

AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION

September 20, 2017

1:00 – 3:00 p.m.

School of Education

IUB – Room 2140

IUPUI - Room 3138B

Approval of the Minutes from May 3, 2017 Meeting **(17.49M)**

Approval of the Minutes from May 3, 2017 Organizational meeting **(18.04M)**

I. Announcements and Discussions

Agenda Committee

Core Campus Faculty Meeting is October 27, 2017

New Approach to Diversity Topic: Regular updates on diversity plan implementation

Dean's Report

II Old Business

III New Business

Dean Search Committee **(18.10)**

Dissertation Submission Deadline **(18.06)**

Proposal for monthly conferral of Certificates, MSED and EDS **(18.07)**

Students in Online Programs Taking Courses on Campus **(18.08)**

Students in Residential Programs Taking Online Courses **(18.09)**

Core Campus Separation Process

IV. New Course/Course Changes

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

New Courses

EDUC-E 331 Literacy Methods in the Early Grades IUPUI 3 cr
 Doc # 59274655

This course examines methods for teaching literacy in the early elementary grades.

Justification: This is part of the revision of our elementary education program. This revision includes splitting our 6 credit E345 course into two 3 credit courses--one that focuses on mathematics methods in the early grades and one that focuses on literacy methods in the early grades. The reason to split the E345 course is that it is taught as two separate courses with two independent instructors. Having it as a single course has created difficulty around assignments, Canvas site, and grading for instructors who are not collaborating on course material. It is rare for instructors to collaborate on course material.

Educ- E-332 Mathematics Methods in the Early Grades IUPUI 3cr
Doc# 59258913

This course examines methods for teaching mathematics in the early elementary grades.

Justification: This is part of the revision of our elementary education program. This revision includes splitting our 6 credit E345 course into two 3 credit courses--one that focuses on mathematics methods in the early grades and one that focuses on literacy methods in the early grades. The reason to split the E345 course is that it is taught as two separate courses with two independent instructors. Having it as a single course has created difficulty around assignments, Canvas site, and grading for instructors who are not collaborating on course material. It is rare for instructors to collaborate on course material.

Educ- E-546 Teaching Science and Social Studies Curriculum IUPUI 3cr
Doc# 59285830

Teaching Elementary Science and Social Studies Curriculum was designed to assist prospective teachers to develop competence and confidence needed to teach science and social studies in elementary classrooms. This competence involves a level of understanding of the subject matter, basic principles and processes underlying the nature of science and social studies along with historical and socio-cultural construction, and related integrative pedagogies.

Justification: The course is associated with a new licensure program that we have designed that allows us to collaborate with school districts in order to help them get district employees certified to teach.

Educ- T-320 Sociocultural Learning in Urban Elementary Classrooms IUPUI 3cr
Doc# 60121654

Teacher candidates will examine theoretical and practical foundations of effective teaching in diverse classroom environments. Ethnicity, gender, social class, language, religion and other issues related to social identity are considered from sociocultural perspectives. Teacher candidates will be expected to critically reflect on culturally responsive teaching and learning in classroom teaching strategies that respond positively to the diversity, cultures, and (dis)abilities of students. Additionally, students will examine concepts related to disability through historical, social, and societal lens and perspectives.

Justification: The Elementary Education Program is redesigning its curriculum to better align with contemporary theoretical and empirical research on effective teaching for diverse student populations, specifically in urban settings.

Educ- T-321 Critical Praxis for Urban Elementary Classrooms IUPUI 3cr
Doc# 60122128

This course focuses on integrative curriculum planning, instructional strategies, and assessment methods for the urban elementary classroom through the lens of asset-based pedagogies.

Justification: The Elementary Education Program is redesigning its curriculum to better align with contemporary theoretical and empirical research on effective teaching for diverse student populations, specifically in urban settings.

Educ- T-510 Learning and Learners IUPUI 3cr
Doc# 58344993

Develops understanding of learning and learners using historical and contemporary social, cultural, political, educational, and local realities. Explores the teacher's role in transforming learning communities to be inclusive, culturally responsive, and equitable for students who are culturally, linguistically, economically, geographically, or learning diverse.

Justification: This is a new course designed for use with local districts to address the persistent shortages of teachers of color across the state. This course is part of a program transitioning paraeducators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. This course specifically addresses the full range of learners teachers have in their classrooms rather than teaching to the middle or the mythical normal child.

Educ- T-512 Instruction & Assessment for All Learners IUPUI 3cr
Doc# 58346389

Develops the knowledge and skills needed for maximizing learning in diverse classrooms. Using critical social theories and sociocultural principles of learning, students learn to design inclusive, engaging, relevant, and culturally responsive curriculum, instruction, and assessment for all learners, including students identified for language, special education, or gifted and talented services.

Justification: This is a new course designed for use with local districts to address the persistent shortages of teachers of color across the state. This course is part of a program transitioning paraeducators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. This course specifically addresses the full range of learners teachers have in their classrooms rather than teaching to the middle or the mythical normal child.

Educ- T-516 Equitable Schools and Classrooms IUPUI 3cr
Doc# 58346589

Prepares educators to be advocates for social justice, critically interrogating and reflecting on current school policies, programs, or practices in order to generate new possibilities for more equitable teaching and learning. Critical consciousness, systems change, inquiry, and transformative learning are explored in school contexts.

Justification: This is a new course designed for use with local districts to address the persistent shortages of teachers of color across the state. This course is part of a program transitioning paraeducators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. This course specifically focuses on engaging in a school-based social justice project designed to ameliorate an identified and researched inequity.

Educ- Y-501 Quantitative Analysis for Educational Leaders BL 3cr
Doc# 55248935

This is a course designed primarily for the Educational Leadership Ed. D. program. The aims are for students to develop quantitative data analysis skills in order to read and contribute to the research literature in their field. Students will learn how to conduct quantitative data analysis and how to make meaningful interpretations of the results of these analyses. Topics covered in this course include descriptive statistics and elementary inferential statistics (e.g., correlation, t-test, analysis of variance, regression analysis). The course is a combination of lectures, problem-solving, article discussion and hand-on data analysis and interpretation exercises using appropriate software (e.g., SPSS). Students will work with content and data relevant to educational leadership and school districts. Articles from Educational Leadership Journals (e.g., Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Journal of School Leadership, Journal of Educational Administration) will be used to illustrate the concepts learned in the course.

Justification: We are developing this course to be more applied than currently available statistics courses and more relevant to educational leaders (considering the research literature in the field, the type of data available to them and the type of decisions they have to make based on these data)