

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
December 7, 2011
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions

Members Present: D. DeSawal, S. Eckes, R. Helfenbein, C. Thompson, E. Tillema, D. Winikates, J. Wong; **Alternates Present:** R. Kunzman; C. Reigeluth, **Student Members Present:** M. Benetti; **Dean's Staff Present:** J. Alexander, E. Boling, T. Brush, G. Gonzalez; **Staff Present:** J. Lawrence; **Visitors Present:** D. Flinders.

I. Approval of the Minutes from November 9, 2011 Meeting (12.23M)

D. DeSawal motioned to vote to approve the minutes. J. Wong seconded the motion. The minutes were unanimously approved.

II. New Business

a. New Minimums for the GRE (12.25)

E. Boling discussed the recent changes to the GRE. The Verbal Reasoning and Quantitative Reasoning scales used to measure achievement on the exam were changed to make discriminating between test-takers simpler. Because of these changes, the Graduate Programs Committee had to adjust the minimum scores accepted for graduate programs that require GRE scores from applicants. For M.S. and Ed.S. students, the new minimums are 150 in Verbal Reasoning and 141 in Quantitative Reasoning for a combined score of 291. For Ed.D. and Ph.D. students, the new Verbal Reasoning score is 156 and the new Quantitative Reasoning score is 146, with a combined score of 302. The new scores are equal to the old scores in terms of percentile rank.

The changes were approved with one abstention.

b. Proposed Guidelines for selection of IST chair (12.26)

S. Eckes noted that two years ago, similar guidelines for the selection of the LCLE chair were approved. There were very minor changes made since the last time an IST chair was elected.

C. Reigeluth motioned to vote to approve the proposed guidelines. D. DeSawal seconded the motion. The Guidelines for Selection of IST Chair were unanimously approved.

c. Proposed changes to Ph.D. in Urban Education (12.27)

R. Helfenbein discussed the changes to the Program of Study for the Ph.D. in Urban Education. These changes are the result of recommendations made by the

Indiana Commission of Higher Education. The program of study follows the original proposed program that has already been approved. The courses outlined in the program of study are in the process of going through approval. The most substantive change made to the program was that a second required quantitative methods course was added in the inquiry core, as suggested by the Commission of Higher Education. There had also been flexibility in the number of credit hours required for electives and a minor that the CHE didn't approve of, so this was also changed and clarified. The "T" prefix will denote courses in the Urban Education program.

The proposed changes were unanimously approved.

d. Proposed minor in Urban Education (12.28)

R. Helfenbein discussed the proposed minor in Urban Education. This program of study formalizes what is intended with the Ph.D. in Urban Education minor. Many students in other departments are interested in this minor. This program of study outlines the core courses and the suggested elective courses.

The proposed minor in in Urban Education was unanimously approved.

e. Community of Teachers Proposal for portfolio restructuring and adjustment to TEP admission criteria (12.29)

D. Flinders discussed the proposal for portfolio restructuring and adjustment to the TEP admissions criteria. The Committee of Teachers (CoT) program is an alternative licensure program for secondary education students. The major evaluation component is a portfolio of evidence that CoT students compile based on a list of 30 standards. CoT faculty recently asked CoT graduates for feedback about the program and one of their biggest concerns was how overwhelming the portfolio process was. The faculty had also noticed there was some overlap in the 30 standards. This proposal attempts to make the portfolio process simpler by reducing the number of standards from 30 to 16, while still retaining the content of the original 30 standards. The reduction in the number of standards also enables students to think about each one more deeply.

The second change involves the levels of assessment. A new evaluation system places each submitted standard into one of three categories. These move from Formative, to Substantial Progress, to Ready to Teach.

The third change involves the benchmarks students are required to meet before they can be admitted to the program and before they receive licensure. Instead of completing 7 of the 30 current standards, the proposal calls for 5 of the new 16 standards at the Substantial Progress level to be met for admission into the TEP. Students must meet all 16 of these standards at the Ready to Teach level in order to receive their licensure.

The proposed portfolio restructuring and changes to the TEP admission criteria

were unanimously passed.

III. **Announcements and Discussions**

Dean's Report

Dean Gonzalez reported that the dean of the School of Law, Lauren Robel, has been appointed interim provost for the Bloomington campus, and will begin the position after Karen Hanson's term ends on January 31, 2012. Dean Gonzalez expressed confidence in Dean Robel, stating that she is very experienced, understands the academic issues on campus, and is a strong supporter of the School of Education.

The new research summer fellowship was formally announced recently. The fellowships will provide faculty with the equivalent of one course's funding, or up to \$8,000. It was designed to encourage faculty to prepare a proposal for submission for external funding. It is also part of an effort to provide faculty with resources to complete research and compliment a reduction in summer course offerings because of decreasing summer enrollment and reduced summer tuition costs.

