

**AGENDA POLICY COUNCIL
SCHOOL OF EDUCATION**
November 15, 2017
1:00 – 3:00 p.m.
School of Education IUB – Room 2140
IUPUI - Room 3138B

Approval of the Minutes from October 18, 2017 Meeting **(18.19M)**

- I. Announcements and Discussions
Formation of K. Barton Administrative Review Committee

Agenda Committee

Dean's Report

- II. Old Business
Diversity Topic: Upcoming Events
Dissertation Proposal Approval Form- Information Only

- III. New Business
CEP New Chair Selection Procedure **(18.21)**
IST New Chair Selection Procedure **(18.22)**
LCLE New Chair Selection Procedure **(18.23)**
Proposal EdD Minor in Adult Ed **(18.24)**
Proposal EdD Minor in IST **(18.25)**
Proposal for EdD Minor in Education Law **(18.26)**

- IV. 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

EDUC-H 605 Education Policy and Reform
Doc# 58395602

BL

3cr

This course provides an overview of the field of education policy studies and an introduction to scholarly development in the field. It is the required introductory course for PhD majors

and minors in Education Policy Studies, providing exposure to the different concentrations that constitute the program. It also acts as a survey of the field for non-specialists. The course considers both basic and higher education policies and reforms and incorporates a comparative viewpoint. Taking an historical and sociocultural perspective on education policy formation and recurring efforts at policy reform, it explores how structural power, varied forms of leadership, organizational dynamics, and social movements interact to define education policy issues and, eventually, to form and enact education policy. Viewed historically and cross-culturally, education systems have always emerged and changed in response to dramatic social shifts, including the rise of the city-state, the rise of the nation-state, the expansion of industrial capitalism, the Cold War, the consolidation of democracy, etc. Today we live in an era of increased global economic and cultural integration, which has been labeled “globalization.” Periodic renovations and revisions of institutionalized education systems tend to go by the name of “education reform.” Historically, such education reform primarily was a local, regional, or national affair; now it has truly been “globalized.”

Justification: The current core sequence of education policy studies courses begins at an advanced level. Through the Program Review process, students have indicated the need for a more basic overview of education policy processes and issues. This course will also provide an overview of Education Policy studies for students in other programs.

EDUC-H 625 Education Policy Practicum

BL

3cr

Doc # 65716452

Supervised practical experience in settings where educational policy is being analyzed, formulated or implemented. Practicum must be arranged by student and approved by advisor.

Justification: Student demand for professional development experiences is high. The Education Policy program has no course number to capture practicum experiences.

Course Changes

EDUC-M 463 Meth in Speech & Hearing Ther

BL

3cr

Change to M563

Doc # 60694976

The purpose of this course is to provide you with the information, models, and organizational/administrative procedures for delivering services to persons with communication disorders who are enrolled in the nation’s public schools. You will learn about public school and program organization; Federal and state legislation which will govern your work in the schools; the role of evidence-based practice in school service delivery; the important considerations in establishing a public school speech/language program; and finally, the management of a school speech/language program.

experiences, and consider implications for promoting artistic and aesthetic growth. Open to all graduate students.

Justification: Previously this course was intended for those considering an Art Education major with a career goal of obtaining licensure to teach preK-12 visual art education. It will continue to serve that purpose. The scope of the course is now being broadened to make it more interesting and relevant for a wider audience, including art specialists or non-specialists interested in teaching in formal or non-formal settings, or anyone interested in children's artistic development. It is our hope that this course might attract, for example, fine art studio and art history majors who may wish to work with children in a range of museum and community settings.