

Central Michigan University
Professional Education Curriculum Committee
3:30 p.m., Ronan 310 Conference Room -- November 7, 2002

MINUTES

Present (9): Ray Francis, TEPD, Chair; Suzanne Shellady, CSE, Vice-chair; Jennifer Cochran, CEL; Marilyn Feldmann, EHS; Sue Gamble, Music; Gilles Labrie, Foreign Languages; Ben Ramirez-shkwegnaabi, History; Andy Schultz, IET; Daniel Wang, Math

Absent (1): Dianne Mark, EHS

Vacant (4): CBA; CHP; Student; PK-12

Call to Order – Francis called the meeting to order at 3:30 p.m.

I. APPROVAL/DISTRIBUTION OF MINUTES

Minutes of October 17, 2002 were approved by email and stand as presented.

II. CURRICULAR ITEMS RECOMMENDED TO THE PROFESSIONAL EDUCATION BOARD

- A. Items referred to the Academic Senate
- B. Items referred to the Graduate Council for Action
- C. Items referred to the Graduate Council for Publication

1. Curricular Change Request

a. **EACL Doctor of Education**

Rationale: The focus of the Doctor of Education has expanded to include those individuals preparing for leadership positions in institutions of higher education; hence, it is important that they be able to concentrate on courses in higher education administration and related areas. To better reflect the inclusion of the wider scope of career options for our students we have changed the wording on page 101 to reflect student interest in studying higher education and on page 103 have altered the Educational Leadership concentration to indicate that the focus of this area of study also covers institutions of higher education.

The Watson-Glaser Critical Thinking Appraisal more closely matches the program expectations for student performance than does either the GRE or MAT. It provides a measure of an individual's ability to: draw inferences based on sufficient data, recognize assumptions taken for granted in statements, reason by deduction to a conclusion that necessarily follows a statement, decide whether certain interpretations can be made logically, and determine whether arguments concerning a series of questions are strong or weak.

FROM: EACL Doctor of Education

(p. 101): The department provides courses and programs for graduate students preparing for leadership positions in schools and other community-based service organizations...

(p. 103): The Ed.D. degree in Educational Leadership is designed to provide in-depth knowledge and skills to practicing educational leaders who seek to develop and refine their knowledge and skills to help transform through practice the K-12 educational institution. The program emphasizes the application of scholarship (theory) to the improvement of educational practice. It is intended for individuals who wish to remain practitioners in the Pre K-12 schools. Students accepted into the program will be part of a cohort.

Admission Requirements

...

Review of complete application begins March 1 and continues until the cohort is filled. A completed application packet will include the following materials:

- a completed graduate application;
- transcripts of all undergraduate and graduate work;
- resume or professional education experience;
- GRE or MAT scores;

- short essay describing the relationship between the applicant's professional goals and the Ed.D. program;
- description of a professional problem the applicant has encountered and an analysis of the resolution of that problem;
- three letters of recommendation that attest to the applicant's potential to succeed in the program.

Concentration: 12 credits

Educational Leadership: courses for those individuals seeking central office leadership position—director, coordinator, assistant superintendent, superintendent.

TO: EACL Doctor of Education

(p. 101): The department provides courses and programs for graduate students preparing for leadership positions in schools, institutions of higher education and other community-based service organizations...

(p. 103): The Ed.D. degree in Educational Leadership is designed to provide in-depth knowledge and skills to educational leaders who seek to develop and refine their knowledge and skills to help transform through practice the educational institution. The program emphasizes the application of scholarship (theory) to the improvement of educational practice. It is intended for individuals in educational leadership careers. Students accepted into the program will be part of a cohort.

Admission Requirements

...

Review of complete applications begins March 1 and continues until the cohort is filled. A completed application packet will include the following materials:

- a completed graduate application;
- transcripts of all undergraduate and graduate work;
- resume or professional education experience;
- Watson-Glaser Critical Thinking Appraisal score;
- short essay describing the relationship between the applicant's professional goals and the Ed.D. program;
- description of a professional problem the applicant has encountered and an analysis of the resolution of that problem;
- three letters of recommendation that attest to the applicant's potential to succeed in the program.

Concentration: 12 credits

Educational Leadership: courses for those individuals seeking educational leadership positions in schools and institutions of higher education.

Implementation Date: Fall 2003

[REF: EHS College Curriculum Minutes, 10/7/02; III.B.1a.]

Approved by consensus

- D. Items referred to the Undergraduate Curriculum Committee for Action
- E. Items referred to the Undergraduate Curriculum Committee for Publication
 - 1. New Course

a. ART 446 Visual Arts and Aesthetic Education 3(3-0)

Rationale: This course will be added to the Teacher of Art K-12 major as part of the state mandated changes to art education K-12 programs. It will enhance the knowledge base of art teachers, by helping them to explore the recently developed field of aesthetic education. While aesthetic theory has been in existence since before Plato, it is only in the last thirty years that it has gained any currency in the public schools.

