

Criteria for Long Term Contract for Academic Specialist

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

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

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

Long Term Procedures

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

The timeline and procedures for academic specialists' long-term contracts shall include: (a) submission to the department chair or center director of a portfolio consisting of a complete curriculum vitae, materials deemed relevant by the chair or center director and the academic specialist on or before August 15 of the candidates 6th year of employment; (b) a recommendation of the department chair or center director, usually determined through the department or center Promotions Advisory committee process, conveyed with

the portfolio to the Executive Associate Dean of the School of Education by September 15; (c) the School Committee vote goes to the Dean of the School of Education by October 15, (d) a final recommendation by the dean of the School in consultation with the Promotion, Tenure, and Contracts Committee will be sent to the Vice Provost's office by January 10. The Dean will communicate the final recommendation to the academic specialists no later than March 15. The academic specialist will be informed of the recommendation of the case at each level. This decision may be appealed through the procedures available in the University to tenured and tenure-probationary faculty.

Indiana University
Request for a New Credit Certificate Program

Campus: Indiana University - Bloomington

Proposed Title of Certificate Program: Learning Sciences, Media, and Technology

Projected Date of Implementation: January 2011

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

At the start of the 21st Century, there is an ongoing and increasing interest in how to support learning across ages and disciplines within new networked and online environments. The faculty of the Learning Sciences (LS) Program in the Department of Counseling and Educational Psychology therefore propose to develop and offer a certificate program where students will rigorously conceptualize and examine learning in new digitally networked environments with an emphasis in how new media is shaping learning. This program will leverage the LS program faculty's existing expertise in conceptualizing and teaching about the intersection of learning, cognition, and technology in order to develop a program aimed at teaching the foundational conceptual and theoretical tools that participants will need to learn about in order to teach and design effective learning environments with new technologies. In particular, the program will help students critically evaluate, join, and lead digital social networks that leverage participatory culture in order to support learning in a variety of contexts.

In addition, this program will be distinguished from other ostensibly similar courses and programs by a resolute focus on the participatory practices and learning cultures fostered by new media technologies, rather than the technologies themselves so that students develop the skills necessary to engage in supporting learning regardless of what technological innovations are next to come. As John Seely Brown described in his recent presentation at IU's Scholarship of Teaching and Learning lecture series, newer "participatory" views of knowing and learning are necessary to fully appreciate and maximize learning with new media practices: "Mastering a field of knowledge involves not only 'learning about' the subject matter but also 'learning to be' a full participant in the field. This involves acquiring the practices and the norms of established practitioners in that field or acculturating into a community of practice" (Brown & Adler, 2008, p. 4).

The Learning Sciences as a discipline (and IULS in particular) embraces these newer views of learning, and the corresponding focus on the social and technological contexts where learning occurs. Rather than simply earning a certificate that documents students have been exposed to content about digital technologies, our students will "learn to be" productive participants in a range of new and emerging digitally networked communities of educators and designers who are passionate and knowledgeable about new media and new technology. New media technologies and the educational practices they support are complex and rapidly evolving. Consequently, 21st century educators need to learn to be members and leaders of communities of practice where this knowledge is created and shared. Rather than mastering a static set of concepts, skills, and instructional routines, 21st century

educators need to borrow, refine, and share what one LS faculty member recently characterized as “spreadable educational practices.”

II. List the major topics and curriculum of the certificate.

The proposed certificate program will consist of taking four courses that will be offered on-line starting Summer 2010. The certificate requires both P540 *Learning and Cognition in Education* and P507 *Assessment in Schools*, so that all of the students in the certificate program will develop core expertise regarding learning and assessment that can then be applied to digital environments. In order to more closely pursue topics of interest and apply these ideas to new digital technologies, students will choose two of the following P574 advanced seminar courses: (1) *Games and Learning*, (2) *Learning in New Media*, and (3) *Learning with Computational Technology*. At the discretion of the faculty advisor, one P574 seminar can be substituted by another approved School of Education Distance Course.

