

AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION
 October 23, 2019
 1:00 – 3:00 p.m.
 School of Education
 IUB – Room 2140

Approval of the Minutes from September 25, 2019 Meeting **(20.14M)**

I. Announcements and Discussions

Agenda Committee

IUB SOE Faculty Meeting is November 1, 2019

Graduate Studies Committee form for course, policy and program proposals

Changes in committee membership:

- Research, Development & External Partnerships: Sam Tirey is a staff replacement
- Long Range Planning Committee: Scott Witzke is a staff replacement
- Learning and Teaching with Technology: Amber Hill is a staff replacement
- Grievance Hearing Committee: Grace Mayo is an undergraduate student replacement
- Committee on Learning & Teaching with Technology: Anne Leftwich fills a vacancy

Diversity Topic: Universal Design, Technology, and Disability Series

Rod Myers- Instructional Consulting support for Universal Design for Learning

Dean's Report

II Old Business

III New Business

Policy on Centers and Institutes **(20.16)**

Elimination of Basic Skills (CASA) exam requirement for Initial Teacher Education Programs **(20.17)**

Revisions to Graduate Certification Admissions Criteria **(20.18)**

Ad Hoc Committee to evaluate functions of Policy Council committees **(20.19)**

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

L 338 Early Literacy Learning and Play-Based Instruction

BL

3 cr

Doc # 80995231

Description: In this course, we will explore language and literacy development, learning, and teaching in preschool settings. Students will learn how to facilitate young children's abilities to talk, read, write, draw, and play their understandings of the world. The overarching goal of our course is to provide readings and experiences that help students become early literacy teachers who can create culturally responsive and inclusive learning communities where all children thrive

intellectually, physically, socially, and emotionally.

Justification: The proposed course will better reflect the course content on early literacy instruction in preschools. The course content in E340 has shifted to cover only grades 4 to 6 as faculty have worked to respond to changes in elementary and reading certification requirements and state testing mandates. Having a separate course instead of differentiated sections within E340 will ensure that courses with incommensurate content for very different programs are not merged and that instructors have specialized experience in early childhood education.

L 418 Reading Research for Literacy Leaders

BL

3 cr

Doc # 80997289

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. The course content has shifted as faculty have worked to remain responsive to changes in certification requirements and state testing mandates. Having a separate course for L418 instead of differentiated sections within L407 will reduce confusion and frustration for students. Each semester, a number of English Education students need to switch sections of the L407 course at the last minute after realizing they have registered for an advanced reading class and not the section that fulfills a requirement for the secondary education program. It also ensures that secondary education students who are seeking the reading addition will have taken the appropriate reading foundations course. It will provide a more accurate count of staffing needs which will help program coordinators make better scheduling decisions.