

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

February 22, 2023

1:00 – 3:00 p.m.

Zoom

- A. Approval of the Minutes from the January 25, 2023 Meeting (23.29M)

- B. Announcements and Discussions
 - 1. Agenda Committee
 - a. Update to Policy Council nominations form
 - b. Provost to attend April Policy Council meeting
 - c. Diversity Committee concerns with the Third Year Review
 - d. Faculty Service Survey Results (23.31)

 - 2. Dean's Report

 - 3. Diversity Reflection
 - a. How diversity fits into the communication by the School of Education

- C. Old Business
 - 1. Reconfiguring the Standing Committees of the Policy Council (20.45)
 - 2. Educational Studies Major Proposal (23.28)

- D. New Business
 - 1. Waiving the internal 30-day remonstrance on the just-approved ELPS courses for the new Educational Studies degree (23.32)
 - 2. Revisions to the EdS Educational Leadership Degree (23.33)

- 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-A 639

Cr 3

Course title: Advanced School Districting Budget, Operations, and Facilities

Description: This course focuses on advanced concepts in public school budgeting and accounting as related to educational needs & vision. It covers budgets for schools, spending prioritization, operational efficiency and tax rate management. Specific topics include creating a district budget, tax rate management, debt construction financing, property taxes, and facility plans.

Justification: Course was developed to align with NELP district accreditation requirements.

BL EDUC-A 677

Cr 3

Course title: Governance and Ethics

Description: This course examines educational leadership through focus on the legal governing bodies of schools/systems, with emphasis on ethics in the governing bodies' relationship with employees, students, and community. Topics include theories of governance versus management, effect of governance practices on school systems, and legal responsibilities of governing bodies.

Justification: Updated national accreditation requirements for preparation of district-level educational leaders requires a course that covers the following National Educational Leadership Program standards:

- 5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members in their business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- 7.1 - Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.
- 7.2 - Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

BL EDUC-A 682

Cr 3

Course title: Leading District Instructional Frameworks & Principal Supervision

Description: Course focuses on creating and leading an instruction system for a school district that is aligned to the district vision and mission. This course uses research to evaluate curricula, technology and other supports. This course covers how to supervise building level leaders and align that supervision with the instructional system.

Justification: Course was created in response to the updated district NELP accreditation standards.

BL EDUC-A 686

Cr 3

Course title: District and Community Relations

Description: This course focuses on knowledge and skills required to develop and maintain a supportive, equitable, culturally responsive, inclusive district culture. Students analyze case studies and interview superintendent or DEI Officer focusing on how districts evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among staff.

Justification: Course was created in response to the updated district NELP accreditation standards.

BL EDUC-M 222

Cr 3

Course title: Trauma-Informed Arts-Based School and Community Art Education

Description: This course presents arts-based approaches to working with youth and adults and school or community contexts in response to traumatic events. Strategies are appropriate to teachers in k-16 schools and community programs. Course materials are drawn from museum studies, arts education, art therapy, neuroaesthetics, and social emotional learning.

Justification: Increasingly teachers in schools and/or other community settings are working with students who have experienced trauma in their personal lives or in the milieu of the community. This may include first hand traumatic experiences of violence or media conveyed traumas that initiate local or trigger personal anxieties. The arts have been known to have calming effects upon the emotions and the artmaker's or art viewer's ability to promote internalized sense of well-being. This course, which will be taught by an specialist of art therapy working in the Esknenazi Museum of Art, will present arts-based, trauma-informed strategies that might be used by teachers in school or community settings to re-focus students' attentions on learning while addressing their anxieties. These are strategies that might be implemented by generalist educators in (otherwise) normative school of community settings touched by trauma. In addition to approving the course, the Committee on Teacher Education approved unanimously that this course could serve as an option for the following teacher education programs -

- Early Childhood (both tracks), Elementary and Teaching All Learners (TAL)Programs, Fine Arts Content
- Community Visual Arts Education Minor, course option
- Elementary Program, Visual Arts Area of Concentration, course option

Course Change

BL EDUC- A 675

Cr 3

Course title: Leadership in Special Education

Change course title to: Special Education Law and Leadership

Course Abbreviation: Ldrship in special education

Change course abbreviation to: Spec Ed Law

Current Prerequisites: Open to online and on-campus Educational Leadership graduate students only

Prerequisites Change: No prerequisite/corequisites

Current Course Description: This 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 and adults with disabilities. Implications for district and site level leadership practices are emphasized.

Course Description Change: Course addresses issues affecting special education leadership occurring in PK-12 schools. Students will increase their special education legal literacy related to statutory, case, and administrative law. Students are prepared to evaluate and advocate for legal/ethical decisions, as well as foster inclusive and equitable environments for students with disabilities.

Justification: The course description was outdated to reflect what is currently taught in the course. The course is one of the courses required for the Education Law Certificate, Educational Leaderships EdS, and Maurer's JD Minor in Education Policy and thus, it focuses on law.