AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION

September 23, 2009
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138E

I. Approval of the Minutes from April 29, 2009 Meeting **(09.14M)**
Approval of the Minutes from April 29, 2009 organizational meeting **(10.04M)**

II. Announcements and Discussions
Dean's Report

Agenda Committee
Core Campus Retreat October 9, 2009 – Bradford Woods
Fall faculty meeting October 30, 2009 – 10:00 a.m.
Open Access Proposal has been forwarded to IU Legal Counsel

III. Old Business

IV. New Business
a. Higher Education Minor in College Pedagogy Proposal – Chism **(10.06)**
b. Nominating Peers for Policy Council Service – Dennis (**10.07**)
c. Policy Proposal regarding Participation in the School's Promotion and Tenure Committee Discussion and Vote – Dennis **(10.08)**

V. New Courses/Course Changes
The following courses are open for remonstrance

L525 Practicum in Literacy, Culture and Language Education Cr: 1-3
Justification: Departmental name change

L590 Independent Study or Research in Literacy, Culture and Language Education Cr 1-3
Justification: Departmental Name Change

L599 Masters Independent Study or Research in Literacy, Culture and Language Education Cr: 3
Justification: Departmental Name Change

L600 Issues in Literacy, Culture and Language Education Cr 3
Justification: Departmental Name Change

L630 Topics in Literacy, Culture and Language Education Cr 3
Justification: Departmental Name Change

L650 Internship in Literacy, Culture and Language Education Cr 3
Justification: Departmental Name Change

L700 Seminar-Literacy, Culture and Language Education Research Cr 3
Justification: Departmental Name Change

L750 Research Seminar in Literacy, Culture and Language Education Cr 3
Justification: Departmental Name Change

L799 Doctoral Thesis in Literacy, Culture and Language Education Cr 1-15
Justification: Title is changing due to departmental name change.

Higher Education Minor in College Pedagogy

The rationale for revising the minor is that it had fallen into disuse recently as the College and other units were discouraging their students from taking electives elsewhere. We are now thinking that these restrictions are easing and that there is a new group of students at IUPUI in the School of Medicine and the Preparing Future Faculty program who are interested in the minor. We also now have additional faculty with specializations in college teaching and learning. The major differences are the updating of the list of courses to reflect what is currently being offered in the collaborating departments as well as to add a new course that we would teach (the C750 curriculum course). We would also like to obtain actual course numbers for the two special topics courses in HESA. One other change is that we specified that a teaching portfolio would be the basis for the minor qualifying exam, whereas there was no minor format previously specified.

Required courses

C750	Learning and Teaching on the College Campus *	3 credits
C675	Supervised College Teaching **	3 credits
C750	Curriculum in Higher Education*	3 credits

Elective (choose one)

Suggested courses:*

L506	Reading and Learning in Postsecondary Education	3 credits
P530	Instructional Psychology	3 credits
P540	Learning and Cognition in Education	3 credits
P544	Applied Cognition and Learning Strategies	3 credits
P545	Educational Motivation	3 credits
U548	Student Development Theory and Research	3 credits
D500	Introduction to Adult Education Theory	3 credits
D525	Introduction to Distance Education Systems	3 credits
D600	The Teaching-Learning Transaction in Adult Education	3 credits

Or, another course approved by the minor advisor

*Regular course numbers would be sought for these two courses.

**A course on teaching or teaching practicum within the student's department may be substituted to fulfill this requirement, but if so, an additional elective must be taken so that all 12 credits for the minor are out of department. Students using this option would be taking 15 hours for the minor, 3 in department and 12 in HESA.

*** Students in the departments offering these courses may not elect to apply them to the minor. The minor elective must be a course in a different department from the major.

Minor Qualifier would be a teaching portfolio

10.07

IUB Faculty and Budgetary Affairs

April 23, 2009

We recommend in the practice of asking faculty members to nominate their peers for service on policy council that the requirement of only nominating 4 members from your home department be eliminated in favor of a practice that allows faculty to nominate whomever they choose inside or outside their departments. We would like this to be implemented in the next nominating cycle. We would also like to receive feedback on how the effects of this implementation from the perspective of the nominating committee.

Rationale: The current system of nominating for no more than 4 members of your own department means that an IST member can, in principle, nominate 50% of their department's faculty while a C&I member can nominate less than 10% of their department's faculty. To the FAC committee, this seemed like an longstanding, unfair nominating process by department.

