

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

April 28, 2021
1:00 – 3:00 p.m.
Zoom

Approval of the Minutes from February 24, 2021 Meeting **(21.55M)**

Approval of the Minutes from the April 14, 2021 Emergency Meeting of the Policy Council **(21.57M)**

A. Announcements and Discussions

1. Agenda Committee

- a. Name change for the Office of Research, Development and Innovation
- b. Graduate Studies Committee submitted a report of their review of polices addressing potential DEI issues
- c. BFC requested a faculty representative on a General Ed Task Force
- d. Administrative Review Updates
- e. PC Committee Annual Reports

2. Dean's Report

3. Diversity Topic: Update on School of Education progress in implementing Diversity Plan- C. Darnell, Assistant Dean of Diversity, Equity and Inclusion

B. Old Business:

1. School Psychology Online Collaborative Program MOA2 **(21.52R)**

C. New Business

- 1. Changes to Elementary Early Field Experience Configuration **(21.59)**
- 2. Proposal for new undergraduate area of concentration: Mental Health Studies for Children **(21.60)**
- 3. Changes to admissions for Transition to Teaching **(21.61)**
- 4. Changes to Secondary Social Studies **(21.62)**
- 5. Changes to Teaching All Learners (TAL) **(21.63)**
- 6. Changes to Community of Teachers/Global Gateway Policy re: Navajo Nation and Urban programs **(21.64)**
- 7. Changes to Fee Remission Policy **(21.65)**
- 8. Proposal for new minor, Race and Racism in Education **(21.66)**
- 9. Changes to MS ED in Counseling and Counselor Education, School Track **(21.67)**
- 10. Changes to MS ED in Mental Health Counseling and Counselor Education, Mental Health Track **(21.68)**
- 11. Changes to MS ED in Mental Health Counseling and Counselor Education, Addition Track **(21.69)**
- 12. Policy update: 07.28R Conflicts of Commitment **(21.70)**
- 13. Policy update: 09.48 Participation of Associate Faculty on Committees **(21.71)**

D. 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-K 353 **Urban Education Seminar** **Var 1-3 Cr**
Course Description: Examines current research, experiences, practices, and challenges that arise when teaching in urban schools and settings in general and special education. Explores historical, political factors, and socioeconomic factors influencing urban education. Topics include, culturally responsive pedagogy, disproportionality, and trauma-informed care in schools.

Justification: The purpose of this course is to support the Urban Education Early Field Experience K495 in the Teaching All Learners Program. During the K495 Urban Education Early Field Experience students travel weekly to Indianapolis Public Schools. This seminar course supports this early field experience by discussing the research and experiences found in teaching in Urban Settings.

BL EDUC-P 225 **Introduction to Child and Adolescent Mental Health in Applied Settings** **3 Cr**

Course Description: There is a growing movement in the United States and in other countries to address childhood and adolescent mental health. This course will expose students to issues related to childhood and adolescent mental health including prevalence, diagnosis, school-based services, and culture and mental health.

Justification: This class is intended as the portal/foundational course for a proposed new minor in child and adolescent mental health. There are major needs for supporting the mental health of children and adolescents both domestically and globally. This course is intended to provide both a foundation for mental health work in children and, for those in the minor (you would not need to be in the child and adolescent mental health minor to take this course), set the stage for the more specialized courses to come later in the minor sequence.

Course Changes:

BL EDUC-F 203 **TOPICAL EXPLORATION IN EDUCATION** **Var 1-3 Cr**

Change to S-F grading approval

Justification: The course is variable topic and variable credit hours. The faculty want the ability to be able to offer S/F option as a grading basis to make unique topic classes more marketable to students.

