

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

October 7, 2009

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from September 23, 2009 Meeting **(10.09M)**

- II. Announcements and Discussions
Dean's Report

Agenda Committee
Core Campus Retreat October 9, 2009 – Bradford Woods
Fall faculty meeting October 30, 2009 – 10:00 a.m.

- III. Old Business
Diversity Topic – Presentation by Samantha Scribner, Robert Helfenbein and Annela Teemant – Pathway Initiative Grant

- IV. New Business
 - a. Proposal to change MS in LCLE program – Wohlwend **(10.10)**
 - b. Proposal to change Level II Reading License – Wohlwend **(10.11)**
 - c. Proposal to amend coursework requirement for the PhD Major in Education Policy –Bull **(10.12)**

- V. New Courses/Course Changes
L605 Capstone in Literacy, Culture, and Language Education 3 cr hrs BL/IUPUI
In this course, students analyze their academic preparation, knowledge, skills, and experiences in terms of professional goals in their area of language expertise, design independent projects to address self-identified areas for further growth, and implement instructional applications to their settings to develop their experiences with educational programs and communities. Justification. The proposed course provides a culminating experience and instructional space for synthesizing conceptual knowledge, research, and analytic methods and applying this knowledge to current practice in the field.

L580 Theories, Practices, and Possibilities in Literacy Education 3 cr hrs BL/IUPUI
In this course, students compare, analyze, apply, and evaluate theories of literacy in local and global contexts. Literacy education is consistently in a state of change with an evolving knowledge base, changing contexts, and competing theories that shape literacy as a global field and as everyday practices in local classrooms. Justification. The proposed course provides a theoretical base for understanding and evaluating ever-changing ideas about the nature of literacy and for examining how literacy theories shape classroom practice.

