## Criteria for Long Term Contract for Academic Specialist

The School of Education criteria for long-term contracts for Academic Specialists are guided by the general statements in the Non-tenure Track Handbook. This classification was established for individuals who do not routinely offer courses for credit or act as principal investigators, but who hold positions with responsibilities that require them to be accountable to an Academic Officer.

The purpose of this document is to outline the criteria for extending a long term contract to academic specialists. The focus of such positions should be on duties that support the academic mission of the University. While teaching is not the primary responsibility, they may, on occasion, teach courses for credit as part of their regular duties (i.e. through release time and not as an overload). Examples of responsibilities include: the dissemination of research and best practices related to the missions of the School of Education; providing service and outreach to education related audiences in the community, state, nation, and/or the world; coordinating curricula; coordinating AIs; helping to advance the mission of research centers such as assisting with editing journals; curating; counseling; and program coordinating for centers or foreign universities.

In the School of Education, academic specialists will be awarded rolling 3-year long-term contracts if they meet the criteria for excellent performance in one or more of the above responsibilities. To have a long term contract extended to academic specialists, the applicant must provide evidence of excellent service and outreach activities to the employing unit or research center. The evidence must document the responsibilities noted above. Finally, in order to extend long term contracts to academic specialists that are located in research centers funded on soft money, the center must provide evidence that the center has the financial means to provide long term funding for the academic specialist.

### Long Term Procedures

Given the degree of variance across academic specialist positions, the senior administrator or director in for the unit in which the academic specialist is employed will determine criteria for a long-term contract and excellent performance. Based on these criteria, the candidate will compile a dossier for review. The candidate should have a mentor-guide for this process. This person serves as the “preparer” of the dossier. In the candidate’s fifth year, the final dossier will be prepared by the candidate and the candidate's home administrative unit. Both the third-year and the fifth-year dossiers will be reviewed by the same review bodies, administrators, and advisory committees at the school as those used for extending long-term contracts to clinical faculty members. A committee comprised of tenure track faculty, clinical faculty, research scientists and/or academic specialists who have been tenured or gone through the process of being awarded a long-term contract will act as the primary committee to review the dossier and make a recommendation to the School’s Promotion, Tenure and Contracts Committee for its review. The dossier is then reviewed by the School’s Promotion, Tenure and Contracts Committee and the Dean of the School of Education. The rights and due process of the promotion procedures are parallel to those of clinical faculty.

**The timeline and procedures shall include: (a) submission to the senior administrator or center director of a portfolio consisting of a complete curriculum vitae, materials deemed relevant by the administrator or center director and the academic specialist on or before August 15 of the year in which the renewal or extension decision is to be made, that is, annually in the case of a rolling contract or in the second to the last year of a fixed-term**

**contract; (b) a recommendation of the administrator or center director, usually determined through the department or center merit review process, conveyed with the portfolio to the Executive Associate Dean of the School of Education by September 15; (c) the School Committee vote goes to the Dean of the School of Education by October 15, (d) a final decision by the dean of the School in consultation with the Promotion, Tenure, and Contracts Committee transmitted in writing to the academic specialist by March 15. This decision may be appealed through the procedures available in the University to tenured and tenure-probationary faculty.**

# AGENDA
# POLICY COUNCIL
# SCHOOL OF EDUCATION

April 21, 2010
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138E

I. Approval of the Minutes from March 31, 2010 Meeting **(10.37M)**

II. Announcements and Discussions
Dean's Report

Agenda Committee
Core Campus Retreat – Bradford Woods – September 24, 2010.

III. Old Business

IV. New Business
- a. Reports from Standing Committees
- b. Proposed Changes to Elementary Professional Education Requirements **(10.43)**
- c. Proposed Minors Approved for Elementary Education **(10.44)**
- d. Approval of Maximum Credit Hours for Secondary Program **(10.47)**
- e. Suspension of Post-Baccalaureate Certification Only Admissions **(10.48)**
- f. Approval of G203 to Meet Oral Expression & S&H Common Curriculum Requirements for all Programs **(10.46)**
- g. Approval of Option to Complete H205 or H340 in Secondary Education Programs **(10.45)**
- h. Art Ed Program Proposal **(10.40)**
- i. EFL/ESL Distance Ed Program **(10.41)**
- j. Academic Specialist long term contract **(10.35)**
- k. Academic Medical Leave **(10.42)**
- l. Instructional Systems Technology – Distance Ed.D. Program **(10.49)**
- m. Spec Ed Masters Program Redesign **(10.39)** Pending GSC approval)
- n. Graduate License in Exceptional Needs Certification **(10.50)** (Pending GSC approval)

IV. New Courses/Course Changes
Course Changes

Y799 Doctoral Thesis In Inquiry Methodology
Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific

area. Justification: Change title to match the new inquiry methodology program.

Z525 Philosophic and historical foundations of art education
Examination of social forces and completing philosophies that have shaped art education across a range of educational settings. Emphases are on emerging theories of artistic development and growth as well as the evolution of society-centered, child-centered, discipline-based, and visual culture philosophies of art education. Required for art education graduate students. Justification: Z500, the course number previously used, is being discontinued. Two new descriptions, titles and numbers (Z525and Z501) better describe courses using the number Z500 in practice.
New Courses
Z501 Art Methods for Non-art Specialist Educators
Introduction to visual art education content, issues, and pedagogy for non-art specialist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrate visual art with non-art subjects. Justification: Although a course similar to this has been offered for some time, the course number and description used in practice were inappropriate and are being deactivated. A new course with a new number and description are necessary.

Z503Workshop in Art Education: Variable Title
An intensive professional development workshop for pre-service or practicing educators working in a range of educational settings. Emphasis is on the application of theory to practice; curricular trends and issues; instructional techniques and strategies; and the development of instructional plans and materials for general or particular populations. Justifications: There is currently no "workshop" course in Art Education and such Z550, Seminar in Art Education : Variable Title has been used. This course distinguishes between courses that are graduate seminars and those that are directed at professional development.

Z750 Topical Doctoral Seminar in Art Education: Variable Title
Required for art education doctoral students. Critical examination of a range of contemporary issues and topics, including those related to learning, curriculum, pedagogy, visual culture or equity in art education. May be taken up to four times for credit. Justification: We currently have no topical seminar for doctoral students in Art Education. This will provide a doctoral-level course number to stand alone or be joint-listed with our masters-level topical seminar, Z550

Z760 Art Education Research Seminar: Variable Title
Required for Art Education doctoral students. Emphasis is on the analysis of research and scholarship in art education as well the development of independent research and publication skills within a learning community. May be taken up to four times for credit. Justification: There is currently no research seminar for Art Education doctoral students. This course may be used as an inquiry linkage course in the major area and as a vehicle for completing J605, the independent research experience. It will also foster a research

community for doctoral student in Art Education.

L543 Teaching English in Global Contexts
Students will learn about practitioner inquiry involving systematic, intentional and self-critical inquiry about language teaching in different international settings, and understand many unique opportunities and challenges in language teaching in many instructional settings. Students will better understand pedagogical and curriculum issues and "pathways of practice" unique to English Language teaching. Justification: This course will provide much needed information to students enrolling in the new EFL/ESL certificate program via distance education because it cultivates in students a strong understanding of the various dispositions and diverse perspectives that instructors of ESL/EFL students will encounter. The course will enrich students' understanding, not only of content and standards, but of the learning process itself as it unfolds. In turn, the future ESL/EFL teachers who take the course will gain a much more in-depth awareness of potential theories and methods by which to communicate their knowledge and understanding of practices and approaches.

L546 Mentorship and Literacy Coaching of EFL/ESL Teachers
The course allows EFL/ESL and bilingual professionals acquire general understanding of mentoring and coaching processes as well as specific knowledge. Course goals focus on positive change, and transformative practice and professional growth. Emphasis is on interrelationships between exploration, critique and reflection to help teachers build on setbacks and successes. Justification: This course provides much needed information and knowledge content to EFL/ESL coaches, teachers, and other bilingual professionals. The course proves crucial to the new EFL/ESL certificate program via distance education, as mentoring new EFL/ESL teachers is an integral component of the program (teacher trainer track). The course trains teacher trainers how to impart their skills and experiences through a curriculum that allows their trainees to benefit from their understanding and existing practices.

L547 Language Policy and Planning
Participants are introduced to concepts, theories, and methods in language and literacy policy and planning from multiple perspectives. The course enables students to understand issues being pursued. Thematic units include: definitions and frameworks, descriptive frameworks and status planning, social change and conclusions, theoretical and methodological perspectives, and topical areas. Justification: This class is a requirement for the new graduate EFL/ESL certificate program via distance education(teacher trainer track). The course will provide much needed information for students enrolled in this program, as it comprises one integral component of the larger thematic, theoretical, and methodological emphases of the new certificate. The course will communicate to students the various issues related to language policy practices that they need to be aware of in order to be effective instructors. It will also address how these topics and developments can impact construction of and planning for a course, in relation to psychological and methodological approaches. Therefore, it needs to be established as a course.

