

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION

March 23, 2022  
1:00 p.m. - 3:00 p.m.  
Zoom Online Meeting

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**Members Present:** J. Danish; D. Danns; L. Saleh; T. O’Neal; A. Pickard; C. Medina; A. Cuenca  
**Alternate Members Present:** S. Daley; C. Bonk; E. Tillema  
**Student Members Present:** K. Helström; D. Miller  
**Staff Member Present:** M. Boots  
**Dean’s Staff Present:** V. Torres; C. Darnell; J. Shedd; J. Anderson; M. Park Rogers; D. Ferguson; G. Buck

A. Approval of the Minutes from February 23, 2022 Meeting (22.44M)

J. Danish stated that the Minutes from the February 23, 2022 meeting were distributed to Policy Council members and asked if any corrections were needed. There were no corrections, and the minutes were approved as distributed.

B. Announcements and Discussions

1. Agenda Committee

a. *Amendment to the Constitution (22.46)*

J. Danish informed Policy Council members that the Agenda Committee has reviewed an amendment to the constitution regarding making minor amendment changes. The proposed amendments were originally created to ease the process for standing committee name changes. The amendments were read as followed:

First amendment:

Minor amendment changes as identified by the Policy Council such as Policy Council standing committee name changes, change in terminology, and clarifying language shall be voted on by the Policy Council.

Second Amendment:

The name of the International Programs Committee will be changed to the International Engagement Committee.

Discussion:

J. Danish added that they received a comment regarding the amendments and voting process. The comment stated that “from my experience the key underlying intent of needing everyone to vote for this change is actually informational. The action of voting on a name change is to inform everyone of the major change. If a small group decides to rename say a department or organization, the practical question is how will everyone know? One announcement does not do the job. Of course it is easiest to have Policy Council do the change, but will it entail initial faculty consultation and with that aren’t we back at square one?” J. Danish shared their thoughts on the comment, stating that the language clarifies that the Policy Council will constitute what is considered a minor change. J. Danish recognized that the comment highlighted valid concerns. The purpose of these amendments is to save time and processes for re-wording language and making

minor changes.

C. Bonk shared similar sentiments, as they agreed with J. Danish. They also expressed their appreciation for the name change of the International Programs Committee.

D. Danns stated that all members of the group who are making minor amendments or name changes should be aware of the changes being made. They also noted that due to the lack of discussion, it seems that Policy Council members are in agreeance with the points made earlier by J. Danish.

C. Bonk followed up from their original point, and added that the name change of the committee would ease recruitment as the new name would allow for individuals to think of different ways they could contribute.

*b. Committee Annual Report Template Updated*

J. Danish informed Policy Council members that the Committee Annual Report had been updated. Committee chairs and Ex-Officios were informed and provided with the updated report.

*c. Policy Council Meeting Location*

The Agenda Committee has decided that the remaining Policy Council meetings will be held virtually. J. Danish noted that the new Agenda Committee will decide on the location of 2022-2023 Policy Council meetings.

*d. Committee Restructure Update*

J. Danish stated that there was a request for an update regarding the restructuring of standing committees. The charge for this action was given to the Long-Range Planning Committee. The Long-Range Planning Committee has not tended to the charge due to the planning and preparation of the Faculty Retreat and reviewing the Long-Range Plan and Strategic Plan. J. Danish noted that they are waiting to hear back from the committee on when the charge will be taken up.

2. Dean's Report (V. Torres on behalf of S. Morrone)

Executive Associate Dean Torres informed Policy Council members that the Dean's Office is in the process of creating a budget narrative. The budget meeting is March 30, 2022. The budget narrative highlights the work of faculty including faculty productivity. Per faculty annual reports, the following metrics were produced:

- Faculty Productivity:
  - Books – 33
  - Book Chapters – 85
  - Journal Articles – 325

Additionally, EAD Torres stated that the Dean's Suit is in in the process of determining the true cost of things.

3. Diversity Reflection

J. Danish stated that the Agenda Committee hoped to reflect on discussions that occurred at the Faculty Retreat.

Discussion:

T. O'Neal shared the sentiments from the DEI committee. They stated that overall the DEI committee felt there was not a lot of discussion. The conversations did not take a deeper dive into topics. However, T. O'Neal noted that this might have been due to faculty members not feeling comfortable to speaking up. For faculty to feel less vulnerable, the DEI committee noted that it would have been

helpful for breakout rooms to be restructured. Possibly putting faculty of similar ranks in the same room.

D. Danns stated that the type of conversations depended on the group that you were in. They mentioned that their first group had generative conversations, while the rest depended on who started the conversation and the dynamics of the group as a whole. D. Danns noted that assistant professors in their groups were keen on speaking up, as they reminded other faculty of their experiences as assistant professors. Lastly, D. Danns shared that from their conversation's majority mentioned the need for connection and shared feelings of isolation.

