

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

October 18, 2006
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138E

- I. Approval of the Minutes from September 20, 2006 meeting **(07.08M)**

- II. Announcements and Discussions

Deans' Report

General Ed Requirements – Pete Kloosterman and Diana Lambdin

<http://www.iub.edu/~bfc/docs/AY07/circulars/B5-2007.amended.pdf> **(07.10)**

Agenda Committee

Report from Fall Retreat – October 13 – McCormick's Creek State Park

Faculty Meeting- November 17, 2006 – 11:30 a.m. lunch 12:30 – 2:00 meeting

Status of report to President regarding multi-campus collaboration

- III. Old Business

Approval of Policy Council members and alternates **(07.00R)**

Approval of Standing Committee **(07.02R)**

- IV. New Business

Monroe County Teacher Leaders Program **(07.11)**

- V. The following courses are open for remonstrance

New Course Request

N510 – Middle School Mathematics Curriculum 3 credit hours BL/Indianapolis

N510 focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues. Designed primarily for inservice teachers or post-graduate preservice teachers. P: MATH T101, T102 or EDUC N102, and MATH T103 or EDUC N103, or authorization by the instructor.

Justification: to be required for new middle school math license addition and elementary math area of concentration.

K529 – Interagency Collaboration and School-wide Behavior Supports 3 crs Indianapolis/BL

This course is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges.

The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions.

Justification: used to meet state licensing requirements

Circular B5-2007
October 3, 2006-Amended

**Undergraduate Education and General Education at
Indiana University Bloomington**

Preamble

An undergraduate college education should broaden, enhance, and strengthen a person's knowledge, intellectual capabilities, and understanding and provide preparation for a productive professional career and for continuing growth as a person and as a citizen of the world. The undergraduate student must grow from an epistemology and ethics based on authority to one based on an autonomous, reasoned evaluation of assertions and evidence. A holder of a baccalaureate degree should be able to analyze critically the surrounding world and to articulate that analysis coherently to others. The holder should be able to draw upon a broad understanding of multiple disciplines in order to participate fully in contemporary society.

To this end, every Indiana University Bloomington undergraduate degree includes common course and disciplinary requirements which integrate the general developmental goals of an education with the special resources of the campus. These common requirements assure that all students appreciate the campus's ideals for an Indiana University Bloomington education and that they have the opportunity to explore a breadth of academic opportunities as well as the more specialized demands of a chosen major field of study. An Indiana University Bloomington undergraduate education should provide substantial intellectual capabilities in written and verbal communication, qualitative and quantitative analysis and reasoning, a solid breadth of knowledge across disciplines and fields of study, opportunities for educational engagement with the global community, literacy in information resources, and significant strength in at least one discipline or one interdisciplinary area.

General Education may be viewed as a foundation for the pursuit of an undergraduate degree. The Indiana University Bloomington General Education Program includes two basic components: the Common Ground (Foundations, Breadth of Inquiry, World Languages and Cultures) which is foundational to the development of intellectual capabilities and must be included in every undergraduate degree offered by Indiana University Bloomington; and, Shared Goals, which include components the faculty recommends for inclusion in every undergraduate degree program offered by Indiana University Bloomington.

Indiana University Bloomington offers a rich environment for such an education. Offering some 350 different degrees in the arts, sciences, and professions, it is committed through its faculty and facilities to quality teaching, cutting-edge research, scholarship, arts, and creative activity. Its academic programs build on the dynamic interrelationship of the College of Arts and Sciences with its liberal arts tradition and an array of distinguished professional schools. Drawing on a deep legacy of international

engagement, the campus features foreign-language, culture, and arts emphases ranging across the Americas, Europe, Asia, and Africa, and more than 80 study-abroad opportunities for undergraduates. It offers physical space for an abundance of cultural resources, including world-class venues for music, drama, and the visual arts, and major research libraries and book and artifact collections. Additionally Indiana University Bloomington provides a residential living environment which supports the campus's academic mission and encourages engagement with the intellectual, cultural, and community richness of the world outside its gates, both near and far.