Learning and Cognition in Education (P540 - 3 credits). In this already established online course, students learn to apply established theory about cognition, learning, memory, and motivation. Students work in teams organized around the primary content areas (literacy, comprehension, writing, science, and mathematics).

Assessment in Schools (P507 - 3 credits). Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

Games and Learning (P574 - 3 credits). In this course, students will explore the power of games for education. Students will play games, read about games, theorize about games, and even modify existing games. This course will be both practical and theoretical, pushing students to critically examine game play, claims and theories related to game play, and then exploring the implications for game and education design. Consistent with Barab's other graduate seminars, class activities will include a mixture of group work, online discussions, Socratic dialogues, lectures, readings, essays, and hands-on activities. Readings will range from philosopher Hans Gadamer to games scholar Henry Jenkins to game designer Richard Bartle. And, yes, students will be required to play games, ranging from *Zelda* on a Nintendo DS to *Rock Band* on a platform to *World of Warcraft* on a PC or other games to which they have access.

Learning in New Media (P574 - 3 credits). This course uses a hands-on studio art approach to explore how current literacy theory and research in arts education, media education, and computer science applies to learning in new media. As part of this course, students develop an e-portfolio of digital artwork, which engages students in the practice of using new media for communication and creative expression. Students in the course create digital artwork using Scratch or other multimedia software, learn about current research in the arts, aesthetics and new media, theorize about digital learning, and even showcase artwork in online social networking spaces designed for the course to elicit critique and feedback. This course is both practical and theoretical, pushing students to critically examine new media, claims and theories related to 21st Century learning, and then will explore the implications for the arts, learning and education. The course has five units: (1) Theory of New Media; (2) Learning in the Arts; (3) Media Education; (4) Learning with New Technologies; and (5) Informal and Online Learning. Readings will range from educational philosopher John Dewey to media culture scholar Henry Jenkins.

Computational Technology in Education (P574 - 3 credits). This is a survey course designed to help participants think about how different technological designs fit effectively into a variety of learning contexts where context refers to the location (in or out of school), local culture, learning goals, and organization of activity. The course consists of 3 parts. In part 1, we will examine several theoretical frameworks designed to conceptualize the role of technology in learning. Students will begin to develop their own approach to thinking about how to evaluate the fit between a proposed technology and a learning context of their choosing. In part 2 we will review the current state of the field in terms of the larger social and political issues, the digital divide, gender differences in technology use, and other factors that effect technology adoption in America today. In part 3, the largest section of the course, we will examine original academic papers that report upon experiments in which learning technologies were implemented in a variety of classroom contexts. Learning technologies examined will include but are not limited to cognitive tutors, programming languages, computer simulations, drill and practice software, participatory

simulations, and augmented reality. Theories developed in the first unit of the course will be used to examine the goals of each learning technology, and the way that it fit (or not) with the context in which it was implemented. Finally, students will conduct individual and group inquiry projects into conceptualizing the best ways to evaluate or introduce learning technologies into a context of interest to them.

III. What are the admission requirements?

The admission requirements are as follows:

- Undergraduate degree from an accredited institution with a minimum GPA of 3.0
- Completed online application that includes transcripts, personal goal statement, and letters of recommendation
- TOEFL for international or non-native English speakers: minimum 600 for paper test, 250 for computer test
- GRE is not required

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

Our proposed program will build directly on the way that new digital social networks foster what the media scholar Henry Jenkins characterized as the *participatory culture*. By stressing online participation, we will be teaching students how to participate successfully in online communities rather than lurking at the edges of the learning culture (e.g., contributing to Wikipedia rather than solely visiting the site). This participatory approach will be accomplished in part with newly available social networking tools in IU's *Oncourse* system (wikis, blogs, and e-portfolios), and the embrace of the "open education" methods and ethos embodied by the open-source *Oncourse* code. The courses will also foster what the linguist James Paul Gee (2004) called "affinity groups" to promote learning among students with similar interests. Affinity groups will be encourage to emerge within the courses and will connect the otherwise isolated online course takers and prepare them to join other affinity groups associated with each students' particular topic or educational context. The courses and program will be designed to foster a vibrant digitally networked community that is structured enough to provide adequate mentoring and sharing for all students.

