

From: [Theodore Franks Rippey](mailto:Theodore.Franks.Rippey)
To: [Sarah Meussling](mailto:Sarah.Meussling)
Subject: FW: Memo
Date: Friday, February 14, 2020 9:36:00 AM

From: Dawn Marie Shinew <dshinew@bgsu.edu>
Date: Thursday, February 13, 2020 at 4:24 PM
To: Theodore Franks Rippey <theodor@bgsu.edu>
Cc: Joe Benjamin Whitehead <jwhitehead@bgsu.edu>
Subject: Memo

MEMORANDUM

TO: Theodore Rippey, Chair of Undergraduate Council
FROM: Dawn Shinew, Dean of the College of Education and Human Development
DATE: 2/13/2020
SUBJECT: Clarification of blue sheet language and vote

I am writing to request another read and vote on the EDHD measures of academic proficiency. When Dr. Huziak-Clark first presented the materials on 1/29/20, she attempted to convey that all of the programs being submitted would be aligned. However, we have since learned that at least two of the submissions went forward with incorrect language. For example, the Middle Childhood Education (MCE) paperwork included an earlier draft that had been rejected by the School of Teaching and Learning and the College of Education and Human Development's curriculum committees. Based on the committees' feedback, changes should have been made to all of the blue sheets, though somehow it didn't get changed for MCE. I understand that Mary Murray was present at the Program Council meeting but became confused by the inconsistencies and indicated that the intended language for all programs was "Required" (as indicated in the MCE documents) when, in fact, we were requesting approval for the "Target Minimum Score" title and explanation.

As indicated in our curriculum change requests, the national accrediting body (CAEP) allows us to use a "group" average by licensure area. Our intent, as indicated on all of the blue sheets except for MCE, is to have a "Target Minimum Score". The text above the chart explains that the target score gives a candidate the *best chance* of matriculating from pre-major to major. Students at or above this score will strengthen their application, but accreditation requires that we also consider other factors (overall GPA, content GPA and dispositions). All of these are addressed in this revision or prior blue sheet (GPA). To "require" a score locks BGSU into this score and does not allow for flexibility to take candidates who might otherwise be a strong candidate to help us build the teacher pipeline (a high-need content area or a first-generation college student). Likewise, we have programs that have more students than we have capacity to serve because of licensure-required placements in schools (i.e. AYA Social Studies, EIEC). For these programs, achieving the "Target Minimum Score" will not necessarily mean that they are accepted into the program; we have worked with General Counsel to ensure that we are able to establish an admissions process based

on program capacity given that we may not accept all students who meet the minimum targets. Consequently, it is essential that this language remain, target, not required.

I apologize for the confusion that our inconsistent documentation has created and I appreciate your assistance in addressing the situation in a timely manner. Please do not hesitate to let me know if I can be of further assistance.

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"Alone we can do so little; together we can do so much." – Helen Keller