

Indiana University**School of Education****Professional Leaves Program for Clinical Faculty****PURPOSE**

The primary role of a clinical faculty member in the School of Education is to teach and provide instructional supervision. To maintain current knowledge to teach, clinical faculty members may need to participate in activities to enhance their teaching activities. The clinical professional leaves program is offered to provide time for clinical faculty members to engage in activities to keep current in developments in their fields of service or enhance the reputation of the School and University.

A professional leave is not a leave which a clinical faculty member automatically "earns" by having been employed for a given period of time. Rather, it is an investment by the School in the expectation that the professional leave will significantly enhance the faculty member's capacity to contribute to the instructional objectives of the School. For this reason, professional leave applications are approved only if there is adequate reason to believe that they will achieve this purpose.

A statement of proposed use of time is required to indicate the manner of achieving these general objectives. Adherence to an approved plan is expected of a clinical faculty member. At the termination of the leave, and not later than three months after his/her return to the campus, the clinical faculty member shall submit a report of his/her activities to the Office of the Dean of the School of Education on a form available in the Dean's office. A copy of this report should also be delivered to the appropriate departmental chairperson or program head. This report must be filed because it will be attached to the clinical faculty member's application for a future professional leave before it is circulated to the committee. Acceptable programs must include a planned, organized, and productive set of activities designed to enhance the clinical faculty member's teaching skills and should emphasize:

1. Developing or enhancing teaching or technical skills, program or curriculum development, or research and service in support of teaching.
2. Other projects satisfactory to the School of Education Faculty Affairs Committee.

TERMS OF LEAVE

Professional leave will be for one semester at full salary or for one year at half salary. A professional leave need not be taken in a single academic year but may be divided over several years. The professional leave program requires that persons on professional leave devote full time to the teaching-related activities for which the leave is granted and will receive no salary or stipend from other sources than the University except that (1) persons

on leave for a year at half pay may engage in other activity consistent with that for which leave is granted and receive salary, stipend, or honoraria from other sources in such amounts that total salary, stipend, and honoraria do not exceed approximately the annual income normally earned, and (2) persons on leave may receive grants from other sources for travel and research expenses incident to their activity.

ELIGIBILITY

A clinical faculty member in the School of Education at Indiana University is eligible for one professional leave during each period of seven year's full-time service (including time on professional leave), following the completion of the first six years of full-time service as a clinical faculty member.

For example, a faculty member may be granted one professional leave in the seventh, eighth, ninth, tenth, eleventh, twelfth, or thirteenth year of service, and one in the fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, or twentieth year of service. Ordinarily, however, a professional leave will not be granted within less than four years following a preceding professional leave. For example, a clinical faculty member who is granted professional leave in the twelfth year would not again be eligible until the seventeenth year. Leaves without pay do not count as part of the period by which eligibility for professional leave is determined, except that recipients of nationally or internationally competitive fellowships may count up to one year toward their next professional leave. The professional leave program applies only to persons who will return to their positions in the School of Education for at least one academic year following a period of professional leave. For example, a professional leave will not be granted for the last year of a clinical faculty member's service prior to retirement. To be eligible for professional leave, a clinical faculty member must agree to reimburse Indiana University for any salary, retirement contributions and insurance premiums paid during the professional leave in the event the clinical faculty member does not return for at least one year following the leave.

SCHEDULING

As far as possible, departmental schedules should be arranged so as to permit eligible members of the staff to take leaves. In arranging schedules, an attempt should be made to minimize the cost of substitute instruction and the disruption of the departmental program. To facilitate planning, clinical faculty members who intend to apply for leave during any part of one school year must give notice of intention to apply to the appropriate departmental chairperson by September 15, and applications shall be submitted to the Executive Associate Dean no later than October 1 of the preceding school year. Application forms may be obtained from the School of Education web site.

ADMINISTRATION

Applications for leave will initiate with the eligible clinical faculty member. The application will be routed through the Dean's office for appropriate action.

Department

The departmental chairperson is responsible for assuring that no essential departmental

and student needs are jeopardized because of the number of faculty members in a given area on sabbatical or professional leave. The chairperson will attach a statement showing the proposed schedule adjustments to permit the leave. The departmental chairperson is also responsible for attaching a specific evaluation of the faculty member's project. The chairperson may utilize the advice of a departmental committee or of individual colleagues, here or elsewhere. Even if the chairperson does not approve the project, it must be forwarded to the Dean of the School of Education for review.

Executive Associate Dean of the School of Education

The Executive Associate Dean will determine eligibility for a professional leave.

Faculty Affairs Committee

The Faculty Affairs Committee of the School of Education will review the application and make a recommendation to the Dean about the proposal. The Committee may, at its discretion, ask the clinical faculty member for more information or suggest changes to the proposal and invite resubmission prior to making a final recommendation to the Dean. In arriving at its recommendation, the Committee will take into consideration the record of accomplishment on previous professional leaves and the instructional needs of the School. The Committee may call upon other members of the faculty or on outside experts for an evaluation of the merits of the proposal.

