

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
April 25, 2018
1:00-3:00pm
IUB—Room 2140
IUPUI—Room 3138B
IUPUC—Room 155E

Members Present: G. Gonzalez, D. DeSawal; P. Carspecken; C. Medina; S. Power-Carter;

Alternate Members Present: B. Edmonds; S. Martinez; C. Bonk

Student Members Present: none

Staff Member Present: M. Boots

Dean's Staff Present: T. Mason; E. Boling; K. Barton; B. Chung

Guest: Sylvia Martinez, Karen Wohlwend, Curt Bonk, Alex McCormick, Rex Stockton, B. Levinson; G. Weltsek; C. Lochmiller; M. Nyikos; A. Benitez; Dr. Majlinda Gjelij (University of Pristina, Kosovo); Ms. Blerta Perolli Shehu (University of Pristina, Kosovo); E. Mickey

Approval of the Minutes from March 21, 2018 Meeting (**18.49M**)

Motion made by: D. DeSawall

Second: M. Boots

Abstentions: S. Martinez

Recusals: none

Result: *Approved Unanimously*

I. Announcements and Discussions

The following committee chairs presented their committee's annual report:

Diversity – Sylvia Martinez

Undergraduate Studies – Karen Wohlwend

Learning and Teaching with Technology – Curt Bonk

Long Range Planning – Alex McCormick

International Programs – Rex Stockton

Agenda Committee

S. Power-Carter thanked Committee Chairs for their service and noted the new streamlined forms for committee reports designed to make the work of reporting easier. She also noted that a new item has been added to the agenda, PhD revision in Counseling Psychology. The electronic ballot for voting on proposed Constitutional Amendments related to the Core Campus split has gone out. Please vote. The Agenda Committee reviewed a revision proposed by K. Barton to amend the language on a document outlining Policy Council Practice Regarding Program Approvals which was presented to the Council earlier in the year. Also, on the agenda document is a list of policies reviewed by committees and do not need changes to address core campus split. These include:

Research and Development Committee Recommendations

- 80.29 Policy on Centers and Institutions
- 16.42 Review of Centers
- Faculty Affairs Committee Recommendation
 - 99.18 IUB Revised Clinical Faculty Representation
- Faculty Development Recommendation
 - 17.48 Mentoring Policy
- Graduate Studies Committee Recommendations
 - 72.30 Proposed policy on experimental courses
 - 72.55 Proposal to modify the experimental course policy
 - 77.38 Sch. Of Ed. Policy on Residence for Adv. Grad Degree Programs
 - 77.59 Proposal fr. IUNW to offer courses leading to an Indiana Administrators & Supervisors
 - 77.60 Proposal fr. IUSB to offer courses leading to an Indiana Administrators & Supervisors
 - 79.45 Policy on Student Work Requirements for the Awarding of Credit

Dean's Report

Dean Mason noted that we will have two open Associate Dean positions. Barry Chung is leaving the position of Associate Dean for Graduate Studies and Elizabeth Boling is stepping down from the and Executive Associate Dean position. At this point it does not make sense to hire permanent replacements as we anticipate a new Dean coming soon. As a result, Dean Mason will make one-year interim appointments for these two open appointments. Please provide input and suggestions of people to consider. Another position that has been an interim appointment is the Associate Dean for Research and Development. Gayle Buck has been in this position, and for a variety of reasons it would be helpful to her work to remove the interim title. This was discussed with the Faculty Affairs committee and we would like to appoint Gayle Buck for a two-year period and remove the interim title.

At the last meeting and through email Dean Mason asked faculty to attend the Undergraduate graduation ceremony. The provost has asked us to have 15 faculty at the event. Seven have answered the call. If you are available, please reach out to Marlene.

II Old Business

S. Power Carter informed members that there are no diversity related events on the calendar as we are winding up the term. The next few items on the agenda are Graduate Studies Committee recommendations for Policy language changes regarding the Core Campus.

Bulletin Language Update: Additional requirements section for Higher Ed EdD (18.51)

M. Boots explained that this change reflects that enrollment in the EdD program at the IUPUI campus will not be an option beginning in fall of 2018.

