AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION
April 26, 2023
1:00 – 3:00 p.m.
Zoom

A. Rahul Shrivastav, Provost and Executive Vice President - Discussion on Dean’s Search

B. Approval of the Minutes from the March 22, 2023 Meeting (23.41M)

C. Announcements
   1. Agenda Committee
      a. The Agenda Committee has reviewed ways to reduces letters for awards
      b. The EAD Office has created guidelines for Administrator Reviews (23.43)
      c. Update from the Policy Council restructuring committees group
   2. Dean’s Report

D. Old Business

E. New Business
   1. Personal Wellness Distinction program proposal (23.44)
   2. Combine Elementary (TAL) and Secondary (COT) Special Education Courses (23.45)
   4. Sunsetting Policy 22.42 Streamline process for selecting Department Chairs and Policy 03.28R IU Bloomington Review Procedures for School of Education Academic Administrators
   5. Bulletin update general requirements for master’s program to allow AMPs (23.47)
   6. Bulletin update EdS Policies to reduce required hours from 65 to 60 (23.48)
   7. Consent Agenda
      a. Program update Ph.D. in Learning and Developmental Science-Specialization in Learning Sciences (23.49)
      b. Program update M.S. Ed in Learning and Development Sciences – Learning Sciences Track (23.50)
      c. Program update Certificate in Learning Sciences, Media, and Technology (Online) (23.51)
      d. Program update PhD Minor in Learning Sciences (23.52)
      e. Program update EdD Minor in Learning Sciences (23.53)
   8. IST Department Name Change (23.54)
   9. Long Range Plan Review (23.55)
   10. Diversity Plan Review (23.56) and Sunset of Previous Diversity Plan (17.42)

F. Discussion
   1. Proposed Policy for Inclusion of a DEI Plan in Future SoE Faculty Hiring Initiatives (23.57)
G. 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.

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<tr>
<th>BL EDUC-I 507</th>
<th>Cr 3</th>
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<tbody>
<tr>
<td><strong>Course title:</strong> Assessment and Learning</td>
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<tr>
<td><strong>Description:</strong> 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).</td>
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<tr>
<td><strong>Justification:</strong> The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-507) that is being moved to the new letter with some minor updates to content.</td>
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<tr>
<th>BL EDUC-I 540</th>
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<tr>
<td><strong>Course title:</strong> Learning and Cognition in Education</td>
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<td><strong>Description:</strong> This course examines modern cognitive and contemporary sociocultural theories of knowing, learning, and transfer and their implications for teaching, motivating, and assessing learning. It will also briefly consider how those theories and implications are different from other perspectives.</td>
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<tr>
<td><strong>Justification:</strong> The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-540) that is being moved to the new letter with minor content updates to reflect the state of the field.</td>
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<th>BL EDUC-I 544</th>
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<tr>
<td><strong>Course title:</strong> Applied Cognition and Learning Strategies</td>
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<tr>
<td><strong>Description:</strong> Survey of applied cognitive psychology including: information processing; schema theory; cognitive and metacognitive learning strategies; reading comprehension; mnemonic devices and other study skills; expert-novice research; technology-related learning supports; process and protocol analysis; problem representation and problem solving in math; and new assessment tools and measures.</td>
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<tr>
<td><strong>Justification:</strong> The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-544) that is being moved to the new letter.</td>
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<th>BL EDUC-I 545</th>
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<td><strong>Course title:</strong> Motivation in Learning Contexts</td>
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<td><strong>Description:</strong> This course examines motivation as a theoretical construct, as a research topic, and applications to educational contexts.</td>
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<td><strong>Justification:</strong> We have moved departments from CEP to IST. This course will mirror the prior course (P545).</td>
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<th>BL EDUC-I 572</th>
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<td><strong>Course title:</strong> Introduction to the Learning Sciences</td>
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Description: The course is a review of the major philosophies, methodologies, and conceptual systems that shape the learning sciences.

Justification: The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-572) that is being moved to the new letter.

**BL EDUC-I 573**

*Course title:* Learning Science Apprenticeship

*Description:* The course places students into a research apprenticeship within an active research laboratory in each of the first 6 semesters of doctoral work where they will engage in the research practices of the laboratory. All apprentices will meet as a group to reflect, discuss, and collaborate with the apprenticeship coordinator.

*Justification:* The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-573) that is being moved to the new letter.

**BL EDUC-I 574**

*Course title:* Topical Seminar in Learning Sciences

*Description:* Topical seminar for doctoral students in Learning Sciences. Possible topics include online instruction, computers in education, activity theory, problem based learning, embodied cognition, gaming/simulation, AI in Education, computational thinking and problem solving to name a few. We allow repetition so long as each section is a different topic.

