

**MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION**

October 18, 2006

1:00 P.M.

School of Education

IUB Room 2140

IUPUI Room 3138E

The following are summaries of speaker contributions

Members Present: Bichelmeyer, Blackwell, Cummings, Dilworth, Eckes, Levinson Lewison, Lopez, Torres, Williamson. **Dean's Staff Present:** Kloosterman, Lambdin, McMullen, Murtadha. **Staff Representative:** Wittmer **Student Representatives:** Foltz, Smith **Visitors:** Burrello

I. Approval of the Minutes from the September 20, 2006 Policy Council Meeting

A motion was made by Torres and seconded by Eckes to accept the minutes as written from the September 20, 2006 Policy Council meeting. The motion passed unanimously.

II. Announcements and Discussions

a. Dean's Report

Kloosterman reported that work is being coordinated with the Physical Plant to fix the problems in the School of Education regarding leaks due to heavy amounts of rain over the past week.

Kloosterman stated that President Herbert has asked the committee formed to examine cross-campus programs to provide more specific commentary on the specific programs that have faculty and students on more than one campus.

Additionally, Kloosterman said that the budget presentation to the legislature occurred yesterday and included a \$5 million request to fund the Pathways to Success program. This program is designed to work with schools in Indianapolis and Northwest Indiana.

Murtadha reported that there has been an enormous amount of conversation at the Indianapolis campus about the general education requirements. Christine Leland and Claudette Lands are representing the School of Education at IUPUI meetings.

b. General Education Requirements (07.10) – Peter Kloosterman & Diana Lambdin

Levinson referred to the document concerning Undergraduate Education and General Education at Indiana University Bloomington (07.10), an initiative that has been passed by the Bloomington Faculty Council. Based on recommendations of the Agenda Committee, Enrique Galindo and Christine Bennett have been asked to represent the School of Education on the Bloomington General Education Committee. Diana Lambdin will also be an ex officio member. Levinson suggested that Galindo and Bennett should be invited to a future Policy Council meeting in order to have a fuller discussion about this subject.

Lewisson asked whether all of the general education requirements were to be COAS courses. Lambdin replied that the makeup of the committee will be proportional to the College and Schools' tenured or tenure-track faculty members. She pointed out that in order for a proposal to be approved by the committee, the proposal must contain both a majority of the voting members and at least some voting members from at least four of the College and Schools. Thus, while the College will have a majority on the committee, it will not be able to make all decisions without support from other Schools. There is an expectation that most of the courses on the list will be offered by COAS. Lambdin stated that she will be proposing some School of Education courses to be approved for the general education requirements. She pointed out that for the Common Ground requirements, the focus is on 100 and 200-level courses.

Murtadha asked Lambdin to address the discussion of Ivy Tech and its impact on this topic. A parallel activity is that the university is trying to identify a list of courses that would be easily transferable, not only among any IU campus, but across any public institution in the state, including Ivy Tech. These courses will appear on the general education cores described by each IU campus.

Williamson questioned whether the School of Education would be expected to accept these general education requirements as prerequisites to our programs. Lambdin replied that students may have fulfilled requirements for the general education core, but the School of Education can make additional requirements. Specific requirements for degrees can be made, such as requiring elementary education majors to take a course in American history. Lambdin also said that at the Education Council meeting on Friday, the Council will review a draft of the general education core for all IU campuses.

Lambdin has heard two different conversations about the University-level general education core. One conversation has been about designing a core that would be required on all campuses. A second conversation would allow campus-specific requirements, but the requirements would rely heavily on the list of transferable courses. In this scenario, IUPUI could keep its Principles of Undergraduate Learning, but align it with the courses on the university-level list.