Comes as a motion from Graduate Studies Committee

Second: B. Edmonds

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Bulletin Language Update: Forming a research committee EdD (18.52)

M. Boots explained that the only change was replacing core campus with Bloomington Campus

Comes as a motion from Graduate Studies Committee

Second: D. DeSawal

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Bulletin Language Update: Mission and Objectives of the School of Education (18.53)

M. Boots encouraged members to read through this. This version has been updated on core campus language.

Comes as a motion from Graduate Studies Committee

Second: D. DeSawal

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Graduate Studies Committee Recommendation for Sun-setting Policies (18.54)

96.27 Distance Education Policy Recommendations

M. Boots informed members that these recommendations and subsequent policies have been taken over by various offices.

Comes as a motion from Graduate Studies Committee

Second: D. DeSawal

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

97.21 EdD Advisory and Research Committees

M. Boots explained that the only change here is changing “core campus” to “Bloomington Campus”.

Comes as a motion from Graduate Studies Committee

Second: D. DeSawal

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Education Council Recommendation for Sun-setting Policies (18.55)

80.48 A Constitution for the Governance of Professional Education Programs in the Indiana University System

K. Barton explained that all of these policies were developed prior to the development of the Education Council and now this Council and its constitution

address these old policies. Dean Mason noted that the Ed Council Constitution is reviewed and revised periodically.

Comes as a motion from Education Council

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

80.9R A Proposal for Governance of Teacher Education

Comes as a motion from Education Council

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

92.44 Report on the Role of Education Council

Comes as a motion from Education Council

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Faculty Affairs Committee Recommendation for Sun-setting Policies (18.56)

E. Boling explained that the rationale for sun setting is listed in document 18.56. These seem self-explanatory. We are voting now on our definition of faculty in the Constitution and whatever the outcome, it will supersede this policy.

10.07 Nomination for service on policy council

Comes as a motion from Faculty Affairs Committee

Second: *P. Carspecken*

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

73.43 Statement on non-standard ranks from Faculty Affairs

Second: *P. Carspecken*

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

78.78 Criteria for Promotion and Tenure

Comes as a motion from Faculty Affairs Committee

Second: *P. Carspecken*

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

79.18 1977-1978 Promotion and Procedures
Comes as a motion from Faculty Affairs Committee
Second: *P. Carspecken*
Abstentions: none
Recusals: none
Result: *Approved Unanimously*

96.09 Academic Administrators Review
Comes as a motion from Faculty Affairs Committee
Second: *P. Carspecken*
Abstentions: none
Recusals: none
Result: *Approved Unanimously*

98.20 Promotion and Tenure Balanced Case
Comes as a motion from Faculty Affairs Committee
Second: *P. Carspecken*
Abstentions: none
Recusals: none
Result: *Approved Unanimously*

98.27 Professional Staff Membership Proposal
Comes as a motion from Faculty Affairs Committee
Second: *P. Carspecken*
Abstentions: none
Recusals: none
Result: *Approved Unanimously*

Committee on Teacher Education Recommendation for Sun-setting (18.57)

K. Barton explained that the Teacher Education Committee now coordinates teacher education and so 79.27 is no longer needed. As for 77.39, articulation agreements are now used rather than this policy.

79.27 The Coordination of Teacher Education
Comes as a motion from Committee on Teacher Education
Second: D. DeSawal
Abstentions: none
Recusals: none
Result: *Approved Unanimously*

77.39 School of Education Policy for Cooperative Programs
Comes as a motion from Committee on Teacher Education
Second: D. DeSawal
Abstentions: none

Recusals: none

Result: *Approved Unanimously*

III New Business

Policy and Procedure Recommendations for International Visiting Scholar Program (18.65)

A. Benitez explained that there are currently no policies in place regarding visiting scholars. CIEDR is taking over the role of coordinating this and the lack of policy for reviewing and accepting visiting scholars is leaving us without criteria for acceptance. Many accepted as visiting scholars currently do not have appropriate credentials. Also, some faculty are sponsoring large groups of visiting scholars and this has become challenging.

Discussion: S. Power-Carter asked how this is different from what is listed on the web site as the process for visiting scholars. A. Benitez explained that there are slight changes, but more importantly, what is listed on the web site is not policy, in that it was not voted on by anyone and also it does not reflect the practice that has been followed. This proposed policy addresses actual issues we are having. C. Bonk noted that in the past few years we have seen exponential growth in visiting scholars. The Chinese government is providing a lot of funding for visiting scholars and this may be part of the reason for the growth. We don't see that changing in the near future. It is very difficult to manage, just in terms of instruction. I have 20 visiting scholars in one class this year. Also, some come with expectations of mentoring for free, which is also a challenge. It is important that we have a policy to help us be more selective and have an ability to say no. S. Power-Carter asked if there is anything that a faculty member has to do when supporting a visiting scholar? A. Benitez explained that the onus is on the visiting scholar to write the report described in the proposed policy, but the sponsor does still have to fill out the sponsor form. That is part of the application. S. Power-Carter asked for clarification of the process. The visiting scholar has to write a report, and then the faculty member has to approve the report? A. Benitez explained that the goal is not to add work for the faculty. The workload should be on the visiting scholar, but the faculty does need take some ownership and approve the report, sign off on it, then pass it on to CIEDR. B. Chung asked for clarification on number seven. Does the wording, "re-invite" cause some confusion? Members agreed that the wording could be confusing.

