AGENDA POLICY COUNCIL
SCHOOL OF EDUCATION
February 21, 2018
1:00 – 3:00 p.m.
School of Education IUB – Room 2140
IUPUI - Room 3138B

Approval of the Minutes from January 31, 2018 Meeting (18.35M)

I. Announcements and Discussions
    Agenda Committee
    Policies reviewed by committees and do not need changes to address core campus split:
    Faculty Affairs Committee Recommendations (see document 18.37)
    Graduate Studies Committee Recommendations (see document 18.38)
    Committee on Teacher Education Recommendations (see document 18.39)
    Diversity Committee Recommendation:
    16.29 Resolution on School of Education Demographics Data Collection

    Dean’s Report

II. New Business (This item has been moved up due to scheduling needs)
    Proposal for Periodic Review of Award Recipients (18.41)

III. Old Business
    Diversity Topic: Calendar of Events
    Graduate Studies Committee Recommendation for Sun-setting Policies (18.40)
    Old School of Education Policies requiring changes re: Core Campus language:
    00.21R Policy for Transitioning to Clinical Rank
    09.25R Departmental Voting Eligibility for Split-Appointed Faculty
    11.53R IUB Promotion and Tenure Criteria
    09.38R Unsolicited letters with markups
    03.28R Review of Academic Administrators
    07.28R Conflicts of Commitment
    11.22R Clinical Faculty 3rd Yr Review
    78.69R Dept Chair Position, Duties and Responsibilities
    09.39R Policy on Chair’s Letter
    05.45R Report on Review of P&T Procedures
    84.21R Procedures for Students Pursuing an MS Degree in Education w/a Thesis
    84.23R GPC Change in Doctoral Research Committee Membership
    13.11R Graduate Program Review Process
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

IN EDUC-E 329 STEM IN THE ELEMENTARY SCHOOL IUPUI 3 Cr
Doc# 69269425
STEM (science, technology, engineering and mathematics) in the elementary school will focus on best practices in inquiry teaching in the elementary school. Students will learn about project based learning, inquiry learning of STEM in an integrated classroom. Students will investigate and critique the inequitable practices that can be associated with science learning in school environments.

Justification: Revision to the existing BS in Early Childhood Education. Best practice suggests the inclusion of a STEM methods course.

BL EDUC-Z 705 DRAMA AS CRITICAL PEDAGOGY ACROSS THE CURRICULUM BL 3 Cr
Doc# 68999268
This course explores a wide range of connections between drama and critical pedagogy across the curriculum. Focus is given to current theories, practice/strategies and research that articulate this connection. One of the major foci will be upon the place Drama as Critical Pedagogy may play within an ESL/EFL setting. Our engagements include participatory drama sessions, theoretical discussions and lesson construction and execution. Areas covered include; process drama, drama for social justice and equity, drama across the curriculum and alternate spaces, as well as, evaluation and assessment all framed through the connection across the curriculum.

Justification: This course offers graduate students who may not be taking courses on campus the opportunity to engage with drama and theatre strategies, research, theory and practice applicable across the K-12 curriculum. This course will be offered as a course offering in the On-Line C&I Master's Degree as an Arts component.

Course Changes

BL EDUC-L 500 INSTRUCTIONAL ISSUES IN LANGUAGE LEARNING BL 3 Cr
Change name to: Instructional Issues in Literacy, Culture, and Language Education
Doc# 69219030
This required master's degree course provides an overview of current theory, research, and practice issues related to language, culture, and literacy education, p-16. The course takes up current scholarship that explores the social, cultural, and political aspects of 21st century language and literacy practices in the classroom, community, and in the culture.
*Justification:* When we changed our department name from Language Education to Literacy, Culture, and Language Education, we overlooked this course. We want this course to reflect its home in the department to Literacy, Culture, and Language Education.