

**AGENDA**  
**POLICY COUNCIL**  
**SCHOOL OF EDUCATION**

March 21, 2012  
 1:00 – 3:00 p.m.  
 School of Education  
 IUB - Room 2140  
 IUPUI - Room 3138E

- I. Approval of the Minutes from February 22, 2012 Meeting **(12.33M)**
- II. Announcements and Discussions  
 Dean's Report  
  
 Agenda Committee  
 Faculty Meeting, April 20, 2012– 10:00 a.m.  
 Diversity Topic Discussion
- III. Old Business
- IV. New Business
  - a. Revisions to PhD in Learning and Developmental Sciences, Learning Sciences Specialization Program
  - b. Addition of tracks to the Master of Science in International and Comparative Education
  - c. Undergraduate Minor in Counseling
- 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 Courses**

G208 - Prevention of Adolescent Risk Behavior: Counseling Perspectives 3 credit hrs BL  
 This course will provide an overview of the principles of prevention interventions with a focus on the role of counselors and other helping professionals in the development and dissemination of prevention. Prevention of the following adolescent risk/problems that will be covered in the course: alcohol and drug use, risky sexual behaviors, suicide and self-harm, delinquency, obesity, and bullying. Further, the course will address the settings in which prevention of adolescent risk behaviors occurs including, but not limited to, schools and community agencies. Justification: The Counseling program is in the process of developing an undergraduate minor in counseling. This course would be one offered. We also believe it will be an attractive course for education majors working with adolescents.

T524 - Diverse Perspectives on Families 3 credit hours IN  
 This introductory graduate course focuses on working with all children (P-12) and their families in formal and informal environments. Graduate students will construct understanding of children and their families in the larger educational continuum while identifying and analyzing critical issues. Topics

include historical perspectives and trends; policies and legislation at local to international levels; developing and sustaining relationships, partnerships, and alliances; and innovative strategies, skills, and dispositions for supporting, nurturing, and involving different types of families. Justification: This introductory graduate course focuses on working with all children (P-12) and their families in formal and informal environments and provides a general overview of diverse perspectives on all types of families.

L131 - Academic Writing for Multilingual Writers      3 credit hours      BL

A course in academic composition designed to improve the reading, writing, and critical thinking skills of students whose first language is not English. Emphasis will be placed on writing within the multiple rhetoric of the academy; students will practice, through revision, analysis, argument, synthesis and writing from sources, with some attention to surface features typically associated with writing outside the first language. L131 will be built around a sequence of essays, all revised in light of thoughtful criticism by the instructor. Special attention will be paid to the demands of writing in American universities, including treatment of contending theories and practices of attribution. This course is designed to fulfill the Composition Proficiency Requirement, but will be open only to students whose TOEFL, SAT, or ACT scores indicated they would be best served by a class explicitly dedicated to assisting multilingual writers. Justification: Given the increase in freshman international students, and given the expertise in second language acquisition in Literacy, Culture, and Language Education, there is both considerable demand for the class and pedagogical experience in the department.



# INDIANA UNIVERSITY

SCHOOL OF EDUCATION  
Department of Counseling and  
Educational Psychology  
Bloomington

Nathaniel J. S. Brown  
Assistant Professor of Learning Sciences  
201 N. Rose Ave. Rm. 4020  
Bloomington, IN 47405

March 19, 2012

Dear Policy Council:

Attached, please find a revised program of studies for the doctoral program in Learning and Developmental Sciences, Learning Sciences specialization.

The revised POS is not a fundamental redesign. Instead, it reflects several attempts to (a) better align the distributional requirements with the format of the Doctoral Student Guide; and (b) relax the requirements that specific course numbers must be used to fulfill those distributional requirements.

The goals of the revision are to (a) decrease student and advisor confusion regarding which courses satisfy which distributional requirements; and (b) increase the flexibility students and advisors have in choosing relevant courses.

Examples:

- (1) While maintaining the programs' commitment to 15 inquiry credit hours, the revised POS requires only 9 of those credit hours come from the List of Approved Inquiry Core Classes. The remaining 6 credit hours are reclassified as electives.
- (2) While maintaining the number of required learning sciences seminars, the revised POS no longer requires that specific course numbers (P631, P632, and P633) be used to satisfy this requirement. Instead, the student's POS Committee has the flexibility to choose seminars that they determine focus on (a) *Theorizing*: the study of one or more learning theories relevant to the learning sciences; (b) *Designing*: the study of the design of educational environments using principles from learning theory; or (c) *Capturing*: the study of research methodology and assessment practice relevant to the learning sciences.