10.08

Policy Proposal

Offered by the Faculty and Budgetary Affairs Committee

April 23, 2009

Policy Regarding Participation in the School's Promotion and Tenure Committee Discussion and Vote

Members on the School of Education Promotion and Tenure Committee should recuse themselves when a faculty member from their home department is being considered for either promotion or tenure or long-term contract. Faculty should participate in the Department level discussion and vote.

Rationale:

This aligns our SOE practice with university-wide practice. The policy would enable the school committee to approach the dossier with fresh eyes. With the addition of a memo from the department chair characterizing the discussion regarding candidates, the voice of the department faculty will be reflected in the dossier in a more consistent manner than has been the case in the past. The Committee recognizes the value of having all available information as part of the School's P&T discussion, but would like to suggest that it is most fair to see the dossier as the vehicle for this transparency and information.

10.09M

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
September 23, 2009
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions.

Members Present: R. Appelman, P. Carspecken, S. Eckes, P. Kloosterman, G. Lopez, S. Martinez, F. Pawan, F. Robison, J. Rosario, P. Sutton, A. Teemant; **Alternate Members Present:** C. Gray; **Dean's Staff Present:** G. Gonzalez, D. Hossler, M. McMullen; **Student Members Present:** O. Adefope, C. Chesnut.

I. Approval of Minutes
-Minutes from April 29, 2009 Meeting (**09.54M**): unanimously approved
-Minutes from April 29, 2009 Organizational Meeting (**10.04M**): unanimously approved

II. Announcements and Discussion
Dean's Report:
Dean Gonzalez welcomed all members and spoke about the budget situation. The University has not been an exception in regards to the impact of the recession. This year, the legislature cut about 4½ % of state appropriations (base money). And, because the University is on a bi-annual budget, there will be another cut of roughly 2% next year. So the total bi-annual base appropriations cut is about 6 ½ %. That amounts to $474,000 this year and roughly $200,000 next year. Federal stimulus cash was used to supplant the money that was cut from the state appropriations, so the amount of money flowing to the University was constant. But, because the state appropriations were supplanted with cash from the stimulus—which ends two years from now—the 6 ½ % base cut is still an issue. Therefore, the President has taken some immediate measures. For example: 1) the implementation of a salary freeze; 2) the implementation of some cost-cutting measures to try to accumulate base money, including an immediate halving of all travel budgets for every unit; 3) for every staff position that becomes open, half of the money used to support that position will be sequestered (as a result, any position that becomes open will have only half the money required to replace it). The University is committed to avoiding furloughs or layoffs, but replacing those who leave/retire may not happen immediately. Discussions are on-going in regards to how to best handle the budget situation and the problems that have and may arise from it.

The Dean also addressed REPA (Rules for Education Preparation and Accountability) changes. Two things in particular were highlighted in regards to the impact on the University:

1. These changes make it impossible for Secondary Education teachers to become licensed by majoring in Education; it eliminates the Secondary Education major. Students are

required to major in the subject area they will teach and can only *minor* in secondary education.

2. The state can dictate the content of education minors, and they can determine the number of hours that can make up those minors.

Dean Gonzalez passed out a summary of the REPA changes and encouraged familiarity with and understanding of the changes. Beginning October 1, the proposal is open for public comment (comments must be in writing, and all comments are supposed to be considered in policy revisions). The Dean encouraged all—faculty, etc.—to submit focused comments aimed at 1) suggesting ways the policies could be changed and 2) elucidating the problems/issues that may arise from the policies. The Core Campus retreat is October 9th; the Long Range Planning Committee has changed the retreat schedule so that time can be devoted to REPA.
(Discussion of the REPA changes ensued among the members present.)

Agenda Committee

a. Core Campus Retreat, October 9, 2009—Bradford Woods: announced

b. Fall faulty meeting, October 30th, 2009—10:00am: announced

c. Open Access Proposal was forwarded to IU Legal Council: one of the University attorneys made clear that this proposal cannot be imposed. It would violate University policy.

Result: the Agenda Committee will discuss possible next steps (for example: re-wording the proposal, sending it back to the Technology task force, etc)

III. Old Business

IV. New Business

a. Higher Education Minor in College Pedagogy Proposal (**10.06**).

An explanation of the proposal was offered and brief discussion ensued. F. Pawan raised the point that there do not seem to be any electives that include bi-lingual education, multicultural education, or diversity. Discussion of this point ensued. D. Hossler will convey to the appropriate people the point raised by F. Pawan.

Result: proposal was unanimously approved.

b. Nominating Peers for Policy Council Service (**10.07**).

An explanation of the proposal was offered and a discussion ensued. Peg Sutton pointed out an error in wording: rather than replacing the current practice with one that "allows faculty to vote for whomever they choose," it should read "allows faculty to **nominate** whomever they choose." This change was agreed upon.

