



PROGRAMS COMMITTEE MEETING MINUTES

Friday, September 19, 2014

Attending: Baldrige, Ellis, Gaskew, Gerloff, Hamm, D Miller, P Miller, Rosenthal, Sanchez, Shaffer (for Putembekar), Smedema, Stauffer, Walker, Ward

Guests: Mitch Nathan and David Shaffer

Approval of the Minutes: May 10, 2014-**Approved no changes**

Adoption of the Agenda: September 19, 2014-**Adopted with changes**

Academic Year Meeting Schedule –**May date chosen-May 22, 2014**

The new and changed Educational Psychology (Ed Psych) courses were introduced and the reasoning behind the requests explained by Professor David Shaffer. The last time the Educational Psychology Department's course array had been carefully examined was before most current department faculty had been hired. The faculty spent two years identifying elements in the program needing revision or replacement. One goal was to make clearer to students the department's three main content areas—Learning Theory, Methodology, and Design of Learning Environments. While Educational Psychology does not offer an undergraduate major, the department serves many undergraduates and would like to serve more advanced undergraduates. After much discussion the department developed 30 courses across the three content areas. The department standardized many aspects of the course proposals and syllabi so that reviewers could see similarities and differences more clearly. Hamm explained the historical method of review assignments for the benefit of the new committee members.

Course Change: ED PSYCH 301 Human Abilities and Learning (title, credits, description)

This is a course with a long history of being taught in the School of Education. This course draws undergraduates from related fields like Rehabilitation Psychology and Special Education, as well as interested students from across campus. With no needed changes, this proposal for changes in some course elements is PASSED.

Associate Dean Hamm prefaced the review of the remainder of the Educational Psychology courses by pointing out that the remaining courses are new, and that the department had gone to great pains to assure that each contained the required information. The syllabi mostly reflected a standard template, ensuring that all required elements were included. These efforts made the proposals easy to evaluate.

New Course: ED PSYCH 510 Learning and its Applications

The prerequisite is Ed Psych 301. Offered for 1 credit in the new graduate-level Secondary Education Program. PASSED.

New Course: ED PSYCH 511 Learners, Learning, and Technology

The technology aspect of this course is not apparent in the course description. Perhaps clarify explicitly the relationship between this course and 301, which seems to have a similar course description. For instance, is 301 more introductory? With these requested changes, this course is PASSED.

New Course: ED PSYCH 516 Learning in Games and Simulations

This course will be cross-listed with Curriculum and Instruction. It isn't clear if there is overlap, in an effort to give the departments in question time to bring it to faculty and discuss this item is TABLED.

New Course: ED PSYCH 517 Twenty-first Century Learning and Assessments

The reviewer pointed out the importance of the topic. With the clarification that this course could be effective for Spring Semester, 2015, it is PASSED.

New Course: ED PSYCH 518 Play and Learning

This is a 3-credit course that focuses on learning outside of formal settings. It has been taught during summer session as a topics course for a number of years. PASSED

New Course: ED PSYCH 519 Problem Solving, Thinking, and Creativity

A 3-credit course on creative and critical thinking. No concerns were noted by reviewer or committee. PASSED.

New Course: ED PSYCH 551 Quantitative Ethnography

The reviewer expressed concern about whether this course might be taught elsewhere on campus. Department representative assured the committee that it is taught almost nowhere else in the world. The department has been teaching this course as a topics course for a number of years. PASSED.

New Course: ED PSYCH 552 Protocol Analysis: Verbal Reports as Data

Course helps students work with verbal data. PASSED.

Graduate Attributes Project (Rosenthal)

Prompted by the Higher Learning Commission's (HLC) institutional accreditation criteria, new policies were approved by the Graduate Faculty Executive Committee (GFEC) on October 11, 2013 and the University Academic Planning Council (UAPC) on October 24, 2013. To ensure the integrity of its degrees and the quality of the student experience, at least 50% of credits applied toward a program's graduate degree credit requirement must be with courses designed for graduate work. Graduate course work can include UW-Madison courses (including but not limited to online, thesis/research, independent study, and practicum/internship credits) that satisfy one of the following guidelines:

- numbered 700 and above;
- numbered 300-699 that are specifically designed for graduate students in a graduate program;
- numbered 300-699 that assess graduate students separately from undergraduate students; or
- numbered 300-699 that have a graduate student enrollment >50% in any given semester.