BL EDUC-F 204 **SEMINAR INSPIRE LLC** **1 Cr**

Change credits from fixed 1.0 to Variable 1.0 - 3.0 Cr

Change prerequisites/corequisites from Prerequisite: Must be an INSPIRE living learning center student to Must get approval from INSPIRE living learning center Director or Assistant Director

Justification: The only change is to make the course variable credit, ranging from 1-3 credits. The course includes a research project that can be individualized to accommodate much more intensive time commitments and workload requirements from students. For example, for students who sign up for 1 credit, their research expectations will correspond to this credit allocation (e.g., amount of data to collect, # of interviews conducted, page-length submission of final project, etc.)

BL EDUC-K 305 **TEACHING THE EXCEPTIONAL LEARNER IN THE ELEMENTARY SCHOOL** **3 Cr**

Course Description: Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

Course Description Change: Knowledge, attitudes, and skills for educating exceptional learners (students with disabilities as well as gifted and talented) in the general education elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, inclusive practices, teaching and management strategies, teachers as persons and professionals.

Justification: The current course description reflects outdated terminology no longer used in special education. We have updated the description to more accurately reflect current terminology used in the field of special education.

BL EDUC-K 343 EDUCATION OF THE SOCIALLY AND EMOTIONALLY DISTURBED I 3 Cr

Change title to Introduction to Behavior and Classroom Management

Course Description: A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

Change to course description: An overview of behavioral theories, trauma-informed practices, and social-emotional learning (SEL). Definitions, classifications, characteristics, diagnostic and treatment and intervention options are discussed. The course includes an overview of classroom management for effective classroom instruction, prevention efforts, and intervention for emotional and behavioral challenges.

Justification: The current course title and description include outdated terminology (e.g., socially and emotionally disturbed) no longer used in special education. The title and description have been updated to more accurately reflect current terminology used in the field of special education.

BL EDUC-K 352 EDUCATION OF STUDENTS WITH LEARNING DISORDERS Var 1-3 Cr

Change title to Specially Designed Instruction for Students with Mild to Moderate Disabilities

Course Description: Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

Change to course description: Focuses on research-based methods for teaching individuals with mild/moderate disabilities, including the selection, implementation, and adaptation of evidence-based instructional programs, strategies, and materials. Emphasizes federal and state laws and procedures for developing and implementing Individualized Education Plans.

Justification: The current course title and description reflect outdated terminology no longer used in special education. We have updated the course title and description to more accurately reflect current terminology used in the field of special education.

BL EDUC-K 370 INTRODUCTION TO LANGUAGE AND LEARNING DISORDERS 3 Cr

Change course title to: Language and Learning Characteristics of Students with Mild to Moderate Disabilities

Course Description: Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for students with language and learning disorders; including students with communication disorders, learning disabilities, autism, and mental retardation.

Change to course description: Focuses on typical and atypical language and learning, with an emphasis on

individuals with mild/moderate disabilities. Addresses procedures for identification and referral for special education and related services based on language and learning characteristics.

Justification: The current course title and description reflect out dated terminology no longer used in special education. We have updated the course title and description to more accurately reflect current terminology used in the field of special education.

BL EDUC-K 448 FAMILIES, SCHOOL AND SOCIETY 3 Cr

Course description: This course addresses approaches for providing services to families with members who are developmentally disabled chronically ill, at-risk, or who have other types of impairments. Focusing on the family as a system, it examines the challenges of parents and siblings, presents techniques for parent-professional communication, building collaboration, and increasing family empowerment.

Change to course description: Describes approaches for providing support for families with members with or at risk for disabilities. Focuses on the family as a system, the challenges of parents and siblings, and techniques for parent-professional communication, building collaboration, and increasing family empowerment.

Justification: The current course description includes outdated terminology (e.g., developmentally disabled) no longer used in special education. The description has been updated to more accurately reflect current terminology used in the field of special education.

BL EDUC-K 510 ASSISTIVE TECHNIQUES INSPECIAL EDUCATION 3 Cr

Change title to: Assistive Technology in Special Education

Course Description: This is an introductory course in assistive technology (AT).AT is defined by Lazzaro (1993) as: "equipment and/or a device which enables a person with a disability to increase their ability to learn, work, participate in the community, participate in recreational activities, and improve their quality of life."

