

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

January 25, 2023

1:00 – 3:00 p.m.

Zoom

- A. Consent Agenda
  - a. Approval of the Minutes from November 30, 2022 Meeting (23.23M)
  - b. Change in name of the award recognizing DEI achievements to the “Martha Dawson Award for Outstanding Diversity, Equity, and Inclusion Achievements”
  - c. Proposed Counseling and Educational Psychology (CEP) Department name change (23.25)
  
- B. Announcements and Discussions
  - 1. Agenda Committee
    - a. Considering requiring Diversity Statements on all searches
    - b. Charge for Faculty Development Committee
    - c. New committee members for the Committee on Teacher Education
    - d. Nominations and Elections Committee members selected
  
  - 2. Dean’s Report
  
  - 3. Diversity Reflection
    - a. How do we see the use of a diversity statement within SoE search committees
  
- C. Old Business
  
- D. New Business
  - 1. Revision of Residency Requirement for Online EdD in Instructional Systems Technology (23.26)
  - 2. Changes for forming a research committee (23.27)
  - 3. Changes to the guidelines SoE OCAP Process (22.08R)
  - 4. Educational Studies Major Proposal (23.28)
  
- 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 534**

**Cr 3**

*Course title:* Program Evaluation for Education Practitioners

*Description:* This introductory course in program evaluation for educational practitioners. Specifically, we will look at models and methods of evaluating educational programs and processes. The course is designed for practitioners who wish to acquire a basic understanding of program evaluation implementation.

*Justification:* This course is being designed for an online collaborative EdD program. The content will be tailored for practitioners, who will consumer applied research, rather than research master's or PhD students. This course is for non-research graduate students in online collaborative MEd and EdD programs. In

particular, this course shall not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

**BL EDUC-Y 601**

**Cr 3**

*Course title:* Statistical Design of Educational Research for Practitioners

*Description:* This course is designed for education practitioners. The course focuses on issues related theoretical and applied understanding of statistical models, analysis, and reporting of results. At the completion of this course, students would gain a broad understanding of experimental research designs and gain familiarity with performing analyses using statistical software.

*Justification:* This course is being designed for an online collaborative EdD program. The content will be tailored for practitioners, who will consumer applied research, rather than research master's or PhD students. This course is for non-research graduate students in online collaborative MEd and EdD programs. In particular, this course shall not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

**BL EDUC-Y 602**

**Cr 3**

*Course title:* Multivariate Analysis for Educational Practitioners

*Description:* This course is designed for non-researchers/practitioners. This course focuses on applications of the General Linear Model (GLM) and its extensions with the purpose of reading applied research. A range of multivariate statistical analysis procedures are considered to examine relationships between multiple variables.

*Justification:* This course is being designed for an online collaborative EdD program. The content will be tailored for practitioners, who will consumer applied research, rather than research master's or PhD students. This course is for non-research graduate students in online collaborative MEd and EdD programs. In particular, this course shall not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

**BL EDUC-Y 609**

**Cr 3**

*Course title:* Qualitative Inquiry in Education for Practitioners

*Description:* This course is an introduction to the field and practice of qualitative research for education practitioners. In this course, practitioner scholars will be introduced to various approaches to designing and conducting qualitative research studies focused on examining a problem of practice.

*Justification:* This course is being designed for an online collaborative EdD program. The content will be tailored for education practitioners who will be consumers of applied research and focused on problems of practice within their work contexts. This course is for non-research oriented graduate students in online collaborative MEd and EdD programs. In particular, this course will not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

***Course Change***

**BL EDUC- 626**

**Cr 3**

*Course title:* Instructional Strategies and Tactics

*Current Course Description:* This course is an elaboration on the instructional strategies portion of R522. It helps students develop a deeper understanding of instructional theory and a greater ability to create effective, efficient, and appealing instruction in any content area for any audience and with any medium, including live instruction

*Course Description Change:* This advanced instructional design course builds on R521, and focuses on instructional theories and application of instructional strategies and tactics. The course deepens students' understanding of theories and supports practices for creatively generating and applying instructional strategies and tactics that facilitate learning in diverse contexts and for diverse audiences.

*Justification:* Course description is outdated, and referring to a wrong course number as a prerequisite.