L544 Computer Assisted Language Learning

This course will provide much needed information to students enrolling in the new EFL/ESL certificate program via distance education because it cultivates in students a strong understanding of the various dispositions and diverse perspectives that instructors of ESL/EFL students will encounter. The course will enrich students' understanding, not only of content and standards, but of the learning process itself as it unfolds. In turn, the future ESL/EFL teachers who take the course will gain a much more in-depth awareness of potential theories and methods by which to communicate their knowledge and understanding of practices and approaches. Justification: This course will fulfill a requirement for the graduate EFL/ESL certificate program via distance education. The course will serve as a crucial element of the larger thematic and theoretical foundations of the certificate, as it will provide students with a broad awareness and understanding of various computer and technological programs and approaches that can assist EFL/ESL students and instructors in the larger institutional and learning dynamic. Students will gain a strong background in theoretical ideas and proposals related to this topic, and they will then place this new knowledge into practice through the construction of projects and analytical papers.

**Re: Program Revisions for Masters in Special Education**

**Date: March 1, 2010**

**From: Dr. Gretchen Butera, Associate Professor of Special Education**

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**Program Change Description**

We are proposing a revised program of study for students who are completing a masters degree in special education and do NOT need to meet the graduate certification (teacher licensing requirements). (See Appendix A for the current and proposed Program of Study forms.) We have redesigned the masters program to be in concert with the newly approved graduate certification program. The revised program will continue to require 36 credit hours and 6 credit hours outside the special education department. Below are the suggested changes in detail.

1) Require a 1 credit orientation seminar in the fall that will provide students with guidance needed to complete the program (such as using the online/hybrid environment, participating in CoT/ SPEDFIST seminars and completing the revised CoT/SPEDFIST portfolio; See Appendix B for a syllabus.) In addition, a 1 credit seminar will be required in the fall of year II. The purpose of this seminar is to provide students with research support toward their capstone project/thesis.

2) Require two "on the books" courses K535 (Assessment and Remediation of the Mildly Handicapped I) and K536 (Assessment and Remediation of the Mildly Handicapped II) expanding the assessment and instruction components of the program for high incidence disabilities (The first course will be a prerequisite for the second); See Appendix C for syllabus.

3) Require all students to demonstrate that they are "highly-qualified" in one of four content areas (language arts, mathematics, science, or social studies) in addition to

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special education. See Appendix E for documents related to highly qualified determination.

4) Require masters students to develop a program of study that allows them to specialize in one or more specialty areas to complete masters coursework. The specialty areas are described as "tracks" and consist of courses currently "on the books" or newly developed courses. Tracks include: Autism, Behavior Specialist, and Instructional Strategies. Additional tracks to be developed include: Transitions, Early Childhood and Intense (severe) Disabilities.

5) Eliminate the required K595 practicum course. Instead students will have field assignments embedded in all course work. (K595 will continue to be offered in the masters program as part of the specialty "tracks".)

6) Eliminate the current course requirement for K525 – Introduction to Mild Disabilities (Currently the ill-named instructional methods course is the only instructional strategies/ assessment course offered in the program. It will be replaced with K535 and K536. K525 will continue to be offered as part of the masters program specialty "tracks".)

7) Eliminate current requirements for graduate students to complete K522 (Social Skills Instruction) and K520 (Introduction to Behavior Disorders). (K522 and K520 will continue to be offered in the masters program as part of the specialty "tracks.")

8) Require the current K541 (Transitions) course for secondary education majors only.

9) Require masters students to take a research methods course; Y510 Action Research or Y520 Strategies for educational inquiry

Appendices are available upon request.

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INDIANA UNIVERSITY
SCHOOL OF EDUCATION
BLOOMINGTON

**Masters in Special Education**

The IUB masters program in special education offers primarily online coursework with a focus on High Incidence disabilities (Mild Intervention). Based on special education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for special education teachers working with high incidence disabilities in today's classrooms. The program centers on research methods, teaching methods and materials, cultural diversity, management and intervention, collaborative strategies, resource and service utilization, and other instructional approaches that can maximize student success in school and community life. Although inclusive settings are a focus for this program, this program also encompasses other types of special education arrangements for high incidence disabilities, such as resource and self-contained settings. As part of the program, students will complete an individualized track of four courses based on their area of interest. The program will culminate with students completing a capstone project/thesis.

Prospective students must apply online for the masters program in Exceptional Needs: Mild Intervention at http://site.educ.indiana.edu/FutureStudents/ApplicationProcedures/tabid/4977/Default.aspx (For more information about the application process contact Libby Tilghman, [812] 856-8552)

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## COURSE REQUIREMENTS

Thirty-six credits are required to complete a masters in special education. Students must have permission from a faculty advisor to take courses out of sequence. The following is a list of courses for each semester of the program.

## YEAR ONE

### First semester – 7 credits

- **K565** Collaboration and Service Delivery (3)
- **K500** SPED FIST Orientation seminar (1)
- **Track I** (3cr.)

### Second semester – 6 credits

- **K553** Classroom Management (3)
- **K535** Assessment and Remediation of the Mildly Handicapped (3)

### Summer – 6 credits

- **Y510** Action Research (3) or Y520 Strategies for Education Inquiry (3)
- **K548** Families, Schools and Society (3)

## YEAR TWO

### Third Semester - 7 credits

- **K536** Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3)
- **K590** Seminar (Prereq. Y510 or Y520)
- **Track II** (3)

### Fourth Semester - 6 credits

- **Track III** (3)
- **Track IV** (3)

### Summer - 4 credits

- **K500** Capstone Project or K599 Thesis (4)

## REGISTRATION

Registration periods for coursework vary from semester to semester. For continuing students these usually fall around the first week in April for the fall semester, the third week in October for the spring semester, and the third week in March for summer school. New student registration typically occurs a week before the session begins. Students can obtain specific information about course offerings, schedules and registration procedures from the IU web pages.

## IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS

Field based practicum with mentor teacher: This program incorporates an ongoing field based practicum so that students can practice skills in real life settings. Finding a mentor and affiliating with this person throughout the program is one of the cornerstones of the program. Courses are designed to be completed in a practicum setting with the support of an experienced teacher. Students in the program will spend the first semester of the program finding a mentor and practicum site. Many teachers working towards certification already teach children with disabilities on an emergency license. Teachers already in a teaching assignment may use their current classroom as a practicum site and find a mentor in this setting.

Portfolio: All students will complete a portfolio designed to reflect their understanding of high incidence disabilities and appropriate teaching strategies in high incidence special education settings.

Seminars: Seminar activities in K500 are focused on building a community of learners and the opportunity to reflect critically around teaching with fellow colleagues.

Tracks: The masters program in special education requires students to choose a specialty track. Students may combine specialty tracks to individualize their program or to follow only one track. The tracks students can choose from starting in the fall/spring of 2009 are: Instructional Strategies, Autism, and Behavior specialist.

Capstone Project/Thesis: All students pursuing a masters in special education will complete a capstone or thesis project.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a web cam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program. (http://education.indiana.edu/spedfist/Newstudents/tabid/13025/Default.aspx#technology)

Course Schedule: Students may use the course schedule included in this guide for general program planning. Exact listings, times, and locations for courses may be obtained in the *Schedule of Classes* on IU Registrar's web page: http://www.indiana.edu/~registra

.

For course registration and information about distance education, contact:
Sara Gibson
Coordinator of Distance Education and Professional Development
School of Education
Bloomington, In 47405
[812] 856-5548
slavende@indiana.edu

For information about admissions to the Masters Degree in Special Education, contact:
Libby Tilghman
Admissions Coordinator
School of Education
Bloomington, In 47405
[812] 856-8552
etilghma@indiana.edu

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For information about the Masters Degree in Special Education, contact:
Susan Sloffer
Director of Matriculation, Enrollment and Records
School of Education
Bloomington, In 47405
[812] 856-8526

For information and guidance about special education course work, contact:
Regina Weir
School of Education, Room 3224
Bloomington, In 47405
[812] 325-1224
spedfist@indiana.edu

Or
Dr. Gretchen Butera
School of Education, Room 3211
Bloomington, IN 47405
[812] 856-8155
gbutera@indiana.edu

**Note:** Students may check on the status of their personal records OneStart: https://onestart.iu.edu/my-prd/Portal.do.

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**PROGRAM OF STUDY**
**MASTERS IN SPECIAL EDUCATION**

Name _____ Student ID #_____

Local Address _____City _____Zip_____

Permanent Address _____City_____Zip_____

Home Phone _____ Cell Phone _____ E-Mail _____

Advisor:

Campus Address:

Phone:

E-Mail:

**Approved**

_____

Signature

_____

Date

| Prerequisite | Credit | Year | Sem | Grade |
|---|---|---|---|---|
| *K505* | 3 | | | |
| **I. Mild Intervention Core Requirements** | 24 | | | |
| K565: Collaboration and Service Delivery (Fall I) | 3 | | | |
| K500: SPED FIST Orientation Seminar (Fall I) | 1 | | | |
| K535: Assessment and Remediation of the Mildly Handicapped (Spring I) | 3 | | | |
| K553: Classroom Management (Spring I) | 3 | | | |
| Y510: Action Research or Y520: Strategies for Educational Inquiry (Summer I) | 3 | | | |
| K548: Adv. Families, School and Society (Summer I) | 3 | | | |
| K500: Sped Seminar (Fall II) (Y510 or Y520 Preq.) | 1 | | | |
| K536: Assessment and Remediation of the Mildly Handicapped II (Fall II) | 3 | | | |
| K500: Capstone Project or K599 Thesis (Summer II) | 4 | | | |
| **III. Specialty Track Requirements (Write in course numbers and names below. See additional requirements*)** | 12 | | | |
| Track I - | 3 | | | |
| Track II - | 3 | | | |
| Track III - | 3 | | | |

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| | | | | |
|---|---|---|---|---|
| Track IV - | 3 | | | |

*Students must take four specialty track courses to complete the program. One of the track courses must be taken outside the special education department. Students who have a concentration in secondary education must take K541 as a track course.

