

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

January 27, 2010
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138E

- I. Approval of the Minutes from November 11, 2009 Meeting **(10.19M)**

- II. Announcements and Discussions
Dean's Report

Agenda Committee
Report from IUB Direct Admit Committee **(10.27)**
Administrative Reviews – Mary Beth Hines and Martha McCarthy

- III. Old Business
Diversity Topic – Josh Smith and James Damico

- IV. New Business
 - a. Election of Nominations and Elections Committee. Agenda committee nominated
Jacqueline Blackwell
Barbara Erwin
Jesse Goodman
Margaret (Peg) Sutton
Elizabeth Vallance
 - b. Proposal for Change in Science and Environmental Education Specialization with the Secondary Education Master's Degree Program – Sherwood **(10.23)**
 - c. Proposal for Change Educational Leadership Program Transfer Credit Requirement – Crow **(10.24)**
 - d. Proposal from Agenda Committee for core campus course proposals – Kloosterman **(10.25)**
 - e. Proposal from IUB Faculty Affairs Committee regarding faculty annual reviews – Stright **(10.26)**
 - f. Proposal regarding Grade Prerequisite Proposal for N102 and N103 – Galindo **(10.21)**

- V. New Courses/Course Change Proposals

TO: Elementary Education Council
FROM: Mathematics Education Faculty
RE: Prerequisites for N102 and N103
DATE: October 8, 2009

In the last few years the Mathematics Education Faculty developed and began offering courses on teaching and learning elementary school mathematics (EDUC-N 102 and EDUC-N 103) for our elementary majors. These courses meet two of the requirements of the Mathematics sequence T101, T102, T103. Since its inception, we have had the practice of requiring students to earn a grade of C or better in MATH-T 101 in order to enroll in N102 or N103. MATH-T 101 focuses on our system of numeration and arithmetic, essential topics in the elementary school curriculum. This practice has not affected enrollment in the N courses and has helped ensure that students get the most out of the N courses and are well prepared to teach the elementary school mathematics curriculum. We are requesting that this practice of requiring C or better in MATH-T 101 becomes an official prerequisite for the EDUC-N 102 and EDUC-N 103 courses. Furthermore, we recently had approval within the School of Education for a new course EDUC-N 101, which can be substituted for MATH-T 101. Once N101 is approved by the university we would like the course prerequisites for N102 and N103 to include getting a grade of C or better in EDUC-N 101. The course description for T101 is below.

**Mathematics | MATH FOR ELEMENTARY TEACHERS I
T101 | ALL | --**

Mathematics for Elementary Teachers I (3 cr.) P: M014, M018 or a score of at least 10 on the Math Skills Assessment Exam. Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Only open to elementary education majors.

Rationale

1. The topic of Number and Operations is the hallmark of the elementary school mathematics curriculum. The study of number and operations provides opportunities for prospective teachers to create meaning for what many had only committed to memory but never really understood. These topics are not addressed again in T102, N102, T103, N103, thus T101 and N101 provide the last opportunity for our elementary majors to gain the needed understandings of these topics so that they will be able to teach them in meaningful ways.
2. The topic of number and operations is not the focus of N102 or N103; however a minimal understanding of this topic is needed to be able to understand the topics studied in N102 and N103. EDUC-N 102 focuses on learning and teaching selected topics in probability and statistics. EDUC-N 103 focuses on learning and teaching selected topics in geometry and measurement.
3. At our request, the Mathematics Department included these prerequisites for their T102 and T103 courses. We would like all equivalent courses to have similar requirements.

Proposal to Modify the Requirements for the M.S. in Education Science and Environmental Education Major
November 2, 2009 From Bob Sherwood

Issues:

- Current program was prepared for old licensure standards where teachers had to get a significant number of credit hours in their content area to keep license
- Getting the number of hours of science courses (15) is very difficult for any returning teacher
- Getting the “masters in passing” towards the Ph.D. does not fit very well with the current Ph.D. program
- It would allow for more distance education courses as offerings grow.

Proposed Changes:

1. Reduce number of science hours to 9 instead of 15. This would make the degree more in line with the M.S. in Mathematics Education (requires 6 hours of graduate level mathematics), students who are admitted for the M.S. in Education but expect to apply for the Ph.D. as well as in-service teachers.
2. Make the course selections in science education (9 hours) more broad such as:
“Courses selected from E548 (Advanced Elementary Methods), S518 (Advanced Secondary Methods) and any 500 or 600 level Q course”
3. Increase the electives to 12 from 9 to allow more flexibility

Keep:

- J500 Instruction in Context of Curriculum (3)
- One Foundations/Inquiry Course (3)

Summary of Program

- J 500 (3)
- Foundations/Inquiry (3)
- Graduate Level Science Courses (COAS or SPEA) (9)
- Graduate Level Science Education Courses (9)
- Practicum or Thesis or Electives (6)
- Electives (6)
- Total 36 hours



Department of Curriculum & Instruction

Science & Environmental Education Specialization within the Secondary Education Master's Degree Program

The Science & Environmental Education Secondary Education major includes 21 hours in professional education and 15 hours in science. The professional education courses provide you with a broad overview of science instruction and curriculum as well as experiences in curriculum design and development. The science courses are prescribed on an individual basis to provide you with a choice of field breadth or specialization in a selected discipline of science.

