

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
November 15, 2017

1:00-3:00pm
IUB—Room 2140
IUPUI—Room 3138B
IUPUC—Room 155E

Members Present: J. Anderson; S. Power Carter; P. Rogan; C. Morton; T. Nguyen; P. Carspecken; Y. Cho

Alternate Members Present: L. Gilman; D. Estell; M. Lewis

Student Members Present: J. Rizzi

Staff Member Present: M. Boots

Dean's Staff Present: E. Boling; K. Barton; B. Chung

Guests: None

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

Motion made by: D. Estell

Second: M. Boots

Abstentions: none

Result: *Approved Unanimously*

I. Announcements and Discussions

S. Power Carter announced names of the members of the Administrative Review Committee for K. Barton.

Dean's Report

Dean Mason told members that all of the units throughout the university system have been asked to participate in the next strategic plan for the university. Dean Mason is putting together a task force to think about this strategic plan, particularly regarding issues of enrollment and how to organize programs to attract more students. The strategic plan will be put in place to begin implementation in 2019. The Dean Search is moving forward. The Isaacson Miller consultant firm held numerous stake holder meetings with faculty staff and students last week. I hope you all had a chance to share your thoughts on qualities of and priorities for a new Dean. Dean Mason continues to be involved with the Grand Challenge Steering Committee regarding the opioid addiction crisis project, which will involve Counseling and Education Psychology faculty in various ways. Also, we recently had visits from our partner university, SWU in Thailand and also from Beijing Normal University. These are very active partnerships. We had an opportunity to make concrete plans for upcoming activities, which we will be making faculty aware of soon. These involve opportunities for faculty and student exchanges, collaborative research and perhaps the development of a dual degree program. Gayle Buck sent out a call for proposals for a research conference scheduled for the Spring. I encourage everyone to take a look at that and see if you would like to contribute. Dean Mason goes to Slovakia on Saturday at the invitation of the US ambassador to Slovakia. Two faculty will attend as well, Keith Barton and Arlene

Benitez. We will look at possibilities for assisting schools in Slovakia with their educational needs, which are quite significant, and also use education in schools to combat the rise of the alt-right political movements in the country that are threatening their institutions. The follow-on to the trip will be engaging faculty in particular areas to go there and engage in teacher professional development and curriculum development. Dean Mason also attended the education dean's conferences, Council of Academic Deans from Research Education Institutions (CADREI) and the Association of American Universities (AAU) Education Dean's Meeting. Education schools around the country are facing similar challenges as we are—enrollment issues, maintaining quality, and finding ways to innovate.

II. Old Business

Diversity Topic: Upcoming Events

S. Power Carter noted that the Diversity Topic time is being devoted to updates on the implementation of the Diversity Plan, but as this is just beginning, we have no speaker for this meeting. Instead, in the meeting documents is a list of upcoming diversity related events. There are several important events coming up in November and December and S. Power Carter described a few. Please review this and share the information with other faculty and students.

Dissertation Proposal Approval Form- Information Only

B. Chung explained that at the last meeting we approved a new protocol for the Dissertation Approval Form and we revised the form based on feedback from Policy Council regarding concerns around IRB approval. There are now three categories. One indicates no need for IRB approval, with specific categories of studies that might fall under this. Another check box choice indicates approval is necessary and a third is the suggested, "I'm not sure" check box. You can see this check box encourages consultation with IRB and also asks that the IRB approval, or email from IRB confirming approval is not necessary be included with this form.

III. New Business

CEP New Chair Selection Procedure (18.21)

B. Chung summarized the CEP selection procedure. The sitting chair has been removed from the nomination process.

Motion made by: M. Boots

Second: P. Carspecken

Abstentions: none

Result: *Approved Unanimously*

IST New Chair Selection Procedure (18.22)

E. Boling explained that this policy tightens up the language around the voting process and also states that people cannot turn down a nomination.

Motion made by: M. Lewis

Second: D. Estell

Abstentions: none

Result: *Approved Unanimously*

LACLE New Chair Selection Procedure (18.23)

This new policy adds language that a meeting with the Dean prior to the selection process will be optional, at the request of the faculty or the Dean. This is instead of requiring a meeting.