Friendly Amendment: "...opening a position for the host to *invite another scholar*"

Comes as a motion from International Programs Committee

Second: C. Carspecken

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Online MEd in International and Comparative Education (18.58)

B. Levinson noted that this is the only Masters Degree at the School of Education that is 30 credits rather than 36 credits. By requiring a 36 credit degree we are pricing ourselves out of the market. All of our peer institutions and other institutions including Harvard and Stanford offer Masters Degrees in International Comparative Education with 30 credit hours. The reason for the extra 6 credits is to make room for electives or for the thesis. We have been actively discouraging students from doing a thesis in recent years. We found that many of our

students are not using this Masters as a stepping-stone to a PhD and so the thesis requirement was not serving students well. We recognize that this is breaking new ground for the School of Education, but this 30 credit hour Masters is not uncommon among other units on campus. In this low-enrollment environment we feel the rationale for a 36 hour masters needs to be examined. Through this 30 hour Masters we are providing both focus and breadth.

Discussion: B. Chung noted that in approving this Masters program the Policy Council will also be approving an exception to the 36 hour requirement for a Masters. B. Levinson asked if the 36 hour requirement is actually a policy? Members confirmed that it is. T. Mason asked about the thesis. It has been his experience that the Ministry of Education in many countries requires a thesis for a Masters. Have you considered having a thesis as an option? B. Levinson noted that this is something to consider. Perhaps it could be a part of concentration requirements. Perhaps a thesis track or modified program. B. Levinson noted that one of the challenges with a thesis is that students generally don't have enough inquiry courses to write a strong thesis. For this reason it may be good to create a track that would include more inquiry courses and a thesis. This is something we can look into based on demand. Input from visiting scholars from Kosovo confirmed the importance of a thesis for the credential in their country. Dean Mason reiterated that it is very likely that the thesis will be an issue if the program goes international.

S. Power-Carter reminded members that we are voting on approving this program and granting an exception to the 36 credit hour requirement.

Comes as a motion from Graduate Studies Committee

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

G203 as a new IUB Teacher Education Requirement (18.59)

K. Barton explained that two years ago G203 became a requirement for students to take before they are admitted to teacher education. This requirement did not apply to those directly admitted to the School of Education from high school. The intent was for all students to take this course. This language clarifies that this requirement is intended for all students.

Discussion: D. DeSawall asked what is the difference between direct admit and certification into the IUB teacher education program? K. Barton explained that admission into Teacher Education requires some paper work filing and background checks before the student can become a part of teacher education. Direct admits are admitted from high school into the School of Education but they still have to be certified into the teacher education program if that is the path they choose. S. Power-Carter asked if this class is already a class that was intentionally developed as a requirement for all students? K. Barton explained that is was. S. Power-Carter noted that if this is a required course, there are some interesting things that could be done with the curriculum to help students connect with faculty, but that is just a recommendation to re-examine the syllabus. K. Barton agreed that when everyone is taking it, we can utilize it as a feedback loop or otherwise take advantage of the opportunities the class provides. E. Boling asked if K. Barton anticipates that many will come forward asking for exceptions because they took a communications course in high school? K. Barton noted that the communications class required for teachers would be a viable substitute because it

includes the service learning component. Other communications courses would not. An advisor would help a student understand their options. D. DeSawall asked how exemptions would be determined? What will be put in place to ensure that practices are consistent? K. Barton does not anticipate that exceptions will be a big problem.

Comes as a motion from Committee on Teacher Education

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

New Theater License Addition (18.60)

K. Barton explained to members that the theater program has stopped running a stand alone teacher licensure program and license addition. At the School of Education we don't have the capacity to provide a stand-alone theater license, but we can provide a license addition. G. Weltsek noted that this program is a dream come true, the beginning of the creation of a vibrant theater education program at IU Bloomington.

