The Graduate Council met Thursday, February 15, 2007 in 320 Brigham Hall.

PROGRAM AREAS:

**Computer Science**
- Rob Hasker – graduate program
- Qi Yang – elected faculty (term expires end of 2008 summer session)

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

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

**Engineering**
- Lisa Riedle – graduate program
- 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)

Visitors Present – Marian Maciej-Hiner, Heather Riley, Edina Haslauer.

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

**Announcements** –

1. **Alison Bunte made a motion that two items be table until a future meeting:**
   - Item #3 (TEACHING (Teaching) 7830, Seminar Paper Research – second reading – change in credits from 0-2 credits to 3 credits – effective spring 2007 – Alison Bunte).
   - Item #4 (Six new core courses for the Master of Science in Education program – second readings – effective fall 2007 – Alison Bunte. TEACHING (Teaching) 7290, Portfolio Competency Review of M.S.E., 3 credits.)

   Motion passed.

2. **Items #8 and #9 on the agenda will be addressed following item #4.**

**Minutes** –

1. **Approval of the minutes from the January 25, 2007 meeting.**
   
   The minutes were unanimously approved with a motion by Rob Hasker, seconded by Cheryl Banachowski-Fuller.
2. Subcommittee report - course incompletes as it related to seminar papers – Susan Hilal.
(Note from Linda Jamieson: No paperwork submitted ahead of time.)

(From the December 14, 2006 minutes: “Susan Hilal spoke regarding a possibility of changing the
deadline length for students completing seminar papers. Currently the students have one year to complete
their paper after the incomplete is given. Susan indicated that it is sometimes a year and a half from the time
she starts working with a student on their seminar paper proposal until the finished product. Discussion
ensued. David Van Buren wondered if the deadline for seminar papers should be changed to six weeks into
the next semester with some exceptions. More discussion. A suggestion of a subcommittee to look into this
matter was made and agreed upon. Volunteers for the subcommittee were: Susan Hilal, Dominic Barraclough
and Steve Benish. The subcommittee will meet and report their suggestions at a future meeting.”)

Susan Hilal handed out copies of page 93 from the 2006-2008 Graduate Catalog with
highlighted words in the “Course Incompletes” section:

Incompletes given in thesis or seminar paper research will become failures after
one year if the paper is not completed. Extension of the one-year time limitation may be
requested by the student and approved by the thesis or seminar advisor for submission
to the School of Graduate Studies. Students must re-register and pay tuition and fees
for thesis or seminar paper research in which the incomplete has been changed to an "F."

Discussion ensued. Susan forwarded a proposal that effective fall 2007 incompletes given in
all graduate program seminar papers only be given six weeks into the next semester for a completion
deadline. Motion passed. The wording for next Graduate Catalog’s “Course Incompletes” section
(on campus and online) will be changed to read:

Incompletes given in thesis will become failures after one year if the paper is not
completed. Extension of the one-year time limitation may be requested by the student
and approved by the thesis advisor for submission to the School of Graduate Studies.
Students must re-register and pay tuition and fees for thesis in which the incomplete
has been changed to an "F."

3. NOTE: THIS ITEM WAS TABLED UNTIL A FUTURE MEETING AND WAS NOT WORKED ON
AT THIS MEETING. TEACHING (Teaching) 7830, Seminar Paper Research – second reading –
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.

(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.

4. 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

**NOTE:** THIS SUB-ITEM WAS TABLED UNTIL A FUTURE MEETING AND WAS NOT WORKED ON AT THIS MEETING. **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>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007 TCHG 7070 Developmentally Appropriate Practice-The Learners</td>
<td>School Curriculum</td>
</tr>
<tr>
<td>Spring 2008 TCHG 7080 Developmentally Appropriate Practice-The Methods</td>
<td>School Curriculum</td>
</tr>
<tr>
<td>Fall 2008 TCHG 7190 Educational Leadership and Mentoring</td>
<td>Public Relations Supervision of Student Teachers</td>
</tr>
<tr>
<td>Spring 2009 TCHG 7180 School and Community Culture</td>
<td>Strat. for Eff. Incl. Philosophy</td>
</tr>
<tr>
<td>Summer 2009 TCHG 7290 Portfolio and complete Comps</td>
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</tbody>
</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>
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<tbody>
<tr>
<td>Developmentally Appropriate Practice-The Learners</td>
<td>School Curriculum</td>
</tr>
<tr>
<td>Developmentally Appropriate Practice-Teaching Methods</td>
<td></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</td>
</tr>
<tr>
<td>School and Community Culture</td>
<td>Supervision of Student Teachers</td>
</tr>
<tr>
<td></td>
<td>Strategies for Effective Inclusion</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.