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Indiana University Bloomington General Education Program

The Indiana University Bloomington General Education Program consists of two parts, each of which is viewed by the campus faculty as equally important in the overall undergraduate

educational experience. This two-part structure recognizes that some experiences are better

completed universally by all undergraduates and other components are better defined within the

context of each degree program. The faculty in each degree program are responsible for developing the most appropriate ways of incorporating these two components into each degree

program. The Common Ground must be incorporated into every degree program. The Shared

Goals are recommended for inclusion in every degree program.

I. The Common Ground (Required; up to 31 credits)

a. Foundations

i. Writing: English Composition- 3 credits

ii. Mathematical Modeling – 3-4 credits

b. Breadth of Inquiry

i. Arts and Humanities- 6 credits

ii. Social and Historical studies- 6 credits

iii. Natural and Mathematical Sciences- 5 credits including a laboratory component or 6 credits of two 3-credit courses

c. World Languages and Cultures

Second-year level of a world language (6 credits) **OR** World Culture courses (6 credits) **OR** International experience in an approved study abroad (6 credits)

II. Shared Goals (Recommended; to be structured by faculty in each degree program; might

be completed by embedding these goals in current curricula, through coursework for credit,

or non-credit bearing activities)

a. Intensive Writing

b. Information Fluency

c. Diversity in the United States

d. Enriching Educational Experiences (service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance)

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General Guidelines

1. The General Education Program will be fully implemented in conjunction with the new admissions requirements by Fall 2011.

2. All courses or experiences used to fulfill Common Ground components of the General Education program must be approved by the General Education Committee.

3. Courses used to fulfill the Common Ground-Foundations components are limited to those

courses or equivalencies approved for such use by the General Education Committee.

4. Courses and experiences used to fulfill Common Ground-Breadth of Inquiry and World

Languages and Cultures components of the General Education program will be drawn primarily from the College of Arts and Sciences but may include courses and experiences proposed from other academic units on the Bloomington campus.

5. Courses or experiences designed for specific majors, and with extensive prerequisites, and where no substitutions or equivalences exist across the campus, should not be considered appropriate for inclusion in the Common Ground.

6. An individual course may satisfy more than one Common Ground-Breadth of Inquiry of

Common Ground-World Languages and Cultures requirement of the General Education program if that course is approved for the relevant requirements. See Guidelines for Common Ground-Foundations below for restrictions on using courses approved for Foundations credit for more than one requirement. Courses approved for general education credit may overlap (double-count) with courses required by individual degree programs.

7. Because dual-credit (e.g., ACP) courses, credit by examination courses (e.g., special credit and AP credit), and transferred courses are entered on Indiana University transcripts as their Indiana University course equivalences, such courses are automatically accepted for satisfying the requirements of this General Education program.

8. Degree program requests for exceptions to the General Education program should be submitted to the General Education Committee through the associate dean/director for undergraduate education of the requesting school/college.

9. Schools retain the authority to set admission standards for individual degree programs including prerequisites, grade minima, etc.

Guidelines for Courses in Specific Areas

(SHADED SECTIONS ARE INCLUDED TO ILLUSTRATE MATERIAL TO BE DEVELOPED FOR EACH COMMON GROUND COMPONENT)

The Common Ground

I. Foundations

A. Writing: English Composition (0-3 credits)

These courses should a) have instruction in writing as a primary emphasis, b) include a full semester or equivalent of frequent and regular (i.e., weekly) writing assignments, c) emphasize

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critical thinking, development of ideas, clarity of expression, and organization in addition to

correct grammar, spelling, and formal writing structure, d) emphasize multi-draft writing assignments, and e) involve rigorous evaluation of writing assignments. Courses

approved for

the Writing: English Composition requirement must have extensive and well-conceived systems

for the preparation and ongoing supervision of teaching assistants. Courses approved for the

Writing: English Composition requirement should be taught with section sizes consistent with

the goal of promoting development of writing through directed rewriting following careful

evaluation. Courses taken under these options, except for English W131, W143, and W170, may,

if they are so designated, satisfy more than one General Education requirement.