At the end of the proposed LSMT Certificate, all students should be able to do the following:

- Name and describe several theories of learning, ranging from behaviorism, cognitive information processing theory, constructivism, constructionism, sociocultural theory, situated learning, and cultural-historical activity theory, among others
- Understand how to teach and learn effectively with new and emerging technologies
- Apply theories of learning to real-world problems
- Describe theories of assessment and apply them to physical and virtual learning environments
- Participate effectively in online social media environments
- Analyze the effectiveness of new tools for learning and make suggestions for improvement based on theory
- Be familiar with a range of publications from leading theorists in the fields of learning sciences, media education, new technologies, and assessment

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Student learning assessments will utilize the same course assignments and products as their existing face-to-face course counterparts, including the grading of papers, portfolios, reflections, blogs, and wiki entries among other assignments. Program assessment efforts will be driven by the Project Director and aided by the course development faculty. Assessment will utilize Oncourse offerings for pre- and post-testing of course content as well as periodic assessments of student participation in the online communities, looking for ways to align the program goals with its assessment practices. Finally, because the same instructors in our residential program will have previously offered all of the online courses, we will have the opportunity to compare learning outcomes and ensure that the online participants appear to be gaining at least as much from the experience as those who had previously attended these courses.

VI. Describe student population to be served.

The LSMT program will be designed to help transform student's perspective on how learning occurs in the rich, complex contexts and will count toward existing degrees, including a M.S. or Ph.D. in Learning Sciences. However, there are new target audiences that we seek to address with the additions of our new online course. We propose to target in-service teachers seeking to continue their education to learn more specifically about learning theory and specifically about using new media to further learning in applied contexts. In Indiana, for example, teachers must take a 3 credit hour course on occasion to renew their teaching license. We also suspect that this certificate will appeal to students seeking to take courses before committing to an on-campus Masters or Doctoral Program in the Learning Sciences. Lastly, the program seeks to offer electives and/or a minor for students pursuing other online or residential programs, including those pursuing an online Masters or Doctorate in Curriculum and Instruction (C&I) and Instructional Systems Technology (IST).

VII. How does this certificate complement the campus or departmental mission?

Learning Sciences and the LSMT Certificate proposal will explore the relationship between learning in context and the design of learning environments. Both the existing program and the proposed certificate program will explore the rich history of thinking about learning, acquiring a deep understanding of how the study of learning has evolved over time that is a core commitment of both the University at large and the School of Education in particular. Further, the proposed certificate will expand the School of Education's commitment to continuing education for pre-service and in-service teachers. We also believe that the certificate program will highlight the role that Indiana University is playing in continuing to shape learning and teaching in the 21st Century.

VIII. Describe any relationship to existing programs on the campus or within the university.

The proposed certificate will be aligned with the Learning Sciences Program in the School of Education.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

There are no additional resources being requested to implement the proposed program. The proposal has received prior support from the Dean of the School of Education, Gerardo Gonzalez, but no further funding is requested. The following is a summary of how we propose to leverage existing resources on the Bloomington campus:

a. Admissions

We propose to follow the existing School of Education Graduate Admissions Policies and Procedures. Students currently admitted to a program here at IU will email deregstr@indiana.edu to request authorization to register (as stated in the class notes in the individual course listings in the schedule of classes). They will then register using OneStart. Students who are not currently in a IU residential or other online program and registering as non-degree special students will register through the distance education website – <http://education.indiana.edu/disted>. Once the course requirements have been fulfilled for the LSMT Certificate, students will approach a faculty member to serve as their official advisor of record to complete the paperwork needed to receive a