If you have any questions or concerns, please contact me at 812-856-8231 or [njsbrown@indiana.edu](mailto:njsbrown@indiana.edu).

Sincerely,

Nathaniel J. S. Brown

## Doctoral Program in Learning and Developmental Sciences Learning Sciences Specialization

<b>I. Major</b>	<b>36 hours</b>
Applied Cognition and Learning Strategies (EDUC-P 544)	3 hrs.
Introduction to the Learning Sciences (EDUC-P 572)	3 hrs.
Learning sciences seminars	12-15 hrs.
<p style="margin-left: 40px;">Includes a minimum of two 3-hr. courses on theorizing and one 3-hr. course on designing. These courses and the inquiry linkage course taken together must include a minimum of two 3-hr. 600-level courses.</p>	
<b>Early Inquiry Experience</b>	
Learning Sciences Apprenticeship (EDUC-P 573)	12-15 hrs.
<p style="margin-left: 40px;">Apprenticeship may be taken for 1-3 credit hours each semester. During one semester, you must carry out an independent research project as your early inquiry experience. The resulting research report must be read and approved by your advisory committee.</p>	
<b>Inquiry Linkage</b>	
Additional learning sciences seminar	3 hrs.
<p style="margin-left: 40px;">This seminar must focus on capturing.</p>	
<b>II. Inquiry Core</b>	<b>9 hours</b>
Methodological Approaches to Educational Inquiry (EDUC-Y 521)	3 hrs.
Additional approved core inquiry courses	6 hrs.
<p style="margin-left: 40px;">The current list of courses is available at: <a href="http://education.indiana.edu/CurrentStudents/EdDPhDPoliciesandForms/tabid/5288/Default.aspx">http://education.indiana.edu/CurrentStudents/EdDPhDPoliciesandForms/tabid/5288/Default.aspx</a>. These courses and the inquiry methodology electives taken together must include a minimum of one 3-hr. quantitative course and one 3-hr. qualitative course.</p>	
<b>III. Minor</b>	<b>12 hours</b>
<p>Must contribute to the integrity of the program. Specific course requirements are under the direction of the minor department. Typical minors include Psychology, Sociology, Special Education, Curriculum and Instruction (e.g., Mathematics Education, Science Education, Arts Education), Instructional Systems Technology, Linguistics, Informatics, Cognitive Science, and Computer Science.</p>	
<b>IV. Electives or Second Minor</b>	<b>18 hours</b>
<p>Must contribute to the integrity of the program.</p>	
Inquiry methodology electives	6 hrs.
Additional electives or second minor	12 hrs.
<b>V. Dissertation</b>	<b>15 hours</b>
Dissertation Proposal Preparation (EDUC-P 795)	3 hrs.
Doctoral Thesis in Educational Psychology (EDUC-P 799)	12 hrs.
<b>Total</b>	<b>90 hours</b>

**MASTER OF SCIENCE IN EDUCATION: INTERNATIONAL AND COMPARATIVE EDUCATION/  
INTERNATIONAL HIGHER EDUCATION TRACK  
PROGRAM OF STUDIES**

Name \_\_\_\_\_ ID Number \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Program Track (Please check one)  General  International Leadership  International Higher Education

**MINIMUM 36 HOURS.** Students must take 36 credit hours of coursework including a basic core (9 hrs.), specialized studies in educational foundations (9 hrs.), concentration (9 hrs.), inquiry methodology (3 hrs.), and electives (6 hrs.).

Course No.*	Course Title	School	Sem./Yr.	Hrs.	Grade
<b>BASIC CORE (9 hours)</b>					
H551	Comparative Education I			3	
H552	Comparative Education II: Case Studies			3	
H637	Topical Seminar - Comparative and International Education Topic			3	
<b>SPECIALIZED STUDIES IN EDUCATIONAL FOUNDATIONS (9 hours; from approved list)</b>					
<b>CONCENTRATION (9 hours) – INTERNATIONAL HIGHER EDUCATION TRACK</b>					
C565 Introduction to College and University Administration;					
C655 Higher Education & Public Policy;					
U550 International Students in US Higher Education					
<b>INQUIRY METHODOLOGY (3 hours)</b>					
<b>ELECTIVES (6 hours)</b>					

\* When listing courses to be transferred from another university, please list the actual course number and title. An IU equivalent number may also be listed to facilitate program planning.

