

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION  
January 31, 2018

1:00-3:00pm  
IUB—Room 2140  
IUPUI—Room 3138B  
IUPUC—Room 155E

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**Members Present:** S. Power-Carter; B. Edmonds; Y. Cho; J. Anderson; C. Medina; G. Gonzalez; P. Rogan; T. Nguyen; C. Morton

**Alternate Members Present:** none

**Student Members Present:** A. Hollett

**Staff Member Present:** M. Boots

**Dean's Staff Present:** B. Chung; K. Barton; E. Boling; T. Mason

**Guests:** E. Mickey; Z. Veselaj (visiting faculty)

Approval of the Minutes from December 6, 2017 Meeting (**18.30M**)

**Motion made by:** J. Anderson

**Second:** A. Hollett

**Abstentions:** none

**Recusals:** none

**Result:** *Approved Unanimously*

**I. Announcements and Discussions**

*Agenda Committee*

S. Power-Carter informed members that a visiting faculty member, Dr. Veselaj, will be attending today's meeting, arriving shortly. She then called attention to the following list of policies reviewed by committees and deemed to not need changes to address core campus split:

14.39 Guidelines for Grades in Graduate Education Courses

15.13 Policy on Minor Qualifying Exam

16.28 Faculty Qualified to Teach in Graduate Programs

16.43 Undergraduate Grading Policy

17.15 Policy on Requests to Waive Indiana Academic English Test (IAET)

17.27 IELTS Exam for Graduate Admissions

17.39 Transfer Hours for Certificates

Moving forward, at each meeting for the remainder of the semester, this is how we will address these types policies moving as we move forward with the review process, as an FYI rather than talking about each unchanged policy individually. T. Nguyen confirmed that policies which are reviewed and changed will be presented to the Policy Council for approval.

*Dean's Report*

Dean Mason reminded members that the University has asked schools of education on all campuses to reinitiate the "reimagine education" exercise and so we will engage in a self-study of what our School fo

Education's future might look like, particularly considering the drop in enrollments over the past few years, which is an issue felt in schools of education across the county. I have asked Professor Rob Kunzman to chair a taskforce comprised of members from variety of stakeholder groups, including faculty, staff and students. That committee will identify priorities for a new strategic plan which we will likely take on next year. Look forward to being contacted by that task force because we will be looking for feedback and input. The strategic plans that are being requested here are being asked of each of the campuses, so IUPUI will be going through this process as well.

As a follow up to President McRobbie's State of the University address where he focused a lot on initiatives to improve teaching, units within the university that conduct research on learning to translate that research to improve teaching and learning at the university. One of the 4 areas of focus is called Translational Research in Teaching. The request is that units, schools and programs within the university that do research on teaching and learning have been asked to identify opportunities to translate that research into improved instructional practices in the University. I have asked Gail Buck to call upon faculty to provide examples of research that they are doing that could advance teaching and learning at the university. The goal is to create a report to submit to the University. Be on the lookout for this request. Another request is to review our tenure and promotion criteria to be sure there is an emphasis on teaching as a means of demonstrating and being acknowledged for excellence. I will be asking the Faculty Affairs Committee to review our processes and see if there are changes that need to be made to highlight the importance of teaching in promotion and tenure.

Regarding enrollments for the Spring semester, it appears that the downward trend in enrollments that we have been experiencing over the past several years is leveling off. Our Spring enrollments at the graduate level are down a modest 1.7% from last Spring. At the undergraduate level, our decline in credit hours is even less, down only .3%.

|                     | Spring 2018 | Spring 2017 | % difference |
|---------------------|-------------|-------------|--------------|
| Graduate Hours      | 6,247       | 6,354       | -1.7%        |
| Undergraduate Hours | 15,673      | 15,720      | -0.3%        |

A few more quick items to report-- regarding the utilization of space in the building, we will soon be providing seating areas in the Atrium, which is currently an underutilized space. The Architects Office will be coming in to provide suggestions for how to create some gathering areas and seating arrangements for both work and socializing purposes. This will be supported by a \$25,000 grant from the campus. Dean Mason confirmed that it will be moveable seating. The discussions about converting the library space are also ongoing. That is a longer and more ambitious task, but in the meantime we are looking to upgrade the atrium to provide more gathering space.

Finally, Dean Mason will be traveling to Florida next week to give a talk at the Winter College, which is sponsored by the University. The talk will be about the School of Education's global engagement and why it matters. He will share information about the many global projects the School is engaged in and discuss the impact this has on education at the School level, the University level, the national level and the global level.

## II. **Old Business**

### *Diversity Topic: Events*

S. Power-Carter shared the dates of upcoming events on the School of Education Calendar that relate to diversity, equity and inclusion. P. Rogan shared information about the ongoing stream of events happening at IUPUI which are coming from the Office of Diversity Equity and

Inclusion, the Multicultural Education Center and more. More information is available on the web site. A. Hollett noted a film series happening on March 2<sup>nd</sup> and 3<sup>rd</sup> being put on by the School. C. Morton also mentioned a STEM event and an upcoming series called “Parent Meet-ups” to help inform parents about their educational rights and specific issues regarding education that may impact their kids.

