Announcements –

Agenda –

1. Approval of the minutes from the January 25, 2007 meeting.

2. Subcommittee report - course incompletes as it related to seminar papers – Susan Hilal.

   
   • Regarding the educational project component of the course: Change from 0-2 to 3 credits. The educational project (e.g. media production, strategic plan, training program, subject unit) requires that the graduate student provide a statement of the problem, a review of research, and conclusions and implications as well as the project. In essence the first three chapters provide justification for the project. The work done by the graduate student is significant.
   
   • Regarding the seminar paper component of the course: Change from 0-2 to 3 credits. The seminar paper is increasingly a major effort by the graduate student to produce a three chapter paper that defines a problem, reviews the research, and provides a review of conclusions and implications for practice. The third chapter has become applications-oriented and for the licensed teacher reflects elements of the professional development plan (PDP) required by the Wisconsin Department of Public Instruction.

(From the January 2007 minutes: “Alison Bunte was present to answer questions. She indicated that Seminar Paper Research is currently a 0 – 2 credit course and covers both seminar papers and educational projects. The change to three credits would put the course more in line with the current master’s programs.

Student Outcomes for MSE Program

Students are expected to meet the following outcomes in the MSE program.

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their profession.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as resource to, and collaborate with others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

She explained the change in writing requirements and DPI requirements. The School of Education is in the process of standardizing their courses and programs.

Michael Anderson pointed out that in the agenda there was a mistype under item two – “POP” should read “PDP”. Michael pointed out that in the research class a majority of the students want to work on something they can use in their classroom. Discussion ensued.

Discussion was held regarding credits currently approved for Seminar Paper Research and Thesis Research and the difference between doing an educational project, writing a seminar paper and writing a thesis. Mike Momot asked how many students currently enrolled are completing a seminar paper, educational project or thesis. Alison Bunte did not have the figures available but will obtain the figures and bring them to the February meeting.

Second reading for this course will be at the February 15, 2007 Graduate Council meeting.”
3. Six new core courses for the Master of Science in Education program – second readings – effective fall 2007 – Alison Bunte.

- **TEACHING (Teaching) 7070**, Developmentally Appropriate Practice-The Learners, 3 credits. In this course students and professors develop course units, in the context of the cohort, individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include the following:
  - Theories of Cognition
  - Brain Development
  - Characteristics of Learners
  - Critical Thinking

- **TEACHING (Teaching) 7080**, Developmentally Appropriate Practice-Teaching Methods, 3 credits. In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include the following:
  - Dimensions of Literacy
  - Integrated Curriculum
  - Teaching Strategies
  - Assessment, Diagnosis & Evaluation
  - Instructional Content & Practice

- **TEACHING (Teaching) 7170**, Professional Development, 3 credits. In this course students and professors develop professional development plans, in the context of the cohort, individual and district needs, as well as the professional development concepts that are central to the course. The concepts for this course include the following:
  - Technology
  - Professional Self-Assessment
  - Reflective Practitioners
  - Application of Research of Professional Practices
  - Utilization of Best Practices
  - Professional Networking
  - Community Outreach
  - Professional Development Plans (PI 34 – WI DPI)
  - Life-Long Learning
  - Planning & Managing the Teacher & Learning Environment

- **TEACHING (Teaching) 7180**, School and Community Culture, 3 credits. This course will explore the teacher’s role in the Culture of the School and Community. Some of the issues included are:
  - Addressing Diverse Populations
  - School and Community Culture and Resources
  - Philosophical, Historical, Legal, and Social Science Perspectives of Education
  - (including Special Education)
  - Working with Families
  - Managing Student Behavior & Social Skills/Interactions
  - Communication & Collaborative Partnerships

- **TEACHING (Teaching) 7190**, Educational Leadership and Mentoring, 3 credits. This course is designed to improve teachers’ skills in the process of mentoring beginning teachers and collaborating with veteran teachers. Mentoring is defined as the professional practice that provides support, assistance, and guidance to new teachers to promote their professional growth and success. Collaborating is developing collegial peer coaching relationships designed to enhance professional efficacy (Sagor 2000, p. 182). The intersection of individual and school district needs will assist in prioritizing thematic topics listed below.
- Value-Added Leadership
- Professional Community Through Mentoring/Coaching
- Professional Advocacy: Teachers as Agents of Change
- Professional Learning Communities (PLC)
- Professional Ethics

