

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

November 11, 2009

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from October 7, 2009 Meeting **(10.14M)**
- II. Announcements and Discussions
  - Dean's Report
  - Agenda Committee
- III. Old Business
  - Diversity Topic – Presentation by Gayle Buck and Dionne Cross– Pathway Initiative Grant
- IV. New Business
  - a. Proposal for Distance Education Literacy, Culture and Language Education Master's **(10.16)**
  - b. Procedures for Selection of Curriculum and Instruction Department Chair **(10.17)**
  - c. Proposal for Urban Education Ph.D. program **(10.18)**
- V. New Courses/Course Changes
  - The following courses are open for 30 day remonstrance

New Course

G510 Introduction to Drug and Alcohol Counseling      3 credits      BL/IUPUI

This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories will be emphasized. The history of alcohol and drug addiction treatment and recent developments and issues in the field will also be discussed. Justification: There is a paucity of training in this subject matter.

Course Change

P516 Adolescent Development      3 credits      BL/IUPUI

Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescence, emphasizing educational and clinical implications. Topics may include: puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence. Justification: Updated course description reflecting emphasis on major theories and research, which is consistent with recent past and current syllabi for this course. Also included an updated list of topics.

Indiana Commission for Higher Education  
DISTANCE EDUCATION PROGRAM PROPOSAL

Institution: Indiana University Bloomington, School of Education

Degree Program: Master of Science in Literacy, Culture and Language Education

Date: September 28, 2009

*Since 1996, we have offered online graduate courses to teachers for professional development and as part of our Master's degree program. We now offer over 20 courses each year. Nearly 2/3 of students in our online courses are NOT Master's degree students. They are teachers from around the world, many already having earned a Master's degree, who take the courses for professional development. About 1/3 of the students are our Master's degree students, most taking a mix of on-campus and online courses.*

*In recent years, as other departments increased online graduate course offerings, it became possible to complete a Master's degree (requirements and electives) by enrolling entirely in online courses. A few students who are English as Foreign Language teachers abroad, teachers in other states, and a few Indiana teachers have elected to do all their course work online.*

*Our online courses are taught and/or supervised by faculty who teach the same courses on campus. Readings and assignments are equivalent. There is no difference in admissions requirements for on-campus and online Master's degree students. Since many on-campus students also take some online courses, online students often work on joint projects with on-campus students using electronic discussion and planning resources.*

*Nearly every student who elects to pursue the Master's degree online does so taking a course or two each semester and summer while remaining employed—usually as a teacher. Some began their course work on campus at Indiana University or another university, but then needed to move (often out of the country) for employment or personal reasons. Nearly all complete their degree work in 2-5 years.*

*This application is recognition that a small, but growing number of our Master's degree students seek the online version of the degree. The courses are delivered over the Internet using Indiana University's Oncourse system which includes e-mail, electronic discussion forums, joint group workspace, and access to the university library.*

Item

1. On-Campus Enrollment/Degree History (from SIS) for online only students:

	<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>
Headcount	16	16	15
FTE	6	6	7
Degrees	20	17	9 so far

2. Mix of Technologies:

This program will be delivered by using the following mix of technologies (select as many as apply):

Television:

One Way Video

- IHETS - Satellite
- IHETS - Terrestrial
- IU VIC System
- Cable/Public TV
- Videocassette
- Other : ( explain here )

Two-Way Video

- IHETS - Satellite
- IHETS - Terrestrial
- IU VIC System
- Other : ( explain here )

Internet/Web

- IHETS INDnet
- IU VIC System
- Other : ( explain here )

Computer-Based (CD-ROM, DVD, diskette, etc.)

Audioconferencing/Audiocassette

Print Correspondence

Other : ( explain here )

3. Access to the Instruction:

a. The selected mix of technologies allows students to receive the instruction in the following settings (select as many as apply):

- Home
- Workplace (Including Hospitals)
- Libraries and Other Public, Non-Educational Settings
- K-12 Schools
- Campuses/Centers within the Same System
- All Public Campuses/Centers

- b. Will the institution enroll students in the program from anywhere in the state?

