

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

September 26, 2012

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

Approval of the Minutes from April 25, 2012 Meeting **(12.47M)**

Approval of the Minutes from April 25, 2012 Organizational meeting **(13.04M)**

I. Announcements and Discussions
Dean's Report

Agenda Committee

Fall Faculty Meeting, October 19, 2012– 10:00 a.m.

Annual reports from 2012

II. Old Business

IV. New Business

Graduate Certificate in Institutional Research **(13.06)**

Proposed Changes to Graduate Student Leave Policy **(13.07)**

Selection of Chair of Curriculum and Instruction **(13.08)**

V. New Courses/Course Changes

The following course changes have been reviewed and approved by the Graduate Studies Committee or the Committee on Teacher Education. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

New Course Proposals

T630 Topics in Urban Education: Variable Title 3 credit hours - Indianapolis

Study of special topics in the field of urban education. Emphasis on research applications to the improvement of practice.

Justification: Part of the new program of studies for the Urban Education Studies PhD

T690 Early Inquiry in Urban Education Research (3 cr.) - Indianapolis

This course is an overview of the theoretical foundations of educational research and practical application of those methods in urban education settings. It incorporates discussion of the current issues related to research in urban education, and emphasizes the application and translation of research in urban education practices.

Justification: Required course in the new program of studies for the Urban Education Studies PhD

G375 Multicultural Counseling-Related Skills and Communication (3 cr.) - Bloomington

The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.

Justification: This course has been approved as a course fulfilling the course requirements for a new minor in counseling at Indiana University. Multicultural communication skills are increasingly important in contemporary society. This course will help students improve their efficacy in cross-cultural communication.

E334 Inquiry in Mathematics and Science (3 cr.) – Columbus

Methods of developing mathematical and scientific thinking in the elementary classroom. Design of curriculum, appropriate teaching strategies, and formative and summative classroom assessment for grades K-6, with an emphasis on the curriculum in grades 3-6.

Justification: To meet state and National Council for Accreditation of Teacher Education (NCATE) content and process expectations within the expected 125 hour programs.

M421 Methods of Teaching Middle/Junior High School Social Studies (3 cr.) Columbus

(matching course) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

Justification: Addition of Middle School Social Studies Licensing

G690 Advanced Independent Study in Counseling Psychology (variable 1-6 cr)- Bloomington

Individual research with a Counseling Psychology faculty member on an advanced counseling topic, arranged prior to registration. A short proposal should be submitted during the first week of the term specifying the scope of the project, completion date, and products. G690 is not for material taught in regularly scheduled courses. P: Instructor's consent; 36 credit hours of graduate credit.

Justification: Course is for doctoral students wishing to work with a Counseling Psychology faculty member in advanced reading and/or research.

C678 Capstone in Institutional Research (3 cr.) - Bloomington

This course is the second in a two course series for students interested in developing a scholarly understanding of institutional research as well as the skills and abilities required of IR practitioners. It is a project-based course in which students complete a series of projects and produce an electronic portfolio that documents how their skills and knowledge related to the practice of institutional research have developed through the two IR courses and other courses and applied research experiences. P: EDUC 6-661 Foundations of Institutional Research

Justification: This is the capstone course for the Graduate Certificate in Institutional Research. It is part of a proposed change in the certificate program. The course has been offered twice as a Special Topics (EDUC C750) course.

K307 Methods of Teaching Students with Special Needs (3 cr.) - Bloomington

Prepares future teachers to work with students with diverse abilities in inclusive settings.

Participants learn to use learning modalities, varied rates, and complexity of instruction, and to make use of individual interests and preferences.

Additionally, differentiating and/or individualizing instruction for all learners is emphasized.

P: P248; E348

Justification: Increase in special education content in program

Course Change Proposals

S500 FIELD-BASED SEM IN TEACHER ED (variable 1-4 cr.) - Bloomington

Discussion of issues in secondary education and exploration of problems of the field. Students spend approximately one day each week in the schools satisfying performance standards for teacher certification. May be repeated, but a maximum of 9 credit hours may be counted toward a master's degree. S/F grading.

Justification: We want to provide the option to register for a single credit for students who--for a variety of reasons--are not attending seminar during a particular semester but are still working in their long-term field placement and thus require continued faculty oversight/supervision.

U450 Foundations of Residential Leadership (variable 1-2 cr.) - Bloomington

Prepares undergraduate students with the foundational knowledge necessary to be engaged within the context of residential programs to advance the residential experience.

Justification: Update the title and the description to match the current content of the course.

G203 Communication in the Classroom and Youth-Servicing Agencies (3 cr.) - Bloomington

Students study counseling theories and techniques for application to teaching and working with youth. They learn methods of building community and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership.

Other topics of communication: conflict resolution, active listening, parent-teacher communication.

Justification: This change does not represent a major curricular overhaul; rather, it is meant to correspond to the proposed Counseling Minor and to reflect the added inclusiveness of this course (i.e., not just a "course for teachers").

W551 Educational Foundations for High Ability Students (3 cr.) - Bloomington

Participants develop an understanding of the nature and needs of high ability individuals. Focus is on historical foundations, theories and philosophies and laws and policies related to high ability education. Identification and selection strategies, characteristics, and educational program opportunities are also emphasized.

Justification: The revised title and description provide focus on a broader conception of educational foundations and methods for high ability pedagogy, than the previous version, of which psychology is only one factor.

W595 Practicum: High Ability Students (3 cr.) - Bloomington

In this course, emphasis is on learning through field activities with in-class feedback related to the education of students who have high abilities in academic and/or arts areas. Focus is on

developing leadership abilities through actively pursuing grants, creating workshops and websites, and other educational supports for high ability students.

Justification: W559 will no longer be cross-listed with another or other courses.

W552 Curriculum and Instruction for High Ability Students (3 cr.) - Bloomington

In this methods course, participants examine issues related to curriculum design, adaptation, implementation, teaching strategies and evaluation. Curricular theories and models, as well as subject matter modifications and administrative and program management, are studied.

Opportunities are provided to select, develop and evaluate materials.

Justification: In order to meet the four-course requirement for the High Ability License, 2 courses are being integrated into one revised course that eliminates content overlap and gives greater continuity of information. These modifications are reflected in the revised course title.