TEACHING (Teaching) 7290, Portfolio Competency Review of M.S.E., 3 credits. This course serves as a capstone for graduate students developing a portfolio in the MSE program. The student is expected to develop an electronic portfolio to demonstrate mastery of the competencies associated with the program. The graduate student should expect the folio to be defended in a mode that is similar to a thesis defense. (Students should consult with the specific program that is being completed for details.) Note. Students working on the Wisconsin Master Educator License may use this course to develop that required portfolio for WI DPI.

(From the January minutes: “Alison Bunte was present to answer questions. She explained the need for the new courses and went over the history of development. There is a new rule, PI34, governing licensure in the state of Wisconsin. Courses needed to be updated to meet the needs of teachers in this area. She went through each course and gave a short description of the course content. The plan is to run students through the new courses using the cohort model.

<table>
<thead>
<tr>
<th>Possible Course Rotation- On Campus Cohort Model</th>
<th>OLD</th>
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<tbody>
<tr>
<td>Fall 2007 TCHG 7070 Developmentally Appropriate Practice-The Learners</td>
<td>School Curriculum</td>
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<tr>
<td>Spring 2008 TCHG 7080 Developmentally Appropriate Practice- The Methods</td>
<td>School Curriculum</td>
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<tr>
<td>Summer 2008 TCHG 7170 Professional Development</td>
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<tr>
<td>Fall 2008 TCHG 7190 Educational Leadership and Mentoring</td>
<td>Public Relations Supervision of Student Teachers</td>
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<tr>
<td>Spring 2009 TCHG 7180 School and Community Culture</td>
<td>Strat. for Eff. Incl. Philosophy</td>
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<tr>
<td>Summer 2009 TCHG 7290 Portfolio and complete Comps</td>
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She provided an equivalency chart equating the new courses to current courses:

<table>
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<th>Equivalency Chart</th>
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<tr>
<td>NEW</td>
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<tr>
<td>Developmentally Appropriate Practice-The Learners</td>
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<tr>
<td>OLD</td>
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<tr>
<td>School Curriculum</td>
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<tr>
<td>Improving Instructional Effectiveness</td>
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<tr>
<td>Public Relations in School and Community Supervision of Student Teachers</td>
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<tr>
<td>Strategies for Effective Inclusion</td>
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<td>Philosophical Foundations</td>
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Discussion ensued. Pat Bromley asked if the "old" courses would still be available and Alison indicated that they would.

Dominic Barraclough asked if 7290, portfolio, was worth three credits. Alison Bunte answered that it was because the work is very detailed and covers all six courses. There is an extensive amount of work involved. Discussion ensued. Cheryl Banachowski-Fuller suggested that a subcommittee be formed to study portfolio requirements and the amount of work involved.

David Van Buren remarked that 7180 does not include a grading scale. He also asked about the course descriptions provided and asked if these be the ones printed in the next graduate catalog. 7190 refers to an internal reference and that probably should not be included in the course description. Alison Bunte and Michael Anderson indicated that the course descriptions would be refined for the graduate catalog.

Second reading for these courses will be at the February 15, 2007 Graduate Council meeting.


• Course description - This course addresses the social, political, and cultural context in which language learning takes place and examines those issues that are relevant in language acquisition. Themes, such as immigration and diversity in the United States, language policies, history of bilingual education, English-only movement, English language learners and disability will be analyzed in this course.


• Course description - This course examines theories of second language acquisition, and practical application of theories to second language teaching and learning. The course provides a comprehensive interdisciplinary survey of theory and practice through the application of research in linguistics, psychology, education, and sociology into second language acquisition.

7. First reading – new course – ELL (English Language Learners) Certification Program – TEACHING 6290, Methods and Assessment in Teaching English Language Learners, 2 credits, effective fall 2007 – Michael Anderson.