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean for Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**MASTER OF SCIENCE IN EDUCATION: INTERNATIONAL AND COMPARATIVE EDUCATION/  
INTERNATIONAL LEADERSHIP TRACK  
PROGRAM OF STUDIES**

Name \_\_\_\_\_ ID Number \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Program Track (Please check one)  General  International Leadership  International Higher Education

**MINIMUM 36 HOURS.** Students must take 36 credit hours of coursework including a basic core (9 hrs.), specialized studies in educational foundations (9 hrs.), concentration (9 hrs.), inquiry methodology (3 hrs.), and electives (6 hrs.).

Course No.*	Course Title	School	Sem./Yr.	Hrs.	Grade
<b>BASIC CORE (9 hours)</b>					
H551	Comparative Education I			3	
H552	Comparative Education II: Case Studies			3	
H637	Topical Seminar - Comparative and International Education Topic			3	
<b>SPECIALIZED STUDIES IN EDUCATIONAL FOUNDATIONS (9 hours; from approved list)</b>					
<b>CONCENTRATION (9 hours) – INTERNATIONAL LEADERSHIP TRACK</b>					
Three courses from					
A500: Introduction to Educational Leadership;					
A515 Educational Leadership: Teacher Development & Evaluation;					
A510 School Community Relations;					
A629 Data Informed Decision Making for School Leaders;					
A624 Educational Leadership: Principalship (K-12)					
<b>INQUIRY METHODOLOGY (3 hours)</b>					
<b>ELECTIVES (6 hours)</b>					

\* When listing courses to be transferred from another university, please list the actual course number and title. An IU equivalent number may also be listed to facilitate program planning.

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean for Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_



# INDIANA UNIVERSITY

## SCHOOL OF EDUCATION

Department of Educational Leadership  
and Policy Studies

TO: Danielle deSawal, Chair, Graduate Studies Committee  
FROM: Peg Sutton, Foundations Program Coordinator  
CC: Gray Crow, Chair, ELPS  
DATE: February 17, 2012  
RE: Adding "track" designations to the M.Sc. program in International and Comparative Education

On behalf of the Foundations Program Area and with the endorsement of the Educational Leadership and Policy Studies department, I respectfully request that the Graduate Studies Committee endorse for approval by Policy Council this proposal to add two "Track" designations to the Master of Science in International and Comparative Education. The proposed tracks are: (1) International Educational Leadership and (s) International Higher Education. If this proposal is approved by all relevant bodies, the transcripts of students who pursue either track will include the track designation following the name of the degree.

### Background and Rationale

In 2006-2007, the Master of Science in International and Comparative Education underwent internal review resulting in revisions to the program requirements. These revisions were duly approved and became operative in Fall, 2007. The rationale behind the program change was that specific interests within the broad field of ICE had diversified over time. Student interests in ICE were no longer confined to policy analysis *per se*, but also encompassed e.g. interests in internationalizing U.S. curriculum; in NGO programming; and in internationalizing universities. The revised program thus reduced the number of required core courses, created a nine credit "concentration" and added an inquiry requirement. To date, concentrations have been defined and validated by Program Advisors on an individual basis. With this proposal, we seek to standardize and raise the profile of two particular concentrations: international higher education and international educational leadership studies. In the five years since the ICE M.Sc. was revised, International Higher Education has been the most frequently pursued concentration among ICE M.Sc. students. At the same time, ELPS faculty in the Leadership program area have received numerous inquiries from abroad concerning masters level education in Educational Leadership. The Leadership faculty believe that the time is ripe to address this need and that incorporating a Leadership track into the existing ICE M.Sc. is the most effective means to do so.

### Impact of change

This request does not entail any change in program or resources. It is only a request to raise the profile of the two tracks to the level of official documentation. We believe that it is important to do so for purposes of outreach and marketing, particularly to international students.

Attached to this proposal are two Programs of Study that illustrate the content of the proposed tracks.



