

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
March 23, 2011
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions

Members Present: G. Delandshere, R. Helfenbein, P. Kloosterman, T. Ochoa, J. Rosario, R. Skiba, A. Teemant, E. Tillema; **Alternate Members Present:** D. Estell; **Dean's Staff Present:** T. Brush, J. Cummings, G. Gonzalez, R. Sherwood; **Staff Representatives Present:** none; **Student Members Present:** none; **Guests Present:** G. Butera, C. Darnell, J. Seybold, J.T. Snipes, A. Wells, D. Winikates

I. Welcome & Approval of Minutes

P. Kloosterman put forth a motion to approve the February 23, 2011 minutes, which was seconded by T. Ochoa. The minutes were unanimously approved.

II. Announcements and Discussion

a. Dean's Report:

On the legislative front, Dean Gonzalez reported that since the last Policy Council meeting, Senate Bill 1 has been amended. Rather than exempting 50% of charter school teachers from the licensure requirement, the Bill states that only 25% of charter school teachers can be exempt from licensure. In addition, since the House Democrats still have not returned to chambers, no further bills can move through the House and be considered for further action. The strategy now being employed is to take provisions from not yet approved bills, and add them to bills that have already been passed by the House. We will not know which parts of the education bills that are now before the legislature will be incorporated into already approved bills until sometime next week. However, it is possible that many provisions in Senate Bill 1 will not be passed, simply because they will not have been incorporated into House approved bills. The legislature is required to pass the budget by April 29, and there are questions about whether or not that will be possible. If the budget is not passed by June 30, the end of the current fiscal year, this would create a problematic situation for public institutions, including universities. The Dean's staff will continue to keep the Policy Council informed as the situation progresses.

b. Spring Faculty Meeting

The Spring Faculty Meeting will be held on Friday, April 29, 2011 at 10:00 am.

III. Old Business

a. Diversity Topic

Two graduate students, Carl Darnell and J.T. Snipes, were invited by G. Delandshere to share their experiences with recruitment to IU and other institutions. Both are first-year Ph.D. students in the Higher Education program, and both have previously worked in student recruitment.

J.T. Snipes attended Baylor University for his undergraduate degree, where he majored in Biology/Pre-Med. He was not actively recruited to Baylor. However, his sister, who applied to Baylor two years later, received a number of recruitment materials. J.T. reported that he was not recruited to IU for his graduate program. In addition to IU, he was also accepted to Virginia Tech and was heavily recruited by that institution. J.T. received several emails from the Program Director. The Program Director also actively sought out assistantship opportunities for him, and connected him with individuals in charge of assistantships. He was offered a position with their McNair Scholars program that came with tuition remission and a stipend. With IU, he received quick replies from the faculty that he made contact with, which aided in his decision making process. The reputation of IU's program was the factor that influenced him to choose to come to IU. J.T. also commented that finding funding and assistantships at IU was a very difficult process. He currently has an assistantship with the Center for Urban and Multicultural Education at IUPUI.

Carl Darnell, who attended Tennessee State University, was contacted by the president of the university while he was a high school student. He was offered funding for both his bachelors and masters programs at Tennessee State. Carl was not actively recruited by IU, but was attracted to the program because of its reputation and his desire to work in every area of the United States. Carl consulted the U.S. News and World Report to find programs in the Midwest with highly-ranked Higher Education programs. He chose to contact IU and Michigan, but did not feel welcomed by the person he spoke with at the latter institution. With regard to finding an assistantship, Carl first contacted Don Hossler and the program secretary, who began sending him information about assistantships as opportunities arose. He applied to each one and was offered a position with the Hudson and Holland Scholars Program.

Carl and J.T. also shared their thoughts on their experiences since coming to IU. Carl reported that he has been impressed by the accessibility of the diverse community at IU, as well as by the diversity within his program (about 1/3 of his cohort is African American). J.T. feels he has expanded his learning and grown intellectually in his first year at IU, but has found it challenging to connect with faculty and build genuine relationships.

Finally, the students were asked to offer suggestions for what the IU School of Education can do to improve recruitment activities for underrepresented students. J.T. felt that the most important thing is to remember that relationships and personal connections matter. Prospective students often make decisions about whether or not to apply to programs based on early interactions with faculty and staff. Carl mentioned that the responsiveness of faculty is important for students. Additionally, Carl felt that perhaps having a summer program similar to the summer research program for students from HBCUs would be helpful at the graduate level. The School

of Education could also participate in *Getting You Into IU*, a recruitment program for prospective graduate students. Finally, it was noted that the availability of funding is often a key deciding factor for students.

IV. New Business

a. Revisions to Secondary Teacher Education Programs (IUPUI) (11.34)

Joy Seybold presented a summary of the changes to be made to the Secondary Foreign (World) Language, English Language, and Social Studies Teacher Education programs. The proposed changes were made in response to the new Rules for Education Preparation and Accountability (REPA) for teacher education programs. Several changes to both the program and the admissions requirements were made.