E. Tillema shared similar sentiments to D. Danns in that their conversations varied in regards to productivity and engagement. They expressed that some of the prompts were difficult to discuss, as they were unclear. T. O'Neal agreed that the Diversity Committee received similar feedback regarding the prompts. Some faculty members of the committee expressed that they did not have a clear understanding of the prompts, thus making it difficult to facilitate the discussions during the retreat.

C. Bonk expressed that they were pleased with their groups discussions and interactions. They stated that all faculty members contributed equally to discussions. C. Bonk noted that while the third discussion functioned well, it did not seem as important due to the previous two generative breakout sessions. T. O'Neal agreed that by the third break out session, momentum was decreasing.

J. Anderson asked if there was a plan for follow-up. V. Torres responded that the notes from the retreat were provided to the Diversity and Long-Range Planning committee. The two committees were tasked with planning for the future based on the notes and comments made at the faculty retreat. J. Anderson shared that the origin of their question stemmed from their breakout sessions discussing ideas and action items for the School of Education. They appreciated V. Torres response, as it seems as though both committees were provided with ideas and action items to implement in the future.

J. Danish shared that with a large group and a short amount of time, it is difficult to develop in-depth and detailed solutions. If the goal of the faculty retreat was to develop solutions, then J. Danish believes an additional organization should be involved in the creation and development of concrete action items for the future. However, if the goal was to generate ideas and concerns for the DEI and LRP committees to implement, then the discussions at the faculty retreat served as a starting point. J. Danish asked E. Tillema to elaborate on their thoughts that they shared during the retreat.

E. Tillema stated that this is a large organization with a fair amount of diffusion of people. However the mechanism for organizational change has not clearly been defined. Defining this, might lead to the school reaching its goals regarding DEI efforts and initiatives. T. O'Neal added that for the past two years one of the charges of the DEI committee has been to determine its role within the DEI plan. There has not been a final determination on what this role should look like, as planning of the faculty retreat took away time for the committee to work on the charge. J. Danish responded that in the annual report for the DEI committee, members should emphasize the need to reduce the load. T. O'Neal agreed with this sentiment.

A. Pickard expressed their concerns for the DEI committee determining its structure in relation to other offices. They noted that this would be challenging because it cannot be established independently. T. O'Neal agreed and stated that the sub-committee who is working on the charge is supposed to create policies for the ODEI office to follow. D. Danns stated that the charge T. O'Neal is describing seems to be a new charge. T. O'Neal clarified that the charge derived from the Diversity plan. J. Danish noted that the charges for the DEI committee did come from the Diversity Plan. In the annual report the committee should include this information for institutional knowledge, but also to clean up the process as a whole.

V. Torres clarified that the charge for committees comes from the previous committee's end of year report. T. O'Neal referred to J. Anderson's original question and stated that the notes from the faculty retreat had been provided to both the Long Range Planning and DEI committee. The DEI committee has met and reflected on the provided faculty retreat notes and will include the information in the annual report. J. Anderson inquired about the next steps for the DEI committee regarding the previously discussed charge. T. O'Neal responded that the next step would be to charge the new committee with the previous charges and cut down on the number of charges. J. Anderson asked J. Danish if they believe Policy Council has a direct role in the process. J. Danish stated that they do not believe Policy Council has a direct role, but there should be recognition that the DEI committee is being heavily relied on to complete a number of charges with a limited amount of time. Additionally, due to the change of membership within the committee, some of the load should be shifted to the ODEI office with the proper support and resources.

D. Danns added that the reason why DEI work at times seems performative is because it is external to the regular organization. Instead of infusing diversity throughout the entire organization, committees or a singular office are established. However these committees and offices are not a part of internal processes such as promotion and tenure, and or faculty life. D. Danns stated that part of the issue is diversity is seen as external to the organization and appendages such as committees and DEI offices are added rather than restructuring the organization as a whole. J. Danish agreed with the points made by D. Danns. E. Tillema added the need for honesty within these conversations. Without a level of honesty, it is difficult to have these conversations in a in depth manner.

C. Old Business: None

D. New Business

1. Proposed Policy Change for Counseling MEd and PhD Programs (22.45)

The Graduate Studies Committee proposes the elimination of GRE admission to graduate programs in the MEd Mental Health Counseling and Counselor Education (MH and Addiction Track), MEd Counseling and Counselor Education-School Track, MEd Learning and Developmental Sciences: Counseling Psychology Track, and PhD Counseling Psychology.

**Second: D. Danns**

**Discussion: None**

**Motion passed. In Favor: 12; Opposed: 0; Abstain: 0; Recusals: 0**

2. Update to Collaborative Programs (OCAP) Coding for Online Programs (22.46)

OCAP has approved a coding change for two approved programs. The two programs have been updated from hybrid (up to 79%) to online 80-99%.

