

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
April 28, 2021
1:00-3:00 p.m.
Zoom Online Meeting

Members Present: L. Rutkowski; S. Eckes; E. Boling; A. Hackenberg; A. Leftwich; V. Dimitrieska; Q. Wheeler-Bell; A. Maltese; A. Brannan; J. Danish; T. O’Neal

Alternate Members Present: S. Daley; A. Cuenca;

Student Members Present: G. Rennie; K. Holström

Staff Member Present: M. Boots

Dean’s Staff Present: G. Delandshere; S. Lubienski; J. Anderson, C. Darnell; G. Buck; S. Morrone; J. Shedd

Guests: S. Hurwitz

Approval of the Minutes from February 24, 2021 Meeting **(21.55M)**

Motion: A. Leftwich

Second: E. Boling

Motion passed. In Favor: 10; Opposed: 0; Abstain: 0; Recusal: 1

Approval of the Minutes from the April 14, 2021 Emergency Meeting of the Policy Council **(21.57M)**

Motion: A. Leftwich

Second: V. Dimitrieska

Motion passed. In Favor: 11; Opposed: 0; Abstain: 0; Recusal: 0

A. Announcements and Discussions

1. L Rutkowski, Policy Council Chair, informed members of the following Agenda Committee items:

a. Name change for the Office of Research, Development and Innovation. The Research and Development Committee requested a name change for the Office of Research, Development and Innovation back to Office of Research and Development. The Agenda Committee referred this as an administrative item at which time Dean Morrone approved the request.

b. Graduate Studies Committee submitted a report of their review of polices addressing potential DEI issues. The agenda committee is currently working with the Dean’s Office and Office of DEI to establish the responsibilities of the DEI Office and PC standing committees’ responsibilities to support the mission of the faculty diversity plan.

c. BFC requested a faculty representative on a General Ed Task Force. The Agenda Committee nominated Keith Barton who graciously agreed to serve.

d. Administrative Review Updates The report for Krista Glazewski as Chair of IST and Joel Wong as Chair of CEP have been completed. The review of Sarah Lubienski as Associate Dean of Graduate Studies has been moved to Fall of 2021.

A. Leftwich noted that in the report for the CEP chair, some of the critiques did not include actionable items or examples to support the review. G. Delandshere added that the review addresses faculty perspectives well, but administrators were not included in the review process and their perspective important. A. Leftwich added that these comprehensive reviews are work-intensive, and perhaps committees would benefit from some guidance for a more streamlined process. Further discussion ensued about the importance of including multiple perspectives in future reviews.

e. Policy Council Committee Annual Reports are available through Canvas for Policy Council review and will be posted to the committee pages on the web site.

Several members noted that, based on the annual reports it appears that many committees met with regularity. It seems that only a few committees reduced their workload in light of the pandemic.

2. Dean's Report *Dean Morrone*

Dean Morrone informed members that the visioning committee is meeting and that they are in the process of wrapping up their work. The next step will be to open the result of this work to the rest of the SOE community. This will be in the form of an open comment period on the final report. Dean Morrone asked Council members if, after the open comments period, this work continue over the summer based on the availability of the faculty involved. Dean Morrone expressed concerns about getting out in front of the Policy Council's approval of this. However, with the arrival of the new president, there is benefit to the School of Education in having some materials available about our vision for the future to present to the new President. She would like feedback from members as to what work might be appropriate for the summer.

Discussion: L. Rutkowski suggested moving forward with sharing information with the caveat that this has not been approved by the Policy Council. J. Danish asked for clarification about the purpose of the visioning committee's work. His understanding was that the purpose was to highlight some of the work, among the great breadth of work happening in the School of Education, that might be appealing to potential donors, rather than charting a future direction for the School. If this is not a plan for the future, and has no policy implications, then there is no need for Policy Council approval. S. Morrone agreed that this interpretation is correct. This committee is not developing a long-range plan, nor a short-term strategic plan. Consensus was to move forward without a need for Policy Council approval.

Dean Morrone then provided an update on the direct admit program for undergraduates. As of April 22, 2021, 141 direct admit students had matriculated, 18% of which are from underrepresented groups. This is an increase from last year's 123 matriculated students, 11% of where were from underrepresented groups. It appears that awarding scholarships up front with diversity goals in mind is promising practice. It is likely that the test optional policy also had an impact. Dean Morrone closed her report thanking the Policy Council for their support of extending her term as Dean for another year.

