

AGENDA

College of Education Council
April 14, 2004
Room 301B, Porter Building
2:00 p.m.

1. Call to Order.

Establishment of a Quorum. (There are 14 voting members; eight voting members constitute a quorum.)

2. Approval of the minutes of March 24, 2004. These may be found at http://www.emich.edu/coe/newhome/COECouncil92_01/032404m.html (COE Council agenda and minutes, 1992 forward, may be found at http://www.emich.edu/coe/newhome/COECouncil92_01/coecouncil.htm)

3. Election of two representatives to the Continuing Education Advisory Council.

The *Contract* provides that membership on the CE Council is to be proportionate to the CE credits generated by college the previous year. COE's growth has been such that we are now entitled to a third representative. One slot is filled by Ellen Hoffman, who is serving a term from 2003-2005. The second slot has been filled by David Anderson, whose 2002-2004 term is expiring. Dr. Anderson is eligible for re-election. The third slot is the newly created one, for the 2004-2006 time period. The CE Council meets approximately six times per year, typically on Monday, 3:30-5:00 p.m., G10 Boone Hall. The first meeting of the coming year will be on September 20.

4. Reports of Committees

A. Reports from Standing Committees

i. Basic Programs Committee.

No report.

ii. Advanced Programs Committee

[See Attachment 1, page 4](#)

iii. Professional and Affiliated Programs Committee

See [Attachment 2, page 6](#)

iv. Personnel Committee

The Personnel Committee has completed its work for the year.

v. Planning and Finance Committee

No report.

4. Reports from other College or University Groups

- A. Faculty Council
- B. Graduate Council
- C. Strategic Planning Process
- D. Continuing Education Advisory Council
- E. EMU Research Advisory Council
- F. COE Resource Development Board
- G. COE Student Advisory Committee
- H. ad hoc Diversity Committee
- I. ad hoc Porter Chair Advisory Committee
- J. ad hoc Education Alumni Hall of Fame Committee
- K. ad hoc Education Students Data Assessment Committee
- L. Other COE Groups
- M. COE Departments or Offices
- N. Porter Building status
- O. NCATE/State status.
 - Form letter announcing re-accreditation received; “action letter” to follow
 - MDE session on revisions to state process
 - MDC proposal to MDE
- P. Dean’s report
 - i. EMU budget processes
 - ii. Personnel actions in COE
 - iii. Contacts with CMU and WMU re governance

5. Old business

- A. Proposal to revise the governance system for professional education. See

[Attachment 4, page 10.](#)

6. New business

Standing of Sociology as a major for prospective teachers at the UG level. See [Attachment 3, page 9](#)

7. Adjournment.

Next meeting: April 28-2:00 p.m., Porter 301B, or as otherwise set by the Council.

ATTACHMENT 1

The Advanced Programs Committee recommends approval of the following:

1. Proposed Graduate Certificate in Teaching of Writing

A. This is not designed specifically for K-12 teachers. Admissions requirements are “the same as Graduate School admission requirements.” The proposal states that the “students [who may or may not be teachers or be working on teaching certification] to approach the teaching of *writing*, specifically, in more thoughtful ways.” But, “the certificate . . . will attract students not yet enrolled in EMU’s graduate program, such as K-12 teachers. State and local requirements mandate these teachers to complete a number of credit hours per year of post-graduate study in order to maintain their certifications; the certificate program will provide a focused area of study for them that also will benefit their teaching.”

B. Requirements: 15 hours.

One of:

ENGL 514 Issues in the Teaching of Writing;
ENGL 596 Teaching Composition at the College Level; or
ENGL 675 Eastern Michigan Writing Project Invitational Summer
Institute.

ENGL 515 Literacy and Written Literacy Instruction
ENGL 516 Computers and Writing: Theory and Practice

One of:

ENGL 517 Topics in the Teaching of Writing
ENGL 518 Topics in English Education
ENGL 503 Rhetorical Theory and the Teaching of Writing

2. Proposed Graduate Certificate in Japanese Language Teaching

A. Admission requirements (in addition to language proficiency) include “Japanese Teaching Certification or Departmental permission.” “The program is intended to provide graduate level education for those who already possess K-12 Japanese Teaching Certification, and those who want to expand on their existing Japanese teaching knowledge and techniques.”