Result: proposal was unanimously approved; the wording change will be made, and the new procedure will be implemented for a 2-year trial period, after which it will be re-evaluated.

c. Policy Proposal regarding Participation in the School's Promotion and Tenure Committee Discussion and Vote (**10.08**).

Explanation of proposal was offered and a lengthy and substantial discussion ensued. This proposal seeks to reverse the current practice.

Result: there was unanimous agreement to send the proposal back to the Faculty Affairs Committee with the request they prepare a set of guidelines that will 1) define members' roles on committees; 2) make clear that each member should absolutely be present for department discussion; 3) make clear that members should vote objectively, not from personal feeling; 4) make it clear that members, when discussing and voting, should distinguish between personal complaints on the one hand and formal, documented issues based on evidence on the other.

V. New Courses/Course Changes

It was announced that courses listed are open for 30 day remonstrance.

Meeting was adjourned by Jose Rosario at 2:35pm.

APPROVAL OF PROGRAMS PREPARING EDUCATORS

An approved program is a program recognized by the board to prepare educators to meet curriculum requirements for licensure. To be approved by the board a program must:

1) Meet one of the curriculum requirements as follows:
   - For elementary majors, a min. of 70 hours of general education and subject matter concentration and a max. of 30 hours of professional education and pedagogy
   - For elementary or secondary minors, a max. of 18 hours in professional education and pedagogy
   - An on-line program for either elementary or secondary candidates equivalent to the 18 hour minor noted above OR
   - An education administration program
2) Develop an approved program assessment system
3) Require program participants to meet the minimum acceptable scores of the written examination of basic skills in reading, writing and mathematics
4) Provide contact information of the "supervisor of the program"
5) Provide the Institutional Report submitted to NCATE or any equivalent report; and
6) Meet any standards for educators adopted by the board that may include NCATE or INTASC.

The board will make the final determination of approval status. An approved program shall:

- Provide assessment system data annually to the board
- Provide the Institutional Report submitted to NCATE or an equivalent report to the board annually
- Comply with the requirements above (1-6)

The status of an approved program may be reviewed at any time by the board. The program will receive written notice of its re-evaluation. If the board determines that requirements of this rule are not being met, the board may rescind approved program status.

APPROVED PROGRAM ASSESSMENT SYSTEM

Each approved program must implement:

- An assessment system that assesses the quality of the program's applicants and program and
- A plan for collecting analyzing data on applicant qualifications, performance of candidates and graduates and program operations for evaluating and improving the programs.

ELEMENTARY LICENSE AND CURRICULUM

The license will be P-6.

The curriculum requirements include:

- a minor approved by the board
- a major in education from an approved program that includes the following:
  - min of 70 hours in general education and subject matter concentration
  - professional education and pedagogy including but not limited to the following:
    - min. of 5 days in classroom during final 6 semesters of program
    - min. 6 hours of scientifically-based reading instruction (defined in more detail in proposed rule)
    - differentiation of instruction and teaching methods, inc. teaching ENL, exceptional needs
    - classroom and behavioral management, inc. legal rights and responsibilities
    - curriculum development, lesson planning, assessment and data us in informing instruction,
    - psychology of child development, inc. development of exceptional needs students

- min. of 9 weeks of full-time student teaching

Additional Options:
- Transition to Teaching program
- A baccalaureate degree and certification from an online approved program

SECONDARY LICENSE AND CURRICULUM
The license will be 5-12.
The curriculum requirements include:
1) Baccalaureate degree from an institution of learning that includes a major determined by the department to substantially apply to a content area AND
   - One of two options:
     - Min. of 9 weeks of student teaching and an education minor that includes:
       - min. 6 hours of scientifically-based reading instruction (defined in more detail in proposed rule)
       - differentiation of instruction and teaching methods, inc. teaching ENL, exceptional needs
       - classroom and behavioral management, inc. legal rights and responsibilities
       - curriculum development, lesson planning, assessment and data us in informing instruction,
       - psychology of child development, inc. development of exceptional needs students
     - Transition to Teaching Program
2) Baccalaureate degree from an institution of higher learning and certification from an online approved program

ALL GRADE LICENSE AND CURRICULUM
The license will be P-12.
The curriculum requirements would meet the elementary OR secondary requirements
Content areas would include:
- Adaptive physical education
- Communication disorders
- Computer education
- English as a new language
- Exceptional needs
- Fine arts
- World language
- High ability
- Health
- Physical education
- Library/media
- Reading
- Administrative licenses

