



Programs Committee Meeting Minutes April 20, 2012

Attended: Bellmore, Bemis, Compton-Lilly, Ganser, Gerloff, Gruben, Hamm, Kelley, McShane-Hellenbrand, Valdez, Wilkerson, Zulick

Absent: Bridell, Johnson

Guests: Maggie Hawkins, C&I; Melinda Leko, RP&SE, Doug Marschalek, Art Education; Associate Dean Cheryl Hanley-Maxwell, Teacher Education

Approval of the Minutes: March 16, 2012. It was noted that the attendance listing was omitted from the final draft of the minutes. With that amendment the minutes were approved.

Adoption of the Agenda: April 20, 2012. It was requested that the agenda be adjusted in consideration of presenter's schedules. With those adjustments the agenda was approved.

Regular Business

1. *Program Change: CURRIC MC-EA Dual Cert- ESL-2nd reading*

Professor Hawkins noted that EPS 300 will replace 570 in the first semester of the program. PI 34 requires that students obtaining an MC-EA Elementary Education license complete a minor. Committee sought confirmation that ESL would constitute the minor for purposes of MC-EA licensing; this was confirmed by Professor Hawkins. Professor Hawkins also suggested that students complete a "content minor" to increase employability. Minors in math or science would be especially strong. Jeff Hamm reminded the committee that a minor does not exist (at the undergraduate level) as an official campus credential; rather, it exists within the School only for purposes of licensing. This means that students completing an additional "content minor" would not have this documented on their transcript. If the UW-Madison Elementary Education minors were to be approved officially as "licensable minors" by the Wisconsin Department of Public Instruction, they could be posted to a student's transcript. It was noted that this is a four-and-a-half-year program due to the Spring Semester start time of cohort (leaving an open Fall Semester). A staggered start is needed to prevent everyone from student teaching at the same time. Currently the ESL/Bilingual Certification Program is an "add-on" to existing certifications (e.g., Elementary Education and Secondary Education). The program requires a foundation in school structure, policy, English development, and support in language and literacy in native language. In the fourth semester each cohort will pursue a different methods track. An extremely high level of language proficiency is required for Bilingual certification, so a language proficiency test will be administered for students seeking that certification. The committee suggested that the proficiency test be administered before student teaching, so students could anticipate their likelihood of doing Bilingual certification. Title II requires one teacher for every 10 speakers. The committee indicated that they would really like to see a menu of courses associated with the Arts and Technology courses. Maggie agreed to compile a list and transmit to the committee. The committee requested that the list/grid mention the required Arts/Tech courses that need to be taken no later than the third semester. The committee asked for the third bullet point to be changed, confirming that ESL "would" (not "may") constitute the minor for these students. **Passed with the suggested amendments.**

2. *Deletion of Curriculum and Instruction Secondary Education Theatre and Drama major*

This major has no current students; the last graduate of the major was 1994. SoE has been given a choice of either opening the major for enrollment or eliminating it. C&I faculty voted unanimously for its deletion. Theatre and

Drama did not offer to provide resources to open the certification program. Eliminating this major does not preclude development of a Secondary theater major at a later time. **Passed unanimously.**

3. *Program Change: CURRIC /RP & SE MC-EA Dual Cert- Spec Ed -2nd Reading*

This is one of four new Elementary Education strands, and will be shared by C&I and RP&SE. The committee noted that the program does not contain any courses in the Arts. It was also noted that there is a chart indicating DPI requirements met by this program included. Questions were raised regarding the structure of this academic program. The degree is Bachelor of Science in Education, but is this an Elementary Education with a Special Education minor or option, a dual major (Elementary Education and Special Education), or something else entirely? Professors Leko and Wilkerson noted that these students were completing the substance of the program Special Education students were completing in their program. The main difference is between the practicum and the student teaching experiences (35 hours in both Elementary Education and Special Education) . Barb Gerloff wondered whether this actually constituted an entirely new major, which would require substantial approvals (through UW-System to the Board of Regents). This issue was not resolved by the group. It was noted that some Elementary Education programs have substantial arts credits required, something that does not exist in this program. The arts department representatives expressed concern about this. **Passed with 7 yes votes and 2 abstentions.**

4. *Course Change: CURRIC /Art Ed 322 Art and Design in Teaching*

This course was originally designed and offered for Elementary Education students. The course will be uncoupled from Elementary Education and offered to students across the School and campus. Addresses common and emerging technology as it relates to teaching. The committee raised the issue of teaching ethical choices in using technology and images with this course. This course is viewed as a good thing for all on campus. Publicity will be needed to get the word out about the course. **Passed unanimously.**

5. *Undergraduate Certificate Proposal-Education and Educational Services*

Proposed certificate program was funded through the Madison Initiative for Undergraduates. The certificate offers a credential for those not majoring in education, but who still seek the opportunity to study the subject and obtain an official campus credential. New areas of focus have been identified through this effort, specifically neuroscience and in-and-out of-school learning. These areas will strengthen the School. It was noted that some of the certificate courses were at the graduate level, while the undergraduate certificate guidelines require all courses to be below 700. Professor Kelley noted that several of the ELPA courses listed (e.g., 660 and 661) were taught by faculty who have retired, and it is unclear whether these courses will be offered in future. Professor Kalish noted that the “foundation courses” are offered regularly, but that the “focus courses” required no such commitment. Committee members still expressed concern about “truth in advertising,” especially if these courses would not likely be available in the near future. Some potential audiences for this certificate include those interested in non-traditional teaching opportunities, those who want preparation for post-baccalaureate teacher education (e.g., our new graduate Secondary Education program), those who plan to apply for “Teach for America,” those interested in graduate work in related fields, and those looking for a non-K12 focus (corporate trainers as an example). Some committee members and visitors expressed concern about the introductory text. Dean Hanley-Maxwell specifically offered to help rewrite portions of it. The committee felt that it was important to emphasize to potential students that the program did not lead to teacher certification and licensure directly (although the courses could be used potentially by students in this way). The committee brought up a recent situation where it was realized that a SoE certificate was found to exist without the benefit of a departmental home. Only one student of potentially many had the certificate posted to their transcript. The proposer was strongly advised to identify a permanent departmental home for the certificate to avoid this problem. **The proposal was tabled.**

Next meeting: May 18th at 11 am in 198 Education building

Minutes submitted by: Tammi PM

School of Education