

THE DEANERY

**ALBION COLLEGE
ACADEMIC NEWSLETTER**

**VOLUME 38, NUMBER 2
OCTOBER 9, 2009**

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE NOVEMBER 6, 2009.

I ANNOUNCEMENTS FROM COMMITTEES

From Curriculum & Resources Committee:

C&RC approved a new Concentration for Elementary Certification, a new Social Studies Major for Elementary Certification, and a new Social Studies Major for Secondary Certification. The Education Department proposal was presented to the faculty at its meeting on October 8, 2009 and a motion to approve the proposal was accepted by voice vote. The complete proposal follows:

Curriculum Proposal

Submitted to C&RC on September 30, 2009

1. New Concentration for Elementary Certification
2. New Social Studies Major for Elementary Certification
3. New Social Studies Major for Secondary Certification

Background

In January 2008, new standards for Elementary Certification Programs were adopted by the State Board of Education. (http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-184085--,00.html). These new standards required the development of a social studies major for elementary certification. In order to be responsive to student needs and professional demands for secondary teachers endorsed in social studies, and to maximize efficient utilization of resources, the Education Department chose to develop a social studies major for secondary certification in addition to a social studies major for elementary certification. New Social Studies Standards for Elementary and Secondary Certification were adopted by the State Board of Education in June, 2009 (http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-212000--,00.html).

The curriculum proposals attached were developed over the past year to address the new Elementary Certification Standards as well as the newly adopted Social Studies Standards for Elementary and Secondary Certification. Representatives from Anthropology & Sociology; Art & Art History; Geological Sciences; Economics & Management; English; History; Mathematics and Computer Science; Modern Languages and Cultures; Music; Physical Education; Political

Science; Psychology; Theatre/Dance; and Albion Public Schools have served as consultants and collaborators with the Education Department and Shurmur Education Institute in the development of these curriculum proposals. In addition, we gratefully acknowledge the institutional support and helpful contributions from many other colleagues across campus.

New Courses Required for Elementary Certification Program

EDUC 247: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Elementary Social Studies (.5)

Supports elementary education students with developing pedagogical knowledge and skills through the exploration of professional and theoretical literature, projects and teaching experiences. Required professional sequence course for all elementary concentrators. Inquiry-oriented and field-based.

IDY 262 Arts Integrated Learning (1)

This course introduces candidates to basic elements of arts composition (space, time, energy), performance, and artistic analysis as they relate to music, visual art, dance, and theatre as well as the work of prominent artists within these disciplines. Creative assignments and lesson plans explored within the class will be implemented within diverse learning environments such as elementary classrooms, daycare classrooms, and after school arts programs. Culminating projects will include the creation and presentation of original works of art--which express an idea, emotion, or theme- in the discipline of the candidate's choice. Candidates will develop of a structure for incorporating their creative process into a K-8 integrated lesson plan or unit. Etiquette appropriate to arts classrooms, performances, and presentations will be addressed as well as identifying resources for collaboration with Michigan artists.

SCI 285 Integrated Science for Elementary Teachers (1)

Prerequisite: A science course with a laboratory.

An integrated survey of astronomy, biology, chemistry, geology, and physics for the future elementary teacher.

PHED/EDUC 319 Health and Wellness in the Elementary Classroom (.5)

This course is designed to introduce prospective elementary teachers to a holistic approach for promoting healthy and active lifestyles for their students. Prospective teachers will become familiar with designing and integrating movement, health and physical education content in K-8 classrooms. A field placement in a K-8 public school or educational setting is required.

Proposed Curriculum Changes to Majors for Elementary Education Certification

Add Majors for Elementary and Secondary Teaching Certification

Pending approval from the Michigan Department of Education Review Process during the Spring of 2010, the following new majors are proposed:

- Major in Social Studies with Elementary Education Certification (See Requirements listed on following page)

- Major in Social Studies with Secondary Education Certification (See Requirements listed on following page)

Remove Majors for Elementary Teaching Certification

- Request deletion from 2010-2011 Academic Catalog of all references to:
- Major in History with Elementary Education Certification
- Major in French with Elementary Education Certification
- Major in German with Elementary Education Certification
- Major in Spanish with Elementary Education Certification
- Major in Physical Education with Elementary Education Certification

**Proposed Curriculum Changes to the Planned Program Requirements for Elementary:
Adding New Courses and Requiring Differentiation of Coursework based upon the
Student's Choice of a Major**

Currently, all Elementary Concentrators are required to enroll in a fixed set of Planned Program courses (PSYC 251; ENGL 348; MATH 104; ENGL 203; a Science Lab course). In order to meet the requirements set forth by the Michigan Department of Education, Albion has added coursework in the fine arts, history, integrated science, and physical education and health to the planned program requirements. The specific courses required for the Planned Program will vary depending upon Major.