B. Requirements: 14 hours.

FLAN 611 Theory and Methods of Modern Language Teaching
FLAN 613 Using Technology in the Foreign Language Classroom
JPNE 544 Graduate Japanese Conversation
SPNE 594 Intensive Seminar in Japanese Studies

One of:

CURR 510, CURR 552, CURR 650, FLAN 540, FLAN 612,
RDNG 506, SOFD 535, TSLN 501, TSLN 520

[Note from JHR: Concerning both items 1 and 2 above, and others that are said to be in the works, what is the intended relationship between these app. 15 hour, subject-focused graduate certificates, and various State and NCATE requirements? For example, are these programs intended to fulfill the requirements of Michigan's Administrative Rule 390.1132 for a "planned program" of 18 hours for a professional certificate? If so, shouldn't the three years of successful experience (and other requirements) be made a requirement for either admission or exit? And shouldn't they require 18, rather than 14-15 hours? Or, if not, what does constitute an "18 hour planned program" in, say Japanese?

Are these subject-oriented graduate certificates ones that we should, or should not, report to NCATE (and to the State) as programs "for teachers" that we offer? If we should (and do), then we are in difficulty because they do not meet NCATE "advanced program" requirements. If we should not (and don't), then we can be "caught" by having catalog materials that claim "graduate certificates for teachers" but that we have not reported on an annual and other periodic basis.]

3. Program Changes: M.A. in Learning Disabilities.

Various changes are proposed, including a one-hour reduction (from 37 to 36) in program length. The proposed revised program has two tracks, which are identical in the core courses (SPGN 621, SPGN 525, EDPS 677, SPLI), LD concentration (SPLI 468G, SPLI 693, SPLI 712), and methods area (SPLI 672, SPGN 630). Track A requires 11 hours of electives/cognates. Track B provides for 11 hours of deficiencies. Additional information will be available at the meeting.

4. Changes in credit hours for EDPS 677 and EDPS 687, each from 2 hours to 3 hours.

ATTACHMENT 2

The Professional and Affiliated Programs recommends approval of the following:

1. Proposed new course DANC 120 Dance Workshop I (1). To provide students with dance performance experience(s) such as formal concerts, workshops, improvisations, site-specific, lecture demonstrations, studio showings, and residencies that may take place on campus and/or on tour in off-campus venues. Students will participate in all facets of developing a work. Taught as lecture/laboratory.
2. Proposed new course DANC 122 Dance Workshop II (2). To provide students with more extensive dance performance experience(s) such as formal concerts, workshops, improvisations, site-specific, lecture demonstrations, studio showings, and residencies that may take place on campus and/or in off-campus venues. Students will participate in all facets of developing a work. Taught as lecture/laboratory.
3. Change the course number of DANC 350 Dance History to DANC 250. Change description to read "This course is designed to provide students with an overview of dance history, through the critical examination of selected dances. Intended for Dance Majors, Minors and any EMU student, the course includes lectures, discussions, collaborative interaction, and the learning of dances, through a variety of resources including teacher instruction, videos, music and the library."
4. Proposed new course DANC 480 Senior Project (1). A culminating course for senior dance majors consisting of a directed study or independent project as required by a specific dance track. Students will be assigned to select faculty members as well as a faculty jury for direction, consultation, and evaluation of the completed study or project.
5. Revise the dance minor in the following ways:
 - A. Reduce the number of hours from 28-30 to 25.
 - B. Replace "two levels of modern dance technique I-IV" with DANC 211
Modern Dance Technique IV
 - C. Replace "two levels of classical ballet technique I-IV" with DANC 209
Classical Ballet Technique IV
 - D. Replace "two levels of jazz I-II" with DANC 354 Methods and Materials in
Teaching of Dance
 - E. Reduce DANC 450 from 4 hours to 3 hours
 - F. Reduce DANC 107 from 3 hours to 2 hours
6. Proposed new course CTAC 600 Communication Inquiry (3) Communication Inquiry

explores the questions, methods and assumptions employed by scholars in communication. The course focuses on current literature, theoretical frames, and basic approaches to research.

7. Classical Studies

A. Revise the minor in Classical Studies to read:

FA 340 History of Classical Art

HIST 323 Greek History

HIST 324 Roman History

PHIL 230 History of Philosophy: Ancient

Choose one of Group A, Group B, or Group C

Group A: GREK 101-102 Beginning Ancient Greek I-II

GREK 201-202 Intermediate Ancient Greek I-II

Group B: LATN 101-102 Beginning Latin I-II

LATN 201-202 Intermediate Latin I-II

Group C: 12 hours from 11 specified courses in classics, history, linguistics, literature, etc.

B. Proposed new course LATN 201 Intermediate Latin I (3). As a follow-up to LATN 101-102, this course will complete a full survey of the elements of Latin grammar and syntax. It will also introduce students to the reading of original passages of major authors, especially prose writers such as Cicero, Caesar, Sallust, and Livy. Prereq. LATN 102.

C. Proposed new course LATN 202 Intermediate Latin II (3). As a follow-up to LATN 201, this course will review basic and finer points of the grammar and syntax of ancient Latin during the reading of major authors such as Lucretius, Cattullus, Vergil, Cicero, Seneca, Tacitus, and Juvenal. Prereq: LATN 201.

