

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

November 18, 2020

1:00 – 3:00 p.m.

Zoom

Approval of the Minutes from October 21, 2020 Meeting **(21.32M)**

A. Announcements and Discussions

1. Agenda Committee (L. Rutkowski)
 - a. Review voting eligibility and procedures for Policy Council Zoom meetings **(21.34)**
2. Dean's Report (S. Morrone)
 - a. Revised Executive Associate Dean Job Description **(21.35)**
 - b. Pause to non-essential committee work

B. Old Business

C. New Business

1. Change to Counseling and Student Services major **(21.36)**- Motion from Undergrad Studies Committee, presented by TBD
2. Change to Ph.D. in School Psychology **(21.37)**- Motion from Grad Studies Committee, presented by TBD
3. Change to MSED in Education Leadership (Online) **(21.38)**- Motion from Grad Studies Committee, presented by TBD
4. Discussion: Temporary changes to 2020 faculty annual merit review- presented by G. Delandshere
5. Discussion: Procedures supporting consistency of committee work- presented by L. Rutkowski
6. Discussion: Holist/systems-thinking approach to curriculum development and changes with considerations for budgetary, enrollment, and interdisciplinary perspectives- presented by L. Rutkowski and Dean Morrone
7. Discussion: Increasing efficiencies in course scheduling

D. 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.

1. New Courses

BL EDUC-P 607 Social Justice Consultation, Advocacy, and Leadership Cr 3

Description: This course is designed to provide students with an understanding of the theory and practice of social justice oriented systems consultation and program assessment. It aims to increase students' cultural awareness and ability to apply social justice, advocacy, and multicultural theory in the provision of consultation to individuals and systems.

Justification: Consultation is a major competency areas in a number of fields in the School of Education. For example, consultation is considered a "profession-wide competency" by the American Psychological Association, which accredits the doctoral programs in both counseling and school psychology. "Consultation

and collaboration" is also considered a foundational competency area by the National Association of School Psychologists, which accredits the EdS program in school psychology. Social justice is also a foundation of numerous programs in the School of Education. There thus is a need for an advanced course that integrates these concepts, as evidenced by the plan for this proposed course to be a required course for counseling psychology PhD students and school psychology EdS and PhD students. The school psychology PhD program was specifically directed at its last site visit by APA to add additional course coverage in consultation. This class has been offered as a special topics course for the past few years, drawing from counseling psychology and higher education. The plan would be to continue to offer this course in a multidisciplinary manner.

2. Course Changes: None

BL EDUC-A 515 EDUCATIONAL LEADERSHIP: TEACHER DEVELOPMENT AND EVALUATION Cr 3

Description: The primary outcome is to develop the knowledge, interpersonal and leadership skills that can be applied in leadership for the improvement of instruction. Models of supervision and evaluation will be examined, but the major focus will be to examine the context for change in today's schools and apply leadership knowledge to the task of direct assistance, group development, professional development, curriculum development, and action research.

Change course title to: Instructional Leadership, Supervision, and Development

Change description to: Course examines instructional leadership in K-12 school settings with a specific emphasis on the improvement of teaching. Content includes teacher supervision, evaluation and development. Questions related to teacher hiring and recruitment, professional learning, curriculum development, and coaching to support instructional improvement are also addressed.

Justification: Course title and catalog description does not currently align to the National Educational Leadership Program Standards. This change addresses this concern for program accreditation concerns.

BL EDUC-A 608 LEGAL PERSPECTIVES ON EDUCATION Cr 3

Description: This course entails an overview of the legal framework affecting the organization and administration of public schools, including church state issues, pupil rights, staff student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

Change course title to: Legal and Ethical Perspectives on Education

Justification: We have always covered ethics in this course and decided to finally add it to the title.

BL EDUC-A 629 DATA-INFORMED DECISIONMAKING FOR SCHOOL LEADERS Cr 3

Description: This on-line course prepares educational leaders to critically collect, analyze, evaluate, and use various forms of data to inform instructional and organizational decision making in schools. The focus of the course is on decision making to further student learning and school improvement.

Change title to: Continuous School Improvement and Data- Informed Decision-Making

Change description to: Prepares educational leaders to lead continuous school improvement by critically collecting, analyzing, evaluating, and using various forms of data to improve teaching, learning, and decision-making in schools.

Justification: Course title and catalog description does not currently align to the National Educational Leadership Program Standards. This change addresses this concern for program accreditation purposes.

BL EDUC-P 680 ETHICAL, LEGAL & PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY Cr 3

Description: Ethical and legal issues in the provision of comprehensive school-based psychological services. Organization, administration, and evaluation of service delivery in the context of diverse children, schools, and communities.

Change course title to: Ethics and Law in School Psychology

Change description to: Ethical and legal issues in the provision of comprehensive school-based psychological services.

Justification: This proposal is to change the course title of P680 to "Ethics and Law In School Psychology" and to modify the course description accordingly. This would have two primary benefits. Pedagogically, the current title, "Ethical, Legal, and Professional Practices in School Psychology" covers quite a lot of ground. We feel that the school psychology students—all of whom are required to take this course--would be better served by having one course that is focused on ethics and the law only while the "professional issues" content can be subsumed in the first semester practicum course (which is also required for all school psychology graduate students). We feel that this change would also be viewed favorably by our accrediting organizations in that the result would be a sole course dedicated to ethics and law.

BL EDUC-P 699 INTERNSHIP IN SCHOOL PSYCHOLOGY II Cr 3

Description: Supervised, intensive field experience. Minimally, one-half time in work directly related to public schools. Remainder may be in institutions primarily designed for providing services to children and families.

Change course attribute to: Repeatable for credit

Change instruction mode to: Internship/practicum

Justification: Since internships are year-long, it is necessary for students to be able to enroll in this course over both the fall and spring semesters.