INDIANA UNIVERSITY-BLOOMINGTON  
SCHOOL OF EDUCATION  
DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY  
PROPOSAL FOR OPTIONAL MINOR

## UNDERGRADUATE MINOR IN COUNSELING

### **What are the primary objectives of the proposed minor and brief description of chief features?**

The Minor in Counseling intends to introduce students to content within the field of Counseling that can be applied across a variety of other disciplines within the helping professions. Counseling endorses a strengths-based paradigm wherein counselors utilize their professional skills to empower people to effectuate meaningful positive change in their lives. At Indiana University, our program's faculty members undertake a wide range of research and scholarship on issues that relate to understanding human behavior, using counseling-related skills to engage in effective interpersonal communication, and thinking critically about how to successfully operate in a diverse pluralistic society. The major student learning outcomes for the proposed minor involve the following degree objectives: a) students will be able to identify direct professional pathways to pursue training in mental health-serving professions (e.g., Counseling, Counseling Psychology, Social Work, Clinical Psychology, School Psychology); b) students will demonstrate knowledge, awareness, and skills that will help them access resources and become effective professionals in mental health-related fields; and c) students will demonstrate knowledge, awareness, and appropriate transferrable counseling-related skills that will help them access resources to facilitate their success in other human service-provision fields (e.g., teaching, coaching, athletic administration, student affairs, non-profit administration, customer service, youth services). More specifically, students who pursue this course of study will learn how to facilitate effective interpersonal communication, how to utilize advanced listening skills to empathetically understand the perspective of others, and how to access resources to help people actualize their potential and latent skills in order to effectuate positive personal and societal change.

### **Why is the minor needed?**

When reading the thousands of applications to our graduate programs in Counseling and Counseling Psychology over the years, we have been struck by the fact that there is a paucity of applicants who apply to our program with an undergraduate degree in Counseling. Currently, students' training and exposure to the content of the field of Counseling exists almost exclusively at the graduate level, so applicants for graduate study in Counseling are forced to pursue undergraduate courses of study in related fields (e.g., Psychology, Sociology, Education). Furthermore, our examination of offerings from a host of other universities across the nation has indicated that very few universities offer a major or even a minor in Counseling. Thus, a minor in Counseling at Indiana University can fill this gap in professional training by providing a more linear path for undergraduate students who desire to pursue a career in mental health-service fields. Additionally, the transferrable skills learned in a Counseling curriculum can be useful for undergraduate students who desire to enter other helping professions upon graduation. By providing students with access to this body of knowledge inherent within the field of Counseling, students who desire to enter other helping professions can learn transferrable counseling-related skills that will equip them to effectively communicate, to empathetically listen, to access appropriate resources, and to apply critical thinking skills to help people solve interpersonal problems. Subsequently, Indiana University can be a leader in the field by providing the opportunity for its undergraduate students to have a formal curricular exposure to Counseling that can open a myriad career paths and opportunities.

## What courses will constitute the minor?

The undergraduate minor in Counseling will consist of at least 15 credit hours, which will include one required portal course (3 credit hours), two introductory courses at the 200 level (6 credit hours), and two advanced courses at the 300 level (6 credit hours). The course offerings will include:

- 1. REQUIRED PORTAL COURSE (3 credit hours)**  
G206 Introduction to Counseling Psychology
- 2. INTRODUCTORY 200 LEVEL COURSES (6 credit hours) Choose TWO courses:**  
G203 Communication in the Classroom and Youth Servicing Agencies  
G204 Asian American Mental Health  
G207 Introduction to Counseling Psychology and Student-Athlete Mental Health  
G208 Prevention of Adolescent Risk Behaviors
- 3. ADVANCED 300 LEVEL COURSES (6 credit hours)**  
G302 Resources for Counseling With Youth  
G375 Multicultural Counseling-Related Skills and Communication

It is important to note that three of the courses listed here are courses we have recently created. Subsequently these courses are currently going through the remonstrance process. We expect these courses to gain approval, and at that time they will be officially added to the list of courses for this minor. However, because two of these newly created courses are advanced 300 level courses (and the other course is an optional 200 level course), we feel justified in concurrently proposing this minor because students would be able to start the minor by taking the existing portal and introductory 200 level courses. Thus, because of this developmental consideration of course sequencing, we are respectfully submitting this minor for consideration at the current time, with the intent to add additional courses in the future. By doing so, we can provide a comprehensive program of studies for undergraduate students who desire to complete a minor in Counseling.

