

Kaho, Jane

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Sent: Thursday, January 19, 2012 9:45 AM
To: 'ed-facb-l@indiana.edu'; 'ed-faci-l@indiana.edu'
Subject: Policy Council meeting and courses open for faculty remonstrance
Attachments: Faculty Remonstrance January 19 2012.docx

The January 25, 2012 Policy Council meeting has been cancelled due to the lack of agenda items.

Approved minutes of Policy Council may be found at the link below.

<http://education.indiana.edu/academicaffairs/PolicyCouncil/tabid/447/Default.aspx>

Several course proposals are now open for faculty remonstrance. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days

New Courses/Course Changes

The following 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 Courses

EDUC G609- Interventions in Performance Psychology 3 credits Bloomington
Introduction to interventions used in facilitation the process of performance psychology, involving the study of the psychological skills and knowledge necessary to facilitate and develop peak performance guidelines into best practice for sport, business, fitness and the performing arts. Justification: This course is necessary for students to understand the integration of science and practice in delivering psychological interventions to clients interested in maximizing their peak performance.

EDUC T620- Issues in Urban Education 3 credits IUPUI
Advanced study of contemporary urban education issues. Explores research and arguments related to current educational issues in American cities. Studies and interrelates research done in the areas of public and private schools, federal, state and local government agencies, community organizations, higher education and the private sector. Justification: Required course in the program of studies of PhD in Urban Education Studies.

EDUC T630-Topics in Urban Education 3 credits IUPUI
Study of special topics in the field of urban education. Emphasis on research application to the improvement of practice. Justification: This will be an elective course in the program of study for the PhD in Urban Education Studies. It will be a more advanced course than the existing 500 level T-courses for masters students in Urban Education.

EDUC T650- Teaching Internship in Urban Education 3 credits IUPUI
Mentored by education faculty, advanced graduate students practice teaching at the university level, in professional development contexts, or some comparable situation that provides opportunities for curriculum development and teaching. The student's professional goals will significantly influence the prescribed experiences. Justification: Required course in the new Urban Education Studies PhD program.

EDUC T690- Early Inquiry in Urban Education 3 credits IUPUI
P: Faculty authorization. This independent study is undertaken to gain practical experience with research, including gathering and analyzing data and writing a professional report. This pre-dissertation research can be done individually

with faculty supervision or as an assistant working on a faculty member's research. Justification: Required course in the new program of students for the Urban Education Studies PhD.

EDUC T795- Dissertation Proposal Preparation in Urban Education 3 credits IUPUI

This course is for the development of a dissertation proposal in urban education studies. Students must have the consent of a dissertation director or a prospective director to enroll. Students should be finished or nearly finished with program course work. Justification- Required course in the Urban Education Studies PhD program.

EDUC T799- Doctoral Thesis in Urban Education Variable from 1 to 12 credits IUPUI

Credit may be earned over a period of several semesters. Involves individualized study and reflects the ability to conduct research which will solve programs that have both theoretical and practical significance in the field of urban education. Justification: Required course in the urban Education Studies PhD program.

EDUC T750- Topical Seminar in Urban Education 3 credits IUPUI

This variable topics course focuses on an organized, disciplinary approach to programs in or dimensions of urban education. The course provides an overview of the discipline-based theory and research relate to the topic as well as critiques the theory, identifies gaps in the research, and explores potential research projects. Justification: Required course in the new program of studies for the Urban Education PhD.

EDUC P685- Pro-seminar in Human Development 1 credit Bloomington

Presentations by faculty and students on topics related to research methodology in the developmental sciences. Students enroll each semester until they accumulate 6 credit hours. Students will discuss and critique presentations, including assigned journal articles, as well as present findings from their own research. Justification: To provide additional training in developmental research methodology.

EDUC Z535- Methods in Online Studio Instruction and Critique 3 credit Bloomington

This methods course prepares students to teach online studio courses for secondary and post-secondary students. Focus is on integrating new media in online learning, engaging higher-order thinking through small group critique, and developing units of online instruction. Includes supervised praxis experiences. Pre-requisites are Z532 and Z531 or equivalent courses. Justification: Although there is much interest in delivering secondary and post-secondary instruction in online formats, there are few courses aimed at preparing teachers to teach in these contexts. This course aims to fill that gap insofar as studio art is concerned.