English Major with Elementary Certification Concentration – Planned Program

PSYC 251 *Child and Adolescent Development* (prerequisite, PSYC 101) (1)
 ENGL 348 *English Language* (1)
 MATH 104 *Math for Elementary Teachers* (1)
 HIST 131 *The US from Colonization to 1877* (1)
 SCI 285 *Integrated Science for Elementary Teachers* (prerequisite Science with Lab) (1)
 IDY 262 *Arts Integrated Learning* (1)
 PHED 319 *Health and Wellness in the Elementary Classroom* (.5)

Integrated Science Major with Elementary Certification Concentration – Planned Program

PSYC 251 *Child and Adolescent Development* (prerequisite, PSYC 101) (1)
 ENGL 348 *English Language* (1)
 MATH 104 *Math for Elementary Teachers* (1)
 HIST 131 *The US from Colonization to 1877* (1)
 ENGL 203 (or 101H) *Advanced Expository Writing* (1)
 IDY 262 *Arts Integrated Learning* (1)
 PHED 319 *Health and Wellness in the Elementary Classroom* (.5)
 EDUC *374/5/6/7 *(Teaching Advanced Concepts in Biology/Chemistry/Geology/Physics)* (.5)
 (*Please note that Integrated Science also requires the completion of an auxiliary minor in either Biology, Chemistry, Geology or Physics. Students are required to enroll in two .25 unit courses, one of which must represent their chosen minor. These courses are actually included in the professional sequence for Integrated Science students; but we chose to indicate them here to avoid confusion.)

Math Major with Elementary Certification Concentration –Planned Program

PSYC 251 *Child and Adolescent Development* (prerequisite, PSYC 101) (1)
ENGL 348 *English Language* (1)
ENGL 203 (or 101H) *Advanced Expository Writing* (1)
HIST 131 *The US from Colonization to 1877* (1)
SCI 285 *Integrated Science for Elementary Teachers* (prerequisite Science with Lab) (1)
IDY 262 *Arts Integrated Learning* (1)
PHED319 *Health and Wellness in the Elementary Classroom* (.5)

Social Studies Major with Elementary Certification Concentration – Planned Program

PSYC 251 *Child and Adolescent Development* (prerequisite, PSYC 101) (1)
ENGL 348 *English Language* (1)
MATH 104 *Math for Elementary Teachers* (1)
ENGL 203 (or 101H) *Advanced Expository Writing* (1)
SCI 285 *Integrated Science for Elementary Teachers* (prerequisite Science with Lab) (1)
IDY 262 *Arts Integrated Learning* (1)
PHED 319 *Health and Wellness in the Elementary Classroom* (.5)

Add Course to the Professional Sequence Required for Elementary Education Concentrators

The Professional Sequence for the newly proposed Elementary Certification Program is the same as the old program, except for the inclusion of the .5 unit EDUC 247 *Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies*.

EDUC 201 *Processes in Learning and Teaching* (1)
EDUC 202 *Foundational Contexts of Education* (1)
EDUC 247 *Pedagogy of Elementary Social Studies* (.5)
EDUC 259 *Pedagogy of Elementary Math and Science* (1)
EDUC 371 *Literacy Pedagogy in the Elementary Schools* (1)
EDUC 372 *Teaching Reading in the Content Areas* (.5)
EDUC 396 *Boundary Crossings in Elementary Schools* (1)
EDUC 421 *Elementary Student Teaching* (3)
EDUC 431 *Seminar: Elementary Student Teaching* (1)

Add New Social Studies Major for Elementary Concentration

7 Units from History for Historical Perspective

HIST 102 *Ancient and Medieval Worlds* (1)
HIST 111 *East Asia Culture and Civilizations* (1)
HIST 131 *The US from Colonization to 1877*(1)
HIST 132 *The US since 1877*(1)
HIST 217 *1789 Europe 1918*(1)

HIST 3XX Electives (2)

- Two units at the 300 Level. (At least one unit of elective must be from African, Asian or Latin American history)

2 Units in Political Science for Political Science Perspective

PLSC101 *Politics of American Democracy* (1)

PLSC 235 *American Foreign Policy* (1)