"Certificate in Learning Sciences, Media, and Technology".

b. Financial Aid

Students enrolled in single online courses or in the LSMT certificate program are not eligible for financial aid.

c. Academic Advising

Faculty have online access to their advisees' records and are able to monitor their academic progress. Each student in the Certificate program will be assigned an advisor who will track the student's progress and be in contact directly with the student for a minimum of one asynchronous academic advising session per semester. Other synchronous and asynchronous communications will occur as needed.

d. Course Materials (including delivery mechanism)

All of our online courses have a website and/or an Oncourse site. Some course materials are provided through the Library's Course Reserves service. Various mechanisms are utilized in delivering course materials and in facilitating online discussion, interaction, and collaboration. These mechanisms include video/audio/podcasts, documents with text and graphics, e-mail, chat, discussion forums, blogs, wikis, and other current and emerging technologies.

e. Library Materials (including delivery mechanism)

The IU Bloomington Library offers state-of-the-art online services including access to more than 500 databases, 30,000 electronic journal titles, and 630,000 electronic books. In addition to the standard services (electronic materials delivery, interlibrary loan, course e-reserves, etc.), the Library offers a Distance Education Document and Book Delivery service specifically for distance students.

f. Placement and Counseling

The Certificate Program is designed for individuals to learn more while staying active in their current workspace. As such, a certificate does not prepare someone for a new job as much as it provides them information for how to do their current jobs better (e.g., a teacher that wants to learn more about how their students learn as well as to incorporate new technologies into the learning experience would benefit from our certificate program courses).

g. Technical support (e.g. on-line help desk)

The University Information Technology Services website is the primary portal for technical support. Many technical problems can be solved by consulting the online Knowledge Base. When remote assistance is required, ITHelpLive provides live chat with a Support Center consultant daily from 8:00am to midnight. With the student's permission, the consultant can connect to the student's computer to diagnose problems and assist with solutions.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

At this time, there is nothing to report.

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

December 8, 2010

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from November 17, 2010 Meeting **(11.16M)**
- II. Announcements and Discussions
Dean's Report
- Agenda Committee
Review of Bob Sherwood as Associate Dean of Research
Committee members are Gretchen Butera-chair, Terry Mason, Bobbie Partenheimer,
Joshua Smith and Vasti Torres
- Information item
Academic Specialist – Theresa Ochoa **(10.35R)**
- III. Old Business
Diversity Topic
- IV. New Business
Graduate Certificate in Learning Sciences, Media and Technology–Kylie Pepler **(11.15)**
- Substituting A308 into elementary program – Suzanne Eckes
- V. New Courses/Course Changes
The following course change proposal has been reviewed and approved by the Committee on Teacher Education. This course proposal will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

A308 Legal and Ethical Issues for Teachers 3 credits BL
Focuses primarily on legal concerns affecting teachers in public elementary and secondary schools. Topics include tort liability, church/state relations, expression rights, children with disabilities, conditions of employment, discrimination, and harassment, student testing, collective bargaining, teacher lifestyle choices, copyright concerns, teacher contracts and dismissal, record-keeping practices, and student discipline. Justification: In order to streamline the rosters for this course, we are asking that the E310 students register for A308. The only change that was made to the title and description of E310 was adding "elementary." The course will remain exactly as originally taught.

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
December 8, 2010
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions

Members Present: G. Delandshere, R. Helfenbein, P. Kloosterman, S. Martinez, T. Ochoa, J. Rosario, A. Teemant, E. Tillema, J. Wong; **Alternate Members Present:** none; **Dean's Staff Present:** J. Cummings, G. Gonzalez, R. Sherwood; **Staff Representatives Present:** none; **Student Members Present:** G. Serna; **Guests Present:** S. Eckes, S. White

I. Welcome & Approval of Minutes

P. Kloosterman put forth a motion to approve the minutes from the November 17, 2010 Policy Council meeting (11.18M), which was seconded by T. Ochoa. The minutes were unanimously approved.

