



COLLEGE AND GRADUATE SCHOOL OF
EDUCATION, HEALTH, AND HUMAN SERVICES

Office of the Associate Dean for Student Services and Undergraduate Education

Undergraduate Council Minutes

December 2, 2005

Members Present: Joanne Arhar, Lisa Audet, Carol Bersani, Dale Curry, George Haber, Averil McClelland, Geoff Broadhead (for Judy Oslin), Lisa Froning (for Charity Snyder)

Guests: Dave Dalton, Mary Dellman-Jenkins, Steve Thomas, Penny Griffith, Alexa Sandmann, Matthew Weinstein

Associate Dean Arhar opened the meeting at 10:30 a.m. in Room 304 White Hall. As an additional agenda item, J. Arhar proposed that Council members submit proposal summaries and transmittal memos electronically. This would allow her office to send proposal information out to Council via email, and would also allow for easier editing. Faculty would still need to submit a hard copy of accompanying documentation. J. Arhar asked Council to consider this proposal, and be prepared to discuss it at a future meeting.

Averil McClelland made a motion to approve the minutes from the November 18 meeting, Lisa Audet seconded, motion passed.

VOTE – ITEC 19525 Educational Technology

Dave Dalton summarized a proposal to offer credit-by-exam (CBE) for ITEC 19525 Educational Technology, stressing that the proposal addresses a narrow audience of students who enter the College with achieved proficiency in technology as it applies in the educational environment. Interested students would be required to submit a portfolio and meet requirements regarding educational content. J. Arhar inquired whether students outside of the Pathways program also submit portfolios, and D. Dalton replied in the affirmative, adding that electronic portfolios must be submitted. George Haber asked if rubric for the course would be reviewed by the Undergraduate Council, and D. Dalton replied that this would be a good idea. Carol Bersani moved to pass the proposal, George Haber seconded, and the motion passed.

VOTE – EDAD 46525 Careers in Higher Education and Student Personnel

Steve Thomas provided an overview of a proposal to add an undergraduate course EDAD 46525 Careers in Higher Education and Student Personnel. This course would be used as a recruitment tool for the Educational Administration program, and would also provide a teaching opportunity for doctoral students. S. Thomas noted that Vice President Pete Goldsmith had expressed interest in

such a course. This course would be 3 credit hours, and would most likely be taught once a year. Geoff Broadhead inquired whether current faculty could also teach the course, and S. Thomas replied that it could, but would most likely be taught by doctoral students. G. Haber asked if it could be a slash 4/50000 slash course, and S. Thomas responded that, once students are in the graduate program, they have already selected higher education as a career, so there probably would not be a need for this. A. McClelland moved to pass the proposal, Dale Curry seconded, motion passed.

VOTE – FCS Proposals

A proposal to add a course fee to HM 13023 and HM 23023, Hospitality Management I & II, was reviewed. G. Broadhead inquired whether requirement of course fees are still approved through the Provost's Office, and J. Arhar replied that she will call Connie DiMascio to check this information. G. Broadhead moved to pass the proposal, Lisa Audet seconded, motion passed.

A proposal to revise HDFS 24011 The Family was discussed by the committee. This proposal would change the title of the course to *Interpersonal Relationships and Families*, and would be cross-listed with Sociology. G. Broadhead made a motion to pass the proposal, Averil McClelland seconded, motion passed.

VOTE – SELS Proposals

The following group of proposals was reviewed by the committee: 1) align SELS program areas with the new LER structure, 2) inactivate selected PEP and PEB courses, and 3) inactivate the Therapeutic Recreation concentration. Proposals to align with the new LER structure included majors in Athletic Training; Physical Education (with concentrations in Exercise Sciences, Exercise Physiology, Exercise Specialist, Human Movement Studies, Health and Physical Education, and Physical Education Teacher Education); Recreation, Park and Tourism Management (with concentrations in Recreation and Park Management, and Tourism Management); and Sport Administration. The committee decided to vote on the SELS proposals as a group. G. Broadhead made a motion to approve the proposals, G. Haber seconded, and discussion followed regarding the need to cut physical education coursework. A. McClelland expressed disapproval, stating that this is not the direction the University should be going, and committee members concurred. G. Broadhead suggested that the Council support the proposal, but add documentation stating their disapproval. Council voted, and the motion passed.

New Admission Requirement for EHHS

J. Arhar summarized a proposal to create admissions criteria of 2.5 GPA (university requirement) for admission to EHHS. This proposal is based on a request from the Undergraduate Policies Task Force to create a unified admission requirement for all freshmen entering the College. Currently, SP&A, SELS, and FCS require a 2.5 high school GPA, and TLCS, EFSS, and ACHVE require a 2.75 GPA. J. Arhar explained that faculty in teacher education programs wanted to maintain a 2.75 for admission into their majors.