Discussion: S. Martinez asked who would teach the courses? G. Weltsek noted that should the need arise, he is in communication with a faculty member in the theater department with a youth theater focus who is willing to teach, should we have a need for more faculty to accommodate the demand. There appears to be strong interest among students in many units across campus including theater, but even in SPEA, Anthropology and in the School of Art and Design. We are also getting interest from graduate students who would be able to teach. C. Medina noted that the old program was very production-oriented. This program appears to have a more expansive focus. Can you talk about this? Yes, a lot of the work is situated within the notions of critical pedagogies, critical identity formation, how do our notions of literacy play in with a complex understanding of what we mean by research, what we mean by education? We see drama as an inter-curricular infused space but also as a form of literacy, art literacy.

Comes as a motion from Committee on Teacher Education

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

M334 Elementary Course Requirement Change (18.61)

K. Barton noted that students in the elementary teaching all learners program and theory to practice program are required to take M333, which explores teaching art in elementary school. For the last year we have allowed, on an experimental basis, taking a theater focused course as an option. This experiment was a success and so the department voted to make this a permanent option.

Discussion: D. DeSawall asked if the enrollment numbers would come through the variety of program areas mentioned earlier? G. Weltsek agreed. He is also working with the School of Music to bring in more music education students who often end up working in theater education.

Comes as a motion from Committee on Teacher Education

Second: B. Edmonds

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Improvement Science Certificate (18.62)

C. Lochmiller explained that this certificate is a response to an emerging partnership with the Evansville-Vanderburgh School Corporation who approached us for assistance on district school improvement. This fall we were selected as one of eleven sites to become a pilot site for improvement science, which is emerging in the leadership literature and has been used a lot in urban districts. Evansville has put up funding for this certificate and also committed four students. The Carnegie Foundation is very supportive of our work in this area, as are several other units on campus including Kelly, SPEA and the School of Public Health. This is an interdisciplinary model that came out of manufacturing, business and healthcare and is now being applied to education.

Discussion: G. Gonzalez noted that the 12 credits are all in SOE, how does Kelly or SPEA come into it? C. Lochmiller clarified that these units have just expressed support of our program. This support is important to verify that we aren't competing with their programs. E. Boling noted that the program has support from IST as well. C. Bonk asked what the ultimate goal is? C. Lochmiller explained that we are planning on bringing in new courses aligned with improvement science over the next few years and eventually develop an improvement science academy where IU will serve as the hub for improvement science in the state of Indiana and the region, where we can support districts in their improvement efforts. This aligns with the work of P-16 as well. Also, this model is strongly endorsed by UCEA institutions. We are trying to improve practice at the K-12 district level. D. DeSawall asked about 12 versus 15 credit hours, noting that in doing the HESA certificate we had to do some finagling to get 12 credit hour program passed. How will you justify the credit hour number if this is challenged? C. Lochmiller explained the credit requirement is based on the curriculum, but should it be an issue they would identify another education leadership course to include.

Comes as a motion from Graduate Studies Committee

Second: D. DeSawall

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Certificate in Dual Language Immersion (18.63)

M. Nyikos informed members that this proposal comes out of many discussion happening across the state. About 20 schools have dual language immersion in K or grade 1. Nationwide, 40 states have initiated dual language immersion programs. The goal is to help train teachers to develop bilingual and bi literacy skills in both languages. Teachers have to recalibrate much of what they do to accommodate this approach to instruction. This program will develop teacher skills around how children develop additional language skills, and how students who are English language learners to develop skills in their home language and acquire English. It is designed as 12 credit hours to attract teachers. It is not an online program. Teachers would be coming to campus, mostly in the summer. Right now the department is exploring whether professional development credits could be given to teachers

who participate in this program. The center for applied linguistics has the standards for dual language programs and we are following those closely.

Discussion: C. Medina asked if these are existing courses. M. Nyikos confirmed that they are. The assumption is that these teachers would already have their license. G. Gonzalez asked if this certificate leads to an additional license? No, it is a certificate only.

Comes as a motion from Graduate Studies Committee

Second: C. Medina

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Revision to PhD in Counseling Psychology (18.66)

J. Wong noted that this program proposal has been approved by the department and Graduate Studies Committee. This came about as a result of the last accreditation visit where reviewers found that students were stressed out, overloaded and over committed. They also noted some inadequacy in the way we address the affective basis of behavior, or the study of emotions. In response to that feedback, we have included a new course that brings more attention to that area. Also, we did a review of other counseling psychology programs and compared our program credit requirements and found that our credit requirements are well above the mean. To address this, the proposed revision removes as a requirement one course that is not required by our accrediting body. We also tweaked a current course to increase the emphasis on social justice. We also have a 4 credit course that has been operating as a 3 credit course so we have adjusted this course to be 3 credits.

