

Indiana University School of Education  
Committee on Teacher Education  
Minutes  
October 4, 2005  
Education Room 2277

**Present:** Tim Niggle, Tom Brush, Genny Williamson, David Estell, Jill Shedd, Peg Sutton, Jose Bonner, James Damico for Gerald Campano

**Others present:** Debbie Murzyn to present reading license addition proposal, Jeanne Novotny

**I. Approval of September 15, 2005 Minutes**

*Handout: September 15 Minutes (goldenrod)*

Tom Brush opened the meeting by giving new members an opportunity to introduce themselves to the committee. After briefly reviewing the September 15, 2005 minutes, it was motioned that the minutes be approved. APPROVED UNANIMOUSLY

**II. Information Item: Status of New Program Development**

Tom Brush gave a continuing update on the development of an education minor and a non-certification major in education. Currently, persons in the school of education are being invited to be a part of a committee responsible for drafting a proposal of this program. The goal is to develop a minor that would be easily accommodated for those students who are encouraged or required by their major to have an outside minor. In addition, for those students in other programs who after graduation decide to pursue teaching, an education minor would be a first step in coursework towards post-graduation certification. It would also give undergraduates an opportunity to explore education. From research done by Jill Shedd on developing a minor, there are few university requirements for creating a minor. In following School of Education protocol, the first step is to develop a minor program of studies to be approved by CTE and sent on to Policy Council.

Jill Shedd gave an update on the development of an honors program in education. In recent years, the Honors College at Indiana University has been approaching teacher education hoping to start an honors program in education. More recently, the issue has arisen of whether or not the School of Education should allow the direct admission of freshman. It has been proposed that these two issues be resolved through the implementation of an honors program that would result in the direct admission of some qualified and highly motivated freshmen. The honors college has its own process of identifying students eligible for the honors college and contacting those students. An education honors option could be integrated into this process.

The honors program would allow the School of Education to identify exceptional students early and offer them a broad base of experiences and direct contact with faculty throughout their four years of study. In addition, students would receive an honors notation on their diploma.

An honors program must allow students to complete 21 hours in honors courses. Honors courses must be taught by faculty. Not all 21 credit hours need to be from education

courses. Students in an education honors program could use courses already designated as honors. The seminars typically integrate a lot of writing, the use of direct sources, and close contact with faculty. Some of the courses already offered in education could be transformed into honors courses (e.g. some of the cultural immersions seminars, special sections of H340 and F205), but others would have to be built. To date, the biggest difficulty in devising an honors program is a faculty issue—it may be difficult to find faculty willing to teach an ongoing seminar

In thinking about components of an education minor, possible themes to consider may include international and comparative studies as well as other programs such as learning sciences. Laura Stachowski offered a suggestion that honors students could be taking courses alongside non-honors students, but with extra requirements or a separate syllabus. Jose Bonner noted that this may not be acceptable according to Honors College rules, citing a similar incident in the biology program.

The last meeting to discuss the honors option was late November 2004. In order to continue the process, a proposal would be needed outlining the courses to be taken. Genny Williamson suggested that the proposal be introduced by those faculty who would be willing to teach the seminar courses. One example would be the learning sciences program which is looking to expand more into undergraduate education. Tom Brush offered to draft a letter seeking interest from various departments and begin the development of a proposal.

### **III. Proposal for a License Addition in Reading**

*Handouts: Proposal (white), 2002 Reading License (green), 2002 Reading Matrix (blue), L400/L500 Syllabus (pink), L407/L507 Syllabus (purple)*

Debbie Murzyn presented a proposal from the Language Education department which would create an elementary reading license to bring the reading license inline with the Indiana standards for reading and up to date with current research in the field. The reading license would be a license addition to a main teaching license in another area (for example, a degree in elementary education with a license addition in reading). The license addition being proposed would be a Level 1 license, for teachers at the elementary level (although it could be adapted for secondary teachers as well). This is different from a Level 2 literacy specialist license.

Jill Shedd handed out research from the division of professional standards laying out options from the state of Indiana for devising a reading license. Jill asked whether a reading license could be established as an area of concentration. This would be within the 128 credits required for elementary education so that students would not need to have a different area of concentration and then take additional hours for the reading addition. This would allow students to use reading as both an area of concentration and a license addition. Typically the courses for a concentration come from outside the SoE, but it may be possible to substitute SoE reading courses as content area courses (similar to the way special education is used as a concentration). Debbie Murzyn asked Jill Shedd to speak with the language education department as they continue development of a content area in reading.

Tom Brush proposed voting on the approval of the license only at this point, and

continuing the development of reading as an area of concentration. The Language Education department will come back before CTE with a proposal for the content area along with new course request forms for the new course L400/L500 with a specific course number. Tim Niggle moved to approve the license addition as written. APPROVED.

Debbie Murzyn returned to clarify whether the committee's motion approved the proposal for both the undergraduate and graduate level 1 license. The proposal was intended for a level 1 license for both graduate and undergraduate (concentration issue is separate issue for undergrad only). This would be for both elementary and secondary education. Confusion arose because the proposal itself was focused mostly on undergraduate elementary education. The motion was upheld, but may be revisited at a later meeting to discuss the full implications of offering a license addition at the graduate level and for secondary education students.

#### **IV. Discussion Item: GPA for University Admissions**

Genny Williamson gave an update on the Bloomington Faculty Council's Education Policy Committee policy to change the admissions standards on the Bloomington campus. This is a policy which, once approved, would have effects on the teacher education program and its advisors. The policy would attempt to admit more highly qualified students. The original draft would increase the number of high school classes required for admission and would require all students to rank in the upper 1/3 of high school class (as opposed to upper 1/2). The policy may also impose new cutoff scores for SAT. This is currently in draft form and may be revised before being put into effect, but was presented to CTE members as a discussion item to consider the implications of such a change on IU students and the School of Education students and advisors in particular.

#### **V. Information Item: Course Change to M302**

Genny Williamson informed members of an incidental change to the course M302: Mathematics Throughout the Curriculum. In a previous meeting, the course title was changed from F401 to M302. When the course change request was filled out, the grading policy was accidentally changed as well. The course has now been changed back to its original intent—a satisfactory/fail grading system.