Indiana University

Southeast School of

Education

Policy and Organizational Manual

http://www.ius.edu/education/

Introduction

The Policy and Organizational Manual describes how Indiana University Southeast School of Education (SOE) functions and how it carries out the policies outlined in the Academic Handbook and other policy manuals specific to Indiana University Southeast. It is to be reviewed regularly and revised as necessary to meet the changing needs and requirements of the School, University, and state regulatory bodies. Indiana University Southeast School of Education policy manual includes policies pertinent to the School. Policies in the manual were approved by the School of Education faculty and are the latest/most recent policies. Other documents (non-policy) adopted by the School are included to provide guidance. Additional Rules regarding the School of Education are in the most recent IUS Bulletin. Historical policies are archived in the main office of the School. Information about Indiana University Southeast policies is available on Indiana University Southeast website: www.ius.edu/acadaffairs/facultymanual.cfm

Outline of Manual

Section I: Organizational Structure

The School is administered by a Dean supported by Program Coordinators, Director of Graduate Studies and an Accreditation Coordinator, together with professional staff members composing the School Council membership. The professional staff of the School consists of academic advisors, a record specialist, and an undergraduate/graduate licensing and school placement advisor.

Mission

The mission of the Indiana University Southeast School of Education is to prepare and nurture high quality, caring professionals who are leaders in the continuous improvement of schools within a diverse society.   In recognition of the demographic shifts in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word "all" in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education.

Candidate Outcomes

1. Knowledge of content and the use of best practices in delivering effective instruction to all candidates;
2. Dispositions necessary to help all candidates learn; and
3. Knowledge, skills, and dispositions needed to participate in school improvement. The School of Education has adopted a school-wide conceptual framework based on the four themes in the mission: High Quality, Caring Professional, Continuous Improvement of Schools, and Diverse Society.

SOE Diversity Proficiencies
In keeping with these beliefs, the School of Education has adopted the following diversity proficiencies. (See complete version with indicators in Appendix IV, Page 49)

1. Demonstrate knowledge of and respect for diverse learners and their families
2. Identify social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

Reference: Proficiencies adopted from - Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference. Presented by Maureen D. Gillette, Northeastern Illinois University. AACTE/CAEP AND INTASC September 2008
Accreditation

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The review occurs every seven years. The last Institutional Report is located at www.ius.edu/education.

All professional education licensure programs are approved by the Indiana Department of Education. In addition, specific programs are recognized by a Specialized Professional Association (SPA).

Academic Structure

Academic programs are organized into undergraduate and graduate programs. All Program coordinators are appointed by the chancellor, upon recommendation of the dean and the executive vice chancellor for academic affairs to facilitate the work of the programs. Undergraduate programs include three areas, secondary education (math, science, social studies, and language arts), special education (mild intervention) and elementary education.

Under the leadership of a Graduate Studies Director, the Graduate Studies program offers Master of Science (MS) degrees in Elementary Education and Secondary Education, with the option of adding a concentration and/or adding a thesis course. The Master's in School Counseling program, based on its unique nature compared to Elementary and Secondary Education Master's degrees, has its own coordinator and autonomy when it comes to curricular matters. Program coordinators serve as academic advisors for the respective areas of concentration. The graduate licensing advisor serves as the advisor for additional licensing areas at the graduate level. Concentrations include educational leadership, reading, computer technology, special education, gifted and talented, and English as a New Language. Content area concentrations, such as: Biology, Composition Studies, English, History, Language, Literature, Mathematics, Psychology, are facilitated and graduate students are advised in partnership with corresponding Schools on campus.

The School offers post baccalaureate alternative teacher certification at the elementary (Transition to Teaching - T2T), secondary (Advance to Teaching – A2T) levels with appointed coordinators and in Special Education. Program coordinators meet regularly with assigned program faculty and coordinate with the licensing advisor to ensure the successful progress of graduate students.

Governance of the School of Education (SOE)

The School Council serves as the leadership team for the SOE, providing input into the long-term strategic planning and other relevant issues for the improvement of the school. The Council membership includes the dean, program coordinators from each program in the SOE, and professional staff. The School Council serves as an agenda-building committee for school/faculty meetings and determines whether items are ready for action or discussion, or if a subcommittee needs to gather further information on a given topic. The Council meets monthly. The entire school faculty and professional staff meet monthly with the dean to discuss school needs, concerns and approve curricular and co-curricular items for the improvement and growth of the school. All faculty and professional staff fulfill their respective responsibilities in alignment with CAEP and INTASC standards,

the school strategic plan, and the mission of the school and university.

Program coordinators regularly meet with program faculty to address program-related concerns, issues, and initiatives. Additional job descriptions for faculty, dean and program coordinator are located in the IUS Faculty Manual.

School of Education Budget

The state of Indiana operates on a biennial budgeting cycle which means that each budget cycle results in appropriations that cover two years. The Commission for Higher Education (CHE) and State Budget Agency issue budget instructions to the public postsecondary institutions. IUS Executive Vice Chancellor for Administration and Finance provides budget development instructions to each unit head. Proposed budgets from each unit are reviewed by several campus committees and a final campus budget is sent to the IU budget office and the state budget office.

Once the process is completed and the state appropriations are approved, the information is sent to the IUS Chancellor and IU Administration. Unit heads are notified about approved budget in July of each year. The School of Education budget also includes funds generated from external grants and funds raised through alumni. The School of Education has an IU Foundation account to receive donations. The IUS campus also provides opportunities for units to apply for funds through the Degrees of Excellent Funds.

The Dean, in collaboration with the Budget Analyst, allocates funding to each program area to support faculty in their teaching. Travel funds are distributed on a priority basis. New tenure track faculty presenting at a conference are first priority and remaining funds are then given to other faculty presenting at conferences. Faculty also have access to additional funding through the IUS Office of Research, IU Foundation, the Vice Chancellor's office, etc…

Section II: School of Education Team, Councils and Boards

The School of Education has nine standing committees - five quality teams, school merit committee and school review committee. Two additional standing committees, promotion and tenure are required to facilitate the tenure and promotion process for the university. The quality teams serve as facilitators for school improvement, implementing the School of Education Strategic Plan and the work necessary to fulfill the requirements for accreditation at the state and national levels. The merit committee provides recommendations for merit consideration to the Dean and the school review committee provides recommendation for third year reviews, release time and promotion and tenure to the dean and the vice chancellor for academic affairs.

Quality Team 1 – Content and Pedagogical Knowledge (CAEP Standard 1)

This team is responsible for insuring that proposed changes in the unit's curriculum and conceptual framework are data driven decisions and are in the best interest of the unit. The team reviews new and revised programs; course changes; and changes to the conceptual framework before they are brought to the faculty for discussion and/or voting. The team provides follow-up to faculty and staff on changes approved at all levels (SOE faculty, APC, Faculty Senate) and other external levels. This team ensures that the unit meets the CAEP Standard 1 as described by the CAEP organization. One of the co-chairs of this team is a SOE representative for the Education Council and serves as the spokesperson for all changes presented to the APC.

Quality Team 2 – Clinical Partnerships and Practice (CAEP Standard 2)

This team is responsible for making sure the unit and its school partners design, implement, and evaluate clinical experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all candidates learn. The committee monitors appropriate training and compensation for field placement supervisors. The licensing advisor is a permanent member of this team. This team ensures that the unit provides effective partnerships and high quality clinical practices.

Quality Team 3 – Candidate Quality, Recruitment, and Selectivity (CAEP Standard 3)

This team is responsible for ensuring that SOE demonstrates the progress of candidate quality in all phases of each program. The committee monitors the SOE diversity plan, which includes recruitment of diverse candidates and candidates who are prepared to teach in hard-to-staff schools and shortages fields. The team ensures the quality of candidates from recruitment, at admission (including meeting the minimum criteria for academic achievement), through the progression of courses and clinical experiences and to decisions that completers are prepared to teach effectively and are recommended for certification.

Quality Team 4 – Program Impact & Quality Assurance and Continuous Improvement (CAEP Standard 4&5)

This team is responsible for maintaining an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its program. The team provides data that demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and satisfaction of completers with the relevance and effectiveness of their preparation. This team is also responsible for Quality Assurance and Continuous Improvement (CAEP Standard 5). The team maintains the quality assurance system consisting of valid data from multiple measures and supports continuous improvement that is evidence-based. The team ensures that the results of inquiry and data collection is used to establish priorities, enhance program elements and capacity and test innovations to improve completers' impact on P-12 student learning and development.

Quality team 5 - Professional Development and Recognition

The purpose of Quality Team 5 is to foster opportunities for collaboration and pedagogical enhancement across the School of Education, for both faculty and students. In addition, the Quality Team is engaged in promoting the recognition of faculty and students in the University and surrounding community. Activities conducted by the Team are designed to increase pedagogical competency and community outreach. For example, the Team is responsible for the yearly Honors Program which recognizes student accomplishments and scholarships throughout the year. Another duty is to select scholarship recipients for the scholarships available in the School of Education. The Team is also tasked with the function of providing opportunities for the faculty to get professional development and awards. This team works to identify and build a network of SOE alumni to support SOE programs and students.

To make inroads in the community, events are planned by the team that are intended to bridge the gap from the University to the community at large. Public lectures and roundtable discussions, as well as meet ups, allow teachers and the community to involve themselves in the work that the school of education does yearly.

Merit Committee

The Merit Pay Committee is formed to serve as an advisory committee to the dean of the SOE, t o m a k e recommendations to the dean regarding merit pay for the faculty. The committee collects and reviews annual reports to make these recommendations. Merit Pay Committee membership and guidelines are located in Appendix V, page 30.

