Minutes for April 2017 Meeting
Peabody College Faculty Council Meeting
April 11, 2017 12:00 to 1:30 pm
Peabody Administration Building Room 318

Minutes

Present: Camilla Benbow, John Braxton, Jeannette Mancilla-Martinez, Nina Martin, Kimberly Bess, Velma Murry, Craig Smith, Andy Van Schaack, Amy Palmieri, Georigene Troseth, Naomi Tyler, Andrea Capizzi, Jonathan Lane,

Meeting called to order by John at 12:04pm

Approval of Minutes for the March Faculty Council Meeting (Nina Martin motioned, Naomi Tyler seconded, and all in favor)

Selection of Faculty Council Awards (Jeannette Mancilla-Martinez): discussed the criteria for selecting awardees and distribution among departments; possibly have a page limit for nominations and intent to nominate call earlier on; discussed each category and potential awardees; each department will be charged with ensuring awardees from their respective departments to be in attendance

Dean’s Remarks (Camilla Benbow): confidential remarks

Peabody Scholars Degree Designation Proposal (Velma Murry): Leslie Kirby submitted a proposal and the idea is to convert Peabody Honors to a point-based system utilizing a mixed approach (courses + experiential learning), such that students would graduate with honors designation; want to open up to current sophomores; committee met last week and discussed action items; proposal has been signed off by Provost and Registrar’s office; committee saw no problems, but one member wondered why students would do this, but have the option to not receive the credit (Craig clarified this); Andrea clarified that there was not official approval from DUS, although Leslie met with each person and all supportive; issue was raised about what happens when Immersion is in place and seems there are notable differences between the two concerning requirements; Velma moved for approval, Nina Martin seconded, and all in favor

Curriculum Committee Items (Nina Martin): issues raised at last faculty council meeting concerning EDUC 6330 have been addressed; 17 new items to discuss, with 3 from T&L, 2 from HOD/HDC, 9 from LPO, and 1 from PSYCH&HD (handout with details was distributed for discussion); Nina Martin motioned for approval, seconded by Velma Murry, and all approved; see attached Curriculum Committee Agenda Items handout

Committee on Inclusion, Equality and Diversity Items for Discussion (Andrea Capizzi)

- Student Awards: have been awarded
- Possible Inclusive culture refreshers for departments: rather than lunch and learn, idea is to have someone from the EDI committee present at each department to reach as many as possible; would like to know is council feels this is a good idea and there was support for this approach; was suggested that perhaps an online version can be developed and it was suggested that the university EDI committee might want to consider this
Other: John Braxton noted that Kimberly Bess will continue on council and still waiting to hear from other departments concerning new members

Meeting adjourned by John Braxton at 1:46pm
Faculty Council Meeting  
Tuesday, April 11, 2017  
Curriculum Committee Agenda Items  
(all below passed at the 3-30-17 CC Meeting)

I. OLD BUSINESS (from last Council meeting)

1. T&L: 
   a. **Resubmission of New Course Form** EDUC 6330: Recognizing and Responding to Special Needs Learners (SED) (1 credit hour).
      
      *At the Council level: Did not pass; Council concerns re. people-first language and proper vetting of course by Sped*
      
      - Now re-titled as EDUC 6330: Recognizing and Responding to Diverse Learners
      - Change of language throughout to reflect People First Language and indication in proposal of extensive discussion with SPED to clarify nature of course: *e.g., (from proposal AND syllabus):* "...this is not a Special Education course per se. It is an experience intended to ensure that regular educators can fulfill their responsibilities to recognize the needs that all learners have and can respond – by differentiation, accommodation and appropriate referral – to each and every student. Students who wish to develop knowledge of special education research, theory and practice should consider SPED course offerings."

   b. **Resubmission of Program Revision Form: re. Secondary education Program**
      
      *At the Council level: Did not pass; Program Revision incorporated the proposed EDUC 6330 course, so request that this proposal be examined in that light and resubmitted.*

      - Secondary Education Program proposal revised to incorporate changed EDUC 6330 course.

