

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

December 10, 2014

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

Approval of the Minutes from November 19, 2014 meeting **(15.22M)**

I. Announcements and Discussions

Dean's Report

Agenda Committee

School of Education Holiday Party – December 12, 2014

II. Old Business

Diversity Topic – Diversity Committee

IV. New Business

Proposal for EdD Minor in Educational Leadership **(15.24) (Cassie Guarino)**

Proposal for PhD Minor in Educational Leadership **(15.25)(Cassie Guarino)**

Proposal for Program Changes in EdD in Educational Leadership **(15.26) (Cassie Guarino)**

Proposal for Program Changes in EdS in Educational Leadership **(15.27)(Cassie Guarino)**

Proposal for Standalone minor in PhD in Educational Leadership – IUPUI **(15.28) (Samantha Scribner)**

Proposal for Standalone Minor in Teacher Education **(15.29)(Terry Mason)**

Proposal for Graduate Certificate in Urban Education Advocacy and Leadership **(15.30)(Natasha Flowers)**

Charge to Blue Ribbon Committee and for the School's self-study **(15.31)**

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

L121 Academic Writing for Multilingual Students 3 credit hours BL

P: Successful completion of English Language Improvement courses and workshops requisite to attempting to meet the Composition Proficiency Requirement. A course in academic composition designed to improve the reading, writing, and critical thinking skills of students whose first language is not English and whose academic interests would be better served by taking two composition courses rather than one. Emphasis will be placed upon reading and writing within the multiple rhetorics of the academy; students will practice, through revision, three essential academic skills and rhetorical tasks: summary, analysis, and argument. Another

emphasis will be upon surface features typically associated with writing outside the first language. L121 will be built around a sequence of short essays, many revised in light of thoughtful criticism by the instructor. Special attention will be paid to the demands of writing in American universities, with emphasis upon practices of attribution. This course is not designed to fulfill the Composition Proficiency Requirement, but rather to complement English W131 Multilingual by serving as practice ground for students not yet prepared to meet the demands of that course. Placement will be determined through cooperation with Second Language Studies and the Department of English.

U215 - Foundations for Undergraduate Success at Research Universities 3 credits BL  
The course will challenge students to critically think about themselves and their roles as learners at a research university; develop cognitive, study, and communication skills necessary for academic success as a college student; and, engage in personal, educational, and career exploration strategies leading to clear plans for success at Indiana University and beyond.

C661 – Foundations of Institutional Research 3 credits IUPUI  
Provides a survey of the foundational concepts, practices, and techniques of institutional research as both a formally organized function and a more general approach to understanding and improving higher education institution and program effectiveness. Justification: Matching the EDUC C661 on Bloomington for HESA doctoral students in core campus program as well as non-degree students who enroll in the Graduate Certificate in Institutional Research

C678 – Capstone in Institutional Research 3 credits IUPUI  
The IR capstone course provides students with 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 course work and applied research experiences. Justification: To allow IUPUI-based HESA doctoral students and non-degree students enrolled in the Graduate Certificate in Institutional Research to take the capstone class for the program

T550 - Cultural and Community Forces and the Schools –Variable title 3 credits IUPUI  
Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports. Justification - Change course to include online delivery.

P645 - Single Case Research Methodology in Education and the Behavioral Sciences 3 credits BL.  
The proposed course will provide students with the knowledge to design and implement single case design research and evaluate the outcomes of interventions utilizing single subject research methodology. The course will teach students to describe and apply knowledge of specific research designs used in single subject research, such as withdrawal design, reversal design, multiple baseline designs, multiple probe design, changing criterion design, and alternating treatments designs (multi-element designs). Students will also learn to identify and control for threats to internal validity and how to establish experimental control by minimizing (and controlling for) the effects of extraneous variables. The course will also teach student how to utilize methods for evaluating treatment effectiveness in single subject research, including

immediacy of change, reliability, trend analysis, and level/magnitude of change. Justification - This course will be required for School Psychology doctoral students.

Single-case, or single-subject research design is a primary experimental research methodology used in applied settings such as schools and behavioral outpatient clinics. Clinicians, researchers, and educators have been utilizing single subject research designs for numerous decades to measure the effectiveness of educational and therapeutic interventions. Currently, there are no classes offered on the Bloomington campus that address methodological and design features of single subject research. The goal of this class is to prepare future applied researchers to develop and implement single subject research, and to prepare educators and clinicians (in non-research positions) to systemically measure the outcomes of educational and therapeutic interventions in applied settings. This course will provide students with an understanding of the essential features, as well as the advantages and disadvantages of single subject research design and methodology. Students will be required to develop a single subject research study on a topic of their choice (including the introduction, methods, and analysis sections) that follows the best practices guidelines established by expert committees assembled by the Council for Exceptional Children, Division for Research and the What Works Clearinghouse. The proposed course will better prepare students to design and implement both their early inquiry research requirement and dissertation project. Furthermore, doctoral students in the APA Accredited School Psychology Program at IUB are now required to take a course in single case research design as part of their degree requirements.