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3/9/2010

**Course Change, New Course, and Program Change proposals, Art Education Program**

Faculty members in the Art Education program area are currently in the process of revising a number of aspects of our graduate program. Summarized below is a first set of new course, course change, and program change proposals for consideration. Additional information is included on and attached to the New course and Course Change forms in Workflow.

1. **New course proposal**
   **Z750 Topical Doctoral Seminar in Art Education: Variable Title**
   Required for Art Education doctoral students. Critical examination of a range of contemporary issues and topics, including those related to learning, curriculum, pedagogy, visual culture or equity in art education. May be taken up to four times for credit.

   Discussion/Rationale
   We currently have no topical seminar for doctoral students in Art Education. This will provide a doctoral-level course number to stand alone or be joint-listed with our masters-level topical seminar, Z550.

   See: New Course Proposal Form # 5640446

2. **New course proposal**
   **Z760 Art Education Research Seminar: Variable Title**
   Required for Art Education doctoral students. Emphasis is on the analysis of research and scholarship in art education as well the development of independent research and publication skills within a learning community. May be taken up to four times for credit.

   Discussion/Rationale
   There is currently no research seminar for Art Education doctoral students. This course may be used as an inquiry linkage course in the major area and as a vehicle for completing J605, the independent research experience. It will also foster a stronger research community among doctoral students in Art Education by bringing them together on a more regular basis.

   See: New Course Proposal Form # 5637286

3. **Course Change Proposal: Discontinuation of Z500, to be replaced by Z525 and Z501**
   Discussion/Rationale
   In practice, for many years, Z500 has been used for two very different courses, one dealing with philosophic and historical foundations of art education for Art Education majors and the other with introductory art methods for Elementary Majors. We think the easiest way to make the correction is to discontinue Z500 and replace it with two new course numbers, titles, and course descriptions. These new courses are listed below: Z525 and Z501

   See: Course Change Request # 5788730

4. **Course Change Proposal(Formerly Z500)**

**Z525 Philosophic and Historical Foundations of Art Education**

Examination of social forces and competing philosophies that have shaped art education over time and across a range of educational settings. Emphases are on emerging theories of artistic development and growth as well as the evolution of society-centered, child-centered, discipline-based, and visual culture philosophies of art education.

See: Course Change form #57882288

**Course Change Proposal (formerly Z500)**

**Z501 Art Methods for Non-Art Specialist Educators**

Introduction to visual art education, content, issues, and pedagogy for non-art-specialist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrate visual art with non-art subjects.

See: Course Change form # 5788626

5. **New Course Proposal**

**Z503 Workshop in Art Education: Variable Title**

An intensive professional development workshop for pre-service or practicing educators working in a range of educational settings. Emphasis is on the application of theory to practice; curricular trends and issues; instructional techniques and strategies; and the development of instructional plans and materials for general or particular populations.

Discussion/Rationale

There is currently no 'workshop' course in Art Education and as such Z550, Seminar in Art Education: Variable Title has been used (incorrectly) instead. This new course distinguishes between courses that are graduate seminars and those that are directed at professional development.

See: New Course Form # 5923869

6. **Changes to the Doctoral Program of Studies in Art Education**

Discussion/Rationale

The changes proposed for the Ph.D. Major in Art Education are intended to foster stronger and more consistent preparation for qualifying exams and dissertation completion as well as a more supportive learning and research community for Art Education doctoral students.

In practice, students completing doctoral programs in Art Education do take a number of Art Education courses. There are, however, currently no officially required Art Education courses for doctoral students in our program. In addition, we wish to more formerly acknowledge our

status as a Ph.D. track within Curriculum Studies by being more overt in encouraging our students to take Curriculum Studies seminars. The Art Education faculty as a whole has approved these changes and we have received positive feedback about them from current doctoral students.

As part of the Curriculum and Instruction Department, Art Education follows the following guidelines for Ph.D. programs of studies:

**The current framework** for a Doctoral Program in Curriculum & Instruction (C &I) consists of a minimum of 90 credit hours of graduate study distributed as follows:

| | |
|---|---|
| Curriculum and Instruction Major | 36 credit hours minimum |
| Group I: Area of Specialization | 24 credit hours |
| Group II: Departmental Seminar Requirements | 6 credit hours |
| Group III Linkage Courses | 6 credit hours |
| Minor | 12 credit hours |
| Inquiry Core | 9 credit hours |
| Electives | 9-18 credit hours |
| Dissertation | 15 credit hours (including 3.0 hours of dissertation proposal preparation) |

**Within the above framework, we are proposing the following specifications for Art Education Ph.D. and Ed.D. majors (see program of studies form):**

Art Education Doctoral students will be ***encouraged*** to take the following Curriculum Studies Seminars

J602 (1-3 cr.) in the first year

J630 and/or J664 and/or J670 (6.0 credit hours)

Art Education Doctoral students will be ***required*** to take the following Art Education Seminars:

Z750 Topical Doctoral Seminar in Art Education: Variable Title (Minimum 6 credit hours, may be taken up to four times for credit)

Z760 Art Education Research Seminar: Variable Title (Minimum 6 credit hours, may be taken up to four times for credit)

Z525 Philosophic and Historical Foundations of Art Education (3.0 credit hours)

# APPOINTMENT OF ADVISORY COMMITTEE & PROGRAM OF STUDIES

*- FOR ED.D. (90 CREDIT ONLY) & PH.D. DEGREE -*

**Contact Information**

Name _____ ID Number _____

Address _____ Phone _____

_____

**Doctoral Degree**

Major _____ Minor _____

**Master's Degree**

Year _____

Major _____ Minor _____

## ADVISORY COMMITTEE

*Three members are required. The chair and one other member must be from the major; one member must be from the minor. For interdisciplinary minors, the minor representative must be from outside of the major program area. For Ph.D. students, the chair and one other member must be Graduate School faculty members.*

| | Name | Signature | Title/Rank | Date |
|---|---|---|---|---|
| Chair | | | | |
| Member – Major | | | | |
| Member – Minor | | | | |

| | Signature | Date |
|---|---|---|
| Program Head (optional) | | |
| Department Chair | | |
| Associate Dean for Graduate Studies | | |

## PROGRAM SUMMARY

| Program Component | Number of Hours Required | Hours in My Program |
|---|---|---|
| Major | 36 | |
| Inquiry Core | 9-15 | |
| Minor | 12 | |
| Electives or Second Minor | 6-18 | |
| Dissertation | 15 | |
| TOTAL | 90 | |

# MAJOR: ART EDUCATION

*MINIMUM: 36 HOURS. A major consisting of no fewer than 36 credit hours is required. Courses from related areas of study may be included if their relevance to the major can be demonstrated and with committee approval. **Six hours of inquiry coursework in the major are required and are counted toward the 36 credit hour total.*** Art Education Doctoral students are encouraged to take 1-3 credits of J602 in their first year and two out of three of J630; J664, J670 at some point.

| *Course# | Course Title | School | Semester/Year | Credits | Grade | IU Equiv. |
|---|---|---|---|---|---|---|
| Z750 | Topical Doctoral Seminar in Art Education: Variable Title | | | 3.0 | | |
| Z750 | Topical Doctoral Seminar in Art Education: Variable Title | | | 3.0 | | |
| Z760 | Art Education Research Seminar: Variable Title | | | 3.0 | | |
| Z760 | Art Education Research Seminar: Variable Title | | | 3.0 | | |
| Z525 | Philosophic and Historical Foundations of Art Education | | | 3.0 | | |
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Early Inquiry Experience and Inquiry Linkage courses

NOTE: Art Education Majors are encouraged to complete their early inquiry experiences (J605) in conjunction with Z760.

| | | | | | | |
|---|---|---|---|---|---|---|
| J605 | Independent Research Experience in Curriculum & Instruction | | | 3.0 | | |
| J705 | Seminar: Inquiry in Curriculum & Instruction | | | 3.0 | | |

* When listing courses to be transferred from other universities, please list the actual course number and title.

