

FORT WAYNE SENATE AGENDA
MONDAY
MARCH 16, 2009
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of February 9, 2009
3. Acceptance of the agenda – B. Abbott
4. Reports of the Speakers of the Faculties
 - a. Indiana University – M. Nusbaumer
 - b. Purdue University – N. Younis
5. Report of the Presiding Officer – S. Davis
6. Committee reports requiring action
7. New business
 - Senate Document SD 08-2 – P. Iadicola
8. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 08-17) – B. Abbott
 - b. Graduate Subcommittee (Senate Reference No. 08-18) – J. Garrison
 - c. Nominations and Elections Committee (report on Purdue Speaker election)
9. The general good and welfare of the University
10. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Approving

B. Abbott
S. Davis
M. Nusbaumer
N. Younis

Absent

J. Grant
K. Pollock
A. Ushenko

Attachments:

“Proposal for defending Departmental Faculty Rights of Discussion and Recommendation for Departmental Curriculum” (SD 08-2)

“Items under consideration in Senate Committees and Subcommittees” (SR No. 08-17)

“Proposal for Graduate Certificate in Special Education” (SR No. 08-18)

TO: Fort Wayne Senate

FROM: Peter Iadicola

SUBJECT: Proposal for Defending Departmental Faculty Rights of Discussion and
Recommendation for Departmental Curriculum

DATE: October 20, 2008

DISPOSITION: To the Presiding Officer for implementation

Whereas, under the Constitution of the Faculty of Indiana University-Purdue University Fort Wayne, section VI, part B, defining the powers of the faculty of this institution, it states that "...the power to review and approve academic degrees, to develop curriculum, instructional and examination procedures and undergraduate degree requirements, and to nominate candidates for these degrees is delegated to the school and division faculties, and the power to develop course content and new courses is delegated to the academic departments."

And Whereas, the Voting Faculty of academic departments are the most knowledgeable about the content and standards of the curriculum that falls within their department's program offerings.

And Whereas, any interference with the right of department faculty by non-departmental faculty and administrators, including Deans, Vice Chancellors, or the Chancellor, to discuss and consider proposals to recommend creation, modification or elimination of programs that are offered by their department is a serious breach of departmental faculty powers and responsibilities.

Therefore Be It Resolved, that non-program faculty and administrative personnel who are to participate in departmental faculty deliberations regarding program curriculum are to participate only upon invitation by the faculty of the department and that their participation be limited to providing information but not proposing or interfering with faculty discussion and proposals for recommendation for program creation, modification, or elimination.

TO: The Senate
FROM: Executive Committee
DATE: 2 March 2009
SUBJ: Items under Consideration by Senate Committees and Subcommittees

The Executive Committee has asked Senate committee and subcommittee chairs to report items under discussion in the various committees. The following is a compilation of what was submitted.

Educational Policy Committee

Glenda Moss, Chair

1. Revised Admin Withdraw Process
2. Revision of Release of Student Information Appendix of the Regulations
3. Faculty withdrawal policy

Subcommittees of the Educational Policy Committee:

Calendar Subcommittee

David Lindquist, Chair

1. Nothing at this time.

Continuing Education Advisory Subcommittee

Iskandar Hack, Chair

1. Nothing at this time.

Curriculum Review Subcommittee

Ann Livschiz, Co-chair and Susan Skekloff, Co-chair

1. No report received.

Developmental Studies Subcommittee

Karol Dehr, Co-chair and Dianna Zook, Co-chair

1. Nothing at this time.

Distance Education Subcommittee

Iskandar Hack, Chair

1. Nothing at this time.

General Education Subcommittee

Mark Masters, Chair

1. Started the assessment of the Area VI artifacts that were collected Fall 2007 and Spring 2008 semesters. Devised a rubric to guide the assessment and are refining the rubric as we gain experience.

Grade Appeals Subcommittee

Janet Papiernik, Chair

1. No report received.

Graduate Subcommittee

Judith Garrison, Chair

1. Submitted Proposal for Graduate Certificate in Special Education for information only.

Honors Program Council

Duston Moore, Chair

1. No report received.

International Services Advisory Subcommittee

Susan Skekloff, Chair

1. Improved admission process for international students.
2. Standardized language proficiency exam issues.
3. Number of new fall enrollments.
4. Development of recruitment efforts.
5. Review of national and regional organizational activities in which ISS participates.
6. Housing for international students.