EDUC M418- Methods of Teaching JH/MS Math 2 to 4 credits Columbus

This course deals with strategies for teaching, diagnosis and remediation, proper sequencing, using materials, problem solving, and reading of mathematics material. It develops techniques for establishing goals, testing processes and relating mathematics to other disciplines of the junior high/middle school student's program. A one hour practicum must be taken concurrently with this course. Justification: This course will be offered in response to new state regulations (REPA) and content standards.

EDUC Y604- Multivariate Analysis in Educational Research 3 credits IUPUI

P: Y502 or equivalent. Multivariate normal distribution, multivariate correlational analysis, covariance matrix, testing hypotheses of covariance matrices, principal components and factor analysis, canonical correlations and variables, multiple discriminant functions. Justification: This is a matching course request. This is an approved School of Education course. We have a new PhD in Urban Education Studies that requires this course.

Course Changes

EDUC E579- Inquiry in Elementary Education Bloomington

A study of the methodology of inquiry, including the teacher as a researcher and the use of inquiry as a classroom learning technique. Required: An inquiry project to be designed and implemented in an elementary classroom.

Justification: We are revising the graduate level, elementary teacher education track in our MS program. As part of this

revision, it is necessary to make E579 a flexible credit hour course. It will be 1 credit for pre-service teachers and 3 credits if offered to in-service teachers.

EDUC P314- Life Span Development 3 credits Bloomington

A course surveying human development from infancy through old age, emphasizing the life-span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death. Please remove all prerequisites. Justification: The prerequisite is no longer needed in the judgment of the Human Development faculty.

EDUC E594- Masters Seminar in Elementary Education Variable credits Bloomington

Development of professional projects and reflection upon current teaching practices. Please change credits from variable from 2 to 3 to variable from 1 to 3. Justification: Credit flexibility is needed in light of changes being made in the Elementary Certification Masters Track (formerly the ET2T MS track) in our MS Elementary Education Program.

EDUC L549 Advanced Study of Teaching Language Arts in Elementary School (Current) 3 credits Bloomington

In this course students will explore the foundational understandings and methods to help them become reading and language arts teachers who can create culturally responsive and inclusive learning communities where all children thrive intellectually, physically, socially, and emotionally. They will explore language and literacy learning in early childhood as they learn how to design, implement, and evaluate learning experiences that foster children's literacy development as well as their creativity and curiosity. They will work directly with elementary students to assess their reading and writing development and to apply a repertoire of responsive strategies that facilitate children's abilities to read, write, draw, talk and play their understandings of the world. Change course title to Advanced Study of Reading/Language Arts: K-3, change abbreviate to ADV STDY TCHNG RDG/LA K-3, add methods course as an additional component, and course will typically be offered during the fall, spring, and summer terms. Justification: This update aligns with the Elem Ed Program and Transition to Teach revisions. It redistributes course content from reading/writing disciplines into primary/intermediate courses, responds to new mandates from the DOE Standards and mandates, and infuses assessment and individualized instruction.

EDUC L545- Advanced Study in Teaching Reading In Elementary School 3 credits Bloomington

In this course, the students will explore language and literacy learning at the intermediate level (4-6) while learning how to design, implement, and evaluate learning experiences that foster children's literacy development and furthers children engagement, comprehension and interpretation of multiple texts and genres. The students will also learn to conceptualize literacy learning (4-6) as an active process of inquiry that takes place when learners and their questions are valued. The students will work with multimedia instructional materials (4-6) to assess reading and writing development, devise and apply a repertoire of responsive strategies that facilitate children's abilities to read, write, draw, talk, and dramatize their understandings of the world. Change course title to Advanced Study of Reading/Language Arts: 4-6, change abbreviation to ADV STDY: TCHNG RDG/LA INT: 4-6, and add methods course as an additional component.