School Review Committee

This committee reviews the mini-dossier of faculty members in their third year to assess progress toward promotion   and/or tenure and submits a written evaluation to the faculty

under review and the Dean, including strengths and areas of concerns. The committee also reviews and makes recommendation of reassigned time for each faculty member at least every three years unless the faculty member has been reviewed for promotion during that period. The committee reviews the dossier of faculty members in their tenure and promotion application and makes recommendation for tenure and promotion of faculty. Further description of this committee is in the IUS Faculty Manual (4a. Responsibilities of Reviewers and Rights of Candidates during the review pp.19-20).

Campus Review-Promotion Committee

Description of this committee is in the IUS Faculty Manual (page 34, 4.c)

Campus Review-Tenure Committee

Description of this committee is in the IUS Faculty Manual (page 34, 4.c)

<u>**School of Education Advisory Boards and Councils**</u>
Beginning in Spring 2016, the School of Education Advisory Board was re-constituted as undergraduate and graduate advisory boards focusing on curriculum issues. In addition a collaborative board was established to help the school in fund and friend raising. See the description of the collaborative board in appendix X, page 49.

School of Education Advisory Boards

The advisory board consists of representatives from area school districts who meet with the school's dean and program coordinators once a year. The board provides updates on issues faced by the school district, teacher employment needs, and suggestions for program improvement.

School of Education Candidate Advisory Board

The mission of the School of Education Candidate Advisory Board is to connect candidates with today's educational issues and to inform the unit about concerns from a candidate perspective. The board's purpose is to also advance lifelong learning and cultivate the unique contribution of its members. The board is open only to undergraduate candidates who are nominated by the faculty and appointed by the dean.

Council on Preparing Education Professionals (COPEP)

The Council on Preparing Education Professionals (COPEP) shall advise the Dean and faculty of the School of Education on matters pertaining to preparing professional educators. The membership consists of selected faculty in the School of Education, representatives from the other five schools, and selected superintendents. The Executive Vice Chancellor of Academic Affairs chairs the meetings. The council will provide a forum for communication of information, sharing of program and candidate performance data, coordination of efforts

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related to educator preparation, discussion and recommendations with respect to programs that prepare licensed educators for preschool through high school settings. The council shall review and advise on curricular and other academic changes which directly impact educator preparation. The council may suggest initiatives that have cross-disciplinary impact on the preparation of licensed educators.

Indiana University Education Council

The Council serves as a framework for university-wide cooperation with the intent to ensure that Indiana University Schools of Education professional education programs best serve the interest of the candidates for whom they were designed, that the traditions of local campus autonomy and faculty governance of academic programs are preserved and promoted, and that all Schools of Education programs, wherever housed or delivered, meet relevant state and national accreditation standards. IUS School of Education has one representative on this system- wide council. (See Appendix X, page 49 for additional information)

Section III: POLICIES, PROCEDURES AND GUIDELINES

The School of Education has established certain policies, procedures and guidelines to inform our practice and to ensure fairness. General Rules for Undergraduate and Graduate programs can be found in the most recent IUS Bulletin. The changing needs, requirements at the school, university and state regulatory bodies will necessitate revisions regularly.

Section A. General School Policies and Guidelines

Procedures for Sponsorship and Memberships in External Organizations for the SOE
Approved 3/24/17

In order to facilitate School of Education sponsorship and membership in external organizations, the request will be forwarded to the dean and then a request form is completed and submitted to the IU Public Affairs and Government Relations (PAGR) online at http://www.pagr.iu.edu/. The approval generated is then sent to the Budget Analyst in the IUS Accounting Services office.

Procedures for Program/Curriculum Initiation and Revisions

Policies and procedures for planning, establishing or discontinuing academic degree programs are prescribed under IU Southeast Program Development Guidelines:
https://www.ius.edu/academic-affairs/files/program-development/new-degree.pdf

Academic Approval Process

The sequence of events for planning and approval of new and other academic/committee changes with School of Education includes the following: (a) new degree proposals are generated by a faculty group in consultation with the school dean and the EVC for Academic Affairs; (b) faculty group submits proposal to the appropriate program team; (c) program team votes on the proposal. If approved, then the Curriculum Development Quality Team (CDQT) chair submits the proposal to the School Dean as an action item for the next School of Education (SOE) faculty meeting. If approved the proposing school team coordinator submits the proposal to the campus Academic Policies Committee (APC) as an action item for the next APC meeting and to the campus representative of the Indiana University Education Council for submission to the agenda committee as action item for the next Education Council meeting. (See appendix III, page 20 for further details**)**

Online Teaching Approved 3/11/11

Online courses are those courses which meet either 100% online or are hybrid (75% or more online and meet face-to-face a few times during the semester). Once the course has been approved, it is then listed as an online or hybrid course in the university schedule. In order to better facilitate the online environment for the School of Education, the following procedures need to be followed.

Self-assessment
- The instructor uses the ILTE check off rubric for online courses to review their own skills to professionally create and implement an online course to a high quality level. The instructor is required to adhere to the five essential elements of an online course (see Appendix __)
- The syllabus and ILTE rubric will be submitted at least one week in advance prior to the Program Team for review.
- The syllabus will then either be approved or returned to the instructor for improvement. The instructor can resubmit following the appropriate timeframe for the course to be ready for the intended semester.
- Once approved the syllabus will advance to the Curriculum Quality Team (1).
- The syllabus and check off rubric will be submitted one week in advance prior to the Curriculum Quality Team (1) for approval.
- The syllabus will then either be approved or denied.
- If denied the syllabus will be sent back to the Program team to address issues and can then be resubmitted to the Curriculum Quality Team (1).

Once approved by all teams, the course is then listed in the schedule as either online or hybrid.

* **All faculty are required to complete ILTE professional development for teaching online or hybrid courses before teaching an online or hybrid course.**

Writing Style (APA)

The School of Education has adopted the form and style of American Psychological Association (APA) for all academic writing. Appropriate steps should be taken by all instructors to insure the implementation of APA in all courses.

Syllabus Guidelines**

Below is the ILTE memo dated 12/12/2016 relative to guidelines for course syllabi:

"Over the years, syllabi have grown in length, partially due to the numerous policies we are asked to include on our syllabi. Starting spring, 2017, you can eliminate most of those policies from your syllabus by substituting the statement below. If you add the statement below, you are not required to include any statements on your syllabus for any of the offices/services provided as part of [Succeed at IU Southeast](https://www.ius.edu/get-help/) (https://www.ius.edu/get-help/). You might want to review that site so you have a better idea of everything included. Not only will this save space on your syllabus but you can be assured that the students are reading the most recent and accurate version of each policy.

"... At IU Southeast, we have placed all university policies on a single website easily accessed from every Canvas course site. Simply look at the left navigation bar and click on Succeed at IU Southeast. You can find links to sites with a great deal of useful information including

- How to avoid plagiarism and cheating
- Disability Services
- FLAGS
- Tutoring centers
- Canvas Guides
- Financial Aid
- Sexual Misconduct
- Counseling
- Writing Center and much more!"

Section B: Faculty

The School of Education follows the policies regarding faculty matters located in the IUS Faculty Manual www.ius.edu/acadaffairs/facultymanual.cfm. Other policies specific to faculty   in SOE are listed in this document.

Faculty Program Reassignment Policy Approved 5/9/11

The purpose of this policy is to address the reassignment of faculty to different educational programs within the School of Education.   The School of Education supports the reassignment of faculty to other programs when necessary and when such a move is not detrimental to another program. Such a move within the School of Education shall only be undertaken or considered when the move benefits the unit's mission. Reassignment can be initiated by the dean, faculty, or a program may request a reassignment. Reassignments must follow procedures approved by the faculty. Procedures are in Appendix II, page 19.

Diversity Questions for Job Candidates

Each candidate applying for a faculty position in the School of Education will respond, either

in an interview or in writing, to the following questions:

a) What would you include in your curriculum that would contribute to candidates' understanding of diversity?

b) What knowledge bases and conceptualizations do you use that support diversity in your teaching?

c) What proficiencies would you expect from candidates that would contribute to their knowledge, skills, and dispositions related to diversity?

All future job descriptions shall include a statement informing job applicants of the School of Education's belief in the integration of diversity issues into course content. Each job description shall list as a REQUIREMENT the candidate's willingness to include diversity in the course contents.

Approved 4/18/2001

Mentoring Policy Approved by SOE faculty 4/15/11

Mentoring new faculty is an activity the SOE strongly encourages and values. Therefore, all new faculty will have a mentor. The success of mentoring is the responsibility of each individual engaged in the experience. Responsibilities of each member are described in the Mentoring Guidelines (See Appendix VI, page 31)

Full Time Faculty Appointment, Promotion, Tenure, Reappointment, and Evaluation Policies

The School of Education follows the policies regarding full time faculty, lecturers, and part-time faculty matters located in the IUS Faculty Manual www.ius.edu/acadaffairs/facultymanual.cfm.

Criteria for Promotion and Tenure for the School of Education

The School of Education had adopted a set of guidelines for Tenure Track Faculty and a separate set of guidelines for Lecturers in addition to what is located in the IUS Faculty Manual. The two documents are located in Appendix VII, page 34.

Adjunct Faculty Appointment and Promotion and Evaluation Policies

The School of Education follows the policies regarding Adjunct Faculty located in the IUS Adjunct Faculty Manual located at www.ius.edu/acadaffairs/facultymanual.cfm.

Office of Academic Affairs

Adjunct Faculty Evaluation

Instructors are evaluated regularly in accordance with established institutional policies and procedures.   Full time faculty are reviewed annually through the annual reporting process and undergo reviews for promotion.

However, part-time faculty do not follow the same annual reporting process, and do not receive promotion reviews. The policy below represents campus-level expectations for part-time faculty reviews.   Units or departments may establish additional review expectations.