The Dean's Office may also ask the chairperson of the department if scheduling problems present obstacles to granting leave. If the number of otherwise acceptable applications for one semester or year is so great as to cause excessive expense to the School or an unreasonable increase in the teaching load of other staff, the Dean's Office will determine a schedule of priorities among the applications.

The applicant will be given the opportunity to make representation to the Committee, as well as to the Dean's Office, if recommended by the department chair, Committee, or Dean to support the application. The Dean of the School will notify the applicant of the final decision on the proposal and a copy of the notification will be sent to the appropriate department chairperson. However, a favorable recommendation by the Committee and the Dean of the School of Education establishes sufficient likelihood of a grant of professional leave so that applicants are justified in proceeding with plans and arrangements for leave.

**SCHOOL OF EDUCATION
APPLICATION FOR PROFESSIONAL LEAVE FOR CLINICAL FACULTY**

Name:

Academic Title:

Department:

Effective date of initial appointment as a full-time clinical member of the faculty of Indiana University:

Periods of previous professional leave:

Periods of leave of absence other than professional leave:

With Pay—

Without Pay—

Indicate period for requested leave. (Options include one semester at full pay, a full academic year at half pay, or a divided leave as described in the documentation of professional leaves for clinical faculty.)

Action by Department Chairperson: Please attach a statement (a) evaluating the proposed project and (b) explaining scheduling adjustments that can be made within the department. The evaluation may be based on advice from a departmental committee, from colleagues, or from external evaluators. Whether or not the chairperson approves the application, it must be forwarded to the dean of the School.

I (do) (do not) recommend the approval of this professional leave project. (Attach explanatory memo.)

(Chairperson)

(Date)

(If necessary, attach extra sheets)

1. **Title of Proposed Professional-Leave Project.**

2. **Description of Project.** Describe your project below. Make clear the purpose of the project and explain its rationale. Provide enough detail on procedures, time schedule, and resources so that the plan can be judged for thoroughness of planning and for feasibility. Explain how you intend to allocate your time to the different tasks you plan to undertake.

PLEASE NOTE: If you have submitted a grant application for the project you wish to pursue while on professional leave, you may attach a copy and on this page and the following page fill in any information that is not contained in the grant application.

3. **Location of Project.** State the principal location of your project. Indicate plans for travel and arrangements for use of libraries, laboratories, or work with colleagues at other institutions. If you plan to work at other libraries, archives, institutions, laboratories, or the like, please indicate whether you have yet secured permission to do so.

4. **Applicant's Qualifications.** Summarize your academic background and accomplishments related to this project that bear upon its probable success. Attach a current curriculum vitae and other relevant data.

5. **Sources and Amounts of Funds.** List sources and amounts of funds in the form of grant, fellowship, allowance for expenses, or payment for services (including approved teaching) during the period of the professional leave. (Please note that such funds must be paid for services which are consistent with the professional leave program. Therefore, most regular teaching, consulting, or similar activities may not be used to supplement a professional leave stipend.)

6. **Value to the School of Education.** Explain how this leave will provide value to the School of Education. As part of this explanation, note how your project meets the guidelines for professional leaves described in the professional leaves policy.

7. **Signature of Applicant.**

I have read the School of Education rules governing the professional leave of absence. I agree not to accept any employment during the period of leave that has not been explained in this application. *In the event I do not return for at least one year immediately following the professional leave, I agree to reimburse Indiana University for any salary, retirement contributions, and insurance premiums paid during the professional leave.*

(Signature of Applicant)

(Date)

Recommendation of the Faculty Affairs Committee

Approve as proposed

Deny (explain)

Approve with conditions (explain)

Signature of the Chair of the Faculty Affairs Committee:

(Chair)

(Date)

Decision by the Dean of the School of Education

Approve

Deny

Comments:

Signature of Dean:

(Dean)

(Date)

Policy Council Members and Alternates
2006-2007

MEMBERS	TERM	ALTERNATES
Eckes, Suzanne	2005-07	Akerson, Valarie
Korth, Barbara	2005-07	Torres, Vasti
Levinson, Bradley	2005-07	Barab, Sasha
	2005-07	Lesh, Richard
Williamson, Genny	2005-07	Butera, Gretchen
Rosario, Jose	2005-07	Blackwell, Jacqueline
Bichelmeyer, Barbara	2006-08	Appelman, Robert
Cummings, Jack	2006-08	Thompson, Chalmer
Dilworth, Paulette	2006-08	Yazzie-Mintz, Tarajeau
Helfenbein, Robert	2006-08	Barman, Charles
Lewison, Mitzi	2006-08	Berghoff, Beth
Lopez, Gerardo	2006-08	Hossler, Don

STUDENT MEMBERS:

Brandon Foltz, Grad
Ebelia Hernandez, Grad
Anthony Smith, Undergrad

AGENDA COMMITTEE:

Bradley Levinson
Jose Rosario/Jacqueline Blackwell
Barbara Korth/Vasti Torres

STAFF REPRESENTATIVE:

Tara Wittmer

DEAN=S STAFF:

Gerardo Gonzalez
Catherine Brown
Peter Kloosterman
Diana Lambdin
Mary McMullen
Khaula Murtadha

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

December 13, 2006

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from October 18, 2006 Meeting ([07.12M](#))

- II. Announcements and Discussions
Dean's Report

Agenda Committee

Administrative Review Committees have been charged. Committee members for Cary Buzzelli are Christine Bennett-co-chair, Jacqueline Blackwell, Gerald Campano, Enrique Galindo-co-chair, Jill Turner-Student Representative and Jeane Novotny-Staff Representative. Committee members for Cathy Brown are Joyce Alexander, Sasha Barab, Gretchen Butera, Keith Morran, Rob Toutkoushian, chair, Camille Kandiko-Student Representative and Sara White-Staff Representative.