## INQUIRY COURSES IN MAJOR

One of the major area inquiry courses must be an **early inquiry experience**, wherein a student carries out an actual research project. ***This research project is to be prior to the dissertation and not directly affiliated with the dissertation research.*** The early inquiry experience may be implemented through an independent study course (e.g., 590) or through a departmental research seminar. Each student must carry out an independent research project. The research report resulting from this project must be read and approved by the student's advisory committee. A form for this purpose is signed by the committee at the time of nomination to candidacy.

The second major area inquiry course is an **inquiry linkage** course. In this course ***research relevant to the major field of specialization is studied.*** Such study is to focus on the design and methodology of research in the major area rather than on the findings of the research. Analyzing and critiquing the research methodology are paramount to this experience.

## INQUIRY CORE-

*MINIMUM VARIES BY PROGRAM. Refer to Section A in Appendix for program requirements. At least one three-credit course must include a survey in inquiry methods (usually Y521). Other courses in the inquiry core may be from the areas of statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, or historical research methods. Inquiry core courses ought, generally, to precede inquiry courses taken in the major. Inquiry courses taken in the major or minor may NOT be double-counted in the inquiry core.*

| *Course# | Course Title | School | Semester/Year | Credits | Grade | IU Equiv. |
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* When listing courses to be transferred from other universities, please list the actual course number and title.

## MINOR

*MINIMUM 12 HOURS. The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. Major area courses may not be used in the minor. An interdepartmental minor is also possible:*

*Approval of the interdepartmental minor requires that the student submit:*

*a) a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme*

*b) a written explanation for the choice of the minor advisor*

| *Course# | Course Title | School | Semester/Year | Credits | Grade | IU Equiv. |
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* When listing courses to be transferred from other universities, please list the actual course number and title.

## Electives or Second Minor

*Minimum 6 Hours. The minimum of 6 elective credit hours is intended to ensure that students have flexibility in their programs, and to restrict academic programs from stipulating all of the minimum 90 credit hours of the doctoral program. It is expected that most students will have more than six elective credit hours. Elective courses must be relevant to the student's program of studies.*

| *Course# | Course Title | School | Semester/Year | Credits | Grade | IU Equiv. |
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## Dissertation

*Minimum 15 Hours. Twelve hours of 799: Doctoral Dissertation is required. In addition, three hours of dissertation proposal preparation (795) must be taken. The prospective director of the dissertation should play an active role in the supervision of dissertation proposal writing. These hours can be taken over multiple semesters as needed to maintain active student status.*

| *Course# | Course Title | School | Semester/Year | Credits | Grade | IU Equiv. |
|---|---|---|---|---|---|---|
| J795 | Dissertation Proposal Preparation | | | 3 | | |
| J799 | Doctoral Thesis in Curriculum & Instruction | | | 12 | | |
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## RESIDENCY

*A total of 60 credit hours (including dissertation credits) must be taken at IUB or IUPUI. Ph.D. students must have two consecutive semesters in which 9 hours of program course work (excluding 799) are completed each semester. Ed.D. students must have either two consecutive 9-hour semesters or three consecutive 6-hour terms. Please indicate the semesters that fulfill this requirement in the box below.*

| Year | Semester | Hours |
|---|---|---|
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## APPENDIX

### SECTION A: INQUIRY CORE REQUIREMENTS BY PROGRAM

*The following programs require 9 hours:*

Curriculum & Instruction
Educational Leadership
Higher Education
History, Philosophy of Education
Instructional Systems Technology

*The following programs require 12 hours:*

Education Policy Studies
Language Education
School Psychology

*The following programs require 15 hours:*

Counseling Psychology
Learning and Developmental Sciences
Special Education

# ESL/EFL Program via Distance Education (EPDE): A Professional Development Certificate Program Teachers & Teacher Trainers of English as a Second/Foreign Language (ESL/EFL)

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## a. Overall Description:

The program was developed to address the immediate need for qualified and knowledgeable English language teachers and teacher trainers overseas and in the US. For example, since 2002, there has been a 300% increase in the demand for teachers to teach English abroad. Countries such as China, Taiwan and South Korea have government mandates for the teaching of English in the public schools. In the U.S, where currently there are 5.1 million learners requiring help with English as a second language, there are only approximately 142,148 ESL certified public school teachers in Title III language instruction programs. Thus, the need for qualified professionals in EFL and ESL is simultaneously challenging and exciting. The EPDE certificate program described here provides an opportunity for interested individuals to take action and to make a difference in the global community and in the one closer to home wherever that may be.

We thus propose to add a certificate program i.e. the ESL/EFL program via distance education (EPDE). The program will be housed in the Department of Literacy, Culture and Language Education (LCLE). The program has two tracks for students to choose from, namely an ESL/EFL teaching track and an ESL/EFL teacher trainer track. On each track, students will take four graduate online courses (12 credit hours), all of which except two are already being offered by LCLE.

## b. Coursework:

The following table consists of the coursework of each of the certificates:

| ESL/EFL Teaching Certificate | ESL/EFL Teacher Trainer Certificate |
|---|---|
| • L540 ESL/EFL approaches to instruction & assessment | • L546 Mentorship and Coaching of ESL/EFL Teachers (new) |
| • L539 Language Foundations for ESL/EFL Teachers | • L547 Language Planning and Policy |
| • L544 Computer Assisted Language Learning OR L543 Teaching English in Global Contexts (new) | • L540 ESL/EFL approaches to instruction & assessment |
| • L525 Practicum in Language Education | • L525 Practicum in Language Education |

## c. Course development and related changes

To create the two tracks in the EPDE program, we undertook the following:

a. Developed two new courses (L546 Mentorship & Coaching of ESL/EFL teachers; and L547 Language Planning and Policy course
b. Requested course change numbers (L530 to L543 Teaching English in New Contexts; and L530 to L544 for the Computer Assisted Language Learning course.

## d. Program Alignment:

All EPDE courses (12 hours) are aligned with courses in the Masters Degree in Literacy, Culture and Language Education and the new Peace Corps Masters International Degree in ESL/EFL from the department (36 hours). For teachers in Indiana seeking a license addition in ESL/ENL (18-24 credit hours), three of the four courses in the teaching certificate meet the requirements of teacher licensing (L525, L539 & L540). With good planning, the program will progressively support and reward graduate students to pursue highly qualified teacher (HQT) training and qualifications in teaching ESL/EFL. (For interested students, there is a separate application process to enter the LCLE Masters programs or the teacher licensing program in Indiana, if they qualify).

## d. Application Process

The prerequisites for the EPDE professional development program are a bachelor's degree from an accredited university (a GPA or B average or higher) and a resume that describes their work and interest in ESL/EFL. (Teachers who are pursuing the teacher trainer track must have taught ESL/EFL for a minimum of 2-3 years). In addition, for international students, they are required to submit a TOEFL score of higher than 550 (written) or 213 (computer-based) or 79 (Internet-based). Finally, all these courses will appear on students' transcripts as well as an indication of the certification.

Indiana Commission for Higher Education

DISTANCE EDUCATION PROGRAM PROPOSAL

Institution: Bloomington
Degree Program: EDUC – EFL/ESL Teaching Certificate and EFL/ESL Teacher Trainer Certificate
Date: 02/2010

Item

1. On-Campus Enrollment/Degree History (from SIS): An enrollment history does not yet exist because the program is being newly designed and administered.

| | FY20 | FY20 | FY20 |
|---|---|---|---|
| Headcount | | | |
| FTE | | | |
| Degrees | | | |

2. Mix of Technologies:

This program will be delivered by using the following mix of technologies (select as many as apply):

☐ Television:

One Way Video
- ☐ IHETS - Satellite
- ☐ IHETS - Terrestrial
- ☐ IU VIC System
- ☐ Cable/Public TV
- ☐ Videocassette
- ☐ Other : ( explain here )

Two-Way Video
- ☐ IHETS - Satellite
- ☐ IHETS - Terrestrial
- ☐ IU VIC System
- ☐ Other : ( explain here )

X☐ Internet/Web
- ☐ IHETS INDnet
- ☐ IU VIC System
- X☐ Other : Internet

☐ Computer-Based (CD-ROM, DVD, diskette, etc.)

☐ Audioconferencing/Audiocassette

☐ Print Correspondence

☐ Other : ( explain here )

3. Access to the Instruction:

a. The selected mix of technologies allows students to receive the instruction in the following settings (select as many as apply):

X☐ Home
X☐ Workplace (Including Hospitals)
X☐ Libraries and Other Public, Non-Educational Settings
X☐ K-12 Schools
X☐ Campuses/Centers within the Same System
X☐ All Public Campuses/Centers

b. Will the institution enroll students in the program from anywhere in the state?

X☐ Yes
☐ No

( If "No", please explain here )

4. Schedule for Delivering Coursework:

a. All required coursework in the major will be offered via distance education technology throughout the year.

b. A minimum of elective courses will be offered via distance education technology each year. (N/A)

c. Please explain how students will be able to complete general education, minor, and other curricular requirements outside of the major.(N/A as this is a professional development certificate program).

