

MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**November 28, 2012**  
1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** J. Cummings, B. Dennis, E. Galindo, D. DeSawal, J. Damico, D. Cross, D. Winikates, S. Eckes, A. Leftwich, K. King Thorius, N. Flowers, C. Hill Morton **Student Member Present:** M. Remstad **Staff Representative Present:** T. Niggle **Dean's Staff Present:** J. Alexander, R. Sherwood, R. Kunzman, P. Rogan, C. Brown, L. Houser **Visitors Present:** H. Schertz, C. McMahon, C. Buzzelli, A. Brandt, A. Wells, J. Seybold, L. Casillas, M. Hines

**I. Approval of the Minutes from October 24, 2012 Meeting (13.25M)**

D. DeSawal voted to approve the minutes, and T. Niggle seconded. The minutes were approved unanimously.

**II. Dean's Report (Presented by J. Alexander, Executive Associate Dean)**

J. Alexander noted that many items on the agenda concern the requirement, required by statute, to reduce programs to 120 hours. Few exceptions exist, such as degrees leading to dual licensure (e.g., elementary education and special education), and IUPUI's Math Education program which includes Purdue's more extensive requirements in math. More requests for program changes will come to the Policy Council in future meetings.

REPA 2 is on the agenda for the Dec 5<sup>th</sup> meeting of the State Board of Education in Indianapolis, and individuals may sign up to speak by arriving at the meeting early. A member of the council said that the meeting's public comment stage is at the end of the meeting following action items and advised faculty interested in REPA 2 changes to communicate with decisionmakers prior to the meeting. Many people have been interested in REPA 2 and its effects on the future of teacher preparation.

The School of Education will be developing more online programs in line with a university-wide initiative. Several principles have guided these discussions. Programs should not compete with one another, and programs should not be duplicated "without distinction." Collaboration should be utilized to scale-up programs and get the most out of our investment. A segmentation of markets has also been requested: it is intended that newly-developed undergraduate programs will be hosted by regional campuses, while graduate programs and

certificates will be hosted by IUB and IUPUI. The Provost's office will provide seed money to get projects going, which will be paid back. About \$230,000 will be available for Bloomington. Instructional designers will be hired to help with interactive website development, in addition to consultants who will help identify a market for these online programs.

The university looks at low enrollment degrees periodically with the intention of discontinuing unnecessary programs. For example, the School of Education offers a B.S. in Educational Psychology but has had no one enrolled in years. There are also degrees that are obsolete due to program changes, such as a B.S. in Kindergarten/Primary Education. We will be working to discontinue these types of degrees.

IU has received a Lilly Foundation grant for \$500,000 (shared across all campuses) to develop a system to more accurately track students from application through time at IU in order to help them plan courses and ensure timely program completion. This system will also help advisors give better advice based on real-time information. Ideally, all campuses would use the same system. This system could include features such as academic flags, which has not been implemented at Bloomington. The goal is to track student progress and have them graduate on time. A financial incentive also exists for doing so.

There are discussions about the increase in freshmen entering with a year's worth of credits from AP classes, dual enrollment programs, etc. However, many students do not want to leave in three years and may double major or otherwise extend their program. The School of Education could potentially have a role in this trend, perhaps by promoting dual licensure degrees.

Financially, health care costs will soon be increasingly greatly by as much as 16% or 17%. IU has historically covered about 6% of that raise, but a lot remains for faculty to absorb. There are continued discussions about small faculty raises. The university will likely ask for no more than a 2% increase in in-state tuition.

### **III. Diversity Topic**

L. Casillas, director of La Casa, presented the diversity topic. La Casa, IU's Latino Cultural Center, will soon celebrate its 40<sup>th</sup> year in operation. Its mission includes advocacy, education, and providing a "home away from home" for students. La Casa strives to emphasize diversity within the Latino community, including geographic, religious, and sexual orientation. For Latinos, La Casa is a centralized place to understand college, interact with other Latino students, and work through experiences with ignorance that happen on campus. IU has about 1500 Latino students, including 200

graduate students. The majority are from the urban areas of northern Indiana, but increasingly more come from smaller towns and southern Indiana. They are predominately U.S.-born, but some are immigrants, and some are undocumented. Until two years ago, undocumented students followed normal IU policy and could receive in-state tuition. Now, they are considered international students and pay much higher rates.

