

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

January 29, 2020

1:00 – 3:00 p.m.

School of Education

IUB – Room 2140

I. Approval of the Minutes from December 11, 2019 Meeting **(20.30M)**

II. Announcements and Discussions

Agenda Committee

-Faculty Retreat March 27, 2020. Save the date.

-This year's committees and their work are not impacted by the current ad-hoc committees on committee structure and international engagement, and should continue with business as usual.

-Long Range Planning Committee: Stephanie Power Carter resigned and will be replaced by Martha Nyikos

-Reminder: February, March & April meetings will be in ED 2277

Diversity Topic: Current initiatives and faculty engagement opportunities at the Neal-Marshall Black Culture Center- Monica Johnson, Director

Dean's Report

-Update on Education Council

III. Old Business

IV. New Business

Ed.S.in School Psychology admission requirement change regarding GRE **(20.32)**

Six credit transfer policy for Inquiry Methodology **(20.33)**

Program change: Preparing Educators for Students with Autism (PESA) Certificate **(20.34)**

New policy proposal: Graduate Student Misconduct **(20.35)**

Policy Revision: Mentoring Program **(20.36)**

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-P 302

School-Based Mental Health

3cr

Description: Schools are the most common location for US children to receive mental health services. Taking a social justice and prevention lens, this course provides an overview of the major professions (school counseling, school psychology, school social work) and topics focused on by those engaged in school-based mental health.

Justification: Despite schools being the most frequent location for children to receive mental health

support and despite the Bureau of Labor Statistics (<https://www.bls.gov/ooh/home.htm>) projecting future growth rates greater than average for the field of school counseling, school psychology, and school social work, undergraduates often have little exposure to these three fields. The primary goal of this course, thus, is to introduce these fields, including assignments and guest speakers that would put them in touch with practitioners in each. The second major goal of this course is to provide students with introductory information about the state-of-the art in school-based mental health practice, particularly highlighting social justice and prevention principles. The most effective school-based mental health professionals are proactive change agents who view their role as encompassing promoting the health and well-being of all the students in the schools in which they work.

BL EDUC-P 403 Psychological Trauma in Children and Adolescents 3cr

Description: This course will cover four units: (1) the nature and definition of childhood trauma; (2) the psychosocial, biological, and developmental processes affected by trauma; (3) how educational and community-based systems can be responsive to children impacted by trauma; (4) present information for practitioners working with trauma victims.

Justification: Currently there is not a course offered in the school of education that covers this content. This course is targeted to draw enrollment from programs and professions across campus that directly involve youth such as social workers, teachers/educators, psychologists, public health, and nursing.

BL EDUC-P 404 Managing the Behavior of Youth in School and Community Settings 3cr

Description: This course is designed to help future teachers, therapists, and other youth service professionals develop the knowledge, awareness, and skills necessary to effectively manage problem behaviors in youth. Students will gain a better understanding of common childhood disorders and mental health issues that are associated with problem behaviors in youth.

Justification: Pre-service and novice teachers often express concern about the possibility of dealing with problem behaviors and issues of non-compliance in the children they serve. These worries often include the fear of “losing control” of their classroom, clinic, team, or youth group. Unfortunately, few pre-service programs offer an undergrad course that focuses entirely on behavior management. This course will provide students with an understanding of behavioral principles, within a developmental context, to better understand and manage the behavior of children. In addition, this course will cover content that will be applicable to both education, and non-education majors, who will be working with children both within and outside the traditional school setting. This new course is designed to help future teachers, therapists, and other youth service professionals develop the knowledge, awareness, and skills necessary to effectively facilitate positive behavioral change, and deal effectively with problem behaviors. In addition to covering foundational principles of behavioral learning, the course will also teach you practical strategies to manage behaviors, and to teach pro-social skills. The course will also provide students with a better understanding of common childhood neurological disorders (e.g., autism and ADHD) and mental health issues and stressors (e.g., depression, anxiety, trauma) that are often associated with problem behaviors in youth.

Course Change

None