

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

November 28, 2012

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from October 24, 2012 Meeting **(13.25M)**
- II. Announcements and Discussions
Dean's Report

Agenda Committee
- III. Old Business
Diversity Topic – Maria Casillas-Origel, Director of La Casa
- IV. New Business
REPA Changes to Elementary Education – IUPUC **(13.12)**
Areas of Concentration for Elementary Education – IUPUC **(13.23)**
REPA Changes to Elementary Education – IUPUI **(13.13)**
REPA Changes to Secondary Spanish **(13.14)**
Middle School Additions for Elementary Majors **(13.15)**
REPA Changes to Secondary English **(13.19)**
REPA Changes to Secondary Social Studies **(13.20)**
Preparing Educators for Autism (PESA) Certificate Proposal **(13.16)**
Proposal to Change M.S. in Adult Education to M.S. Ed in Adult Education **(13.17)**
LCLE major name change **(13.18)**
Early Childhood Education Program Sheet Revisions **(13.21)**
Proposal for Area of Concentration in Early Intervention, ECE Program **(13.22)**
- V. New Courses/Course Changes

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

New Course Proposals

K307: Methods of Teaching Students with Special Needs, 3 cr, Bloomington Matching course

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

Participants learn to use learning modalities, and a variety of strategies to make use of individual

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

Justification: Increase in special education content in program.

G650: Variable Title: Topical Seminar in Counseling Psychology, 1-3 cr, Bloomington

Intensive advanced study of research and theory on selected topics

Justification: The doctoral program in counseling psychology does not have an advanced topical seminar course. This course is designed for doctoral level students and has doctoral expectations.

R551: Learning in Organizations, 3 cr, Bloomington

The performance improvement process has learning at its heart because learning and performance are inseparable. Learning enables performance, and performance enables learning.

This course centers on theories, frameworks, models, and cases for learning in organizations to support the workplace learning and performance improvement. Organizational learning, learning organizations, organizational knowledge, and knowledge management are covered as key elements of learning in organizations.

Training, performance improvement, and human resources professionals need to know the impact and effectiveness of learning in organizations in terms of (1) surveying theoretical and conceptual frameworks of learning in organizations, (2) examining case studies of learning in organizations, and (3) applying a theoretical framework to the workplace so as to maximize the level of organizational learning for performance improvement in organizations.

Justification: This required course completes the Workplace Learning Performance Improvement (WLPI) track in the IST department by balancing the two separate but complementary approaches (learning and performance) to the impact and effectiveness in organizations.

R611: Theoretical Bases of Organizational Performance, 3 cr, Bloomington

A survey course focusing on organizational theory (OT) and culture(s) that support and contribute to performance and effectiveness in organizational settings. Emphasis is placed on integrating various theories (classic and contemporary) to build a coherent understanding of performance outputs at the individual, group, and organizational levels.

Justification: This course broadens students' exposure to additional theories that explain performance in organizations. Presently, no course exists in IST that integrates instructional design theories with organization theories. Instructional Designers and Performance Technologists need a broader theoretical base.

R678: Emerging Learning Technologies, 3 cr, Bloomington

Learning technologies are generating waves of opportunities across educational settings and learning environments. Topics include open educational resources, collaborative technologies, digital books, virtual education, adventure learning, mobile learning, and other technologies as they emerge. Course will include hands-on tasks with much choice and options that offer broad and deep understanding.

Justification: This course has been taught for more than 20 years as a topical seminar (R685). It needs a new and separate number for students in our IST program (certificate, M.S., Ed.D., and Ph.D.) so that their transcripts will reflect the course title (instead of being a topical seminar).

Course Change Proposals

R511: Instructional and Performance Technologies Foundations I, 3 cr, Bloomington

Introduction to the field, theory, and profession of instructional and human performance technologies, including definitions, history of the field, and current trends and issues. Includes participation in discussions devoted to broadening understanding of instructional and human performance technology field and career opportunities.

Justification: Scope of this course has been broadened to cover another important part of the field, human performance technologies, in addition to instructional technologies.

R563: Human & Organization Performance Effectiveness, 3 cr, Bloomington

Overview of key principles to guide instructional designers, HRD professionals, managers, and organization development consultants throughout the lifecycle of any project to improve human performance effectiveness. Explores the business dimensions of training and performance improvement and links the consultative process to these dimensions. Includes project planning, analysis, intervention design, instructional design, implementation, and project evaluation.

Justification: Scope of course has been broadened to include workplace learning and human performance improvement—beyond business and economic dimensions of only training and development.

R620: Task & Process Analysis for Performance Improvement, 3 cr, Bloomington

Examination of the principles and practices used in the analysis of various processes and tasks in organizational settings. Study of task configurations, taxonomies for task classifications and task sequencing related to jobs and work processes. Particular emphasis is placed on job analysis including procedural task analysis, systems task analysis, and knowledge task analysis.

Justification: Scope of course has been broadened beyond instructional task analysis to include job and task analysis for human performance improvement in organizational settings.

R621: Analysis for Instruction and Performance Improvement, 3 cr, Bloomington

This course centers on theories, cases, and practices of analyzing needs for instruction and human performance improvement in organizations. The identification of needs is a starting point for designing instruction and performance improvement interventions. The process of conducting needs analysis has a greater impact on performance improvement by attending to the context in the organization. Included are the theories and cases of needs analysis as well as needs analysis methods including PEST, SWOT, and Force-Field Analysis.

Justification: Scope has been broadened to include not only needs analysis and assessment for design of instruction but also for performance improvement interventions.