II. NEW BUSINESS:

1. T&L: 
   a. **New Course:** EDUC 6120 (ELED): Advanced Practicum in Literacy & Mathematics (Learning Ecologies II).
      
      In alignment with the revised ELED program passed in fall, this is the 2nd of a strand of learning ecologies courses. This will be offered in fall semesters for new cohorts.

      For Masters students seeking certification in Elementary Education. Provides practical experience in the planning, teaching, and assessment of reading, language arts, and mathematics, with a particular emphasis on the development of inclusive and equitable learning opportunities. (1 credit hour)

   b. **New Course:** SCED/ENED/SSED/MTED 2300: Pedagogy Seminar.
      
      This new course is for a course that has been offered as a special topics course 2-3 times already. Essentially, a DTL faculty member partners with a professor of a core content area. Students enrolled in the content area course can also enroll in the 1-credit pedagogy seminar to learn how to convey their knowledge and help others learn. While it’s open to any undergraduate, the undergraduate must be enrolled in the content area course as a co-requisite. In the past, some students have enrolled in Peabody programs after taking this course.

      This pedagogy seminar accompanies a core course in the College of Arts & Sciences and examines the process of teaching and learning of that course content. Students enrolled in the core course lecture may elect to participate in this accompanying one credit pedagogy seminar. This optional seminar will be team-taught by the core course instructor and an education faculty member. (1 credit hour)

   c. **New Course:** ENED 6350: Adolescent Readers (SED).
      
      This new course is for students enrolled in secondary education programs in DTL. This course will be required for English Education majors and optional for Secondary Education majors who will teach other subjects. Some states require all secondary education teachers to have taken 2 literacy-oriented classes. It’s been difficult for students to take a fall/spring literacy course when they are enrolled in multiple content-area courses, so this summer option is very helpful for them. It’s also helpful for English Ed students who are doing shorter programs (18 months or less), as they are eager to take summer courses.

      This course focuses on effective reading instruction for adolescents and pre-adolescents (grades 5-12). Drawing on research-based practice and situated in a reading clinic practicum, students will learn how to design, enact, and assess effective reading instruction. (1 credit hour)

2. HOD/HDC:
a. **Course Revision**: re. HOD 7130: Public Policy and Advocacy [Doctoral Policy Course (CRA)] (formerly Public Policy and Advocacy in Mental Health) (Course number will be 8130)

*Rationale for course revision:* “The central rationale for the change is to broaden the course beyond health and mental health to additional areas of public policy examined in the curriculum of the Community Research and Action doctoral program. The course description now also makes explicit that much policy is developed at the local level as well as the national level...”

b. **Program Revision**: re. School Counseling Online Program (HDC) (plus supplementary document regarding course sequencing over time and immersive requirement)

*Explication of revisions to current School Counseling on-ground program to incorporate online program:*
- including increase in required number of total hours to 60 hours;
- explanation of rolling admissions with start dates in August, January, and May;
- explanation of matriculation schedule (online students will take 2-3 courses per term – if 2 per term then 3.5 years to graduate; if 3 per term then 2.5 years to graduate);
- explanation of academic calendar (online calendar will fit within on-ground academic calendar; 2-week break between summer & fall and between spring & summer; 4-week winter break, 1-week spring break; 1-week Thanksgiving break; no breaks during summer);
- explanation of class meetings to include asynchronous (2.5 hours/week) and synchronous content (90min/week discussion section).

3. **LPO:**
   a. **New Course**: Postsecondary Access (Course number will be 8250)

*Catalog Description:* This course considers who has access to higher education in the United States, and how policies and interventions at the federal, state and institutional level affect who enrolls and persists in higher education. We will make use of readings from a range of perspectives to explore these issues. At the end of this course students will understand the main issues surrounding college access and completion in the United States. Students will also have learned about the policies and interventions that seek to improve access and equity in higher education.

