

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

February 24, 2021

1:00 – 3:00 p.m.

Zoom

Approval of the Minutes from December 16, 2020 Meeting **(21.48M)**

A. Announcements and Discussions

1. Agenda Committee

- a. Results of email vote for revised Annual Merit Review and Trustees Teaching Award Processes during COVID -19 Pandemic (21.41R): 9 in favor; 0 opposed, 1 abstain, 2 eligible voting members who attended the December meeting did not respond. The motion passed and the new policy was distributed to faculty via email on December 21, 2020.
- b. Items brought to Agenda Committee which are not on the meeting agenda:
  - i. Diversity Committee recommendations regarding SOE anti-bias incident and diversity initiative data monitoring and reporting
  - ii. Nominating committee has developed a slate of candidates for the upcoming Policy Council election
- c. Committee membership updates:
  - i. Joshua Danish is replacing Curt Bonk on the Committee on Learning and Teaching with Technology
  - ii. Jesse Oakes will replace James Russell as an ex-officio on the Committee on Learning and Teaching with Technology
  - iii. Jeff Anderson will serve as ex-officio of the Committee on Teacher Education and Amy Hackenberg will replace him as a member of the committee.

2. Dean's Report

3. Diversity Topic: Fall 2021 Undergraduate Admissions Update, Dean Morrone

B. Old Business: None

C. New Business

1. Revision to Computer Science License Addition **(21.50)**- Motion from the Committee on Teacher Education, presented by Anne Leftwich
2. New: Computer Science Area of Concentration **(21.51)**- Motion from the Committee on Teacher Education, presented by Anne Leftwich
3. MOA2 for Collaborative Program: EdS School Psychology **(21.52)**- Motion from Grad Studies Committee, presented by David Shriberg
4. Revision to Graduate Certificate Policy **(21.53)**- Motion from Grad Studies Committee, presented by S. Lubienski
5. Revision to C&I Chair Selection process **(21.54)**- from Curriculum and Instruction, presented by B. Samuelson

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 602 Prevention, Assessment, and Intervention in School Psychology I Cr Var 1-4**

*Description:* This course focuses on theories of cognitive and academic assessment. The course emphasizes appropriate and effective assessment of academic problems as a form of prevention and intervention. The course also fosters ethically and socially just assessment selection, use, and interpretation for high stakes decision making in schools.

*Justification:* These courses are intended to be very much in line and current thinking in school psychology. Prevention, assessment, and intervention are interrelated ideas. In particular, for school psychologists assessment by itself is not an important goal, the purpose of assessment is typically to link to interventions and both assessment and intervention are most optimal when conducted as part of a larger prevention framework. Having course titles and goals that speak to the interconnectivity of prevention, assessment, and intervention is crucial for the school psychology programs, particularly with both the EdS and PhD programs up for reaccreditation in the next year (prevention, assessment, and intervention are all core content and competency areas).

**BL EDUC-P 606 Prevention, Assessment, and Intervention in School Psychology II Cr Var 1-4**

*Description:* Major approaches and procedures for individual assessment and intervention with students experiencing academic and behavioral difficulties. Supervised practice with curriculum-based and norm-referenced instruments and behavior rating scales. Emphasis placed on linking assessment and classroom intervention for students with disabilities and culturally-diverse populations.

*Justification:* A continuation of P602: Prevention, Assessment and Intervention in School Psychology, this course is intended to be very much in line and current thinking in school psychology. Prevention, assessment, and intervention are interrelated ideas. In particular, for school psychologists assessment by itself is not an important goal, the purpose of assessment is typically to link to interventions and both assessment and intervention are most optimal when conducted as part of a larger prevention framework. Having course titles and goals that speak to the interconnectivity of prevention, assessment, and intervention is crucial for the school psychology programs, particularly with both the EdS and PhD programs up for reaccreditation in the next year (prevention, assessment, and intervention are all core content and competency areas).

Course Changes:

**BL EDUC-W 210 SURVEY OF COMPUTERBASED EDUCATION Cr 3**

*Change course title to:* Introduction to K-12 Computing, Computer Science, and Technology Integration

*Description:* First course in the computer endorsement program. Explore issues of infusing technology into the K-12 curriculum. Increase range and depth of computer applications and peripherals. Participate in professional development activities. Learning assessed through computer-based assignments and teaching portfolio creation.

*Change description to:* First course in the computer education license program. Explore issues of

infusing computing, computer science, and technology into the K-12 curriculum. Learning assessed through computer-based assignments, hands-on activities, and teaching portfolio creation.

*Justification:* The Computer Education license has changed at the state level. It is more heavily focused on computer science, as opposed to just technology integration. Our K-8 standards now require computer science. The test is solely focused on CS and programming now. Therefore, we wanted to update the titles and descriptions to more accurately reflect the content of the course and the expectations of the state.

**BL EDUC-W 220      TECHNICAL ISSUES IN EDUCATION      Cr 3**

*Change course title to:* Computer Science and Programming in K-12 Classrooms

*Description:* An examination of computer hardware and peripheral devices in classroom settings (e.g. networking, communications and hypermedia). Understanding of educational applications of a programming or authoring language.

*Change description to:* An examination of visual and text-based computer programming languages used in K-12 environments. Course will also cover computational thinking and teaching methods around learning programming for K-12 students.

*Justification:* The Computer Education license has changed at the state level. It is more heavily focused on computer science, as opposed to just technology integration. Our K-8 standards now require computer science. The test is solely focused on CS and programming now. Therefore, we wanted to update the titles and descriptions to more accurately reflect the content of the course and the expectations of the state.

**BL EDUC-W 310      INTEGRATING TECHNOLOGY K-12      Cr 3**

*Change course title to:* K-12 Computing and Computer Science Teaching Methods

*Description:* Explores various pedagogical approaches, design and implement technology-based lessons or K-12 classrooms, participate in professional development activities, and reflect on the integration of technology in the classroom. Learning will be documented and assessed through written assignments, and a teaching portfolio.

*Change description to:* Explores various pedagogical approaches, design and implementations of computing/computer science lessons or K-12 classrooms. Field experiences will include computing/computer science lessons implemented in K-12 classrooms. Learning will be documented and assessed through written assignments, field experiences, and a teaching portfolio.

*Justification:* The Computer Education license has changed at the state level to Computer Science. It is heavily focused on computer science, as opposed to just technology integration. Our K-8 standards now require computer science. The test is solely focused on CS and programming now. Therefore, we wanted to update the titles and descriptions to more accurately reflect the content of the course and the expectations of the state.