The writing requirement may be fulfilled in any one of the following ways:

1. Successful completion of any of the following options:

a. English W131 (Elementary Composition, 3 cr.)

b. English W170 (Projects in Reading and Writing, 3 cr.)

c. English L141 and L142 (Introduction to Writing and the Study of Literature, 4-4 cr.)

d. African American and African Diaspora Studies A141 and A142 (Introduction to Writing and the Study of Black Literature, 4-4 cr.)

e. Two semesters of English W143 (Interdisciplinary Study of Expository Writing, 1 cr.), combined with two introductory courses (3 cr.) from the following:

Comparative Literature C145 (Major Characters in Literature), C146 (Major Themes in Literature).

f. A combination of any two courses from (d) and (e) above.

2. Exemption without credit. Students scoring 670 or above on the SAT Critical Reading test, or 32 or above on the ACT English Composition section, or 4 to 5 on the Advanced Placement English Composition section, are exempt from English composition.

3. Exemption with credit. Some students have an opportunity to receive College of Arts and

Sciences credit. A student will be granted 2 credit hours of English W143 (Interdisciplinary Study of Expository Writing) if the student has:

a. a score of 670 or above on the SAT Critical Reading test, or 32 or above on the ACT English Composition section, or 4 to 5 on the Advanced Placement English Composition section, PLUS

b. a score of 660 or better on the SAT Writing Test, AND if the student applies to the Department of English in Ballantine Hall 442. Students should also see "Special Note" under Credit by Examination in the College of Arts and Sciences *Bulletin*.

B. Mathematical Modeling (0-4 credits)

To be approved for General Education credit, a course must be a mathematics course required for students majoring in the natural sciences or mathematics or a mathematics course for nonscience majors that includes modeling of phenomena in the health sciences, social sciences, or environmental sciences. A course used to satisfy the Math Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.

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The Mathematical Modeling requirement may be fulfilled in any one of the following ways:

1. Successful completion of any of the following options:
 - a. MATH A118 (Finite Mathematics for the Social and Biological Sciences- 3 cr.)
 - b. MATH M118 (Finite Mathematics- 3 cr.)
 - c. MATH M119 (Brief Survey of Calculus I- 3 cr.)
 - d. MATH M211 (Calculus I- 4 cr.)
 - e. MATH M212 (Calculus II- 4 cr.)
 - f. MATH D116 and D117 (Introduction to Finite Mathematics, 2-2 credits)*
 - g. COLL J113 (Introduction to Calculus with Applications- 3 cr.)*
2. Exemption without credit. Students scoring 650 or above on the SAT Math Examination, or 29 or above on the ACT Math, are exempt from the Mathematical Modeling requirement.
3. Exemption with credit. Students may be exempted from the Mathematical Modeling requirement through CEEB Advanced Placements tests in Calculus or through departmental examinations. Students who pass a departmentally administered examination may be eligible for special credit. For information about applying for these credit hours, refer to Credit by Examination in the College of Arts and Sciences Bulletin.

* Only students with prior authorization may take this course.

Note: Students entering the University who have scored below 400 on the SAT Math section or below 20 on the ACT Math section are advised to enroll in MATH M014 before fulfilling the Mathematical Modeling requirement. Students with incomplete records may take a placement test administered by the Department of Mathematics.

II. Breadth of Inquiry

A. Arts and Humanities (2 courses, 6 credits)

Courses in this area help students think about the complexity of human experience, appreciate the range of human thought and emotion, learn about varieties of aesthetic expression, and grapple with moral issues.

B. Social and Historical Studies (2 courses, 6 credits)

Courses in this area analyze social institutions, the behavior of individuals in social contexts and historical settings, and changes in social conditions over time. Students are introduced to theories and methods for studying social experience and behavior.