- III. Old Business

- a. Clinical Sabbatical Leave (**05.38**)
- b. Approval of standing committee memberships (**07.02**)
- c. Approval of Policy Council changes (**07.00R**)

- IV. New Business

- a. CEL-T program change (**07.14**)
- b. Waiver of GRE requirement for IST masters program if student is in IST Certificate program (**07.17**)
- c. International Comparative Education Program Change (**07.16**) **approved by GSC pending demonstration by the department that the school requirement for 12 credits outside of the program area is met**
- d. General Ed Requirements – update
- e. NCATE Response (**07.15**)

Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION

COURSE/PROGRAM CHANGE

**Revised Requirements for Computer Education License for Practicing Teachers
(CEL-T)**

1. Description of Change

The Computer Education License for Practicing Teachers (CEL-T) Program is a 15 credit hour curriculum at the graduate level resulting in an Indiana Computer Education License. This program has been developed in order to provide current teachers in Indiana with an add-on Computer Education license.

We request the removal of the course *P506 – Distance Learning Pedagogy (3 cr)* from the required list of courses for the CEL-T program. In place of this course, we would allow students to select one of two courses in consultation with their program advisor. These courses include:

- R546 – Instructional Strategies (3 cr)
- R547 – Computer-Mediated Learning (3cr)

Syllabi for each of the courses are attached.

2. Rationale

There are two rationales for this proposed change:

- (1) P506 was a course primarily offered by Dr. Curt Book. Dr. Book has recently joined the IST faculty, and this course has thus been renumbered as an IST course – R546. Thus, we need to change the course number in the program to reflect this move.
- (2) Feedback from former and current CEL-T students indicate the need for some of these individuals to possess additional programming/authoring skills, particularly those who will be teaching at the high school level. High school teachers with CEL licenses are increasingly being asked to teach courses dealing with web authoring and programming (an area that they are qualified to teach with a CEL license). Including R547 as an option for these individuals will provide them with the skills needed to competently teach these types of courses.

3. Faculty Staffing

Both R546 and R547 are offered as online courses, and are currently part of the normal course schedule in IST. R546 is normally offered in the Fall, and R547 is normally offered in the Summer. No additional staffing will be needed to accommodate CEL-T students enrolling in these classes.

4. Documentation of Standards

All IPSB and NCATE/National Education Technology Standards for Teachers and Technology Facilitators would continue to be met by the CEL-T program after this program change.

5. Integration with Existing Programs

The CEL-T program provides practicing teachers with the opportunity to receive a Computer Educator's license from the School of Education. The IST department will continue to implement and oversee the program.

6. Implementation Timeline

We plan to implement this program modification beginning in the Spring 2007 semester. Students currently enrolled in the CEL-T program will immediately have the option to complete either R546 or R547 to fulfill the current P506 course requirement.

7. Assessment Plan

Faculty overseeing the CEL-T program will continue to collect program-level assessment data as outlined in the initial CEL-T program description. These data have already assisted us in determining the need for this particular modification.

8. Program Faculty/Department Chair Approval

This proposed change has been reviewed and approved by the coordinator of the CEL-T program, Dr. Tom Brush, and by the Chair of the IST Department, Professor Elizabeth Boling.

Accreditor of Education Schools Drops Controversial 'Social Justice' Language by Paula Wasley

(This article originally appeared on *The Chronicle of Higher Education* website.
<<http://chronicle.com/daily/2006/06/2006060602n.htm>>)

The National Council for Accreditation of Teacher Education won a key endorsement on Monday in its quest for continued federal approval of its accrediting power after announcing that it would drop controversial language relating to "social justice" from its accrediting standards for teacher-preparation programs.

The council, which is the nation's largest teacher-education accrediting organization, has come under fire from conservative activists for the wording of standards that require that candidates in education programs "demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn."

The council, known as Neate, had said that teacher candidates' "dispositions" should be "guided by beliefs and attitudes such as caring, fairness, honesty and responsibility, and social justice."

The concept of social justice, opponents contend, has political overtones and can be used by institutions to weed out would-be teachers based on their social and political beliefs. Several teacher candidates, in fact, have complained recently about education professors who seemed more interested in students' political views than in their classroom performance (*The Chronicle*, December 16, 2005).

On Monday, at a hearing of the U.S. Department of Education's National Advisory Committee on Institutional Quality and Integrity, Arthur E. Wise, president of Neate, called the criticisms of the standards "unwarranted" but announced that the organization would drop "social justice" from the guidelines, "lest there be any misunderstanding about our intentions."

