

**AGENDA POLICY COUNCIL
SCHOOL OF EDUCATION
March 23, 2016
1:00 – 3:00 p.m.
School of Education IUB - Room 2140 IUPUI - Room 3138E**

Approval of the Minutes from February 24, 2016 Meeting **(16.30M)**

I. Announcements and Discussions

Dean's Report

Spring Core Campus Faculty Meeting – April 15, 2016

Agenda Committee – Diversity Report and Provost's response to letter

II Old Business

Diversity Topic – John Nieto-Phillips – Diversity Plan

III. New Business

Proposed Revisions to Constitution **(16.32)**

Proposed Revisions to T2T **(16.33)**

Proposed Revisions to Secondary Education program **(16.34)**

Proposed Revisions to Social Studies **(16.35)**

Proposed policy on Qualifying Exams – Urban Education Studies Doctoral Program **(16.36)**

IV. New Course/Course Changes

The following new course/course change proposals 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 Course Proposals

Q217 - STEM Learning Out of School 3 credit hours

BL

This course is meant to explore the various contexts where STEM content is experienced outside of school. This includes institutions such as museums, zoos, aquaria and makerspaces as well as through media. We will explore the types of learning that can happen in these spaces, the theories behind the design and building of these experiences and evaluate their effectiveness at learning and engagement. Students will be asked to bring together their learning in a final project where they design and evaluated a STEM-related learning experience. **Justification:** Currently there are courses offered at IU that focus on visitor studies (at the graduate level) and an Education course that focuses on artifacts (M200 - Artifacts, Museums and Everyday Life) but the plan for this course is to make an offering focused on all the environments outside of school where STEM can be experienced. Beyond museums, this would include zoos, makerspaces, media and other places that are not covered in courses at IU. Additionally, this is meant to be offered at more of an introductory level (200) than other classes that are related.

X116 - Learning Strategies for Finite MATH-D116 2 credit hours BL

Corequisite: Student must be concurrently enrolled in MATH-D116. Help course for MATH-D116, assisting students with mastering finite mathematics. Student must be concurrently enrolled in MATH-D116.

Justification: Currently we offer this a course similar to this, EDUC-X101. There are two problems with the current course, however. First, there are three versions of EDUC-X101 (one for each of the three finite versions: MATH-D116, MATH-D117, and MATH-M118). This is confusing for students and advisors, resulting in lower enrollment and students adding the wrong section. Second, students who choose to take the two semester version of finite (MATH-D116 and then MATH-D117) request help for both semesters but can only take EDUC-X101 once. By creating two new courses, EDUC-X116 (this course) and EDUC-X117 (the partner course), we would end the confusion regarding which course is assigned to which finite section and we would allow students to get help in both semesters of finite. Since finite is a major hurdle for students at IUB with a high DFW rate, creating a sensible and intuitive help class is paramount and will aid in retention.

X117-Learning Strategies for Finite MATH-D117 2 credit hours BL

Corequisite: Student must be concurrently enrolled in MATH-D117. Help course for MATH-D117, assisting students with mastering finite mathematics. Student must be concurrently enrolled in MATH-D117.

Justification: Currently we offer this a course similar to this, EDUC-X101. There are two problems with the current course, however. First, there are three versions of EDUC-X101 (one for each of the three finite versions: MATH-D116, MATH-D117, and MATH-M118). This is confusing for students and advisors, resulting in lower enrollment and students adding the wrong section. Second, students who choose to take the two semester version of finite (MATH-D116 and then MATH-D117) request help for both semesters but can only take EDUC-X101 once. By creating two new courses, EDUC-X117 (this course) and EDUC-X116 (the partner course), we would end the confusion regarding which course is assigned to which finite section and we would allow students to get help in both semesters of finite. Since finite is a major hurdle for students at IUB with a high DFW rate, creating a sensible and intuitive help class is paramount and will aid in retention.

Course Change Proposal

L121 - ACADEMIC WRITING FOR MULTILINGUAL STUDENTS 2 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 and whose academic interests would be better served by taking two composition courses rather than one. Emphasis will be placed upon reading and writing within the multiple rhetoric of the academy: students will practice, through revision, three essential academic skills and rhetorical tasks: summary, analysis and argument. Another emphasis will be upon surface features typically associated with writing outside the first language. L121 will be built around a sequence of short essays, many revised in light of thoughtful criticism by the instructor. Special attention will be paid to the demands of writing in American universities, with emphasis upon practices of attribution. This course is not designed to fulfill the composition proficiency requirement, but rather to complement English W131 Multilingual by serving as practice ground for students not yet prepared to meet the demands of that course. Placement will be determined through cooperation with Second Language Studies and the Department of English. **Justification:** The course will be attached to W131ML (a 3 hour course), and will serve as an accelerated companion course to serve students in need of additional readings and writing during the semester. This change is made with the full approval of the Coordinator of Multilingual Writing in the English Department.