> During the first semester of teaching, the program coordinator or designee will review course materials and perform a classroom observation on a mutually agreeable day. As a result of this review and observation, the faculty member will receive immediate feedback regarding performance, and any opportunities for improvement.
>
> For online courses, the program coordinator or designee will review the course during the first semester of teaching. Programs are encouraged to use a Quality Matters trained reviewer.
>
> Student evaluations of teaching will be evaluated annually by the program coordinator and the dean of the academic unit. As warranted by the outcome of this review, the program coordinator or designee may recommend another peer review of teaching for the part time faculty member.
>
> Any adjunct faculty teaching online must undergo appropriate ILTE training, or prior training from another provider, approved by the Dean.
>
> Adjunct faculty should update their resumes annually and submit a copy to the Dean's office.

A summary of the peer evaluation and review of other materials conducted by the program coordinator or designee must be submitted to the Dean's office in the semester in which the review occurs.   Copy must also be provided to the Office of Academic Affairs Academic Specialist.
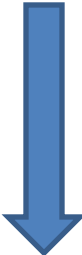
All part-time faculty will undergo the above review following initial appointment.

Five years after initial appointment (inclusive of interrupted service), and on a consecutive five-year basis thereafter, part-time faculty shall undergo a review of faculty qualifications, as prescribed in the Faculty Qualifications Policy, and participate in a review of course materials and observation.   Copies of the Faculty Qualifications review, and course materials and observation will be provided to Office of Academic Affairs Academic Specialist.
Approved by Academic Affairs, May 2, 2016

Section C: Undergraduate Candidate Guidelines, Policies and Procedures
Academic Appeal All SOE Programs Approved January 2017

	Clinical Experience/Practice Appeals	Non-Clinical Appeals (Including Dispositions)
Step 1	Candidate and *Academic Clinical Educator/Clinical Educator meet to discuss the concerns. • A **written report signed by the both parties will be sent to the IUS Field Experience Office and to the Candidate within five working days. • Candidate will be given a copy of the Appeals Process. • If Candidate disagrees with outcome, move to next box.	Candidate and Instructor meet to discuss concerns. • A **written report signed by both parties will be sent to the Program Coordinator within five working days. The instructor must complete a Disposition Evaluation as a part of the report. • Candidate will be given a copy of the Appeals Process. • If Candidate disagrees with outcome, move to next box.
Step 2	Candidate and Committee consisting of Academic Clinical Educator/Clinical Educator, ***Program Clinical Experience/Clinical Practice Leader, ****Program Coordinator (Convener), and IUS Field Experience Coordinator meet to resolve. • A written report signed by all members of the Committee will be sent to the IUS Field Experience Office and to the Candidate within 10 working days. • Candidate may appeal in writing to the Program Team within 5 working days after receiving the written report.	Candidate, ****Program Coordinator (convener) and one faculty member not related to the case meet. • A written report signed by both School officials will be placed in the candidate's file and given to the Candidate within 10 working days. This should include the Disposition Evaluation. • The faculty member not related to the case will explain the Appeals Process. • Candidate may appeal in writing to the Program Team within 5 working days after receiving the written report.
Step 3	Program Team (chaired by Program Coordinator) and the IUS Field Experience Coordinator meet. Candidate may choose to attend. • The Program Team will convene within 10 working days of receiving a written appeal, and issue a written decision within the same 10 day period. • The Program Team may decide to require the Candidate to complete a Professional Improvement Plan before continuing with the placement. • Candidate may appeal in writing to the School of Education Dean within 5 working days after receiving the written decision.	Program Team (chaired by Program Coordinator) meets. Candidate may choose to attend. • The Program Team will convene within 10 working days of receiving a written appeal, and issue a written decision within the same10 day period. • The Program Team may decide to require the Candidate to complete a Professional Improvement Plan aligned to the Disposition Evaluation. • Candidate may appeal in writing to the School of Education Dean within 5 working days after receiving the written report.
Step 4	Dean, School of Education • Dean will submit a written decision within 10 working days of receiving a written appeal. • Candidate may appeal in writing to the Executive Vice Chancellor of Academic Affairs within 5 working days after receiving a written report.	Dean, School of Education • Dean will submit a written decision within 10 working days of receiving a written appeal. • Candidate may appeal in writing to the Executive Vice Chancellor of Academic Affairs within 5 working days after receiving a written report.
Step 5	Executive Vice Chancellor for Academic Affairs • The Vice Chancellor for Academic Affairs will render a written decision within 10 working days of receiving a written appeal.	Executive Vice Chancellor for Academic Affairs • The Vice Chancellor for Academic Affairs will render a written decision within 10 working days of receiving a written appeal.

* Academic Clinical Educator: This is often the instructor for the given course in which the clinical experience falls. In the case of student teachers, this is the assigned Clinical Educator representing the University. This is the person who has *direct supervisory responsibility* in the particular clinical experience/clinical practice assignment.

**All written reports shall be kept in a secure location by the specific Program Coordinator. Written Reports include minutes, "alert forms," evaluation forms, and other support materials.

***Program Clinical Experience/Clinical Practice Leader: This is often IUS faculty member in charge of the "Block" in which

the clinical assignment falls.

****If Program Coordinator is involved in Step 1, another faculty member not involved will attend/convene.

First Approved: December 9, 2016, with revisions in January 2017. Final approval: January 2017.

Policy regarding award of bachelor's degree to individuals in the School of Education who do not meet graduation/certification requirements for teacher education.
Approved 4/19/1991

Such candidates will be declared ineligible for a B.S. in Education at IUS and advised of due process for petitioning reinstatement. Candidates not wishing reinstatement will be advised of options available elsewhere at the university for completing the bachelor's degree.

Transfer to SOE Guidelines for determining course petitions for transfer credit and courses Ten Years Old and Older.

Limitation: These guidelines apply only to candidates enrolled in undergraduate and basic programs for initial certification in a specific area. The guidelines do not apply to candidates in advanced programs, second degrees, masters level endorsements, or those who are working off state certification requirements.

In concurrence with course transfer and ten-year policies from accepting credits toward graduation and certification in the School of Education, IU System policy statement and proposed guidelines are to be considered in advising the candidate to petition for exceptions to requirements and in making the final approval for the course substitutions. Details regarding transfer can be found at the most recent IUS Bulletin and the http://www.transferin.net.

The School of Education accepts courses completed at other accredited institutions of higher education to meet graduation and certification requirements (See IUS Bulletin Credit Transfer Policy for Bachelor's Degree" or university policy on transfers). Although grades do not transfer and are not computed in a candidate's IU Southeast grade point average (GPA), the School uses transfer grades to determine eligibility requirements, including the GPA for admission to teacher education. Transfer grades are also used to determine graduation and licensing eligibility in academic plans and areas.

The time passed since a course was completed, whether taken at IU Southeast or transferred from any other institution, will be considered in relation to the candidate's projected date of graduation, as determined at the initial advising session and reevaluated at each subsequent advising session. Thus, it is imperative for the candidate to see that the advisor records the date on the candidate's check sheet and/or reviews the candidate's electronic degree audit. If a candidate deviates from progress toward the projected date of

graduation in the course of his/her studies, the life span of a course may be reassessed.

All courses listed in the Professional Education Block must be completed within a 10-year period before graduation. Area requirements outside of education must also be completed within   a 10-year period unless a waiver is granted by the program's coordinator and the dean. Approval would be based on the significance of changes in the particular content area.

Candidates requesting a variance from course or program requirements may petition for an exception. Exception forms are available in the School of Education main office (Hillside Hall 020). Candidates will receive written notification of the decision and appeals process.

Section D: Graduate Program Policies

Time line on course work (Revised and Approved 12/6/92)
All Course work (including transfer-credit courses) to be applied toward a Master's Degree must be completed within six years from the beginning of the first course counted toward the degree.

Residency Requirement (Revised and Approved 12/6/92)
The residency requirement for the degree Master of Science in Elementary or Secondary Education at IUS may be met by completing the last 21 credit hours of course work toward the degree from IUS and by completing all the coursework for the degree within a six year period.

Graduate Programs GPA Policy (Revised and Approved 4/18/2008)
The candidate must have a grade of B (3.00) or better in core courses, education content and cognate components, C (2.00) or better in electives; and overall GPA of at least 3:00. Applicable to candidates admitted on or after 8/1/2009.

Note: There is a stand-alone Graduate Studies Handbook available on the Graduate Programs website at https://www.ius.edu/graduate-education/files/graduate-studies-handbook.pdf

Section 4. Appendices
Appendix I

<u>Documents Adopted and/or Approved by School of Education</u>

Procedures for Sponsorship and Memberships in External Organizations for the School of Education

In order to facilitate School of Education sponsorships and memberships in external organizations the following procedures need to be followed:

• Once the Dean of the SOE has received a request from any entity outside of the SOE and IUS which is relevant to the mission and goals of the SOE, IUS, and IU, the request will be forwarded to the Governance and Resources Committee.

• The Governance and Resources Committee will then review the request and level of funding desired and vote on the request.

• The Governance and Resources Committee will then inform the SOE Dean as to the results of the vote.

• The Dean or the School of Education budget analyst will then complete the Sponsorship/Membership Data Collection form and submit it to the Office of the Vice President for Public Affairs and Government Relations at pagr.iu.edu. An approval form is generated by PAGR which is then forwarded to the Budget Analyst in IUS Accounting Services office. The budget analyst completes the transaction and ensures that the membership/sponsorship is processed.