Please see: http://apir.wisc.edu/grad_attribute.htm for a complete rundown of what needs to be done, how it should be done and by when. Especially note the November 1, 2014 deadline for information to be received by the School.

New Course: CURRIC 778 Teaching, Literacies, and Identities

There is no course in the department that addresses identities. The reviewer noted several typographical errors in the syllabus which should be corrected. The syllabus refers to both "we/us" and "I" when speaking as the instructor. The reviewer thought this confusing and perhaps referred to multiple instructors; if not, then it should be changed to a consistent format. With those requested corrections this course is PASSED.

New Course: ELPA 810 Doctoral Inquiry in Educational Leadership and Policy Analysis

The reviewer noted the importance of this course to first-year doctoral students. Some minor issues were found and needed correction. In the published course description the word "meaningful" is used twice. The reviewer thought the description would be improved if one of the repeated words could be replaced. With this friendly amendment the course is PASSED.

New Course: EPS 745 Political Economy and Education

The reviewer noted that all reviewed areas of the proposal and syllabus are in order and passage is recommended. PASSED.

New Course: ED PSYCH 553 Qualitative Research in Learning Environments

Potential overlap with C&I was noted for this course. Individual faculty will address that potential with their courses, then discuss both within their department and with Ed Psych. TABLED.

New Course: ED PSYCH 560 Learning from Digital Texts

This is what we expect people to do in digital environments. PASSED.

New Course: ED PSYCH 562 Intelligent Tutoring Systems: Learning Sciences Based Principles and Practices
There is a 30-year history of this type of technology. The reviewer noted that the short transcript title seemed odd and wondered if the meaning will be apparent to outsiders. Department representative reassured members that the acronyms and language used is standard in the field. PASSED with no changes.

New Course: ED PSYCH 563 Design of Educational Games and Simulations
Individual faculty will address that potential with their courses then discuss both within their department and with Ed Psych. TABLED.

New Course: ED PSYCH 564 Design of Informal, Out of School, and Online Learning
EPS overlap potential was noted for this course. The potential was not noted in the assignments, but rather in the framing of the course. With clarification for the committee of the Higher Learning Commission (HLC) contact hours threshold, this course is PASSED with no changes.

New Course: ED PSYCH 565 STEM Education: Learning, Teaching, Policies, and Practices
Potential overlap with C&I course work was noted for this course. Many similar content courses exist, but this one is presented from a different orientation. This is not necessarily a bad thing from the committee's perspective. TABLED.

New Course: ED PSYCH 566 Learning from Multimedia
C&I overlap potential was noted for this course. TABLED.

New Course: ED PSYCH 610 Tools for Thought
Taught for a number of years as an advanced topics course 711. PASSED.

New Course: ED PSYCH 611 Thinking and Learning in Groups
PASSED with no substantive discussion.

New Course: ED PSYCH 614 Learning and Inductive Inference
Taught for many years as a topics course, this course attracts PhD students from many different campus disciplines. The committee requests that meeting times be added to the syllabus as they provide a point of reference when figuring contact hours. With the required addition this course is PASSED.

New Course: ED PSYCH 621 Adolescent Development in Educational Contexts
This course was designed for the new Secondary Education Master's Program. It will probably be restricted to that group. Noted possible overlap with Human Development and Family Studies (HDFS) course(s). At the time of this meeting they are not present in the list of needed approvers in the OCP for this course. The committee feels the department should give that School of Human Ecology the chance to weigh in on potential overlap. With that request this course is PASSED.

Adjourned

Next meeting: October 17th, 2014, 12:30 pm, room 198 Education Building

Minutes submitted by: Tammi PM