C. Natural and Mathematical Sciences (2 courses, 5-6 credits)

Courses in this area provide an appreciation of the physical and biological environment, introduce students to systematic investigation of those environments, show the value of experimental methods for understanding natural laws, and explore the role and methods of the mathematical sciences. Students can complete this requirement through 5 credits including a laboratory component or 6 credits of two 3-credit courses.

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III. World Languages and Cultures (6 credits)

The World Languages and Cultures requirement may be fulfilled in any of the following ways:

Language Study (6 credits)

Students must successfully complete two world language courses (same language) at the second year

level or higher. Note also that all or part of this requirement may be fulfilled by performance on placement examinations. Students whose scores on the language placement

exam place them in or beyond the second semester of language study may be eligible for special

credit in some languages (see Credit by Examination and Foreign Languages, Placement in the

College of Arts and Sciences Bulletin). Completion of high school foreign language courses will

not be accepted as a basis for exemption. Students may fulfill the entire foreign language requirement by placing into the third-year level. International students may fulfill the foreign

language requirement through demonstrated proficiency in their native languages. Course sequences that fulfill the World Language requirement may be offered in the languages listed

below. Available options, at present, include: American Sign Language (Department of Speech

and Hearing Sciences), Arabic, Bambara, Chinese-Mandarin, Croatian, Czech, Dutch, Estonian, Finnish, French, German, Greek (Classical or Modern), Hausa, Hebrew (Biblical or Modern), Hindi, Hungarian, Italian, Japanese, Korean, Lakota (Sioux), Latin-Classical, Mongolian, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Sanskrit, Serbian, Spanish, Swahili, Tibetan, Turkish, Twi, Urdu, Uzbek, Yiddish, and Zulu.

OR

World Culture Courses (6 credits)

Students must successfully complete two World Culture Courses from an approved list.

World

Cultures Courses seek to expand student knowledge of world affairs, cultures, societies, and

values, explore knowledge traditions grounded in cultural paradigms, provide a framework for

understanding and appreciating ideas and values of different cultures.

OR

International Experience (6 credits)

To fulfill the International Experience requirement a study abroad program must strive to increase student knowledge of the variety of international societies and may deal to some extent

with U.S. culture in its international connections. It need not focus exclusively on the present and

may, indeed, be a historical subject. Courses or experiences should: cultivate student knowledge

of the similarities and differences among international cultures; convey to students a knowledge

of other nations' cultural values, traditions, beliefs, and customs; increase students' knowledge of

the range of international cultural achievements and human conditions through time; increase

students' knowledge of nations and cultures not in isolation, but in relation to one another.

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Shared Goals: Components Recommended within the Context of Each Degree

Each degree program should be designed in such a way that students are provided opportunities

to experience these additional aspects of an undergraduate education.

A. Intensive Writing

Each degree program should articulate how undergraduate students fulfill this requirement

within their degree program. Normally, the expectations for an intensive writing experience

would be: taught by faculty in small sections or by individual arrangement; include a series of written assignments evaluated with close attention to organization and expression as well as to substance and argument; graded revision of assignments.

B. Information Fluency

Information Fluency includes, but goes beyond, information technology skills, to introduce students to critical information resources that underlie the major field of study and introduce students to skills in utilizing information resources within that field. Students should be able to determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, and understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

C. Diversity in the United States

As approved by the Bloomington Faculty Council (Circular B39-1990), the faculty of each undergraduate degree-granting unit shall adopt a degree requirement appropriate to their curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity.

D. Enriching Educational Experiences

Meaningful educational experiences, some of which may be outside the traditional classroom, can enhance the overall undergraduate academic experience. These experiences may or may not be linked to specific courses. Each academic program should set forth the accepted options for fulfilling this shared goal. IUB recognizes the value of different types of enriching educational activities, such as a service-learning course, internship, community service and communitybased action research, fieldwork, capstone project, student teaching, independent research/creative activity program, approved study abroad experience, honors thesis, show, recital, performance, or advocacy in your major. Such experiences provide opportunities to apply

discipline-specific skills and knowledge to community issues and to examine issues of service and social responsibility that relate to the chosen career field.