Revised 3/28/17

Appendix II
Procedures for Faculty Members to Switch Programs

Approved 5/9/11

A. Faculty Initiated Action

A School of Education faculty member requesting a change from a current appointment to a specific program to a new program will follow these steps:

1. Inform his/her current program team two semesters in advance and provide a rationale for the requested change. Faculty must have the credentials and experience to substantiate the requested program change.
2. If the current team expresses agreement with the faculty request by consensus, the respective coordinator will send a recommendation to the dean.
3. The dean will invite the members of the receiving program team for input.
4. If both teams and the dean agree with the faculty member request, the change will be granted.
5. The dean will ensure that no harm will be done to either program team.
6. If the current program team does not agree with the faculty member request, the faculty member can appeal to the dean who will make the final decision following steps 3-5.

B. Dean Initiated Action

Under exceptional circumstances, the dean may initiate a change action of a faculty member. In that case, the dean will follow these steps:

1. Inform the faculty of the particular need for this/her services in another program team or duty and provide the rationale.
2. Inform the current program team ahead of time (two semesters in advance if possible) of the proposed change.
3. Inform the receiving program team ahead of time (two semesters in advance if possible) of the proposed change.
4. The dean will ensure that no harm will be done to either program team and will take concrete provisions for it.

Appendix III
School of Education Academic Approval Procedures

Revised & Approved by SOE Faculty 2/20/09

Approval Process for New Degree Programs

1. New degree proposals are generated by a faculty group in consultation with the School Dean and the Executive Vice Chancellor (EVC) for Academic Affairs.

2. Faculty group submits proposal to the appropriate program team.

3. Program team votes on the proposal. If approved, then the program team coordinator submits the proposal to the Curriculum Development Quality Team (CDQT) as an action item. If disapproved or tabled, then the program coordinator sends proposal with comments back to faculty group.

4. The CDQT votes on the proposal. If approved, then the CDQT chair submits the proposal to the School Dean as an action item for the next School of Education (SOE) faculty meeting. If disapproved or tabled, then the CDQT chair sends proposal with comments back to program team.

5. The SOE faculty votes on the proposal. If approved, then the proposing school team coordinator submits the proposal to the campus Academic Policies Committee (APC) as an action item for the next APC meeting and to the campus representative of the Indiana University Education Council for submission to the agenda committee as action item for the next Education Council meeting. If disapproved or tabled then the Dean of SOE sends proposal with comments back to either the CDQT, program team or the proposing faculty group.

6. Campus Action and IU Action

APC votes on the proposal. If approved, then APC submits proposal to Indiana University Southeast Faculty Senate as an action item for the next Faculty Senate meeting. If disapproved, then APC sends the proposal with comments back to the originating faculty group. The chair of the agenda committee of the Indiana University Education Council forwards the proposal to each campus representative.

Faculty Senate votes on the proposal. If approved, then the proposal is recommended to the Chancellor for approval. If disapproved, then Faculty Senate president sends the proposal with comments back to the originating faculty group. Each campus representative checks with the appropriate faculty members in their schools. Indiana University Education Council votes on the proposal. If disapproved, then the campus education council representative brings the proposal with comments back to the SOE Dean and the proposing faculty group.

Chancellor acts on the proposal, either

    a. Returning the proposal to the Senate for further revisions, explaining why the proposal should not go forward at this time; or

    b. Recommending the proposal to the Academic Leadership Council (ALC).

If approved by the ALC, the proposal is sent to the President who decides when to present it to the Indiana University Board of Trustees.

7. If the IU Board of Trustees approves the proposal, then the proposal is submitted to the Indiana Commission for Higher Education as an action item.

8. If a new teaching license is involved, then the proposing group must also follow the guidelines for new licenses.

Approval Process for Major Changes in Degree Programs and Licensing Areas *

Major Changes [See Faculty Senate Constitution, By-Law No. 2 * explanations]. These changes would include: changing the number of credit hours (or any other changes that has this effect indirectly); changing the structure of the degree requirements; and creating new options within the degree (tracks, concentrations, etc.) if those involve adding courses to the set of program offerings or creating new patterns of course requirements.

1. Proposed changes are generated by faculty group in consultation with the program team coordinator.

2. Faculty group submits proposal to the appropriate program team.

3. Program team votes on the proposal. If approved, then the program team coordinator submits the proposal to the CDQT as an action item. If disapproved or tabled, then the program coordinator sends proposal with comments back to faculty group.

4. The CDQT votes on the proposal. If approved, then the CDQT chair submits the proposal to the Dean of Education as an action item for the next School of Education (SOE) faculty meeting. If disapproved or tabled, then the CDQT chair sends proposal with comments back to program team.

5. The SOE faculty votes on the proposal. If approved, then the proposing school team coordinator submits the proposal to the campus Academic Policies Committee (APC) as an action item for the next APC meeting and to the campus representative of the Indiana University Education Council for submission to the agenda committee as action item for the next Education Council meeting. If disapproved or tabled then the Dean of SOE sends proposal with comments back to either the CDQT, program team or the proposing faculty group.

6. **Campus Action and IU Action**

APC votes on the proposal. If approved, then APC submits proposal to Indiana University Southeast Faculty Senate as an action item for the next Indiana University Southeast Faculty Senate meeting. If disapproved, then APC sends the proposal with comments back to the originating faculty group.   The chair of the agenda committee of the Indiana University Education Council forwards the proposal to each campus representative.

Faculty Senate votes on the proposal. If disapproved, then Faculty Senate president sends the proposal with comments back to the originating faculty group.   Each campus representative   checks with the appropriate faculty members in their schools. Indiana University Education Council votes on the proposal. If disapproved, then the campus education council representative brings the proposal with comments back to the SOE Dean and the proposing faculty group.
Changes in the name of a degree require following the guidelines for degree proposals

Approval Process for Minor Changes in Degree Programs and Licensing Areas

Minor Changes [See Faculty Senate Constitution, By-Law No. 2 * explanations]. These changes are defined as substituting one required course for another; creating options within the course offerings and degree structure, especially where these are primarily intended to allow candidates to pursue individual interests within the structure of the major.

1. Proposed changes are generated by faculty group in consultation with the program team coordinator.

2. Faculty group submits proposal to the appropriate program team as an information item.

3. If the program team agrees that this is a minor change then the program team coordinator submits the proposal to the CDQT as an information item. If program team determines that this is a major change then the program coordinator sends proposal back to faculty group and informs them to follow the guidelines for major changes.

4. If CDQT agrees that this is a minor change then the CDQT submits the proposal to the Dean of Education as an information item for the next School of Education (SOE) faculty meeting. If CDQT determines that this is a major change then CDQT sends proposal back to program team and informs them to follow the guidelines for major changes.

5. If the SOE faculty agrees that this is a minor change the proposing school team coordinator submits the proposal to the campus Academic Policies Committee (APC) as an   information item for the next APC meeting. If SOE determines that this is a major change, the Dean sends the proposal back to program team and informs them to follow the guidelines for major changes.

6. If APC agrees that this is a minor change, the APC submits the proposal to Indiana

University Southeast Faculty Senate as an information item for the next Indiana University Southeast Faculty Senate meeting. If APC determines that this is a major change, then APC votes on the proposal. If approved, then APC submits proposal to Indiana University Southeast Faculty Senate as an action item for the next Indiana University Southeast Faculty Senate meeting. If disapproved, then APC sends the proposal with comments back to the originating faculty group.

7. If Faculty Senate agrees that this is a minor change, the proposed minor changes are approved. If Faculty Senate determines that this is a major change, then Faculty Senate votes on the proposal. If approved, the proposal is recommended to the Chancellor for approval. If   disapproved, the Faculty Senate president sends the proposal with comments back to the originating faculty group.

Approval Process for New Licensing Areas

1. New licensing proposals are generated by a faculty group in consultation with the School Dean and the Indiana Professional Standards Board (IPSB).

2. Faculty group submits proposal to the appropriate program team.

3. Program team votes on the proposal. If approved, the program team coordinator submits the proposal to the CDQT as an action item. If disapproved or tabled, the program coordinator sends proposal with comments back to faculty group.

4. The CDQT votes on the proposal. If approved, then the CDQT chair submits the proposal to the School Dean as an action item for the next School of Education (SOE) faculty meeting. If disapproved or tabled, then the CDQT coordinator sends proposal with comments back to program team.

5. The SOE faculty votes on the proposal. If approved, the proposing school team coordinator submits the proposal to the campus Academic Policies Committee (APC) as an action item for the next APC meeting and to the campus representative of the Indiana University Education Council for submission to the agenda committee as an action item for the next Education Council meeting. If disapproved or tabled, the Dean of SOE sends proposal with comments back to either the CDQT, program team or the proposing faculty group.

6. **Campus Action and IU Action**

APC votes on the proposal. If approved, APC submits proposal to Indiana University Southeast Faculty Senate as an action item for the next Indiana University Southeast Faculty Senate meeting. If disapproved, APC sends the proposal with comments back to the originating faculty group. The chair of the agenda committee of the Indiana University Education Council forwards the proposal to each campus representative.

Faculty Senate votes on the proposal. If disapproved, then Faculty Senate president sends the proposal with comments back to the originating faculty group. Each campus representative checks with the appropriate faculty members in their schools. Indiana University Education Council votes on the proposal. If disapproved, then the campus education council representative brings the proposal with comments back to the SOE Dean and the proposing faculty group

7. If both the IU Southeast Faculty Senate and the IU Education Council approve the proposal, then the IUS SOE Dean submits the proposal to the IPSB of the Department of Education as an action item.

8. If a new degree program is involved, then the proposing group must also follow the guidelines for new degree programs.

Approval Process for New Courses* and Course Change Requests

1. Course syllabus developed by faculty member(s)

2. Faculty group submits proposal to the appropriate program team.

3. Program team votes on the proposal. If approved, then the team follows the following guidelines:

   a.   For a new course, the New Course Request Form is completed by the program team.

   b.   For course changes the Course Change Request form is completed by the program team.

