

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

February 21, 2007

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

I. Approval of the Minutes from January 24, 2007 Meeting ([07.20M](#))

II. Announcements and Discussions
Dean's Report

Agenda Committee

III. Old Business

IV. New Business

- a. Task force committee for Conceptual Framework for advanced program

Jacqueline Blackwell	Mary McMullen
Jack Cummings	Bob Osgood
David Flinders	Susan Smith
Luise McCarty	
- b. Guidelines for Involvement of Retired Faculty on Program and Research Committees
- c. Modifications of Language Education PhD program
- d. Proposal for Inquiry Methodology PhD program
- e. Charter School Task Force Report

V. New Course Requests

E201 – Multicultural Education and Global Awareness 3 credits IUPUI/BL

This course examines educators' and students' responsibility(ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism and increasing interdependence and confidence with which to face the future.

F110 – Windows on Education 3 credits IUPUI/BL

First year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices. The F110 will serve as the First Year Seminar that may be linked to EDUC F200: Examining Self as a Teacher.

T515 – Interprofessional Collaboration in Urban Schools 3 credits IUPUI/BL

An interdisciplinary seminar for graduate students designed to prepare professionals to work collaboratively by engaging students in a critical analysis of contemporary issues using a variety

of philosophical approaches and practice examples. The seminar focuses on the development of Interprofessional Practitioners through the Schools of Education, nursing and social work.

Justification: provides essential content knowledge and develops interpersonal skills necessary for success in the urban elementary/secondary education program.

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Justification for Y courses below: New Inquiry Methodology Ph.D Program

Y515/H510 – Foundations of Educational Inquiry 3 credits BL/IUPUI

Examination of the nature and purpose of educational inquiry within focus on topics in social science/epistemology.

Y521 - Methodological Approaches to Educational Inquiry 3 credits BL/IUPUI

Introduction to the various methodological approaches to the conduct of social sciences inquiry in general and educational inquiry in particular. Focus on the epistemological implications of methodological choices.

Y525 – Survey Research Methodology 3 credits BL/IUPUI

This course introduces students to social survey research, with particular emphasis on questionnaire design. Specifically the educational goals the course include: (1) designing survey items that match research questions and plans for analysis, (2) understanding concepts, terminology related to questionnaire design and the fundamental steps of conducting survey research, (3) critical reading of survey research, (4) developing an awareness of current issues and important problems in questionnaire design, and (5) developing a theoretical and epistemological framework within which to understand the ambitions, limitations, and history and practice of survey research.

Y600 – Methodological Implications of Social and Psychological Theories 3 crs BL/IUPUI

Introduction to social and psychological theories that inform current methodological theory and practice including those developed by Freud, Piaget, Levi-Strauss, Webber, and Marx. This introduction forms the basis of an exploration of methodological concepts such as validity and inference in terms of their social and psychological foundations.

Y612 – Critical Qualitative Inquiry I 3 credits BL/IUPUI

P: Y520 or Y521. The first course in the sequence provides an introduction to critical social theory as it emerges through the context of qualitative research,. Students begin corresponding field work, including both data collection and analysis.

Y613 – Critical Qualitative Inquiry II 3 credits BL/IUPUI

P: Y612. This second course in the sequence continues the exploration of social theory and methodology by providing an opportunity for students to follow through on fieldwork and analysis started in Y612 and by examining some theory left implicit in Y612. The course will include opportunities to begin writing methodological texts.

Y625 – Latent Variables and Structured Education Modeling 3 credits BL/IUPUI

This course focuses on the study of latent variables and structural equation modeling. Extension of the regression model and factor analysis model are considered to introduce confirmatory

factor analysis and examine how these are joint in the study of linear relationship.

Y630 – Narrative Theory and Inquiry 3 credits BL/IUPUI

P: Y611 or Y612. Examines narrative theory and its connection to narrative approaches to inquiry. Explores the use of narrative in qualitative inquiry, and practices methods of collecting and analyzing narrative data.

Y631 – Discourse Theory and Analysis 3 credits BL/IUPUI

Examines the roots of the discourse analytic field in qualitative research. Explores current trends in discourse theory and analysis. Examines exemplars and provides opportunities to engage in discourse analytic methods.

Y637 – Longitudinal Modeling 3 credits BL/IUPUI

The course will be based on multilevel models (also referred to as hierarchical (non)linear models, mixed effects models, and random coefficient models) with a major emphasis on modeling intraindividual change as a precursor to modeling interindividual differences in change. We will discuss latent growth curve models and their relation to multilevel models, as well as how both models can be considered special cases of a broader set of latent variable models.

Y638 – Multilevel Modeling 3 credits BL/IUPUI

This course is designed to address the handling of data that are sampled from multilevel (hierarchical) structures, where data would otherwise violate the assumption of independence of observation—an assumption that is made with most statistical procedures.

Y639 - Categorical Data Analysis 3 credits BL/IUPUI

This course deals with models in which the dependent variable is categorical, either binary, ordinal, nominal or count. Such models include probit, logit, ordered logit and probit, multinomial logit, poisson regression, negative binomial regression, and zero-inflated count models.

Y660 – Affinity Research Group variable 1 – 6 BL/IUPUI

Study and research support groups formed on the basis to mutual interests to generate new curriculum and research projects integrating previous coursework under the guidance of a faculty member. The work of these groups could continue over the course of several semesters to develop research papers, presentations, books or conduct empirical research as a team.

Y671- Knowledge, Reflection and Critique of Methodological Theory 3 credits BL/IUPUI

P: Y611 or Y612. This course examines the concept of reflection in epistemological theories as these have historically developed from Kant to the contemporary period. Kant's philosophy introduced reflection to the theory of knowledge through his development of transcendental logic. Less visible traditions in epistemology took Kant's insights in many different directions: hermeneutics, critical theory, psychoanalytic theory and the cognitive and moral development theories of Piaget, Vygotsky and Kohlberg. This history will be covered in the course, along with direct applications of reflection to research methodology.

Y672 – Communicative Action Theory 3 credits BL/IUPUI

P: Y611 or Y612. This course focuses on both volumes of Habermas' the theory of

Communicative Action Volumes One and Two. The Theory of Communicative Action (TCA) has direct implications for all social research, both in methodological and substantive ways. Methodology, TCA provides a core theory of reason and validity, action and meaning and a bifurcated concept of the social (lifeworld and system) having implications for research design and data analysis,. Substantively, the theory of communicative action is suggestive for formulating research questions and determining the vocabulary through which to articulate findings.

Course Change Requests

L601 Theoretical Issues in the Study of Language and Literacies 3 crs BL/IUPUI

Explores traditional understandings of literacy, current theories of multiple literacies, and theoretical issues in research on diverse literacies. Particular attention paid to shifting theoretical perspectives and methodologies that have been employed to construct our current understandings of literacies from anthropological, sociocultural, and political perspectives.

Justification: L601 will be required for all PhD. Changing the course description and requiring our doctoral students to take a two course sequence L600-L601 will better prepare students to be effective stewards.