D. Proposed new course GREK 201 Intermediate Ancient Greek I (3). As a follow-up to GREK 101-102, this course will complete a full survey of the elements of the grammar and syntax of ancient Greek. It will also introduce students to the reading of original passages of major authors, especially prose writers such as Herodotus, Plato, Xenophon, and the Evangelists. Prereq: GREK 102.

E. Proposed new course GREK 202 Intermediate Ancient Greek II (3). As a follow-up to GREK 201, this course will review basic and finer points of the grammar and syntax of ancient Greek during the reading of major authors such as Homer, Thucydides, Plato, Lysias, Sophocles, Euripides, and Aristophanes. Prereq: GREG 201.

F. Change LATN 121 to LATN 101; change hours from 5 to 3.

- G. Change LATN 122 to LATN 102; change hours from 5 to 3.
- H. Change GREK 121 to GREK 101; change hours from 5 to 3.
- I. Change GREK 122 to GREK 102; change hours from 5 to 3.
- J. Change CLAS 301 from "Mythology" to "Classical Mythology." Change description to: "An examination of classical Greek and Roman mythology, chiefly through the study of literary and artistic works. The influence of classical mythology in later literature will also be considered."

8. Changes in the M.S. in Computer Aided Engineering.

- A. Create a non-thesis option.
- B. Add 7 courses to the core courses.
- C. Create the following new courses:
 - CAE 503 Advanced CNC and Robotics
 - CAE 527 Engineering Software Development
 - CAE 537 Advanced Mechanics of Materials
 - CAE 545 Engineering Simulation
 - CAE 567 Plastics Materials and Processes
 - CAE 575 Advanced Engineering Dynamics
 - CAE 625 Plastics Mold Design and Manufacturing

(Additional detail will be available at the meeting)

ATTACHMENT 3

On January 27, 1999, the COE Council adopted that Sociology should not be an approved major for prospective teachers at the undergraduate level. See below. However, for unknown reasons, this was never incorporated into catalog materials.

This is to request that the COE Council either

A. Re-affirm its position of January 27, 1999, in which case steps will be taken to remove Sociology from the approved list of majors; or

B. Rescind its action of January 27, 1999 concerning Sociology, in which case the current catalog will be correct and no further action will be necessary to make all records consistent with each other.

Excerpt from Minutes of COE Council, January 27, 1999:

Tabled Motion: Eliminate Psychology and Sociology from the list of approved majors for any EMU initial teacher preparation program. 1 support; 6 oppose; 2 abstentions. Motion failed.

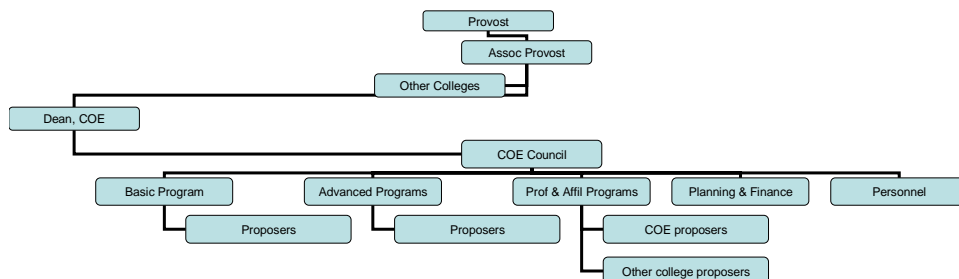
Motion: M.Kinney-Sedgewick; Second, G. Langer - Eliminate Sociology from the list of approved teaching majors. 9 support; 0 oppose; 1 abstention. Motion passed.

Motion: M. Kinney-Sedgewick; Second, L. Rocklage – Refer the issue of Psychology as an approved teaching major to the Basic Programs Committee, with that committee charged with receiving data regarding the number of student teaching placements available and a report from Psychology regarding a plan to cap enrollment to match the number of placements. Unanimous support. Motion passed. [*Note from JHR: BPS has never reported on this matter.*]

Old Business: Item 5(B) Tabled at 1/13/99 meeting. “delete the following from the approved list of minors for special education majors: economics, geography, geology, political science, psychology, sociology.” There was discussion of the motion. 7 support; 1 abstention. Motion passes.

On a related matter, with the exception of the current catalog, neither Sociology nor Psychology has ever appeared in the catalog as an approved program for post-bac students. There is no explanation, except error, as to when/why/where/how/who was involved in producing the list (including Psychology and Sociology) in the current catalog for post-bac students. Steps are in process to correct the next edition of the catalog, and steps have already been taken with respect to the Professional Education Supplement to the Catalog, to restore the lists (excluding Psychology and Sociology) to their former status.

PRESENT



PROPOSED