Mr. Wise emphasized that the phrase "social justice" was merely an example of criteria institutions may adopt when assessing candidates' dispositions, and was never intended as an accreditation requirement. Each institution, he said, was free to choose its own disposition evaluation criteria.

"The allegation that Neate requires thought control is simply wrong," he said. His announcement pre-empted testimony from members of groups such as the National Association of Scholars and the Foundation for Individual Rights in Education, who had gathered to voice objections to the "social justice" provision and request that the Department of Education withhold renewal of its recognition of Neate until that term was removed.

Stephen H. Balch, president of the National Association of Scholars, said he was "delighted" by Ncate's decision to strike the concept of "social justice" from its standards, calling the phrase "ideologically freighted" and "necessarily ambiguous." Similarly, Greg Lukianoff, president of the Foundation for Individual Rights in Education, applauded the change as a "step in the right direction."

"Social justice' is simply too vague of a term and susceptible to interpretation," he said. But, although pleased with the modification, Anne D. Neal, the president of the American Council of Trustees and Alumni, said rewording the standards was not enough.

Higher-education institutions have "already adopted the standard and are using it in ways that lend itself to political litmus tests," she said in an interview after the hearing, noting that several colleges have incorporated the words "social justice" into mission statements or teacher-evaluation forms.

It is, she said, "short-sighted to think that eliminating the words eliminates the problem." Mr. Wise countered that Ncate had already alerted member institutions to the changes and that a draft version of the revised standards was already available for public comment on the organization's website.

The National Advisory Committee on Institutional Quality and Integrity passed a motion recommending that the department renew its recognition of Ncate for five more years. It also recommended expanding the council's authority to include the accreditation of programs offering distance education.

Background articles from The Chronicle:

- Washington State U. Revises Evaluation Form for Would-Be Teachers That Led to Bias Complaints <<http://chronicle.com/daily/2006/03/2006030103n.htm>> (3/1/2006)
- 'We Don't Need That Kind of Attitude' <<http://chronicle.com/weekly/v52/i17/17a00801.htm>> (12/16/2005)
- Group Asks Education Dept. to Investigate 2 Accreditors for What It Calls Politicized Standards <<http://chronicle.com/daily/2005/11/2005110206n.htm>> (11/2/2005)
- Accreditation Group Releases New Standards for Teacher-Education Programs <<http://chronicle.com/daily/2000/05/2000051606n.htm>> (5/16/2000)
- Fight Intensifies Over Accreditation of Teacher-Education Programs <<http://chronicle.com/weekly/v45/i07/07a01201.htm>> (10/9/1998)
- Debate Over Accrediting Teacher Education Continues <<http://chronicle.com/che-data/articles.dir/articles-38.dir/issue-35.dir/35a01902.htm>> (5/6/1992)



November 6, 2006

SCHOOL OF
EDUCATION

Arthur E. Wise
President
National Council for the
Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 200036

Dear Art:

At a recent faculty meeting, a member of our School of Education faculty raised a question about whether NCATE had dropped its use of the term "social justice" in accreditation standards documents. If so, he wanted to know what this meant and whether our faculty should formulate some type of formal response.

I have seen your June 16th "Statement from NCATE on Professional Dispositions" posted on your Website, but I am not aware of any recent actions that may have occurred regarding this controversy. Thus I am writing to ask you what changes, if any, NCATE has made relative to the use of the term "social justice" and what may have led to those changes. I'd like to report back to the faculty and rather than seek third-hand information I thought I should ask you directly.

This issue will be on the agenda for our next Policy Council meeting in early December and I'd appreciate any information or background materials you can provide me before then. Thank you for your attention to this request.

Cordially,

A handwritten signature in black ink, appearing to read "Gerardo M. Gonzalez".

Gerardo M. Gonzalez
University Dean

Cc: Dr. Bradley Levinson, Chair, Policy Council Agenda Committee

OFFICE OF THE DEAN

Wendell W. Wright
Education Building
201 North Rose Avenue
Bloomington, Indiana
47405-1006

812-856-8001

Fax: 812-856-8088

www.education.indiana.edu/

FW your question on professional dispositions

From: Gonzalez, Gerardo M.

Sent: Monday, November 13, 2006 3:16 PM

To: Levinson, Bradley Adam Unger; Blackwell, Jacqueline; Torres, Vasti

Cc: Kaho, Jane; Brown, Catherine Ann; Edwards, Clara Marie; Gonzalez,

Gerardo M.; Houser, Linda Lou; Kinman, David; Kloosterman, Peter W.;

Lambdin, Diana V; Leland, Christine H.; McMullen, Mary B.; Murtadha,

Khaula H.; Shedd, Jill D; Williamson, Genevieve Manset

Subject: FW: your question on professional dispositions

Per our discussion at the last Agenda Committee meeting, the NCATE response to the letter I sent Art Wise inquiring about the "social justice" controversy is attached below. I'm copying the school of Education associate deans so they're aware of the response as well.

Gerardo

-----Original Message-----

From: Jane@ncate.org [mailto:Jane@ncate.org]

Sent: Monday, November 13, 2006 2:51 PM

To: Gonzalez, Gerardo M.