*Rationale for the Course*

A. **Need for the course at Peabody:** This is a new required course in the HLP track in the Ed.D. program. College access and persistence is among the most important policy questions in higher education leadership and administration today; currently, there is no course in the Ed.D. program that engages it in a sustained and meaningful way for our aspiring higher education leaders. This course is currently offered at the master’s level in the HEA program, but it is not available to our weekend-based Ed.D. program students and emerging higher education leaders.

B. **For whom:** Ed.D. students in the higher education leadership and policy track; masters students by permission only.

C. **Place and Function in the Program:** This course will be part of the core curriculum for Ed.D. students in the higher education leadership and policy track.

b. **New Course**: Leadership Theory and Practice (Course number will be 8110)
c. **New Course: Learning in Organizations** *(Course number will be 8120)*

**Catalog Description:** This course considers how to design learning environments and instruction so that learners use what they learn in appropriate new contexts. Leadership in organizations is about helping people become effective in achieving personal and organizational goals; it is at foundation about facilitating learning that matters—learning that shapes behavior. In this course we will explore some of what is known about learning and instruction that addresses this challenge. You will have the chance to master and apply the fundamentals of learning and instruction to your own area of interest. And you will have a chance working in teams and alone to identify and pursue related questions that are of particular interest to you. The course will build upon the diverse perspectives that students from varied professional backgrounds bring to the class. We will all be rich resources for each other.

**Rationale for the Course**
A. **Need for the course at Peabody:** This is a new required course in the online Ed.D. in Leadership and Learning in Organizations Program.

B. **For whom:** Online Ed.D. students in the Leadership and Learning in Organizations program only; this course is not open to students in Peabody on-campus programs.

C. **Place and Function in the Program:** This is a first-semester course in the core curriculum for the online Ed.D. in Leadership and Learning in Organizations program.

d. **New Course: Global Sustainable Development** *(Course number will be HODI 3270)*
Catalog Description:

This interdisciplinary course will help students to develop a capacity to analyze society-environment relations across spatial scales (from the local to the global) using approaches from multiple academic disciplines and professional fields. The first half of the course provides a survey of population, market, institutional, ethical, political economy, and discourse approaches to understanding environment and society. We will explore how these major ways of thinking have shaped environmental knowledge and management. The second half of the course emphasizes an object-focused approach to environmental and sustainability studies. We will study oil, carbon dioxide, trees, wolves, uranium, tuna, lawns, bottled water, french fries, and electronic waste using the approaches from the first half of the course. The course’s dual focus on analytical approaches and environmental objects (rather than a typical emphasis on problems) underscores the fact that today’s concerned citizens and professionals must be able to analyze complex society-environmental relations from multiple perspectives and at multiple scales. Sustainability demands insights and methods from education, the social sciences, business and organizational studies, the natural sciences, and more.

Rationale for the Course:

A. Need for the course at Peabody:

This course will make available a much-needed addition to the ILD/HOD curriculum, one that fills a notable gap in our present offerings. In light of the broad, global consensus regarding the dire need for more sustainable development across all sectors of the economy in every country, this course will provide students with the opportunity to gain knowledge of the primary dimensions, stakeholders, organizations and issues at stake in advancing sustainability.

B. For whom: HOD/ILD Undergraduate Students

C. Place and Function in the Program: HOD/ILD Core Credit

e. Program Revision: MPP Policy Portfolio

Proposal to change requirement of ‘culminating policy paper’ to ‘culminating policy portfolio.’

From Proposal: In the past, M.P.P. students have completed a policy paper as the primary academic product from their culminating practicum experience. This paper also satisfies the comprehensive examination requirement. The M.P.P. program faculty are proposing to change the policy paper requirement to a requirement that students complete a portfolio of policy writing and other policy products, which will continue to satisfy the comprehensive examination requirement. This change reflects better alignment both with the practice of education policy, which requires students to be able to synthesize and present information in a variety of accessible, persuasive formats, and with the policy writing skills we emphasize in M.P.P. courses.

f. Program Revision: IEPM Policy Portfolio

Proposal to change requirement of ‘final assessment: comprehensive exam or thesis paper to ‘portfolio’.

