

**Indiana University School of Education  
Committee on Teacher Education**

November 21, 2005

Minutes

**Present:** Tom Brush, Brent Gault, Laura Stachowski, Tim Niggle, Gerald Campano, Suzanne Eckes, Genny Williamson, Jose Bonner, David Estell, Jill Shedd

**Others Present:** Mary McMullen to present Early Childhood Program UAS Report, Jeane Novotny

**I. Approval of October 26, 2005 Minutes**

*Handout: October 26 Minutes (blue)*

Tom Brush opened the meeting with the approval of the October 26 minutes. After briefly reviewing the minutes, it was motioned that the minutes be approved. **Approved unanimously.**

**II. Voting Item: Student Professional Expectations Agreement**

*Handout: Professional Expectations Agreement (white), Alert Form (green)*

The student professional expectations agreement was previously brought before CTE on date, at which time the committee gave feedback on its revisions. It is now in its final form ready for CTE approval. In response to previous CTE comments regarding the use of Indiana State Code language, the document has been revised to inform students of what the Indiana State Code contains without making it an explicit part of the School of Education professionalism agreement.

Teacher Education students would be exposed to the standards of professionalism set forth in this document three times: first in their online application to the Teacher Education Program; secondly, as part of their orientation to student teaching; and thirdly, in their pre-professionalism meeting, at which time they would sign the agreement. The alert form provides a way for faculty, instructors, and school supervisors to hold students accountable for breaches of professional conduct. This alert form is the form that is currently being used with several minor revisions.

It was proposed that the last sentence of the agreement be revised thus: "Other disciplinary actions may include, but are not limited to, an administrative alert, an unsatisfactory grade for course or placement, dismissal from the school assignment or student teaching placement, removal from the Teacher Education Program, and/or dismissal from Indiana University." With this revision, it was proposed that the professional expectations student agreement be approved as amended. **Approved Unanimously.**

**III. UAS Report: Early Childhood Program**

*Handout: ECE Report (goldenrod)*

Mary McMullen was present to give an overview of the unit assessment report on the early childhood program. The early childhood program is a four-year program which includes one full year of student teaching and prepares students for two teaching licenses: early childhood (preschool) and K/Primary (kindergarten through third grade). A full description of the program is available in the written UAS report submitted to CTE.

Challenges to ECE include:

- Declining enrollments in ECE programs, mostly due to the new K-6 licensing structure. One way this challenge is being addressed is by making the early childhood program unique through a more intensive focus on special education and early intervention specialization.
- Moving children's literature around in the program timeline. Restructuring student teaching experience
- Assessment includes portfolio evaluation; ongoing assessment and support through team meetings, debriefing teams, writing letters to incoming students, etc.

Jill Shedd asked about the rubric for and student impression of the portfolio evaluation. Mary McMullen replied that the rubric follows the special education rubric. Response to the portfolio evaluation process has been mixed. Students report that some employers never look at their portfolios, whereas others have been very impressed by student portfolios. Jill Shedd also inquired as to other methods of gathering student feedback. Mary McMullen responded that, for example, the senior student teaching seminar was completely remodeled as a result of student evaluations. The department uses five standard questions to gather student evaluation. The program then meets to evaluate and restructure the program.

When asked what other information the program would like to obtain about its students, Mary McMullen replied that it is necessary to have a better method of tracking and getting feedback from students after they leave, since many head for community organizations and other jobs besides school positions.

The committee thanked the Early Childhood Program for their thorough evaluation.

#### **IV. Discussion Item: Education Minor**

*Handout: Proposed Minor Draft (purple)*

Tom Brush reintroduced the continued discussion on creating an education minor program of studies. A draft of a proposed minor was introduced for committee review. After doing some background research on the procedures for minors in other university programs, it was recommended that the education minor require 15-24 credit hours, depending on the requirements of the major department. It was recommended by policy council that the program include at least one required course. Some required courses have accompanying 2 credit field placements, which would give students experience in a classroom. It was noted, however, that any plans for a minor program of studies must be sensitive to the lack of extra field placements for students and lack of opportunities from schools to have student observers in the classroom. One possible way to give students experience with children would be to create an outside field experience with community organizations rather than school settings.

In determining what courses to include in the minor program of studies, a program is needed that meets standard program requirements but allow flexibility for students to explore their own interests. The minor should include many of the prerequisite courses for admission to the teacher education program, in the event that the student wants to change his or her major completely. The minor should also include some courses that may count as graduate coursework, in the event that the student graduates and wants to come back to IU for a masters in education.

Members offered the following suggestions in determining which courses would be fit the minor:

- Using F200 and F205, which give basic information on the profession of teaching for those with little experience in education who may be weighing their decision to become a teacher
- A foundations course, which would give students a conceptual framework of the purpose of education in a democracy. This would be a beneficial course for even those who never enter the education field but will inevitably interact with education as a member of society
- Courses relevant for science and math majors, which would provide a good model for learning teaching methods related to their major field of study
- A core set of courses plus choosing option from a specific track (e.g. foundations, multicultural, curriculum, etc.)
- A core set of courses plus 1 Ed psych/dev, 1 foundations, 1 multicultural, 1 technology, electives to complete the credit requirements
- Courses with many flexible section offerings or independent study options so that the minor fits around their schedule with their major course of study

Tom Brush ended the discussion by offering to gather the feedback given by cCTE members, compile the information, and have a continued discussion of how best to set up the education minor

#### **V. Voting Item: Education Honors Notation**

*Handout: Honors Program Notification Draft (yellow)*

Jill Shedd brought before the committee a proposal for the honors notation in education. It should be noted that this is not an education honors *program*, but a process for receiving a general honors *notation* on the student's degree.

Students will be able to earn a general honors notation from the Hutton Honors College by completing a minimum of 21 credit hours of honors courses, including at least 2 semesters of HON-H courses (6 credit hours) offered by Hutton. From the remaining 15, no more than 6 can come from any one department. Students must maintain of minimum grade point average of 3.4 in their notation courses, and a minimum 3.4 overall GPA.

The decision to create honors courses is related to the university request to admit freshmen. This would be a way to admit freshmen in that they would begin by taking education honors courses which would feed into their course of study. It would then be possible to create a freshmen interest group in education within the honors college. The decision to create honors courses also stems from a request from Hutton Honors College, which reports having honors students who are very interested in education and are disappointed that there is not an honors offering in education.

SOE has two main options for developing honors courses in education:

1. Add HHC course options to the general education and areas of concentration listings. This would benefit ECE, Elem., and TAL programs, since the curriculum load does not

allow flexibility for taking extra honors courses. The responsibility on faculty for this option would be to examine honors courses to ensure that they met TEP requirements.

2. Identify specific core EDUC courses for which an honors version would be offered. This approach would nurture an “education honors community,” and foster a mentorship relationship between honors students and tenure-line faculty. Note: these course must be approved as honors courses. Students will not be given honors credit simply for doing extra work in non-honors courses.

At this time it is difficult to decide which option is best without knowing exactly how many students would be interested in taking honors options. Data from the Hutton Honors College reports that the number of students interested in what would constitute an honors section in education courses were 6 students in 2001, 15 in 2002, and 17 in 2003. CTE members decided to vote on approving the first option now and investigate possibilities for adding education honors courses in education. Option 2 could be added later in which programs could make their own honors courses without needed approval from HHC and the SoE decision making councils.

It was motioned that the committee approve Option 1 and allow further exploration of Option 2. **Approved unanimously.**