Cc: Art@ncate.org

Subject: your question on professional dispositions

Dear Dr. Gonzalez:

Art received your letter in the mail as he was preparing to leave for BOE training around noon today. He wanted me to get back to you so that you would have an answer sooner rather than later! The following is Art's response:

NCATE's 2001 Standards-- with their emphasis on candidate outcomes rather than curriculum--represented a dramatic departure. When it came time for a periodic review of the Standards, we promised that the only changes would be to clarify expectations, to remove ambiguity, and to promote consistency.

Quite a few individuals and organizations responded to our invitation to review and comment on the standards. The Standards Committee of the Unit Accreditation Board carefully analyzed each comment and made a number of changes to clarify the Standards. These changes were then reviewed by the Unit Accreditation Board.

A number of comments concerned the important ideal of "social justice." NCATE Standards, particularly its Diversity Standard, contain elements of "social justice." The Diversity Standard requires that institutions prepare teacher candidates who can teach so that all children learn. NCATE Standards also require that teacher candidates teach consistently with the ideals of fairness and the belief that all children can learn. NCATE's performance -based approach means that its expectations be measurable in the context of candidates' clinical experiences such as student teaching.

The committee and the Board reaffirmed these long-standing expectations, making a small number of wording changes to clarify how the Diversity Standard and "professional dispositions" are to be measured.

Dr. Gonzalez, the proposed wording changes that pertain to NCATE's regular revision cycle for the standards can be viewed at:

http://www.ncate.org/public/0511_stdRevision.asp?ch=148

The change in wording was actually in the definition of 'dispositions' and that definition is in the glossary. You will want to review the diversity standard as well.

You have Art's statement on dispositions already at

http://www.ncate.org/public/0616_MessageAwise.asp?ch=150

FW your question on professional dispositions
BTW, we still use your excellent editorial as an example that others may
follow: see this link:
<http://www.indiana.edu/%7Esoenews/news/news983377388.html>

Let us know if you need further information.

Jane Leibbrand
Vice President, Communications
National Council for Accreditation of Teacher Education 2010 Massachusetts Avenue,
NW Suite 500 Washington D.C. 20036-1023 Tel (202) 466-7496 FAX (202) 296-6620
website: <http://www.ncate.org>

TO: Martha McCarthy

FROM: Peg Sutton

DATE: September 12, 2006

RE: Modifications to the Masters program in International/ Comparative Education

Because of a number of changes in faculty and in the interests of incoming students, the faculty members in Foundations discussed modifications to requirements for the ICE Masters' degree at our program area meeting on September 8. This memo summarizes our recommendations, which we hope will serve as the basis for a discussion among the ELPS faculty as a whole.

In general, we are in favor of creating a more flexible program that can be adapted to the range of interests represented among Masters' students in recent years. Whereas in the past, this program was focused on providing education for people who might work in the field of education and development, it now also attracts those who aspire to work in the fields of student exchange, curriculum development, and other areas. It is also of interest to practicing teachers who seek to widen their knowledge of global issues.

Thus, we propose three major changes:

- (a) Reduce the "Basic Core" requirements from 15 credits to nine credits, retaining the nine-credit requirement for "Specialized Studies in International and Comparative Education." This reduces the required "H" courses from 24 to 18 hours.
- (b) Require each Masters student, in consultation with his/her advisor, to create a nine-credit "concentration" of courses, along with a rationale for the concentration. We envision this concentration as being built from courses available anywhere in the university. For example, one student may choose a concentration in Higher Education and take courses wholly within the School of Education. Another may wish to develop an "area studies" expertise in e.g., Africa, Latin America, or East Asia. The three courses may then come from either the College of Arts and Sciences alone or from a combination of SOE and COAS courses;
- (c) Introduce an Inquiry requirement. Require one inquiry course, approved by the advisor. We are in favor of adding an inquiry component because such skills contribute to graduate's competitiveness in the job market.

In relation to (a) we propose two changes in specific course requirements:

1. Eliminate H560: Education and Social Change (no longer offered since the retirement of Harbans Bhola) as a required course. We believe that the subject matter is encompassed in other required and optional courses, including H551 and several H637 courses that are regularly offered.
2. Move H620: Seminar in Education Policy Studies from “Basic Core” to “Specialized Studies in International and Comparative Education.” The reason for this proposal is, as noted above, that not all of our Masters students are aspiring to work in policy related fields or positions.

Taking these changes together, the new ICE Masters’ program requirements would comprise the following:

Proposed Master’s Program in International and Comparative Education

I. Basic Core (9 credits)

H551 Comparative Education

H552 Comparative Education II

H637 Topical Seminar - Comparative and International Education topic

II. Specialized Studies in Educational Foundations (9 credits)

Three courses selected from:

H504 History of American Education

H520 Education and Social Issues

H525 Anthropology of Education

H530 Philosophy of Education

H540 Sociology of Education

H620 Seminar in Educational Policy Studies

A630 Economic Dimensions of Education

H637 Topical Seminar

One course selected from:

H590 Independent Study (3 credits) or

H553 Travel Study (3 credits)

III. Concentration (9 credits)

Three courses, selected with the advisor, that form a coherent concentration pertinent to the student’s specific interests in the content of comparative and international education or the application of comparative methods to the study of education, for example, African Studies, curriculum, East Asian Studies, higher education, language education. Courses may be selected from those offered by any appropriate unit in the University, but in planning the

concentration, students are particularly encouraged to include courses outside the School of Education.

