

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

December 15, 2021

10:00 – 12:00 p.m.

Zoom

- A. Approval of the Minutes from November 17, 2021, Meeting **(22.23M)**
- B. Announcements and Discussions
1. Agenda Committee: No Announcements
 2. Dean's Report (S. Morrone)
 3. Diversity Reflection (D. Danns)
 - a. Presentation from Monica Johnson, Assistant Vice President Diversity Education and Cross-Cultural Engagement
- C. Old Business: None
- D. New Business
1. Graduate Studies Bulletin Update, *Maintaining Active Student Status* **(22.25)**
 2. Graduate Certificate on Disability Rights, Policy, and Services **(22.26)**
 3. Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program (Online) **(22.27)**
- E. 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-O 625 CRITICAL RACE THEORY IN EDUCATION 3 Credits BL Document 89482141

Description: Critical Race Theory in Education is an examination of CRT as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to studying inequities throughout the educational pipeline. We will explore CRT's emergence from Critical Legal Studies (CLS) as well as its application in educational spaces and everyday life.

Justification: There will be a new Race and Racism minor in the School of Education and this course will be a requirement.

BL EDUC-K 643 DISABILITY RIGHTS, POLICY, AND SERVICES 3 Credits BL Document 89512080

Description: The class will examine contemporary research, evidence-based practices, and policy issues, related to public systems that people with disabilities often engage. With a focus on rights, policy and services, issues of equity, exclusion/inclusion, best practices, and social justice from historical and current day perspectives will be explored.

Justification: This course would serve as a required, core course of an interdisciplinary certificate being proposed, concurrently. The certificate's title is: Graduate Certificate on Disability Rights, Policy, and Services.

Course Changes

BL EDUC-K 515 FOUNDATIONS OF DYSLEXIA: IDENTIFICATION AND ASSESSMENT

3 Credits BL Document 89621027

Description: Examines legislation affecting the identification and assessment of individuals with dyslexia, the characteristics of individuals with dyslexia, risk-factors for dyslexia, how dyslexia impact language and literacy acquisition and development, and multi-tiered systems of supports. Components of the English language (i.e., phonology, phonetics, orthography, syntax, semantics, morphology) will be emphasized.

Current prerequisites: EDUC-L 518

Change prerequisites to: Remove the prerequisite of EDUC-L 518

Justification: When we developed the Graduate Dyslexia Certificate, we originally thought that EDUC-L 518 would be able to be used as a prerequisite, but with how these courses are offered, we can't require EDUC-L 518 as a prerequisite. We would like to remove the prerequisite from the system.

BL EDUC-K 570 INTENSIVE READING INTERVENTIONS AND SUPPORTS FOR STUDENTS WITH DYSLEXIA
3 Credits BL Document 89637907

Description: Examines methods and practices for designing and delivering intensive, evidence-based interventions (i.e., specially designed instruction) in reading for students with dyslexia. Covers explicit, direct instruction that is systematic, sequential, cumulative, diagnostic, and multisensory. Examines how to intensify and individualize instruction and provide supports to meet students' unique needs.

Current prerequisites: EDUC-L 518 and EDUC-K 515

Change prerequisites to: Remove the prerequisite of EDUC-L 515: Foundations of Dyslexia

Justification: When the new course, EDUC-K 570: Intensive Reading Interventions and Supports for Students with Dyslexia, was created in Spring 2021, the CARMIN form listed a required prerequisite/co-requisite of EDUC-L 518: Reading Research for Literacy Leaders; however, EDUC-L 518 is only offered once per year in the spring semester, which could prevent graduate students from taking EDUC-K 570 after EDUC-K 515, and it could potentially delay their certificate completion time. Removing this required prerequisite/co-requisite will allow students to have more flexibility to take the required certificate courses when they work in their Plan of Study.