

AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION
 November 13, 2019
 1:00 – 3:00 p.m.
 School of Education
 IUB – Room 2140

- I. Approval of the Minutes from October 23, 2019 Meeting **(20.20M)**

- II. Announcements and Discussions
 - Agenda Committee
 - Long Range Planning Committee: Current Vacancy for an IST representative will not be filled at this time.
 - Committee invitations have been revised to request a rationale for declining

 - Diversity Topic: Universal Design for Learning: Brian Richwine, UITS Assistive Technology & Accessibility Centers

 - Dean's Report

- III. Old Business
 - Ad Hoc Committee to evaluate functions of Policy Council committees **(20.19R)**

- IV. New Business
 - Revisions to Doctoral Minors in Sport and Performance Psychology **(20.22)**
 - Update to bulletin language for courses counted in graduate programs **(20.23)**
 - Policy Revision: Graduate student dismissal for failure to maintain adequate progress **(20.24)**

- V. 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

BL EDUC-G 608 Counseling Student-Athletes 3cr

Description: This doctoral seminar intends to help students develop stronger understanding of the unique context in which student-athletes operate. Sport is influential in socializing our youth while entertaining the masses and athletes aren't robotic performers; rather, they're human beings who are uniquely influenced by issues specific to this subculture of sport.

Justification: This is a doctoral level course that was listed as a 500 level course when it was originally instituted. Change is being made to reflect the actual level of content delivered

Justification for GenEd A&H Consideration: The variety of creative work analyzed in this course asks students to understand and interpret a broad range of aesthetic, intellectual, and cultural expressions and artifacts of human experience, past and present, as wrought by creators in a variety of forms (word, image, music, gesture, etc.). Additionally, because of its orientation toward uniting theory with practice, this course encourages students to apply their ideas learned from this analysis toward creating work of their own in the context of projects for the course. This provides students an opportunity to further explore their own identities, traditions, and worldviews.

BL EDUC-M 235

Art, Interdisciplinarity, and Education

3 cr

Description: An introduction to artists and artistic practices that explore connections between art and language arts, mathematics, science, social studies, and other non-art disciplines. Emphasis on engaging with, analyzing and responding to artworks, for general knowledge or as a basis for arts integrated curricula. No background in art or education required.

Proposed Change: Consideration for GenEd A&H

Justification for GenEd A&H Consideration: The main focus of this course involves examining, describing, analyzing and interpreting artworks. By regularly engaging in discussion and written analysis of these works, students will develop their abilities to form reasoned, substantiated opinions about art. The artworks selected for discussion address a range of topics related to contemporary culture and cross the lines between realms of visual art and other disciplines. Our discussion and writing about these works necessarily include analysis of the aesthetic and conceptual strategies through which artists communicate in visual form. As such, we will seek to understand not only what an artist is communicating, but how. Analytic reflections are included at the end of each unit in the course and a final project requires an analysis that draws on efforts over the whole semester and applies accumulated knowledge to an independent, personally meaningful project.