2 Units in Economics & Management for Economic Perspective

E&M 101 *Principles of Microeconomics* (1)

E&M 102 *The Economy and Financial Markets* (1)

3 Units from Anthropology & Sociology and Geology for Geographic Perspective

A&S 248 *Social Change and Development in Africa* (1)

A&S 250 *Population and Environment* (1)

Geol 111 *Geography and Geographic Information Systems* (1)

6.5 Units Elementary Planned Program

MATH 104 *Mathematics for Elementary Teachers* (1 unit)

ENGL 203 (or 101H) *Advanced Expository Writing* (1 unit)

PSYC 251 *Child and Adolescent Development* (1 units) (prerequisite, PSYC 101)

IDY 261 *Arts Integrated Learning* (1 unit)

SCI 285 *Integrated Science for Elementary Teachers* (1 unit) (prerequisite, Science course with a lab)

PHED 319 *Health and Wellness in the Elementary Classroom* (.5)

ENGL 348 *English Language* (1 unit)

10 Units Professional Sequence for Elementary Concentration

EDUC 201 *Processes in Learning and Teaching* (1)

EDUC 202 *Foundational Contexts of Education* (1)

EDUC 247 *Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies* (.5)

EDUC 259 *Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Math and Science* (1)

EDUC 371 *Literacy Pedagogy in the Elementary School* (1)

EDUC 372 *Teaching Reading in the Content Areas* (.5)

EDUC 396 *Boundary Crossings in Elementary Schools* (1)

EDUC 421 *Elementary Student Teaching* (3)

EDUC 431 *Seminar: Elementary Student Teaching* (1)

Add New Social Studies Major for Secondary Concentration

7 Units from History for Historical Perspective

HIST 102 *Ancient and Medieval Worlds* (1)

HIST 111 *East Asia Culture and Civilizations* (1)

HIST 131 *The US from Colonization to 1877*(1)

HIST 132 *The US since 1877*(1)

HIST 217 *1789 Europe 1918*(1)

HIST 3XX Electives (2)

- Two units at the 300 Level. (At least one unit of elective must be from African, Asian or Latin American history)

2 Units in Political Science for Political Science Perspective

PLSC 101 *Politics of American Democracy* (1)

PLSC 235 *American Foreign Policy* (1)

2 Units in Economics & Management for Economic Perspective

E& M 101 *Principles of Microeconomics* (1)

E& M 102 *The Economy and Financial Markets* (1)

3 Units from Anthropology & Sociology and Geology for Geographic Perspective

A&S 248 *Social Change and Development in Africa* (1)

A&S 250 *Population and Environment* (1)

Geol 111 *Geography and Geographic Information Systems* (1)

9 Units Professional Sequence for Secondary Concentration

EDUC 201 *Processes in Learning and Teaching* (1)

EDUC 202 *Foundational Contexts of Education* (1)

EDUC 349 *Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences* (1)

EDUC 373 *Literacy Pedagogy in Secondary Schools* (1)

EDUC 397 *Boundary Crossings in Secondary Schools* (1)

EDUC 422 *Secondary Student Teaching* (3)

EDUC 432 *Seminar: Secondary Student Teaching* (1)

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From Course Change Committee:

The Course Change Committee has approved the following curricular changes:

Elimination of Existing Courses:

A&S 222: Sociology of Childhood

Thea 134: Ballet

Thea 135: Jazz Technique

Thea 185: Ballroom and Folkdance

Thea 186: Modern Technique

Thea 187: Advanced Modern Technique

Thea 188: Advanced Ballroom and Folkdance

Thea 371: Feminist Theatre

Thea 374: Theatre, Youth, and Global Society

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Change in course description:

Course Number: A&S 225 **Course Title: Criminology**
Instructor: Scott Melzer Offered _____ Fall __Spring
Frequency and Duration of Meetings: 2 x 80 minutes/week Prerequisites: (see below)
Corequisites: Course Fee Amount: \$ Units: 1
Check one option: __X__ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Description: A sociological approach to the study of crime, criminals, victims and the criminal justice system.

New Description: An introduction to the sociological study of crime, including its varying definitions, causes, consequences, and societal responses. Scrutinizes multiple criminological theories (structural and interactionist), research methods, patterns in crime data, and public perception/media coverage, placing crime in a socio-historical context. Topical issues include criminal occupations, property crime, victimless crime, organized crime, white-collar crime, gangs, sex offenders, intimate violence, and capital punishment. Prerequisite: A&S 101 or permission of instructor.