*Justification:* The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-574) that is being moved to the new letter.

**BL EDUC-I 590**

*Course title:* Independent Study or Research in Learning Sciences

*Description:* Individual research or study with a Learning Sciences faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s).

*Justification:* The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-590) that is being moved to the new letter with a title change.

**BL EDUC-I 631**

*Course title:* Theorizing Learning in Context

*Description:* This is an advanced seminar in the learning sciences, focused on exploring a specific theory of learning (e.g., Activity Theory), or a general class of learning theories (e.g., Sociocultural Theory). Each specific seminar will have its own focus.

*Justification:* The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-631) that is being moved to the new letter.

**BL EDUC-I 632**

*Course title:* Designing for Learning in Context

*Description:*
**Description:** This is an advanced seminar in the learning sciences, focused on exploring approach to designing for learning (e.g., Design of Learning Activities). Each specific seminar will have its own focus.

**Justification:** The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-632) that is being moved to the new letter.

**BL EDUC-I 633**  
Course title: Designing for Learning in Context

**Description:** This is an advanced seminar in the learning sciences, focused on exploring a particular methodology or set of methods for studying learning in context. Each version will have different topics, readings, and assignments. A recent example is Video Analysis of Learning.

**Justification:** The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-633) that is being moved to the new letter.

**BL EDUC-I 640**  
Course title: Thinking and Learning in Social Contexts

**Description:** This course will examine contemporary social theories of knowing, learning, and transfer and their implications for teaching and learning, engagement, motivation, design, and assessment as we also consider the important role of context in learning.

**Justification:** The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-640) that is being moved to the new letter.

**BL EDUC-I 674**  
Course title: Advanced Topical Seminar in Learning Sciences

**Description:** Topical seminar for doctoral students in Learning Sciences. Possible topics include online instruction, computers in education, activity theory, problem based learning, embodied cognition, gaming/simulation, AI in Education, computational thinking and problem solving to name a few. We allow repetition so long as each section is a different topic.

**Justification:** The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-674) that is being moved to the new letter.

**BL EDUC-I 690**  
Course title: Independent Study or Research in Learning Sciences

**Description:** Reading and/or research directed by a Learning Sciences faculty member.

**Justification:** The Learning Sciences Program has moved departments from CEP to IST and so this is in fact an existing course (P-690) that is being moved to the new letter.

**BL EDUC-I 695**  
Course title: Topical Inquiry Seminar in Learning Sciences

**Description:** This is a research seminar that Learning Sciences students will be expected to take as they progress through their program, giving them opportunities to develop a dossier and work on their research skills.
**Justification:** As the Learning Sciences program moves from CEP to Instructional Systems Technology, we are planning to transition to a similar sequence of courses, and this would allow students in the Learning Sciences to enroll in a similar sequence as the IST students.

**BL EDUC-I 711**  
*Course title:* Current Readings in the Learning Sciences  
*Description:* This course will allow us to stay abreast on current literature in the learning sciences. Articles may be around a theme, or selected by the students to match their interests. We will engage in critical reading and discussion as we explore the relations between the research, methods, results, and contribution.

**Justification:** This course was previously offered successfully as a special topics course. Now that we are moving into a new department, we are creating a parallel course to the IST Readings Course (711) which mirrors that offering and reflects our prior LS version as well.

**BL EDUC-I 795**  
*Course title:* Dissertation Proposal Prep  
*Description:* Dissertation proposal preparation for Learning Sciences PhD students.

**Justification:** Dissertation proposal preparation for Learning Sciences PhD students now that LS has moved to a new department (IST) and new course letter (I instead of P).

**BL EDUC-I 799**  
*Course title:* Doctoral Thesis in Learning Sciences  
*Description:* This course is to be taken while completing a dissertation in Learning Sciences.

**Justification:** This is being created to replicate EDUC-P 799 as the Learning Sciences moves to a new department (IST) and new letter (I).

**BL EDUC-J 502**  
*Course title:* Assessment and Evaluation  
*Description:* An introductory course for education professionals. Topics of study include principles of assessment, formal/informal assessment instruments and methods, formative & summative assessment, interpretation/use of standardized test results, social/political issues in assessment, and analysis of data. Evaluation topics include determining eligibility for special ed, evaluation of programs, and instructional approaches.

**Justification:** This course is a required course for all students in the online collaborative M.S.Ed. in Teaching, Learning, and Curriculum. We thought the Bloomington version had already been created but learned it wasn't when trying to schedule it for the fall.