

Indiana University School of Education  
**Committee on Teacher Education**  
Minutes  
4pm, October 21, 2003, Room 2277

**Present:** Terry Mason, Diana Lambdin, Lynne Boyle-Baise, Peter Cowan, Jill Shedd, Harold Green, Tim Niggle, Thomas Brush, Darlene Vaughn, Christi Smith.

**Handouts:** Bloomington Campus General Education and Fundamental Skills Requirements Draft 0.3.0, Clarification of Administrative Practices, IUB CTE Contact Sheet, Course/Program Approval Process, Six Guiding Principles, and Agenda.

1. **Minutes from 9/23/2003:** Approved with changes.
2. **Course Change Request:** Susan Klein from the Secondary Special Education Program Option proposed K362 *Team Approaches to the Education of Students with Disabilities* as an alternative for K465 *Service Delivery Systems and Consultation Strategies*. Professor Klein articulated that by allowing the two courses to be inter-changeable, students would have greater flexibility in scheduling. Since the two courses are offered different semesters, students could have an option to fulfill this requirement in their program either semester. Lynne Boyle-Baise asked if it would matter that one course was geared to secondary and the other to elementary. Prof. Klein agreed but stated that the issues of special education really cut across grade-level differences. Diana Lambdin wondered if the cohort nature of the TAL program would be disrupted by permitting students from outside the cohort to which Prof. Klein noted that 3-4 spots are saved in each of the TAL classes for COT students.  
Passed Unanimously.
3. **Procedures re: Standards and Assessment Research Funds:**  
Terry Mason opened the discussion by saying that we need to consider how a research university should address standards. The Dean provided a fund for research on standards and assigned this committee the responsibility of allocating those funds. Terry Mason suggested that the CTE should discuss how groups could apply for funding and create a subcommittee. Diana Lambdin suggested that there could be some members on the subcommittee from the CTE as well as individuals from the Research office. Terry Mason also suggested that people from the school district be involved due to their expertise in the daily application of standards-based teaching. Diana Lambdin questioned whether the research was limited to k-12. Tim Niggle suggested the inclusion of professional organizations. Lynne Boyle-Baise suggested that Terry Mason send an email to the faculty and including a timeline for joining the committee. Diana Lambdin stressed the importance of dealing with this quickly and suggested checking to see if there was a time limit by which date the funds must be spent.
4. **Office of Teacher Education Issues: (Blue Sheet)**  
Tim Niggle asked for guidance with several administrative issues for his office.
  1. **Distribution of Coursework:** Should students be allowed to double-count courses to meet distribution requirements? Lynne Boyle-Baise endorsed this practice so that students could gain greater freedom in course selection. Tom Brush agreed. Diana Lambdin suggested that Tim Niggle draft a proposal and let Terry Mason distribute it to the faculty for consideration.
  2. **Graduate Admissions Dates:** Tim suggested that by holding to the March 1, October 1 deadlines, the school would have greater insight into the number of students for whom they would need to prepare. Lynne Boyle-Baise articulated that she wouldn't wish to close-off the school to qualified applicants. Some concern was expressed regarding cohort organization to which Tim Niggle expressed that he would be willing to make

exemptions for cohorts. Terry Mason suggested calling for a vote on the topic at the next meeting and drafting a statement to distribute to the faculty.

3. “Best Of” Credits: Tim Niggle discussed the current situation where different programs allow for different methods of counting credits within the major, allowing students to use creative accounting to craft a higher GPA *in the major*. Jill Shedd was concerned that in applying for student teaching, many schools are unwilling to consider an application unless it meets the school’s GPA requirement. Howard Green questioned what other universities do in this matter. Diana Lambdin pointed out that there’s nothing hidden on the transcript. Lynne Boyle Baise pointed out that students should take their classes seriously and Darlene Vaughn articulated that students will only hold the standard that is set for them and that they will rise to the challenge. Terry Mason said that this change would have serious implications and should be brought before the faculty. Diana Lambdin stated that an implementation date should be set. Jill Shedd stated that this issue is part of a larger context that requires discussion, namely that we consider admissions and “size and quality” issues. A forum for discussion was discussed.
4. Within IU-system transfers: Current policy requires that students to take 30 of the last 60 credits in a program from the campus they intend to graduate. Historically, students were required to take all methods classes and student teaching through IU-B, but as students are taking methodology classes on their campuses of origin, the cohort system is jeopardized. Tim Niggle pointed out that the trustees have said that any satellite course of the number can be transferred to another campus. Terry Mason articulated that the committee could draft a letter to the trustees to explain the rationale and practicalities of clustering.

**5. Report from the Campus Education Policies Committee – Diana Lambdin & Tim Niggle :**  
(Light Pink)

Diana Lambdin reported that on the campus-wide IU-Bloomington Policy Committee, the key discussion concerns the general education core. The Teacher Education programs can easily remain in accordance with the Eight Core Requirements as long as point 5 allows the School of Education to maintain control over how the courses are categorized to meet the distribution requirements. Diana Lambdin expressed that the SoE would not be in favor of Point 2, where the first two years would be exploratory. Another point made was that the community colleges will be an issue in the future as Ivy Tech is expected to become a community college. Terry Mason stated that this was an area where Indiana would need to “get on board”. Thomas Brush questioned whether there are education majors that take more than two years to which Jill Shedd responded that it depends on how one considers content in the elementary program because elementary could take longer than two year.