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Revision of existing courses:

Course Number: A&S 230 **Course Title: Men & Masculinities**
Instructor: Scott Melzer Offered _____ Fall __Spring
Frequency and Duration of Meetings: 2 x 80 minutes/week Prerequisites: (see below)
Corequisites: Course Fee Amount: \$ Units: 1
Check one option: __X__ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisite: A&S 101 or permission of instructor.

New Prerequisite: A&S 101 or WGS 106 or WGS 116, or permission of instructor.

Course Number: A&S 333 **Course Title: Sociology of Sex & Gender**
Instructor: Scott Melzer Offered _____ Fall __Spring
Frequency and Duration of Meetings: 2 x 80 minutes/week Prerequisites: (see below)
Corequisites: Course Fee Amount: \$ Units: 1
Check one option: __X__ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisite: A&S 101 or A&S 105 or permission of instructor

New Prerequisite: A&S 101 or A&S 105 or WGS 106 or WGS 116, or permission of instructor

Course Number: A&S 336 **Course Title: Social Psychology—Sociological Perspectives**
Instructor: Scott Melzer Offered _____ Fall __Spring
Frequency and Duration of Meetings: 2 x 110 minutes/week Prerequisites: (see below)
Corequisites: Course Fee Amount: \$ Units: 1

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisite: A&S 101

New Prerequisite: A&S 101 and Junior standing or above, or permission of instructor

Course Number: **Phil 315**

Old Course Title: Epistemology

New Course Title: Knowledge, Truth, & Reason

Instructor: Mittag Offered _____ Fall Spring

Frequency and Duration of Meetings: Corequisites:

Course Fee Amount: \$0 Units: 1

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

The new course title accurately describes the content of the current course, but it does so in a way that is more accessible to students who lack the technical vocabulary of the field.

Old Prerequisite: Phil 107

New Prerequisite: One prior course in philosophy

Course Number: **PSYC 204** Course Title: **Research Design and Analysis I**

Instructor: Christopher, Elischberger, Jechura, Wieth, Wilson, staff

Offered Fall Spring

Frequency and Duration of Meetings: 3x week for 50 min/meeting of lecture and 1x week for 110 min of lab

Corequisites: NONE Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisites: PSYC 101 with a grade of 2.0 or higher or permission of instructor

New Prerequisites: PSYC 101 with a grade of 2.0 or higher and a 200-level lecture-based course, or permission of instructor

Course Number: **PSYC 380** Course Title: **Introduction to Counseling**

Instructor: Staff Offered Fall Spring

Frequency and Duration of Meetings: Once/week for 3 hrs Corequisites: NONE

Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisites: PSYC 101 and PSYC 267

New Prerequisites: PSYC 101, PSYC 204, and PSYC 267

Course Number: **PSYC 390** Course Title: **Neuropsychopharmacology**

Instructor: Wilson Offered Fall Spring

Frequency and Duration of Meetings: 4x week for 50 min/meeting or 2x week for 100 min/meeting

Corequisites: NONE Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisites: PSYC 241, PSYC 348, or permission of instructor

New Prerequisites: PSYC 204 and PSYC 241, or permission of instructor

Course Number: **PSYC 395** Course Title: **Forensic Psychology**

Instructor: Staff Offered Fall Spring

Frequency and Duration of Meetings: Once/week for 3 hrs

Corequisites: NONE Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisites: PSYC 251 and PSYC 265, or permission of instructor

New Prerequisites: PSYC 204 and PSYC 251 and PSYC 265, or permission of instructor

Course Number: **PSYC 396** Course Title: **History and Philosophy of Psychology**

Instructor: Jechura, Staff Offered Fall Spring

Frequency and Duration of Meetings: 4x week for 50 min/meeting or 2x week for 100 min/meeting

Corequisites: NONE Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Prerequisites: PSYC 101 or permission of instructor

New Prerequisites: PSYC 101, PSYC 204, and junior or senior standing or permission of instructor

Old Course Title: THEA 211: Introduction to Theatrical Design and Technology

New Course Title: THEA 211: Introduction to Theatrical Technology and Design

Reversing the order of the title from “Theatrical Design and Technology” to “Theatrical Technology and Design” reflects the proper emphasis of the course (primarily on technical skills used in theatre).

Old Course Title: THEA 251: Acting I

New Course Title: THEA 251: Basic Acting

“Acting I” implied a continuing course or an additional course (Acting II), which the Department does not have.

Old Description: An introduction to acting for the student with previous acting experience. Students explore exercises, games and pantomimes to expand physical, mental, and emotional awareness used in acting. Includes script analysis and scene work.

