

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

April 26, 2006  
1:00 – 3:00 p.m.  
School of Education  
IUB - Room 2140  
IUPUI - Room 3138E

- I. Approval of the Minutes from February 22, 2006 Meeting ([06.29M](#))
  
- II. Announcements and Discussions  
Dean's Report  
  
Agenda Committee  
Standing Committee Annual Reports
  
- III. Old Business
  - a. Response from GSC to David Daleke regarding Graduate Program Review ([06.31](#)) (information item)(Mary McMullen)
  - b.
  
- IV. New Business
  - a. Committee on Teaching request for BEST Evaluations and Deadline for Trustees' Teaching Award ([06.32](#))(information item)(Suzanne Eckes)
  - b. From Diversity Committee – What Color is Your Teaching Force ([06.33](#))(information item)(Russ Skiba)
  - c. Faculty Affairs Committee – Revision to Long Term Contract and Promotion Criteria for Clinical Faculty ([05.14R](#)) (action item)(Tom Huberty)
  - d. Reconfiguration of the Elementary Education Program ([06.35](#))(action item)(Enrique Galindo)
  - e. Elementary Math Area of concentration ([06.35](#)) (action item)(Enrique Galindo)
  - f. Elementary Reading Area of Concentration ([06.35](#)) (action item)(Enrique Galindo)
  - g. LRP Committee – Fall Retreat ([06.34](#))(information item)(Barbara Bichelmeyer)
  - h. Honors Direct Admission Proposal ([06.39](#))(action item)(Jill Shedd)
  - i. Special Education Proposal to Meet “Highly Qualified” requirements ([06.38](#)) (action item)(Genny Williamson)
  - j. Integration of W201, W301 and W401 into TAL Program ([06.37](#))(action item)(Genny Williamson)
  - k. Proposed revision to Graduate Certification Program ([06.36](#))(action item)(Jack Cummings)

VI. Course Requests  
Course Change Requests

J705 Seminar: Inquiry in Curriculum and Instruction 3 cr BL/Indianapolis  
Changing to S-F grading. Justification: An A-F grading system is problematic given the variety of subject matter specializations and areas of interest reflected by students enrolled in the course. Additionally, students are at different stages of proposal development when they enter J705. S/F grading would provide more flexibility for the instructor to meet them where they are.

S400 Field-Based Seminar in Teacher Education cr hrs 2-6 BL/Indianapolis  
Changed from variable 2 to 4 to 2 to 6  
Justification: Currently S400 Field Based Seminar in Teacher Education is the Community of Teachers Course undergraduate students enroll in while they are completing their apprenticeship with a mentor teacher in a middle or secondary school. Students are required by the program to spend a minimum of one day a week in their apprenticeship placement and they must complete two semesters before they student teach. S400 Seminar includes both time in a university class (3 hours/wk) and in a field site (1 day/wk). Given this circumstance, changing S400 from 2-4 to 206 credit hours is justified by the course "load" for both students and faculty. The additional hours are to give credit to students for the time they spend in field sites and to faculty for the time they spend in supervisor of the students. In this way, S400 is similar to other courses that include both on-campus time and field experience. Changing the credit hours will give Community of Teachers students equal credit hours with other undergraduate teacher education students.

The Community of Teachers program has proven itself as a viable alternative to other teacher education program. In recent years, the program has expanded to include both general and special education teacher preparation for students wishing to receive teaching licenses in secondary education. This expansion into special education provides a way to prepare teachers for inclusive education. Although we believe this is a highly advantageous way to prepare teachers, it also places additional demands on faculty who often struggle to supervise students in early field experiences while also supervising student teachers. The expansion in credit hours will allow us to employ doctoral student in special education to assist in supervision. This will be an advantage to the doctoral students, many of who are interested in special education in secondary schools. At present, they are able to complete their requirement to supervise student through the Teaching All Learners (elementary) program exclusively. Many doctoral students express interest in supervision in middle and secondary schools.

Q405 Integrated Sciences for Science Education 1-4 cr hr BL/Indianapolis  
Change of course description: Integrated science course/lab for elementary education majors with a science concentration. This capstone course is primarily a science course intended to expand previously gained science content knowledge; topic and field experiences at the discretion of the instructor. Justification: To ensure course description matches course change last year.

A508 School Law and the Teacher 1-3 cr hr BL/Indianapolis

Change of course description and change hours to variable credit

A508 focuses primarily on legal concerns affecting teachers in public secondary schools.

Topics addressed include tort liability, church state relations, expression rights, children with disabilities, conditions of employment, discrimination and harassment, student testing, collective bargaining, teacher life-style choices, copyright concerns, teacher contracts, and dismissal, recordkeeping practice and student discipline.

Justification: Teachers are increasingly confronting legal issues in their classrooms and in other aspects of their roles.

#### New Course Requests

S501 Introduction to Teaching in Sr High, Junior High and Middle School 1-3 crs  
Bloomington/Indianapolis

This course provides the perspective of secondary teacher with information relative to the IUB Secondary Teacher Education Program, and the structure, organization, and curriculum of the secondary school. Justification: Required for a secondary certification.

A308 Legal Issues for Secondary Teachers 3 cr hours BL/Indianapolis

A308 focuses primarily on legal concerns affecting teachers in public secondary schools.

Topics addressed include tort liability, church/state relations, expression rights, children with disabilities, conditions of employment, discrimination, and harassment, student testing collective bargaining, teacher life style choices, copyright concerns, teacher contracts and dismissal, record keeping practices, and student discipline.

Justification: Teachers increasingly are confronted with legal issues in their classroom and in other aspects of their roles.

L409/L509 Critical Issues for the Reading Professional 3 cr hrs BL/Indianapolis

Critical Issues for the Reading Professional will focus on practitioner inquiry, reflective practice, culturally responsive literacy curriculum, and creating professional learning communities. Justification for new course: The course is added to bring the reading license in line with the Indiana standards for reading and up to date with current research in the field.