IV. Inquiry Methodology (3 credits)

One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include inquiry outside the School courses on the approved list available at <http://www.indiana.edu/~educate/ApprovedInquiryCoreClasses.pdf>.

V. Electives (6 credits)

Students choosing to complete a master's thesis will take 6 credits of H599 Master's Thesis to meet this requirement. Those who do not should select elective courses with the consent of the advisor.

07.17

From: Boling, Elizabeth
Sent: Tuesday, December 05, 2006 2:36 PM
To: McMullen, Mary B.
Cc: Kaho, Jane; Boling, Elizabeth; Teh, Ruth
Subject: Waiver of GRE Requirement for IST Certificate Students

The Instructional Systems Technology Distance Program Committee, with the approval of the IST faculty, is requesting approval from Graduates Studies and the Faculty Council of the following policy:

Students admitted to the IST Certificate program who have completed 9 credits in that program with a GPA in those credits of 3.7 or better are exempted from the GRE requirement if they make an application to the IST MS program.

If they decide to apply to the Ph.D. program, either after the Certificate or after the MS, they will not be exempted from the GRE requirement, except by individual request as might otherwise happen (for example, if they have valid GMAT scores, a recent and relevant degree with high GPA, etc.)

Since all courses in the Certificate program are courses in the major, and since virtually all of our Certificate students are full time professionals with previous degrees, we feel that their strong performance in these 9 credits is a viable indicator of their ability to handle the academic requirements of the 36 credit IST MS successfully.

| Elizabeth Boling | Instructional Systems Technology
| 201 North Rose Ave #2276a | Bloomington | Indiana
| 47405 | 812.856.8467 | fax 812.856.8239 | www.indiana.edu/~iirg/ |
| www.indiana.edu/~idt/

**MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION**

December 13, 2006

1:00 P.M.

School of Education

IUB Room 2140

IUPUI Room 3138E

****The following are summaries of speaker contributions****

Members Present: Bichelmeyer, Cummings, Dilworth, Helfenbein, Korth, Levinson, Lopez
Alternates Present: Akerson, Blackwell, McDuffie, Pawan **Dean's Staff Present:** Gonzalez,
Kloosterman, Lambdin, McMullen, Murtadha **Staff Representative:** **Student Representatives:**
Visitors: Boling, Brush, Goodman, Houser

I. Approval of the Minutes from the October 18, 2006 Policy Council Meeting

A motion was made by Bichelmeyer and seconded by Akerson to approve the minutes from the October, 18, 2006, Policy Council meeting. The minutes were approved unanimously.

II. Announcements and Discussions

a. Report of the Agenda Committee

Levinson announced that Administrative Review Committees have been formed for Cary Buzzelli and Cathy Brown. Committee members for Cary Buzzelli are Christine Bennett (co-chair), Jacqueline Blackwell, Gerald Campano, Enrique Galindo (co-chair), Jill Turner (student representative), and Jeane Novotny (staff representative). Committee members for Cathy Brown are Joyce Alexander, Sasha Barab, Gretchen Butera, Keith Morran, Rob Toutkoushian (chair), Camille Kandiko (student representative), and Sara White (staff representative).

Levinson also thanked Jacqueline Blackwell and Vasti Torres for serving on the Agenda Committee for the past semester.

b. Dean's Report

Dean Gonzalez reminded members that the School of Education recently received funding for the Center for Research and P-16 Collaboration in Bloomington and the Urban Center for the Advancement of Science/Mathematics Education (UCASE) in Indianapolis. Recent efforts have focused on defining the missions of the centers and implementing their charges. One effort was to introduce the Pathways Initiative, for which IU made a special request to the Indiana General Assembly. This initiative

would allow special relationships to be established between a set of urban schools in Marion County, Lake County, and St. Joseph County to improve student achievement and college preparation, particularly in the areas of math and science. The idea is to demonstrate how a multi-campus research university can engage with high-risk school districts. Last Friday, the initiative was reviewed by the Indiana Commission for Higher Education. Unfortunately, due to budget projections and other priorities of the state, the Pathways Initiative was not forwarded to the Senate Budget Committee by the ICHE. Although there are other ways to pursue funding for Pathways, Dean Gonzalez recognized that having additional time to think about how to overcome obstacles that prevent us from building more successful relationships with urban schools could be useful. The original ideas have been scaled back, and using funds from the P-16 Center, we will be increasing our efforts with two high schools in Indianapolis, one high school in South Bend, and single-gender elementary academies in Gary. The School of Education will also be working with a program announced by the governor to start five new high-tech high schools, including one in Monroe County.

