

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

April 1, 2009
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138F

- I. Approval of the Minutes from February 18, 2009 Meeting **(09.33M)**
- II. Announcements and Discussions
Dean's Report

Agenda Committee
Spring faculty meeting April 3, 2009 at 10:30
Core Campus Retreat October 16, 2009 at Bradford Woods
- III. Old Business
Diversity Topic – Tarajeen Yazzie-Mintz and James Damico
- IV. New Business
 - a. Proposed Policy Regarding Departmental Voting Eligibility for Split Appointed Faculty **(09.25) (15 minutes)**
 - b. Proposed Policy Regarding Unsolicited Faculty Letters in P&T Dossiers **(09.38) (15 minutes)**
 - c. Proposed Policy Regarding Chair's Letter in P&T Dossiers **(09.39) (15 minutes)**
 - d. Procedure for awarding new scholarship to incoming freshman **(09.43) (15 minutes)**
 - e. Perceptions of Administrators, AI's Faculty & Students about the Evaluation of Teaching in the School of Education: A Report for the Committee on Teaching **(09.40) (15 minutes)**
 - f. Masters in Technology: STEM Education track with Computer Education certification **(09.41) (15 minutes)**
 - g. Masters in Technology: STEM Education track with Engineering Technology Education Certification **(09.42) (15 minutes)**
- V. New Courses/Course Changes – open for remonstrance

New Courses

L503 Course Description: Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessment for and of learning.

Justification: required for revised ESL program.

L505 Course Description: Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

Justification: required for revised ESL program

N101 Course Description: To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address reasoning about numbers, quantities, operations, and algebra.

G508 Course Description: This graduate seminar examines research, theory, and discusses clinical training necessary to work with college student-athlete (SA) life skills and counseling concerns. We will focus on academics, disordered eating, performance enhancement, gender differences in counseling, career development, addictions, effects of injury/retirement, and experiences of specific SA groups (e.g., African-American, GLBT)

Justification: This course represents an integral training component for counselors and psychologists who work with student-athletes. This course is a part of a new curriculum in the Counseling Psychology Ph.D. program that intends to provide Sport Psychology training to interested students who have been recruited into the program by a new faculty member with experience in Sport Psychology. Faculty members of HPER, CEP, and Dr. Chris Carr (sport psychologist working with IU athletic teams) have been creating a synergistic training program that involves curricular training (e.g., this proposed course) and clinical training, including the supervision of doctoral students conducting counseling and therapy with IU student-athletes under the supervision of Dr. Carr. As such, this course is an important curricular component of an emerging program intent on training counselors and psychologists to provide competent clinical services to student-athletes.

L405 Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

Justification: required for revised ESL program.

L403 Course Description: Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles for designing useful, meaningful, and equitable classroom assessments for and of learning.

Justification: required for ESL program.