J. Arhar stated the rationale for the proposed change as the following: Students who want to declare Education majors but don't have the required 2.75 GPA are admitted to Undergraduate Studies as Exploratory majors. As a result, advisors

in EHHS don't have the opportunity to advise these students. Changing the GPA requirement to 2.5 would allow EHHS advisors to provide good advising, support, and career development, and would also increase enrollment. These students would be admitted into EHHS General. This change would also allow non-licensure programs to lower their GPA requirements, and Educational Studies could develop into a richer program as a result. A. McClelland noted that the Educational Studies major also attracts adult students whose high school GPA from earlier in life was much lower, yet these students do very well in the program. G. Haber added that this is also true in his program area.

It is estimated that approximately 100 additional students who want education but do not qualify with the 2.75 GPA would be admitted to the College each year. A. McClelland expressed concern that the proposal indicates a 2.0 GPA for transfer students, which would be a dramatic drop. J. Arhar responded that the Undergraduate Policies Task Force has not yet adequately discussed this issue of transfer GPA. At G. Haber's suggestion, J. Arhar will delete the transfer portion of the proposal, and add "has yet to be determined" in its place until the UPTF determines criteria for transfer students.

EHHS General Admission Category

J. Arhar provided an overview of this proposal which, in conjunction with the proposal to lower the College's GPA requirement to 2.5, would provide a place for those students who don't meet the 2.75 GPA for teacher education programs. By creating the EHHS General admission category, students will be admitted into EHHS rather than Undergraduate Studies, and will provide the opportunity for advisors to advise and support them, thus increasing their chances of getting into their intended major or another major in EHHS.

ACHVE Proposals

G. Haber introduced several proposals. The first proposal will align the Career and Technical Education major with the new LER structure. The number of hours for program completion will not increase, but the Basic Sciences category will change from 6 hours to 6-7 hours, and COMM 15000 and COMM 25851 have been moved to the Additional category.

The second proposal introduced will inactivate undergraduate courses CTTE 45374 Strategies for Teaching Personal Selling, CTTE 45376 Entrepreneurship Education, and CTTE 46005 Principles of Career Technical Education. This coursework has not been offered since 1998 and the program does not foresee offering the courses in the future.

ACHVE Proposals (continued)

The next item introduced will lower the GPA requirement in the Educational Studies program. The current GPA requirement is 2.75, and the proposed GPA requirement is 2.50. This change will bring the program in line with other College programs, and will allow more flexibility and availability for students seeking a general education degree from EHHS.

Two proposals were summarized to align the Community Health Education (CHED) and School Health Education (SHED) majors with the new LER structure. J. Arhar inquired whether there would be a GPA change in CHED, and G. Haber responded that he would discuss this issue with Don Bubenzer. After further discussion, it was determined that J. Arhar and G. Haber would discuss the following with Dean England: 1) SHED Submajor HPE – inactivate from ACHVE, 2) Career course, and 3) GPA change in CHED. When this information is determined, it will be sent electronically to Undergraduate Council members.

EFSS Proposals

Penny Griffith discussed several proposals. The first proposal adds four new courses in TLCS: C&I 47501 Teaching Math in Early and Middle Grades, C & I 47502 Teaching Science in Early and Middle Grades, C & I 47503 Teaching Social Studies in Early and middle Grades, and C & I 47504 Teaching Reading and Writing in Middle Grades. Previously Special Education students had to take two methods courses in each content area. By taking only one course for K-9, they will be able to take more language arts courses. This will make them “Highly Qualified Teachers” as per requirement of No Child Left Behind.

P. Griffith then referred to several proposals to bring Special Education programs in alignment with the new LER structure, including Intervention Specialist Deaf Education, Intervention Specialist Mild/Moderate, Intervention Specialist Moderate/Intensive, Intervention Specialist Educational Interpreter, and Intervention Specialist Gifted Education. G. Broadhead expressed concern over the changes, and asked for the rationale behind the decisions, noting that the attached memos from SELS acknowledge the changes, but don’t support them. His particular concern is the deletion of the Motor Development course from the Mild/Moderate program. P. Griffith responded that mild/moderate students don’t have the motor development issues of moderate/severe students, and it is the physical education teachers’ and parents’ responsibility to provide assistance outside of the schools. Intervention Specialists are not required to provide assistance, so the Motor Development course was dropped to allow room for the Speech and Language requirement. G. Broadhead expressed that physical education and motor development are not related services, and he feels our students are being sent into public schools lacking this knowledge. P. Griffith replied that our students are very well prepared in the law regarding these issues. G. Broadhead then noted that many schools don’t have physical education teachers. Lisa Audet added that, if a student has an IEP and needs modified physical education, it is the school’s responsibility to provide this. G. Broadhead stated that this should be on all IEPs, and P. Griffith agreed, but noted that this is not the case. P. Griffith referred to the Council for Exceptional Children generalist license, which lists 10 standards and 120 knowledge and skills for which our students are prepared. J. Arhar asked committee members to look at CEC standards before the next meeting for further discussion. G. Broadhead then stressed that we still have to comply with federal law under IDEA, to which P. Griffith responded that not all students have motor development issues, this is not a major part of our license, and Intervention Specialists only need if they’re in a setting such as Hattie Larlham. G. Broadhead further stated that, in a previous meeting, he was told this was a mandate from the Provost’s Office. He had called the Provost’s Office to check