4. Program Team coordinator submits required form and syllabus to the CDQT as an action item.

5. CDQT reviews the form and syllabus especially as it SOE themes, technology, program standards and SOE mission.

   a.   If CDQT approves proposal, then CDQT submits the proposal to the Dean of Education as an action item for the next School of Education (SOE) faculty meeting

   b.   If the proposal is disapproved or tabled, then CDQT coordinator sends proposal with comments back to program team.

   c.   SOE faculty reviews the form and syllabus especially as it addresses SOE themes, technology, program standards and SOE mission. If SOE faculty approves proposal, then the Dean and the VC for Academic Affairs sign form and Academic Affairs submits proposal to APC as an action item. Program

Team submits proposal to the campus representative of the Indiana University Education Council for submission to the agenda committee as an action item.

d. If the proposal is disapproved or tabled, then Dean sends proposal with comments back to program team.

Campus Action IU Action

APC reviews the form and syllabus. If APC approves proposal, then APC submits the proposal to the Indiana University Southeast Faculty Senate as an action item for the next Indiana University Southeast Faculty Senate Meeting. If the proposal is disapproved, then APC returns proposal to the originating faculty group. The campus representative of the Indiana University Education Council forwards the proposal to each campus representative.

Faculty Senate reviews the form and syllabus.

If Faculty Senate approves proposal, then Faculty Senate president submits proposal to the Chancellor for approval If the proposal is disapproved, then Faculty Senate returns proposal to the originating faculty group. Each campus representative checks with the appropriate faculty members in their schools. Indiana University Education Council votes on the proposal. If disapproved, then the campus education council representative brings the proposal with comments back to the SOE Dean and the proposing faculty group

6. If IU Education Council and Chancellor approve proposal, then the VC for Academic Affairs and/or IU Education Council sends the Request to comparable academic units throughout the Indiana University system for a 30-day remonstrance period.

7. If there is no remonstrance, the request goes to University Enrollment Services for entry into the Master Course Inventory.

*Faculty member(s) developing new courses may use temporary course numbers, such as EDUC E490, etc., a maximum of two times before starting the Approval Process for New Courses. Off- campus workshops should continue to use the graduate workshop numbers listed in "Guidelines for Graduate Credit Hour Generation in IU Education Workshops Offered by External Agencies" (April 2001).

Offering an existing course on the Masters Course Inventory List that has not been taught at Indiana University Southeast:

1. Course syllabus developed by faculty member(s)

2. Faculty group submits course request proposal and syllabus to the appropriate program team.

3. Program team votes on the proposal. If approved, then the program team coordinator submits course request and syllabus to the CDQT as an action item. If disapproved or tabled, then the program coordinator sends proposal with comments back to faculty group.

4. CDQT reviews course request and syllabus especially as it SOE themes, technology, program standards and SOE mission.

   a.   If CDQT approves proposal, then CDQT chair submits the course request proposal and syllabus to the Dean of Education as an action item for the next School of Education (SOE) faculty meeting

   b.   If the proposal is disapproved or tabled, then CDQT chair sends proposal with comments back to program team.

5. SOE faculty reviews the course request and syllabus especially as it addresses SOE themes, technology, program standards and SOE mission.

   a.   If SOE faculty approves proposal, then the program team coordinator submits course request proposal and syllabus to the Dean of Education's office at Indiana University Bloomington.

   b.   If the proposal is disapproved or tabled, then Dean sends proposal with comments back to program team.

6. Dean of Education's office at Indiana University Bloomington sends the request to Education Council representatives throughout the Indiana University system for a 2-week remonstrance period.

7. If there is no remonstrance, then the course request is submitted to the Academic Affairs office and the Academic Affairs office is informed that the course has cleared remonstrance.

Appendix IV

IU Southeast School of Education Dispositions

The items below are the standards for dispositions expected of candidates and faculty in the School of Education. Each standard is accompanied by a short list of behavioral indicators that the committee feels are associated with the standard. These lists are not exhaustive. They are included only to expand upon the intent and scope of each standard. These standards are the framework of dispositions expected within the unit. Each program is to develop a system tailored to its curriculum and needs that will (a) ensure that the standards are disseminated and explained to all candidates in the program; (b) ensure that standards are infused throughout the   program; (c) hold candidates accountable for expected dispositions through ongoing assessment   and scheduled reviews by faculty; (d) provide for action should a candidate's behavior be inconsistent with these dispositions, including provisions for remediation, suspension, or termination from the program; (e) ensure that due process is accorded in any such actions; and (f) provide the program and unit with meaningful data regarding candidate compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Quality Assurance Quality Team.

Candidates and faculty in an IU Southeast Program in the School of Education...

1.   …**respect the accepted legal and ethical norms and values of education**. *Examples of associated behaviors include, but are not limited to:* **CAEP 1.1 3.6 INTASC 9   SOE 3C**
    1.   Maintaining confidentiality of student records, parent communications, and private   professional communications
    2.   Using language free of profanity and derogatory statements toward any individual or   groups
    3.   Complying with legal requirements of the education profession
    4.   Adhering to professional standards of integrity and decision-making, truthfulness and honesty
    5.   Displaying ethical conduct for core values and concerns of the school, students and community

2.   ...**effectively interact and collaborate with others and foster similar behaviors among candidates.** *Examples of associated behaviors include, but are not limited to*: **CAEP 1.1 INTASC 1 SOE 3A**
    1.   Actively participating in and contributing to group assignments, projects or activities
    2.   Designing and using collaborative activities and assessments

3..   …**are committed to diversity through equitable treatment and respect for all individuals.** *Examples of associated behaviors include, but are not limited to*: **CAEP 1.1 INTASC 1 SOE 4**
    1.   Responding to the varying needs and dispositions of others

2. Accepting and adapting to differences in learning styles and individual capabilities
3. Respecting learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
4. Valuing diverse languages and dialects and seeking to integrate them into his/her instructional practice to engage students in learning.
5. Communicating verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4. **...exhibit personal management behaviors valued by the professional education community.** *Examples of associated behaviors include, but are not limited to:* **CAEP 1.1 3.6 INTASC 10 SOE 2A**
   1. Being present and punctual for professional activities and assigned duties
   2. Demonstrating preparedness for professional engagements
   3. Completing assigned work on time
   4. Showing leadership, self-respect and a willingness to take responsibility
   5. Respecting the intellectual property of others
   7. Maintaining the confidentiality of private records and meetings

5. **...exhibit enthusiasm and respect for education as a practice and a profession.**
   Examples of associated behaviors include, but are not limited to: **CAEP 1.1 INTASC 3,5,9,10 SOE 2 A,B**
   1. Demonstrate positive behaviors, attitudes and a commitment to quality education
   2. Seeking opportunities to build positive relationships with others in the profession
   3. Participating in the meetings and activities of local, state and national professional associations and organizations
   4. Developing and pursuing personal goals for professional development
   5. Exhibiting high quality in the preparation and implementation of educational activities
   6. Seeing him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
   7. Seeking appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

6. **...are committed to continuous self-evaluation and personal improvement**.
   Examples of associated behaviors include, but are not limited to: **CAEP 1.1 INTASC 6,9 SOE 1B 3B**
   1. Committing to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
   2. Demonstrating positive changes in educational practices or personal

            behaviors over time
3.   Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
4.   Actively soliciting feedback for purposes of making quality improvements in practice

7.   …**are committed to the belief that all children can learn**.
Examples of associated behaviors include, but are not limited to: **CAEP 1.1 INTASC 1,2,3,9 SOE1A,B 3B, 3D**

1.   Designing, adapting and delivering instruction to address each student's diverse learning strengths and needs and creating opportunities for students to demonstrate their learning in different ways.
2.   Providing equitable and meaningful learning opportunities for all students
3.   Collecting and analyzing data on student learning and making adjustments to increase learning of all students
4.   Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

APPROVED BY SOE ON AUGUST 16, 2016

Appendix V

<u>Merit Pay Committee</u>

Charge to Committee: The Merit Pay Committee is designed as an advisory committee to the Dean of the SOE. The Dean is also encouraged to consult with coordinators regarding faculty contributions. Final decisions on merit pay remain with the Dean.

Suggested Infrastructure for Merit Pay Committee

There will be one committee with two subcommittees. One subcommittee will be tenure track and one lecture track. Tenure track will review tenure track annual review forms and lecturers will review lecture track annual review forms. Membership on the committee will be voluntary.   Each faculty rank (lecturer and tenure track) will choose its own representatives by vote. No one may serve a second term until everyone in his/her rank has served at least once.

Lecture track members:

There will be two lecture track professors on the subcommittee. At least one will have at least three years' experience. For the first cycle, the three-year person will serve two years. The other member will be replaced after one year. Following the initial year, all members will have a two-year commitment. One tenure track committee will read the evaluations of the two lecture committee members.

Tenure track members:

There will be one full professor, one associate professor and one assistant professor on this subcommittee. The terms for the first members elected to the committee will be as follows: associate, one year; full professor, two years; assistant professor, three years. Following the initial year, all newly elected members will have a three-year commitment.

Clarification

 In the first year, the elected committees will develop the actual ratings process and bring it back to the faculty for discussion and vote before the process is implemented.

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Appendix VI

Mentoring Guidelines

Indiana University Southeast School of Education

All new faculty members will have a mentor. Mentoring new faculty is an activity the SOE strongly encourages and values. The unit is also supportive of mentoring that continues through appointment to full professor. Therefore, these guidelines are established to ensure a successful   mentoring experience. The success of mentoring is the responsibility of each individual engaged   in the experience. The SOE mentoring program involves mentor and the mentee. General guidelines for the mentor/mentee relationship are as follows.