5. Off-Campus Curriculum and Instruction:

a. Will the off-campus curriculum be identical to the on-campus curriculum?

X☐ Yes
☐ No

( If "No", please explain here )

b. Will the program require students to complete laboratory or studio work?

X☐No
☐ Yes

( If "Yes", explain here )

c. Please explain how the program will provide for timely and appropriate interaction between students and faculty members.

The courses are online (internet and web-based). As a result, students can interact with faculty members through multiple modes of communication. The online format provides for accessibility in all areas of the course content, requirements, assignments, and other related components. The courses are designed so that students and faculty engage in regular and highly interactive exchanges via synchronous and asynchronous modes of communication. Because of the online format, there is also an inherent flexibility for students to engage with, approach, and communicate with faculty.

d. Will the program require students to come to campus for any period of time?

X☐No
☐ Yes

If "Yes," please indicate for how long, with what frequency, and for what purpose.

( If "Yes", explain here )

e. Please explain how the program will provide for timely and appropriate interaction between students and other students.

In much the same way that students will be able to interact with faculty, students can interact with their classmates, as well as other students in the program, via various channels of communication. Interaction opportunities can take place through the online format of the courses. The classes are explicitly designed so that regular interaction and communication take place between students, in highly interactive formats, and in both synchronous and asynchronous times. Communication between students is thus readily accessible and easily available.

6. Assessment of Student Learning:

Please explain how student learning will be assessed.

Student learning for each of the respective courses included in the certificate program will be assessed through their online participation, moderation of discussions, online group work, submitted assignments, Web-based activities, and other types of learning. Students will receive explicit and detailed instructions about how to complete assignments, both major and minor. They will also be informed about the criteria by which they will be evaluated prior to their submission of assignments. Student work will be assessed based on its appropriateness, quality, and relevance to the assigned stipulations, requirements, and criteria.

7. Availability of Academic Support and Student Services:

Please explain how students will have access to each of the following academic support and student services:

a. Admissions
b. Financial Aid
c. Academic Advising
d. Course Materials (including delivery mechanism)
e. Library Materials (including delivery mechanism)
f. Placement and Counseling
g. Technical support (e.g. on-line help desk)

All student services are available online, via e-mail communication and other Web-based resources. Most of the reading materials, as well as related course-documents (such as assignment sheets, grading rubrics, etc.) will be available online via the Resources and Assignment pages, Discussion Forum, Wikispace and Chatrooms in Oncourse. Students can gain access to admission standards, requirements, and deadlines through the Indiana University-Bloomington website.

Additionally, students can also receive information about student financial aid and assistance by contacting the Office of Student Financial Assistance via email, telephone, or perusing the information available on this website. Academic advising information can also be imparted via e-mail, telephone, or actual mailed correspondence. Additional library materials beyond those assigned can be accessed via the extensive IU e-library system and delivered electronically, or if necessary, via traditional snail mail services. Placement and counseling services could also be communicated via e-mail, telephone, traditional mail services, or other modes of communication and contact. Students requiring technical support can also contact Education Technology Services or University Instructional Technology Services via e-mail, telephone, or other types of interaction or communication channels.

8. Student Fees:

| | Fees[1] Charged per Semester Hour for Part-Time Students | |
|---|---|---|
| | Indiana Residents | Non-Residents |
| On-Campus Instruction | $366.87 | $366.87 |
| Distance Education Instruction | $366.87 | $366.87 |

9. Review Process:

This program will be reviewed under the process and criteria dated March, 2010, which has been transmitted to the Commission for Higher Education.

[1] All tuition and mandatory fees

## NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

I. Prepared by Institution

Institution/Location: Bloomington campus.
Program: EDUC – EFL/ESL Professional Development Certificate via Distance Education for Teachers and Teacher Trainers

| | Year 1<br>FY2010-11 | Year 2<br>FY2011-12 | Year 3<br>FY2012-13 | Year 4<br>FY2013-14 | Year 5<br>FY2014-15 |
|---|---|---|---|---|---|
| Enrollment Projections (Headcount) | | | | | |
| Full-Time | 8-10 | 8-10 | 8-10 | 8-10 | 8-10 |
| Part-Time | N/A | N/A | N/A | N/A | N/A |
| Total | 8-10 | 8-10 | 8-10 | 8-10 | 8-10 |
| Enrollment Projections (FTE) | | | | | |
| Full-Time | 8-10 | 8-10 | 8-10 | 8-10 | 8-10 |
| Part-Time | N/A | N/A | N/A | N/A | N/A |
| Total | 8-10 | 8-10 | 8-10 | 8-10 | 8-10 |
| Degree Completions Projection | 8-10 | 8-10 | 8-10 | 8-10 | 8-10 |
| New State Funds Requested (Actual) | $ | $ | $ | $ | $ |
| New State Funds Requested (Increases) | $ | $ | $ | $ | $ |

II. Prepared by CHE

New State Funds To Be Considered for Recommendation (Actual)

New State Funds To Be Considered for Recommendation (Increases)

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

Comment: Budget calculations are based on the assumption that Year 1 = FY199.

Proposed Faculty Sick Leave Policy Procedures for the School of Education
Recommended by the Faculty and Budgetary Affairs Committee
April 12, 2010

**Proposed School of Education Policy to be voted on by the Policy Council.**
The School of Education requires that a faculty member when requesting sick leave provide documentation from a licensed medical or mental health professional to the Dean of the School of Education.

**The following is the description of Sick Leave Policy for Indiana University in the Academic Guide:**

## ACADEMIC GUIDE
## Indiana University Bloomington Campus
### February 15, 2010

**Sick Leave**
The Trustees of Indiana University approved a sick leave plan which is available to full-time academic appointees on appointment for at least an academic year for any major illness. (See DOCUMENT F-III.) It provides for six weeks of sick leave at full pay. An extension to the end of a semester to a total maximum of six weeks at full pay and nine additional weeks at one-half pay is provided when the prognosis for early recovery is favorable and the extension is approved by the Chairperson and Dean.

**Pregnancy and Sick Leave**
The Sick Leave Plan applies to medical disabilities of full-time academic appointees resulting from pregnancy (including pre-delivery, delivery, and post-partum medical needs, and complications of pregnancy and/or child-birth and termination of pregnancy). (See DOCUMENT F-III.) The period of a pregnancy leave is established as: six weeks at full pay and such additional time as is medically required. Within these constraints, leave of up to six weeks will be paid at the full rate and may be combined with paid family leave if the appointee is eligible. Additional leave for which is the appointee is eligible will be paid at one-half rate. Prior to the beginning of a pregnancy leave, an e-Doc should be initiated putting the appointee on sick leave at full pay for six weeks. An automatic return at the end of the six weeks will be expected unless an e-Doc is submitted for additional medically required leave at half-pay, or for a leave without pay (LWOP). Questions about the interpretation of the plan for academic appointees should be directed to the Office of the Vice Provost for Faculty and Academic Affairs.

**DOCUMENT F-III**
**SICK LEAVE**

(Approved: Trustees 1/20/73)
In case of illness of any full-time academic appointee he or she shall be paid six weeks' full salary during the illness and fifty (50) percent for the balance of the semester in case the illness continues for that long. Where prognosis for early recovery is favorable, the university may,

upon recommendation of the chairperson or immediate supervisor followed by concurrence of the appropriate dean, provost, or chancellor extend the period of sick leave beyond the limits of a semester to a total maximum of six weeks at full pay and nine additional weeks at one- half pay. Beyond such periods or upon recognition that the illness will be more prolonged, the individual shall be placed on leave without pay.

**Pregnancy and Childrearing Leaves**
(Approved: Trustees 6/29/74)
Medical disabilities of any employee resulting from pregnancy (including pre- delivery, delivery, and post-partum medical needs, and complications of pregnancy and/or childbirth and termination of pregnancy whether by miscarriage or by abortion) are to be treated as are any other temporary medical disabilities for purposes of granting sick leave, regardless of marital status.

A pregnant academic appointee may take, but is not required to take, a leave, to be known as a pregnancy leave, extending from up to two weeks prior to the expected delivery date through up to four weeks following delivery and such additional time as is medically required. Such pregnancy leave shall be considered to be necessitated by disabilities resulting from pregnancy. Appointees on pregnancy leave shall be paid up to six weeks' full salary during the leave and 50% for the balance of the semester when medically required. Upon recommendation of the chairperson or immediate supervisor followed by concurrence of the appropriate dean or Provost or Chancellor, the period of pregnancy leave can be extended beyond the limits of a semester to a total maximum of six weeks at full pay and nine additional weeks at one-half pay when medically required. Beyond such periods or upon recognition that the disability will be more prolonged, the individual shall be placed on leave without pay.

A reasonable number of childrearing leaves shall be available under rules normally governing leaves without pay to both mothers and fathers, under conditions mutually agreed upon between an individual and his or her department head.

Pregnancy and childrearing shall be considered a permissible purpose for applying for a leave without pay and shall be available as prescribed by the policy on leave without pay, to all academic appointees.