Yes *Since we work with teaching English as a Foreign Language, more than half our students are from outside the U.S.*

No

( If "No", please explain here )

4. Schedule for Delivering Coursework:

- a. All required coursework in the major is offered via distance education technology over a 2-year period.
- b. A minimum of 5 elective courses is offered via distance education technology each year.
- c. Please explain how students will be able to complete general education, minor, and other curricular requirements outside of the major.

*Several departments within the School of Education as well as across Indiana University now offer Master's degree level course work online. These courses are available to fulfill needs in elective and other non-departmental parts of the degree. It is also possible to transfer into the degree up to 9 credits of course work from other accredited institutions if the course work meets Office of Graduate Studies requirements and is approved by the Master's Program advisor.*

5. Off-Campus Curriculum and Instruction:

- a. Will the off-campus curriculum be identical to the on-campus curriculum?

Yes

No

( If "No", please explain here )

- b. Will the program require students to complete laboratory or studio work?

No

Yes

( If "Yes", explain here )

- c. Please explain how the program will provide for timely and appropriate interaction between students and faculty members.

*Online discussion, in which faculty members participate and usually guide, is an integral part of each course. In addition, faculty members provide feedback via assignments, telephone conversations and private e-mail communication. Because contact over the Internet is several times a week and often daily, online students often receive more timely responses to questions than students in on-campus courses that meet only once a week for 3 hours.*

- d. Will the program require students to come to campus for any period of time?

No  
 Yes

If "Yes," please indicate for how long, with what frequency, and for what purpose.

( If "Yes", explain here )

- e. Please explain how the program will provide for timely and appropriate interaction between students and other students.

*Each week, students are required to post electronic responses to readings and instructor discussion questions on the Oncourse discussion forum. By mid-week, they are to respond to and comment upon the postings of other students and read instructor postings about themes of the discussion and answering questions posted by students.*

*Many classes have small group assignments (e.g. develop group Powerpoint presentations) which students work together on in special small-group discussion spaces and later post for full-class response. It is possible for students to meet in "real-time" using Oncourse chat-room facilities or more often by posting and responding to comments over the period of a week since students from different time zones and parts of the world can be in the same group.*

6. Assessment of Student Learning:

Please explain how student learning will be assessed.

*Student assessment in classes is done through a combination of evaluating written assignments and the quality/quantity of discussion participation. The final capstone course of the degree program involves working with a faculty member to produce an electronic portfolio of materials demonstrating mastery of the academic and professional standards for the area (i.e. literacy or English Education or EFL) of the degree upon which the student has been focused. As part of National Accreditation, sample assignments and scoring guidelines for assignments have been collected.*

7. Availability of Academic Support and Student Services:

Please explain how students will have access to each of the following academic support and student services:

- a. Admissions: *Both on-campus and online Masters degree students are able to apply for the degree program entirely online. Nearly all students do this. Telephone and e-mail support is available for questions.*
- b. Financial Aid: *Very few online Master's degree students qualify for financial aid because they are only taking a course or two per semester. Those very few who take heavier loads are able to apply for financial aid.*
- c. Academic Advising: *All students accepted into the Master's degree program are assigned to a faculty member who works with them to develop a program plan and is available for questions and advice.*
- d. Course Materials (including delivery mechanism): *Course materials are available through several sources. Journal articles and some class readings are available through the Indiana University Library electronic reserves. Books used in courses can be ordered and mailed to students via the University book store though it is also possible to order books online from Amazon or sometimes directly from publishers. Sample student papers and models of student work are sometimes posted for students to view on the Oncourse site.*
- e. Library Materials (including delivery mechanism) *Students have all the electronic resources of the Indiana University library including electronic reserves available. In addition, copies of articles and books not available electronically may be requested and received by surface mail.*
- f. Placement and Counseling: *Students are counseled by the faculty member assigned as their advisor. In addition they can receive counseling from course instructors and on university-related matters from DE registration personnel.*
- g. Technical support (e.g. on-line help desk): *The initial point of contact for technical support is either the DE registration desk (first contact) or later the course instructor once a student is enrolled. In nearly all cases, problems have been able to be handled by through these two points of contact. When this is not sufficient, students and their instructor are put in contact with University Information and Technology Services (UITS) until the problem is solved.*