TEACHING 7070, 7080, 7170, 7180 and 7190 were approved on a motion by Cheryl Banachowski-Fuller and seconded by Steve Benish.

8 5. Request for admission to the Graduate Faculty – provisional membership –

  - TEACHING (Teaching) 6530E, Current Topics in Education: Curriculum and Course Construction.

Susan Davis Allen was approved on a motion by Susan Hilal and seconded by Michael Anderson.

  - PHYSED (Physical Education) 5610, Coaching Basketball.

Paul Combs there was a motion to approve made by Michael Anderson and seconded by Patricia Bromley. Cheryl Banachowski-Fuller questioned someone being approved without a master’s degree. It was indicated that Paul Combs is currently working on completion of a master’s degree for summer 2007. Heather Riley indicated that that Paul Combs will be teaching this course fall 2007. Motion to approve made by Dominic Barraclough and seconded by Patricia Bromley. Motion passed.

  - PHYSED (Physical Education) 6020, Psychology of Coaching.

Pam Connolly was approved on a motion by Michael Anderson and seconded by Barb Barnet.

  - BUSADMIN (Business Administration) 6950, Special Topics: The Art of Financial Management.

John Hammermeister was approved on a motion by Susan Hansen and seconded by Michael Anderson.

  - TEACHING (Teaching) 6150, Assessing Students with Special Needs. (Note from Linda Jamieson: the title for 4150/6150 in PeopleSoft is Assessing Children with Disabilities (CWD). I emailed Michael Anderson regarding this discrepancy on 2/14/07.)

Glenn Haupt was approved on a motion by Michael Anderson and seconded by Bill Haskins.

  - PROJMGMT (Project Management) 7010, Project Management Techniques I
  - PROJMGMT (Project Management) 7020, Project Management Techniques II
  - PROJMGMT (Project Management) 7030, Project Risk Management
  - PROJMGMT (Project Management) 7050, Project Procurement Management
Girard (Jerry) Perone was approved on a motion by Lisa Riedle and seconded by Patricia Bromley.

- **Heather Riley** – School of Education (on campus) – beginning spring 2007 and expiring end of fall 2007.
  - 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.

Heather Riley was approved on a motion by Steve Benish and seconded by Michael Anderson.

- **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.

Scott Ringgenberg was approved on a motion by Michael Anderson and seconded by Patricia Bromley.

- **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.” From the January 25, 2007 minutes: “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.”)*
  - TEACHING (Teaching) 6530, Current Topics in Education: Developing Successful Educational (and Other) Grants.

Marilyn Rolfsmeyer was approved on a motion by Rob Hasker and seconded by Michael Anderson.

9 6. **Request for admission to the Graduate Faculty – associate membership –**

- **Margaret Karsten** – Business and Accounting – beginning spring 2007 and expiring end of fall 2010.
  - BUSADMIN (Business Administration) 5030, Human Resource Management.

Margaret Karsten was approved on a motion by Cheryl Banachowski-Fuller and seconded by Susan Hansen.

- **Louis Nzegwu** – Business and Accounting – beginning spring 2007 and expiring end of fall 2010.
  - BUSADMIN (Business Administration) 6630, Marketing Management.

Louis Nzegwu was approved on a motion by Mike Momot and seconded by Rob Hasker.

- **Madonna Perkins** – Business and Accounting – beginning spring 2007 and expiring end of fall 2010.
  - BUSADMIN (Business Administration) 5540, Quality Management.

Madonna Perkins was approved on a motion by Cheryl Banachowski-Fuller and seconded by Bill Haskins.

5 7. **PSYCHLGY 6130, Interpersonal Psychology: Applied Techniques of Humanistic Psychology – course dropped effective fall 2007 – Elizabeth Gates. This item was for information only so no action taken.**
8. First reading – four new courses – ELL (English Language Learners) Certification Program – Michael Anderson.

- 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.