La Casa also works with high school students, parents, and school counselors to educate about the college process. For several reasons, including costs and proximity to home, Latino students are often more attracted to Ivy Tech than IU.

Discussion ensued about how to best recruit Latino students to teaching. L. Casillas said that many Latino parents whose children go to college want them to enter higher-paying professions. The PRAXIS requirement is also a stumbling block for some students. Members of the council discussed the best ways to communicate to prospective students that teachers help change lives and that the job market is relatively strong. L. Casillas discussed how La Casa serves many people outside the Latino community by providing education and said that there is a need for educators, especially those in rural areas, to become more aware of Latino issues. She has also noticed a trend toward students wanting to explore counseling as a profession, and members of the council discussed the new undergraduate minor in counseling and the school's graduate programs in counseling.

#### **IV. Old Business**

#### **V. New Business**

##### **a. REPA Changes to Elementary Education – IUPUC (13.12) and Areas of Concentration for Elementary Education – IUPUC (13.23)**

D. Winikates presented proposed changes to the Elementary Education program at IUPUC. The changes are not very substantial and are detailed in a document provided to the Policy Council (*appended to this document*). Most involve changes to the course elective options.

Most notably, all field experience courses were changed to 0 credits to meet the 120 hour mandate. J. Cummings asked what implications this change has for budgeting and teaching load. D. Winikates explained that a field experience fee will cover some costs, but that cutting programs to 120 hours will reduce tuition income no matter how it is done. In terms of faculty load, little will change as these field experiences are usually connected to a regular course. In addition, faculty supervising student teaching typically also supervise students completing field experiences.

The Areas of Concentration required more discussion in committee as each concentration was worked out individually. The chosen courses seemed reasonable given an 18 hour credit limit for the concentration and readily available courses offered at IUPUC. Students will be prepared for success on licensure exams because IUPUC does not offer a middle school license addition.

J. Cummings asked why IUPUC does not have approval to offer middle school licenses although all the necessary courses to do so are available. P. Rogan explained that IUPUC does not have a secondary education program. However, if their students take the recommended courses and pass the exam as allowed by REPA, they can get the licensure addition in middle school regardless of whether they completed an approved program.

These two documents were presented for approval as a motion from the IUPUI Committee on Teacher Education. *Outcome:* Approved with one abstention.

#### **b. REPA Changes to Elementary Education – IUPUI (13.13)**

L. Houser presented proposed changes to the Elementary Education program at IUPUI, involving reducing the program from 126 hours to 120. The Oral Communication requirement was removed because students tend to struggle most with writing, and the faculty did not want to give up either of the two required writing courses. Proficiency in oral communication is rarely indicated as major area of concern.

The committee had the more difficult task of eliminating a course from social studies or fine arts. The decision was made to reduce the 6 credits in fine arts to 3 credits. J. Damico commented on the need to consider how arts can be incorporated into other courses when circumstances necessitate cuts. L. Houser noted that IUPUI's program retains music and art methods courses that are taught by instructors with split appointments in those content areas.

This document was presented for approval as a motion from the IUPUI Committee on Teacher Education. *Outcome:* Approved with one abstention.

#### **c. REPA Changes to Secondary Spanish – IUPUI (13.14)**

A. Brandt presented proposed changes to the Spanish Education program at IUPUI. The faculty worked with the Spanish department in making changes. Many students bring in 200-level coursework from high school or can test out of introductory

courses; credits were moved into 400-level courses to provide additional advanced coursework. In addition, students also now required to take courses in Peninsular *and* Latin American culture and civilization. The program will be undertaking a self-study this spring to make sure that students are at the appropriate level of proficiency; students should be able to meet proficiency benchmarks having completed coursework alone.

J. Alexander referred to the program sheet and noted that the Spanish requirements total 39 hours in Spanish rather than 42. It was clarified that nine credits of advanced Spanish electives are required rather than six.

This document was presented for approval as a motion from the IUPUI Committee on Teacher Education. *Outcome:* Pending correction, approved unanimously.

#### **d. Middle School Additions for Elementary Majors – IUPUI (13.15)**

A. Wells presented proposed middle school additions to the Elementary Education major at IUPUI. Elementary education students who enjoy teaching older children and are passionate about content areas requested these additions. This coursework will prepare students to take the current middle school PRAXIS II tests; the program may need to be revisited once Pearson develops the new version.