• Course description - This course is designed to examine methods and assessment of teaching English language learners. The course stresses a comprehensive understanding of the history of first and second language teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches in the teaching English language learners. Practical pedagogical principles of teaching English to speakers of other languages with regard to language skills, language system, and related assessment and cultural implications are included.


• Course description - This course is designed for students who successfully completed the courses Issues in ELL Education, Second Language Acquisition Theories, and Methods and Assessment of Teaching English Language Learners. It provides opportunities for teachers to reflect on their practice in light of theories of SLA and ELL teaching methods and assessment. The course provides for teachers a platform to critically evaluate their teachings skills and make improvements justified by current research literature. Throughout the practicum, students deepen their understanding in the ELUSLA field by reading and researching English language learners-related professional articles.

9. Criminal Justice assessment plan and results--Cheryl Banachowski-Fuller and Susan Hilal.

10. Request for admission to the Graduate Faculty – provisional membership –

• Paul Combs – School of Education (on campus) – beginning spring 2007 and expiring end of fall 2007.
  o PHYSED (Physical Education) 5610, Coaching Basketball.
• Pam Connolly – School of Education (on campus) – beginning spring 2007 and expiring end of fall 2007.
  o PHYSED (Physical Education) 6020, Psychology of Coaching.
• Heather Riley – School of Education (on campus) – beginning spring 2007 and expiring end of fall 2007.
  o PHYSED (Physical Education) 5040, Adapted Aquatics (note from L. Jamieson: not an approved graduate course at this time).
• PHYSED (Physical Education) 5430, Teaching Children with Exceptional Abilities in Health & Physical Education (note from L. Jamieson: in the computer system the title of this course is Teaching Exceptional Children in Health and Physical Education).
• PHYSED (Physical Education) 5830, Perceptual Motor Learning & Motor Development.
• PHYSED (Physical Education) 6530, Practicum in Adapted Physical Education.
  • Scott Ringgenberg – School of Education (on campus) – beginning spring 2007 and expiring end of fall 2007.
• PHYSED (Physical Education) 5220, Teaching Issues Relating to Alcohol, Drugs, and Sexuality.

11. Other business.

For Information Only –

Graduate Council Meeting Dates 2006-2007
September 21, 2006
October 19, 2006
November 16, 2006
December 14, 2006
January 25, 2007
February 15, 2007
March 22, 2007
April 19, 2007
May 10, 2007
Note –meetings will be held 3:00 p.m. – 4:30 p.m. in 320 Brigham Hall.

Graduate Council Membership for 2006-2007
Agricultural Industries
  Mark Zidon – graduate program
Computer Science
  Rob Harker – graduate program
  Qi Yang – elected faculty (term expires end of 2008 summer session)
Counselor Education
  Dominic Barraclough – graduate program – CHAIR 2006-2007
  Steven Benisch – elected faculty (term expires end of 2008 summer session)
Criminal Justice
  Cheryl Banachowski-Fuller – graduate program VICE CHAIR 2006-2007
  Susan Hilal – elected faculty (term expires end of 2008 summer session) SECRETARY 2006-2007
Engineering
  Lisa Riedle – graduate program
  Mark Meyers – elected faculty (term expires end of 2008 summer session)
Industrial Technology Management
  Colleen Kaiser (representing Richard Klawiter) – graduate program
Master of Science in Education
  Michael Anderson – graduate program
  Alison Bunte - elected faculty (term expires end of 2008 summer session)
Project Management
  D. William Haskins – graduate program
  Susan Hansen – elected faculty (term expires end of 2007 summer session)
At-Large Representatives
  Patricia Bromley – elected faculty (term expires end of 2007 summer session)
  Barbara Barnet – elected faculty (term expires end of 2008 summer session)
Graduate Student Representative
  Ken Wiegman - elected graduate student (term expires end of 2007 summer session)
EX OFFICIO MEMBERS
  David Van Buren, Dean, the School of Graduate Studies
  John Krogman – Associate Vice Chancellor for Information Services