this information, and was told this was not a Provost mandate. J. Arhar inquired if his concern was for the instructors of the Motor Development courses, and assured him that, according to a memo from Wayne Munson, no faculty positions would be eliminated as a result of this change.

TLCS - Early Childhood Education Proposals

Carol Bersani summarized two proposals from Early Childhood Education. The first proposal will align the program with the new LER structure. This will require changing the Basic Sciences LER requirement from the current 6 credit hours, to 6-7 credit hours, which will provide for the 1 hour lab requirement. She noted that the English courses need to be changed from College English I & II to College Writing I & II, and she will make these changes before the next meeting. The second Early Childhood proposal will change ECED 40292 Internship: Kindergarten/Primary from 6 credit hours to 6-12 credit hours to accommodate the students finishing the old program or other individual situations who have a 6 hour requirement, and for the students in the new program who have a 12 hour requirement, in which students will student teach full time for the entire 15 week semester.

FCS Proposals

Mary Dellman-Jenkins introduced four proposals for the School of Family and Consumer Studies, including the Nutrition, Gerontology, Human Development & Family Studies, and Hospitality Management programs. These proposals will comply with the new LER structure, and include changes in writing and math, as well as creating a category entitled "Other General Requirements" to avoid having to drop other coursework.

TLCS – Middle Childhood Education Proposal

Alexa Sandmann provided an overview of a proposal to align the Middle Childhood Education program with the new LER structure. The changes include a one hour science lab requirement, which will increase the graduation requirement by one credit hour for those seeking licensure in areas other than science.

TLCS – Integrated Language Arts Proposal

David Bruce and Nancy McCracken introduced four proposals. The first proposal will change program requirements in an effort to increase Praxis scores, which have been below the state median, and to better align with NCATE SPA requirements. Changes focus on literature courses, and include the addition of three new courses, SEED 4/53315 Teaching Literature in Secondary Schools, SEED 4/53325 Multi-Modal Literature in Secondary Classrooms, and SEED 4/53335 Teaching Language and Composition. The proposed changes will better enable students to complete the program in four years, while increasing language proficiency. Making them 4/50000 courses will allow greater flexibility for MAT students to take these courses as well. The other three proposals are to create the three SEED courses previously listed. The current classes will continue to be taught until the new courses are added, and students would not take the three added classes until Fall 2008. L. Froning inquired whether these changes would need to be approved by the state, and J. Arhar noted that Michelle Lehman at ODE indicated that they would.

Integrated Health Studies Proposal

Dale Curry gave an overview of a proposal to align the Integrated Health Studies program with the new LER structure, including changing the Sciences elective option from 7-18 hours to 10-20 hours, and changing the Services elective option from 22-24 hours to 23 hours. In the Administration elective option, the hours will remain the same.

SPA Proposal

Lisa Audet outlined a proposal to align the Speech Pathology & Audiology program with the new LER structure. The number of credits required for graduation will not change.

SELS Proposals

G. Broadhead informed the committee that David Toothaker had completed the proposals to align Athletic Training, Physical Education, and Recreation, Tourism & Sport Management with the new LER structure. J. Arhar noted that memos from BSCI and CHEM need to be attached to the proposals as acknowledgement that their enrollment could be affected.

TLCS – ADED Program Change Proposal

Matthew Weinstein reviewed a proposal converting student teaching from a 10 week experience to a 12 week experience, and from two courses to one course. This would bring ADED students in alignment with student teaching requirements for other program areas.

Other

Averil McClelland stated that she feels Undergraduate Council should have a policy subcommittee. For example, she's noticed a trend of programs eliminating foreign language requirements in response to the transfer module, and feels a policy subcommittee could discuss the implications of such issues.

Meeting adjourned at 1:05 p.m.