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The General Education Committee and Campus Charge

1. The Bloomington Faculty Council will establish a General Education Committee to facilitate the implementation and ongoing assessment of the General Education program.
2. The General Education Committee will have a voting membership consisting of the Associate Dean/Director for Undergraduate Education of each undergraduate School and the College together with other tenured/tenure-track faculty selected so that the voting membership as a whole has
 - a. proportional representation based on the number of tenured/tenure-track faculty in the Bloomington Schools that offer baccalaureate degrees, and
 - b. a majority consisting of tenured/tenure-track faculty who do not hold school-level administrative appointments,and which committee has two co-chairs, one of whom is appointed by the Provost and the other of whom is appointed by the Bloomington Faculty Council Nominations Committee. Each school will recommend its members to the Provost. The Provost will formally appoint the committee membership. To conduct its work, the General Education Committee may add exofficio, including student, non-voting members, as needed.
3. In order for any proposal to be approved by the committee, whether concerning course recommendations or broader matters, the proposal must receive the support both (i) of a majority of the voting members and (ii) of at least some voting members from at least four of the College and Schools. Only a majority vote of the committee is necessary to disapprove any such proposal.
4. The General Education Committee is charged with:
 - a. final preparation of the General Education proposal to be submitted to the Bloomington Faculty Council during the 2006-2007 academic year, including:
 - i. Final definitions of curricular components including learning objectives for each component,
 - ii. Approved course lists (including, but not limited to: evaluation of historical enrollment, grading, and instruction data, sample syllabi, frequency of course offering, etc.), and
 - iii. Unit impact evaluations (to be prepared by each school/college).
 - b. reviewing proposals for general education courses in an ongoing capacity.

- c. developing assessment metrics for ongoing evaluation of the Common Ground and the Shared Goals.
- d. conducting a baseline assessment of the campus's current experiences with the Common Ground and Shared Goals during the period 2007-2011.
- e. reviewing unit reports on the implementation, ongoing experience, and effectiveness of the General Education Program within each degree program (Note: An initial collection of each report should be presented to the BFC by December 2008).
- f. monitoring budgetary implications, with the Vice Provost for Budgetary Administration and Planning, of the implementation and ongoing experiences with the General Education Program.

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- g. delivering annual updates (in October for the previous year) and five-year reports to the BFC on the status of the General Education Program.

5. The President, the Provost, and the College and School Deans of Indiana University Bloomington shall take steps to insure that the budgetary adjustments necessary to implement

this General Education Program do not adversely impact the research mission of any unit and

shall undertake to diminish the budgetary incentives for, and prevent the occurrence of, academic

encroachment between academic units. The President and Provost will make the necessary

resources available to support the work of the General Education Committee and the implementation of the General Education Program.

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**MEMORANDUM****SCHOOL OF
EDUCATION**

To: Policy Council
From: Leonard Burrello *LB*
Re: Educational Leadership Teacher Leader Program
Date: October 4th, 2006

The Graduate Committee reviewed the proposed changes in the Educational Leadership Teacher Leader Master's Program. The proposed changes agreed to were:

- Drop Y520 and replace with Y510
- Change A590 from one credit to three credits
- Change A695 from two credits to three credits
- Remove R590 (Technology Integration Seminar)

The faculty in Educational Leadership is requesting your approval in these changes. The attached brochure in the Educational Leadership Teacher Leader Master's Program was developed for Monroe County. The program in the future will develop other districts' partnerships but use the same program structure.

We envision a new practice of teacher leadership that puts mature classroom teachers in the role of framing action research questions for themselves, the school, and the district. These teachers would provide the leadership and research skills to frame actionable research questions, seek political support, implement data collection and analysis, and create decision making frameworks to make databased decisions in their schools.

It is the collective goal of IU and MCCSC that educators join a growing cadre of teacher leaders who will lay the foundation for a culture of inquiry within our schools and community.



The Mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasing technological society

Educational Leadership

Educational leadership is a professional practice grounded in an understanding of leadership as an intellectual and moral craft. We believe that school leaders should be able to articulate positions on and visions for the perennial problems of school practice, and should exhibit an understanding of major issues related to race, gender, ethnicity, class, and disability. To this end, our programs emphasize the education of creative and responsible leaders well grounded in an understanding of the political, historical, economic, and cultural dynamic of schooling.

Educational Leadership Homepage
www.education.indiana.edu/~elps/

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 Educational Leadership
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Indiana University

School of Education

Master's Degree in
 Teacher Leadership

*from the Department of Educational
 Leadership and Policy Studies*



Practicing Leadership for
 Teaching and Learning

This program is designed for:

- Teachers seeking a master's degree.
- Teachers with at least 2 years teaching experience.
- Teachers who display leadership and inquiry skills across the classroom, school, district, and community settings.
- Teachers who desire the skills to use research and data-driven decision making to benefit all students.

What are the program outcomes?

- You will earn a master's degree.
- You will become a reflective, inquiring practitioner.
- You can earn an administrator's license by taking two additional courses.

Professional Support for Teachers

MCCSC— Will provide release time to work on the leadership coursework to support building and district goals.

Building— Principals help develop and shepherd action research initiatives which reflect both school mission and teacher interests.

University— Faculty supports the evolving action research agendas and facilitates research process while encouraging independent development.

Personal Support for Teachers

- Cohort model—Shared learning experience supported by consistent classmates.
- Textbooks delivered—no shopping at TIS, etc.
- Courses meet in evenings and in summer.
- Courses held at MCCSC schools—no parking hassles.
- Financial aid available.

Application Process

- Contact building principal with interest.
- Contact IU/MCCSC Program Facilitator for application.

Standard Graduate School Application (due October 1st)

- Online graduate school application
<http://www.gradapp.indiana.edu/index.htm>
- Three letters of recommendation (one from principal)
- Interview with IU Teacher Leadership Committee
- GRE or undergraduate GPA < 3.00

Program of Study (subject to change without notice)

Spring 2006

A608: *Legal Perspectives in Education* (3)

Summer 2006

Y510: *Action Research* (3)

A500: *Introduction to Educational Leadership* (3)

Fall 2006

J500: *Instruction in the Context of Curriculum* (3)

Spring 2007

P507: *Assessment in Schools* (3)

Summer 2007

A510: *School Community Relations* (3)

H520: *Education and Social Issues* (3)

Fall 2007

A515: *Teacher Development and Evaluation* (3)

Spring 2008

A695: *Practicum in Ed. Leadership* (3)

Summer 2008

A590: *Portfolio Development Seminar* (3)

6-Credit Elective Concentration

Total 36 Credits

Teachers will be supported in selecting an area of concentration to support their curricular focus and professional goals (see below).

*Candidates who wish to pursue an administrator's license may take educational leadership courses.

Upon completion of the master's, recipients will require:
A635: *Public School Budgeting and Accounting* (3 cr.)
A624: *Educational Leadership—The Principalship K-12* (3 cr.)

The Integration

The idea of practicing leadership for teaching and learning through action research or teacher leadership experiences is at the core of the program. These research experiences are separated into three dimensions:

Dimension One: Leadership in the Classroom

Teachers look to improve their instructional practices through the use of student performance and engagement data, community engagement data, and critical reflections.

Dimension Two: Leadership in the Building Community

Here teachers engage as partners with their building principals to develop action research plans that reflect the mission of the school. They begin this work through gathering student and school data to accurately represent current reality. Teachers and principals work with IU faculty to identify areas on which to focus their studies. Through planning clear steps and defining measurable goals, teachers will continue to revisit current reality through action research. MCCSC is committed to help teachers in this dimension by providing two release days each month for the duration of the program.

Dimension Three: Leadership in the District Community

Finally, all participants will begin to form the foundation for a larger, district-wide culture of research and inquiry. In this context, past and current graduate cohorts, alongside others in the broader learning community, will facilitate the introduction of research and leadership principles as essential elements of daily activity in the schools.



