

Minutes from Meeting
9:00am-10:30am
Rooms 2102 (Bloomington) and 3138E (Indianapolis)

Members Present: Danielle DeSawal, Beth Berghoff, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Robin Hughes, Susie Sloffer, Ghangis Carter, Valarie Akerson, Martha Nyikos, and Ray Haynes

Absent: Kylie Pepler (on leave for the semester), Luise McCarty (on sabbatical), and Jesse Steinfeldt

Staff: Avital Deskalo

Presenters: Bob Sherwood, Hannah Schertz, Tom Brush, and Mary Beth Hines

I. New Business

- A. Proposal for MS in Education Secondary General Track integrated into ST2T –** Bob Sherwood presented this proposal to the committee. The rationale behind this proposal is for students to get licensure and a Master's simultaneously. One change from the original ST2T program is that the reading course was 2 credits and now it would be 3 credits. Also, the student teaching seminar would be integrated into student teaching. In the chart on the proposal, the number before the slash represents the credit hours that the students would take who were just in ST2T, and the number after the slash represents the credit hours that students would take who are trying to get the Master's more integrated.

The members raised some concerns about the proposal. The members were concerned if this was a separate program (were students admitted to Master's and ST2T). Bob Sherwood clarified that he wants two keep these as two separate admission programs. Because he doesn't want a joint admission program and a joint admission program has not been approved, he cannot advertise the integrated Master's and ST2T. Additionally, Susie Sloffer was concerned about the new student teaching requirements of 6 credits. Also, Elizabeth Boling raised the point that faculty members need to be aware of this plan so they can offer the required courses (e.g., Y520). Robin Hughes inquired about the possibility of offering more online courses or a Saturday course for students who are student teaching. **After the discussion, Sherwood decided to withdraw his proposal so he can use the committee's feedback and make some modifications.**

- B. Preparing Educators for Autism (PESA) Certificate Proposal –** Hannah Schertz presented this item to the committee. Before she began, Danielle DeSawal mentioned that Schertz brought the idea of the PESA certificate to the committee in December 2009, and the idea was approved. Today, she is requesting approval of the certificate and the new courses that are associated with the certificate. Schertz explained that the Special Education faculty members have been working on this program for a few years. The courses associated with the certificate will be taught online. Three out of five of the courses have been taught previously under K500. The courses have a strong focus on

research to practice and they were developed for upper level masters students and early stage doctoral students. Schertz noted, however, that there is some flexibility in regards to who is accepted into the program. Furthermore, Schertz has created guidelines for online communication so the students can achieve an optimal online learning experience.

Following Schertz's presentation, the committee members asked several questions about the proposal. Robin Hughes asked if any preliminary discussions occurred between the Special Education faculty at IUB and IUPUI. Schertz indicated that conversations have taken place regarding the SPEDFIST program, of which these courses belong. There have not been any conversations in specific regards to the PESA program. Schertz noted that several IUPUI students have enrolled in these courses. Next, Martha Nyikos inquired if the courses are available online only. Schertz said that all courses are taught fully online. She also mentioned the format of the courses. There is a weekly asynchronous discussion format and 4-5 live-video conferences during the semester. In addition, the weekly forum discussions are essential to the course, some of which will be graded. Elizabeth Boling asked if she anticipates that the students will enroll in the certificate along the way to a Master's or Doctoral degree. Schertz said yes, and she asserted that some students just enroll in the courses without enrolling in the certificate program. Boling recommended for Schertz to inventory which students are enrolled in the courses now, so this information can be used for marketing efforts put forth by the Office of the Vice Provost. Ray Haynes inquired about the learning outcomes, and how the faculty will be able to engage in all the online formats (synchronous and asynchronous discussions, etc). Schertz has been experiencing with online courses over the past few years and she has found a system that works for her. One of her strategies is that she only grades half of the discussions. In regards to her comment, Haynes asked if the students are informed that only half of the discussions will be graded. Schertz indicated that the grading information is available in the syllabus for the students (e.g., she will grade 5 out of 10 of the discussions). Next, Boling asked if Schertz would be teaching all these courses. Several different faculty members will be teaching the courses, including Hannah Schertz and Camilla McMahan. Beth Berghoff raised the concern that the title did not indicate that this was an online certificate program. Boling asserted that no one has considered the idea that the title needs to indicate that the certificate is online. She believes that the title as is will not serve to confuse people about where the certificate needs to go for approval.

Before the committee voted, DeSawal announced that she would add a suggestion to the motion requesting Lara Lackey to verify that the PESA certificate proposal and new course requests were voted on and approved by C&I faculty. Hughes also suggested for a conversation between IUB and IUPUI Special Education faculty to occur regarding the PESA certificate program.

- *Martha Nyikos motioned to accept the new certificate program request for Preparing Educators for Autism (PESA) as presented with the following caveats: we will contact Lara Lackey as interim chair of C&I and verify that a vote was taken by the faculty and make sure we have documentation from the*

meeting minutes to reflect the vote and approval. We will also make sure that a conversation occurred among the Special Education faculty across the core campus environment to ensure that all faculty members who are impacted by this proposal were able to voice their questions or comments.