1. General Curriculum (3 hours): Education J500.
2. Special Program Area Basic Course (3 hours): Education E548, Q517, or S518.
3. Specialized Studies (12 hours):
 - A. Science Education (6 hours)
 - Select from the following Education courses: E548, Q506, Q528, Q540, and S518
 - B. Primary Science Area Courses (6 credits).
 - These courses must be at the graduate level in the primary area in which professionalization is desired.
4. Foundational Areas & Inquiry Skills (3 hours minimum):
 - Select at least one of the following Education courses: P501, P507, P510, P516, P525, P540, P544, H510, H520, H530. Other courses may be needed for special skills related to a particular practicum or thesis topic.
5. Electives in Science for the Supporting Area (9 hours): These courses must be at the graduate level in the supporting area in which professionalization is desired.
6. Thesis or Practicum Option (6 hours): Practicum proposals and thesis topics must be selected with the approval of your advisor. Practicums must extend over at least two semesters or one semester and a regular summer session. Six hours of course work may be substituted in lieu of a thesis or practicum with the approval of your advisor.

For information about a secondary education master's degree with a specialization in Science & Environmental Education, contact:

Dr. Robert Sherwood, Coordinator
Wright Education Building, Room 3054
Bloomington, Indiana 47405-1006
(812) 856-8154 or rdsherwo@indiana.edu

Recommendation to change the number of transfer courses for the Building Administration K-12, Initial License:

Original version of Graduate Studies Bulletin re Building Administration K-12, Initial License (p. 73):

“Licensure requires the completion of 24 credit hours, at least 12 of which must be taken on the Bloomington or Indianapolis campus...”

Recommended revision:

“Licensure requires the completion of 24 credit hours, at least 18 of which must be taken on the Bloomington or Indianapolis campus, including the A695 Practicum course...”

When a new course or course change is proposed, the individuals proposing the course must select one campus (IUB, IUPUI) as the originating campus for the course and the course will go through the approval process for that campus first. If the individuals proposing the course believe it is appropriate for the core campus, the matching course procedure should be followed as soon as the course is approved on the initial campus. Any course not initially matched can go through the matching procedure at the time it is needed on another campus.

Dear Faculty,

The Faculty Affairs Committee of the School of Education plans to recommend to the School of Education Policy Council that Faculty Annual Reports for 2008 and 2009 both be considered by department committees' evaluating faculty for a possible raise in 2010-11 academic year.

If no raise is given in 2010-11 academic year, then the Faculty Affairs Committee will recommend to the School of Education Policy Council that Annual Reports for 2008, 2009, and 2010 all be considered by department committees' evaluating faculty for a possible raise in 2011-12 academic year.

We send this message at this time to alert faculty that the Annual Report is important this year for possible future raises.

Sincerely,

The Faculty Affairs Committee

Contact: Anne Stright, Chair, Faculty Affairs Committee, at astright@indiana.edu or 856-8318 with questions

School of Education

Direct Admit Scholars Overview

Application Process

- In the fall of 2009, we welcomed our first class of Direct Admit Scholars. This program was designed to attract top students to our School of Education. As the quality of the IU freshman class has increased, fewer students have indicated an interest in education. In addition, those students who were admitted to IU with an education major were often choosing other universities because they had many options. Our goal for this program was to increase our yield for these top students, and to retain them within the school.
- In January of 2009, we invited 350 students to apply for the Direct Admit Scholars program. These students met the following requirements: 3.6 cumulative GPA or higher AND 1160 SAT (critical reading and math) or a 26 composite ACT. Students who had been invited to the Hudson and Holland Scholars program were also invited to apply.
- Of the 350 students, 82 applied for the program. The students completed an online application that consisted of two essay questions.
- All 82 students were offered direct admission to the School of Education.
- Of those 82, 62 accepted our offer and joined us at IU.
- The students had an average SAT of 1200 and an average GPA of 3.8.
- For fall 2010, we have received 145 applications for direct admission.

Fall Semester

- Of the 62 students, 55 remain active within the program at the end of the fall semester. Five students changed their major, one transferred and one had to take a medical leave.
- The students completed the fall semester with a 3.59 average. Fifteen of the students have already passed the Praxis exam.
- Ten out of the 55 students are interested in teaching math or science, and another 9 are interested in special education.