Williamson asked how these changes would affect the School of Education. Lambdin replied that for secondary education, there is currently a natural and mathematical sciences requirement of nine hours, but no specific course requirements. The new proposal would specify mathematics courses that need to be taken. For elementary education, there is currently a requirement of nine mathematics credits. None of these math courses are listed in the document. The mathematics education faculty have met and decided they would be willing to accept one of the general education courses in place of one of the current elementary education requirements. This creates a problem, because in the articulation agreement with all IU campuses, it specifies that IU requires T101, T102, and T103. This is also an issue of discussion at Friday's Education Council meeting. Kloosterman added that he hopes that one of the above T-courses may count for the mathematical modeling requirement. Thus, elementary education majors could still take all three courses and satisfy both general education and elementary education requirements.

Lewison asked whether the goal of the committee is to keep this list of required courses relatively small. Lambdin said this is also a point of discussion. Some individuals would like for it to be huge, because they feel that freshmen should have time to explore. On the other hand, every unit may not be willing to accept all courses from a large list for their specific programs. There are multiple agendas for the general education requirements. One goal is to permit easy transferability within the first two years of a program throughout the state campuses. Another goal is to permit guidance to Ivy Tech on courses that will easily transfer.

Levinson added that he attended a seminar on Responsibility Centered Management (RCM). The purpose of the meeting was to debrief individuals on a report commissioned by the Provost about how RCM was working as a budgeting system. At this seminar, the participants discussed a tendency over recent years for course duplication. That is, because the units keep funds from the tuition hours generated, units have wanted to offer their own courses that might be offered in a different department. Those proposals for new courses need to have intellectual justification, but sometimes budgetary concerns also motivate new courses. The General Education Committee is being designed to have an impact on reducing this tendency. Lewison warned that perhaps we should not guard against it, if it is necessary for the livelihood of the School of Education. Williamson added that some of our introductory courses allow students to explore education and lead to student recruitment.

Lambdin stated that the General Education members will be assigned to subcommittees. If faculty members have courses that they believe should be included in the general education requirements or other feedback, they should let her know.

c. Report of the Agenda Committee

The Fall Retreat occurred on Friday, October 13, 2006. Levinson said he believed there were good discussions about the five strategic goals of the School of Education.

He asked the retreat committee to report their summaries of the retreat at either the fall faculty meeting or a future Policy Council meeting. Bichelmeyer reminded the Retreat Committee to provide a report to the Long-Range Planning Committee, which will plan future retreats.

The fall faculty meeting will be November 17, 2006, with lunch at 11:30 AM followed by the meeting at 12:30.

III. Old Business

- a. Approval of Policy Council Members and Alternates (07.00R)
- b. Approval of Standing Committees (07.02R)

Levinson entertained a motion to postpone these items until the next meeting. The Policy Council provisionally approved both documents at its last meeting. While most vacancies have been filled, a few gaps still exist. The Agenda Committee has not had the opportunity to discuss filling these positions.

A motion was made to postpone approval of both lists by Torres and seconded by Dilworth. The motion passed unanimously.

IV. New Business

- a. Teacher Leaders Program (07.11) – Leonard Burrello

ELPS was originally asked to develop this program for Monroe County. However, there are a number of other school districts which have a need for this type of program. The program is now designed where students from many school districts will be able to participate.

A motion was made by Bichelmeyer to approve the proposal concerning the Master's Degree in Teacher Leadership. The motion was seconded by Torres.

Bichelmeyer asked the reason for removing R590, a technology course, from the program. It was explained that students coming into the program now have much better technology skills than some of their predecessors and thus the technology course is no longer needed.

The motion passed unanimously.

V. New Course Requests

The following courses are open for remonstrance.

N510 – Middle School Mathematics Curriculum 3 credit hours BL/Indianapolis
N510 focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues. Designed primarily for inservice teachers or post-graduate preservice teachers. P: MATH T101, MATH T102 or EDUC N102, MATH T103 or EDUC N103, or authorization by the instructor.

Justification: to be required for new middle school math license addition and elementary math area of concentration.

K529 – Interagency Collaboration and School-wide Behavior Supports 3 crs IN/BL
This course is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions.

Justification: used to meet state licensing requirements.

Levinson adjourned the meeting at 1:50 PM.