MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
September 20, 2017

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

Members Present: C. Medina; D. Estell; S. Power-Carter; B. Edmonds; P. Rogan; T. Nguyen; G. Gonzalez; Y. Cho; C. Morton
Alternate Members Present: D. Adomat; S. Daley
Student Members Present: none
Staff Member Present: M. Boots
Dean's Staff Present: T. Mason; E. Boling; K. Barton; B. Chung
Guests: none

Approval of the Minutes from May 3, 2017 Meeting **(17.49M)**
> **Motion made by:** C. Medina
> **Second:** D. Estell
> **Abstention:** T. Nguyen
> **Result:** *Unanimously approved*

Approval of the Minutes from May 3, 2017 Organizational meeting **(18.04M)**
> **Motion made by:** D. Estell
> **Second:** C. Medina
> **Abstention:** T. Nguyen
> **Result:** *Unanimously approved*

I. Announcements and Discussions

Agenda Committee
Core Campus Faculty Meeting is October 27, 2017
Ryan Comfort will be hosting a Tea Talk in this room from 1:30-2:30 on Friday
New Approach to Diversity Topic: In the past we have invited guest speakers. This year we would like to invite Policy Council committee representative to provide regular updates on the diversity plan implementation. Also, in your packet we included an excerpt from the Constitution that outlines the role of the Policy Council. Please review this. We have a lot to do this year and it would be good to be clear on our roles and the roles of our committees.

Dean's Report
Dean Mason thanked members for serving on Policy Council. This will be a busy year. It was also a busy summer for the Dean. He took a trip to Beijing, China where he connected with alumni and colleagues at several universities there. We have a formal partnership with Beijing Normal and as a part of that we will be hosting faculty members from Beijing Normal in November and putting on a symposium. We are working on the details of that now.

In August the Trustees approved the separation into 2 separate schools of education, one at IUPUI and another at IU Bloomington. Thank you to everyone for your work on the process. There were a lot of people involved. It was long and complicated process, but your work was diligent. The Trustees and President McRobbie were very supportive and this is a very positive outcome for both campuses. Now the work begins, which we will talk about more later in this meeting.

In the spring, Policy Council approved the Diversity Plan and it was submitted to the office of the Vice President for Diversity, Equity and Inclusion. The plan was very well received. Our plan is one of the most thorough and comprehensive, a model plan. The next phase is implementation. Stephanie just mentioned the TEA talk on Friday. Part of the plan is to provide opportunities for discussion among the faculty students and staff. There will be other events regularly scheduled throughout the year.

We had a visit this week by a potential new faculty member. We were approached by the Provost's Office last spring to work with the Office of the Vice Provost for Research, as well as the Kinsey Institute, on hiring a faculty member to focus on the area of sexual violence. We had Zoey Peterson here, who we are hopeful will become a faculty member in Counseling and Education Psychology, with a joint appointment between the School of Education and the Kinsey Institute. She will also be working with the Dean of Students office to be addressing strategies for preventing sexual violence on campus and in addition will be conducting research through the Kinsey Institute and the Department of Counseling and Education Psychology. This is an opportunity for an important collaboration with the college. We also have a steering committee putting together a proposal for a Grand Challenge, which will also have a lot of potential for the school. More details to come.

The Dean's Advisory Board met recently. We focused on our international programs and had some good discussions on this topic. We have an Alumni meeting October 14th. In the Dean's office, we have found a replacement for L Hanek. Marlene Gardner will be joining us in that position. She comes to us from the Dean of Students office where she was Executive Assistant to the Dean. Please, come in and say hello. In terms of the year ahead, we will be completing the separation and setting priorities on both campuses. Here in Bloomington we will need to identify what it is that makes us unique. This will help with recruitment efforts and our research mission. We will be continuing to explore the redesign of space. We would like to bring the research centers back into the school of education.

S. Power Carter asked if there will be larger discussions about space. Dean Mason indicated that there is a space reallocation and redesign committee and proposals will come through Policy Council. G. Gonzalez asked if the National Board of Visitors has been renamed to the Dean's Advisory Council. Yes, we renamed the group to emphasize their important advisory role.

II Old Business
None

III New Business

Dean Search Committee **(18.10)**
S. Power Carter explained that Dean Mason will be stepping down as Dean at the end of the academic year. We need to reconvene the Dean's Search committee. This is now just a Bloomington search. We've started with the list of individuals who served on the previous search committee. We have been asked to pass along 20-25 names to the Provost as soon as possible. The names on this list are just suggestions. Please take a moment to write down some names of people you feel would make good committee members. To help the process, you will find a list of all faculty in your member packet. We will collect

everyone's suggestions and compile a list of names of potential nominees that will be forwarded to the Provost. Please take into consideration representation. The final selection is in the hands of the Provost. Dean Mason added that Lee Feinstein, Dean of International and Global Studies has been appointed chair of the search committee. At IUPUI the Chancellor will lead their search and IUPUI will go through their own process. Dean Mason informed Council Members that before IUPUI can conduct a Dean's Search they need to gather information and make decisions about things so that they can adequately characterize the school and its program. They plan to open the Dean's search at IUPUI in November. Staff will also be included on the IUB Dean Search committee but at this meeting we are just considering faculty.