Scholarships

- We were able to offer 8 scholarships to this first class of Direct Admit Scholars. These awards were scholarships that were intended to be used for incoming freshmen (the majority were Matching the Promise awards).
- We plan to begin using 16 of the 85 total scholarships we have available to undergraduate students for incoming freshmen. The gift agreements and the gift amounts make them appropriate for this purpose.
- The Policy Council Scholarship Committee will determine the recipients of all undergraduate scholarships this year.

MINUTES
POLICY COUNCIL
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****What follows is a summary of speaker contributions.****

Members Present: P. Carspecken, B. Dennis, P. Kloosterman, G. Lopez, S. Martinez, P. Magee, F. Pawan, F. Robison, J. Rosario, P. Sutton; **Dean's Staff Present:** T. Brush, D. Hossler, M. McMullen, R. Sherwood; **Graduate Student Members Present:** C. Chesnut; **Guests Present:** D. Cross, G. Crow, J. Damico, K. Paulin, J. Smith, A. Stright.

I. Approval of Minutes

Minutes from the November 11, 2009 Policy Council meeting were unanimously approved (10.19M)

II. Announcement and Discussion

Dean's Report: Don Hossler

It does not appear that the current budget issues will have a draconian effect on IU—but the impact will still be negative. The University will feel the impact, but compared to many states IU and Indiana continue to be in relatively good shape.

Concerning REPA: given what was possible, the approved bill seems more positive than earlier drafts. It requires that program modifications be in place by July 31st—so there is a short timeline to get the changes in place. The state has said that if the plan is not submitted by the deadline, the University will not be authorized to license teachers in the particular areas for which modifications still need to be made.

Tom Brush discussed REPA and the changes that need to be made to IU's Teacher Education programs: The biggest changes that need to be made are at the elementary and secondary levels. At the secondary level, the most significant change is the content requirement. REPA requires that the content of a secondary education program be identical—in regards to course requirements—to the content requirement of an undergraduate major in that area. This change presents challenges, perhaps most of all in the area of Social Studies, where there are five areas of concentration from which students choose. If students only meet, for example, the requirements for a major in history they will not be prepared to teach other topics in social studies.

The most significant change at the elementary level is the requirement of a minor. Credit hour requirements have been removed from the REPA language, but there is a requirement for a minor: a content area or another area, including reading, ESL, technology, and some others. So, there is on-going discussion of what is meant by a "minor" and how it can fit into an elementary program.

Some discussion ensued regarding these changes and the challenges they present.

D. Hossler also noted that the state is starting to look more closely at Transition to Teaching programs.

Report from the IUB Direct Admit Committee: Tom Brush and Katie Paulin (10.27)

T. Brush and K. Paulin fielded questions concerning the Direct Admit Scholars Program.
Discussion ensued.

Administrative Reviews

P. Kloosterman announced that administrative reviews are due for Mary Beth Hines and Martha McCarthy; those reviews will be postponed to next year.

III. Old Business

Diversity Topic: Josh Smith and James Damico

J. Smith and J. Damico presented on a Pathways Initiative Project focused on University High Academy in Indianapolis. J. Smith made the point that faculty should be encouraged to take on the challenge of building strong sustaining relationships, even though it may take several years for such relationships to produce any real scholarship benefits.

IV. New Business

a. Elections of Nominations and Elections Committee

It was announced that Jacqueline Blackwell, Barbara Erwin, Jesse Goodman, Margaret (Peg) Sutton, and Elizabeth Vallance were nominated and accepted their nominations to the Nominations and Elections Committee.

A point was raised that the policy around nominations has changed: it is no longer a stipulation that you can only nominate a certain number of people. The Faculty Affairs Committee would like feedback on that policy change.

b. Proposal for Change in Sciences and Environmental Education Specialization with the Secondary Education Master's Degree Program (10.23)

R. Sherwood discussed the proposed changes.

Voted on and approved unanimously.

c. Proposal for Change in Educational Leadership Program Transfer Credit Requirement (10.24)

G. Crow discussed the proposed changes.

Voted on and approved unanimously.

d. Proposal from Agenda Committee for core campus course proposals (10.25)

P. Kloosterman presented the proposal. Some discussion ensued.

Voted on and approved unanimously.

e. Proposal from IUB Faculty Affairs Committee regarding faculty annual reviews (10.26)

A. Stright presented the proposal. Some discussion ensued. Concerns were raised by F. Robison. The proposal was beyond the authority of policy council but a vote was taken in support of the spirit of the recommendation. The vote was positive with three abstentions (F. Robison, J. Rosario, P. Magee).

f. Proposal regarding Grade Prerequisite Proposal for N101, N102 (10.21)

D Cross presented the proposal.

Voted on and approved unanimously.

****P. Kloosterman adjourned meeting at 2:17pm****