## Describe each course briefly.

### **G206 Introduction to Counseling Psychology (3 cr.) [Gen Ed: S & H]**

*Description:* Overall, the purpose of this portal course is to provide a general introduction to the fields of counseling and counseling psychology. This is a required course for this minor that will introduce students to theories of counseling while also providing them with the opportunity to utilize counseling-related skills underlying each respective theory. These theories guide the way helping professionals conceptualize interpersonal problems, relate to their clients, and structure the timing and content of their counseling-related interventions. This class intends to provide students with critical thinking skills, as well as a balance between understanding, evaluating, and applying counseling theories and subsequent counseling-related interventions.

### **G203 Communication in the Classroom and Youth Servicing Agencies (3 cr.) [Gen Ed: S & H]**

*Description:* This course is designed for students to learn and practice counseling-related techniques to use when working with youth in classrooms, on athletic teams and any youth-serving organization. Students learn about group development and leadership, and they learn methods of building community, as well as ways to encourage participation and respect for others of all cultures. Other topics of communication covered include conflict resolution, active listening, and communicating cooperatively and collaboratively with parents and other adults who work with youth.

### **G204 Asian American Mental Health (3 cr.) [Gen Ed: S & H]**

*Description:* This course represents the opportunity for students to develop knowledge and awareness of different cultural factors that impact mental health functioning. Students participating in this course will be able

to discuss the influence of culture and racial and ethnic identity on Asian Americans' mental health and well-being, as well as identify specific challenges that are salient to Asian American communities. Students will also be able to discuss systemic factors affecting Asian Americans' mental health and well-being, describe Asian conceptualizations of mental health and well-being, and discuss the provision of culturally-competent mental health services.

**G207 Introduction to Counseling Psychology and Student-Athlete Mental Health (3 cr.) [Gen Ed: S & H]**

*Description:* This course is an introduction to issues related to the psychological functioning of student-athletes, with the intent of educating future professionals (e.g., coaches, administrators, teachers, counselors, academic advisors) who will be working with student-athletes. Students will demonstrate knowledge of the unique psychosocial stressors that face student-athletes, and demonstrate an understanding of how these stressors can contribute to the development of psychopathology and adverse mental health symptoms. Students will demonstrate a basic understanding of issues that uniquely impact athletic participants, including an understanding of stressors inherent within different levels of competitive play (e.g., youth sport, high school sport, recreational sport, club sport, college sport, Olympic sport, professional sport). As a result of exposure to the content of this course, students can begin to understand how to identify and access resources that can help athletes from all levels of competitive play deal with psychosocial stressors, so that appropriate attention can be dedicated to helping these student-athletes be as successful off the field as they are on the field.

**G208 Prevention of Adolescent Risk Behaviors (3 cr.) [anticipated to be Gen Ed: S & H]**

*Description:* This course will provide an overview of the principles of prevention interventions with a focus on the role of helping professionals in the development and dissemination of prevention. Prevention of the following adolescent risk /problems that will be covered in the course: alcohol and drug use, risky sexual behaviors, suicide and self-harm, delinquency, obesity, and bullying. Further, the course will address the settings in which prevention of adolescent risk behaviors occurs including, but not limited to, schools and youth-serving community agencies.

**G302 Resources for Counseling With Youth (3 cr.)**

*Description:* This course will provide an orientation to the psychological needs of children and adolescents, including but not limited to developing an understanding of potential risk factors as well as the key roles all youth workers and teachers have in helping young people begin to conceptualize their future personal and career goals. Special attention will be given to counseling interventions and the resources available in schools and other community youth-serving agencies. A requirement of this course will be a service-learning component wherein students work directly with youth in either a school or local agency.

**G375 Multicultural Counseling-Related Skills and Communication (3 cr.)**

*Description:* This course provides an overview of multicultural competencies in counseling and interpersonal communications to equip helping professionals who will be operating within a pluralistic society. This course is designed to help students develop a greater awareness of how one's cultural background, attitudes, values, and beliefs impact their views of people from different backgrounds. Additionally, this class will help students demonstrate increased knowledge of multicultural counseling and communication issues, especially the worldviews of diverse cultural groups. Finally, this class will help students use culturally appropriate communication skills when working with and relating to individuals from diverse backgrounds.