Motion made by: D. Estell

Second: J. Rizzi

Abstentions: none

Result: *Approved Unanimously*

Continued Discussion:

E Boling noted that at agenda committee some asked why this policy has to come to a vote every time a new chair is needed. Because we don't select a chair all that often, it is important that everyone know what the procedures are. One thought is that the policies as passed now could be kept in a repository to be reused and then changed at the desire of the faculty. This would probably require some kind of process where Policy Council will need to give some kind of FYI to the departments reminding them of their existing procedure and encouraging them to bring a new procedure forward for approval, should the faculty desire that.

Proposal EdD Minor in Adult Ed (18.24)

M. Boots noted that we are trying to get all of the doctoral minors into a PhD and an EdD version. The goal is to get all versions on the books by next fall. These minors reflect this documentation process. It's pretty straight forward-- 9 credits instead of 12. They dropped off 1 course for the EdD minor.

Discussion: There was some discussion about the format of the information being presented for Policy Council approval. The document before the Council is an inter-departmental version. The formatting and language are changed slightly when entered into the bulletin to maintain consistency with other similar information in the bulletin. E. Boling asked if in the future, actual bulletin language is what the Council should vote on. After some discussion, the Council came to consensus that for now, we will vote on the document as is.

Motion made by: L. Gilman

Second: M. Lewis

Abstentions: none

Result: *Approved Unanimously*

Proposal EdD Minor in IST (18.25)

Motion made by: L. Gillman

Second: M. Boots

Abstentions: none

Result: *Approved Unanimously*

Proposal for EdD Minor in Education Law (18.26)

M. Boots informed Council members that this Minor trims down the length of the minor to be nine hours.

Motion made by: J. Rizzi

Second: D. Estell

Abstentions: none

Result: *Approved Unanimously*

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 **BL** **3cr**
Doc# 58395602

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.

Justification: The course has currently a 400 level denomination, albeit it is a graduate level course, required for our Master of Arts students in Speech-Language Pathology. Because of this, we are requesting that the number change to M563 so that these credits count toward graduate credits within our program. Only graduate students in speech-language pathology are given permission to register for the course. We are thus also requesting that the field experience that accompanies this course, M401, be changed to M501, to reflect the graduate level of the course and conform to the denomination change we are requesting.

EDUC-Z 531 Advanced Methods and Materials for Artistically Talented Students **BL**
3cr

Change to Designing Visual Learning Environments for Children

Doc# 64886461

A graduate level introduction to fundamentals of designing and facilitating children's visual art learning experiences in schools, community centers and museums. Emphasis on pedagogy in the context of practice and field experiences with children. Required for graduate certification in visual art. Non-art majors welcome with instructor permission.

Justification: Title of the course does not accurately reflect content. Content changes will provide flexibility in terms of modes of instruction and widens range of non-art certificate education majors that might find the content useful to their programs of study and/or careers.

EDUC-Z 532 Advanced Methods and Materials in Art Education **BL**
3cr

Change to Art Education in School & Museum Settings: Foundations & Methods

Doc # 64895990

A graduate level course in issues and strategies of curriculum development, instruction of visual art education, and philosophic perspectives of teaching art in PreK-12 schools, museums, community settings and other professional contexts. Required for all-grade visual art certification. Open to graduate students interested in art education in non-school settings.

Justification: The title and description more accurately describe the content of this course. The significant points include that: A. It includes instruction for middle and high school aged

students in addition to instruction for elementary-aged children. B. students will delve further into issues and philosophic perspectives of art education, and C. although it will continue to be required of all-grade visual art certification students, it now also will be relevant and useful those who plan to work with youth in informal and non-formal art educational contexts.

EDUC-Z 533 Arts and Crafts for Teachers

BL

3cr

**Change to Child Art: Understanding Children as Makers and Readers of Images
Doc # 64865729**

Introduction at the graduate level to the nature, meanings and development of visual/artistic expressions and aesthetic responses from childhood through adolescence. Students will analyze children's artworks and reactions to images through readings, case studies, and field 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.

Meeting Adjourned at 1:37 PM