses have traditionally been very difficult to staff.

It was decided that this proposal will be revised and brought back before the committee at a later date this year. Specifically, new course request forms are needed for the new course, and the staffing concerns brought up by members must be addressed.

IV. Secondary license add-on proposal—Jack Cummings

(handouts: 4.1-6)

Jack Cummings gave an brief overview of the changes being proposed to secondary education in order to accommodate students who wish to become eligible for a license addition in a content area beyond their primary area. These license additions would make students more attractive in the job market. Due to the elimination of endorsements in the 2002 reorganization, specializing in an additional field will now require additional course work in order to meet the Indiana standards for a license addition. The request for these changes apply to the content areas of Math, Science, Social Studies, and Foreign Language. English Education has requested to exclude the possibility of a license

addition in English; thus, to add a license in English, a student would have to complete the full program. The impact of these changes to secondary content areas should cause little impact to existing class enrollment or staffing arrangements.

Additional certification in Mathematics would require 27 hours of additional content and methods courses. Science requires content and methods courses ranging from 18 credits to 38 credits depending on the science certification area (chemistry, earth-space science, life science, physics, or physical science). Certification in Social Studies will require 15-21 additional credits, with no more than 6 credits taken at the 100 or 200 level, and with both US and world history courses comprising the historical perspectives area.

These proposed changes to the secondary education program will be revisited at a future meeting date this year.

V. Middle grades license add-on proposals—Jack Cummings

(handouts: 5.1-7)

Jack Cummings also gave a brief overview of proposed changes to the Middle School addition of a content area for elementary education students. These changes would apply to five content areas: Math, Science, Social Studies, Foreign Language, and English Education. A major aspect of this program would be a new 6 credit educational experience offered the first summer session of each year.

This proposal will be described in further detail at a future meeting date.

IV. Gifted and Talented Proposal—Enid Zimmerman

(handouts: 6.1-3)

Enid Zimmerman brought before the committee a proposal to create a license program in Gifted and Talented to account for the dissolution of the endorsement program in 2002. The program would have a curriculum of integrated arts and academics, with readings, papers, and projects to be done in the student's own discipline (e.g. art, music, math, science, reading, K-6). The license will require five 3-credit courses, taken over two summers. The program would be staffed by Dr. Janice Bizzari, Dr. Gilbert Clark, and Dr. Enid Zimmerman. The program would begin in the summer of 2005.

CTE members raised concerns with the longevity of the program given the limited faculty available to teach the courses after Enid Zimmerman's retirement. Enid Zimmerman responded to these concerns with a description of the faculty available to teach and noted the possibility of continuing with the program even after her retirement.

After discussion, it was moved that the proposal to create a license addition in Gifted and Talented Education be approved. APPROVED UNANIMOUSLY.

VIII. Community of Teachers proposal regarding K-12 programs (Music, PE, Art)—Carrie Chapman

Tabled until next meeting.

Luise McCarty closed the meeting by informing members that an additional meeting of CTE this year is needed in order to accommodate these proposals as well as the three programs presenting as part of the UAS. Thus, there will be two meetings before the end of the academic year. These meetings will each be a combination of program approvals and annual program reports (for the Unit Assessment System). The exact items on the agendas for these meetings will be communicated closer to the meeting dates. Between now and the upcoming meetings, Luise McCarty and staff from OTE will be working with faculty to make clarifications, additions, and corrections to the proposals they shared with CTE, so that the committee can re-review those proposals at one of the upcoming meetings.