Modified Course Description: For the student with previous acting experience. Students explore exercises, games and pantomimes to expand physical, mental, and emotional awareness used in acting. Includes script analysis and scene work.

Old Course Title: THEA 331: Dance Composition and Criticism

New Course Title: THEA 331: Dance Composition and Performance Methods

Instructor: Vaughan-Southard

Frequency and Duration of Meetings: 2 hours, 2 times per week

Old Unit: 1.0 **New Unit: .50**

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Course Description: Examines the tools and elements needed in crafting concert dance works. Major themes revolve around the generation of movement, the crafting of choreography, and modes for delivering verbal and written criticism.

New Course Description: This course examines the elements and tools needed in crafting movement into choreography. Space, effort, and time are used to examine physical performance, construction of movement, and the editing process to create articulate and expressive art.

Course Number: **THEA 350** Course Title: **Play Direction**

Old Prerequisites: Theatre 251 and permission of instructor

New Prerequisites: Theatre 209, Theatre 211, and Theatre 251, or permission of instructor

Course Number: **THEA 361** Course Title: **Vocal Technique and Movement**

Old Prerequisites: None

New Prerequisites: Theatre 251 or permission of instructor

Course Number: **THEA 365** Course Title: **Interpreting Shakespeare for the Actor**

Old Prerequisites: None

New Prerequisites: Theatre 251 or permission of instructor

Course Number: **THEA 366** Course Title: **Acting Styles**

Old Prerequisites: None

New Prerequisites: Theatre 251 or permission of instructor

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Approved new courses:

Course Number: **BIOL 369**

Course Title: **Population Genetics**

Instructor: Lyons-Sobaski

Offered Fall Spring (every other year)

Frequency and Duration of Meetings: three times/week, 4 contact hours

Prerequisites: Biol 195 & 210

Course Fee Amount: \$

Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Description: This is an introduction to the study of population genetics, the study of gene frequencies and selection pressures within natural or managed populations. Topics covered in class will include understanding concepts of genetic variation, recombination, linkage disequilibrium, selection, gene flow, genetic drift, mutation, as well as quantitative genetics. Lecture/discussion format.

Course Number: **HIST 295**

Course Title: **Chinese medicine, past and present**

Instructor: Wu

Offered Fall Spring

Frequency and Duration of Meetings: Three 1-hour meetings per week, plus 1 hour of course web-based learning

Prerequisites: None

Corequisites:

Course Fee Amount: \$

Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course description: The healing system known as “traditional Chinese medicine” (TCM) is only one of the many kinds of healing that historically flourished in China. This class will introduce you to the basic principles of TCM and examine the historical developments that allowed TCM to become a prominent part of “alternative medicine” throughout the world today. We will explore how people in China sought answers to the universal questions that have shaped all healing systems: How do the body and mind function, and how are they related? How should we classify different illnesses and their causes? How do we know if a treatment actually works? What kind of people are qualified to practice medicine? Through our analysis of Chinese medicine, we will also obtain a greater appreciation for how medical ideas change over time and place.

Course Number: **THEA 285** Course Title: **Foundations of Musical Theatre**
Instructor: Starko, Balke Offered Fall
Frequency and Duration of Meetings: 4 hours/week Prerequisites: Units: 1.0
Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Description: This course examines the growth and development of the musical, starting with the 19th century influences, *The Black Crook* and subsequent evolutions. The course examines the structure of the musical from its earliest iterations, the influence of operetta, Tin Pan Alley composers and the Golden Age, to the concept musical model prevalent today. We relate the development of the musical to changes in popular music, indicative of changes in society and consider the musical as an agent of social change.

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Approved New Course Numbers:

Old Course Number: PSYC 230
New Course Number: PSYC 330 Course Title: **Health Psychology**
Instructor: Jechura Offered _____ Fall Spring
Frequency and Duration of Meetings: 4x week for 50 min per meeting or 2x week for 100 min per meeting
Old Prerequisites: PSYC 101 or permission of instructor
New Prerequisites: PSYC 101 and PSYC 204, or by permission of instructor
Corequisites: NONE Course Fee Amount: \$ Units: 1.0
Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Implementation of a requirement that students take, from a menu of choices, courses in the “applied science” aspect of psychology. The department would like its applied courses to be numbered 300-level courses to reflect the required integration and application of basic knowledge in these upper-level classes. Health Psychology is one such class. In particular, with PSYC 204 as a prerequisite, students will find the class to be more quantitatively-oriented than when it was offered as a 200-level course.