Several questions were asked regarding licensure. If students complete these courses, including middle-school level pedagogy courses and content area courses, they will be recommended for the middle school licensure addition. However, under REPA, students may also obtain this licensure by simply taking a test. Students who complete this program will have IUPUI's stamp of approval, but there is a need to clarify the benefits of taking this program over testing into licensure. Notably, some neighboring states have decided that they will not accept licensure additions by testing alone.

This document was presented for approval as a motion from the IUPUI Committee on Teacher Education. *Outcome:* Approved unanimously.

#### **e. REPA Changes to Secondary English (13.19)**

J. Seybold presented proposed changes to the English Education program at IUPUI. The program was reduced from 124 hours to 120 by removing two 3 credit courses and adding a 2 credit elective option, although most students will choose to take a 3 credit elective. The social sciences requirement was reduced to 6 credits. Courses that students were not taking or were rarely offered were also eliminated as elective

options. There were no changes to the English major or teacher education portion of the program.

This document was presented for approval as a motion from the IUPUI Committee on Teacher Education. *Outcome:* Approved unanimously.

**f. REPA Changes to Secondary Social Studies (13.20)**

J. Seybold also presented proposed changes to the Social Studies Education program at IUPUI. The oral communication course was removed to keep two courses in writing. Requirements in social sciences were also reduced to 6 credits, as social studies students take many other courses in various related areas.

It was noted that because IUPUI does not have a campus-wide General Education program, they have significantly more flexibility in changing programs than at IUB.

This document was presented for approval as a motion from the IUPUI Committee on Teacher Education. *Outcome:* Approved unanimously.

**g. Preparing Educators for Students with Autism Certificate Proposal (13.16)**

H. Schertz presented a proposal for a new graduate certificate. A huge increase in the number of children identified with autism, a rise in research, and the need to connect research with practice have necessitated development of this certificate. This certificate includes five required courses and has until now been offered as a “graduate academy” using topical seminar courses, and all courses are offered online. Two faculty have been recently hired with research specialties in autism.

Five new courses associated with the certificate will go up for remonstrance at the next Policy Council. For this reason, a vote for approval of this certificate was postponed.

**h. Proposal to Change M.S. in Adult Education to M.S.Ed in Adult Education**

A. Leftwich discussed this proposed change to the name of the Adult Education degree, which recently moved to the School of Education. The School of Continuing Studies offered the M.S. in Adult Education, but the School of Education only offers the M.S.Ed. This proposal will align the degree name with the rest of the school.

This document was presented for approval as a motion from the Graduate Studies Committee. *Outcome:* Approved unanimously.

**i. LCLE Major Name Change (13.18)**

M. Hines presented this proposal to change the name of the Language Education major to Literacy, Culture, and Language Education. The department name was changed several years ago, but the faculty were unaware that a formal request needed to be made to change the name of the major. Students are also in support of this proposal.

This document was presented for approval as a motion from the Graduate Studies Committee. *Outcome:* Approved unanimously.

**j. Early Childhood Education Program Sheet Revisions (13.21)**

C. Buzzelli presented proposed changes to the Early Childhood Education (ECE) program. K307 has been added as a required course, and students must complete all ECE courses on the Bloomington campus.

J. Cummings asked how students could transfer courses from other campuses. C. Buzzelli explained that because of the cluster design of this program, transferred courses would need to be reviewed to ensure they cover all the required material and to ensure the integrity of the program. Content differs by course on other campuses.

Several members of the council noted that this type of policy on course transferability may be problematic, and no other program sheets in the school include such a statement. Discussion ensued regarding possible options and current trends in statewide university policy. It was recommended that the statement requiring completion on the Bloomington campus be replaced with a statement that courses may be reviewed for transfer by the academic standards committee. In addition, it was recommended that rather than requiring K307, a course offered on other campuses without an early childhood focus, that a new course number and description be used to ensure that the course emphasizes ECE.

This document was presented for approval as a motion from the IUB Committee on Teacher Education. *Outcome:* Pending requested revisions to the program sheet, approved unanimously.

**k. Proposal for Area of Concentration in Early Intervention, ECE Program (13.22)**

Postponed until next meeting.

**VI. New Courses/Course Changes**

J. Cummings directed the Policy Council members' attention to the new course change proposal. The course change is open for faculty remonstrance for 30 days.

\*\* The meeting adjourned at 3:00 p.m. \*\*