3. Diversity Topic: Update on School of Education progress in implementing Diversity Plan- C.

Darnell, Assistant Dean of Diversity, Equity and Inclusion

Darnell thanked Dean Morrone for the information on direct admits. He noted that the DEI Office has been in existence for just over a year now with Nancy Boatner joining in June and Dr. Julius Hanks joining full time in January 2021. The administrative team has done some amazing work in this short time. The diversity plan has been updated on the web site to indicate where the School is in regards to each specific goal. This was accomplished with the help of a great team of work-study students. These students developed some DEI goals to help move the strategic plan forward. One proposal made by a work-study student was to use the diversity topic time at the Policy Council meeting to invite one of the responsible units in the diversity plan to provide an update on their progress towards the goals outlined in the strategic plan. C. Darnell would like to see this become a part of the Policy Council meetings moving forward. C. Darnell then invited questions. Dean Morrone added that the Provost asked for information about how our student ambassador program works. After a brief presentation by Dean Morrone to the other campus deans, the deans were impressed and eager for more information.

G. Delandshere noted that the faculty diversity plan was developed before there was a DEI Office, and so the report does not include any responsibilities for the DEI Office. She suggested that the Policy Council charge the diversity committee with updating the plan so that it identifies the roles and responsibilities of this Office in regards to monitoring and implementing the diversity plan.

B. Old Business:

1. School Psychology Online Collaborative Program MOA2 (21.52) *Postponed at the request of the program faculty representative*

C. New Business

1. Changes to Elementary Early Field Experience Configuration (**21.59**) This change does not reflect any changes to the curriculum nor to the number of credit hours in the program. The item comes as a motion from the Committee on Teacher Education, and Jill Shedd can answer questions.
 - A. Hackenberg asked if M201 will continue with this course number, or if it would become M301. J. Shedd said that it would. J. Danish asked about how students would know which section of the course they should take considering the related P or E courses. J. Shedd explained that the office blocks related courses together, and so in the block process of registration, the distinction will be clear.

Second: A. Leftwich

Motion passed. In Favor: 14; Opposed: 0; Abstain: 0; Recusal: 0

2. Proposal for new undergraduate area of concentration: Mental Health Studies for Children (**21.60**) This concentration intends to introduce students to content related to the mental health needs and development of children. The item comes as a motion from the Committee on Teacher Education, and Jill Shedd can answer questions.

Discussion: G. Delandshere asked how an area of concentration is distinguished from a minor. J. Shedd explained that the Department of Education requires that elementary education majors have areas of concentration, which make up part of the 120 credit hours that is the mandated program. The minor is one additional course beyond the area of concentration, and will show up on the transcript. In contrast, an area of concentration is simply a listing of courses and does not appear on the transcript. A minor is open to non-teacher education students. The minor will also be listed on the web site of the College that is a resource students use to select a minor. Further discussion ensued about whether this needs to go to the Campus Curriculum Committee. A. Brannan asked if it is possible that people signed up for this area of concentration might be selecting the special education course that is a part of the minor this next Spring semester? She further explained that the program is only scheduling one section of this course for the Spring, and that may need to be adjusted if students pursuing this area of concentration will be enrolling in the class.

Second: A. Brannan

Motion passed. In Favor: 14; Opposed: 0; Abstain: 0; Recusal: 0

3. Changes to admissions for Transition to Teaching (**21.61**) This proposal aligns our admission requirements with those approved by the Indiana Department of Education. The item comes as a motion from the Committee on Teacher Education, and Jill Shedd can answer questions.

Discussion: M. Boots asked about the content area exam. In regards to the admissions packet, should we begin completing students without the exam results, or list them as incomplete and wait until fall? J. Shedd stated that there is no need to wait.

Second: V. Dimitrieska

Motion passed. In Favor: 15; Opposed: 0; Abstain: 0; Recusal: 0

4. Changes to Secondary Social Studies (**21.62**) This change is a response to the new PRAXIS licensure exam not having an Indiana History component coupled with the current challenges of staffing the course. The item comes as a motion from the Committee on Teacher Education, and Jill Shedd can answer questions.

No discussion

Second: A. Hackenberg

Motion passed. In Favor: 14; Opposed: 0; Abstain: 0; Recusal: 0

5. Changes to Teaching All Learners (TAL)

Jill noted a correction to the item number in the agenda. In regards to the TAL program, Faculty

created a unique course number for a seminar that aligns with the urban practicum. This is a change from a repeatable course number. Nothing else about the program is changing.