Discussion:

A Pickard asked for clarification regarding the difference between course descriptions that read 80-99% online and 100% online. M. Boots responded that there are two categories for online courses. 100% online includes discounted tuition and asynchronous learning. These course also have a special rates because they are collaborative. M. Boots noted here is some component that takes place on campus and provided an example, stating that the Alcohol and Drug Certificate includes an internship requirement that is not online.

3. Update to Admissions Process of School of Education Collaborative Programs (22.47)

Starting in February 2022 the Graduate Studies Office will take over admission of the School of Education collaborative programs from IU Online.

Discussion:

M. Boots noted that the direct admission process will be helpful for the Graduate Studies Office as it will allow for improved coordination. Although this initiative is new terrain, it will allow for the Graduate Studies Office to take workload off faculty. Faculty will now only have to review candidates who do not meet admission standards. J. Danish thanked M. Boots and the Office of Graduate Studies for taking the initiative on to streamline processes.

4. Review of Executive Summary Program Analyses of Annual Reports by the Office of Undergraduate and Teacher Education (22.48)

Last November, the Office of Undergraduate and Teacher Education (UTE) sent out a number of reports (Post Graduate Survey Report, Student Teaching Report and edTPA Data Analysis of Three-Year Trends (2018-2021) to 11 program coordinators and ask for their feedback on the data. Nine programs returned their feedback.

Discussion:

J. Shedd provided additional context on the announcement sharing that this is the third year that the Office of Undergraduate and Teacher Education asked for feedback from program coordinators. The purpose of gaining this feedback is to further refine and continue the improvement process which is required for accreditation. Observations on student teaching experiences were provided. These observations correlated with experiences that occurred during the COVID-19 pandemic. The report stated that candidates are feeling supported by faculty members and classroom teachers who work with candidates provided positive feedback. J. Shedd stated that in terms of edTPA trend data is being watched closely, as the information is helpful for program coordinators. Within the report the following areas of improvement/action items were listed:

1. Student Teaching Report – Candidates and classroom teachers are noting concerns about differentiated instruction and assessment.
2. Course Alignment within and across blocks
3. Format one base lesson plan for candidates, rather than candidates learning multiple lesson plan formats.

E. New Courses/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.

*New Course*

**BL EDUC-E-303**

**Var Cr 1 - 3**

*Course title:* Comprehensive Classroom Management

*Description:* Study of effective management strategies and ways to build safe, equitable communities of learning. Course is an asynchronous set of modules. Students work at their own pace through each module. Course includes an interactive discussion component where students must follow a more time sensitive protocol.

*Justification:* Education candidates require effective classroom management strategies to develop the mindset and practices needed to be able to teach and that students need to be able to learn in inclusive environments with minimal distractions and interruptions.

*Course Changes*

**BL EDUC-K-631****Cr 3**

*Current course title:* Introduction to Autism Spectrum Disorder

*Change course title to:* Introduction to Autism

*Justification:* Name change to better reflect that the course presents autism as a difference rather than a disorder

**BL EDUC-K-633****Cr 3**

*Current course title:* Communication Development, Assessment, and Intervention in Autism Spectrum Disorders

*Change course title to:* Communication Development, Assessment, and Intervention in Autism

*Justification:* Name change to better reflect that the course presents autism as a difference rather than a disorder

**BL EDUC-K-634****Cr 3**

*Current course title:* Preventing and Intervening with Challenging Behavior for Students with Autism Spectrum Disorders

*Change Course title to:* Preventing and Intervening with Challenging Behavior for Students with Autism

*Justification:* Name change to better reflect that the course presents autism as a difference rather than a disorder

**BL EDUC-K-635****Cr 3**

*Current course title:* Evidence-Based Professional Practice to Support School-Based Learning for Students with ASD

*Change course title to:* Evidence-Based Professional Practice to Support School-Based Learning for Students with Autism

*Justification:* Name change to better reflect that the course presents autism as a difference rather than a disorder

**BL EDUC-A-608****Cr 3**

*Course Title:* Legal and Ethical Perspectives on Education

*Course Description:* This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, the rights of students and teachers, conditions of employment, teacher organizations, special education, student discipline, tort liability, school finance, and desegregation.

*The following items are proposed changes:*

- Course will be repeatable for credit
- Total Career Credit Hours will change from 3 to 6 credit hours
- Total Career Completions Allowed will change from 1 to 2 credit hours

*Justification:* We are enrolling more students who have previously taken course A608 with IU or a similar course from another institution and come back to IU for another credential/degree that requires A608 (e.g. Exceptional Needs Licensure or Ed Law Certificate). Since courses taken in a higher degree cannot apply to a lower degree and since school laws change from year to year, we are requesting that students who took A608 several years ago be allowed to retake it, if needed, for their current program. It will lessen the need for "workarounds" like finding faculty to do Independent Studies and hopefully help students matriculate more easily. We expect no other operational impact.

**No additional business was proposed by Policy Council members. J. Danish declared the meeting adjourned.**

Adjournment: 1:55 pm