Old Course Number: PSYC 246

New Course Number: PSYC 346 Course Title: **Industrial/Organizational Psychology**

Instructor: Christopher Offered _____ Fall Spring

Frequency and Duration of Meetings: 4x week for 50 min per meeting or 2x week for 100 min per meeting

Old Prerequisites: PSYC 101 or permission of instructor

New Prerequisites: PSYC 101 or E&M 101 and PSYC 204 or E&M 235, or by permission of instructor

Corequisites: NONE Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Old Course Number: PSYC 253

New Course Number: PSYC 354 Course Title: **Lifespan Developmental Psychology**

Instructor: Keys, Elishberger Offered Fall ___ Spring

Frequency and Duration of Meetings: 4x week for 50 min per meeting or 2x week for 100 min per meeting

Old Prerequisites: PSYC 101

New Prerequisites: PSYC 101, PSYC 204, and PSYC 251 or by permission of instructor

Corequisites: NONE Course Fee Amount: \$ Units: 1.0

Check one option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

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Faculty Development Committee:

The Faculty Development Committee approved Small Grants to:

James Ball (Music) for travel assistance to serve as guest conductor of the University of Maine Symphony Orchestra

Helena Mesa (English) for travel assistance to do a reading from her book, to teach a master class, and to collaborate with other writers in New York

Gary Wahl (Art & Art History) for funds to create scratch-off postcards for artwork submitted for the Grand Rapids ArtPrize competition

Nicolle Zellner (Physics) for travel assistance to attend a Women in Science workshop in Baltimore.

II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE

Scholarship of Teaching and Learning (SOTL) announces upcoming talks in its Symposium series, all of which will be held at Eastern Michigan University. Light refreshments are served, and all sessions are held at 109 Halle Library.

Creationism Is Not the (Only) Problem: Cognitive Constraints on Undergraduates' Understanding of Evolution

E. Margaret Evans, Assistant Research Scientist, Center for Human Growth and Development, University of Michigan
Thursday, October 29, 4pm

Teaching Public and International Affairs: Negotiating between a SubDiscipline and a Potential Interdiscipline

Rita Kiki Edozie, Associate Professor of Political Science and International Relations
James Madison College, Michigan State University
Thursday, November 12, 4pm

Going Edupunk: Teaching and Learning Wikis and History

Russell Jones, Department of History and Philosophy, Eastern Michigan University
Tuesday, December 1, 3:30pm

The John W. Kluge Center offers research opportunities at the Library of Congress. Qualified scholars are invited to conduct humanistic and social science research that makes use of the Library's large and varied collections. Visit www.loc.gov/kluge for complete descriptions of the fellowships and eligibility criteria.

Hofstra University will be holding a symposium on March 19-20, 2010, **Child's Play, Children's Pleasures: Interdisciplinary Explorations**. The symposium serves as a forum for stimulating and disseminating research on the historical, sociological, anthropological, psychological and educational study of children's development from infancy to age 12 through play activities, dolls, toys, and games. Additional information can be found at: www.hofstra.edu/culture.

GRANT INFORMATION:

In July 2009, **Susan Conner** (Provost) and **Perry Myers** (Modern Languages & Cultures), et al., submitted a preproposal to the Japan Foundation in support of Japanese studies.

Guy Cox (Ferguson Center for Technology-Aided Teaching), **Andrew French** (Chemistry), **Aaron Miller** (Physics) and **Kyle Shanton** (Education) submitted a GLCA Pathways to Learning Grant in April that was approved for \$6,000.00. The grant will examine the implementation and use of mobile technology for teaching and learning in the physical sciences.

Vanessa McCaffrey (Chemistry) and **Nicolle Zellner** (Physics) submitted a proposal to NASA's Exobiology program in the amount of \$245,605. The title of their project is "Shock Chemistry of Sugars and Implications for Delivery by Meteorites." They proposed to investigate how simple sugars form more complex molecules under simulated impact conditions. For these experiments, they will utilize one of the gas guns at NASA's Johnson Space Center in Houston.

A similar proposal in the amount of \$7,000 was submitted to the Small Research Grant Program of the American Astronomical Society.

With collaborators at the University of Virginia and the National Institute of Standards and Technology (Boulder, CO) **Aaron Miller** (Physics) has submitted a NSF Major Research Instrumentation proposal to develop high-efficiency superconducting photon counters for implementation into an optical quantum computing system at the University of Virginia. If successful, the grant will bring in almost \$250k over three years to support instrumentation and summer support for his research at Albion and collaborative travel to NIST (Colorado) and UVA.