Faculty Affairs Committee

Kimberly McDonald, Chair

1. Completed deliberations on Peter Iadicola's proposal.
2. Soliciting nominations for the IPFW Associate Faculty Teaching Award.
3. Discussing the formation of an ad-hoc committee to work on P&T documents.
4. Discussing external letters of review for P&T.

Subcommittee of the Faculty Affairs Committee:

Professional Development Subcommittee

Ronald Friedman, Chair

1. Reviewed 2009 "Faculty Research Support Program" and "Mid-Career Faculty Support Program" applications and made recommendations to Research and External Support.

Indiana University Committee on Institutional Affairs

Michael Nusbaumer, Chair

1. Nothing at this time.

Nominations and Elections Committee

Matthew Walsh, Chair

1. Collecting committee preference forms for April committee elections.
2. Conducted second call for nominations for Purdue Speaker.

Purdue University Committee on Institutional Affairs

Nash Younis, Chair

1. Nothing at this time.

Student Affairs Committee

Jay Jackson, Chair

1. Nothing at this time.

Subcommittee of the Student Affairs Committee:

Athletics, Subcommittee on

Robert Vandell, Chair

1. No report received.

University Resources Policy Committee

Matthew Walsh, Chair

1. No report received.

Subcommittees of the University Resources Policy Committee:

Academic Computing and Information Technology Advisory Subcommittee

David Liu, Chair

1. No report received.

Budgetary Affairs Subcommittee

Brian Fife, Chair

1. The members of the BAS are working on completion of the biennial report.

Library Subcommittee

Adam Coffman, Chair

1. Will meet in April to review and award Special Needs grants. Guidelines and the application form can be found on the library web site:

<http://www.lib.ipfw.edu/677.0.html>.

To: IPFW Senate

From: Judith Garrison, Chair,
Graduate Subcommittee

Date: February 16, 2009

Re: Proposal for Graduate Certificate in Special Education

Graduate Subcommittee supports the proposal for the Graduate Certificate in Special Education, and finds that the proposal requires no Senate review.

Approving

P. Bingi
S. Carr
T. Downy
J. Garrison
G. Hickey
L. Hite
A. Livschiz
Y. Zubovic

Not Approving

Absent

B. Fife

IPFW
Request for a New Credit Certificate Program

Campus: Fort Wayne

Proposed Title of Certificate Program: Graduate Certificate in Special Education

Projected Date of Implementation: August 2009

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

The Special Education Program in the Department of Professional Studies, in the School of Education, proposes a graduate certificate in Special Education to meet the need for teachers with a license in Mild Intervention. The license in Mild Intervention allows a teacher to work with students (preschool – 12th grade) who have mild disabilities, which included students with learning disabilities, mild and moderate mental disabilities, and emotional disabilities. Through conversations with local school corporations, we can confirm that there is a significant need for highly-qualified special education teachers with a license in Mild Intervention. This certificate program will meet the education requirements for the initial license in Mild Intervention.

Students currently enroll in courses at IPFW and other universities to complete requirements to obtain the license in Mild Intervention. The graduate certificate program would provide a structured program that ensures quality of instruction and stability for students. The program would allow students to complete all of the required courses at IPFW, so they are not taking courses at multiple universities. Additionally, this graduate program would allow for a systematic process to track and account for students taking courses for completion of the Mild Intervention License.

