

Undergraduate Council Meeting
April 1, 2005

Members Present: J. Arhar, D. Bruce, A. Crowe, G. Davis, A. Gilbert, G. Haber, A. McClelland, A. Morrison, L. Zions, B. Brooks, C. Snyder,

Guests Present: D. Barber

Associate Dean Joanne Arhar called the meeting to order at 11:00 am in Room 304 White Hall. No Additional items were added to the agenda.

Minutes from February 4, 2005 meeting were reviewed. Gen Davis moved to approve the minutes, Laura Zions seconded, and the motion passed.

David Bruce began the meeting with proposed changes to the ADED which would inactivate courses ADED32272 Teaching of Speech, ADED 42157 Teaching with Microcomputers Secondary Classroom, ADED 42272 Teaching of Computer Science in Secondary Schools, and ADED 47248 Teaching Critical Thinking. These courses haven't been taught in years and are not expected to be taught again by any departments. Alicia Crowe moved to dispense with a second reading, Gen Davis seconded, and the motion passed. David Bruce then moved to accept the proposal, Anne Morrison seconded, and the motion to accept the changes passed.

David Bruce discussed a proposal for a course change for Curriculum and Instruction, which would change the language of the subject specifications for clarity. Because students must possess advanced standing to enroll in this course, the course change would reflect a prerequisite of "admission to advanced study" to be added and "sophomore inquiry seminar" to be removed as the prerequisite. David Bruce moved to dispense with a second reading of the proposal, Anne Morrison seconded, and the motion passed. Laura Zions then moved to accept the proposal, Andrew Gilbert seconded, and the motion to accept the changes passed.

The EDPF program is requesting a course revision for the following courses: EDPF 19525 Inquiry into the Profession, EDPF 39525 Inquiry into Schooling, EDPF 20091 Pre-Professional Seminar in Education Studies, and EDPF 29510 School and Society. These courses are no longer offered, and the proposal would eliminate them. The committee discussed whether these courses may be used by other departments. Council members expressed the concern that, if the courses are used by Educational Studies or another program, they should not be eliminated. George Haber will check with Don Bubenzer about the courses, EDPF 20091 in particular, and further discussion was tabled until the next meeting, at which time the committee will vote on the proposal.

Bette Brooks discussed the issue of student access to disposition assessments. She reviewed the assessment process for the committee. First, the student signs a statement of professionalism at the time of the first Inquiry course. When the student begins coursework with a field component, an initial assessment is completed (prior to Advanced Study). Then, an advanced standing assessment is completed by the appropriate program area. Finally, another assessment is completed while student teaching, either by the student's University contact, the teaching supervisor, or both.

Laura Zionts inquired whether these assessments are part of NCATE documentation, in which Bette replied in the affirmative. David Bruce mentioned that this progressive process is in place to demonstrate a pattern of growth, but expressed concern about the lack of validity in data collection, which Joanne Arhar noted would be a good topic for the assessment team. Bette Brooks replied that the process is not concerned with validity of data, but rather to show student growth over time.

David Bruce inquired whether student access to disposition assessments could potentially be a liability issue, and Joanne Arhar asked what kind of appeals process is in place if a student is unsatisfied with his/her assessment. Anne Morrison noted that the assessment process is designed to let faculty know if students are ready and qualified to proceed to advanced study. Students are present and informed during the assessment, so viewing their files afterward should not be an issue.

The committee discussed the proposal brought to the table by Debbie Barber at the February 4 meeting regarding admission requirements for the College of Education. The current policy requires students to have a minimum 2.75 GPA along with either 16 college preparatory units or a score of 980 SAT/21 ACT. The Admissions office has requested that this policy be changed to require 2.75 GPA only, which would enable Admissions to process applications more efficiently. The committee felt that the language of the proposal was unclear, so Debbie Barber will revise it for enhanced clarity and email it to Joanne Arhar to distribute to Council members. The committee will vote on the revised proposal at the next meeting.

The University has changed the Transfer Module to make it easier to transfer from another University to Kent State. However, the Liberal Education Requirement (LER) structure is not parallel to the revised Module. Joanne Arhar discussed this issue, stressing that it's crucial for the College of Education to know the potential impact these changes may have on its programs. A major concern is that it could cause a situation where more credits are required for graduation. Additionally, Math Concepts I & II are listed as acceptable LERs, but they are not accepted in the Transfer Module, which reflects an inconsistency. The committee reviewed the LERs, noting that the Composition requirements have changed from 6 credit hours to 6-9 credit hours. While this possible reconfiguration will not come to the Undergraduate Council to vote on, the College of Education must figure out how to advise students of any changes. Trish Koontz will work with Carol Steiner to try to have the Math Concepts courses incorporated into the Transfer Module.

Joanne Arhar advised the committee that Brian Huot in the English Department submitted a Writing Initiative Proposal that would change the structure of ENG10000, ENG 10001, AND ENG 10002. Currently, students' COMPASS scores determine whether they start with ENG10000 or ENG10001. Under the new proposal, students who test into ENG10000, a 3-credit hour, one semester course, would now be required to take two back-to-back sections for a total of 6 credit hours. After successful completion of these two courses, they would then proceed to ENG10002, which would now be a 4-credit hour course, for a total of 10 College English credits. For students who test into ENG10001, they would take just ENG10001 and ENG10002. However, both of these courses would be changed to 4 credit hours each, for a total of 8 credit hours of College English. Those with exceptional composition skills might test directly into ENG10002 and only have to take the one 4-credit hour course; however, this is extremely rare.

Joanne Arhar informed committee members that each program area will need to review the proposal and send a letter of support and impact to the English Department. She requested that Council members distribute the proposal to faculty in their area, and come up with questions, concerns, etc. EPC will vote on the proposal this Spring.

The last two items on the agenda were tabled until the next meeting.

Due to a College luncheon, the May 6 meeting needs to be rescheduled for another time. Joanne Arhar will email the Council for their availability.

Meeting was adjourned at 1:00 pm.