A. Approval of the Minutes from the April 26, 2023 Organizational (24.04M) and Policy Council Meeting (24.05M)

B. Announcements
   1. Agenda Committee
      a. Teaching English Learners Licensing Program approved
      b. Two external members added to the Committee on Teacher Education
      c. Staff members added to serve on Policy Council standing committees
      d. Added charge to the Faculty and Budgetary Affairs Committee
      e. Guidelines for Academic Hiring have been posted
      f. Undergraduate Studies Committee approved changes to Education Policy Minor changes

   2. Dean’s Report

C. Old Business
   1. Update on Committee Restructuring from Ad Hoc Committee (24.07)

D. New Business
   1. Consent Agenda
      a. Updating policy language to reflect IST department name change.
         i. 22.22 IUB Annual Performance Review: Overview
         ii. 13.11R Graduate Program Review Process
      2. Bulletin Update on Accelerated Undergraduate-Graduate Degree Programs Policy (24.08)
      3. Program Change - Elimination of Diversity in U.S. History Course Electives for Secondary Social Studies Education Program (24.09)
      4. Program Change- Counseling and Student Services major (24.10)
      5. New Track- Child and Adolescent Mental Health (24.11)

E. Discussion
   1. Dean’s Search Timeline (24.14)

F. New Course/Course Changes
   The following new course or course change proposals have been reviewed and approved by the Graduate Studies Committee, the Committee on Teacher Education, or the Undergraduate Studies Committee. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.
New Courses

**BL EDUC-J 597**  
*Course title: Teaching, Learning & Curriculum Capstone*  
*Cr 3*

*Description:* This is a final capstone course for students enrolled in the M.S.Ed. in Teaching, Learning, and Curriculum (Online Collaborative). In this course students will synthesize their learning across courses in their master's track through an individualized capstone project under the direction of a faculty member.

*Justification:* This course is the final capstone for the M.S.Ed. in Teaching, Learning, and Curriculum (Online Collaborative). This course is a necessary component for the online collaborative degree.

**BL EDUC-L 522**  
*Course title: Pedagogical Foundations for Teaching English as a New Language*  
*Cr 3*

*Description:* This methods course provides a solidifying experience in how teachers translate their knowledge of language and literacy, culture, and equity-mindedness into responsive and sustaining pedagogical practices that assist, assess, and differentiate instruction to advance multilingual students' learning.

*Justification:* A new IU Online ENL Program course was required to focus on pedagogy, differentiation, and assessment as an instructional methods course using critical sociocultural theory and practices. No current course meets this need.

**BL EDUC-L 571**  
*Course title: Practicum in ENL Assessment*  
*Cr 1*

*Description:* This practicum will expand your assessment literacy and antibiased and anti-racist (ABAR) teaching and assessment practices. You will identify characteristics of assessments that make assessments useful, meaningful, and equitable for multilingual learners.

*Justification:* The IU Online English as a New Language graduate certificate is a new program, requiring a fully online practicum to accompany L503 Assessment Literacy for Culturally and Linguistically Diverse Students. This link between L503 and a practicum solely in assessment does not currently exist in our offerings.

**BL EDUC-L 572**  
*Course title: Practicum in ENL Pedagogy*  
*Cr 1*

*Description:* This practicum provides a solidifying experience in how teachers translate their knowledge of language and literacy, culture, and equity-mindedness into responsive and sustaining pedagogical practices that assist, assess, and differentiate instruction to advance multilingual students' learning.

*Justification:* We developed a new pedagogy course (EDUC L522), requiring an associated and appropriately aligned practicum.

Course Changes

**BL EDUC-A 308**  
*Cr 3*
Course Title: Legal and Ethical Issues for Teachers  
Change of Course Title: Legal and Ethical Issues in Education

Current Course Description: Focuses primarily on legal concerns affecting teachers in public elementary and secondary schools. Topics include tort liability, church/state relations, expression rights, children with disabilities, conditions of employment, discrimination, and harassment, student testing, collective bargaining, teacher lifestyle choices, copyright concerns, teacher contracts and dismissal, record-keeping practices, and student discipline.

Change Course Description to: Students examine legal and ethical issues in schools by (1) identifying various legal and ethical dilemmas in order to articulate and defend solutions; (2) applying constitutional, statutory, and case law; (3) increasing legal literacy including "preventative law;" and (4) discussing social justice (e.g., SES, race, nationality, religion, gender, LGBTQ+, disability).

Justification: To reflect current content of course.

BL EDUC-Y 435  
Cr 3

Course Title: Program Evaluation for Applied Educational Professions

Course Description: This undergraduate capstone inquiry course engages students in conducting a small scale evaluation by consulting with a relevant organization or business. Students will begin with a simulated evaluation study organized according to thread. By the second half of the semester, students will be involved in group-conducted local evaluations.

Change: Removing prerequisite EDUC-Y 402

Justification: The prerequisite is not required per the faculty member overseeing the course. It was originally added because the graduate class in evaluation has a statistics prerequisite but it is not needed for the undergraduate class.