

Indiana University School of Education  
Committee on Teacher Education  
April 16, 2007

Minutes

**Present:** David Estell, Jill Shedd, Tim Niggle, Andrea McClosky, Keith Chapin, Brent Gault, Diana Lambdin, Beau Vallance for Laura Stachowski and Enrique Galindo, Joby Copenhagen for Gerald Campano, and Bob Sherwood for Laura Stachowski and Enrique Galindo

**Others Present:** Jeane Novotny, Dave Lohrmann, Dave Kinman and Juliana Hallows

**I. Welcome:** David Estell conducted the meeting.

**1. Approval of February 22, 2007 Minutes**

—David Estell

*Handout: February 22, 2007 Minutes (buff)*

David Estell opened the meeting by giving members an opportunity to review the February 22, 2007 minutes. It was motioned that the minutes be approved with some grammatical changes and correction of the date; it was seconded: MOTION APPROVED.

**II. Discussion Item:**

**A. Title II Report**

—Dave Kinman

Dave Kinman came and reported on the Annual Institutional Report on Teacher Preparation for the academic year of 2005-2006. This report is essentially a report card of the Teacher Education program. It contains institutional information such as history of the School of Education, its mission and goals, student demographics, description of the Teacher Education program, and the Title II report. The Title II report provides information about PRAXIS I performance of program completers (which are students who have completed all aspects of the program except PRAXIS II). Dave Kinman stated that Jill Shedd has more detailed information, on each area that is measured by the PRAXIS I, in which there was 10 or more students who had taken the exam. He remarked that this information is available to the various programs to aid them in their program evaluations and reports.

Dave Kinman then briefly described the report. He added that while this report only contains program completers they do have information of all students that have taken the PRAXIS I and that information is available upon request.

The PRAXIS I is a basic skills assessment of reading, writing and math. It also includes an assessment of professional and academic content knowledge. The report includes both the School of Education results and State wide results for comparison. For more information and review please examine the Annual Institutional Report on Teacher Preparation for the academic year of 2005-2006.

Dave Kinman then reported on the results of various sections. The committee discussed some of the results. Dave Kinman noted an error in the report and members made the appropriate changes. Keith Chapin thanked Dave Kinman for his efforts with this report and his contributions to the School of Education over the years.

**B. Health Education Unit Assessment Report**  
—Dave Lohrmann

Dave Lohrmann provided a report for review and then proceeded to walk the committee through the document. He stated that this report is an opportunity to share with the committee what has been happening within this program as it is not part of the School of Education.

Overall the document includes the program philosophy, the State standards for Health Education, a coordinated school health program depiction, Health major and cognate program requirements, a report of the course enrollments and grades, core course evaluations, supervising teacher and student teacher evaluation summaries, student teacher observation summaries, major program upgrades and current challenges, core courses with major assessments, and several tables. Dave Lohrmann also provided two additional articles for more information about health promotion in schools.

Diana Lambdin talked about the varying numbers of student enrollment in the Health Education program and asked what they were doing for recruitment. Dave Lohrmann responded that most of the students discover the Health Education Program and they currently do not have other forms of recruitment. He stated that they were thinking of moving the course times around to better accommodate athletes who maybe interested in completing this program. He added that funding for freshman scholarships may also help. Jeane Novotny then asked if they offered a public health program. He stated that they did but the Health Education majors and Public Health majors did not interact much.

For review see the UAS report documents.

**III. Course and Program Changes Items:**

**A. Science Education License Additions**  
—Bob Sherwood

Bob Sherwood stated that there appeared to be some need for Secondary Science Education License Additions for pre-service and current teachers. He created secondary endorsement options for license additions which included the following areas: Chemistry, Earth-Space Science, Life Science, and Physics. He provided documentation of what the course requirements would be as well as a description of the populations that may be interested in pursuing the secondary endorsement. These endorsements would require that individuals first complete the Secondary Science Education Core Courses and M446-Methods of Teaching Science and the associated field experience M403.

Bob Sherwood also provided an additional document describing the rationale, faculty staffing, standard documentation, the integration with exiting programs, implementation time line, assessment plan, and documented program faculty and/or department chair review and approval for this license addition.

David Estell asked if there was any move to create something similar to this but at the graduate level. Bob Sherwood responded that most of the science areas accept 300 level courses as graduate level but there was not a current program specifically for graduate students. He added that most courses are not offered in the evenings which would make it difficult for current teachers to attain their secondary license additions.

Diana Lambdin then asked if current teachers could take the PRAXIS II to test out of some of the requirements. Bob Sherwood responded that he did not know if that was an available option. Diana Lambdin stated that would be good to investigate all alternatives and Bob Sherwood agreed. She then asked about the grade requirements for this program. A discussion followed and it was concluded that this program would have to adhere to the current Teacher Education grade requirements which is all grades towards certification require a minimum of a 'C' and an overall 2.5 GPA in their content area. The program was approved with request that the grade requirement be added to the official document.

**B. EDUC-M 200: “Artifacts, Museums, and Everyday Life”  
—Beau Vallance**

Beau Vallance purposed the creation of an undergraduate course focusing on museum-going skills and techniques for analyzing, interpreting, and understanding art images and cultural artifacts. The course would be EDUC-M200 “Artifacts, Museums, and Everyday Life” for three credits. The main purpose of this course would be to educate students on how to use museums in their teaching or for the basis of life long learning.

She prepared several documents describing and supporting the creation of this course. Specifically she submitted the Course/Program Approval document which contains a description of the course, the rationale and other pertinent information. She also submitted a tentative syllabus, letters of support from faculty and museum directors, and a table explaining how this course would fit in with the six guiding principles of the School of Education and the respective Indiana Professional Standards Board. For more information see supporting documents. Beau Vallance then briefly explained her motivations behind creating this course and reviewed the syllabus with the committee.

Tim Niggle then asked if this course would replace the M110 or the M135 requirements. She responded that it would not replace them but would be an alternative. Beau Vallance continued that this course focuses on application and content rather than hands on art techniques, however there would be occasional art activities. The committee then discussed this course and its possible applications. Brent Gault motioned an approval of the course and Tim Niggle seconded the motion: Motioned was approved unanimously.

**IV. Discussion Item:** The following items were tabled for the next committee meeting

**A. 2007 Spring Admissions**  
—Tim Niggle

**B. Reflection on Committee on Teacher Education Community Recruitment**  
—Diana Lambdin

**V. Voting Item: Selection of Committee Chair**  
—David Estell

Brent Gault nominated David Estell as chair for 2007-2008 academic year: it was seconded by Tim Niggle and the nomination was approved unanimously.

There were no more questions. It was motioned to adjourn the meeting, motion seconded, meeting adjourned.