Numerous stories around the nation indicate a reduction of education enrollments in state institutions. At the Bloomington campus, the enrollments from this past fall and spring semesters totaled 404 students in the School's programs with 239 students admitted in the fall and 165 admitted in the spring. This equates to a 16% reduction in enrollments or 77 fewer students than the previous year. This needs to be monitored closely, although with the economic downturn there are a lot of reasons why students aren't attending college or are picking other fields. Recruitment efforts continue to position the School of Education to attract the type of students who would want to study at the Bloomington campus or at IUPUI.

There have been a number of proposals from faculty wanting to offer more programs and courses, both online and on campus. There was one from Counseling and Educational Psychology for an undergraduate minor in counseling. There is a lot of interest around the University in working in youth development and this type of degree could be very attractive. Many faculty have also submitted course proposals for the general education curriculum. Any efforts the faculty can make to increase and diversify offerings and increase enrollment are welcome.

There was a meeting with the Indiana Commission on Higher Education where they wanted to talk specifically with IU representatives about what they expect to see in new degree proposals. Several education degrees proposals from various IU campuses have had problems getting approved by the Commission as they have become increasingly critical of new degrees related to education. This meeting was meant to convey to the IU representatives what the commission is expecting to see in these degree proposals. They are likely going to be looking carefully at how the degrees align with REPA (Rules for Educator Preparation and Accountability). This interpretation and alignment with REPA isn't necessarily stated in the ICHE guidelines, but hopefully as a result of this meeting the Commission will formalize their guidelines of what they expect to see in proposed

degrees. Currently, IU degree proposals follow the Commission's guidelines but may not address expectations that are not explicitly stated.

Indiana is one of 11 states that has applied for a waiver from No Child Left Behind law. The law requires every school to make adequate yearly progress toward the goal of having 100% of students proficient in reading and writing by 2014. These goals are unrealistic and there are many schools that will not meet that goal. The federal government has made it possible for states that want to petition for a waiver from the law to do so. In return for granting the waiver, the government requires these states to evaluate teachers based on performance. The state application has indicated that they will not only evaluate teachers based on performance, but they are going to extend this to an evaluation of teacher preparation programs. In collaboration with the institutions of higher education, a system will be developed where schools will be accountable for how their students perform once they graduate. The Louisiana Model evaluates and ranks schools of education based on how their students perform against other graduates. This model has been considered for implementation in Indiana. The state has said that it intends to do this if they are granted the waiver. Internal conversations at the School of Education should consider how to follow up on graduates and to determine what kind of data can be collected while the students are in school and when they're in the field.

Agenda Committee

As a reminder, S. Eckes stated that committees need to remind Policy Council of their discussions at the committee level when a proposal passes. Minutes have been helpful at informing discussion at Agenda Committee meetings.

IV. Old Business, Diversity Topic – Chalmer Thompson

The diversity report from 2011 is the result of a task force that was created at IUPUI to implement a plan to increase the racial and ethnic diversity of both faculty and students. C. Thompson said that they were charged by Executive Associate Dean Rogan to attend to the issue of student representation. The task force discussed what had been done previously to increase diversity and they discovered that quite a bit had been done. They identified several reports on the issue, but the idea of sustained effort in this area and the wide use of the term 'diversity' was concerning.

The task force recommended, because none of the members have expertise in the field, that someone needs to be hired full-time to devote the amount of time required to address all of the different areas involved in diversity. Areas that need attention include addressing issues in the curriculum, in staffing, student dynamics, and teaching. The Faculty and Budgetary Affairs Committee invited C. Thompson to discuss this report, and they concluded that serious action needed to be taken. They reported that mainstream position should be created, but as this would take time to develop, a 2-year faculty fellowship should be created in the meantime. This fellowship would require data collection and identifying measurable outcomes, which should affirm the need for a future full-time position. A four-person committee has been formed to choose someone to receive the faculty fellow position. A job description has been created and faculty across the IUPUI campus have been invited to apply.

S. Eckes asked if the faculty fellow would work on diversity topics at all campuses, to which C. Thompson answered that they would focus only on IUPUI, but the future position might be across-campus. Dean Gonzalez reported that conversations with P. Rogan indicated that the faculty member would be invited from the School of Education to serve in this role, not an external hire. C. Thompson said that because of the small number of faculty at the School of Education at IUPUI, the position is open to any faculty member on campus. Further discussion on who is eligible for this position is needed.

IV. New Courses/Course Changes

S. Eckes directed the Policy Council members' attention to the new courses/course changes. The courses are open for faculty remonstrance for 30 days.

****The meeting adjourned at 2:00 p.m.****