Marcy Sacks (History), **Drew Dunham** (Registrar), **Dean McCurdy** (Biology), **Jess Roberts** (English), and **Connie Smith** (Student Affairs) have received a GLCA Pathways to Learning Grant to assist with the implementation of the Learning Communities project.

Christopher Van de Ven (Geological Sciences) is applying for a grant from the American Philosophical Society. The Franklin Research Grant (<http://www.amphilsoc.org/grants/franklin>) will support his research and fieldwork.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Craig Bieler (Chemistry) and his collaborators have an article published in the *Journal of Physical Chemistry A* entitled “NeCl₂ and ArCl₂: Transition from Direct Vibrational Predissociation to Intramolecular Vibrational Relaxation and Electronic Nonadiabatic Effects.” This work combines experimental work which Craig performed with theoretical calculations performed by collaborators in Spain and Mexico to help understand the fundamentals of energy transfer during a simple chemical reaction. The article is currently available online and will be in a future journal issue honoring chemical physicist Benoît Soep.

Lynne Chytilo (Art and Art History) and **Dyron Dabney** (Political Science) were conference presenters at "Bringing Asian Arts and Material Culture into the Undergraduate Curriculum Colloquium" on September 26, 2009 at Beloit College. The title of their presentation was "The Politics of Tea: Pottery and Tea Ceremony from Feudal Japan to the Present."

Marikay Dobbins (Institute for Pre-Medical Studies) was selected as a member-at-large for the Central Association of Advisors for the Health Professions.

Andrew French (Chemistry) was nominated and chosen to be DyKnow's September Educator of the Month. According to the announcement, "Our team views you as a pioneer in integrating technology and DyKnow into your pedagogy." Andrew will be featured on DyKnow's homepage with a link to the Educator of the Month profile page and in the September issue of our DyKnow Byte customer newsletter.

Douglas Goering (Art Emeritus) had a retrospective exhibition, *Marking Time*, at Ohio Wesleyan University, August 20-September 20, 2009.

Vanessa McCaffrey (Chemistry) had a paper published: Misiolek, A. W.; Ichimura, A. S.; McCaffrey, V. P.; Gentner, R. A.; Huang, R.; Jackson, J. E. "Building Blocks for Molecule-

Based Magnets: Radical Anions and Dianions of Substituted 3,6-Dimethylenecyclohexane-1,2,4,5-tetrones as Paramagnetic Bridging Ligands” Inorganic Chemistry 2009, 48, 9005-9017.

Aaron Miller (Physics) is nearing the end of an 18-month appointment to the Local Organizing Committee of the 13th International Workshop on Low-Temperature Detectors held at Stanford University this past summer. It was a very successful conference with approximately 300 attendees, including Douglas Osheroff (1996 Nobel Laureate in Physics for the discovery of superfluid Helium-3). Aaron is honored to have been asked to be an editor for the conference proceedings to be published next year as a special volume of the American Institute of Physics.

Perry Myers (Modern Languages & Cultures) is the recipient of a DAAD Research Visit Grant. This is a two-month grant to do research in Germany during his spring sabbatical.

David Reimann (Mathematics and Computer Science) presented his research "Text from Truchet Tiles" at the 12th Annual Bridges Conference held July 26-30 2009 in Banff, Alberta, Canada. The Bridges Organization fosters the mutual exchange of ideas among practicing mathematicians, scientists, artists, educators, musicians, writers, computer scientists, sculptures, dancers, weavers, and model builders.

William Rose (Political Science) participated in a National Endowment for the Humanities Summer Institute, June 15-July 17, 2009, in Maine. The title of the Institute was "The Rule of Law: Legal Studies and the Liberal Arts." Also, in June he was elected to serve as President of the Consortium of Undergraduate Law and Justice Programs (an international association of interdisciplinary legal studies programs). Bill wrote "Positivism and Its Critique," to appear in Political Science in the 21st Century, ed. John Ishiyama (Sage).

Two papers by **Greg Saltzman** (Economics & Management) will be presented at academic conferences in early 2010. He will present his sole-authored presentation, "Decision-Making Principles of Labor Arbitrators in College and University Grievance Cases," in San Francisco in March 2010 at the biennial higher education conference jointly sponsored by the National Education Association and the American Federation of Teachers. One of his co-authors will present Richard E. Nelson, Gregory M. Saltzman, Jennifer Majersik, and Elaine Skalabrin, "Cost-effectiveness of Teletstroke for Ischemic Stroke: A Literature-based Decision-analytic Model" at the American Heart Association's International Stroke Conference 2010, in San Antonio in February 2010. Greg's co-authors include one economist and two neurologists, all at the University of Utah.

