

AGENDA POLICY COUNCIL**SCHOOL OF EDUCATION**

April 24, 2019

1:00 – 3:00 p.m.

School of Education

IUB – Room 2140

Approval of the Minutes from March 20, 2019 Meeting **(19.48M)**

I. Announcements and Discussions

Agenda Committee

FYI: Wording for Graduate Certificate GPA requirements will now be posted in the Bulletin under the section titled “Policies Governing All Graduate Programs” rather than within each certificate program description

Next faculty and staff meeting for strategic planning – April 26, 2019

Diversity Topic: Current initiatives of the Asian Culture Center presented by Melanie Castillo-Cullather, Director

Dean’s Report

Administrator Review Committees

II Old Business

III New Business

Policy Council Committee Annual Reports

Revision to PhD in Counseling Psychology **(19.50)**

Revision to PhD in School Psychology **(19.51)**

Revision to Certificate in Education Law **(19.52)**

Revision to EdD in LCLE (online) **(19.53)**

Online Collaborative Program: MEd Tech4Learning **(19.54)**

Policy Revision: Appointment to Graduate Faculty Status **(19.55)**

FYI: Student Grievance Procedures Revision **(19.56)**

IV. New Course/Course Changes

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

New Courses

BL EDUC-L 518 Reading Research for Literacy Leaders 3 cr

Doc# 81068409

Description: Study of literacy and language learning as a developmental process within social, cultural, and economic environments. Introduces theoretical foundations of reading and other literacies that explain close relationships among linguistic, social, cultural, and environmental influences on literacy development and their implications for assessment and responsive teaching.

Justification: The proposed course will better reflect the course content on advanced reading knowledge and skills, which had previously been delivered under other course numbers. The course content has shifted as faculty have worked to remain responsive to changes in certification requirements and state testing mandates.

BL EDUC-L 538 Early Literacy Learning and Play-Based Instruction 3 cr

Doc# 81083444

Description: In this course, students study early childhood literacy development, play-based learning, and developmentally appropriate teaching, with an emphasis on preschool settings. Students examine theory, research, and practice that facilitates young children's abilities to talk, read, write, draw, and play their understandings of the world. The purpose of the course is to provide readings, research, methods, and experiences that help students analyze and develop early literacy pedagogy and research that promotes culturally responsive and inclusive learning communities where all children thrive intellectually, physically, socially, and emotionally.

Justification: The proposed course will provide course content on early literacy instruction in preschools and early childhood settings. Current literacy graduate courses provide advanced study of literacy in elementary grades aligned with teacher licensure and reading certification requirements and state testing mandates. However, early childhood teachers teach babies, toddlers, and preschoolers whose developmental needs are very different from older schoolchildren; thus early childhood education has a different set of language and literacy professional standards. Graduate students studying language acquisition or literacy development in young children are asking for a specialized course focused on literacy learning and appropriate teaching for children under five years old.

BL EDUC-L 699 Doctoral Early Inquiry in Literacy, Culture, and Language Education 3 cr

Doc# 80724002

Description: The course is a seminar and research workshop that provides a supportive setting for planning and conducting original research in an early inquiry project. The purpose of this course is to provide a collaborative space to support graduate students who are learning to design, conduct, and write up research by providing structured opportunities to develop student-led research. Students design and apply methods of data collection and data analysis, with an emphasis on scholarly writing to aid students in conducting primarily qualitative research in the field of literacy, culture, and language education.

Justification: This course fulfills the early inquiry course requirement for the Online EdD program, replacing the L599 Masters Thesis/Early Inquiry independent study course with a student's advisor that serves the LCLE masters program.

LCLE Online EdD students need more systematic support in setting up research, conducting fieldwork, and writing up qualitative research than an independent study can provide. The course is a weekly cohort class in the students' second semester to help students identify potential research sites for researching LCLE issues and address practical problems that arise in research site selection, research design, and research writing. The course provides structured experiences in the early stages of setting up a research project and collecting data to support the unique needs of doctoral students working in isolation at a distance through weekly Zoom meeting demonstrations and guided methods applications and Canvas group discussions of individual students' research portfolio components.

Course Changes

BL EDUC-R 563 Human & Organization Performance Effectiveness 3 cr

Doc # 80633976

Change course title to: **Human Resource Development Research and Practice**

Original Description: Overview of key principles to guide instructional designers, HRD professionals, managers, and organization development consultants throughout the life cycle of any project to improve human performance effectiveness. Explores the business dimensions of training and

performance improvement, and links the consultative process to these dimensions. Includes project planning, analysis, intervention design, instructional design, implementation and project evaluation.

Change Description to: This course is developed for those who are interested in HRD research and practice. Students will be able to explain what HRD trends and issues are and envision the future with knowledge and project-based learning experience. This course will be particularly useful for student employment as an HR practitioner, instructional designer, learning specialist, or performance consultant in diverse organizations, as the IST tagline goes: “We improve learning and performance in diverse contexts.”

Justification: Human resource development (HRD) is defined as the process of increasing the capacity of the human resources in an organization through learning and development. The current course centers on human performance technology (HPT) that emphasizes organizational effectiveness, performance, and outcomes, whereas the proposed course will cover three domains of HRD including training and development, career development, and organization development for organizational learning and performance at the individual, team, and organizational levels.