For information, contact
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**MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION**

October 18, 2006

1:00 P.M.

School of Education

IUB Room 2140

IUPUI Room 3138E

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

Members Present: Bichelmeyer, Blackwell, Cummings, Dilworth, Eckes, Levinson Lewison, Lopez, Torres, Williamson. **Dean's Staff Present:** Kloosterman, Lambdin, McMullen, Murtadha. **Staff Representative:** Wittmer **Student Representatives:** Foltz, Smith **Visitors:** Burrello

I. Approval of the Minutes from the September 20, 2006 Policy Council Meeting

A motion was made by Torres and seconded by Eckes to accept the minutes as written from the September 20, 2006 Policy Council meeting. The motion passed unanimously.

II. Announcements and Discussions

a. Dean's Report

Kloosterman reported that work is being coordinated with the Physical Plant to fix the problems in the School of Education regarding leaks due to heavy amounts of rain over the past week.

Kloosterman stated that President Herbert has asked the committee formed to examine cross-campus programs to provide more specific commentary on the specific programs that have faculty and students on more than one campus.

Additionally, Kloosterman said that the budget presentation to the legislature occurred yesterday and included a \$5 million request to fund the Pathways to Success program. This program is designed to work with schools in Indianapolis and Northwest Indiana.

Murtadha reported that there has been an enormous amount of conversation at the Indianapolis campus about the general education requirements. Christine Leland and Claudette Lands are representing the School of Education at IUPUI meetings.

b. General Education Requirements (07.10) – Peter Kloosterman & Diana Lambdin

Levinson referred to the document concerning Undergraduate Education and General Education at Indiana University Bloomington (07.10), an initiative that has been passed by the Bloomington Faculty Council. Based on recommendations of the Agenda Committee, Enrique Galindo and Christine Bennett have been asked to represent the School of Education on the Bloomington General Education Committee. Diana Lambdin will also be an ex officio member. Levinson suggested that Galindo and Bennett should be invited to a future Policy Council meeting in order to have a fuller discussion about this subject.

Lewisson asked whether all of the general education requirements were to be COAS courses. Lambdin replied that the makeup of the committee will be proportional to the College and Schools' tenured or tenure-track faculty members. She pointed out that in order for a proposal to be approved by the committee, the proposal must contain both a majority of the voting members and at least some voting members from at least four of the College and Schools. Thus, while the College will have a majority on the committee, it will not be able to make all decisions without support from other Schools. There is an expectation that most of the courses on the list will be offered by COAS. Lambdin stated that she will be proposing some School of Education courses to be approved for the general education requirements. She pointed out that for the Common Ground requirements, the focus is on 100 and 200-level courses.

Murtadha asked Lambdin to address the discussion of Ivy Tech and its impact on this topic. A parallel activity is that the university is trying to identify a list of courses that would be easily transferable, not only among any IU campus, but across any public institution in the state, including Ivy Tech. These courses will appear on the general education cores described by each IU campus.

Williamson questioned whether the School of Education would be expected to accept these general education requirements as prerequisites to our programs. Lambdin replied that students may have fulfilled requirements for the general education core, but the School of Education can make additional requirements. Specific requirements for degrees can be made, such as requiring elementary education majors to take a course in American history. Lambdin also said that at the Education Council meeting on Friday, the Council will review a draft of the general education core for all IU campuses.

Lambdin has heard two different conversations about the University-level general education core. One conversation has been about designing a core that would be required on all campuses. A second conversation would allow campus-specific requirements, but the requirements would rely heavily on the list of transferable courses. In this scenario, IUPUI could keep its Principles of Undergraduate Learning, but align it with the courses on the university-level list.

