

AGENDA POLICY COUNCIL**SCHOOL OF EDUCATION**

December 12, 2018

1:00 – 3:00 p.m.

School of Education

IUB – Room 2140

Approval of the Minutes from November 12, 2018 Meeting **(19.27M)**

I. Announcements and Discussions

Agenda Committee

Faculty Meeting – February 15, 2019 and April 26, 2019

Diversity Topic: Dionne Danns, associate professor and chair, Department of Educational Leadership and Policy Studies and associate vice provost for institutional diversity at Indiana University Bloomington

Dean's Report

II Old Business

III New Business

Faculty Workload Policy **(19.29)**New Major: B.S. Education: Counseling and Student Services **(19.30)**

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

BL EDUC-G 332 Introduction to Group Dynamics: Theories and Practice 3cr

Description: This course will provide students with an understanding of the workings and dynamics involved in small groups. By exploring issues (e.g., group leadership, conformity/deviance to norms, groupthink), students can begin to apply knowledge, awareness, and skills within the small group setting to their future personal and professional lives.

Justification: It is important to understand the complexities of interpersonal relations, particularly as it relates to the mechanics of small group interactions. In teaching students how to "make the implicit explicit", we can promote growth and understanding of others, while working to resolve differences and maximize productivity in group settings. This class will provide perspectives on empirical perspectives on group behavior and interactions, as well as strategies to help manage and promote positive interpersonal interactions in groups.

BL EDUC-P 424 The Biological Bases of Human Development BL 3 cr
Doc#77453942

Description: An overview of the genetic, hormonal, and neurological bases of human development, applied to real-world phenomena and practical applications for anyone working in human services.

Justification: This course provides Human Services majors with an understanding of the biological bases of human development and behavior. Heredity, hormones, and neurobiology are vital factors for all areas of healthy physical, emotional, cognitive, and social development.

BL EDUC-Y 435 Program Evaluation for Applied Educational Professions 3cr
Doc#77452041

Description: This undergraduate capstone inquiry course engages students in conducting a small scale evaluation by consulting with a relevant organization or business. Students will begin with a simulated evaluation study organized according to thread. By the second half of the semester, students will be involved in group-conducted local evaluations.

Justification: This course will prepare students to conduct program evaluations related to professional practices in education.

BL EDUC-G 424 Professional Skills and Career Planning in Counseling and Higher Education 3 cr
Doc# 77387987

Description: Course will focus on exploration of professional skills and career opportunities in the helping professions, e.g., mental health, academic advising, career coaching, student affairs, workplace wellness, and training and development. The overall aim of the course is to assist students in preparing for graduate school, future careers and life beyond.

Justification: This course will be included in a proposed B.S. degree in Applied Educational Studies.

BL EDUC-X 105 Learning Strategies for Accounting 1 cr
Doc#

Description: A help class for BUS-A100, this class assists students in mastering accounting information and determining the best study strategies for accounting.

Justification: Although the course has been taught as EDUC-X152 for several years, X152 is a variable title course. As such, there are many different courses that are X152. This adds confusion for the advisors and students attempting to find this course. By giving this successful course its own course number, advisors and students will find it more easily. Further, former students will be able to easily tell their peers about the course.

BL EDUC-G 445 Consultation Theory & Skills BL 3 cr
Doc# 77625036

Description: This course is designed to: a. provide students with an understanding of the theory, research, and practice of consultation within a social justice framework; b. enhance students' ability to provide consultation to individuals and small groups; and c. increase students' cultural awareness and ability to apply multicultural theory to consultation.

Justification: This course will be a required course for the new B.S. undergraduate Applied Educational Studies.

BL EDUC-P 220 Applied Child Development BL 3 cr

Doc# 77456213

Description: We will apply theory and research in child development to working with children in a variety of professional settings.

Justification: This course provides students with a background in the physical, emotional, cognitive, and social development of children. Applications to working with children in a variety of professional settings including pediatric medical practice, counseling, social work, children's charities, the legal system, zoos and museums among others. Existing courses are focused exclusively on child development as it is relevant to elementary school teaching.

BL EDUC-G 272 Introduction to Sex Therapy: Sex Treatment and Enhancement 3 cr

Doc# 77606616

Description: This course provides background in the science of sexual anatomy and physiology and then explores some common sex-related problems and empirically-supported treatments for those problems. Application of treatments across diverse populations will be discussed. Students also will be encouraged to think critically about the medicalization of sexual functioning.

Justification: There is currently no sex therapy course offered anywhere on campus at the undergraduate level. However, a basic knowledge of sexual problems and treatments is important for students interested in a variety of career paths including those studying counseling, psychology, social work, sociology, public health, nursing, and pre-med.

BL EDUC-Y 402 Introduction to Statistics for Behavioral and Educational Sciences BL 3 cr

Doc# 77447407

Description: Course is designed to develop a working understanding of the fundamental concepts used in descriptive and inferential statistics. The purpose is to understand the use of statistics in educational research as a tool to analyze and interpret data. Students will learn appropriate statistical procedures, calculate statistics, and perform statistical tests.

Justification: The course will prepare students in the Education Studies degree with professional-level statistical knowledge.

BL EDUC-Y 410 Participatory Action Research in Education and Service Professions BL 3 cr

Doc# 77450191

Description: Introduces students to the process and practices of local research using a participatory action research approach. This approach taps into research as a problem-oriented, locally focused form of inquiry where researchers and community members collectively engage in research oriented toward better understanding and identifying problems and potential solutions.

Justification: This course prepares education professionals to use research to solve problems encountered in their work.

Course Change Proposals

BL EDUC-Q 528 Making for Learning 3cr

Description: Identification, selection, design, implementation, and evaluation of active learning strategies, focusing on making, for use by elementary, middle school, junior high and secondary school teachers.

Justification: This title fits more closely with the course as it currently is taught.

BL EDUC-M 235 Contemporary Arts and Interdisciplinary 3cr

Description: An introduction to artists and artistic practices that explore ideas and issues grounded in a range of disciplines. Emphasis on engaging with, analyzing and responding to artworks. Provides content knowledge as a foundation for the integration of the arts in a range of school and community settings.

Justification: The previous iteration of this course focused on talking about and analyzing traditional and still digital visual arts. The revised course is oriented to the study and discussion of artists, art forms, and artistic practices selected for their suitability for generating dialogue in school curricula and community contexts. It will examine works suitable for discussions with children and adults as well as work that explores topics across time, culture and disciplinary lenses. Content will explore the nature of connections between the arts and other disciplinary orientations, and emphasize artistic practices that address the intersections between the visual and performing arts with history, social studies, science, literature. Other school or community educational sites.

BL EDUC-G 207 Introduction to Sport Psychology and Athlete Mental Health 3 cr

Doc# 71891315

Title change from: Introduction To Student Athlete Counseling Psychology and Mental Health

Description: Introduces issues related to psychological functioning of student-athletes, and educates future professions (e.g., coaches, administrators, teachers, counselors, academic advisors) working with student-athletes. Provides basic understanding of issues that uniquely impact athletic participants. Students will understand how to identify and access resources that help athletes deal with psychosocial stressors.

Justification for Title Change: This title more accurately reflects aspect of the field that we are addressing in that course. The Sport Psychology terminology needed to be included, and the "student" was dropped from the 'student-athlete' term because we will talk about student-athlete concerns, but we also talk about professional and Olympic athletes (who are not students).