Mentee (new faculty)

New faculty should take advantage of all opportunities associated with the SOE mentoring program and the IUS mentoring activities. Communication with the transition mentor prior to arrival through email with questions and other concerns is a good way to prepare for the upcoming academic year.   Make an appointment with the Dean early in September to discuss the selection of the long-term mentor. The mentee can select the mentor. If the mentee declines, the Dean will appoint a mentor. Remember, any concerns that cannot be addressed by the assigned mentor, should be directed to the Dean.

Mentee (existing faculty)

Existing faculty who have not reached the level of full professor or senior lecturer have the option of requesting a mentor or continuing with an assigned mentor until he/she is appointed full professor or senior lecturer.

Transition Mentor (Temporary)

Mentoring begins the moment a candidate accepts a position in the SOE. The Dean or a designee shall serve as transition mentor until an official mentor is assigned.

Responsibilities:

1. E-mail, call and/or send correspondence at least twice before the new faculty arrives on campus (i.e. IUS newsletters, copies of IUS annual reports or any other relevant material about IUS or the SOE).

2. Send information about the local community that might be of special interest to the new faculty member. The search committee could also do this.

3. Have the secretary send a small bouquet of flowers to the new residence and/or welcome gift.

4. Assist new faculty with any arrangements needed for travel to the Fall SOE retreat.

     5.   Direct the new hire to people who can answer questions about housing or other resettlement issues.

     6.   Direct new faculty to program coordinator for information about syllabi, ordering textbooks, etc.

     7.   Offer a tour of the campus upon arrival.

SOE Mentor

It is preferred that the mentor not be the coordinator of the program of which the mentee was hired as to avoid conflicts of interests, however, if the mentee selects the coordinator as a mentor or if no other qualified person is willing or able to serve as a mentor, the coordinator may serve as the mentor. The new mentor will be selected by the end of September. Associate and full professors can mentor assistant professors and lecturers. Lecturers who have completed a third year review or have been named senior lecturers can mentor lecturers. The mentor should not be on sabbatical during the first year of mentorship.

Responsibilities:

1. There should be a minimum of two meetings per semester between the mentor and mentee.

2. The mentor will provide guidance in the areas of teaching, service, and scholarship as applicable.

3. Offer assistance with
    a. Course evaluation process
    b. Assessment system
    c. Annual reporting procedures
    d. Travel and S & E funds
    e. Any other academic concerns

4. Arrange time to meet with professional staff and discuss their roles.

5. Discuss promotion and tenure (Dean will do most of this).

6. Help the mentee establish a solid foundation is most important.

7. If needed, help mentee establish contact with colleagues external to the SOE (i.e. local schools or IUS campus).

8. The mentoring relationship may end at tenure and promotion for assistants and those seeking senior lectureship. The relationship may end for lecturers after third year review, if the   mentee is not seeking senior lectureship. A mentor may be appointed if senior lectureship or full professorship is pursued at a later date.

At the end of each year (spring semester) the mentee and mentor will meet with the Dean to   discuss concerns or issues. The Dean will meet with each person separately to determine if the match should continue or if there is a need for a new match. The official

mentoring relationship will be re-evaluated each year.

Revised September 2003

Updated June 2004

Revised and Updated 2010-11 Approved by SOE faculty 4-15-11

Appendix VII   Teaching Standards

The InTASC Model Core Teaching Standards (April 2011)
At A Glance

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

National Board for Professional Teaching Standards (NBPTS)
Standards Adopted 12/19/98

Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4:Teachers think systematically about their practice and learn from experiences.
Proposition 5: Teachers are members of learning communities.

Source: National Board for Professional Teaching Standards (NBPTS) in What Teachers Should Know and Be Able To Do (1994).
http://www.nbpts.org/standards-five-core-propositions/

Appendix VIII

CRITERIA FOR PROMOTION AND TENURE - SCHOOL OF EDUCATION (SOE)

Adopted April 20, 2018

The criteria used for promotion and tenure for the School of Education are intended to guide and clarify the decisions made by the SOE Review Committee as well as any further reviews. Faculty candidates should also pay close attention to the campus criteria, as seen in the *IUS Faculty Manual.*

TEACHING

Excellence in teaching is the ideal benchmark for tenure and promotion in the School of Education and is to be aspired to by all faculty members in the School. As stated in the *IUS Faculty Manual*, "An effective teacher communicates well with students and colleagues. Effective teaching includes imaginative and conscientious course design, ongoing efforts to maintain and develop subject area expertise, and the use of appropriately diverse and effective teaching technique." (*IUS Faculty Manual,* B-14)
The SOE follows the criteria for tenure and promotion established by the University. As stated in the *Indiana University Southeast (IUS) Faculty Manual*, page 14, section 3, Criteria for Promotion: "a candidate's performance shall normally be excellent in one area and at least satisfactory in the other areas." This means to be considered for tenure or promotion in the School of Education, a faculty member must receive at least a satisfactory rating in teaching, as long as an excellent rating is received in one of the other two areas, scholarship or service.

Every School of Education faculty member should serve as a role model of effective teaching. Effective teaching includes modeling best teaching practices, staying current on research in teaching, utilizing current content knowledge,   being a reflective practitioner, and initiating continuous improvement in research-based teaching practices. This also includes: designing/planning, implementation, and assessment of courses; supporting and advising students; and adhering to teaching policies and guidelines of School of Education and the campus (e.g. syllabi uploaded to Canvas by required dates, alignment of teaching objectives with accreditation standards, etc.). Some examples of documenting excellent teaching include: direct evidence of student learning; direct evidence of changes to courses based on multiple sources of feedback; summaries of student evaluations of teaching; peer reviews of teaching; follow-up surveys to collect student feedback; unsolicited letters; teaching awards; and results of standardized tests in the discipline.

Indiana University Southeast is primarily a teaching institution and the priorities of the School of Education reflect that mission. High quality performance in teaching and related activities is the first priority and a necessary accomplishment for faculty success in the School of Education. Individual faculty members will be responsible for providing evidence of classroom teaching efforts and outcomes on an annual basis. Each faculty member holds the responsibility of demonstrating quality of teaching.

Required Evidence: Part A (Faculty candidates are required to include each of these pieces of evidence.)

Three Peer Reviews of Teaching: The faculty candidate must submit a minimum of three peer reviews of teaching, one of which must be by an ILTE trained reviewer. At least one review should be from a faculty member in another school. All peer reviews should be based upon direct observation(s) of the faculty candidate's teaching. One review must be a summative review completed within a year prior to submission of the dossier for promotion and/or tenure.

Course Development and Revisions Based on Feedback: The faculty candidate must show evidence of course revisions based on multiple sources of feedback on effectiveness; this includes teaching analysis and reflection, student evaluations, peer reviews of teaching, evidence of student learning, and program evaluations. Examples of how the faculty candidate's teaching became more effective in light of the triangulation should be clearly demonstrated in the dossier. High impact practices and evidence of student engagement should be included when discussing course development and revisions.

Faculty members are expected to ask students to evaluate each course using the approved IU Southeast course assessment form. The faculty candidate should supply at least three forms of data from a variety of sources to prove effectiveness of teaching.
> a. Source One: Student Evaluations (Data should be submitted from multiple courses representing the faculty candidate's teaching load across the years referenced in the dossier.)
> b. Source Two: Analysis and Reflection of Teaching
> c. Source Three: Faculty Candidate's Choice

Faculty candidates who have part of their load devoted to administrative roles may not teach multiple courses each semester; in these cases, they should be evaluated on the classes they have taught and not penalized for providing data on fewer courses.

Additional Evidence: Part B
In documenting effective teaching, the faculty candidate for promotion and/or tenure may include the following evidence: (hierarchy/level of importance is not implied)
1. Use of a variety of instructional strategies and how those strategies impacted student learning
2. Appropriate student learning outcomes as measured by such items as pre/post test scores, scores on standardized tests, success in subsequent courses, student or alumni reports, admission to graduate programs, placement score, etc. (*IUS Faculty Manual*, B-15.)
3. Effective student advising and/or mentoring as measured by reported levels of activity, student feedback about effectiveness, self-evaluation, letters from individuals knowledgeable about the faculty candidate's advising/mentoring activities (adapted from: *IUS Faculty Manual*, B-15.)
4. Development of new programs and courses and documentation of impact on student learning or growth

5. Impact of development of innovative instructional support materials on student learning, program, or unit
6. Service learning and community engagement activities that impact teaching and learning
7. Publications and/or presentations related to teaching
8. Innovative technology such as the development of online resources and courses, electronic books, online projects about teaching, and others, as documented
9. Inclusion of diversity concepts in the curriculum
10. Utilization of knowledge and skills acquired from professional development in teaching and content area(s)
11. Grants applied for/received related to teaching (external and internal)
12. Teaching awards
13. Student awards, honors, achievements
14. Other student activities related to teaching
15. Knowledge base that reflects current research in teaching and course content
16. Mentoring and/or collaborating with colleagues on teaching
17. Use of accreditation data to support learning and improve teaching
18. Other teaching-related activities (provide rationale and evidence)

Descriptors
For tenure and promotion from Assistant to Associate Professor, faculty candidates are expected to establish a record of effective teaching in an appropriate range of courses that support the mission of the School.

Excellent - the faculty candidate has developed an outstanding record of effective teaching across a range of courses that supports the mission and needs of the School. Excellent means that overall, one's teaching materials describe a preponderance of strengths; teaching effectiveness is highly evident and materials reveal high levels of responsiveness to evaluation of teaching.   In addition to providing strong examples of the Required Evidence (Part A), the faculty candidate has included strong examples of at least 10 types of evidence from the Additional Evidence list (Part B). The examples, along with direct connections to student achievement, are clearly explained.

