

**IU Bloomington School of Education
Policy on Residence For Advanced Graduate Degree Programs**

Approved by Policy Council 3/30/77

The following policy for treating School of Education residency requirements for graduate degrees is recommended:

1. Current residency requirements will remain in effect for all programs of the School until they are altered on a program-by-program basis.
2. Should the faculty of any program in the School determine that its program would be better served by modification of current residency requirements, the chairperson of that program will make written request for change to the Associate Dean for Academic Development.
3. The Associate Dean for Academic Development will write an opinion concerning the merits of the request based on Section B and C of this policy and forward the application and opinion to the Course and Program Review Committee.
4. The Course and Program Review Committee will process the application via procedures similar to those now used in other matters referred to them.

Basis for Requesting Modification of Current Residency Requirements

Considering any proposal for modifying residency requirements, the Associate Dean for Academic Development will evaluate on the basis of a) "logical arguments" i.e., does the program desiring change in the residency requirements develop a strong, logical case for the change, b) "students best interests" i.e., does the proposal clearly explain how and why students would benefit by the change, and c) "practical emphasis" i.e., more practical academic programs would be less likely to demand residency on a university campus than more theoretical programs.

The goals of residency have been identified by the School of Education as*

1. Logistical
 - a. Immediate and continuing access to facilities for learning in keeping with the aims of the program.
 - b. Adequate time to devote to learning.
 - c. Protection against encroachment on the student's energy and resources.
 - d. Faculty has adequate contact with student so work can be evaluated and student professionally recommended.
2. Conditions Necessary for Learning
 - a. Opportunities for intense interaction with faculty and peers.
 - b. Deep, intensive exposure to phenomena, ideas and conditions over extended period of time.
 - c. Adequate sequence and continuity for maximum learning.
 - d. Faculty and student have adequate contact with one another in order to permit individualized guidance.

*These goals are based upon a School of Education position paper (1969).

Process for Requesting Modification of Current Residency Requirements This requirement will include:

1. A statement of the proposed changes based on the above criteria.
2. A logical rationale for the request. Request for modifying the current residency requirements can be made in one of two ways:
 - a. Residency Goals to be Accomplished in Alternative Manner: Request for modifying residency requirements using this approach would have to be developed with a detailed description of how the above residency goals could be met in some manner other than the current requirements. One might also argue that certain objectives are so essential to a particular program that they might be pursued in greater depth or detail, rather than attempt to accomplish all of the stated objectives.

Example: The above residency requirements could be transformed into competencies and evaluation of accomplishment of the objectives based on performance rather than semester credit. For example, one set of competencies for the residency goals dealing with logistics might include: a) lectures, panel discussions and other presentations made or attended within and outside the University, b) educational films viewed (not in conjunction with classes), c) professional meetings attended as participant (e.g. as an officer or observer), d) special volunteer and/or work experiences, or e) other experiences (workshops, field visits, etc.)

Example: It might also be argued that a full semester or year-long residency or internship in a public school field situation might prove far more valuable in obtaining the above residency goals than a similar experience on a university campus.

It might be argued that in certain circumstances the public school field sites might offer far more resources, a more provocative learning environment than a university, and more individualized guidance.

- b. Developing Alternative Learning Objectives:
There may well be specific circumstances where there are learning objectives that are judged as important as those indicated. In this case, the new objectives must be clearly stated with a detailed explanation of why these new objectives are important enough to be substituted for the existing objectives.

Example: Some programs might argue that the goal of "practical" experience in a real life situation is more valuable than existing objectives.

3. A description of the mechanisms which would be used to assure quality control.
4. A description of the procedures the faculty used to arrive at the decision to request residency modification.
5. Any supportive evidence.