

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

April 21, 2010
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138E

- I. Approval of the Minutes from March 31, 2010 Meeting **(10.37M)**

- II. Announcements and Discussions
 - Dean's Report

 - Agenda Committee
 - Core Campus Retreat – Bradford Woods – September 24, 2010.

- III. Old Business

- IV. New Business
 - a. Reports from Standing Committees
 - b. Proposed Changes to Elementary Professional Education Requirements **(10.43)**
 - c. Proposed Minors Approved for Elementary Education **(10.44)**
 - d. Approval of Maximum Credit Hours for Secondary Program **(10.47)**
 - e. Suspension of Post-Baccalaureate Certification Only Admissions **(10.48)**
 - f. Approval of G203 to Meet Oral Expression & S&H Common Curriculum Requirements for all Programs **(10.46)**
 - g. Approval of Option to Complete H205 or H340 in Secondary Education Programs **(10.45)**
 - h. Art Ed Program Proposal **(10.40)**
 - i. EFL/ESL Distance Ed Program **(10.41)**
 - j. Academic Specialist long term contract **(10.35)**
 - k. Academic Medical Leave **(10.42)**
 - l. Instructional Systems Technology – Distance Ed.D. Program **(10.49)**
 - m. Spec Ed Masters Program Redesign **(10.39)** Pending GSC approval)
 - n. Graduate License in Exceptional Needs Certification **(10.50)** (Pending GSC approval)

- IV. New Courses/Course Changes
 - Course Changes

Y799 Doctoral Thesis In Inquiry Methodology

Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. Justification: Change title to match the new inquiry methodology program.

Z525 Philosophic and historical foundations of art education

Examination of social forces and competing philosophies that have shaped art education across a range of educational settings. Emphases are on emerging theories of artistic development and growth as well as the evolution of society-centered, child-centered, discipline-based, and visual culture philosophies of art education. Required for art education graduate students. Justification: Z500, the course number previously used, is being discontinued. Two new descriptions, titles and numbers (Z525 and Z501) better describe courses using the number Z500 in practice.

New Courses

Z501 Art Methods for Non-art Specialist Educators

Introduction to visual art education content, issues, and pedagogy for non-art specialist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrate visual art with non-art subjects. Justification: Although a course similar to this has been offered for some time, the course number and description used in practice were inappropriate and are being deactivated. A new course with a new number and description are necessary.

Z503 Workshop in Art Education: Variable Title

An intensive professional development workshop for pre-service or practicing educators working in a range of educational settings. Emphasis is on the application of theory to practice; curricular trends and issues; instructional techniques and strategies; and the development of instructional plans and materials for general or particular populations. Justifications: There is currently no “workshop” course in Art Education and such Z550, Seminar in Art Education : Variable Title has been used. This course distinguishes between courses that are graduate seminars and those that are directed at professional development.

Z750 Topical Doctoral Seminar in Art Education: Variable Title

Required for art education doctoral students. Critical examination of a range of contemporary issues and topics, including those related to learning, curriculum, pedagogy, visual culture or equity in art education. May be taken up to four times for credit. Justification: We currently have no topical seminar for doctoral students in Art Education. This will provide a doctoral-level course number to stand alone or be joint-listed with our masters-level topical seminar, Z550

Z760 Art Education Research Seminar: Variable Title

Required for Art Education doctoral students. Emphasis is on the analysis of research and scholarship in art education as well the development of independent research and publication skills within a learning community. May be taken up to four times for credit. Justification: There is currently no research seminar for Art Education doctoral students. This course may be used as an inquiry linkage course in the major area and as a vehicle for completing J605, the independent research experience. It will also foster a research community for doctoral student in Art Education.

L543 Teaching English in Global Contexts

Students will learn about practitioner inquiry involving systematic, intentional and self-critical inquiry about language teaching in different international settings, and understand many unique opportunities and challenges in language teaching in many instructional settings. Students will better understand pedagogical and curriculum issues and "pathways of practice" unique to English Language teaching. Justification: This course will provide much needed information to students enrolling in the new EFL/ESL certificate program via distance education because it cultivates in students a strong understanding of the various dispositions and diverse perspectives that instructors of ESL/EFL students will encounter. The course will enrich students' understanding, not only of content and standards, but of the learning process itself as it unfolds. In turn, the future ESL/EFL teachers who take the course will gain a much more in-depth awareness of potential theories and methods by which to communicate their knowledge and understanding of practices and approaches.

L546 Mentorship and Literacy Coaching of EFL/ESL Teachers

The course allows EFL/ESL and bilingual professionals acquire general understanding of mentoring and coaching processes as well as specific knowledge. Course goals focus on positive change, and transformative practice and professional growth. Emphasis is on interrelationships between exploration, critique and reflection to help teachers build on setbacks and successes. Justification: This course provides much needed information and knowledge content to EFL/ESL coaches, teachers, and other bilingual professionals. The course proves crucial to the new EFL/ESL certificate program via distance education, as mentoring new EFL/ESL teachers is an integral component of the program (teacher trainer track). The course trains teacher trainers how to impart their skills and experiences through a curriculum that allows their trainees to benefit from their understanding and existing practices.

L547 Language Policy and Planning

Participants are introduced to concepts, theories, and methods in language and literacy policy and planning from multiple perspectives. The course enables students to understand issues being pursued. Thematic units include: definitions and frameworks, descriptive frameworks and status planning, social change and conclusions, theoretical and methodological perspectives, and topical areas. Justification: This class is a requirement for the new graduate EFL/ESL certificate program via distance education (teacher trainer track). The course will provide much needed information for students enrolled in this program, as it comprises one integral component of the larger thematic, theoretical, and methodological emphases of the new certificate. The course will communicate to students the various issues related to language policy practices that they need to be aware of in order to be effective instructors. It will also address how these topics and developments can impact construction of and planning for a course, in relation to psychological and methodological approaches. Therefore, it needs to be established as a course.

L544 Computer Assisted Language Learning

This course will provide much needed information to students enrolling in the new EFL/ESL certificate program via distance education because it cultivates in students a strong understanding of the various dispositions and diverse perspectives that instructors of ESL/EFL students will encounter. The course will enrich students' understanding, not only of content and standards, but of the learning process itself as it unfolds. In turn, the future ESL/EFL teachers who take the course will gain a much more in-depth awareness of potential theories and methods by which to communicate their knowledge and understanding of practices and approaches. Justification: This course will fulfill a requirement for the graduate EFL/ESL certificate program via distance education. The course will serve as a crucial element of the larger thematic and theoretical foundations of the certificate, as it will provide students with a broad awareness and understanding of various computer and technological programs and approaches that can assist EFL/ESL students and instructors in the larger institutional and learning dynamic. Students will gain a strong background in theoretical ideas and proposals related to this topic, and they will then place this new knowledge into practice through the construction of projects and analytical papers.