The Graduate Council met Thursday, January 25, 2007 in 320 Brigham Hall.

PROGRAM AREAS:

Computer Science
Rob Hasker – graduate program

Counselor Education
Dominic Barraclough – graduate program
Steven Benish – elected faculty (term expires end of 2008 summer session)

Criminal Justice
Cheryl Banachowski-Fuller – graduate program
Kathryn Winz (Susan Hilal) – elected faculty (term expires end of 2008 summer session)

Engineering
Mike Momot (for Mark Meyers) – elected faculty (term expires end of 2008 summer session)

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
Dr. David Van Buren, Dean, the School of Graduate Studies

Visitors Present – Francesca Tuescher, Rea Kirk, Marian Maciej-Hiner.

Chair Dominic Barraclough opened the meeting at 3:05 p.m.

Announcements –

Minutes –

1. Approval of the minutes from the December 14, 2006 meeting.
Minutes unanimously approved on a motion by Bill Haskins and seconded by Cheryl Banachowski-Fuller.

2. TEACHING (Teaching) 7830, Seminar Paper Research – change in credits from 0-2 credits to 3 credits – effective spring 2007 – Alison Bunte.

   • 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 (POPPDP) required by the Wisconsin Department of Public Instruction.

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 – first 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.

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><strong>Fall 2007</strong></td>
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<tr>
<td>TCHG 7070 Developmentally Appropriate Practice-The Learners</td>
<td>School Curriculum</td>
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<td><strong>Spring 2008</strong></td>
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<tr>
<td>TCHG 7080 Developmentally Appropriate Practice- The Methods</td>
<td>School Curriculum</td>
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<tr>
<td><strong>Summer 2008</strong></td>
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<td><strong>Fall 2008</strong></td>
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<tr>
<td>TCHG 7190 Educational Leadership and Mentoring</td>
<td>Public Relations Supervision of Student Teachers</td>
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<tr>
<td><strong>Spring 2009</strong></td>
<td></td>
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<tr>
<td>TCHG 7180 School and Community Culture</td>
<td>Strat. for Eff. Incl. Philosophy</td>
</tr>
<tr>
<td><strong>Summer 2009</strong></td>
<td></td>
</tr>
<tr>
<td>TCHG 7290 Portfolio and complete Comps</td>
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</table>

She provided an equivalency chart equating the new courses to current courses:

**Equivalency Chart**

<table>
<thead>
<tr>
<th>NEW</th>
<th>OLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally Appropriate Practice-The Learners Developmentally Appropriate Practice-Teaching Methods</td>
<td>School Curriculum</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Improving Instructional Effectiveness</td>
</tr>
<tr>
<td>Educational Leadership and Mentoring</td>
<td>Public Relations in School and Community Supervision of Student Teachers</td>
</tr>
<tr>
<td>School and Community Culture</td>
<td>Strategies for Effective Inclusion Philosophical Foundations</td>
</tr>
</tbody>
</table>

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.

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

- Paul Gasser – School of Education, Continuing Education – beginning spring 2007 and expiring end of fall 2007. Marian Maciej-Hiner was present to answer questions. Paul
Gasser was **approved** on a motion by Cheryl Banachowski-Fuller and seconded by Susan Hansen.

- **Marilyn Rolfsmeyer** – School of Education, Continuing Education – beginning spring 2007 and expiring end of fall 2007. (From the December 14, 2006 minutes: “Admission to the Graduate Faculty – provisional membership – motion to approve made by Michael Anderson and seconded by Patricia Bromley. Discussion ensued. Additional information regarding instructor’s background is needed. This will be presented at a future meeting. Motion was withdrawn. No action taken.”) Marian Maciej-Hiner was present to answer questions. Alison Bunte pointed out that neither the vita nor the course syllabus show any definite background on her expertise in grant writing. Marian will obtain that information and the **request will be resubmitted for a future meeting**.

- **Mary Schultz** – School of Education, Continuing Education – beginning spring 2007 and expiring end of fall 2007. Marian Maciej-Hiner was present to answer questions. It was decided that an updated vita showing when degrees were earned was needed. This will be obtained and the **request will be resubmitted for a future meeting**.

- **Valerie Shaw** – School of Education, Continuing Education – beginning spring 2007 and expiring end of fall 2007. (From the December 14, 2006 minutes: “Admission to the Graduate Faculty – provisional membership – motion to approve made by Michael Anderson and seconded by Ken Wiegman. Discussion ensued. Motion withdrawn. Motion to approve admission to the Graduate Faculty – provisional membership – for the course Fitness Tools for Teachers only – made by Michael Anderson and seconded by Susan Hansen. Motion passed unanimously.”) Marian Maciej-Hiner was present to answer questions. Valerie Shaw was **approved** on a motion by Susan Hansen and seconded by Patricia Bromley.

- **Cynthia Thiede** – School of Education – Continuing Education – beginning spring 2007 and expiring end of fall 2007. Marian Maciej-Hiner was present to answer questions. Cynthia Thiede was **approved** on a motion by Cheryl Banachowski-Fuller and seconded by Bill Haskins.

- **Francesca (Francie) Tuescher** – Project Management – beginning spring 2007 and expiring end of fall 2007. Bill Haskins was present to answer questions. David Van Buren remarked that she would not have a teaching load and would only be handling student advisement. Susan Hansen made a motion to approve Francesca (Francie) Tuescher to advise graduate students in the Project Management program on a non-teaching basis and to make her a member of the Graduate Faculty on an ongoing basis. Cheryl Banachowski-Fuller seconded the motion. **Motion passed unanimously**.

5. **New graduate course or graduate course change form revision – David Van Buren.**

   David Van Buren indicated that the new graduate course or graduate course change form had been revised – signature requirement of the college dean has been removed. Graduate courses do not require the college dean’s approval since they do not go through the college curriculum committees. General consensus was that the change was fine and the new form **could be posted** to the Graduate Council website.

6. **Phi Kappa Phi – Lisa Riedle.**

   Susan Hansen and Alison Bunte presented and answered questions. They handed out a page containing the draft proposal for initiating graduate students into Phi Kappa Phi. Their suggested criteria for eligibility were:

   - Students will be eligible after 24 credits of graduate work.
   - Potential candidates will write a letter of application that will contain the following:
     1. A discussion of why the candidate is pursuing his/her degree and what he/she hopes to accomplish by the completion of the degree.
2. GPA
3. Potential graduation date
4. Demonstration of his/her commitment to the profession by outlining professional organizations and service.
5. Demonstration of his/her commitment to the community by outlining community involvement.

This information was being provided to the Graduate Council on a “for information only” basis since Phi Kappa Phi would need to approve the eligibility criteria. Discussion ensued. No action was needed or taken.

7. Other business.
   No other business was presented.

Meeting was adjourned at 4:28 p.m. on a motion by Bill Haskins and seconded by Alison Bunte.

For Information Only –

1. AGSCI (Agricultural Science) 5320, Landscape Horticulture, dropped effective fall 2007 at the request of the School of Agriculture – Linda Jamieson.

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 Hasker – graduate program
   Qi Yang – elected faculty (term expires end of 2008 summer session)
Counselor Education
   Dominic Barraclough – graduate program – CHAIR 2006-2007
   Steven Benish – 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)
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Graduate Student Representative
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EX OFFICIO MEMBERS
David Van Buren, Dean, the School of Graduate Studies
John Krogman – Associate Vice Chancellor for Information Services