**Why were these courses selected? How do these courses form a coherent and unique plan of study representing depth as well as breadth of learning?**

These courses are selected on the basis of academic rigor, intellectual soundness, and their ability to provide students with opportunities for critical thinking, application of theory into practice, and service learning. These courses were also composed after careful consideration and examination of the content of our graduate training programs in Counseling and Counseling Psychology, which are accredited by the American Psychological

Association (APA) and the Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP). The courses within this minor represent offerings that provide both a depth and breadth of inquiry as it relates to the knowledge, awareness, and skills that are essential for helping professionals to operate within a pluralistic society. The portal course provides students with an introductory overview into the field of Counseling as it relates to helping professionals across disciplines, and the 300 level courses intend to provide advanced knowledge and service learning opportunities so that students can further apply what they have learned in the introductory courses. In between the required portal course and the advanced 300 level courses, the offerings at the 200 level intend to provide students with a breadth of exposure to perspectives that span across disciplines in the helping professionals. While the portal course and the 300 level courses provide a depth of content that is applicable to students in all helping professionals, the breadth of course choices at the 200 level allow for more specificity of content for students who will be working across a variety of different professional settings.

### **Describe the student population to be served.**

Students who would engage in the course of study included in this minor would use the knowledge, awareness, and skills garnered from this minor to become more effective professionals in their chosen fields across a variety of helping professions (e.g., teaching, coaching, athletic administration, student affairs, non-profit administration, customer service, youth services). These students would likely come from the College of Arts and Sciences, Education, Business, Public Health, and Public and Environmental Affairs.

### **How does the minor complement the campus, College, or departmental mission?**

The courses in this minor represent an array of options for interdisciplinary study and engagement with content that complements the mission of Indiana University, the College of Arts and Sciences, and the School of Education. All of our courses are designed to provide students with critical thinking skills and the opportunity to engage in the content of a well-rounded liberal arts education. Furthermore, our minor will allow students to explore our commitment to promoting diversity, consistent with the Strategic Goals of the School of Education. For example, we intend to provide students with an enhanced understanding of issues related to diversity in G375 (Multicultural Counseling-Related Skills and Communication). Based on our field's focus on multicultural competence and social justice issues, Counselors are uniquely positioned to provide advanced instruction on the nature, value, and importance of diversity. Our faculty members' extended engagement in research and clinical work that promotes and examines aspects of diversity serves as further evidence that students taking this minor will receive first-rate instruction in this area. Finally, service learning will also be a focus of this minor. Consistent with the mission of the Center for Innovative Teaching and Learning's Service Learning Program, these courses will combine academic theory with practical real-life experience. By doing so, students are provided with a broader and deeper understanding of the course content, which can foster their sense of civic engagement and sharpen their insights into themselves and their place in the community. For example, in G302 (Resources for Counseling With Youth), students will be expected to go into the community to access and interface with resources that will facilitate their ability to be successful human service providers within their respective future professions. In symbiotic fashion, we expect that students will provide service in their community that is directly connected to their academic coursework, and in return, the community will provide an educational experience for the student.

### **What cooperative relationships, if any, will the new minor establish with other departments or program? Please describe any such contact which has already been established.**

We have engaged in discussions with faculty members outside of our program concerning this minor. Our discussion with faculty members and administrators across different departments has yielded a great degree of support for the creation of this minor, as evidenced by the many letters of support contained in this proposal

(see Appendices for attached documents). Furthermore, through these discussions, we have been able to ascertain that this minor does not overlap with any other undergraduate minor offering in the School of Education or anywhere across the IUB campus.

**Are there any staffing or logistical problems typically associated with the courses that constitute the proposed degree objective? If so, how might they be addressed?**

Five members of our core faculty have committed to teaching these courses. To this point, one of our core faculty members has taught the G203 course for the past 5 years. Additionally, we have an open search for an additional faculty member who would also have the opportunity to teach courses in this minor. We would also plan on providing teaching opportunities to advanced Associate Instructors, who would benefit by receiving a stipend, fee remittance, and the valuable experience of teaching for the program while completing their doctoral studies. Finally, the minor could also make use of adjunct faculty, a plausible option because we are fortunate enough to be in contact with an abundance of well-qualified helping professionals in the area with expertise in the areas of this minor.