Satisfactory - the faculty candidate has developed a record of effective teaching in an appropriate range of courses that supports the mission and needs of the School. Satisfactory means that overall, one's teaching materials describe many strengths and indicate teaching is important to the faculty member. In addition to providing strong examples of the Required Evidence (Part A), the faculty candidate has included strong examples of at least 8 types of evidence from the Additional Evidence list (Part B). The examples, along with direct connections to student achievement, are clearly explained.

Unsatisfactory - the faculty candidate has not developed a record of effective teaching in appropriate courses. Unsatisfactory means that one's teaching materials reveal many or even mostly weaknesses and indicate that teaching is

problematic for the faculty member. The faculty member has not included satisfactory examples of the Required Evidence (Part A) and/or has not included satisfactory examples of at least 8 types of evidence from the Additional Evidence list (Part B).

For promotion from Associate to Full Professor, faculty candidates are expected to establish (while at the rank of Associate Professor) a record of effective teaching plus evidence of functioning as a senior model and leader within the discipline, campus, university, or profession. While continuing to maintain a minimum of a satisfactory level related to teaching, there is an expectation that faculty candidates submitting materials for promotion to Professor will continue to evolve and grow as a teacher and become a leader regarding teaching effectiveness.

> **Excellent** - the faculty candidate has developed a consistently outstanding record of effective teaching and evidence of unusually effective functioning as a model and leader within the discipline, campus, university and/or profession. In addition to providing strong examples of the Required Evidence (Part A), the faculty candidate has included strong examples of at least 10 types of evidence from the Additional Evidence list (Part B). The examples, along with direct connections to student achievement, are clearly explained.

> **Satisfactory** - the faculty candidate has developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession. In addition to the Required Evidence (Part A), the faculty candidate has included strong examples at least 8 types of evidence from the Additional Evidence list (Part B). The examples, along with direct connections to student achievement, are clearly explained.

> **Unsatisfactory** - faculty candidate has not developed a strong and consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university or profession. The faculty member has not included satisfactory examples of the Required Evidence (Part A) and/or has not included satisfactory examples of at least 8 types of evidence from the Additional Evidence list (Part B).

References:
University of North Dakota, http://education.und.edu/teaching-and-learning/_files/docs/tenure-promotion-guidelines.pdf)
IU Southeast, School of Business, Promotion and Tenure document.

SCHOLARSHIP

Scholarship entails systematic inquiry, attainment of a level of expertise, and communication of that expertise to others. An effective scholar has identified areas of expertise that enrich his/her teaching and service; contributes to these areas through a systematic body of work; and shares contributions with professionals beyond the campus. Because of collaborations

with agencies and school districts, the School of Education faculty has a unique and appropriate opportunity to participate in applied research. Applied research may involve policy studies, research based curriculum development, best education practices and many other scholarly endeavors which expand the knowledge based in the education profession. The School of Education faculty sees applied research as a culminating experience that allows them to bring together theory and practice in a tangible, meaningful way. Theoretical and historical studies are also encouraged.

Evidence

In documenting effective scholarship, the candidate for promotion and/or tenure should include examples from several of the following categories of evidence:

- Publications: Articles in professional journals, book chapters, books, on-line professional publications electronic books, peer reviewed conference proceedings, research based curriculum materials and others as documented
- Presentations at professional meetings (state, regional, national and/or international)
- Scholarship-related grant applications and/or grant reports
- Consultations based on inquiry based expertise as defined by Boyers (will include documentation through reports or data collected)
- Application of expertise to applied situations (will include reports or data)

Descriptors

For promotion and tenure from Assistant to Associate Professor, faculty are expected to establish a record of scholarship that support the mission of the school.

- Excellent - has developed a post-doctoral program of scholarship and has produced an outstanding record of sharing this work within the profession.
- Satisfactory - has developed a post-doctoral program of scholarship and has produced a record of successful sharing this work with professionals.
- Unsatisfactory - has not developed a post-doctoral program of scholarship and/or has not produced a record of successful sharing of the work with professionals.

For promotion from Associate to Full Professor, faculty are expected to establish while at the rank of Associate Professor a record of effective scholarship plus evidence of functioning as a senior model and leader within the discipline, campus, university, or profession.

- Excellent – the candidate has developed a consistently outstanding record of scholarship and evidence of unusually effective functioning as a model and leader within the discipline, campus, university or profession.
- Satisfactory – the candidate has developed a consistent record of scholarship and evidence of   functioning as a model and leader within the discipline, campus, university or profession.
- Unsatisfactory – the candidate has not developed a strong and consistent record of scholarship and   evidence of functioning as a model and leader within the discipline, campus, university or profession.

To receive a rating of at least Satisfactory, a candidate for promotion and/or tenure must show:

1. Publications in professional forums at least two of which must be peer reviewed.

2. Evidence of three or more peer reviewed presentations at regional, national or international meetings.

3. Evidence of variety of other scholarly work that can include research based curriculum materials, consultations, grants and applications of expertise to applied settings.

To receive a rating of Excellent, a candidate for promotion and/or tenure must excel in at least two of items 1, 2, or 3.

SERVICE

Service in the School of Education includes active involvement and leadership in the School of Education, campus, university system, and the external community. Service also includes involvement and leadership in local, state, regional and national professional organizations related to one's   discipline(s) and to the education profession. Key in the evaluation of service is the worth of the   contribution toward the accomplishment of the specific mission of the School of Education, the action plans of the SOE, the strategic plan and the broader mission of the University.

Evidence

In documenting effective service, the faculty candidate for promotion and/or tenure may include the following evidence.

• Institution: Effective membership demonstrated through *active* participation in and leadership of the faculty candidate's specific discipline/program/program team and School of Education committees, such as Quality Teams and other committees to further advance the strategic goals. Additionally, faculty members should be active on IUS (campus) and IU (system) committees, IUS and/or IU task forces, and IUS and/or IU projects.
• Profession: Active participation in professional organizations demonstrated through attending meetings, participating in the operations of the organization, serving in leadership positions, serving on state or national education committees, and/ or mentoring of new and other professionals.
• Students: Active involvement with students as demonstrated through   effective academic and career advising, mentorship of students, and support for student organizations and other student activities.
• Community: Involvement in the community through service to the local schools, social agencies and governments, and other community organizations. Service learning opportunities and community engagement activities that are co-constructed are of particular value.
• Recognition of service: Recognition of service through awards, citations, and commendations.

Descriptors

For promotion from Assistant to Associate Professor, faculty members are expected to achieve a record of service to various levels of the university, to the profession, and/or to the external community.

- Excellent – the faculty candidate has developed an outstanding record of service to various levels of the unit, campus, university, profession, and/or external community, and is a contributing member of the academic community.
- Satisfactory – the faculty candidate has developed a strong record of service to various levels of the unit, campus, university, profession, and/or external community, and is a contributing member of the academic community.
- Unsatisfactory – the faculty candidate has not developed a strong record of service to the university, profession, and/or external community, and/or has not become a contributing member of the academic community.

For promotion from Associate to Full Professor, faculty members are expected to establish while at the rank of Associate professor a record of extensive service and leadership to various levels of the university, the profession, and/or the external community.

- Excellent – the faculty candidate has developed a consistently outstanding record of service and leadership to various levels of the unit, campus, university, profession, and/or community, and is a contributing member of the academic community.
- Satisfactory – the faculty candidate has developed an extensive and consistent record of service and leadership to various levels of the unit, campus, university, profession, and/or community, and is a contributing member of the academic community.
- Unsatisfactory – the faculty candidate has not developed an extensive and consistent record of service and leadership to various levels of the university, profession, and/or community, and/or is not a contributing member of the academic community.

To receive a rating of at least Satisfactory a faculty candidate for promotion and tenure must show:

1. Evidence of membership and active participation in a variety of institutional and professional endeavors, including a minimum of two leadership positions.

2. Evidence of a variety of methods of engagement with students and/or other

   stakeholders.

3. Evidence of a variety of involvement in community service.

To receive a rating of Excellent, a faculty candidate for promotion and tenure must excel in at least two of items 1, 2, or 3.

This document is effective for anyone appointed to a tenure-track position in the School of Education after April 20, 2018.

School Criteria for Promotion from Full-time Lecturer to Full-time Senior Lecturer; and from Part-time Lecturer to Part-time Senior Lecturer

Approved February 2003

This document serves as the stated mission and the criteria to be used in the evaluation procedures for promotion from Full-time Lecturer to Full-time Senior Lecturer and from Part- time Lecturer to Part-time Senior Lecturer specific to the School of Education.

For promotion from Full-time Lecturer to Full-time Senior Lecturer in the School of Education, candidates are assessed in the areas of teaching and service to the university. While the School believes a balance should be achieved between the two categories, it is expected that teaching will be a priority. Successful candidates must receive either one excellent ranking and one satisfactory ranking or two excellent rankings.

For promotion from Part-time Lecturer to Part-time Senior Lecturer in the SOE, candidates are assessed in the area of teaching. Successful candidates must receive an excellent ranking.

Mission

The mission of Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous improvement of schools within a diverse society.

Teaching

A goal of the SOE is excellence in teaching. Every School of Education faculty should serve as a role model for both undergraduates and graduates in education. Effective teaching includes   making effective use of the processes of setting course objectives, pre-assessing, designing strategies to reach the objectives, evaluating candidate's learning through short and long term   feedback and making subsequent course work revisions.

Items such as the following should be submitted for assessment; there is no rigid formula for evaluating or weighting them. Teaching involves activities directly related to the classroom as well as outside the classroom. In documenting effective teaching, the candidate for promotion   from Lecturer to Senior Lecturer may include the following as evidence. This list should not be considered an exhaustive or preclusive list. No priority is implied by the order.

