

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
November 17, 2010
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, A. Teemant, E. Tillema; J. Wong; **Alternate Members Present:** C. Medina; **Dean's Staff Present:** J. Cummings, R. Sherwood; **Staff Representatives Present:** none; **Student Members Present:** T. Meyer; **Guests Present:** G. Butera, J. Shedd, R. Weir, S. White

I. Welcome & Approval of Minutes

P. Kloosterman put forth a motion to approve the minutes from the October 27, 2010 Policy Council meeting (11.12M), which was seconded by T. Ochoa. The minutes were unanimously approved.

II. Announcements and Discussion

Dean's Report: Dean Gonzalez was absent from the meeting, and there was no Dean's Report.

III. Old Business

a. Graduate License in Exceptional Needs: High Incidence (Mild Intervention)

Two primary issues about the Graduate License in Exceptional Needs were raised:

- i. The Graduate License in Exceptional Needs certification program was previously approved at the April 2010 Policy Council Meeting. However, also at the April meeting, the Policy Council subsequently approved a motion to place a moratorium on admissions into secondary post-baccalaureate certification only programs (10.48). The request for the moratorium arose out of several concerns with post-baccalaureate certification-only programs: 1) they often do not have a well-planned and structured sequence; 2) the courses are not guaranteed to be offered regularly; and 3) candidates in these programs often do not have an assigned advisor or other faculty member monitoring their progress through the program.

T. Ochoa mentioned that the SPEDFIST program (of which the Graduate License in Exceptional Needs is a part) is designed with the intention that students have a faculty supervisor, which addresses one of the concerns with post-bac certification programs in general. Thus, the Special Education post-bac certification was granted an exception to the moratorium due to the fact that it was a structured, sequenced program with a high level of faculty involvement.

- ii. At the time that the Graduate License in Exceptional Needs program was approved by Policy Council in April 2010, it had not yet been reviewed or approved by Graduate Studies. The program has since approved by Graduate Studies (on November 3, 2010).

Result: Since the program has already been approved, the issue has been closed.

b. LACLE reconfigured credit hour distribution (11.14)

J. Shedd provided an update to the Policy Council on the changes made to the LACLE elementary program. J. Shedd and T. Brush previously informed Policy Council that in order to comply with the new guidelines from the Department of Education, the LACLE department was required to make changes to their elementary program. They proposed to reduce three credit hours in their professional education program. They have since reached resolution on the redistribution of the credit hours, the details of which were presented to Policy Council at this meeting. The changes have been approved by the Elementary Council and the Committee on Teacher Education, and apply only at IUB.

c. Faculty Sick Leave Policy

The Faculty Affairs Committee was previously asked by Policy Council to design a sick leave policy for School of Education faculty. A sick leave policy proposal (10.42) was presented to Policy Council on April 21, 2010, and was sent back to the Faculty Affairs Committee for revision. The committee subsequently discovered that there is an existing university-wide sick leave policy in place, eliminating the need for a separate policy for School of Education faculty.

d. Diversity Topic

In November 2007, the Policy Council passed a motion to devote a 15 to 20 section of each meeting “to addressing structural issues and barriers that prevent students of color from attending and remaining at IUB and IUPUI” (08.11M). Preferably, issues with specific policy implications will be discussed. G. Delandshere emailed the faculty last month to solicit ideas for discussion topics, and received one response.

Discussion ensued regarding how to proceed with this mandate. R. Sherwood shared a statement on the proposed standard of pre-service teacher knowledge in diversity from the Indiana Developmental Standards for Education: Secondary Education (November 2010 draft). C. Medina suggested that we perhaps begin by reviewing the notes from the subgroup on diversity at the faculty retreat. It would make sense to align the issues discussed by Policy Council with other diversity-related initiatives in the School of Education. J. Wong and R. Helfenbein suggested that including graduate students of color in our conversations may be one way to learn more about important diversity issues. Students could be invited to share at Policy Council meetings, and/or could be provided with a variety of ways to provide input (i.e., through surveys with specific, targeted questions). T. Ochoa suggested that we also include individuals with disabilities.

R. Helfenbein mentioned that our discussion on diversity may be impactful for our teacher education program. For instance, A. Teemant shared that many states require ESL certification for their graduates; although this initiative may not be felt in Indiana as yet, it could become a way to distinguish our graduates from others in the Midwest in the future. J. Rosario suggested that this

relates to a broader issue of Policy Council acting in a more proactive role. One way to structure our discussion might be to use the headings already investigated by the Diversity Committee.

Result: G. Delandshere will ask Russ Skiba or another representative from the Diversity Committee to attend the next Policy Council meeting to help guide our discussion for next semester.

IV. New Business

a. Masters & License in Mild Intervention (11.11)

Discussion and questions arose around the relationship of the Masters & License in Mild Intervention and the Graduate License in Exceptional Needs Certification (10.50). G. Butera and R. Weir previously presented both programs to the Policy Council and discussed areas where the programs overlap and differ. Both programs were passed on April 21, 2010 [see items IV.m) and IV.n) in [10.54M](#)]. The proposal appears to have been re-sent to Policy Council for approval as a result of some misunderstanding about the distinction between the programs.

Result: Both programs have been approved by the Graduate Studies Committee and Policy Council. No further action needs to be taken by Policy Council.

b. Curriculum Change to Community Counseling track of MS degree in Counseling (11.10)

J. Wong presented a proposal from the Counseling program to replace one required course (G645 Psychoeducational Consultation) with another course (G510 Introduction to Alcohol & Drug Counseling). The primary reasons for the proposed change are: 1) drug and alcohol-related issues are becoming increasingly important to the field of counseling, and 2) the accreditation body for the counseling program issued guidelines in 2009 requiring programs to provide training in drug & alcohol counseling. Aspects of psychoeducational consultation will be covered in other courses. The proposed change is only relevant to the Community Counseling track of the Counseling program, which is housed only at IUB (the School Counseling track, which is based at IUPUI, is not subject to the same accreditation requirements).

Result: The proposal was unanimously approved to be forwarded to the Associate Dean in the University Graduate School.

c. Creation of New Faculty Rank: Professor of Practice Proposal (11.16)

The Office of the Vice Provost of Faculty and Academic Affairs is soliciting feedback on the creation of a new Professor of Practice faculty rank. Several other universities, including Carnegie-Mellon, MIT and Vanderbilt, have adopted this rank among their faculty. G. Delandshere shared that the AAUP has raised concerns surrounding the issues of academic freedom and erosion of faculty governance, as this new rank represents another non-tenured faculty position. It differs from the clinical faculty rank in that it is more prestigious and reserved for those with a long and distinguished history of service outside of academia. Faculty who wish to comment may send their feedback to Tom Gieryn, Vice-Provost for Faculty and Academic Affairs.

Discussion around the creation of the new rank ensued. J. Cummings mentioned that this particular faculty appointment might be most of interest to the Jacobs School of Music, SPEA and perhaps the Maurer School of Law. Questions were raised regarding how frequently the title would be applied in the School of Education. P. Kloosterman mentioned that our definition of “clinical” faculty seems to fit well with what is described as “Professor of Practice.” R. Helfenbein mentioned that this conversation relates to a larger national conversation about the role of clinical faculty that we will have to address in some way in the future.

****G. Delandshere adjourned the meeting at 2:20pm****