

GRADUATE COUNCIL MINUTES

October 25, 2006

Approved: November 8, 2006

Present: David Downing, T. Blume, Donna Free, Lisa Hawley, Mildred Merz, Meir Shillor, Joseph Shively, L. Smith, Kris Thompson, Mohamed Zohdy

Absent: Frances Jackson

Guests: Robert Wiggins, Pamela Morehead, Bob Maxfield, Eric Follo, Kathleen Moore, Linda Benson, Karen Miller and Don Matthews

Staff: Julie Delaney, Lynette Folken, Eilene Lohmeier

I. CALL TO ORDER

The meeting was called to order at 2:05 pm.

II. APPROVAL OF MINUTES

The minutes of October 11, 2006 were deferred.

III. REPORT FROM THE CHAIR AND INFORMATIONAL ITEMS

- D. Downing announced that J. Shively will serve as Vice Chair of Graduate Council for 2006-07.
- The NCA Report of the Task Force on the Professional Doctorate addressing the Professional Doctorate degree will be available for your perusal on the Graduate Council web site.

IV. NEW BUSINESS

Masters of Education in Teacher Leadership

D. Downing welcomed Robert Wiggins, Pamela Morehead, Bob Maxfield, and Eric Follo from the School of Education and Human Services. Robert Wiggins presented information on the proposed Master of Education in Teacher Leadership degree program. He indicated that this was not a new program, but a strand of an existing degree. Mr. Wiggins stated that SEHS currently offers one Masters of Education degree with a choice of three individual strands:

Master's of Arts in Counseling

Master's of Arts in Teaching in reading and language Arts

Master's of Arts in Education (from which you can choose early childhood, educational leadership, special education and educational studies; teacher leadership would be the fifth choice).

The proposed new strand is intended to compliment the existing Galileo Institute, teach principles of teacher involvement and prepare younger teachers interested in active leadership roles outside the administrative environment. The goal is for Oakland University's SEHS to become a regional/national center for the development of teacher leaders in public schools and to make reforms through leadership involvement. There is a trend toward a distributed leadership model in education and research indicates that a collaborative school is more powerful toward student achievement than social and economic status.

Program Highlights:

- Interdisciplinary
- Curriculum, instruction and leadership focus
- Two year 35 credit program
- Cohort model
- Action based research for teacher/student decision making in the classroom
- Area school district support
- No additional full-time faculty required

SEHS proposes to offer a pilot program in the Fall 2007 of 25 students with 2-3 local school districts.

Graduate Council concerns:

- Admission requirements: R. Wiggins will further define admission requirements.
- Elective courses: To enhance the student experience and to better prepare practitioners, R. Wiggins stated that elective courses are open but required prior to graduation. Graduate Council recommended that SEHS specify the elective courses that students can choose from.
- Library needs: M. Merz noted that some library books will be necessary. Further review is necessary
- Meeting student contact hour requirements: SEHS plans to use a model similar to competitive universities to ensure contact hours are met, and to infuse online instruction, weekend workshops and instructors site visits with mentors, students and principles.
- Administration of admission and degree requirements: SEHS stated that it will be collaborative effort between both Departments, but specific tasks have not yet been determined.

There were some questions from Graduate Council members as to whether the proposal is "informational" or "new program" since all the courses and degree requirements are new, and to whether this proposal will require Graduate Council's approval before proceeding to the Senate. D. Downing will clarify with the Provost if this proposal must go through the full governance process.

Graduate Council requested that SEHS provide budget information or an explanation if the proposed program is budget neutral.

Graduate Council requested copies of school district's letters of support. The letters will be emailed to the members.

V. OLD BUSINESS

- Cross Listed Courses (interdisciplinary courses)
- Slash Course (courses offered in the same department)
- 50% Rule

D. Downing stated that the initial discussion regarding cross listed courses, slash courses and the 50 % rule was generated out of the Department of History's external reviewer comments concerning the appropriateness 300/500 level courses. There is national concern that it is impossible to meet the needs of a 300 level student and graduate student in the same classroom.

Don Matthews and Karen Miller from History Department, Linda Benson from Liberal Studies, and Kathy Moore from Arts and Sciences shared their concerns on limiting the use of Cross Listed and Slash courses and the impact to their respective departments.

D. Downing stated that the proposals are "drafts only". Guests were assured that it was not the intent of Graduate Council to impose rigid requirements on the departments. There was general agreement that cross listed courses and slash courses are effective, but graduate students have shared their concerns of paying higher tuition for a course with undergraduate expectations and assignments.

D. Downing expressed the importance of ensuring that students receive the full benefit of having their transcripts reflect what they have taken in a meaningful way. There was common agreement that the course syllabi must articulate the differences between the undergraduate and graduate education objectives and assignments.

D. Downing thanked L. Folken for her research and cited the January 29, 2003 Graduate Council minutes which approved cross listed 300/500 level courses and specified criteria and syllabi requirements.

L. Benson encouraged members to provide a policy to allow a continuation of flexibility to ensure a diverse selection of courses for MALS graduate students.

K. Miller, Department of History, expressed concerns since 30% of their credits for the graduate program are delivered through slash courses. The department provides separate graduate and undergraduate syllabi with separate requirements. Slash courses provide graduate students with a larger number of fields, which are later used as foundational courses that are necessary to develop context for student thesis and exam projects. Juniors and seniors enroll in 300-level courses which are "content lectures," and the 400-level courses are seniors only and are advanced seminar and tutorial work. She further responded that 300/500 level courses are common among other institutions but is generally driven by the size of the program.

Discussion will continue on this issue. Based on several comments, arrangements will be made to invite coordinators and/or directors to Graduate Council.

V. GOOD AND WELFARE

- Graduate Council is cancelled for Wednesday, November 22nd