8. Student Fees:

Fees<sup>1</sup> Charged per Semester Hour  
for Part-Time Students

	<u>Indiana Residents</u>	<u>Non-Residents</u>
On-Campus Instruction Fees vary depending upon number of credits taken. Technology and Transportation fees.	\$520.86	\$1151.68
Distance Education Instruction (DE students are not charged Health and Transportation fees)	\$366.87	\$366.87

9. Review Process:

This program will be reviewed under the process and criteria dated October 5 2009, which has been transmitted to the Commission for Higher Education.

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<sup>1</sup> All tuition and mandatory fees

## NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

### I. Prepared by Institution

Institution/Location: Indiana University-Bloomington  
 Program: Master's Degree in Literacy, Culture and Language Education (DE version)

	Year 1	Year 2	Year 3	Year 4	Year 5
	<u>FY2010</u>	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>
Enrollment Projections (Headcount)					
Full-Time	2	2	2	2	2
Part-Time	18	20	22	24	26
Total	20	22	24	26	28
Enrollment Projections (FTE)					
Full-Time	3	3	3	3	3
Part-Time	5	5	5	5	5
Total	8	8	8	8	8
Degree Completions Projection	18	20	22	24	26
New State Funds Requested (Actual)	None requested				
New State Funds Requested (Increases)	_No Increase requested				

### II. Prepared by CHE

New State Funds To Be Considered  
for Recommendation (Actual)

New State Funds To Be Considered  
for Recommendation (Increases)

CHE Code:  
that Year 1 = FY199.

Campus Code:  
County Code:  
Degree Level:  
CIP Code:

Comment: Budget calculations are based on the assumption



MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**November 11, 2009**  
1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions.\*\*

**Members Present:** R. Appelman, S. Eckes, P. Kloosterman, G. Lopez, S. Martinez, F. Pawan, F. Robison, J. Rosario, P. Sutton, A. Teemant; **Alternate Members Present:** C. Gray; **Staff Present:** J. Lutz; **Dean's Staff Present:** G. Gonzalez, P. Rogan, R. Sherwood; **Graduate Student Members Present:** C. Chesnut; **Guests Present:** B. Berghoff, C. Buzzelli, L. Mikulecky

### **I. Approval of Minutes**

Minutes from October 7, 2009 Meeting (10.14M): unanimously approved

### **II. Announcements and Discussion**

#### Dean's Report:

The good news regarding the state of the economy that was communicated during the last Policy Council meeting was based on what had been the current and positive outlooks on both state and national levels. However, more recent reports regarding the financial position show fiscal projections that are below what the state had anticipated. The last financial projection has the state potentially 8% below the projected income level for the year, if the most recent trend continues. It is now likely that sometime this year the Governor will announce a cutback on state appropriations for the universities. He announced a salary freeze for state employees for next year (continuing this year's freeze). Even though the University employees are not technically state employees, the University did follow the same recommendation for salary freezes last year and may do so again in the coming year. That has not been confirmed, but it is possible given the more recent financial picture.

The University and the School of Education are making preparations and provisions. The School of Education does not currently anticipate any layoffs or other things of that nature that are occurring elsewhere around the country and the state. The University is proceeding to recapture the funding for positions that become vacant through attrition; that is a University policy and has not changed. The reports, on the whole, show that the University is ahead of schedule in terms of the money that it has to sequester in case the stimulus funds are not replaced.