II. List the major topics and curriculum of the certificate.

The certificate will include 24 credits in eight, three-credit courses. The 8 courses are currently offered as partial requirement for the Master of Science in Education with a major in Special Education. The students enrolled in the new graduate certificate program would be enrolled in the same courses as the students admitted to the Masters program. The courses are listed below:

EDUC K505 Introduction to Special Education for Graduate Students

EDUC K525 Survey of Mild Handicaps

EDUC K535 Assessment and Remediation of the Mildly Handicapped I
Co-requisite: EDUC M501 Service Learning for Diversity

EDUC K536 Assessment and Remediation of the Mildly Handicapped II
Co-requisite: EDUC M501 Service Learning for Diversity

EDUC K541 Transitions across the Life Span

EDUC K553 Classroom Management and Behavior Support

EDUC K565 Collaboration and Service Delivery

EDUC K595 Practicum in Special Education (3 credit hours)

III. What are the admission requirements?

Candidates will apply to the program by submitting an application, letter of intent, three letters of recommendation, transcript of BA or BS degree, with a minimum of a 2.5 GPA, initial teaching license pertinent to teaching K-12 level students or a BS degree which can lead to a general education teaching license, and resume.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

Students graduating from this program will be able to:

Certificate in Special Education 3

Develop a comprehensive view of special educational leadership through the completion of professional expectations and an understanding of current research-based practices.

Analyze the dimensions related to the role of a mild disabilities educator.

Employ decision-making processes related to educating children with mild disabilities.

Plan and implement research-based programming and instruction for students with learning disabilities, mental disabilities, and behavior disorders

Develop the skills needed to serve as leaders in their communities in matters dealing with students with special needs.

Demonstrate competence in all of the Council for Exceptional Children professional standards, which will increase their ability to be successful teachers of students with mild disabilities.

- V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Student outcomes will be assessed using the existing unit assessment system in the Special Education Master's Program. This includes individual student portfolio reviews and employer surveys. Portfolios will be reviewed based on the certificate objectives listed above during the capstone practicum experience. Follow-up employer surveys will be conducted on the existing unit assessment system schedule. The aggregate data will be reviewed annually by the program faculty.

- VI. Describe student population to be served.

Students in the certificate program will hold a general education teacher license or have a BS degree which can lead to a general education teaching license, with an interest to teach students with special education issues.

VII. How does this certificate complement the campus or departmental mission?

The mission of IPFW states, *“Our mission is to offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs; to support excellence in teaching and learning; to advance and share knowledge through research and creative endeavor; and to work with the community to develop intellectual, cultural, economic, and human resources.”*

The IPFW School of Education Mission Statement is to prepare professionals in teaching, counseling, and leadership, who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analysis;
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.

This graduate certificate complements the campus and School of Education missions by working with community school professionals to design and offer education and licensure in Mild Intervention. In Indiana and across the country there continues to be a shortage of teachers who are licensed to work with students with mild disabilities. This graduate certificate program in special education would assist in licensing additional teachers in the schools with the Mild Intervention.

VIII. Describe any relationship to existing programs on the campus or within the university.

This graduate certificate program will be a part of the Special Education Program in the Department of Professional Studies. Special education faculty and adjunct faculty will be the instructors for the program. These courses are currently offered as part of the Masters of Science in Education with a major in Special Education program. After the student completes this graduate certificate program, he/she may apply these courses to the completion of the Masters of Science in Education with a major in Special Education, which is a 36-credit hour program.

- IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The resources required for the graduate certificate program will primarily be the faculty in special education and additional adjuncts. The courses required for the graduate certificate program are currently offered as partial requirements for the MS Education with a major in Special Education. Program oversight will be conducted by the director of the Special Education Program.

Library holdings are currently adequate, but additional videos and books may be obtained as part of the normal fall semester acquisition process. The faculty will submit bi-annual grants as part of the Special Needs Library Grant process. It is expected that these grant funds along with normal library acquisitions will be appropriate for the graduate certificate program. No additional equipment or support staff will be necessary. The students in the proposed program will not require different reference materials or resources different from the students enrolled in the MS in Education with a major in Special Education.

- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The program is structured in such a way that students can enroll in courses in a manner that will allow them to complete program requirements while they remained employed in the classroom. IPFW is committed to offering programs that meet the needs of students who work full time, have families, and are pursuing their higher education goals unconventionally. The proposed program is consistent in this regard.

This program will build on a strong working relationship with area schools and social service agencies that work with special needs populations. This relationship is currently strong and vital as ongoing joint ventures currently exist. The graduate certificate program will require continued collaboration as our program students train for leadership roles in Special Education. In particular, collaborative relationships provide students with access to real world application of their skills and real world issues for study.