## Proposed Changes to Elementary Professional Education Requirements

Rationale - Addition of Minor

REPA requires that each Elementary Education major must include a minor in either a content area or a licensure area approved by the state (e.g., computer education, ENL, special education). A review of various minors offered throughout the university, as well as a review of license additions, demonstrates that a minimum of 15-18 credit hours are needed to offer a viable minor. Thus, in order to include the minor requirement in the elementary program, modifications to the Professional Education requirements are needed.

Professional Education and Pedagogy

The latest REPA guidelines outline the state's definition of "professional education and pedagogy." Each of these areas must be included in our program in order for it to receive state approval. Below is a table that outlines the state definition with corresponding courses currently offered in our program.

| State Area | SOE Courses | Credit Hours |
|---|---|---|
| Reading Instruction | EDUC-E340<br>EDUC-E341<br>EDUC-X460 (or L390) | 9 |
| Differentiation of Instruction and Teaching Methods | EDUC-F200<br>EDUC-M323<br>EDUC-M333<br>HPER-P290<br>EDUC-E339<br>EDUC-E328<br>EDUC-E343<br>EDUC-E325 | 21 |
| Cultural Competency | EDUC-E300<br>EDUC-H205 (or H340) | 6 |
| Instructional Technology | EDUC-W200 | 3 |
| Classroom and Behavioral Management and Legal Issues | Included in methods<br>EDUC-E310 | 3 |
| Curriculum Development and Assessment | Included in methods | |
| Child Development | EDUC-P248<br>EDUC-P251<br>EDUC-M101 | 7 |
| Exceptional Needs Students | EDUC-K305 | 3 |
| Practice/Experience | EDUC-M301<br>EDUC-M201<br>EDUC-M401<br>EDUC-M420<br>EDUC-M425 | 22 |
| **Total Hours** | | **74** |

Content Requirements

Our program currently requires 45 hours of content courses across five content areas (language arts, fine arts, mathematics, science, and social studies) plus two required courses (English composition and mathematical modeling). These courses also serve to meet the majority of common curriculum requirements that will be enacted in Fall of 2011. Let us assume that we **do not** want to decrease the content requirements for our program.

Hours Needed to Reduce (Minimum)

| Program Area | Current Hours Required | Proposed Hours Required |
|---|---|---|
| Content | 45 | 45 |
| Minor | 9-10 | 15-18 |
| Professional Ed | 74 | 68 |
| **Total Hours** | **128-129** | **128+** |

If we can reduce required credits in professional education by 6 credits, this would provide flexibility to offer at the minimum of a 15 credit hour minor minors of 15-18 credits depending on the requirements of the specific minor. After lengthy discussion, the Elementary Council recommends the following modifications to the professional education requirements:

1. Elimination of EDUC-F 200 (Examining Self as Teacher) as a requirement for elementary education. Representatives of Counseling and Educational Psychology stated that they could incorporate much of the content of F200 into existing coursework and field experiences (i.e., P248, P251, M101). They would continue to offer F200 as a course for non-majors interested in education.
2. Reduce the number of credit hours required in the elementary program that focus on language arts and reading (currently E339, E340, E341, X460/L390, M301, and a portion of M401) by 3 credit hours. LCLE representatives stated that they would be able to reconfigure their course offerings and continue to provide the necessary content in language arts and reading instruction. However, they have requested additional time to determine exactly how/where they will reduce the number of credit hours. It has been agreed that a team of representing LCLE and other elementary cluster/field experience faculty will meet to determine the most appropriate method for the 3-hour reduction.

With these two modifications, we have decreased the number of professional education credit hours so that a 15-hour minor can be included.

## Proposed Minors Approved for Elementary Education

Rationale

REPA requires that each Elementary Education major must include a minor in either a content area or a licensure area approved by the state. A review of various minors offered throughout the university, as well as a review of license additions, demonstrates that a minimum of 15-18 credit hours are needed to offer a viable minor. Since REPA allows for some minors outside of a specific content area, we propose that elementary education students be allowed to a minor that will lead to a license addition OR a content-area minor. *The Office of Teacher Education will be actively promoting the dual-license option with our students.*

On the following page is an initial list of minors that the elementary council is proposing. The license additions have been approved as acceptable minors based on current REPA regulations.

Available Minors for Elementary Education:

**Minor Area**

Computer Education (License Addition Option Available)

English as a New Language (License Addition Option Available)

Math (License Addition Option Available)

Reading (License Addition Option Available)

Fine Arts

World Language

Language Arts/English

Science: Chemistry

Science: Astronomy

Science: Biology

Science: Geology

Science: Physics

Social Studies: Economics

Social Studies: Geography

Social Studies: History

Social Studies: Political Science

Social Studies: Psychology

Social Studies: Sociology

## Approval of Option to Complete H205 or H340 in Secondary Education Programs

Rationale: H205 – Study of Education and the Practice of Teaching – has been approved by the IU Bloomington General Education Committee to meet a common curriculum requirement under the general education curriculum that will be enacted for incoming freshmen in Fall 2011. In our current elementary programs, students have the option of completing either H205 or H340 – Education and American Culture. We propose to allow this option to be available to students in our secondary education programs as well (they currently are required to complete H340). By allowing students to "double-count" H205 (thus meeting a program requirement as well as a general education requirement), it will allow for more flexibility in elective courses that students may wish to take in their programs.

If approved, this change will be implemented for the Fall 2010 incoming freshman class.

This proposal has been approved by the Secondary Council and the Committee for Teacher Education.

## Approval of G203 to Meet Oral Expression and S&H Common Curriculum Requirements in All Programs

Rationale: G203 – Communication in the Classroom – has been approved by the IU Bloomington General Education Committee to meet a common curriculum requirement under the general education curriculum that will be enacted for incoming freshmen in Fall 2011. In our current elementary and secondary programs, G203 only meets the "oral expression" requirement. By allowing students to "double-count" this course (thus meeting two requirements), it will allow for more flexibility in elective courses that students may wish to take in their programs.

If approved, this change will be implemented for the Fall 2010 incoming freshman class.

This proposal has been approved by the Committee for Teacher Education.

## Approval of Maximum Credit Hours for Secondary Programs to be 124 Hours

Rationale: The new REPA requirements for secondary teacher education programs require each program to modify the content requirements of their program so that they match the content requirements of a major in that area from the College of Arts and Sciences. After a review of our programs, secondary education faculty found that they could meet the content requirements without any modifications to secondary professional education course requirements. Thus, the secondary council decided that as opposed to approving each secondary program area separately, they would allow faculty in each program area to ensure that their content requirements would meet or exceed the content requirements of the College of Arts and Sciences, with the stipulation that the overall degree requirements would not exceed 124 credit hours (currently the size of our programs).

If approved, this change will be implemented for the Fall 2010 incoming freshman class.

This proposal has been approved by the Secondary Council and the Committee for Teacher Education.

## Suspension of Secondary Post-Baccalaureate Licensure-Only Admissions

*Rationale*: Over the past few years, it has been difficult logistically to schedule classes for secondary post-baccalaureate students who are classified as "licensure-only" – i.e., students who are seeking teaching license but are not participating in our more structured alternative licensure programs such as T2T or Community of Teachers. At the same time, the T2T program, which is very structured, has had success in placing students in a specific series of coursework and experiences. From an administrative perspective, the suggestion has been to suspend the post-bac option, referring those students to T2T. Moreover, the Office of Teacher Education is suggesting that part-time students should no longer be permitted to enroll in courses without committing to a program, either T2T or the Community of Teachers. With options such as T2T and CoT available to students, it is also deemed a better educational experience to have students participate in a more structured program as opposed to simply taking a set of courses at their leisure.

*Proposal*: The proposal is to suspend admissions of secondary post-graduate licensure options, other than MAT, T2T and Community of Teachers. If approved by the CTE and the Policy Council, the proposed should go into effect on May 1, 2010.

This proposal has been approved by members of the Secondary Council and the Committee for Teacher Education.

## Instructional Systems Technology

## Distance Ed.D. Program

The Instructional Systems Technology (IST) Doctor of Education (Ed.D.) degree program prepares graduates to work as practitioners with rigorous preparation in applied research as it is required in the field. Ed.D. Program graduates assume management, leadership and advanced design research roles in public or private agencies and organizations involved in one or more aspects of instructional technology. Our collective observation of the field suggests that the demand for graduates with advanced capabilities in applied research is rising as awareness of the value of action research, design research, complex evaluation and related activities is rising. The individuals most aware of their own need for this degree, and best prepared to pursue it successfully, are already employed in the field and therefore unable to move to Bloomington and follow a conventional residential program.

As students graduate from the distance M.S. program in IST, they are requesting more and more frequently that we offer them a practice-oriented doctoral program in applied research that they can pursue primarily at a distance. Over the course of the past ten years we have been contacted with increasing frequency by potential students outside our program asking for the same thing. At an estimate, about 1 in 5 graduating MS students online express interest in an online Ed.D., and we have currently about a half dozen additional external applicants asking to be informed as soon as we begin accepting applications.