In regards to the REPA proposal: there was a third and final hearing on November 3<sup>rd</sup> in Indianapolis. It was extremely well attended—including a number of faculty members from the School of Education from IUB and IUPUI. An overwhelming number of reports and testimonies provided were suggestions for changes. Many things recommended were consistent with the School of Education's priorities: keeping the secondary education program as an option, removing credit hour restrictions, keeping the early childhood license area as a license in the

state, among other things. The professional standards board has been given a copy of all the testimony—over 1000 comments were submitted through the webpage, and a petition presented at that meeting had another 2400 signatures. The comments were given to the committee, which is broken up into subcommittees, each with a section of the proposal to work on. They are coming together again on November 18<sup>th</sup>, and at that point we should have a better sense of how the comments were incorporated into the next draft. The general sense is that at least some of those comments will be incorporated and that the next draft will be “friendlier” to schools of education. To what extent it will reflect all the concerns expressed is hard to tell. There are a lot of faculty members from IU and throughout the state that plan to attend the next meeting of Indiana Professional Standards Board on November 18<sup>th</sup>. It may not be the type of meeting where commentary is taken, but to be there, to listen, and to clarify and provide input if asked is important. A final draft will not be prepared or voted on at that meeting; the Rules should be finalized sometime in December, and at that point a final draft may be ready for a vote.

(Some discussion of REPA ensued.)

An article appeared in the Bloomington newspaper this morning (Wednesday, November 11) indicating that the University has established two graduation ceremonies starting in May: one ceremony for graduate students and one for undergraduate students. The Deans have not had input into that decision; based on quotations within the article, the President, the Provost, and some Trustees appear to be very committed to the idea, but not a lot is known right now.

### **III. Old Business**

None

### **IV. New Business**

#### **a. Distance Education Program Proposal: Masters of Science in Literacy, Culture, and Language Education (10.16):**

L Mikulecky discussed the Distance Education Program Proposal Questions were raised regarding the degree itself and the cost (particularly in- and out-of-state tuition costs).

Result (10.16): The proposal was unanimously approved.

The Dean raised the point that REPA may affect all new degree programs.

#### **b. Selection of Curriculum and Department Chair (10.17):**

C. Buzzelli discussed two changes from the previous process to the procedure for selecting the new Curriculum and Instruction Chair.

Result (10.17): Unanimously approved.

#### **c. Urban Education Ph.D. Program (10.18):**

P. Rogan discussed the Program—its development, the rationale behind it, and the specifics of its content.

F. Pawan raised the point that the concept of urban education developed in the program proposal seemed specific to the context of the United States. P. Rogan acknowledged that more thought

needs to be given to the differences between urban education at the national versus the international level.

Other questions were raised regarding the handling of a minor area of study and the program's inquiry requirements.

Result (10.18): Unanimous Approval.

#### **Part V. New Courses/Course Changes**

P. Kloosterman announced that G510 and P516 were ready for remonstrance. Dean Gonzalez asked if the Policy Council should formally move to put forward these courses for remonstrance, so that there is an official record that the Council approved the courses and sent them forward for remonstrance.

Discussion of the remonstrance processes ensued.

F. Robison moved that the Policy Council open both courses (G510 and P516) for internal remonstrance on the IU Bloomington and IUPUI campuses.

P. Kloosterman made clear that this motion would take care of the internal remonstrance for both campuses, and that any need to revisit the remonstrance process in general would be revisited at a later date.

Result: F. Robison's movement was unanimously approval and the Policy Council officially opened both G510 and P516 for internal remonstrance on both IUB's and IUPUI's campus.

**\*\*P. Kloosterman adjourned the meeting at 2:23pm\*\***

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

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

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

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

**Rationale**

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

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

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

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

Recommended revision:

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

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

Dear Faculty,

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

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

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

Sincerely,

The Faculty Affairs Committee

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