II. Announcements and Discussion

a. Dean's Report:

With regard to budget, there is no news about any additional cutbacks to come. The state is slowly starting to grow its tax base, and we are hopeful that there will be no further cutbacks in next year's budget. Last year, the state eliminated the funding allotted to IU for rehabilitation and repair of our infrastructure. As a result, the Provost has announced that 25% of the university's unbudgeted income will be reserved for rehabilitation and repair, and will be distributed campus-wide, rather than on a unit-by-unit basis.

On the policy front, Governor Daniels will be presenting his education initiatives at an educational round table meeting in Indianapolis today. It is likely that the evaluation of school leaders and teachers will be among those priorities. In keeping with this, Superintendent Tony Bennett will be presenting a growth model approach to teacher evaluation at the round table meeting. Under this model, student achievement data will be gathered and their progress followed over several years; a statistic derived from these data, to indicate student growth in achievement, will be used to evaluate teachers and administrators in schools attended by those students. Another component of the Governor's agenda is the expansion of school choice. The Governor is a strong supporter of charter schools, and his proposal may also include the advancement of school vouchers.

Rob Helfenbein brought up that there was also been talk about linking growth model data back to teacher preparation; that is, evaluating Schools of Education using student achievement data. These data may also eventually be used for the accreditation of Schools of Education, in that teacher preparation programs may be required to show evidence of the growth produced by their graduates in order to be reaccredited. Dean Gonzalez confirmed that this discussion is taking place, and that the Indiana Department of Education is looking at the model currently in place in Tennessee and Colorado, where similar models are already being implemented. Bob Sherwood stated that the School of Education report card is available on the Tennessee Department of Education [website](#), and uses Value

Added and Achievement score data in reading and math. Discussion on some of the specific findings, merits and drawbacks of the Tennessee report ensued.

Dean Gonzalez also commented on the recent incidents of racial discrimination on the Bloomington campus, including anti-Semitic incidents of vandalism and the attack on a group of Asian students. The Committee on Diversity has drafted a statement to be released to faculty in the coming weeks. The statement will encourage faculty to engage students in discussions about the seriousness of these incidents, as well as how to promote diversity and combat discrimination in our community.

b. Review of Bob Sherwood as Associate Dean of Research:

Bob Sherwood, Associate Dean of Research and Development, is up for review this year. The members of the review committee are Gretchen Butera (chair), Terry Mason, Bobbie Partenheimer, Joshua Smith and Vasti Torres. The committee has prepared a list of questions to address, and may generate additional questions during the review process. A report based on the review is due to the Agenda Committee by April 13, 2011.

c. Update on Guidelines for Long-Term Contracts for Academic Specialists (10.35R):

Last academic year, the Committee on Faculty Affairs was asked to come up with guidelines for long-term contracts for Academic Specialists. The proposed guidelines were approved by Policy Council last year, however, the Committee was asked by central campus to add specific dates to the proposal. This year's Committee has made the requested changes, and Terri Ochoa brought the proposal back to Policy Council for their review.

Ginette Delandshere asked about the role of the Promotion & Tenure Committee in reviewing academic specialists. It is difficult to review cases for academic specialists because the members of the P&T Committee are not always familiar with the job requirements of faculty with the academic specialist rank. T. Ochoa stated that the directors of the centers where the academic specialists primarily work would be involved in the review process and provide more detail about the specific role of the person being evaluated.

The proposed guidelines are only applicable to IUB, as IUPUI does not use the faculty rank of Academic Specialist in the same way that IUB does. Academic Specialists at IUPUI are typically hired as part of grant-funded projects with specific start and end dates; therefore, the issue of long-term contracts does not arise in these positions. Rob Helfenbein confirmed this with Cliff Robinson, the Associate Dean for Academic Affairs at IUPUI.

Result: The proposal will be changed to state that the candidate, and not the mentor-guide, prepares the dossier, and will be forwarded to central campus for their reconsideration.

