

MSEPD Council

Meeting November 18, 2010, WH 1013

Members present: Kelly Witte, Anne Stinson, Liesl Hohenshell, Scott Peters, Ann Ruff, Virginia Pease, Edric Johnson, Steven Albrechtsen, John Zbikowski (Chair). Excused: Rick Mason, Eileen Schroeder, Matt Vick.

MINUTES

1. The meeting was called to order at 9:06 a.m.
2. The agenda was approved by consensus.
3. Minutes of the meeting of October 21 were approved on a Witte/Stinson motion.
4. Announcements
 - a. Listing of spring 2010 courses emailed to current students
 - b. Capstone Project Presentations Tuesday, December 14, 6:00 p.m. WH 1002B
 - i. By consensus, the council recommended that all current students be notified of the presentations each semester and encouraged to attend as a way to learn more about projects and the process of completing them.
 - ii. Discussion followed of the value of scheduling project presentations during regular class times instead of on Friday evenings and Saturday mornings, as has been the practice, even if this results in schedule conflicts for students and faculty. There was further discussion of the appropriateness of the current practice of serving refreshments at the presentations in light of the need to maintain an academic atmosphere.
 - c. Graduate Council November actions
 - i. Approved housekeeping revision of Reading emphasis
 - ii. Approved new course, SPECED 731, Differentiation in the Classroom, taught by Maureen Griffin, previously offered for the MSE-PD Online Cohort program as a workshop.
 - d. Online Cohort II Registration has started.
 - e. QEI contact in College of Education and Professional Studies is Pat Casey.
5. Students returning after long absences: on a Ruff/Peters motion, the Council voted to recommend that students in former programs who are being reactivated after several years of absence be required to take EDUINDP 724 and 726 in addition to any remaining requirements of their original program to help them prepare, or resume preparation of, a capstone project.
6. Capstone Sequence review: draft survey items for capstone seminar completers and their advisors on the design of the program were distributed. Discussion followed:

Edric Johnson suggested that capstone projects as currently done do not involve synthesis and application of knowledge acquired in the program, as should be the case, but rather are an extra add-on to students' programs.

Ann Ruff suggested that capstone projects be publicized in the alumni magazine.

Anne Stinson said that students should have options.

Edric, Scott Peters, and others then exchanged ideas about alternatives to the current model, in which students regardless of the nature of their projects write a single, substantial paper divided into the classic five chapters (introduction/problem statement, review of literature, process, results, and discussion) and the Capstone Project Seminar serves as a workshop for completion of this written report. One alternative Edric referred to was the portfolio model he introduced at the May 6 meeting as used at Western Michigan University. Scott asked what EDUINDP 724, Planning for Change, the midpoint course for the program, would consist of in this model. Edric stated that by definition a seminar consists of something other than the editing of drafts. Scott asked how alternatives to the current model would ensure coverage of the *research* component of the program outcomes. John Zbikowski pointed out that the outcomes matrix specifically calls for students to demonstrate the ability to do original work with data. There was some discussion of kinds of projects that might not necessarily involve any data collection or analysis, such as the writing of a grant proposal or a curriculum, the ways "data" is currently defined when students choose to do such projects, and whether eliminating the analysis of original data in the capstone project would entail changing the essential nature of the program. Steve Albrechtsen praised Pat Shaw for having helped to ensure quality in projects done so far.

John will administer the survey items to this semester's capstone project completers and their advisors and will report the results at the next meeting to assist the Council in making decisions about whether and how to revise the Capstone Project sequence.

7. Old business: discussion of offering multiple sections of core courses for specific emphasis areas resumed.

Ann stated that allowing adjunct faculty, rather than core faculty, to take a major role in teaching and advising for the MSE-PD would be inconsistent with our identity as a master's institution.

Edric suggested establishing a regular rotation of the Capstone Seminar with designated instructors so that everyone who has expressed an interest in teaching the course would have the opportunity to do so, and further suggested making the instructor of this course in a given semester the same person who teaches EDUINDP 724, the midpoint course.

Steve said he was prepared to create a new course in HPERC to be used in place of EDFOUND

780 in the Health, Human Performance, and Recreation emphasis rather than teaching a specially designated section of EDFOUND 780 for that program as he has been doing. However, he said, it was not appropriate for students in the Health, Human Performance, and Coaching emphasis to take a generic version of EDFOUND 780. Steve mentioned a particular instance of the generic course several semesters ago that students did not find useful.

Liesl Hohenshell pointed out that offering multiple sections of a given course made it more difficult to achieve full enrollment in each section. Steve pointed out that the FTE for the HHPR section of EDFOUND 780 came from the HPERC department. Edric mentioned that the current students in his generic section of CIGENRL 723 seem to be the remainder who didn't fit into either of the specialized sections.

John will provide a summary of the enrollment in the different sections for the next meeting to assist the Council in deciding how best to resolve this issue.

The meeting was adjourned at 10:47 a.m.