**Describe any innovative features of the minor.**

We intend to offer a mix of in-person and online offerings for each of these courses. Additionally, we are exploring the option of creating a “Certificate in Helping Skills” for students outside of Indiana University who may want to take these courses in order to receive the recognition accompanying this Certificate. For example, the courses in this minor may be a desirable option for international students who want to gain exposure to this content while enjoying the convenience of taking these courses from a remote destination. Additionally, because of the limited opportunities for undergraduate students across the nation to gain formal curricular experiences in Counseling, this Certificate may be advantageous to students from other institutions who want to apply to graduate programs in Counseling, Counseling Psychology, or other related fields.

**What is the proposed implementation timeline for this minor?**

We intend to follow the process of faculty and administrative approval for this minor, so we will be submitting this proposal to the appropriate committees and will be awaiting their feedback and eventual decision on this minor. However, as we mentioned earlier, because we have courses currently listed as General Education classes, two classes are existing courses (G203; G204) that will be offered again in Spring 2012. The new courses that have already gone through the remonstrance process (G206; G207) will be offered starting Fall 2012, and the newly created courses (G208; G302; G375) will be offered once they successfully go through the remonstrance process, which we hope will be completed by Spring 2013. Because the portal course and the introductory 200 level courses are being offered now, we anticipate that students can presently begin to accumulate course credits toward this minor, with more introductory level options (G206; G207) in Fall 2012 and advanced level course options (G302; G375) in Spring 2013. Subsequently, we hope that the minor can be formally approved and become ready for students to begin coordinating their enrollment in both introductory level and advanced level courses by Spring 2013.

**Appendices, including letters of support:**

Gerardo Gonzalez (Dean of School of Education)  
Ginette Delandshere (Chair of Department of Counseling and Educational Psychology)  
Kathleen Gilbert (Associate Dean of School of Health, Physical Education, and Recreation)  
Nicole Schonemann (Director of IUB Service-Learning Program)  
Vivian Halloran (Director of Asian American Studies Program)  
John Raglin (Director of Graduate Studies for School of Health, Physical Education, and Recreation)

MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**March 21, 2012**  
1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** S. Eckes, E. Galindo, R. Helfenbein, A. Leftwich, T. Ochoa, E. Tillema, D. Winikates;  
**Alternates Present:** Y. Cho, B. Edmonds; **Student Members Present:** M. Benetti; **Dean's Staff Present:** J. Alexander, T. Brush, G. Gonzalez, R. Sherwood; **Staff Present:** J. Lawrence; **Visitors Present:** D. Hickey, P. Sutton, J. Steinfeldt, E. Vaughan.

**I. Approval of the Minutes from February 22, 2012 Meeting (12.33M)**

R. Helfenbein motioned to approve the minutes. A. Leftwich seconded the motion. The minutes were unanimously approved with no abstentions.

**II. Announcements and Discussions**

**a. Dean's Report**

Dean Gonzalez reported that there is a new REPA proposal being considered by the state, called REPA II. These policies impact teacher licensure in Indiana. Setting rules for teacher licensure is now the responsibility of the Indiana State Board of Education. The first REPA standards were controversial and would have impacted teacher preparation in many ways. One of the biggest changes would have been the removal of the Secondary Education Major from schools of education programs eligible to recommend students for licensure. This new set of policies attempts to implement important policies that were not changed in REPA I. For example, REPA 2 proposes to eliminate the requirement for master's degrees in administration. Another area of impact is special education. The new rules call for only licensing preschool through 12<sup>th</sup> grade teachers. Up until now, special education teachers have been licensed for a specific level. This will create one licensure level for special educators and will have a direct and immediate impact on our dual elementary and special education program, which is built around the current standards.

Dean Gonzalez also reported on new legislation signed by the governor yesterday that limits the maximum number of credit hours needed for a bachelor's degree to 120 hours unless there is approved justification for more. This goes into effect on July 1, 2012. Accreditation is an approved justification, although it will likely be difficult to get more credit hours approved if some 120 hour programs are accredited. Tom Brush noted that the School of Education should make more holistic changes to the teacher education programs, rather than just cutting out courses. Dean Gonzalez agreed, saying that two options should be discussed, one that provides a rationale for why more than 120 credit hours are necessary where appropriate and a plan that reduces the number of hours to the approved limit. The bill also created a common numbering system for

30 hours of general education courses at every school in the state.

