

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

February 23, 2011

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from January 26, 2011 Meeting **(11.25M)**
  
- II. Announcements and Discussions
  - a. Dean's Report
  
  - b. Agenda Committee
    - Search Committee for Executive Associate Dean
    - Don Hossler, chair
    - Ginette Delandshere
    - Rob Kunzman
    - Ray Haynes
    - Mary Beth Hines
    - Catherine Overbey

Spring faculty meeting April 29, 2011– 10:00 a.m.
  
- III. Old Business
  - Diversity Topic – Follow up on recruitment workshop – Russ Skiba and Ghangis Carter
  
- IV. New Business
  - Teacher Education Program Admissions – Alternative Assessments of Basic Skills **(11.27)**
  
  - FMLA Parts A **(11.28)** & B **(11.29)**
  
- V. Course Proposals

**Committee on Teacher Education**  
**Bloomington Campus**  
**January 24, 2011**

**Voting Item**

Teacher Education Program Admissions - Alternative Assessments of Basic Skills

**BACKGROUND:**

The Committee for Teacher Education is asked to approve modifications to the admissions criteria to the teacher education programs. These additional assessments are options for the criterion that addresses candidates' basic skills, and represents options approved by the Indiana Department of Education (IDOE). The IDOE does require all teacher education programs to include an admissions criterion addressing basic skills, i.e., reading, mathematics and writing.

**CURRENT REQUIRED BASIC SKILLS CRITERION:**

- PRAXIS I with the following individual minimum scores:  
Reading – 176, Mathematics – 175, and Writing – 172

**PROPOSED ADMISSIONS CRITERIA ALTERNATIVES OF CANDIDATES' BASIC SKILLS:**

- ACT with a minimum score of 24 based on Math, Reading, Grammar, and Science.
- SAT with a minimum score of 1100 based on Critical Reading and Math
- GRE with a minimum score of 1100 based on Verbal and Quantitative
- Master's Degree from a regionally accredited institution
- Praxis 1 composite score of 527 based on Reading, Writing and Math (option to the individual minimum scores currently required)

Note: The IDOE has approved that the ACT, SAT and GRE minimum scores do not include writing.

FMLA Draft of 2/19/08

**Core Campus  
School of Education  
Family and Medical Leave & Program Extension Policies for Graduate Students  
Effective Date: XXXXXX**

**Part A: Program Extension for Doctoral Candidates**

The purpose of this policy is to provide up to one additional semester of time to the academic "clock" of a doctoral candidate (post-qualification) who has had an emergency or unexpected event occur in their lives.

**Eligibility:** To be eligible for a program extension of up to one semester, a student must:

- Be a doctoral candidate, enrolled full-time, in good academic standing, and continuously enrolled since achieving candidacy.

**Reasons for leave:** An extension of up to *one* semester of time may be granted to a student for the following reasons:

- A serious health condition requiring an inability to work or attend classes for 3 weeks or more.
- Care of a child within 12 months of the birth or adoption of a child. (Please note: this applies to either the mother or the father of an individual child, but not to both, if both parents are doctoral students on the School of Education).
- A serious health condition of a spouse, domestic partner, child or parent when the student is the primary or co primary caregiver and the absence is anticipated to continue for at least three weeks
- Death of a spouse, domestic partner, child or parent.

**Terms and Conditions of Program Extension:** Students may implement this policy only once during their tenure as a doctoral candidate. This extension applies to the major degree milestone and time limit after becoming a candidate involving the number of years between advancing to candidacy and obtaining the degree.

**Procedure:** Requests for a program extension should be made by the student, with the endorsement of the student's advisor, through the Office of Graduate Studies in the School of Education, by filling out and submitting the appropriate form. Students are required to submit necessary medical certification or other verification of the reason for the requested extension. Final approval of the program extension will be made in conjunction with the University Graduate School of Ph.D. students and by the School of Education for Ed.D. students. Program extensions must be applied for within six weeks or by the end of the semester in which the emergency or unexpected event occurs; whichever period of time is longer. These extensions are not granted retroactively, and thus, a student may not apply for one at the end of a program to be granted extra time based on an event that occurred in the distance pass.

MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**February 23, 2011**  
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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** G. Delandshere, P. Kloosterman, T. Ochoa, J. Rosario, R. Skiba, A. Teemant; **Alternate Members Present:** D. Estell, J. Mutegi, R. Smith; **Dean's Staff Present:** E. Boling, T. Brush, G. Gonzalez, R. Sherwood; **Staff Representatives Present:** none; **Student Members Present:** none; **Guests Present:** G. Carter, L. Lackey, M. Manifold

### I. Welcome & Approval of Minutes

P. Kloosterman put forth a motion to approve the minutes from the January 26, 2011 Policy Council meeting (11.25M), which was seconded by T. Brush. The minutes were unanimously approved.

### II. Announcements and Discussion

#### a. Dean's Report:

On the policy front, Dean Gonzalez reported that several bills have been moving through the House and Senate in recent weeks. However, due to the Democratic caucus walk-out, a number of bills are waiting for further action, some of which pertain to the field of education. One of the bills that has already been passed by Senate (Senate Bill 1), is geared towards the reform of teacher evaluation and compensation, as well as the power of collective bargaining. The bill also affects teacher preparation, and amends the requirements for transition to teaching. One area of the bill that is very concerning is the provision that up to 50% of charter school teachers be exempted from the licensure requirements. It appears contradictory that while some bills address strengthening teacher licensing, this bill allows for an exception for charter school teachers. A second concern with the bill is the provision that levels of education beyond those required for entry are not to be considered by school corporations in creating salary schedules. Currently, salary schedules are based on a combination of experience, level of education and other performance measures. The new legislation explicitly states that school corporations would be required to develop salary schedules that take into account student performance, as measured by standardized tests, but cannot consider additional education of teachers for salary decisions. In large part, this provision is based on limited and flawed research that indicates that Masters degrees in education do not enhance teacher effectiveness. However, it seems antithetical to best practice and there is research that shows a correlation between teacher credentials and NAEP scores, for example. Should the House reconvene, it is likely that some version of this bill will be passed.

Dean Gonzalez also updated the Policy Council on the national controversy surrounding the proposal by the U.S. News and World Report and the National Council on Teacher Quality (NCTQ) to publish a report on their ratings of schools of education across the country. They are proposing to look at syllabi and descriptions of coursework, student teaching manuals and other documentation, and determine whether or not the documents align with their standards for quality teacher preparation programs (a list of the standards is available [here](#)). In addition, schools that do not voluntarily submit the requested documentation will be subject to a public records request. This essentially threatens schools that do not volunteer to participate with forced participation, which is antithetical to ethical practice in research. There has been a strong reaction to this proposal; in particular a group of AAU deans have written a letter to the U.S. News and World Report outlining their concerns. At this time, the IU School of Education has taken the position that we will not participate voluntarily, first because the study is inherently flawed, and secondly because it violates the principles of sound research, which allow participants to withdraw without prejudice. Thus far, the President's office is in agreement with our decision not to participate, and has not responded to NCTQ's request for information. However, we are aware that we will receive a public records request, which will eventually require us to submit the requested documentation for review.

Dean Gonzalez then opened the floor for Policy Council members to comment on the School of Education's current decision to not voluntarily participate in the NCTQ review process. R. Skiba asked how likely it was that schools that choose not to participate will be able to publicize the rationale for their decision. Dean Gonzalez responded that several schools have already done so in major publications like the New York Times, but it would not be enough to counter the public perception that the U.S. News and World Report will generate. T. Ochoa further stated that the general public will not read a statement that we submit to a publication like the New York Times, and we would be wise to partner with other institutions and investigate the option of disseminating a statement through a publication comparable to the U.S. News and World Report. R. Skiba suggested that one option might be to produce a report critiquing the NCTQ review and time the release of the report with that of the U.S. News and World Report publication. Ideas for venues through which we could publish such a report include the National Education Policy Center, the Advancement Project, and the Southern Poverty Law Center. Dean Gonzalez stated that a similar critique has been published by Eduventures.