III. Old Business

a. Diversity Topic

Gabriel Serna, one of the graduate student representatives on Policy Council, was asked by G. Delandshere to speak to graduate students regarding their perspective on issues of diversity in the School of Education. G. Serna presented the results to Policy Council. The questions and issues raised

by graduate students, and the discussion among the members of Policy Council on these issues, are summarized below:

What is the School of Education doing already? Students were particularly interested to know whether there are any active recruitment measures in place for students from diverse backgrounds, such as visiting other universities. There is currently a recruitment model in place in SPEA where a representative travels to other schools that would potentially send Master's students to the program. Students felt that if the School of Education wanted to focus on increasing diversity in the student population, we would need to direct our efforts towards potential students from Indianapolis or from outside of the state. T. Ochoa reminded faculty of the opportunity to be a part of the discussion session with the speaker from the University of Louisville. The session will consist of brainstorming and discussing ideas for active recruitment for underrepresented students.

How does the School of Education define diversity? Who do we include in our definition of "diverse" students? We should consider whether our definition includes students from Hispanic/Latino, Native American, Asian and other cultural/ethnic backgrounds, as well as LGBT students. T. Ochoa also mentioned that our broadened definition of diversity should also include students with disabilities. We should also consider whether we are accessing students from diverse socioeconomic backgrounds who might not have the ability to be a part of the IU community without direct efforts to facilitate their inclusion at IUB. We should think about what we can do to cultivate relationships with lower income students in the Bloomington area. Annela Teemant suggested that one way to target recruitment efforts towards lower-income students may be to hold a college career day similar to what has previously been done at IUPUI. Students from the local feeder high school, George Washington Community, and other schools were recruited to attend the career day. Pat Rogan and Mary Cole were among the faculty who were involved in this event

How can we address diversity in our curriculum? G. Serna also asked graduate students whether they felt their curricula were diverse in their approach, and if there are efforts to incorporate diverse points of view in the course content. Students varied in their responses to these questions, and raised the issue of where and how to add more diverse content to the curriculum. One idea may be to broaden the definition of diversity within existing courses on working with diverse students. It was noted that there are currently no courses offered that cover sexual orientation and gender diversification. Additionally, we do not frequently discuss differences that exist within and between ethnic and cultural groups. G. Delandshere mentioned that we still do not seem to clearly understand what is meant by 'diversity in the curriculum,' and that this concept will look different from one course to another.

Jose Rosario stated that although we often talk about increasing diversity in our student population and opening our doors to students from differing backgrounds, we rarely talk about changing the content and perspectives represented in our coursework. Students have shared with him that they are not able to relate to the perspectives represented in coursework, even when topics of diversity are included in classes. G. Delandshere mentioned that the idea of including diverse perspectives in our coursework is particularly relevant for our international students. A. Teemant stated that we as a program should take seriously the principles we teach our students about serving diverse student groups (such as contextualizing instruction and integrating knowledge from the home, school and community) and model them in our practice as faculty. We should aim to teach by example.

T. Ochoa mentioned that in addition to issues around recruitment, we also need to look at the retention of diverse students in School of Education programs. After students are accepted here, do they remain

here, and what barriers exist that prohibit some students from staying once they arrive? Students who do not come from families who are familiar with the college environment and strategies for success may only remain in school for a short period of time. Opportunities to acquire funding to pay for tuition or to cover attendance at conferences may be one issue to further examine as it relates to student retention. Although we have funding for first-generation undergraduate students in the School of Education, it is unclear whether we have similar funding for first-generation graduate students.

