

AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION
 December 9, 2015
 1:00 – 3:00 p.m.
 School of Education
 IUB - Room 2140
 IUPUI - Room 3138E

Approval of the Minutes from November 11, 2015 Meeting **(16.17M)**

I. Announcements and Discussions

Dean's Report

II. Old Business

Diversity Topic – Thomas Nelson Laird

III. New Business

Readmission to Graduate Programs- Elizabeth Boling **(16.19)**

HESA Minor – Vic Borden **(16.20)**

Graduate Certificate – College Pedagogy – Vic Borden **(16.21)**

IV. New Course/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

K207: U.S. Disability Laws

1 hour

BL

Co-requisite: Students will enroll in a School of Education block BE EDUC M342-M301 .

Description: Overview of disability laws in the United States as it applies to K-12 pre-service teachers of students with disabilities. **Justification:** All music majors will be required to co-enroll in K207 along with BE EDUCM342-M301

L621: The Teaching of College Composition to Nonnative Speakers of English 3 hours

BL

A seminar and practicum dedicated to theory and practice underlying the teaching of collegiate writing to first year nonnative speakers of English. **Justification:** No such course is offered on the IUB campus; it prepares instructors to teach elementary composition to nonnative speakers, which are attending US universities in increasing numbers.

M411: Laboratory/Field Experience: Non-School Art Education **1 – 3 hours** **BL**
Corequisite: M430 Foundations of Art Education and Methods II OR Z532: **Description:** Advanced Methods and Materials in Art Education. **P: Consent of Instructor.** Laboratory or field experiences in art education in non-school settings. **Justification:** In addition to preparing students for licensure in all-grade visual arts, the Art Education Program aims to provide field opportunities in teaching that attract students who are not interested in teaching K-12 students. This field experience is specifically for students who intend to teach in museums, community centers, or other locations outside of schools, which do not require licensure. A differentiated field experience number for non-licensure track students will assist in clarifying transcript records regarding who is or is not eligible to continue towards student teaching and licensure in all-grade visual arts.

Course Change Proposals

P518: Social Aspects of Aging and Aging Families **3 hours** **BL**
Relate social theories and science of aging to understanding heterogeneity, inequality and the social context of aging. Consider the social, financial, familial, and resource needs and issues of older individuals. Critically analyze current social events and the contemporary responses of public health and social systems. **Justification:** Formally adding Instruction Mode to on-line and updating course description.

P631: Theorizing Learning in Context **3 hours** **BL**
This course explores fundamental theories about knowing and learning that define the Learning Sciences. Students will explore a specific theory of knowing and learning by considering that theory in a personally relevant context and uncovering the implications for transfer, engagement, instruction, and assessment. Specific theory varies by instructor. **Justification:** This is a learning theory course, in which different faculty, will focus on different theories of learning (e.g., activity theory, constructivism, situativity theory...). Student will be expected to take multiple sections of this course so that they have a broad understanding of learning theories.

P510: Psychology in Teaching **2 – 3 hours** **BL**
Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree. **Justification:** Instruction Mode on-line is being added. We will continue to offer both face-to-face and on-line.

L650: Internship in Literacy, Culture, Language Education **3 hours** **BL**
The course will provide opportunities to consider how research and teaching can be taken up from different perspectives within literacy, culture, and language education. **Justification:** Offer course to online EdD students.

P633: Researching Learning in Context **3 hours** **BL**
Course examines theories and methods for capturing evidence of learning as it occurs in context, in order to build useful theories for improving practice. Students will use at least two methods to capture evidence in a specific personally-relevant context. Methods covered will reflect the expertise of the particular instructor. **Justification:** This course is about the different methods used for capturing and studying learning. Given that these methods vary based on the theoretical conceptions of learning and learning context, and that the different faculty work from different theoretical perspectives and in different contexts, students will be expected to take this course multiple times to develop a deep understanding of the relationship between theory, context and methodological choices.

P540: Learning and Cognition in Education**3 hours****BL**

Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situation. **Justification:** increase in number of online students. We are formally requesting adding on-line mode of instruction. We will still offer the course face-to-face

P517: Adult Development and Aging**3 hours****BL**

Psychological development in early, middle, and late adulthood with a focus on counseling adults. Topics include developmental research methods, diversity, relationships, work, leisure, retirement, coping, and mental health interventions. This online human development course takes an interdisciplinary, process-oriented perspective on the theories and research in adult development and aging. **Justification:** We are formally adding Instruction Mode to on-line and updating course description.

P513: Gerontology: Multidisciplinary Perspectives**3 hours****BL**

This course utilizes gerontological and developmental frameworks to examine public health and aging in the areas of biology and health, psychology, sociology, and social policy. Students consider aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. Students analyze ageist assumptions, stereotyping, prejudice, and discrimination. **Justification:** Formally adding Instruction Mode of on-line. Course is also offered as a face-to-face course depending on faculty availability. We are also updating the course description.

P507: Assessment in Schools**3 hours****BL**

Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools. **Justification:** increase in number of online students. We are formally requesting mode of instruction to include on-line.