TEACHING 6280, Second Language Acquisition Theories, 2 credits, effective fall 2007 – Michael Anderson.
- 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.

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.

TEACHING 6310, Practicum, 3 credits, effective fall 2007 – Michael Anderson.
- 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.

Michael Anderson and Alison Bunte presented and answered questions. They explained the ELL (English Language Learner) program and the DPI (Department of Public Instruction) requirement. Edina Hauslauer indicated that three more courses will be added at a later date. ELL is a certification program. Discussion ensued. Second reading for these courses will be at the March 22nd meeting.

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

Cheryl Banachowski-Fuller handed out copies of the Criminal Justice assessment plan. She went over the plan with the members.

Mission: The Master of Science in Criminal Justice is a comprehensive, highly interactive web-based degree that is offered entirely online. Its mission is to provide high quality education for criminal justice and social service professionals who wish to continue their graduate education or who need additional knowledge and skills to advance to higher-level positions in their field. The program is also designed as a prerequisite for entry into more specified criminal justice position.

[Note: This multidisciplinary degree program (consisting of criminal justice, psychology, business and accounting, and political science courses) provides students an in-depth knowledge of theoretical criminal justice and criminology sufficient to pursue a Ph.D; a thorough understanding of applied research and statistical methodology which enables students to undertake research for policy analysis; increased knowledge of management principles and organizational and supervisory skills which enables qualified...]

Second reading for these courses will be at the March 22nd meeting.
individuals to be promoted to management positions within the criminal justice agencies; and enhancement of skills in one of the three emphasis (criminal justice theory, criminal justice management, and victim and offender services.)

**Student Learning Outcomes:** At the time of graduation from the Master of Science in Criminal Justice Degree Program, students will: (1) demonstrate advanced, in-depth knowledge of criminology and the criminal justice system; (2) apply research and statistical methodology to policy issues in the criminal justice agency setting; (3) exhibit effective communication skills in both formal and informal written communication; (4) demonstrate organizational, managerial, and supervisory skills appropriate to criminal justice agencies; (5) identify, analyze, and solve problems at the organizational, inter-organizational, or community level; (6) show advanced knowledge and skills in one of the three areas of emphases.

**Evaluation Criteria: Assessment Tools:**

**Tool 1:** Successfully complete the coursework requirements of the Master of Science in Criminal Justice Degree Program (assignments, exams, research papers)

**Tool 2:** Complete Capstone Research Paper or Thesis

**Tool 3:** Post-Graduate Questionnaire (graduate perspectives on the quality of education they received; did the degree program meet the student learning outcomes)

**Tool 4:** On-Going External Review by Criminal Justice Advisory Board

Discussion ensued. This item was for information only so no action was needed or taken.

10. **Course credit change – 1st reading – BUSADMIN 6950, Special Topics, 3 credits being changed to 1-4 credits effective spring 2007 – Susan Hansen.** (Susan Hansen brought the course change form to the meeting as a handout.)

Susan Hansen presented and answered questions. Discussion ensued. Rob Hasker made a motion to waive the second reading. Motion was seconded by Michael Anderson. Motion was approved. Change in credits was approved on a motion by Rob Hasker and seconded by Patricia Bromley.

11. **Other business.**

Susan Hilal – report on the commencement regalia regarding international stoles. Discussion ensued. Consensus was that graduate students should only wear academic regalia. Motion to only allow graduate students to wear academic regalia made by Susan Hansen and seconded by Rob Hasker. **Motion passed.** Rob Hasker will prepare a statement to Swaminat Balachandran, Chair of the Commencement Committee, outlining the Graduate Council decision. Susan Hilal will take the statement to the next Commencement Committee meeting.

For Information Only –

1. **Admission to Candidacy listing – Linda Jamieson –**

- **NAME**  
  - Holly Pint  
  - Carlin Robinson  
  - Echnaton Vedder  
  - Nadhaniyar Faimuenwai  
  - Bucky Boland  
  - Christopher Koopman  
  - Danelle Schmid  

- **PROGRAM**  
  - Middle School Education  
  - Counselor Education  
  - Middle School Education  
  - ITM  
  - Secondary Education  
  - Secondary Education  
  - Secondary Education
Meeting adjourned at 4:35 p.m. on a motion by Dominic Barraclough.

**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)
  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