



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 16, 2005

Members Present: J. Arhar, C. Bersani, D. Curry, G. Haber, A. McClelland,
J. Oslin, C. Snyder, A. Reid

Guests: N. McCracken, T. Kandakai, G. Broadhead, L. Froning

Associate Dean Arhar opened the meeting at 10:30 a.m. in Room 304 White Hall. The committee discussed voting procedures, and determined that a positive vote would consist of an affirmative vote by four of the five members present. George Haber inquired whether a vote could occur if a proposal is missing memos from affected departments, and J. Arhar responded that, if there is a concern, the Council may discuss the issue before voting. She further noted that EHHS has informed departments of curricular changes as per requirements, but not all departments have responded. She added that if a department or program has not responded to the request for a memo, the original request will be included in the materials to EPC. The deadline for submission is December 30th for the January 30 EPC meeting.

ACHVE Proposals

G. Haber distributed revised copy of the CTTE proposals to align the program with the new LER structure and gave a brief review. The proposals include four licensure programs, including Family and Consumer Sciences, Integrated Business Education, Marketing Education, and Trade and Industrial. Regarding the Trade and Industrial licensure program, he noted that the program did not require reading/writing in adolescence through Route A licensure, and Route B licensure had a three credit hour deficit. A reading and writing course was added to both, which brings Route B licensure in line with other programs, and adds three credit hours to Route A licensure, increasing the program from 24 to 27 hours. Memos from affected departments are pending with the exception of Math, which is included. Averil McClelland made a motion to approve the proposals, Carol Bersani seconded, and the proposal was passed.

A proposal to inactivate three courses in CTTE was reviewed, and it was noted that the content of these courses is taught elsewhere. C. Bersani moved to approve, G. Haber seconded, and the proposal was passed.

J. Arhar reviewed a proposal to lower the admission and graduation GPA in the Educational Studies (EDST) program from 2.75 to 2.50. This will hopefully attract new students and will also put admission GPA in the Educational Studies program in

line with the three schools within EHHS. However, the graduation requirement will remain 2.50, while the Schools' graduation requirement is 2.00. So, EHHS will have three different graduation GPA requirements: 1) 2.00 for the three schools, 2) 2.50 for the Educational Studies program, and 3) 2.75 for the remainder of the programs in the three departments. A. McClelland asked which faculty currently teach within the program, noting that the old EDST program did not have its own faculty. T. Kandakai responded that the program includes courses from different departments, but there are no courses specific to the EDST program. A. McClelland noted that this issue should be discussed at a future meeting because the existence of a program-specific faculty could help to develop the program. A. McClelland made a motion to approve the proposal, G. Haber seconded, and the proposal passed. J. Arhar noted that the change will be in effect for the Fall 2006 semester.

G. Haber reviewed the proposal to align the Community Health Education program with the new LER requirements. G. Haber made a motion to approve, Dale Curry seconded, and the motion passed.

G. Haber reviewed the proposal to align the School Health Education program with the new LER structure, noting that the science lab requirement adds one credit hour to the program. Anne Reid motioned to approve, A. McClelland seconded, and the motion passed.

TLCS Proposals – Secondary Education, Curriculum & Instruction

Nancy McCracken reviewed four proposals in the secondary education (SEED) Integrated Language Arts program. The first three proposals will add three new courses in secondary education (SEED), which will replace two former classes. A. McClelland made a motion to approve the three proposals, G. Haber seconded, and the motion passed. N. McCracken then gave a brief overview of the fourth proposal, which revises the Integrated Language Arts curriculum. This proposal will include the three new courses, and will decrease total credit hours needed for graduation to 122 hours. A. McClelland moved to approve the proposal, C. Bersani seconded, and the motion passed. J. Arhar commended D. Bruce and N. McCracken on their work in restructuring the program.

The committee reviewed a proposal to add four new courses in Curriculum & Instruction for Intervention Specialist majors. The rationale for the proposal is to make room in the program to comply with the Highly Qualified Teacher requirement in the No Child Left Behind Act. Previously, students took methods courses in both ECDE and MCED. The four new courses span grades K-9. C. Bersani moved to approve the proposal, A. McClelland seconded, and the motion passed.

EFSS Proposals

Committee discussed five proposals to align the Intervention Specialist programs with the new LER structure, including Deaf Education, Mild/Moderate, Moderate Intensive, Educational Interpreter, and Gifted Education. The proposals, with the exception of Gifted Education, currently require Modeling Algebra and either Math Concepts I or II. However, the Math department is still in the process of determining the status of Math courses. Also, there is conflicting information in an attached memo from Andrew Tonge. It is not clear that students could take both

Modeling Algebra and Math Concepts I. J. Arhar will email Penny Griffith, and the committee will vote electronically on these four proposals upon clarification.

J. Arhar asked if the council had other issues with the four proposals, and discussion continued from a previous meeting about whether the Motor Development course is needed for the Mild/Moderate major. Memos were distributed from three area school districts indicating that people with licensure in this area do not need background in motor development. J. Oslin noted that, every time a reading requirement is added as a mandate, another course from SELS is dropped. J. Arhar responded that Dean England suggested she form an advising committee for teacher education, which could look at this type of issue. She added that the Dean makes a motion to EPC. The UC could draft a script for that meeting in which their feelings are expressed regarding the loss of foreign language, physical education, and expressive arts coursework. J. Arhar will write a draft for the council's review.

J. Arhar will email revisions to the council for the four proposals in question, and an electronic vote will be taken. Regarding the Gifted Education program, A. McClelland moved to pass, C. Bersani seconded, motion passed.

