

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

October 26, 2022

1:00 – 3:00 p.m.

Zoom

A. Consent Agenda

1. Approval of the Minutes from September 28, 2022 Meeting (**23.11M**)

B. Announcements and Discussions

1. Agenda Committee
  - a. The Learning and Teaching with Technology (LTT) Committee is adding a UITS Liaison
  - b. New Charge for The Learning and Teaching with Technology (LTT) Committee
2. Dean's Report (S. Morrone)
3. Diversity Reflection

C. Old Business: None

D. New Business

1. Program changes for the following programs (**23.13**):
  - a. Elementary Education
  - b. Teaching All Learners
  - c. Secondary Education
  - d. All-Grade
2. Program Changes to Math Education PhD (**23.14**)
3. Program Changes to Math Education EdD (**23.15**)
4. Revisions to Professional Leaves Program for Clinical Faculty (**05.38R**)

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.

Course Changes

**BL EDUC-G 424**

**PROFESSIONAL SKILLS AND CAREER PLANNING IN  
COUNSELING & HIGHER EDUCATION**

**Cr. Var 3-6**

*Description:* Course will focus on exploration of professional skills and career opportunities in the helping professions, e.g., mental health, academic advising, career coaching, student affairs, workplace wellness, and training and development. The overall aim of the course is to assist students in preparing for graduate school, future careers, and life beyond.

**Change Course Frequency of Schedule:** Every other year

**Change Course Typically Offered to:** Fall Term

*Justification:* Per admin instructions, course offerings need to be staggered in order to manage the emerging enrollments of the newly created CASS Major and conform to School requirements for minimum course enrollments.

**BL EDUC-G 445** **CONSULTATION THEORY & SKILLS** **Cr. 3**

*Description:* This course is designed to: a) provide students with an understanding of the theory, research, and practice of consultation within a social justice framework; b) enhance students' ability to provide consultation to individuals and small groups; and c) increase students' cultural awareness and ability to apply multicultural theory to consultation.

**Current Prerequisites/Corequisites:** Prerequisite: EDUC-G 375

**Change Course Typically Offered to:** No longer require G375 as a prerequisite.

*Justification:* We are finding in teaching this course that having taken G375 is not particularly needed. By dropping G375 as a prerequisite we would be able to make this course more accessible to undergraduates without sacrificing course quality in terms of content.

**BL EDUC-Y 402** **INTRODUCTION TO STATISTICS FOR BEHAVIORAL AND EDUCATIONAL SCIENCES** **Cr. 3**

*Description:* Course is designed to develop a working understanding of the fundamental concepts used in descriptive and inferential statistics. The purpose is to understand the use of statistics in educational research as a tool to analyze and interpret data. Students will learn appropriate statistical procedures, calculate statistics, and perform statistical tests.

**Change Course Typically Offered to:** Spring Term

*Justification:* Per admin instructions, course offerings need to be staggered in order to manage the emerging enrollments of the newly created CASS Major and conform to School requirements for minimum course enrollments.

**BL EDUC-Y 410** **PARTICIPATORY ACTION RESEARCH IN EDUCATION AND SERVICE PROFESSIONS** **Cr. 3**

*Description:* Introduces students to the process and practices of local research using a participatory action research approach. This approach taps into research as a problem-oriented, locally-focused form of inquiry where researchers and community members collectively engage in research oriented toward better understanding and identifying problems and potential solutions.

**Change Course Frequency of Schedule:** Every other year

*Justification:* Per admin instructions, course offerings need to be staggered in order to manage the emerging enrollments of the newly created CASS Major and conform to School requirements for minimum course enrollments.

**BL EDUC-X 157** **KEY STRATEGIES FOR ACADEMIC SUCCESS** **Cr. Var 1-3**

*Description:* Three one-hour modules cover personal aspects of learning, college-level intellectual skills and strategies, and performance on examinations.

**Current Prerequisites/Corequisites:** Prerequisite – EDUC-X 158

**Change Prerequisites/Corequisites to:** Prerequisite--any one of the following: EDUC-X 150, EDUC-X 151, EDUC-X 156, EDUC-X158, or EDUC-X 159

*Justification:* To expand continued academic support to students who have completed other SAC courses previously.





*Description:* This course focuses on research on mathematics teaching, teacher education, and leadership. We will become familiar with different frameworks for, research methodologies, and instruments related to teaching, teacher education, and leadership. You will reflect on your teaching and develop your teaching philosophy.

**Justification:** This course is part of the newly approved mathematics education online EdD.

**BL EDUC-N 736**

**Cr. 3**

**PROBLEM SOLVING IN MATHEMATICS LEARNING AND  
TEACHING**

*Description:* Considers the role of problem solving in mathematics learning and teaching. Students will solve interesting mathematics problems related to K-12 content to examine their own learning. These experiences will inform their reading and discussion of literature about the role of problem solving ineffective, equitable mathematics instruction.

**Justification:** As we launch our new Online Ed.D. Program focusing on mathematics education, we want to include research-based courses that are attractive to, and useful for practitioners. The course is different than our existing graduate courses, which center around general pedagogical issues (i.e., learning, curriculum, technology, teacher education, equity, assessment), rather than a specific mathematical curricular focus, such as problem solving. This course is designed to bring research and practice together, as we examine what the role of problem solving in math teaching has been and should be, including debates and dilemmas surrounding this important issue.