Dean Gonzalez reported on another new piece of legislation, which seeks to commit funding to universities based on specified performance measures such as growth in degrees completed. Performance measures emphasize growth, but because IU is the largest university in the state there is less room to grow. The Dean also noted that this is the end of the legislative short session. Next year's long session will deal with the new biennium budget.

The Dean also noted that Ellen Brantlinger, a professor emerita from C&I, recently had a stroke and is currently still in the hospital.

**b. Agenda Committee- Diversity Topic Discussion**

S. Eckes noted that there have been very few topics submitted for the diversity topic discussion during Policy Council meetings. She asked the council to discuss if there should be a change in format (somehow opening the discussion up to a larger audience) or some other approach that would engage more faculty on this important topic. A section of the minutes from the November 14, 2007 meeting (08.11M) was provided so members could review the rationale for the inclusion of this topic.

T. Ochoa mentioned that she likes the idea of talking about diversity with a larger audience and suggested the topic be discussed at the biannual faculty meetings. J. Alexander noted that perhaps Ghangis Carter's office could share reports. S. Eckes suggested that email blasts be sent out with updates and/or include diversity topics in the First Friday Seminars. R. Helfenbein asked if IUPUI would be included in these efforts. Distance connections are made for IUPUI during both the faculty meetings and the First Friday Seminars. Dean Gonzalez suggested that the Diversity Committee could invite speakers to the School of Education.

The diversity topic will stay on future agendas so that the policy council can discuss the various initiatives across the core campus addressing this important topic.

**c. Faculty Meeting, April 20, 2012– 10:00 a.m.**

The spring faculty meeting will be held at 10 a.m. in the School of Education auditorium in Bloomington with distance connections.

**III. Old Business**

**IV. New Business**

**a. Revisions to PhD in Learning and Developmental Sciences, Learning Sciences Specialization Program (12.35)**

D. Hickey presented the proposed revisions to the Program of Studies for the Learning Sciences track. He explained that the structure was changed to organize course requirements while also providing more flexibility. The changes relax the requirements for taking specific courses to fulfill distributional requirements, which are more aligned with the Doctoral Student Guide.

Another change to the program of studies was the allocation of 6 of the 15 credit hours

committed to inquiry courses to be relisted as electives. These courses must still be focused on an aspect of inquiry methodology, but no longer have to be from the approved list of courses. The selection of inquiry courses will be left up the student and their advisor. Dean Gonzalez asked that the organization of the program of studies be changed slightly so that the 6 elective inquiry courses are under the inquiry section, not the elective section. This would make it clear that the track still includes 15 credit hours of inquiry methodology.

The motion with minor changes was unanimously approved with no abstentions.

**b. Addition of tracks to the Master of Science in International and Comparative Education (12.36)**

P. Sutton discussed the addition of the International Higher Education Track and the International Leadership Track to the Master of Science in International and Comparative Education program. She noted that there would be no change in the structure of the program, just that the track would be identified on the student's transcript. The motion has been approved from the Graduate Studies Committee.

The motion was unanimously approved with no abstentions.

**b. Undergraduate Minor in Counseling (12.37)**

J. Steinfeldt and E. Vaughan discussed the proposed addition of an undergraduate minor in counseling. The minor is likely to be popular with a wide variety of students across the university. Very few applicants of the Counseling Psychology graduate program have majored in counseling as undergraduates, as there are few schools that offer this as a major or minor. The proposed minor seeks to fill this gap.

J. Steinfeldt stated that courses G206, G203, G204, and G207 have been approved and G208, G302, and G375 will likely be approved within the next month or so. Dean Gonzalez suggested they consider adding a course in career counseling. J. Alexander suggested they add a course in positive psychology, as it is the most popular course at other universities.

R. Sherwood asked if the college is on board with the minor. J. Steinfeldt answered that they are waiting to approach the college until after the motion was passed by the Policy Council.

The motion was unanimously passed with no abstentions.

**V. New Courses/Course Changes**

S. Eckes directed the Policy Council members' attention to the new courses/course changes. The courses are open for faculty remonstrance for 30 days.

**\*\*The meeting adjourned at 2:20 p.m. \*\***