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  Cr. Var 3-6
   COUNSELING & HIGHER EDUCATION

   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-X 158, or EDUC-X 159

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

BL EDUC-I 251  LEARNING THEORIES FOR TEACHERS  Cr. 3
Description: This is a required course for teacher education majors designed to introduce them to the theories of learning in the context of school learning.

Justification: At the request of the Office of Teacher Education, we are combining P251 (elementary teachers), P254 (secondary teachers), and P312 (all grades) into a single class as well as moving this course to the I letter because the Learning Sciences program is moving departments. The proposed content reflects the current versions of the above listed courses.

BL EDUC-N 720  RESEARCH ON ASSESSMENT IN MATHEMATICS EDUCATION  Cr. 3
Description: This course focuses on assessment policies and practices in K-12 mathematics, addresses national/international mathematics education assessment data, and the limits of what can be learned from such data. We will examine largescale assessment data sets including NAEP, PISA, TIMSS, TALIS and engage in secondary analyses of these assessment data.

Justification: We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.

BL EDUC-N 721  RESEARCH ON CURRICULUM & HISTORY IN MATHEMATICS EDUCATION  Cr. 3
Description: This course focuses on history and curriculum in mathematics education over the past 120 years. We will identify social pressures both internal and external to mathematics education that have shaped changes to curriculum. We will examine contemporary research on the kind, quality, and impact of current curricular materials on instruction.

Justification: We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.

BL EDUC-N 722  RESEARCH ON LEARNING IN MATHEMATICS EDUCATION  Cr. 3
Description: This course focuses on the theory of constructivism derived from Piaget and sociocultural theories of learning derived from Vygotsky, which have shaped research on learning in mathematics education. We delve deeply into constructivism and grapple with what it means to learn and know mathematics.

Justification: We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.

BL EDUC-N 723  RESEARCH ON EQUITY IN MATHEMATICS EDUCATION  Cr. 3
Description: This course focuses on how issues of equity (e.g., race, social class and gender) impact mathematics education. We discuss differing perspectives on how to conduct research on equity and ways to address inequities. Discussing existing theories/research will allow students to conduct critical analyses of equity using existing data and literature.

Justification: We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.

BL EDUC-N 724  RESEARCH ON TECHNOLOGY IN MATHEMATICS EDUCATION  Cr. 3
Description: This course focuses on the theoretical foundations of different approaches to technology use in school mathematics. We will review research on educational uses of technology and examine ways in which technology can be used to promote reflection and professional growth among teachers. We will use different technologies in the course.

Justification: We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.
**BL EDUC-N 725  RESEARCH ON TEACHER EDUCATION IN MATHEMATICS EDUCATION**

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

*Justification:* We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.

**BL EDUC-N 730  UNDERSTANDING AND USING ASSESSMENTS IN MATHEMATICS EDUCATION**

*Description:* This course will focus on assessment use in the mathematics classroom, both what we can learn and apply from national and international mathematics assessments and what research suggests about assessment issues and practices in K-12 mathematics schooling.

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

**BL EDUC-N 731  EXPLORING RESEARCH BASED MATHEMATICS CURRICULUM**

*Description:* This course explores research on and the products of research-based curriculum in mathematics education. We will examine the most recent curriculum reform era, the 1990s, to see how it has shaped current curricular resources, including gaining an understanding of research on how curricular materials can impact classroom instruction.

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

**BL EDUC-N 732  UNDERSTANDING MATHEMATICS LEARNING TO INFORM TEACHING**

*Description:* This course helps you develop your understanding of mathematical learning with a focus on how that informs teaching and classrooms. We will investigate common approaches to understanding learning in mathematics education, such as behaviorism, constructivism, and situated learning. And, we will examine how we can assess and account for learning.

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

**BL EDUC-N 733  EXPLORING EQUITY IN MATHEMATICS EDUCATION**

*Description:* This course will examine issues of equity in mathematics education related to culture, race, power, access and identity. We will explore differing perspectives on equity, as well as ways to address inequities. Discussions of existing theories and research will allow students to conduct their own critical analyses of equity issues.

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

**BL EDUC-N 734  TECHNOLOGY IN MATHEMATICS TEACHING AND LEARNING**

*Description:* In this seminar we will examine the theoretical foundations to using technology in school mathematics; read research on technology; learn how students can use technology to explore mathematical ideas; examine how technology can promote professional reflection about teaching; and use technology ourselves.

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

**BL EDUC-N 735  MATHEMATICS TEACHER EDUCATION AND LEADERSHIP**

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

*Justification:* We are changing the PhD course offerings from a single course number with rotating title to having distinct course numbers and titles to allow for clearer transcription of coursework taken by PhD students.
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
PROBLEM SOLVING IN MATHEMATICS LEARNING AND TEACHING
Cr. 3

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.