Dissertation Submission Deadline **(18.06)**
M. Boots described that the Ph.D. language was added to the graduate school bulletin and is currently being enforced. We are suggesting we use the same language that appears in the graduate bulletin. This will apply to Ed.D. students as well as Ph.D. students. The Ph.D. wording is not new, but this wording for the Ed.D. is new, and so we are seeking Policy Council approval. There are formal options for students to extend this timeline, and we have seen flexibility when there are circumstances that warrant it, but it is important that the policy is clearly communicated.

> **Comes as a motion from Graduate Studies Committee**
> **Second**: B. Edmonds
> **Result**: *Unanimously approved*

Proposal for monthly conferral of Certificates, MSED and EDS (**18.07)**
M. Boots explained that this is a policy that has been used for Ph.D. students, but we would like to extend this to certificates, Masters and EdDs. Moving from quarterly to monthly graduations reduces administrative bottlenecks and will improve degree completion time. D. Estell commented that this will help CEP students. They are more competitive for internships when they have a Master's degree.

> **Comes as a motion from Graduate Studies Committee**
> **Second**: D. Estell
> **Result**: *Unanimously approved*

Students in Online Programs Taking Courses on Campus **(18.08)**
M. Boots stated that this will clarify the difference in cost between online and traditional programs. If you are a non-resident student in an online program, you will find that the cost of a residential program is significantly more. We just want to help students to make informed decisions.
Discussion: There was some discussion about what drives the fee. The course designation drives the fee.

> **Comes as a motion from Graduate Studies Committee**
> **Second**: D. Estell
> **Result**: *Unanimously approved*

Students in Residential Programs Taking Online Courses **(18.09)**
M. Boots noted that here, the 50 percent rule gets invoked a lot. Think about it as students being in online or hybrid programs. If you get to the 50 percent point of number of students in a program attending through online classes, your program is now an unofficial online program. We want to eliminate the issue of programs slipping into online status.
Discussion: There was discussion on how this is reviewed. M. Boots acknowledged that the data is available, but right now no one is checking. C. Medina asked how this will impact small programs, for example LCLE. M. Boots explained that LCLE has both online and residential programs, and so students

in that program are covered either way.

Comes as a motion
Second: C. Medina
Result: *Unanimously approved*

Core Campus Separation Process
Dean Mason explained that, with the separation approved, we now need to put in the work to make it happen. We have identified some of the tasks that need to be done. Please feel free to add any tasks you feel we have missed. With a list complete, it will be turned over to Policy Council and its committees to accomplish these tasks to complete the separation. The separation will become official on July 1, 2018. Tasks include:

- Revise IUB constitution to address references to IUPUI
- Draft and ratify and constitution for IUPUI
- Reopen Dean search
- Initiate Dean search at IUPUI
- Establish a timeline for administrative restructuring at IUPUI. The chancellor will be working with the faculty at IUPUI
- Establish separate alumni associations
- Review internal grant programs (e.g., Proffitt grants, etc.). These should be available to faculty on both campuses but this needs to be made official
- Ensure IUPUI has capacity to take over the technology piece which the Bloomington ETS has supported in the past
- Review policy documents and revise or create new policies as necessary
- Review Policy Council committee descriptions
- Prepare faculty lines to move (HESA program) and ensure we are in line with University policies
- Revise IUPUI an IUB web sites to reflect program changes and other changes stemming from separation
- Revise HESA program documents to ensure they correctly reflect changes due to separation

Changes made will go back to policy council to for approval with the goal of having everything ready for a July 1, 2018 separation.
Discussion: B. Chung asked if accreditation for any programs would be impacted. Dean Mason responded that accreditations should not be an issue. They are separate. T. Nguyen noted that there are program-level discussions that are needed. For example, ELPS has had a joint accreditation process and so we will need a process for how the separation will play out at the program level. S. Power-Carter asked how transfer credits will work. E. Boling indicated that the credits are equivalent. M. Boots noted that there were some complications with half of the credits stemming from the campus to which the student is enrolled.

IV. New Course/Course Changes

The following new course or course change proposals have been reviewed and approved by the Graduate Studies Committee, the Committee on Teacher Education or the Undergraduate Studies Committee. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

New Courses

EDUC-E 331   Literacy Methods in the Early Grades   IUPUI   3 cr
Doc # 59274655
This course examines methods for teaching literacy in the early elementary grades.
Justification: This is part of the revision of our elementary education program. This revision includes splitting our 6 credit E345 course into two 3 credit courses--one that focuses on mathematics methods in the early grades and one that focuses on literacy methods in the early grades. The reason to split the E345 course is that it is taught as two separate courses with two independent instructors. Having it as a single course has created difficulty around assignments, Canvas site, and grading for instructors who are not collaborating on course material. It is rare for instructors to collaborate on course material.