J. Wong reported that he had previously spoken with Russ Skiba about the Policy Council's discussion on diversity. R. Skiba suggested that in conjunction with issues of recruitment and retention, we should also examine the broader issues of the climate and curriculum offered by the School of Education. We should look at the extent to which diverse students feel that they are welcome and successful in the IU School of Education, and whether there are mentoring programs in place for diverse students. It is important that all of the Policy Council committees are devoted to addressing issues of diversity, and not just the Diversity Committee. This sentiment was echoed by Dean Gonzalez, who stated that prioritizing diversity cannot be mandated, but that faculty have to embrace a commitment to diversity and work on addressing it one step at a time. G. Delandshere suggested that perhaps it is not a lack of will, but a lack of understanding of *how* to incorporate diversity into coursework that presents a challenge for faculty. In response, G. Serna stated that perhaps addressing diversity may mean creating a safe place within classes where open conversations about diversity can take place, and where students can be allowed to share their experiences.

Next steps: The Agenda Committee will discuss how to proceed with the diversity topic in January, and G. Delandshere will see if R. Skiba can attend a Policy Council meeting in the New Year. G. Serna will periodically update the Policy Council on issues raised in his conversations with graduate students, particularly with regard to how well we are supporting our current students. J. Wong and G. Serna will follow up with graduate student representatives who may be invited to share their perspectives at Policy Council meetings.

IV. New Business

a. Substituting A308 into Elementary program

Suzanne Eckes presented a proposal to combine the law course for elementary teachers (E310) and the law course for secondary teachers (A308) into one legal issues course (A308 Legal and Ethical for Teachers). There is currently no distinction between the content of the two separate courses. However, there are significant complications with the rosters for the courses. Currently, there are 12 separate sections for the courses, and students have considerable difficulty with registration, entering grades and giving students credit for the proper course. This course is offered only at IUB.

Result: A motion to approve the proposed course change was put forth by T. Ochoa, and was seconded by P. Kloosterman. The motion was unanimously approved.

b. Graduate Certificate in Learning Sciences, Media and Technology (11.15)

Kylie Pepler was not in attendance to present the certificate proposal to Policy Council. However, discussion ensued and questions were raised. Specifically, G. Delandshere raised questions about the intended audience for the certificate program, and P. Kloosterman inquired about the rationale behind the minimum admission GPA of 3.0 (rather than 2.5 as in most other graduate certificate programs). It

was decided that although the Policy Council had a few unanswered questions about the certificate proposal, they were relatively minor and could be easily addressed, and therefore, it would not be necessary to have these questions answered and further delay the approval process for the certificate.

Result: The certificate proposal was unanimously approved.

The questions raised were subsequently forwarded to K. Peppler, and were answered as follows via email:

Who is the audience for the certificate?

There are a few key audiences: The first would be in-service teachers or other informal educators looking to know more about learning, new media, and schooling systems. We think that the target market would be Indiana in-service teachers looking to renew their credentials and are looking for effective ways to reach them now. Second, we are targeting potential residential applicants that may want to try out a few courses before committing to a residential program (particularly international students, etc.). Third, our online courses will offer some variety for existing IUB online programs like the new IST online Ed.D. program (students could minor in LS with our courses) as well as some of the online MS students in Curriculum and Instruction that are seeking to learn more learning in new media.

Why is the minimum admission GPA set at 3.0? Could an exception be made based on other evidence?

Yes, we would make exceptions to the GPA minimum. We want to establish the reputation of our program and distinguish it from other existing programs by having faculty taught courses with high quality applicants. In truth, we make regular exceptions already for outstanding students that otherwise don't meet GPA or GRE requirements for the school and have been very pleased with the results. This requirement was actually based on the existing requirements for the IST online programs and under the advisement of Elizabeth Boling who suggested that if we establish a 3.0 minimum we will get students asking for exceptions with 2.5 GPAs but at 2.5 we'll probably get students with a 2.0 or less asking for exceptions to policy. We are not wedded to the exact minimum GPA and would be willing to be flexible on this issue.

V. New Courses/Course Changes

The following courses were announced as being open for a 30-day remonstrance period:

Course Changes:

A308 Legal and Ethical Issues for Teachers

****G. Delandshere adjourned the meeting at 2:40pm****