CONTENT AREAS [No reference to standards in content areas.]
Special Notes:
- Communication Disorders requires completion of a master's degree or higher
- Elementary Generalist/Elementary Specialist
  - Note: "If the department determines an applicant has a major or minor substantially equivalent to a concentration in any of the following areas, the license shall list the applicable concentration."
    - Language arts

        - Mathematics
        - Science
        - Social studies
        - Exceptional needs
        - Early childhood
        - Fine arts
- Social Studies
    - "meets the requirements for ONE or more of the concentration areas"; license shall list "social studies" and the applicable concentration as a content area

TRANSITION TO TEACHING

New Elements:

- Candidate eligibility modified
    - Baccalaureate degree with a GPA min. 3.0 OR
    - Baccalaureate degree with a GPA min. 2.5 and five years of professional experience OR
    - (for secondary candidates only) Graduate degree

TEACHER PROFICIENCY EXAMINATION

- Applicant for an initial practitioner license and for the content area to be included on the license must
    - Obtain at least the min. acceptable score on a content area examination
    - Until 7/1/12, obtain at least the min. acceptable score on Praxis I
    - On or after 7/1/12, obtain at least the min. acceptable score on a written examination established that demonstrates proficiency in basic reading, writing and mathematics
    - Obtain at least the min. acceptable score on a written examination that demonstrates proficiency in pedagogy [On or after 7/1/12(?)]
- For initial and renewals of an elementary license, applicants may be required to demonstrate proficiency in reading comprehension by successful completion of a written examination approved by the board
- For renewal of an exceptional needs or reading license, applicants may be required to demonstrate proficiency in reading comprehension by successful completion of a written examination approved by the board
- On or after 7/1/12, applicants obtain at least the min. acceptable score on a written examination established that demonstrates proficiency in basic reading, writing and mathematics *prior to acceptance into an preparation program (italics added)*

ADMINISTRATIVE LICENSES

- Building level administrator
    - Holds a proficient practitioner or accomplished practitioner license AND
    - Successfully completes an approved program in education administration
    - Successfully completes the SLLA
- District level administrator; Superintendent
    - Successfully completes the SLLA
    - Successfully completes one of the following:
        - Master's degree or higher at an institution of higher learning or
        - An approved program in education administration

      [No reference to a teaching license]
- Directors of Career and Technical Education, Curriculum and Instruction
    - Holds a proficient practitioner or accomplished practitioner (or workplace specialist II or II with a master's degree and 2 years of full-time teaching experience for Career and Technical Education) license AND

  - Successfully completes an approved program in education administration
  - Successfully completes the SLLA
- Directors of Exceptional Needs
  - Holds a proficient practitioner or accomplished practitioner license in communications disorders, exceptional needs or building level administrator, school social worker, or school psychologist and 2 years of full-time experience AND
  - Successfully completes an approved program in education administration
  - Successfully completes the SLLA

BEGINNING RESIDENCY PROGRAMS

New Elements:

- TWO year program
- For new teachers, building level administrators *assess* performance and develop the assessment schedule
- DOE will develop minimum assessment criteria and forms to be used
- For new building level administrators and school services professionals
  - TWO year residency program; similar in design of the new teacher program and managed by an administrator's "supervisor"
- Appeal process outlined; appeal first to the superintendent of the corporation, then to the governing body. The decision of the governing body is the final administrative determination.

LICENSE RENEWAL

New Elements:

- Definition of "professional growth experiences" – "professional experiences that apply to the needs of the student body as approved by the building level administrator, supervisor, department or board"

  Proficient and accomplished practitioner license holders may renew license for an additional term
  - by completion of the process for certification by the National Board of Professional Teaching Standards and written certification that the certification process has been completed, regardless of whether the licensee succeeded in earning NBPTS certification OR
  - Completion of a professional growth plan which must include a min. of **90 hours** of professional growth experience in a five year period [ALL definitions of such experiences have been deleted.] These hours must be approved by a building level administrator or immediate supervisor
  - If unemployed, the professional growth experience must be approved by the DOE.
- Appeal process re: professional growth plans outlined: if denied by building level administrator, then to superintendent, then to the governing board
- Except for life licenses, after 6/30/10 or the date a license expires, the department shall convert the license under prior rules to a license established under this title
- Holders of middle school/junior high licenses (5-9), K or 1-9 subject endorsements and Rules 2002 adolescent generalist may retain the school setting available under the rules in effect at the time of issuance

LICENSE ADDITIONS

Content areas may be added to a proficient practitioner license if the candidate has completed

- the respective testing requirements (Praxis II) AND
- requirements of the content area

jds
8.17.09