6. Graduate Certification Program for Special Education (**21.63**) This graduate licensure program reflects modifications of the existing program for emergency permit individuals. The item comes as a motion from the Committee on Teacher Education. Sarah Hurwitz is available to answer questions.

Discussion: M. Boots asked if there will be a new code for this? Is it a different program from the COT program currently on the application? S. Hurwitz explained that it is a different program that is slightly longer. However, there is overlap in courses. A. Brannan noted that this is parallel to the graduate licensure programs. Further discussion ensued about the need for a separate code. J. Shedd will communicate further with M. Boots.

Second: A. Hackenberg

Motion passed. In Favor: 14; Opposed: 0; Abstain: 0; Recusal: 0

7. Changes to Community of Teachers/Global Gateway Policy re: Navajo Nation and Urban programs (**21.64**) This policy revision delineates options for Community of Teacher (CoT) candidates to participate in the Navajo Nation and Urban Programs of Global Gateway. The item comes as a motion from the Committee on Teacher Education, and Jill Shedd can answer questions.

Discussion: A. Leftwich asked how many students participate. J. Shedd responded that there is currently one candidate in CoT who wants to go to the Navajo Nation. A. Brannan asked for clarification of the problem that this policy is solving. J. Shedd explained that CoT candidates select a teacher mentor with whom they work throughout the program. This policy makes it clear that candidates need to communicate early on with their teacher mentor that they will not be student teaching with them and instead will student teach through the Navajo Nation or Urban Programs of Global Gateway.

Second: J. Danish

Motion passed. In Favor: 13; Opposed: 0; Abstain: 0; Recusal: 0

8. Changes to Fee Remission Policy (**21.65**) This policy revision gives graduate students more flexibility to use their allocated tuition credits (fee remission) more flexibly across semesters. The item comes as motion from the Graduate Studies Committee. Sarah Lubienski is available to answer questions.

Question from Qualtrics: Why are there so many hurdles to get approval for the additional hours? Maybe increasing the request to 15 units if there are issues with students taking on that many courses.

Discussion: S. Lubienski explained that the hurdles are in place to ensure that students don't overwhelm themselves with courses, so that there are no negative financial repercussions felt from a sudden change in how/when students use their allocated tuition fee remissions, and so that everyone is clear as to what the student is doing. A. Leftwich noted that at the Agenda Committee the opposite concern was raised. The committee felt that the department chair should also be informed to safeguard against abuses. E. Boling noted that in the past unused credits could be used in the summer and an audit of the impact of this on the budget was that eliminating this option made the difference between being on budget or not in a given year. She asked if a similar study was done should all students take advantage of this flexibility. S. Lubienski explained that budgetary considerations were taken into account but that particular issue was not studied. Fellowship students tend to maintain that status, so we pay now or later. This policy might help students get through faster and will alleviate concerns from students who feel cheated when they try to roll over unused credits. The winter session this year further muddled the issue of how and when students could use their credits. A. Leftwich noted that the language (e.g. the use of the phrase fall/spring) make it sound like students could use 26 credits in one semester and should perhaps be reworded.

Second: J. Danish

Friendly amendment: to insert a parenthesis (up to a maximum of 14 credit hours per semester)

Motion: A. Brannan

Second: E. Boling

Motion with Friendly Amendment passed. In Favor: 13; Opposed: 0; Abstain: 0; Recusal: 0

9. Proposal for new minor, Race and Racism in Education (**21.66**) This proposal is for a new school-wide doctoral minor on race and racism in Education. This comes as a motion from the Graduate Studies Committee. Sarah Lubienski is here to answer questions.