- *Ray Haynes seconded the motion.*
- *All in favor.*

1. **New Course Request: K631-** This course is titled Introduction to Autism Spectrum Disorders. K531 focuses on a broad survey of the research, trends, and issues of Autism, a critical examination of what is known and unknown about ASD, and an examination of the perspectives of individuals with ASD and their families. The committee found two changes that need to be made on the request form and syllabus. On the course request form, #30 needs to be changed to “no”, and the course number needs to be reflected on the syllabus.
 - *Susie Sloffer motioned to accept EDUC-K631 with the following changes: add “no” to #30 and change course number on syllabus to reflect the course number K631.*
 - *Martha Nyikos seconded the motion.*
 - *All in favor.*

2. **New Course Request: K632-** This course is titled Promoting Social Competency in ASD. K632 focuses on how social development happens in ASD. This course also focuses on how educators can create inclusive learning environments and specific strategies for interventions. The following changes need to be made: #23 (estimated enrollment) needs to reflect 100%, #21 (instructor name) needs to have an instructor’s name. Schertz recommended Camilla McMahon for #21. Also, the course number needs to be reflected on the syllabus.
 - *Valarie Akerson motioned to approve EDUC-K632 with the following changes: add “Camilla McMahon” to #21, add 100% to #23, and change the syllabus to reflect the course number K632.*
 - *Martha Nyikos seconded the motion.*
 - *All in favor.*

3. **New Course Request: K633-** This course is titled Communication, Development, and Assessment in ASD. K633 addresses the unique developmental trajectories of social communication in ASD and assessment approaches that support individualized planning to build on strengths and interests. The course requires two changes: #23 on the request form needs to be changed to 100%, and the course number K633 needs to be reflected on the syllabus.
 - *Susie Sloffer motioned to accept EDUC-K633 with the following changes: change #23 from 15 to 100, and change the syllabus to reflect the course number K633.*
 - *Ray Haynes seconded the motion.*
 - *All in favor.*

4. **New Course Request: K634**- This course is titled Preventing and Intervening with Challenging Behavior for Students with ASD. K634 focuses on disruptive behaviors and restrictive and repetitive behaviors. This course explores the unique behaviors associated with ASD, and the internal contributions and external environmental conditions that affect the behavior. Preventing and intervening strategies are discussed. The committee members suggested a few changes to the course request form: add the word “challenging” in front of behavior on #8b, add “Hannah Schertz” to #21, and change the course number on the syllabus to K634.
- *Ray Haynes motioned to accept EDUC-K634 with the following changes: on #8b add the word “challenging” in front of behavior; on #21 add “Hannah Schertz” and change syllabus to reflect K634 as the course number.*
 - *Katie Cierniak seconded the motion.*
 - *All in favor.*
5. **New Course Request: K635** – This course is titled Evidence-Based Professional Practice to Support School-Based Learning for Students with ASD. K635 focuses on how to intervene in specific academic areas, how to incorporate meaningful outcomes into family priorities, collaborate across disciplines and with families, build on strengths of students with ASD, and create peer supported learning opportunities. Ray Haynes expressed confusion with the term “meaningful outcomes.” Camilla McMahon indicated that meaningful outcomes are outcomes for students that will have an impact on student learning. For clarification purposes, the committee members provided a suggestion to change meaningful to individual and add “for students with ASD” after outcomes. The members also recommended changing the course title abbreviation on #8. Hannah Schertz will collaborate with Susie Sloffer and Elizabeth Boling to find an appropriate abbreviation. Also, on #21, “Camilla McMahon” needs to be added.
- *Katie Cierniak motioned to accept new course request EDUC-K635 with the following changes: on #8b, Hannah Schertz with work with Susie Sloffer and Elizabeth Boling to find a 30-character abbreviation that will work with the course title. On #16, “individual” will replace “meaningful” and “for students with ASD” will be added after outcomes (the new sentence will read “...identifying individual outcomes for students with ASD...”), and on #21 “Camilla McMahon” will be added. Course number K635 will be reflected on the course syllabus.*
 - *Martha Nyikos seconded the motion.*
 - *All in favor.*
- C. **Changing the M.S. in Adult Education to M.S.Ed. in Adult Education** – The SOE inherited the M.S. in Adult Education when Continuing Education as a school ceased to exist here on the Bloomington campus. The change from M.S. to M.S.Ed. is to align with the SOE, because the Master’s degrees in the SOE are M.S.Ed. The faculty in IST approved the change on November 6th, 2012.

- *Valarie Akerson motioned to accept the proposal to change the Adult Education degree from M.S. in Adult Education to M.S.Ed. in Adult Education.*
- *Ray Haynes seconded the motion*
- *All in favor.*

D. LACLE major name change- This proposal is to change the names of the academic majors to align with the new name of the department, Literacy, Culture, and Language Education. The faculty in LACLE voted to approve the major name change on October 10th, 2012. Four degrees will be impacted by this change (M.S.Ed., Ed.S., Ed.D., and Ph.D.).

- *Ray Haynes motioned to accept the major name change for the four degrees listed for LACLE.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

II. Review/approval of the minutes from October 4th, 2012

- *Susie Sloffer motioned to approve the minutes with the following changes: change R511 to R551 in Old Business.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

III. Discussion Items

A. Verification from department chairs on agenda items- Thu Suong Thi Nguyen initiated a discussion about the standard procedure for verifying that a program/department has approved an agenda item before it comes to the GSC/RAFA Committee. Danielle DeSawal responded by stating that the verification memo should include the date when the item was approved by the department/program. Then, Robin Hughes asked if the department chair should be appointed to send the memo. Previously, the departments just had to show evidence of a vote; the chair was not required to submit the memo. However, the members discussed the idea of implementing a procedure in which the department chairs provide confirmation of a vote and the date in their meeting minutes and then send the minutes to this committee. At the end of the discussion, the members agreed that this committee would request the department meeting minutes from the department chair, and request that there be language in the minutes showing both that the members voted and the results.

B. Committee Assignments

1. Beechler Committee: Janet Decker has joined this committee. Valarie Akerson will send out the request for applications soon.
2. Dissertation of the Year Award Committee: Martha Nyikos volunteered to chair this committee. Katie Cierniak joined the committee as a student member. Danielle DeSawal will start recruiting members from other departments.