Dean Gonzalez then asked if anyone felt that the IU School of Education's position to not voluntarily participate in the study is incorrect. A. Teemant noted that the pattern that seems to emerge with NCTQ reports is that participants that do not volunteer information are subsequently rated poorly on their criteria; this could be one negative outcome of our decision not to participate. However, if we do not voluntarily participate and are still rated positively, we have made our stand but have not lost in the process. Conversely, J. Mutegi voiced his disagreement, stating that if we participate voluntarily, we have much more control over the information that is shared with NCTQ and it is less likely that we will be rated poorly. P. Kloosterman pointed out that other states that have volunteered to participate have had some of their documentation ignored and distorted by NCTQ. A. Teemant also asked how formal our efforts should be to change our public records to ensure that they align with the NCTQ requirements, in anticipation of the public records request. Dean Gonzalez responded that, in general, we should make an effort to ensure that our syllabi and other documentation are up-to-

date and reflective of our current practice; however, he is not requesting that documentation be altered to conform with NCTQ standards. There is also a chance that the NCTQ will review courses related to teacher preparation programs (i.e., English as a Second Language courses).

b. Agenda Committee:

Jack Cummings' term as Interim Executive Associate Dean will be ending on June 30, 2011. The Agenda Committee has approved the following individuals to serve on the search committee for the Executive Associate Dean: Don Hossler (chair), Ginette Delandshere, Rob Kunzman, Ray Haynes, Mary Beth Hines and Catherine Overbey.

c. Spring Faculty Meeting

The Spring Faculty Meeting will be held on April 29, 2011.

### III. Old Business

a. Diversity Topic

Ghangis Carter presented a summary of the recruitment and retention efforts for students of color during 2010. With respect to Praxis support, it was recommended that School of Education continue to promote awareness of the Praxis I as well as how to prepare. Tutors are also available through Groups Student Support Services, the Hudson and Holland Program, and the 21<sup>st</sup> Century Scholars Program. Carter also noted that several graduate students, particularly in the HESA program, have been instrumental in recruitment efforts, especially through the Emissaries program. There are currently 3 doctoral students in the School of Education who act as points of contact for prospective graduate students to ask questions and arrange to visit IU.

Carter articulated several recommendations for recruitment and retention of diverse students in 2011-12. In particular, the School of Education can hold a town hall meeting to address our concern for the need for more male teachers of color. We may also consider establishing relationships with specific universities to develop pathways for their undergraduates to consider graduate study at IU. Finally, it was recommended that the School of Education increase their participation in *You into IU*, a graduate school recruitment initiative for students of color.

### IV. New Business

a. Teacher Education Program Admissions – Alternative Assessments of Basic Skills (11.27)

The State has recently expanded options for teacher education program applicants to demonstrate basic skills. Previously, applicants were restricted to Praxis scores; however, students can now use ACT, SAT or GRE scores to fulfill the requirements for demonstrating basic skills. The Elementary and Secondary Education Council, as well as the Committee on Teacher Education have accepted these options as sufficient to fulfill the basic skills criterion for admission to the IU program. The proposal to accept these options was presented by Tom Brush for the approval of the Policy Council. This proposal pertains to the Bloomington campus only.

Discussion and questions arose, particularly as these options may affect underrepresented students. G. Carter questioned whether these options would increase the number of students of color admitted to the teacher education program, as data from the Office of Admissions suggest that African-American and Latino students often do not have the minimum Praxis scores currently required. T. Brush noted that the minimum scores are established by the state in order to be given a teaching license; thus, the discussion so far has primarily been centered on whether or not we would allow students in general to have other options to demonstrate basic skills. Dean Gonzalez pointed out that the option for students to use composite scores might be helpful for students who tend to have more difficulty with specific sections of the Praxis exam (i.e., mathematics).

Following further discussion, the proposal was unanimously approved.

b. FMLA Parts A (11.28) and B (11.29)

Lara Lackey and Elizabeth Boling presented a proposed family and medical leave policy for graduate students. It outlines policies and procedures for students wishing to take a leave of absence from their graduate program, allowing students to take a pause in their academic program and/or step away from student academic appointments for a limited time. The proposed policy is based on one that is currently in place in the College of Arts & Sciences.

Discussion and questions ensued, and the policy was referred back to the Graduate Studies Committee for further development.

**\*\*G. Delandshere adjourned the meeting at 3:05\*\***