Discussion: S. Lubienski addressed a question of whether this minor should live in a department. The goal was to move this program forward quickly and to bring people with similar interests together to talk about this, and all of that was accomplished in the planning process. She is open to the program being housed within a specific department. L. Rutkowski noted that the concern that came up at Agenda Committee was who would shepherd this if it was not owned by a department. S. Lubienski noted that this might be accomplished by having rotating coordinators. E. Boling noted that by not being housed in a department, no department chair would feel responsible for the program. Experience has shown that often times what is supposed to belong to many often doesn't actually belong to any. S. Lubienski noted that the core courses are in ELPS, and so perhaps that department would be a natural home. She asked if this program proposal could be passed at this meeting and defer the final decision on a home for the program so that it can be launched as soon as possible. L. Rutkowski noted that before the pandemic we had discussed thinking differently about our programs, and create more programs that crossed multiple departments. This is program aligns with that idea. E. Boling noted that if we are going to do things differently with this program, we need to also come up with a structure for how that will happen. M. Boots added that among the structural considerations would be to determine which faculty would be designated as approving decisions for this program. J. Anderson noted that OTE is an office that runs programs across departments. M. Boots noted that minors continue to be run through departments. E. Boling observed that OTE is structured for that role, while the graduate studies office is not. It could be, but this needs to be thought out. S. Lubienski asked if she should seek a department home. Further discussion ensued about examples of cross-departmental program collaborations. Consensus was for Sarah to explore how the Graduate Studies Office might manage an interdisciplinary program and determine if any department wanted to house the minor, but that the item could be approved in advance of any decision about who would administer the program.

Second: J. Danish

Motion passed. In Favor: 15; Opposed: 0; Abstain: 0; Recusal: 0

10. Changes to MS ED in Counseling and Counselor Education, School Track (**21.67**) This proposed change is in response to a recent policy change that reduced the number of non-major credits required for Master's programs from 12 to 6. This would change the required elective from non-major (non-G) to either G or non-G. This comes as a motion from Graduate Studies Committee.
No discussion.

Second: J. Danish

Motion passed. In Favor: 13; Opposed: 0; Abstain: 0; Recusal: 0

11. Changes to MS ED in Mental Health Counseling and Counselor Education, Mental Health Track (**21.68**) This proposed change is also in response to a recent policy change that reduced the number of non-major credits required for Master's programs from 12 to 6. For the Mental Health track, the change requires 9 credits of electives. This comes as a motion from Graduate Studies Committee.
No discussion.

Second: V. Dimitrieska

Motion passed. In Favor: 14; Opposed: 0; Abstain: 0; Recusal: 0

12. Changes to MS ED in Mental Health Counseling and Counselor Education, Addition Track (21.69) This proposed change is also in response to the same policy. For the Addiction track, the non-G elective requirement is being eliminated and replaced with G567 Marriage and Family Counseling. This change aligns the core Mental Health counseling requirements with the mental health track. This comes as a motion from Graduate Studies Committee.

No discussion.

Second: A. Leftwich

Motion passed. In Favor: 13; Opposed: 0; Abstain: 0; Recusal: 0

13. Policy update: 07.28R Conflicts of Commitment (21.70) This policy was reviewed by the Faculty and Budgetary Affairs committee at the request of the Policy Council. The proposed change comes as a motion from the Faculty and Budgetary Affairs Committee. At the agenda committee we suggested sun-setting this policy. M. Jensen confirmed that the School of Education does not need its own policy, but may want one that dictates that a faculty member contact the Dean or some other designated individual within the SOE directly. Elizabeth Boling is available to answer questions.

Discussion:

E Boling suggested that this item be tabled so that the committee can review this new suggestion. There was a discussion about the practice of reporting conflicts of commitment with the School of Education. Currently the campus send a form to all faculty and faculty send the form in to G. Buck as Associate Dean of Research and Development. Our current policy does not prescribe this process, it is something the Office would do regardless of the Policy. Further discussion ensued about the procedural steps for sun-setting. Consensus was to sunset the policy.

L. Rutkowski made a motion to sunset this policy.

Second: A. Brannan

Motion passed. In Favor: 13; Opposed: 0; Abstain: 2; Recusal: 0

14. Policy update: 09.48 Participation of Associate Faculty on Committees (21.71) This policy was also reviewed by the Faculty and Budgetary Affairs committee at the request of the Policy Council. The proposed change comes as a motion from the Faculty and Budgetary Affairs Committee. Elizabeth Boling is available to answer questions.

Discussion. E. Boling noted that the Faculty and Budgetary Affairs committee is reviewing a series of policies sequentially, and this may be further addressed in a future policy. G. Delandshere did not think this piece would be addressed in any of the upcoming policies to be reviewed. She also noted that as we have more clinical faculty and research scientists coming up for promotion, we have no representation of these ranks on the P&T committee, and so the composition of the P&T committee may come up as an issue in the near future.

Second: A. Leftwich

Motion passed. In Favor: 13; Opposed: 0; Abstain: 1; Recusal: 0

Meeting adjourned 2:43 PM