Discussion: G. Gonzalez asked if the previously required course (567) becomes optional, will there be enough enrollment to offer the course? J. Wong explained that this course is a requirement for the Masters program. T. Mason asked about 650, a variable topic course. If you change the focus of the course, that doesn't appear to be a policy council issue. M. Boots explained that the course will now be required, and so the requirement will need to be approved. T. Mason also noted that if a topical course has the same topic for several semesters, it needs to go through a process to become an official course. J. Wong explained that they will be going through the course approval process. C. Bonk expressed disappointment in the removal of the education psychology course, though he understands that with variability in teaching, the course was not always taught as designed. J. Wong explained that their curriculum did not have adequate coverage of the affective component, and this was the main concern. Colleagues across the country report that they address this topic in a course they offer that is similar to the one we are proposing. T. Mason noted that he was pleased to see the communication with Scott Bellini. He doesn't see a need for hyper focused courses, there is value in having more courses that run across departments. D. DeSawall asked if the new program, as presented today, would meet the requirements, including the history requirement, considering that the history component was pulled out of the version we are considering today? J. Wong said that it would satisfy APA, even without the history piece.

Comes as a motion from Graduate Studies Committee

Second: B. Edmonds

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

S. Power-Carter noted that the next agenda Items are for discussion only. Discussion will be limited to 5-7 minutes.

J. Wong noted that in the original program change proposal included removing a course and replacing it with a written assignment. The feedback from the Agenda Committee was that requiring a paper instead of a course puts an additional burden on faculty without generating revenue. This proposal takes into consideration that feedback. Instead of the paper, we are now proposing changing some content in one course to bring in a history component. When I checked the accreditation requirements they are very lax. They even allow undergraduate credits to count for the history component. This proposal has been approved by our program, but it is brand new and has not been approved by the department or Graduate Studies Committee. S. Martinez asked about the 1/3 explanation in the paper handed out to members. J. Wong explained that one third of the course will be devoted to history. The course also includes an introduction to the field and ethics. D. DeSawall asked if it is necessary for Policy Council to look at this, because it is a course content change, and the course has already been approved, just now, as a part of the degree. B. Chung informed members that the course would have to go through a simpler process, as a course change up for remonstrance, but would not have to go through Policy Council. Discussion ensued about the process necessary to move forward.

After a brief discussion, it was determined that the history course was not removed in the previously approved program change proposal. D. DeSawall makes a motion that for document 18.66 Doctoral Curriculum Reform, we approve removing P601 with the understanding that there will be a course change for G600 that will cover the required content.

Motion made by: D. DeSawall

Second: G. Gonzalez

Abstentions: none

Recusals: none

Result: *Approved Unanimously*

Dissertation Formats (discussion only) **(18.64)**

B. Chung noted that within Graduate Studies there have been discussions about alternative dissertation formats. Graduate Studies has held three town hall meetings. From this we have learned that there are a variety of alternative format from different disciplines. We wanted to put forth a statement embracing the diversity of dissertation formats. The next thing we would like to do is to gather more information, including from students. We would like to get input from departments. If we are going to offer alternative formats, we need guidelines to help faculty understand expectations. My understanding is that Graduate Faculty Council may be looking at this issue in the future, and we would like to be prepared with our own perspective when this comes up.

Discussion: C. Medina noted that whatever comes up should be included in the dissertation awards. Other members agreed that this is important.

Guidelines for involvement of retired faculty (discussion only) **07.22R**

B. Chung explained that this came about as a part of the core campus policy review process. We felt this policy as written didn't cover how people behave when they retire. There is confusion about what the retired faculty member can and can't do regarding the student dissertation process. The committee thought it would be important to outline the process. The revisions in this policy are an attempt to do this. We have provided options for faculty involvement at different stages in a student's dissertation process. We want to alleviate student concerns and also provide faculty with options. S. Power-Carter noted that it will be difficult to require a retired faculty to find a replacement, that seems like something that the student should do. In theory it sounds good, but can we mandate what a retiring faculty member will do? B. Chung noted that guidelines may help clarify expectations. D. DeSawall noted that the language could be altered to be more guidance, as a way to set expectations. B. Chung felt that would be in the spirit of the intent of the current language.

IV. New Course/Course Changes

The following new course or course change proposals have been reviewed and approved by the Graduate Studies Committee, the Committee on Teacher Education or the Undergraduate Studies Committee. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

S. Power-Carter thanked our guests from Kosovo for coming and also thanked Policy Council members for their work during this busy year. Dean Mason thanked S. Power-Carter for leading Policy Council during this challenging year. She has done an excellent job.

Meeting adjourned at 3:12 PM