David Seely (Physics) presented "Isotope Effects in Low Energy Ion-Atom Collisions," D. G. Seely, C. C. Havener, R. Rejoub, at the 40th Annual Meeting of the APS Division of Atomic, Molecular and Optical Physics, Charlottesville, May 19-23, 2009, DAMOP2009:abs:C5.00008.

Kyle Shanton (Education), **Melissa Mercer-Tachick** (Education), **Mark Bollman** (Math & Computer Science), **Holger Elichberger** (Psychology), and **Heather Vaughan-Southard** (Theatre/Dance) attended a Michigan Department of Education (MDE) Technical Assistance meeting for the new Elementary Teaching Certificate Standards at Wayne State University on Friday, September 25, 2009. Kyle is a member of the MDE Advisory Board for Elementary

Teacher Certification, and is responsible for helping to oversee the review process throughout the State. Mercer-Tachick, Bollman, Elischberger, and Vaughan-Southard have all volunteered to serve as program reviewers of program applications by institutions of higher education in Michigan.

Kyle, **Suellyn Henke** (Education), **Guy Cox** (Ferguson Center for Technology-Aided Teaching), **Jason Moritz** and **Mike Roessler** (Education) attended a joint meeting for Directors and Registrars of Teacher Education Programs (DARTEP) and Michigan Association of Colleges of Teacher Education (MACTE) at Central Michigan University on Friday, October 2, 2009. Suellyn serves on the Executive Board for MACTE. Jason volunteered to give the report for the Certification Officer session.

Kyle, Guy and **Andrew French** (Chemistry) presented at the 238th American Chemical Society National Meeting & Exposition in Washington, D.C., August 16-20, 2009. Their paper, "Using Tablet Computers in Organic Chemistry: Implementation and Assessment of Teaching and Learning," was based on the collection and analysis of data in the first year of implementation of a Hewlett Packard Teaching With Technology grant.

Dimeji Togunde (Anthropology/Sociology) recently had a co-authored article on migration published (with Jacob Rinkinen '11): "Dimeji Togunde and Jacob Rinkinen. "Agents of Change: Gender Differences in Migration Intentions among University Undergraduates in Nigeria," The International Journal of Interdisciplinary Social Sciences, Volume 4 (2):175-190.

Heather Vaughan-Southard (Theatre and Dance) has just completed two guest artist residencies. The first, at Grand Valley State University, consisted of master classes in modern dance technique, intensive rehearsals in which a new work was created on GVSU dancers and a discussion of the creative process. The new dance, Keep Off the Lawn set to "Blue 7" by saxophone great Sonny Rollins, will premiere at the Fall Concert of Dance at GVSU, November 20-21, 2009.

Tracings, a new work created for dancers at Michigan State University and set to music by Yoko Kanno, will premiere in the 2010 Repertory Dance Concert: Dancing in our Time, February 23-28. This guest artist residency includes an intensive rehearsal process, in depth dialogue regarding dance as a liberal art for the dancer and non-dancer, and commentary sessions on student choreography and the creative process.

Thom Wilch (Geological Sciences) is a principal investigator on a proposal "Collaborative Research- Ross Island Geochronology: Insight into Antarctic Glacial History, Mantle Processes, Magmatic Evolution and Crustal Loading" that was submitted to the Antarctic Earth Science Division, Office of Polar Program, National Science Foundation in June 2009. The 3-year proposal outlines a collaboration with colleagues at the New Mexico Institute for Mining and Technology and requests \$612,660 in total, with \$117,814 to Albion College. Thom is co-author with two Italian colleagues on a paper, "Late Miocene Submarine Volcanism in the Ross Embayment, Antarctica," that has been submitted for review to the journal Geosphere. Thom is co-author on a paper, "The stratigraphic signature of the late Cenozoic Antarctic Ice Sheets in the

Ross Embayment,” recently published online in the Geological Society of America Bulletin. The print edition of article will be published the November/December issue of the journal.

Barry Wolf (Academic Skills Center) reported that Recruitment & Retention in Higher Education has an article about the Academic Success Course that won an award by Noel-Levitz in its October issue: “Facing Ambivalence Helps Students on Probation Bounce Back,” October, 2009, Jennifer Patterson Lorenzetti (© 2009 Magna Publications).