Justification: The current course title and description include out dated terminology (e.g., mildly handicapped) no longer used in special education. The title and description have been up dated to more accurately reflect current terminology used in the field of special education.

BL EDUC-K 535 ASSESSMENT ANDREMEDIATION OF THEMILDLY HANDICAPPED 3 Cr

Change title to: Assessment That Supports Instruction in Special Education

Course Description: Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

Change course description to: Emphasizes data-driven instructional decision-making that addresses academic and adaptive challenges of students with mild to moderate disabilities. Provides an overview of critical measurement concepts and types of assessments. Instruction is anchored in case studies and real-world application.

Justification: The current course title and description include out dated terminology (e.g., mildly handicapped) no longer used in special education. The title and description have been up dated to more accurately reflect current terminology used in the field of special education. Additionally, we have updated the semester in which this course is offered (spring --> summer).

BL EDUC-K 536 ASSESSMENT AND REMEDIATION OF THEMILDLY HANDICAPPED II 3 Cr

Change title to: Individualized Instruction for Students with Mild to Moderate Disabilities

Course Description: Focuses on the analysis and selection of instructional materials, the use of assessment information, and the development and implementation of individual educational plans for mildly handicapped children.

Change course description to: Emphasizes research-based methods for teaching individuals with mild/moderate disabilities, including the selection, adaptation, and implementation of evidence-based instructional programs, strategies, and materials, and federal/state laws and procedures for developing and implementing Individualized Education Plans. Highlights the use of performance data to plan and deliver individualized instruction.

BL EDUC-K 548 FAMILIES, SCHOOL AND SOCIETY 3 Cr

Course description: The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

Change course description to: Describes approaches for providing support for families with members with or at risk for disabilities. Focuses on the family as a system, the challenges of parents and siblings, and techniques for parent-professional communication, building collaboration, and increasing family empowerment.

EDUC-P 361 ADOLESCENCE ANDEMERGING ADULTHOOD 3 Cr

Change title to: Emerging Adulthood

Course Description: This course examines major theories and findings concerning biological, cognitive, social, and emotional development during adolescence and emerging adulthood. A primary objective of this course is to help students become knowledgeable about the latest research on adolescent development and the transition to adulthood.

Change course description to: This course examines major theories and findings concerning biological, cognitive, social, and emotional development during emerging adulthood. A primary objective of this course is to help students become knowledgeable about the latest research on the transition from adolescence to adulthood.

Remove prerequisites PSY-P 101 or PSY-P 102

Justification: Our justification is two-fold: to (i) reduce redundancy in material covered in a separate/already offered course and (ii) better meet the needs of students pursuing the newly approved Counseling and Student Services (CASS) undergraduate major. Regarding (i), EDUC-P313 Adolescents in a Learning Community addresses major theories and findings concerning biological, cognitive, social, and emotional development during adolescence. In addition, since P361 was first proposed, P313 has broadened in relevance to a range of "youth serving" professions that includes but is not limited to teaching. Regarding (ii), CASS has as a major focus college-aged students, particularly the Student Services track. Thus, a course focusing on early "emerging" adulthood would be a much better fit for those seeking work in higher education.

BL EDUC-P 507 ASSESSMENT IN SCHOOLS 3 Cr

Change title to: Assessment and Learning

Course Description: Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

Change course description to: This introductory course is for educators, administrators, designers, and other learning professionals. Topics include assessment practices (e.g., objectives, formats, performance and portfolio assessment, and platforms), assessment principles (e.g., reliability, bias, validity, formative assessment, and evaluating and improving instruction), and assessment policies (e.g., standardized testing, test preparation, improving assessments, and grading/credentialing).

Justification: These changes reflect modifications I have already made to the IUB section to make it more appropriate for learning professionals outside of K-12 and to better reflect the current state of the field. This course is required or elective in multiple programs and certificates, including some outside of K-12 schools. This revision is also needed to correct the prior description's inappropriate characterization of assessment items as "valid" and the absence of any consideration of fairness/bias.