Waldon University, Nova Southeastern University and Old Dominion University are the best known existing venues for earning an Ed.D. in educational technology. Of those, none is a peer institution and none enjoys our reputation in the field of educational technology for quality preparation at the doctoral level. We anticipate that when we make a public call for applications, the group that has come to us proactively seeking an online Ed.D. will be augmented by a larger group that wants this degree but has not contacted us previously asking for it.

Brief Description:

- all coursework is online
- 60 credits post-MS (MS core required if previous MS is not in the field)
- 30 credits in the major (includes 3 credits inquiry linkage & 3 credits doctoral readings)
- 9 credits inquiry, 3 credits learning theory, 9 credits minor
- 3 credits proposal preparation; 6 credits dissertation
- residency requirement:
    - at least one IST Summer Colloquium or one IST Conference
    - take the written qualifying examination on the IU Bloomington campus

- present the final defense of dissertation in person on the IU Bloomington campus

## IST Distance Ed.D. Program Overview

### Goals of the Program

The Instructional Systems Technology (IST) Doctor of Education (Ed.D.) degree program is designed for individuals seeking to be practitioners in the field of instructional technology. The IST program prepares Ed.D. students to bridge the gap between research and practice in the field. The Ed.D. student learns to take the findings developed by basic and applied research and use them to build and test processes, products, and services that are ready for operational use in education and training settings. Ed.D. program graduates typically assume management and leadership roles in public or private agencies and organizations involved in one or more aspects of instructional technology.

### Character of the Program

All online Ed.D. students will have access to a community forum in OnCourse through which they can communicate and share documents with faculty and other students. Each student in the program will be assigned an advisory committee whose chair will track the student's progress and be in contact directly with the student for a minimum of one synchronous academic advising session per semester.

Coursework in the program is intensive and led primarily by the faculty using a mix of technologies that includes synchronous tools like VoIP, Web-based video and chat and asynchronous tools like e-mail, discussion boards, blogs, and wikis. Students in these courses work on teams, complete hands-on design projects and work with clients in their local areas when coursework prescribes service learning.

Ed.D. students are required to attend at least once in person the annual IST Conference on the Bloomington campus. The annual IST Conference is typically held in February or March and is primarily intended for presentation and discussion of research and development done by IST doctoral students and faculty. In February 2010, the department held the tenth annual IST Conference with approximately 130 participants. Opportunities for face-to-face advising will be provided to every extent possible for Ed.D. students at this event.

When a student forms a dissertation committee, he or she will obtain an OnCourse site that is shared with committee members. Doctoral candidates will follow a timeline toward dissertation which includes regular online conferences and asynchronous document sharing with committee members, particularly the dissertation chair.

### Assessment in the Program

During coursework student learning will be assessed via the same means we use for campus-based doctoral level programs:

- Performance on papers written and presented as part of seminars and other courses, assessed by the instructor of the course
- Project-based performance on research projects carried out within courses, assessed by the instructor of the course
- Approval of dissertation prospectus, proposal and document, assessed by the dissertation committee via consultation leading to public defense of the dissertation

In addition, a proctored qualifying exam will be held on site; attendance for the exam in person is required.

## Comparison of the Ed.D. Residential and Distance Programs

While the residential and distance programs are fundamentally identical, there are a few differences worth noting:

- IST Inquiry Linkage increased from 3 to 6 hours to include both R690 (Application of Research Methods to IST Issues) and R711 (Readings in IST).
- Educational Foundations reduced from 6 to 3 hours
- Residency: The residential program required 18 hours within 12 months. The distance program requires attendance on the Bloomington campus during at least one IST Conference, with participation in the scholarly community shifted primarily to online forums. Ed.D. students are strongly encouraged to participate in national conferences where they can meet with faculty.
- Transfer Credit: The residential program description did not address the transfer of credit from other accredited institutions. The distance program description specifies:

  > A minimum of 42 credits of the 60 credits required for the Ed.D. must be taken from Indiana University. Up to 18 credits of course work may be transferred from other accredited institutions, *but* these courses must be approved by your Program Advisory Committee *and* none of these courses can be part of the 30-credit master's degree that is a prerequisite to the Ed.D.

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
BLOOMINGTON

**GRADUATE LICENSE**
**IN EXCEPTIONAL NEEDS: High Incidence**
**(MILD INTERVENTION) Certification**

The IUB graduate certification program in special education offers primarily online coursework leading to a license in High Incidence disabilities (Mild Intervention). Based on special education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for special education teachers working with high incidence disabilities in today's classrooms. The program focuses on teaching methods and materials, cultural diversity, management and intervention, collaborative strategies, resource and service utilization, and other instructional approaches that can maximize student success in school and community life. One of the primary goals of this program is to prepare teachers to work in inclusive school and community settings. Although inclusive settings are a focus for this program, this program also encompasses other types of special education arrangements for high incidence disabilities, such as resource and self-contained settings. The final semester of the program students complete a semester student teaching in their practicum setting.

Prospective students must apply online for the graduate teacher certification program in Exceptional Needs: Mild Intervention at http://site.educ.indiana.edu/FutureStudents/ApplicationProcedures/tabid/4977/Default.aspx (For more information about the application process contact Jeane Novotny at jnovotny@indiana.edu, 812-856-8584, or in Education 4274)

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## SCOPE OF THE MILD INTERVENTION LICENSE

This license in Mild Intervention is limited to K-6 or 7-12 license. Students must focus their coursework on a particular level of education. Student teaching is required for students who are seeking an initial license in special education.

## COURSE REQUIREMENTS

Depending on prior experience and coursework, credits will vary to complete a license in the area of Mild Intervention. The program is recommended to be completed with a cohort group and students must have permission from a faculty advisor to take courses out of sequence. The following is a list of courses for each semester of the program.

### YEAR ONE

**Prerequisite course**

- **K505** Introduction to Exceptional Children (3 cr.)

**First semester – 4 credits**

- **K565** Collaboration and Service Delivery (3 cr.)
- **K500** Orientation seminar (1cr.)

**Second semester – 9 credits**

- **K553** Classroom Management (3 cr.)
- **K535** Assessment and Remediation of the Mildly Handicapped (3 cr.)
- **S500** CoT Plus Seminar (3 cr.)

**Summer – 6 credits + language Education + HQ course**

- **K548** Family, School and Society (3 cr.)
- **EDUC L517** Advanced Study of the Teaching of Secondary School Reading* (secondary educators only) or
  **EDUC L504** Identifying and Working with Learner Literacy Difficulties* (elementary/secondary educators) (3 cr.) or
  **EDUC L545** Advanced Study of the Teaching of Reading in Elementary Schools* (elementary educators only) (3 cr.)

- **Highly Qualified (HQ)**** Course in specified content area (3cr.)

## YEAR TWO

### Third Semester – 9 credits + HQ course

- **K536** Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3 cr.)
- **K510** Assistive Technology in Special Education (3cr.)
- **S500** CoT Plus Seminar (3 cr.)

### Fourth Semester - 10 credits + HQ course

- **Highly Qualified (HQ)**** course in specified content area (3cr.)
- **M550** Student Teaching in Practicum Site (Required for initial license only)

*LA course may be waived based on previous coursework
** Highly Qualified courses (9) may be waived
***Students who need to student teach can begin as early as spring II if they have 20 portfolio expectations completed.

### REGISTRATION

Registration periods for coursework vary from semester to semester. For continuing students these usually fall around the first week in April for the fall semester, the third week in October for the spring semester, and the third week in March for summer school. New student registration typically occurs a week before the session begins. Students can obtain specific information about course offerings, schedules and registration procedures from the IU web pages.

### IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS

Field based practicum with mentor teacher: This program incorporates an ongoing field based practicum so that students can practice skills in situ. Finding a mentor and affiliating with this person throughout the program is one of the cornerstones of the program. Courses are designed to be completed in a practicum setting with the support of an experienced teacher. Students in the program will spend the first semester of the program finding a mentor and practicum site. Students wishing to complete an initial license will student teach at the completion of the program in their mentor's classroom.

Capstone Project/Portfolio: All students will complete a portfolio designed to reflect their understanding of high incidence disabilities and appropriate teaching strategies in high incidence special education settings.

Seminars: Seminar activities in K500/S500 are focused on building a community of learners and the opportunity to reflect critically around teaching with fellow colleagues. Students will complete portfolio expectations each semester of a CoT seminar.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a webcam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program. (http://education.indiana.edu/spedfist/Newstudents/tabid/13025/Default.aspx#technology)

Course Schedule: Students may use the course schedule included in this guide for general program planning. Exact listings, times, and locations for courses may be obtained in the *Schedule of Classes* on IU Registrar's web page: http://www.indiana.edu/~registra/ .