In the last ten years, aesthetics and the aesthetic response have become established subject matter in many schools nationwide. Aesthetic education concepts, such as creative response and interpretive sensitivity, have been part of the more progressive art education programs. In many K-12 programs, aesthetic education has gained a large following and is a course unto itself. While aesthetics is one of four major areas in Discipline Based Art Education, the other three being

studio practice, art history and art criticism, it is widely understood that aesthetic theory pertains to all of the arts.

Proposed Bulletin Description: Exploration of the developmental methods and growth of aesthetic education in culture as it related to secondary school curricula.

Proposed Prerequisites: Admission to teacher education, ART 346.

Implementation Date: Fall 2003

[REF: CFA College Curriculum Minutes, 10/14/02; III.A.1.a.i.]

Approved by consensus

2. Course Change

a. **RPL 358 Introduction to Outdoor Education 3(3-0)**

Rationale:

1. Changes with the fields of outdoor and environmental education, including the combining of the two disciplines in professional organizations (e.g. Michigan Alliance for Environmental and Outdoor Education), an increase in the number and quality of environmental education resources suitable for classroom use, and the development of the North American Alliance for Environmental Education's Guidelines for Excellence in Environmental Education, have resulted in a closer alignment of the two disciplines.
2. Changes in the title and bulletin description better reflect the course content. Two weeks of environmental education content have been added to the course syllabus.
3. This course is intended for students who are pursuing a major in outdoor and environmental recreation with an emphasis in outdoor and environmental education and interpretation, majors in one of the natural sciences, or a minor in outdoor education. Student pursuing this area of study are interested in careers in non-formal natural resource education or education majors who will use the minor and/or or the course to supplement school subject areas with outdoor and environmental education activities that extend their classrooms into the outdoors.

FROM: RPL 358 Introduction to Outdoor Recreation 3(3-0)

Current Bulletin Description: Basic concepts of outdoor education. Exploration of all curricular areas related to outdoor education programs.

Current Prerequisites: None

TO: RPL 358 Foundations of Outdoor and Environmental Education 3(3-0)

Proposed Bulletin Description: Introduction to the foundational concepts, principles, and teaching methods of outdoor and environmental education for non-formal and formal education settings.

Proposed Prerequisites: None

Implementation Date: Fall 2003

[REF: EHS College Curriculum Minutes, 10/21/02; III.B.a.]

Approved by consensus

3. Curricular Change Request

a. **RPL Minor in Outdoor Education**

Rationale: The title change is needed to more accurately reflect the overall content of the courses in the minor. While Outdoor Education was appropriate when the minor was first approved, changes in the required methods courses, including the addition of RPL 552, "Environmental Interpretation," and the change of RPL 358 to "Foundations of Outdoor and Environmental Education" necessitate the addition of "environmental" to the minor title. The content of the minor courses has become increasingly more inclusive of environmental education as well as outdoor education.

FROM: RPL Minor in Outdoor Education

B.A., B.A.A., B.S., B.S. in Ed., Elementary, Secondary, Special Education Emphases, Secondary Endorsement

- A. Required Courses (14 hours):
RPL 118 (2) Introduction to Recreation
RPL 216 (3) Introduction to Outdoor Recreation
RPL 358 (3) Introduction to Outdoor Education
RPL 318 (3) Field Course in Recreation Specialization
RPL 552 (3) Environmental Interpretation

- B. Electives (7 hours):
Chosen in consultation with adviser. The adviser must approve all electives prior to enrolling in any elective classes.

Credit/No Credit courses may be applied up to a total of ten semester hours on a major or minor. All Credit/No Credit classes must be 100 or 200 level except those offered on a Credit/No Credit only basis at the 300, 400, or 500 level.

Total: 21 semester hours

TO: RPL Outdoor and Environmental Education Minor
B.A., B.A.A., B.S., B.S. in Ed., Elementary, Secondary, Special Education Emphases, Secondary Endorsement

- A. Required Courses (14 hours):
RPL 216 (3) Introduction to Outdoor Recreation
RPL 218 (3) Teaching Outdoor Skills
RPL 318 (3) Field Course in Recreation Specialization
RPL 358 (3) Introduction to Outdoor Education
RPL 552 (3) Environmental Interpretation

- B. Electives (6 hours):
Chosen in consultation with adviser. The adviser must approve all electives prior to enrolling in any elective classes.

Credit/No Credit courses may be applied up to a total of ten semester hours on a major or minor. All Credit/No Credit classes must be 100 or 200 level except those offered on a Credit/No Credit only basis at the 300, 400, or 500 level.

Total: 21 semester hours

Implementation Date: Fall 2003

[REF: EHS College Curriculum Minutes, 10/21/02; III.B.a.]

Approved by consensus

III. CORRECTION TO PREVIOUS MINUTES

IV. OTHER BUSINESS

- A. Outstanding curricular items:
1. EAD 662 School Business Administration, referred 9/5/02 and 11/7/02

Meeting adjourned at 3:55 PM

Respectfully submitted,

Velda M. Stow, Recording Secretary

Date