- Statement of teaching achievement in the context of teaching goals and objectives

- Information about how teaching activities relate directly to the classroom

- New courses taught

- Course development (e.g., preparation for course syllabi, development of multimedia materials for classroom use and creation of materials for candidate work beyond the classroom)

- Delivery of courses (e.g., integrating new knowledge and perspectives into course materials, preparing prior to each class, directing class discussion and learning groups and other forms of active candidate involvement, arranging guest lectures and maintenance of scheduled office hours each week)

- Evaluations of candidate learning (e.g., developing standards for candidate performance, preparing examinations, quizzes and laboratory evaluations; preparing instructions for written and oral presentations; candidate conferences, reading, evaluating, and grading assignments; making written comments and suggestions on written assignments; and maintaining candidate records)

- Evidence that teaching effectiveness extends beyond the classroom (e.g., participating in individual candidate conferences; mentoring candidates through support of their research activities)

- Candidate advising (e.g., giving advice on course selection, providing career guidance, providing personal counseling and referral, writing letters of recommendation or supervising pre-professional candidate organizations)

- Curriculum development (e.g., serving on curriculum committees, exploring and developing new teaching approaches and technologies and participating in regional and national conferences on curriculum development)

- Program assessment activities (e.g., designing and implementing multiple strategies to assess effectiveness and candidate outcomes, analyzing course and departmental candidate outcomes   to consider modification or improvement of curriculum and instruction, observing and evaluating teaching materials and performance of colleagues and addressing and meeting external accreditation and assessment requirements

- Scholarship related to teaching (e.g., writing articles and monographs on teaching and learning theory, preparing grant proposals that support teaching-related research, implementation of new teaching approaches and sponsoring candidates to attend and participate in research meetings)

- Service related to teaching (e.g., recruiting, orienting and mentoring new faculty; evaluating faculty teaching; participating in professional conferences on teaching; speaking and consulting with private and community organizations concerning topics related to teaching areas; interacting with high-school administrators, teachers and candidates; attending candidate research   conferences and advising candidate organizations)

- Evidence of the use of multiple methods of assessment that provide feedback about your efforts to enhance your teaching effectiveness and that provide information about how well candidates are succeeding in meeting the learning goals and objectives you have identified for your courses

- Evidence of a regular cycle of assessment that helps you improve your teaching and helps you assess the effectiveness with which course related activities contribute to candidates developing skills and knowledge related to course learning objectives

- Information about awards or other forms of recognition related to teaching.

Criteria for Teaching
For promotion from Full-time Lecturer to Full-time Senior Lecturer

For promotion from Part-time Lecturer to Part-time Senior Lecturer

- Excellent-the candidate has developed an outstanding record of effective teaching across a range of courses that supports the mission and needs of the school.

- Satisfactory-the candidate has developed a record of effective teaching in an appropriate range of   course that supports the mission and needs of the school.

- Unsatisfactory-the candidate has not developed a record of effective teaching that supports the mission and needs of the school.

Service

Service in the School of Education includes active involvement and leadership in the School, the campus, the university system, and the external community. Service is work that engages a faculty member's knowledge, skills, and expertise for the benefit of candidates, academic units, the campus, the university, the discipline, the profession and the community. Service includes   activities compensated by reassigned time. Service can be organized into four categories; service to candidates, service to the institution, service to the discipline/profession, and service to the community. Goals for service should be established and evidence toward those goals should be assessed by both quality and quantity indicators which enable the person to affirm and approve their work and to be rated and rewarded. Indicators of quality include: impact/significance of the service, level of intellectual contribution, importance of the role played, communication and dissemination of the product, relationship to mission and integration with personal professional development. Indicators of quantity include time spent, meetings attended and work done beyond meeting time.

The candidate for promotion should identify and describe the focus (foci) of the service activity, include evidence of both the quality and quantity of service within the areas of service to candidates, service to the institution, service to the discipline/profession and service to the community. In documenting effective service, the candidate for promotion may include the   following evidence:

Service to Candidates
- Presentations to candidates
- Participation in orientation
- Advising or coaching candidate groups
- Attendance at candidate events
- Service on candidate committees/Service to the Institution/Serving on campus and university system committees
- Serving on task forces and special work groups
- Receiving award for service

Service to Discipline/Profession

- Participating in state, regional and national professional organizations
- Serving on committees or as an officer in these organizations
- Providing leadership for the organization and implementation of conferences and publications, such as newsletters

Service to the Community
- Active participation in community organizations and youth groups
- Service as a board member or officer of these organizations
- Consulting with organizations
- Providing information or analyses for media
- Giving presentations to organizations
- Participating in collaborative endeavors with public and private agencies

Criteria for Service

For promotion from Full-time Lecturer to Full-time Senior Lecturer, and for promotion from Part-time Lecturer to Part-time Senior Lecturer

- Excellent- the candidate has developed an outstanding record of service to various levels of the university, the profession, and/or the external community, and is a contributing member of the academic community.

- Satisfactory-the candidate has developed a strong record of service to various levels of the university, the profession, and/or the external community, and is a contributing member of the academic community.

- Unsatisfactory- the candidate has not developed a strong record of service to the university, the profession, and/or the external community and/or become a contributing member of the academic community.

Appendix IX

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Indiana University Southeast
School of Education Diversity Proficiencies

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Candidates are expected to meet the five diversity proficiencies. Programs must provide evidence that candidates have met all five diversity proficiencies. Indicators are examples of how candidates can demonstrate each proficiency. Programs will decide which indicators align with program standards.

1. **Demonstrate knowledge of and respect for diverse learners and their families**

The candidate:
   1.1 brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;
   1.2 understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values;
   1.3 knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction;
   1.4 respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
   1.5 respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
   1.6 knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals; and
   1.7 is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. **Identify social disparities that affect students and apply social justice within the classroom and the school**

The candidate:
   2.1 plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs;
   2.2 knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations);
   2.3 understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse);

2.4 works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;

2.5 understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;

2.6 understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning; and

2.7 actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

3. **Create an inclusive learning community where differences are respected**

The candidate:

3.1 respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;

3.2 makes learners feel valued and helps them learn to value each other;

3.3 values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning;

3.4 collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;

3.5 communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;

3.6 seeks to foster respectful communication among all members of the learning community; and

3.7 facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

4. **Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students**

The candidate:

4.1 understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging;

4.2 respects learners' differing strengths and needs and is committed to using this information to further each learner's development;

4.3 designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;

4.4 makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;

4.5 incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency;

4.6 accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs;

4.7 understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;

4.8 accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language;

4.9 knows how to integrate culturally relevant content to build on learners' background knowledge;

4.10 knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum;

4.11 is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues; and

4.12 knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

5. **Examine and reflect on personal practice to reduce bias and stereotypes within their work.**

The candidate:

5.1 believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential;

5.2 recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias;

5.3 understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;

5.4 is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs;

5.5 reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;

5.6 understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others; and

5.7 is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

APPROVED BY SOE ON FEBRUARY 5, 2016

Appendix X

Indiana University Southeast School of Education Collaborative Council:
Functions and Membership

Mission and Vision Statements

> The mission of Indiana University Southeast School of Education is to prepare and nurture high quality, caring professionals who are leaders in the continuous improvement of schools within a diverse society.
>
> Vision: Indiana University Southeast School of Education will be the regional leader in promoting community partnerships to advance the education and professional development of educators and all learners.

The purpose of the Collaborative Council is to encourage, stimulate and engender philanthropic support on behalf of the School of Education (SOE) to provide resources necessary for a great academic program. To that end, the Council will adopt these broad-based concerns and activities:

Functions

- To assist in developing a strategic plan for fundraising for the School of Education.
- To help the SOE build and maintain connections and relationships with the community.
- To work with the Dean of SOE to create materials and presentations showcasing the School's programs, assets and successes to donors.
- To serve as ambassadors of the SOE to donors and potential donors.
- To assist the SOE in growing and maintaining a strong donor base to accomplish the strategic plan of the School and the University.
- To provide assistance to the Dean of SOE in making asks for philanthropic gifts.
- To understand and maintain the confidential nature of council deliberations.
- To understand and maintain the confidentiality of donor and prospect information
- To help with fund raising, grant writing and increase our networking opportunities
- To serve as consultants about program development regarding:
    - How to connect with K-12 partnerships
    - Serve K-12 partners
    - Service learning and community engagement
    - Internship for our candidates
- To serve as a conduit of international connections and programming.
    - For study abroad programs (establish new partnerships).
    - Raising funds for candidates to study abroad.

Membership

The membership of the School of Education Collaborative Council shall include the Dean and no fewer than 8 key alumni and friends, reflecting the diversity of the disciplines in the IU Southeast School of Education. It is an expectation that all members will be active donors to the IUS Education

Collaborative Council with a recommended minimum annual gift of $500.00. However, giving will be based on individual member's ability and interest, and not limited to cash, but incudes, time, talent, connections, etc. Members shall be selected and appointed by the Dean for a three-year term that may be renewed. The Council will select a Chairperson from among its members annually.

Meetings

The Council shall meet at least two times per year on a schedule set by the Dean and the Chairperson. Members may attend one meeting via teleconference or videoconference if in-person attendance is not possible. Membership will be revoked if a member fails to attend two meetings in a single year or fails to fulfill the mission of the Council. Prior to each meeting, the Dean and Chairperson will issue an agenda and send it to the members. The Chairperson will chair all meeting and minutes will be recorded. Ad hoc subcommittees may be appointed as needed.

APPROVED BY SOE FEBRUARY 2017