For graduate certification and masters general advising, contact:
Jeane Novotny

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School of Education, Room 4274
Indiana University
Bloomington, in 47405-1006
812-856-8584
jnovotny@indiana.edu

For information and guidance about distance education, contact:
Sara Gibson
Coordinator of Distance Education and Professional Development
School of Education
Bloomington, In 47405
[812] 856-5548
slavende@indiana.edu

For information and guidance about special education course work, contact:
Regina Weir
School of Education, Room 3224
Bloomington, In 47405
[812] 325-1224
spedfist@indiana.edu

Or
Dr. Gretchen Butera
School of Education, Room 3211
Bloomington, IN 47405
[812] 856-8155
gbutera@indiana.edu

**Note:** Students may check on the status of their personal records OneStart: https://onestart.iu.edu/my-prd/Portal.do .

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**ADVISING FORM FOR LICENSE IN MILD INTERVENTION**

Name _____ ID# _____

Local Address _____ City _____ Zip _____

Permanent Address _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ E-Mail _____

Advisor:

Campus Address:

Phone:

E-Mail:

**Approved**

_____

Signature

_____

Date

| Prerequisite | Credit | Year | Sem | Grade |
|---|---|---|---|---|
| *K505* | 3 | | | |
| **I. Mild Intervention Requirements** | | | | |
| K565: Collaboration and Service Delivery (Fall 1) | 3 | | | |
| K500: Sped seminar (Fall 1) | 1 | | | |
| K553: Classroom Management (Spring 1) | 3 | | | |
| K535: Assessment and Remediation of the Mildly Handicapped I (Spring I) | 3 | | | |
| S500: CoT Plus Seminar (Spring I) | 3 | | | |
| K548: Families, School and Society (Summer I) | 3 | | | |
| EDUC L517 or EDUC L504 or EDUC L545* (Summer I) | 3 | | | |
| K510: Assistive Technology in Special Education (Fall II) | 3 | | | |
| K536: Assessment and Remediation of the Mildly Handicapped (Instructional Strategies) (Fall II) | 3 | | | |
| S500: CoT Plus Seminar (Fall II) | 3 | | | |
| M550: Student Teaching (Spring II or Fall III)*** | 10 | | | |

Please describe how you will address HQ requirement**

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*LA course may be waived based on previous coursework
** HQ courses (9) may be waived
***Students may student teach after having 20 portfolio expectations completed. Required for initial license only.

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
**April 21, 2010**
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

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**What follows is a summary of speaker contributions.**

**Members Present:** R. Appelman, P. Kloosterman, G. Lopez, S. Martinez, B. Maxcy, F. Pawan, J. Rosario, P. Sutton, A. Teemant; **Alternate Members Present:** C.A. Hossler; **Dean's Staff Present:** T. Brush, T., Cummings, R. Sherwood; **Staff Present:** J. Lutz; **Graduate Student Members Present:** C. Chesnut; **Guests Present:** G. Butera, A. Friesen, R. Weir, J. Shedd, A. Stright, E. Vallance

**I. Approval of Minutes**
Minutes from the March 31, 2010 meeting (**10.09M**) were unanimously approved.

**II. Announcements and Discussion**
Dean's Report: Jack Cummings
The Dean of Beijing Normal University (BNU) will be here next week; his visit was arranged by Heidi Ross. This visit is leading to an agreement between the IU School of Education and BNU. The four facets of the agreement involve collaborative research, faculty exchanges, graduate student exchanges, and undergraduate exchanges. The next year will be a chance to explore the possibilities for this agreement.

BNU has a history of more than 100 years. It is comprised of 19 schools and 6 departments, and offers 52 bachelors degree programs, 127 masters programs, and 69 Ph.D. programs. It has 7 Key Research Centers, 16 post-doctoral research centers. It enrolls over 8,000 undergraduate students and over 7,000 master's degree candidates and doctoral candidates. There are 10,000 students enrolled in Continuing Education and Online Education, with over 2,000 international students. BNU also employs over 3,000 full time teachers and researchers.

At the faculty meeting, Dean Gonzalez mentioned an allocation of $200,000 from our cash reserves from which every faculty member who submitted an annual faculty report for the last two years and who received an exemplary or outstanding ranking will receive a deposit to her or his research account. This proposal is still before the Faculty Affairs Committee.

The impact of REPA is still being felt. Katie Paulin has fielded questions from perspective students regarding the possibility of getting a degree in secondary education. Some students are under the impression that they cannot major in secondary education. The school will have to undertake a systematic approach to informing advisors, prospective students, high school counselors, and others of the facts regarding this and other REPA information.

Don Hossler is wrapping up two years as Executive Associate Dean. In meeting with individual department chairs, it is clear that there is a great deal of respect for Don's work as Executive Associate Dean, his scholarship and knowledge of higher education, and so on. So, thank you to Don.

Although many people worked hard in preparation for the successful NCATE visit, special thanks should be extended to Jill Shedd, Tom Brush, Linda Houser, and Mary McMullen for their outstanding work with respect to NCATE.

Agenda Committee: P. Kloosterman
Core campus retreat date (September 24, 2010) and place (Bradford Woods) were announced.

There was discussion of a possible extra Policy Council Meeting during the first week of May.

**III.Old Business**
None.

**IV. New Business**

a. Reports from Standing Committees
   P. Kloosterman thanked and acknowledged committees that have submitted annual reports.
   Result: Reports were unanimously accepted.

b. Proposed Changes to Elementary Professional Education Requirements (**10.43**).
   T. Brush presented the proposed changes.
   Result: Unanimously passed.

c. Proposed Minors Approved for Elementary Education (**10.44**)
   T. Brush presented the proposed minors. Some questions were raised and answered.
   Result: Unanimously passed.

d. Approval of Maximum Credit Hours for Secondary Programs (**10.47**)
   T. Brush presented the proposal.
   P. Sutton suggested that some oversight mechanism be included whereby, in the fall semester, all program sheets will be formally approved.
   Result: Unanimously passed with the amendment.

e. Suspension of Post-Baccalaureate Certification only Admissions (**10.48**)
   T. Brush presented the proposal.
   Two changes were suggested. First, change wording from "Certification" to "Licensure." Second, make the proposal applicable to secondary students only: "Suspension of Secondary Post-Baccalaureate Certification only Admissions."
   Rationale for the proposal was that students who were not in any program tend to not have the advising and support that students who are getting licensure through a specific program such as CoT or T2T receive. Concerns were raised however, particularly over

the possibility that students would be lost (approximately 3-5 per year) because of this policy. Discussion ensued.
Result: Passed, with two proposed amendments included; two abstentions (J. Rosario and A. Teemant). If this continues to be an issue of concern in the fall, then it will be revisited in the hope of arriving at a solution that assures that students wanting licensure can either fit into an existing program or get the advice they need from non-program sources.

f. Approval of G203 to Meet Oral Expression & S&H Common Curriculum Requirements for all Programs (**10.46**)
T. Brush presented the proposal.
Result: Unanimously passed.

g. Approval of Options to Complete H205 or H340 in Secondary Education Programs (**10.45**).
T. Brush presented the proposal.
Result: Unanimously passed.

h. Art Education Program Proposal (**10.40**)
E. Vallance presented the proposal.
Some questions were asked and brief discussion ensued.
Result: Unanimously passed.

i. EFL/ESL Distance Education Program (**10.41**)
F. Pawan presented the proposal.
Result: Unanimously passed.

j. Academic Specialist long term contract (**10.35**)
A. Stright presented the proposal.
Discussion ensued.
Result: Unanimously passed.

k. Academic Sick Leave (**10.42**)
A. Stright presented the proposal.
Questions were raised, particularly regarding the following: issues of privacy, the reasoning behind this policy, and inequities between faculty and staff in regards to documenting sick days/leave. Discussion ensued.
Result: Discussion postponed, pending a more thorough rationale for the policy from the Faculty Affairs Committee.

l. Instructional Systems Technology—Distance Ed.D Program (**10.49**)
Result: Postponed (this has not been approved by the Graduate Studies Committee yet).

m. Special Education Masters Program Redesign (**10.39**)
G. Butera, A. Friesen, and R. Weir presented the proposal.
Result: Unanimously passed.

n. Graduate Level Exceptional Needs Certification (**10.50**)
G. Butera, A. Friesen, and R. Weir presented the proposal.
Discussion ensued, particularly related to the decision on agenda item "e" under "new business."
Result: Unanimously passed, with the understanding that the general issue discussed in relation to agenda item "e" and its relevance for this proposal may need further discussion in the fall.

**IV. New Courses/Course Changes**
The following courses were announced as being open for remonstrance:

Course changes:

Y799 Doctoral Thesis In Inquiry Methodology

Z525 Philosophic and historical foundations of art education

New Courses:

Z501 Art Methods for Non-art Specialist Educators.

Z503Workshop in Art Education: Variable Title

Z750 Topical Doctoral Seminar in Art Education: Variable Title

Z760 Art Education Research Seminar: Variable Title

L543 Teaching English in Global Contexts

L546 Mentorship and Literacy Coaching of EFL/ESL Teachers

L547 Language Policy and Planning

L544 Computer Assisted Language Learning

**P. Kloosterman adjourned the meeting at 3:00pm**