Dean Gonzalez addressed these and other issues last week at the IU Trustees meeting. The Trustees are very interested in improving education in the state of Indiana, and Dean Gonzalez was able to share some of the innovative programs that the School of Education offers, such as the Cultural Immersions Project and Transition to Teaching program. *Time* magazine is currently carrying a cover story about schools of the twenty-first century, and the trustees have communicated with Dean Gonzalez to participate in a discussion about ways to implement some of the ideas promoted in this article. Dean Gonzalez believes we will be asked for further engagement in K-12 schools besides our traditional role of teacher education.

Dean Gonzalez referred to the Core Campus Committee that was commissioned by the President and chaired by Charles Bonser. A copy of the committee's report was presented to the Trustees for discussion last week. The report is very positive about the core campus system, but recognizes the impediments and barriers that exist. The President informed the Trustees that in February he will report his recommendations in response to the committee's findings. Dean Gonzalez believes the University is committed to strengthening the core campus, rather than dissolving it. Dean Gonzalez sees this as an opportunity to identify the substantive barriers that prevent the core campus from being more successful. He has asked Khaula Murtadha to arrange a meeting of the faculty at IUPUI to discuss changes that may need to take place. He also encouraged Bloomington faculty to give input about the core campus system. At the Trustees' meeting, several references were made to the School of Education as a model of what the core campus system should strive to be.

III. Old Business

- a. Professional Leave for Clinical Faculty ([05.38](#))

Kloosterman said that this document originally came before the Policy Council in April 2005. It was referred to the departments for review and discussion. All departments have reported back. The feedback was positive, but one suggestion was made in regards to the eligibility. The document had read that “A clinical faculty member in the School of Education at Indiana University is eligible for one professional leave during each period of seven year’s full-time service (including time on professional leave), following the completion of the first six years of full-time service as a clinical faculty member.” The Counseling and Educational Psychology asked that “as a clinical faculty member” be deleted.

A motion was made by Cummings and seconded by Dilworth to accept the original form of the Professional Leaves Program for Clinical Faculty policy ([05.38](#)).

Helfenbein questioned whether this policy was a Bloomington-only policy. Kloosterman confirmed that it was, but Dean Gonzalez stated that policies created by one of the Core Campus committees can help to shape discussions at the other campus.

Korth suggested that the department chairs and deans negotiate professional leaves when they are making offers to clinical faculty candidates. People who are already in clinical positions would not have the opportunity to negotiate, however. Cummings responded that because this change would only affect 2 or 3 people, if the department chair supports the leave, then the decision could be left to the dean’s discretion.

Kloosterman pointed out that these applications will be reviewed by the School of Education Faculty Affairs committee, but do not need approval from the campus-wide sabbatical committee. He also stated that the application deadlines for professional leave for clinical faculty will follow the same as deadlines for tenure-track faculty, although one application has been submitted for next year under the assumption that this policy would be approved by Policy Council.

The motion was approved unanimously.

b. Approval of Standing Committee Memberships ([07.02R](#))

McMullen clarified that Gerardo Lopez is the chair of the Student Retention, Admissions, and Financial Aid committee.

A motion was made by Blackwell and seconded by Bichelmeyer to approve the standing committee memberships. The motion passed unanimously.

c. Approval of Policy Council Changes ([07.00R](#))

A motion was made by Bichelmeyer and seconded by Korth to approve the changes to the Policy Council members and alternates. The motion passed unanimously.

IV. New Business

a. CEL-T Program Change ([07.14](#))

Levinson brought forth the revised requirements for the Computer Education License for Practicing Teachers (CEL-T) that had been passed by the IUB Committee on Teacher Education.

A motion was made by Cummings and seconded by Akerson to approve the revised requirements for the CEL-T program.

Brush explained that these changes were necessary, because a formerly required course (P506) is no longer being offered. In place of this course, they proposed that one of two courses (R546 or R547) be required. One of these course options responds to feedback from current high school teachers who feel they need more experience learning about programming and authoring skills.

The motion passed unanimously.

b. International/Comparative Education Program Change ([07.16](#))

The program change for the International/Comparative Education Masters program was approved by the Graduate Studies Committee pending demonstration by the department that the school requirement for 12 credits outside of the program area was met. Levinson responded that the department felt it was implicit that the 9 credits of concentration courses would come from outside the program. Additionally, the 3 credits of Inquiry Methodology courses would come from outside the program area.

McMullen inquired about the A630 course. A separate proposal has been submitted for an A631 course that has the same name and similar course description. Levinson responded that the current A630 course tries to serve two different constituencies, and that proposal has been created to filter these two groups. It was decided to continue with the proposed program changes. If further changes are needed to include A631, this would be brought back for further discussion at a later date.

Levinson described that the program changes were necessary due to a course in the program that had not been offered in several years. The course had had much overlap in content with H551 and H552. Changes were also necessary due to changing needs of students with diverse interests and a desire by faculty to officially include inquiry courses in the curriculum.

A motion was made by Akerson and seconded by Lopez to approve the changes to the International/Comparative Education Masters program.

Helfenbein expressed concern about students having the ability to choose courses in the Specialized Studies in Educational Foundations requirements. He believes a student could take courses and skip some of the major foundation areas. Levinson responded that most of the courses in the program are taught by faculty with strong foundational backgrounds, and H551, H552, and H637 are taught from a foundational perspective.