Williamson asked how these changes would affect the School of Education. Lambdin replied that for secondary education, there is currently a natural and mathematical sciences requirement of nine hours, but no specific course requirements. The new proposal would specify mathematics courses that need to be taken. For elementary education, there is currently a requirement of nine mathematics credits. None of these math courses are listed in the document. The mathematics education faculty have met and decided they would be willing to accept one of the general education courses in place of one of the current elementary education requirements. This creates a problem, because in the articulation agreement with all IU campuses, it specifies that IU requires T101, T102, and T103. This is also an issue of discussion at Friday's Education Council meeting. Kloosterman added that he hopes that one of the above T-courses may count for the mathematical modeling requirement. Thus, elementary education majors could still take all three courses and satisfy both general education and elementary education requirements.

Lewison asked whether the goal of the committee is to keep this list of required courses relatively small. Lambdin said this is also a point of discussion. Some individuals would like for it to be huge, because they feel that freshmen should have time to explore. On the other hand, every unit may not be willing to accept all courses from a large list for their specific programs. There are multiple agendas for the general education requirements. One goal is to permit easy transferability within the first two years of a program throughout the state campuses. Another goal is to permit guidance to Ivy Tech on courses that will easily transfer.

Levinson added that he attended a seminar on Responsibility Centered Management (RCM). The purpose of the meeting was to debrief individuals on a report commissioned by the Provost about how RCM was working as a budgeting system. At this seminar, the participants discussed a tendency over recent years for course duplication. That is, because the units keep funds from the tuition hours generated, units have wanted to offer their own courses that might be offered in a different department. Those proposals for new courses need to have intellectual justification, but sometimes budgetary concerns also motivate new courses. The General Education Committee is being designed to have an impact on reducing this tendency. Lewison warned that perhaps we should not guard against it, if it is necessary for the livelihood of the School of Education. Williamson added that some of our introductory courses allow students to explore education and lead to student recruitment.

Lambdin stated that the General Education members will be assigned to subcommittees. If faculty members have courses that they believe should be included in the general education requirements or other feedback, they should let her know.

c. Report of the Agenda Committee

The Fall Retreat occurred on Friday, October 13, 2006. Levinson said he believed there were good discussions about the five strategic goals of the School of Education.

He asked the retreat committee to report their summaries of the retreat at either the fall faculty meeting or a future Policy Council meeting. Bichelmeyer reminded the Retreat Committee to provide a report to the Long-Range Planning Committee, which will plan future retreats.

The fall faculty meeting will be November 17, 2006, with lunch at 11:30 AM followed by the meeting at 12:30.

III. Old Business

- a. Approval of Policy Council Members and Alternates (07.00R)
- b. Approval of Standing Committees (07.02R)

Levinson entertained a motion to postpone these items until the next meeting. The Policy Council provisionally approved both documents at its last meeting. While most vacancies have been filled, a few gaps still exist. The Agenda Committee has not had the opportunity to discuss filling these positions.

A motion was made to postpone approval of both lists by Torres and seconded by Dilworth. The motion passed unanimously.

IV. New Business

- a. Teacher Leaders Program (07.11) – Leonard Burrello

ELPS was originally asked to develop this program for Monroe County. However, there are a number of other school districts which have a need for this type of program. The program is now designed where students from many school districts will be able to participate.

A motion was made by Bichelmeyer to approve the proposal concerning the Master's Degree in Teacher Leadership. The motion was seconded by Torres.

Bichelmeyer asked the reason for removing R590, a technology course, from the program. It was explained that students coming into the program now have much better technology skills than some of their predecessors and thus the technology course is no longer needed.

The motion passed unanimously.

V. New Course Requests

The following courses are open for remonstrance.

N510 – Middle School Mathematics Curriculum 3 credit hours BL/Indianapolis
N510 focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues. Designed primarily for inservice teachers or post-graduate preservice teachers. P: MATH T101, MATH T102 or EDUC N102, MATH T103 or EDUC N103, or authorization by the instructor.

Justification: to be required for new middle school math license addition and elementary math area of concentration.

K529 – Interagency Collaboration and School-wide Behavior Supports 3 crs IN/BL
This course is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions.

Justification: used to meet state licensing requirements.

Levinson adjourned the meeting at 1:50 PM.