I. Approval of the Minutes from February 22, 2006 Meeting (06.29M)

II. Announcements and Discussions
   Dean’s Report
   Agenda Committee
   Standing Committee Annual Reports

III. Old Business
   a. Response from GSC to David Daleke regarding Graduate Program Review (06.31) (information item) (Mary McMullen)
   b.

IV. New Business
   a. Committee on Teaching request for BEST Evaluations and Deadline for Trustees’ Teaching Award (06.32) (information item) (Suzanne Eckes)
   b. From Diversity Committee – What Color is Your Teaching Force (06.33) (information item) (Russ Skiba)
   c. Faculty Affairs Committee – Revision to Long Term Contract and Promotion Criteria for Clinical Faculty (05.14R) (action item) (Tom Huberty)
   d. Reconfiguration of the Elementary Education Program (06.35) (action item) (Enrique Galindo)
   e. Elementary Math Area of concentration (06.35) (action item) (Enrique Galindo)
   f. Elementary Reading Area of Concentration (06.35) (action item) (Enrique Galindo)
   g. LRP Committee – Fall Retreat (06.34) (information item) (Barbara Bichelmeyer)
   h. Honors Direct Admission Proposal (06.39) (action item) (Jill Shedd)
   i. Special Education Proposal to Meet “Highly Qualified” requirements (06.38) (action item) (Genny Williamson)
   j. Integration of W201, W301 and W401 into TAL Program (06.37) (action item) (Genny Williamson)
   k. Proposed revision to Graduate Certification Program (06.36) (action item) (Jack Cummings)
VI. Course Requests
Course Change Requests

J705 Seminar: Inquiry in Curriculum and Instruction 3 cr BL/Indianapolis
Changing to S-F grading. Justification: An A-F grading system is problematic given the
variety of subject matter specializations and areas of interest reflected by students
enrolled in the course. Additionally, students are at different stages of proposal
development when they enter J705. S/F grading would provide more flexibility for the
instructor to meet them where they are.

S400 Field-Based Seminar in Teacher Education cr hrs 2-6 BL/Indianapolis
Changed from variable 2 to 4 to 2 to 6
Justification: Currently S400 Field Based Seminar in Teacher Education is the
Community of Teachers Course undergraduate students enroll in while they are
completing their apprenticeship with a mentor teacher in a middle or secondary school.
Students are required by the program to spend a minimum of one day a week in their
apprenticeship placement and they must complete two semesters before they student
teach. S400 Seminar includes both time in a university class (3 hours/wk) and in a field
site (1 day/wk). Given this circumstance, changing S400 from 2-4 to 206 credit hours is
justified by the course “load” for both students and faculty. The additional hours are to
give credit to students for the time they spend in field sites and to faculty for the time
they spend in supervisor of the students. In this way, S400 is similar to other courses that
include both on-campus time and field experience. Changing the credit hours will give
Community of Teachers students equal credit hours with other undergraduate teacher
education students.

The Community of Teachers program has proven itself as a viable alternative to other
teacher education program. In recent years, the program has expanded to include both
general and special education teacher preparation for students wishing to receive teaching
licenses in secondary education. This expansion into special education provides a way to
prepare teachers for inclusive education. Although we believe this is a highly
advantageous way to prepare teachers, it also places additional demands on faculty who
often struggle to supervise students in early field experiences while also supervising
student teachers. The expansion in credit hours will allow us to employ doctoral student
in special education to assist in supervision. This will be an advantage to the doctoral
students, many of who are interested in special education in secondary schools. At
present, they are able to complete their requirement to supervise student through the
Teaching All Learners (elementary) program exclusively. Many doctoral students
express interest in supervision in middle and secondary schools.

Q405 Integrated Sciences for Science Education 1-4 cr hr BL/Indianapolis
Change of course description: Integrated science course/lab for elementary education
majors with a science concentration. This capstone course is primarily a science course
intended to expand previously gained science content knowledge; topic and field
experiences at the discretion of the instructor. Justification: To ensure course
description matches course change last year.
A508 School Law and the Teacher 1-3 cr hr BL/Indianapolis
Change of course description and change hours to variable credit
A508 focuses primarily on legal concerns affecting teachers in public secondary schools.
Topics addressed include tort liability, church state relations, expression rights, children with disabilities, conditions of employment, discrimination and harassment, student testing, collective bargaining, teacher life-style choices, copyright concerns, teacher contracts, and dismissal, recordkeeping practice and student discipline.
Justification: Teachers are increasingly confronting legal issues in their classrooms and in other aspects of their roles.

New Course Requests

S501 Introduction to Teaching in Sr High, Junior High and Middle School 1-3 crs
Bloomington/Indianapolis
This course provides the perspective of secondary teacher with information relative to the IUB Secondary Teacher Education Program, and the structure, organization, and curriculum of the secondary school. Justification: Required for a secondary certification.

A308 Legal Issues for Secondary Teachers 3 cr hours BL/Indianapolis
A308 focuses primarily on legal concerns affecting teachers in public secondary schools.
Topics addressed include tort liability, church/state relations, expression rights, children with disabilities, conditions of employment, discrimination, and harassment, student testing collective bargaining, teacher life style choices, copyright concerns, teacher contracts and dismissal, record keeping practices, and student discipline.
Justification: Teachers increasingly are confronted with legal issues in their classroom and in other aspects of their roles.

L409/L509 Critical Issues for the Reading Professional 3 cr hrs BL/Indianapolis
Critical Issues for the Reading Professional will focus on practitioner inquiry, reflective practice, culturally responsive literacy curriculum, and creating professional learning communities. Justification for new course: The course is added to bring the reading license in line with the Indiana standards for reading and up to date with current research in the field.