From Proposal: In the past, in addition to completing 36 credit hours toward the degree, IEPM students must also either pass a comprehensive examination or write and submit a master’s thesis paper on a topic of their choosing. The IEPM faculty are proposing to change these requirements to a requirement that students complete a professional portfolio. This change reflects better alignment both with the professional fields of international education policy and management, which requires students to be able to synthesize and present information in a variety of accessible, persuasive formats, and with the academic writing and analytical skills we emphasize in IEPM courses.

g. New Program: Dual Degree: MPP/MBA

From Proposal: Proposed Catalog Description: Students with strong dual interests in education policy and management may apply to the MPP/MBA dual degree program. A joint program available through the Owen Graduate School of Management and Peabody College of Education and Human Development, the dual degree can be obtained in three years with full-time study. Candidates for admission must apply and be accepted separately to each school and program. Current MPP and MBA students can take advantage of the joint degree option with the approval of both schools.
Proposed required number of hours for program completion: 74 Credit Hours Total: 50 Owen credit hours; 24 Peabody credit hours; 12 credit hours shared across schools.

h. New Program: Dual Degree: MEd-in-IEPM/MA-in-LAS

From Proposal: Proposed Catalog Description: Students with strong dual interests in International Education Policy and Management and Latin American Studies may apply to the MEd/MA dual degree program. A joint program available through the Center for Latin American Studies of College of Arts and Science and the Department of Leadership, Policy, and Organizations at Peabody College of Education and Human Development, the dual degree can be obtained in three years with full-time study. Candidates for admission must apply and be accepted separately to each school and program. Current MEd in IEPM and MA in LAS students can take advantage of the joint degree option with the approval of both schools. Proposed required number of hours for program completion: 60 Credit Hours Total: 30 MA-in-LAS A&S credit hours; 36 MEd-in-IEPM Peabody credit hours; 6 credit hours shared across schools.

i. New Program: Online EdD Proposal

Proposed Program Title: Ed.D. in Leadership and Learning in Organizations

Proposed Catalog Description: The online Ed.D. Program in Leadership and Learning in Organizations prepares students to lead learning and organizational improvement in a range of professional contexts. Students take courses in leadership theory and practice, learning and design, organizational development, and data and analytics and learn to apply different methods of inquiry to organizational challenges from a learning and design perspective. Through weekly asynchronous and synchronous classroom sessions, an annual on-campus immersion, and an applied culminating doctoral project, students gain the knowledge and leadership skills to mobilize people to change and improve organizational learning and practices. The program is designed for experienced working professionals, and all degree requirements may be completed in three years.

Proposed required number of hours for program completion: 84 credit hours. This includes 54 Peabody credit hours, plus 30 semester credit hours transferred in from an accredited master’s degree program or postbaccalaureate coursework for a total of 84 hours.

4. PSYCH&HD:
   a. New Program: PSY Study Abroad_Stockholm Program (plus clarifying email from Craig Smith)

From Proposal: Proposed Program Title: DIS-Stockholm Proposed required number of hours for program completion: This will be a 1-semester study abroad program, with likely the possibility of a briefer Maymester or summer session. While abroad, students will take a full load (12-18 hours) for a regular academic semester, and will take one or two 3-4 hour courses for Maymester or summer sessions.

Approval of the DIS-Stockholm program for Vanderbilt Students will provide another attractive and rigorous option for students, particularly those interested in fields related to psychology, neuroscience, and allied social science fields, to study abroad. This program is a new, sister program to the DIS-Copenhagen program that Peabody College approved on behalf of Vanderbilt a number of years ago. Since its approval numerous students from both Peabody and the other Vanderbilt Undergraduate Schools have attended the Copenhagen program, and both they and the Faculty have been pleased with the quality and rigor of the program. Thus we anticipate that DIS-Stockholm will prove to be another attractive and valuable option for our student to study abroad.