Educ- E-332   Mathematics Methods in the Early Grades   IUPUI   3cr
Doc# 59258913
This course examines methods for teaching mathematics in the early elementary grades.
Justification: This is part of the revision of our elementary education program. This revision includes splitting our 6 credit E345 course into two 3 credit courses--one that focuses on mathematics methods in the early grades and one that focuses on literacy methods in the early grades. The reason to split the E345 course is that it is taught as two separate courses with two independent instructors. Having it as a single course has created difficulty around assignments, Canvas site, and grading for instructors who are not collaborating on course material. It is rare for instructors to collaborate on course material.

Educ- E-546   Teaching Science and Social Studies Curriculum   IUPUI   3cr
Doc# 59285830
Teaching Elementary Science and Social Studies Curriculum was designed to assist prospective teachers to develop competence and confidence needed to teach science and social studies in elementary classrooms. This competence involves a level of understanding of the subject matter, basic principles and processes underlying the nature of science and social studies along with historical and socio-cultural construction, and related integrative pedagogies.
Justification: The course is associated with a new licensure program that we have designed that allows us to collaborate with school districts in order to help them get district employees certified to teach.

Educ- T-320   Sociocultural Learning in Urban Elementary Classrooms   IUPUI   3cr
Doc# 60121654
Teacher candidates will examine theoretical and practical foundations of effective teaching in diverse classroom environments. Ethnicity, gender, social class, language, religion and other issues related to social identity are considered from sociocultural perspectives. Teacher candidates will be expected to critically reflect on culturally responsive teaching and learning in classroom teaching strategies that respond positively to the diversity, cultures, and (dis)abilities of students. Additionally, students will examine concepts related to disability through historical, social, and societal lens and perspectives.
Justification: The Elementary Education Program is redesigning its curriculum to better align with contemporary theoretical and empirical research on effective teaching for diverse student populations, specifically in urban settings.

Educ- T-321   Critical Praxis for Urban Elementary Classrooms IUPUI   3cr
Doc# 60122128
This course focuses on integrative curriculum planning, instructional strategies, and assessment methods for the urban elementary classroom through the lens of asset-based pedagogies.
Justification: The Elementary Education Program is redesigning its curriculum to better align with contemporary theoretical and empirical research on effective teaching for diverse

student populations, specifically in urban settings.

Educ- T-510   Learning and Learners   IUPUI   3cr
Doc# 58344993

Develops understanding of learning and learners using historical and contemporary social, cultural, political, educational, and local realities. Explores the teacher's role in transforming learning communities to be inclusive, culturally responsive, and equitable for students who are culturally, linguistically, economically, geographically, or learning diverse.

Justification: This is a new course designed for use with local districts to address the persistent shortages of teachers of color across the state. This course is part of a program transitioning paraeducators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. This course specifically addresses the full range of learners teachers have in their classrooms rather than teaching to the middle or the mythical normal child.

Educ- T-512   Instruction & Assessment for All Learners   IUPUI   3cr
Doc# 58346389

Develops the knowledge and skills needed for maximizing learning in diverse classrooms. Using critical social theories and sociocultural principles of learning, students learn to design inclusive, engaging, relevant, and culturally responsive curriculum, instruction, and assessment for all learners, including students identified for language, special education, or gifted and talented services.

Justification: This is a new course designed for use with local districts to address the persistent shortages of teachers of color across the state. This course is part of a program transitioning paraeducators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. This course specifically addresses the full range of learners teachers have in their classrooms rather than teaching to the middle or the mythical normal child.

Educ- T-516   Equitable Schools and Classrooms   IUPUI   3cr
Doc# 58346589

Prepares educators to be advocates for social justice, critically interrogating and reflecting on current school policies, programs, or practices in order to generate new possibilities for more equitable teaching and learning. Critical consciousness, systems change, inquiry, and transformative learning are explored in school contexts.

Justification: This is a new course designed for use with local districts to address the persistent shortages of teachers of color across the state. This course is part of a program transitioning paraeducators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. This course specifically focuses on engaging in a school-based social justice project designed to ameliorate an identified and researched inequity.

Educ- Y-501   Quantitative Analysis for Educational Leaders   BL   3cr
Doc# 55248935

This is a course designed primarily for the Educational Leadership Ed. D. program. The aims are for students to develop quantitative data analysis skills in order to read and contribute to the research literature in their field. Students will learn how to conduct quantitative data analysis and how to make meaningful interpretations of the results of these analyses. Topics covered in this course include descriptive statistics and elementary inferential statistics (e.g., correlation, t-test, analysis of variance, regression analysis). The course is a combination of lectures, problem-solving, article discussion and hand- on data analysis and interpretation exercises using appropriate software (e.g., SPSS). Students will work with content and data relevant to educational leadership and school districts. Articles from

Educational Leadership Journals (e.g., Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Journal of School Leadership, Journal of Educational Administration) will be used to illustrate the concepts learned in the course.

Justification: We are developing this course to be more applied than currently available statistics courses and more relevant to educational leaders (considering the research literature in the field, the type of data available to them and the type of decisions they have to make based on these data)

Meeting adjourned 1:54 PM