TLCS Proposals – Early Childhood, Student Teaching, Middle Childhood, Secondary Social Studies

C. Bersani reviewed a proposal to align the Early Childhood Education program with the new LER structure, noting that the only change being submitted at this time is the science lab requirement. The new English coursework will need to be added, but that change is not included because the sequencing of the new English courses will be a problem for Early Childhood Majors, and this issue has not yet been resolved. Currently, students who do well on the COMPASS test are placed into English courses to be held the spring semesters of their freshman and sophomore years. However, students will then not be able to apply to advanced study in a timely manner, and will be held up an extra semester. C. Bersani is hoping to get approval for these students to take College Writing II in the fall semester of their sophomore year. She could get a memo from English to bring to the January 20 meeting. J. Arhar will check with Connie DiMascio to see if EPC will accept a late addition to the agenda for their January 30 meeting.

C. Bersani discussed a proposal to change student teaching hours to 6-12 variable credit hours. This is to accommodate students in both the "old" and "new" programs. D. Curry moved to approve the proposal, Judy Oslin seconded, and the motion passed.

A proposal to align the Middle Childhood Education program with the new LER structure was reviewed. It was noted that Math Concepts I & II will still be the Math requirement, and a one credit hour science lab was added. C. Bersani moved to approve, G. Haber seconded, and the motion passed.

A proposal to convert ADED 42357 to nine credit hours, and to increase student teaching to 12 weeks was brought to a vote. A. Reid moved to approve, D. Curry seconded, and the motion passed.

A proposal to align the Secondary Social Studies program with the new LER structure was reviewed. It was noted that the foreign language requirement was removed, Principles of Thinking was added to the Additional category, and total program hours required for graduation decreased from 132 hours to 124-126 hours. A. Reid moved to approve, C. Bersani seconded, and the motion passed.

FCS Proposals

Dale Curry reviewed four proposals to align the Nutrition, Gerontology, Human Development & Family Studies, and Hospitality Management majors with the new LER structure, noting that changes had been made to the English and Science requirements. A. Reid moved to approve all four proposals, J. Oslin seconded, and the motion passed.

IHS Proposal

A. Reid reviewed a proposal to align the Integrated Health Studies program with the new LER structure. J. Oslin moved to approve, A. Reid seconded, and the motion passed.

SP&A Proposal

A. Reid reviewed a proposal to align the Speech Pathology & Audiology program with the new LER structure. C. Bersani moved to approve, J. Oslin seconded, and the motion passed.

SELS Proposals

J. Oslin reviewed three proposals to align the Athletic Training, Recreation, Tourism & Management, and Physical Education majors with the new LER structure, noting that she's still waiting on memos from affected departments. J. Oslin moved to vote on all three proposals together, A. McClelland seconded, and the motion passed. A. Reid then moved to approve the three proposals, J. Oslin seconded, motion passed.

EHHS Proposals

J. Arhar reviewed two proposals, the first to change the admission GPA for EHHS from 2.75 to 2.5, and the second to create a new admission category "EHHS General." The proposal was taken to the Admissions office by Gary Padak, who was told that it is too late to change the GPA for the Fall 2006 semester. So, the proposal is being submitted to Undergraduate Council for a vote effective Fall 2007. The EHHS General admission category will provide the opportunity for advisors within EHHS who have expertise to provide individual and group advising to these students. The University is currently considering doing away with premajors and general categories, and putting all of these students into Undergraduate Studies. The Deans are against this proposal, which is still in discussion stages. G. Haber noted that, by passing the EHHS General category proposal, it sends a message that EHHS is opposed to such a change. Additionally, the new category would allow undecided students to be admitted to EHHS and explore the different programs within the College. The GPA requirements for transfer students would not change with this proposal, and students who would be dismissed from the College for failing to maintain a 2.75 GPA could remain in the College in the General category. J. Arhar noted that the Dean suggested UC vote on the proposal, and Connie DiMascio was in agreement. G. Haber moved to approve the proposal to change the admission GPA to 2.50, D. Curry seconded, and the motion passed. C. Bersani

moved to pass the proposal to create the EHHS General admission category, D. Curry seconded, motion passed.

ACHVE Proposal

D. Bubenzer gave an overview of a proposal to revise CHDS 10002 Introduction to Careers in Education and Services to make the course inclusive of exploring the full array of programs and career opportunities within EHHS, and would be expanded to meet the needs of the new College. The course could also be taught at the regional campuses. He gave a three-part rationale for the revision: 1) to teach students what it means to be professional, 2) to expose students to programs within EHHS, and 3) to help students explore their own career interests. On a broader scale, it will help students determine whether EHHS is a good fit for them. J. Oslin expressed a concern that many SELS students don't feel they're treated well in Education courses, and asked how this issue would be addressed in the revised course. D. Bruce responded that the course would not be taught by instructors with an education background, and the focus would be more on career development than education. C. Snyder added that the Undergraduate Policies Task Force also discussed having speakers from all of the areas included as part of the course. C. Bersani moved to dispense with the first reading and vote on the proposal, A. McClelland seconded, motion passed. J. Oslin stated that she would like to take the proposal to her faculty and delay voting until the SELS faculty could provide input. J. Arhar noted that there are no consequences by waiting until the January meeting to vote on the proposal, as it is too late to submit course revisions for Fall 2006. The committee decided to vote on the proposal at the January meeting.

The council reviewed the minutes from the December 2 meeting. A. McClelland moved to approve, G. Haber seconded, and the minutes were approved.

Meeting was adjourned at 1:10 p.m.