Questions were raised and discussion ensued regarding the proposed program changes. T. Brush noted that on the IUB campus, it has been decided to begin accepting the new alternatives for demonstration of basic skills in Spring 2012. The rationale for requiring that students pass the Praxis II prior to student teaching was also discussed. J. Seybold noted that if students complete the program without passing Praxis II, this would constitute a violation of the institution's accreditation. Also, this is an accountability measure that the state will be monitoring as they review and approve programs. In addition, J. Seybold noted that when some students' placement letters are sent to schools, it appears as though the math candidates have very low GPAs, and several of them have been denied placements. Guaranteeing that students have basic content knowledge, as demonstrated by their ability to pass Praxis II, might help to counter the low initial math grades. Dean Gonzalez mentioned that there is much controversy around the issue of using the Praxis II as an accountability measure, and that we should consider the impact of this decision for students who are not good test-takers and may be delayed in their student teaching and graduation.

The proposal was forwarded to the Policy Council with a motion to be approved from the IUPUI Committee on Teacher Education. The motion was seconded by R. Helfenbein, and was unanimously approved.

b. Revisions to Elementary Teacher Education Program (IUPUI) (11.32)

Anne Wells presented a summary of the proposed changes to the Elementary Teacher Education Program. Questions were raised and discussion ensued. In particular, R. Skiba asked whether or not all majors are required to take a course in multicultural education. A. Wells responded that it is an optional course that students may take, and is designated as a writing intensive course. G. Delandshere asked whether the Praxis II requirement for the secondary program also applies for the elementary program (it does not), and why the requirement is not consistent between the programs. A. Wells responded that the secondary faculty felt that the Praxis requirement was an important issue, whereas it was not an issue for the elementary faculty. There was also discussion on the importance of including specific courses in classroom behavior management in teacher preparation programs, rather than attempting to embed it in other courses.

The proposal was forwarded to the Policy Council with a motion to be approved from the IUPUI Committee on Teacher Education. The motion to approve the proposed changes to the elementary program was unanimously approved.

c. Elementary K-6 Program (IUPUC) (11.35, 11.38, 11.41 & 11.45)

Debra Winikates presented the proposed changes to the Elementary K-6 program at IUPUC. An overview of the revised program structure (11.36) and a curriculum plan (11.35) were presented. Changes were made to the Elementary K-6 program to allow students pursuing a dual license to meet the new REPA requirements. The majority of the credit hours that were cut from the program were taken from student teaching (16 hours to 8 hours); however, students will complete the same number of hours of student teaching as they did previously (two 8-week blocks in two semesters). Each student teaching course consists of 8 weeks of field experience and 8 weeks of student teaching, and is worth 4 credit hours. The options for the required concentration areas were also discussed (11.41). Finally, document 11.45 illustrates how the course requirements of the elementary program map onto the Indiana Content Standards for Educators.

Discussion ensued on the similarities and differences between the IUPUI and IUPUC student teaching requirements. D. Winikates clarified that students in both programs will be required to spend the same amount of time student teaching, and will need the same total number of credit hours in order to graduate; however, the credit hours for student teaching at IUPUC are reduced in order to accommodate their content area requirements.

The proposal and associated documents were forwarded to the Policy Council with a motion to be approved from the IUPUI Committee on Teacher Education. The motion was seconded by R. Skiba, and was unanimously approved.

d. Special Education Programs (10.39, 10.50 & 11.36) (IUB)

Gretchen Butera provided an overview of the background and rationale for the changes to the Graduate License in Exceptional Needs (10.50), the License Plus Masters in Special Education (11.36) and the Masters Degree in Special Education (10.39). These programs had not been revised in some time, and went through a process of review including focus groups with key stakeholders and mapping of the CEC standards. The content of the programs has been restructured based on this review, while also putting courses into a hybrid format to address the diverse needs of those seeking licensure at the graduate level. Proposed changes to the programs were approved by the Graduate Studies Committee and/or the Committee on Teacher Education (for programs including licensure).

Questions and discussion ensued. Concerns were raised about the requirements for content area coursework. G. Butera specified that students have several options for how they can meet the 'highly qualified' requirement, and students with no previous teaching experience must meet coursework requirements for a highly qualified content area either with previous coursework (i.e., a previously earned BA in Science) or coursework taken as part of their graduate program. Questions were also raised about the requirements for foundations courses, particularly

pertaining to the history of the treatment of special populations. T. Ochoa and G. Butera clarified that content in this area is covered in K505 and to some extent in K548.

The program proposals were forwarded to the Policy Council with a motion to be approved from the Graduate Studies Committee and IUB Committee on Teacher Education (for programs including licensure). The motion was seconded by P. Kloosterman and unanimously approved.

****G. Delandshere adjourned the meeting at 3:10****