

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

January 26, 2022

1:00 – 3:00 p.m.

Zoom

- A. Approval of the Minutes from December 15, 2021, Meeting **(22.28M)**
- B. Announcements and Discussions
1. Agenda Committee
 - a. Spring Policy Council Meetings
 - b. S. Lubienski 3rd Year Administrator Review Report Received
 - c. Friendly Amendment conditions of the Fast-Track Special Education License in Exceptional Needs: Mild Intervention (P-12) Transition to Teaching Initial Licensure Program (Online)
 - d. Proposal of eNotions (22.30)
 - e. Presentation on Improved Committee Documentation Storage and Communication
 2. Dean's Report (S. Morrone)
 3. Diversity Reflection
 - a. Discussion on mentoring practices (22.31)
- C. Old Business: None
- D. New Business
1. Program Proposal for a Master of Science in Education (M.S.Ed.) in Qualitative and Quantitative Research Methodology (22.32)
 2. Proposed Name Change for Ph.D. in Inquiry Methodology (22.33)
 3. Program Proposal for Blended and Online Teaching License Addition (22.34)
 4. Streamlining Process for Selecting Department Chairs in the School of Education (22.35)
Sunsetting Policies 83.34, 18.21, 18.22, 18.23, 20.39, 21.54
- 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-Y 599

Master's Thesis in Education

Var Cr 1-6

Description: This course is for students that elect the thesis option in the new MEd in Qualitative and Quantitative Research Methodology. Students can register for 1-6 thesis credit hours and complete a research-based master's thesis, the scope and topic of which should be developed in consultation with the student's advisor.

Justification: A new master's degree in Qualitative and Quantitative Research Methodology is being developed. To support the thesis option, we are proposing this course so that students can register for thesis credits.

BL EDUC-A 676 **Leading Special Education Services in Public Schools** **Cr 3**

Description: The course addresses the historical and contemporary study of political, economic, and social factors that have influenced or are influencing the development and evolution of educational programs and services for students with disabilities. The course introduces topics and issues facing Special Education leaders today.

Justification: New course number has been recommended to better differentiate the content of this course from one already approved (e.g., A675). This course is a requirement for the Directors of Special Education Licensure Program.

Course Changes

BL EDUC-W-435 **Technology Leadership in K-12** **Cr 3**

Change course title to: Teaching in Blended and Online Environments

Adding Prerequisite: Prerequisite EDUC-W 200 or course instruction permission

Current Course Description: Course focusing on issues typically encountered by technology leadership personnel at schools. Topics include planning for, implementing, and integrating technology into classroom activities, staff development and training, Internet acceptable use, acquiring funding for technology initiatives, building stakeholder collaboration, and managing technology systems in school settings.

Change Course Description to: Students use digital pedagogy and best instructional practices to design and develop K-12 blended and online learning environments. Other key dimensions of teaching and learning in virtual environments include teacher-student relationships, communication with students and families, privacy and digital citizenship, and inclusive learning environments

Change in Type of Instructional Experience: Methods Course

Justification: This course is shifting towards online learning (away from technology leadership) in accordance with the new online and blended learning license being offered.

BL EDUC-W-204 **Programming for Microcomputers** **Cr 3**

Change course title to: Resources for Blended and Online Learning

Adding Prerequisite: Prerequisite EDUC-W 200 or course instruction permission

Current Course Description: Develops programming skills necessary for using a computer and for understanding computer programming as it applies to teaching.

Change Course Description to: Students explore tools and resources to foster learning in virtual settings. Students will investigate multiple instructional platforms, and examine many web-based and mobile applications, all through a lens of best pedagogical practices. Through exposure, practice, and instructional integration, students will build their own personal toolbox of technology integration resources.

Additional Components that apply: Activity, Demonstration, Practice, Readings, Discussion, Laboratory

Justification: This course is being refocused in order to align with the newly proposed online and blended teaching license program.

BL EDUC-W-450 **Internship in Instructional Computing** **Cr 3**

Change course title to: Internship in Blended and Online Teaching

Adding Prerequisite: Prerequisite and/or co-requisite EDUC-W204 and EDUC-W435

Current Course Description: Complete semester-long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor.

Change Course Description to: Students will work alongside one or more practicing K12 virtual instructors, putting into practice the pedagogical knowledge and skills acquired in previous courses. Internship experiences will include planning, design, and implementation of virtual lessons, including student assessment.

Change Credit Hours to: Fixed 3.0

Change in Type of Instructional Experience: Internship

Additional components that apply: Practicum, Independent Study

Change Course Typically Offered: Fall and Spring Terms

Justification: This internship will be focused on an internship for teaching and learning in online environments to align with the newly proposed online and blended teaching license program.