Old School of Education Policies requiring updates:

*Guidelines for Involvement of Retired Faculty (07.22R)*

B. Chung withdrew the item pending further discussion at the committee level.

### III. New Business

#### *PhD Minor in Counseling Psychology (18.32)*

J. Wong explained that this is a request to amend the Ph.D. minor in Counseling Psychology. Many of these changes are minor issues that we are trying to correct to be in line with what we are currently doing. For example, we have never required a 600 level course. This requirement somehow got into the bulletin a few years ago and so we have been writing waivers for every student. We don't have this requirement because there are very few 600 level course, and those that do exist are more appropriate for students in the major. Also, we used to require a concurrent series of courses. Over time we have eased this requirement to provide more flexibility for students. This change also aligns the requirement with our current practice. G632 is an old course which has been recently revived, and this could be a good new option for minor students, so we would like it added as an option. Next, G650 is our generic course number. We use it for special topics, and for this reason, the content is not specified. We would like minor students to have the option take it. Also, we have informally required, or strongly suggested students take G522 and G523. We are now formalizing that requirement. Finally, we wanted to be explicit with our minimum grade requirement, and the B grade requirement is in line with the expectation of students in the major.

#### *Discussion:*

T. Mason noted that G632 is not listed in the Bulletin description. This was an oversight and will be added. Further discussion ensued about which courses offer practical experience. E. Boling noted that these changes allow for a student to have a minor without receiving any multicultural counseling course. Further discussion ensued regarding the majors which have multicultural course requirements and how multicultural elements are infused into all courses. Discussion also explored how this is institutionalized. It is emphasized through many of the text books used and in the approaches of many instructors. An exploration of multicultural issues is also necessary in the major programs for APA accreditation.

#### **Comes as a motion**

**Second:** B. Edmonds

**Abstentions:** none

**Recusals:** none

**Result:** *Approved Unanimously*

#### *Policy on Academic Minors (18.33)*

K. Barton noted that minors often take place across units. It may be students in other units get minors in the School of Education or vice versa. The unit who grants the degree decides whether or not it goes on the transcript, so when students get School of Ed minors, it is up to the college to accept the minor or not. We felt at this point we need a minor policy to ensure consistency.

#### *Discussion:*

E. Boling asked if this policy is indicating that the School of Education will approve any minor as long as it meets the requirements in this policy. K. Barton explained that the top portion of the policy is designed to help ensure that our minors are approved by other units, because this puts our minors in line with the College's criteria. The second portion is communicating that if another unit identifies a minor, we won't second guess that. G. Gonzalez asked for clarification about the GPA requirement. Is it only for courses in the minor? K. Barton confirmed that this is in the minor. G. Gonzalez suggested this clarification be added as a friendly amendment. Further discussion ensued about the specific points and which are stemming from requirements from the minor policy at the College. The final paragraph is the only one that effect students rather than programs and is designed to ease the burden of students looking to use a course to count as their major and a minor in the school of education. We currently don't allow any courses to be double counted. This would allow one. G. Gonzalez asked for clarification about how many of the 15 hours are required to be in the School of Education. K. Barton explained that we design the minors, so we have control over the number of outside courses allowed, but currently we don't have a requirement for the number of courses that need to be SOE courses. K. Barton asked for the policy to be effective immediately and suggested this be added as another friendly amendment.

*Friendly Amendment 1: add "in the minor" to clarify the GPA*

*Friendly Amendment 2: to take effect today*

**Comes as a motion**

**Second:** J. Anderson

**Abstentions:** none

**Recusals:** none

**Result:** Approved unanimously

#### *Social Studies Program Revision (18.34)*

K. Barton explained these changes are based on two main issues. First, that the previous structure provided too many choices for the program to meet the CAEP guidelines. This revision draws from the full range of options in the broad social studies section and narrows the options to ensure that the CAEP guidelines would be met. Social Studies faculty agree that we need a better sense of a shared understanding among students in the program. The second change is because we are in a similar situation to many other schools of education in that many of our student struggle to pass the licensing exam in this area. This revised program will better prepare students for the licensing exam.

#### *Discussion:*

Dean Mason asked if the changes made were informed by what is on the test. K. Barton explained that it was. For example, we previously did not require a course in Indiana History, but there are questions regarding the history of Indiana on the exam. S. Power Carter asked about the inclusion of two religion courses, but only one multicultural course is in the program. K. Barton explained that world religion is required as part of the middle school curriculum and students are not well prepared for that otherwise. Further discussion ensued about the drop in exposure to cultural diversity and multicultural issues. The larger issue is that research shows these groups are left out in school, and if you aren't training teachers to talk about these issues, we aren't addressing a major issue in education. K. Barton explained how multicultural issues are infused into other courses, particularly social studies methods, as well in the social science content courses, and that students are required to take an upper division history course on diversity. B. Edmonds asked for clarification about how teacher licensure works, in regards to how our degree works in conjunction with the licensure exam. IU provides the teacher education degree, but

students select the licensure exam they take and this ultimately determines their licensure. Nearly all of the students take the History test, and some take others as well. J. Anderson noted the value of strong program content brought up by S. Power-Carter, in light of the licensure process. S. Power-Carter emphasized the importance of having the multicultural content documented in the books to ensure it isn't lost when different instructors take on the course.

**Comes as a motion**

**Second:** B. Edmonds

**Abstentions:** none

**Recusals:** none

**Result:** Passes with 1 opposed

**Meeting adjourned at 2:08 PM**