In response to the Graduate Studies Committee concerns, a motion was made by Levinson and seconded by Pawan to amend the proposal under Section III to state, “Three courses from outside the Foundations program area, selected with the advisor, that form a coherent concentration pertinent to the student’s specific interests in the content of comparative and international education or the application of comparative methods to the study of education, for example, African Studies, curriculum, East Asian Studies, higher education, language education.”

The proposal was unanimously approved as amended.

c. Waiver of GRE Requirement for IST Masters Program if Student is in IST Certificate Program ([07.17](#))

Boling introduced the proposal which will allow students who have completed nine hours in the IST certificate program with a GPA in those credits of 3.7 or higher to be exempt from the GRE requirement if they apply to the IST Masters program.

Lopez asked what the motivation would be to apply to the Masters program as opposed to the Certificate program. McMullen responded that they have to achieve at least a 3.7 GPA. Boling added that the IST faculty members do not have a preference regarding whether students begin as their Masters coursework while enrolled as pursuing a Certificate. If students apply to the Certificate program and are performing well, they would be qualified for the Masters program.

A motion was made by Helfenbein and seconded by Cummings to approve the waiver of the GRE requirement for the IST Masters program with the stipulations stated in document [07.17](#). The motion passed unanimously.

d. General Education Requirements

Levinson updated members on the campus-wide discussion to establish general education requirements for undergraduates. The meeting of the General Education Committee was happening concurrently with the present meeting. Diana Lambdin has requested that School of Education faculty members identify specific courses, both within the School of Education and COAS, that should be included in the Common

Ground general education requirements.

e. NCATE's Decision to Drop Social Justice Language ([07.15](#))

The issue of NCATE choosing to remove “social justice” from its accrediting standards was originally brought to the Agenda Committee’s attention by Jesse Goodman. Levinson stated that this issue had been discussed by the Elementary and Secondary Education Councils and the respective Committees on Teacher Education. The documents provided ([07.15](#)) included an article from *The Chronicle of Higher Education*, a letter from Dean Gonzalez to the NCATE President, and an email response from an NCATE vice president. Levinson described that the Agenda Committee suggested that the Policy Council discussion should focus on two points: the meaning of the recent changes in NCATE standards for our teacher education programs and what else could or should we do to address these changes.

Goodman thanked Dean Gonzalez for writing the letter to NCATE, but was not happy with their response. His main concern was the pressure that political groups bring to organizations like NCATE to try to control teacher education issues.

Houser stated that in her role as a chair and member for BOE visits, she has found that institutions that included social justice in the missions of their teacher education programs were viewed favorably by the teams that visited these institutions. Dilworth asked whether we were concerned that because NCATE has dropped this language that IU would be penalized. Houser responded that each individual institution must determine what they value, and institutions would not be penalized because they valued social justice.

Lopez said that is important to understand the rationale behind NCATE’s decision. There was a lot of political pressure involved, and NCATE’s reauthorization to be an accrediting body is being reviewed this year by the U.S. Department of Education. Due to the lawsuits related to the social justice issue, NCATE felt it would be best to drop social justice language so that they can continue as an accrediting body. Helfenbein added that this position came out shortly after an article by George Will that was critical of teacher education programs.

Dean Gonzalez stated that regardless of whether the wording is stated or not, we will continue to do what we believe is the right thing to do.

Levinson asked whether we wanted to reconsider our relationship with NCATE or communicate with them further. Rather than reinstating social justice, we may want to discuss the process of how political pressure can shape NCATE’s positions. Goodman agreed that his main concern was not in the dropping of social justice, but rather the political pressure on teacher education organizations and the way in which

this change took place. He questioned whether it would be to our advantage to consider withdrawing from NCATE, but understood the difficulties this may present. Kloosterman clarified that there is no membership in NCATE and thus while NCATE accredits us, we are not members of NCATE. As a university we could choose to not go through the next NCATE accreditation process, opting only for State of Indiana accreditation instead.

Lopez believed one of the challenges presented is that schools of education nationwide are uncertain of the consequences of withdrawing from an organization held in such high regard as NCATE.

Dean Gonzalez observed that he believes that rather than to engage in confrontation about language, we should stay focused on what we do, do it exceptionally well, and document the steps we take.

Korth suggested that we at least acknowledge our own identity and values with regards to the issue of social justice and the importance it plays in our undergraduate programs. She echoed the previous concerns and said that if we allow this to “slide by,” she is worried that similar changes would take place in the future.

Although Goodman stated there are many times when universities can encourage change, he conceded that this may not be one of those times.

McDuffie commented that there is an important difference between removing language with which we agree and adding language with which we disagree. Cummings pointed out that although we are not members of NCATE, we are NCATE, and accreditation bodies are made up of representatives of accredited institutions. If there is dissatisfaction with standards set by NCATE, the opportunity exists to be on the boards, make changes, and create the conversation through literature. This change should put us on guard for future changes and allow further discussion to take place.

Levinson adjourned the meeting at 3:10 P.M.