



**School of Education**  
**UNIVERSITY OF WISCONSIN-MADISON**  
**School of Education Academic Planning Council Minutes**  
**January 16, 2019**

Attended: Mitchell, Quintana, Miller, Hallback, Fillback Watt, Corby, Touchon, Conroy, Bartlett, Wollack

Ex-officio: Kelley, Klawitter, Gerloff, Harris, Jach, Gerloff

Guests: Wagner

Meeting called to order at 10:03 a.m.

Touchon noted that though he was unable to attend in December, he wanted to voice his approval of the program.

Consent agenda, with changes, approved.

Since we have not had a Programs Committee meeting since our last Academic Planning Council, we are planning to have a discussion about broader changes across programs in the School of Education. We put together an overview, and we are bringing back the Ethnic Studies Requirement proposal.

Ethnic Studies Requirement: Annie Wagner presented a report compiled by herself and a colleague regarding a student final project titled, "Intervene with Whiteness." They addressed the issue of students encountering social justice curriculum outside of classes offered by their field of study. Wagner and her colleague took a look at other coursework in the School of Education and decided to propose a new Ethnic Studies Requirement. The proposal outlines what a syllabus needs to qualify; for example, a fourth of the material could be focused on contemporary issues, with emphasis on racial injustice, and have additional learning goals framed around privilege. These curricular changes might encourage a more diverse group of students to take part in coursework and majors in the School of Education. The Committee asked if this requirement was additive, or if it should be an included component of required courses. Wagner stated that she personally felt that these courses are important to all majors and to creating well-rounded graduates. The Committee asked if connecting a major to the ethnic studies requirement would be challenging based on the established coursework. Wagner clarified that the inclusion of an ethnic studies requirement has the potential to teach students how to be better educators. The

Committee discussed current courses that could fulfill the requirement and the review process for determining whether or not a course qualified.

Academic Programs: Klawitter presenting on inconsistencies across the University regarding current admissions and major declaration policies and their effect on student recruitment. Klawitter continued that students can graduate with honors in other colleges, but in the School of Education they graduate with distinction. This is problematic as students within the School of Education are having the experiences of honors courses, but the courses are not labeled “honors.” Klawitter suggested changes to the admission process, like changing the minimum GPA requirement from 2.5 to 2.0 and clarified that most students are already above this GPA limit, but that the change should be considered. Kelley remarked that various programs within the School of Education do not admit every student that applies. She asked if it was possible to create new program requirements. Quintana suggested that social justice curriculum could be added in courses across the college and Corby agreed that an evaluation of current courses could be pertinent. Conroy and Watt discussed students who want to double major, the differences in credit requirements for liberal studies and the recent shift away from students who are not accountable to the Department of Public Instruction. Gerloff addressed the question about the Department of Public Instruction, clarifying that the 40 credit workload is a DPI requirement. Kelley asked if there was alignment with other schools and colleges on campus, should students transfer out of the School of Education. Gerloff replied that that option has not been fully explored and it is dependent on the student’s major. She did not think it would be an issue for a majority of students.

Touchon remarked on the lack of emphasis on language and culture within the School of Education—the School is certifying teachers in ESL without language immersion. He also expressed concerns regarding admission discrimination against students who did not take a language in high school. Gerloff and Kelley discussed the option of admitting students to “pre-programs,” and outlined their concerns. Conroy stated that programs within the School of Education are competing with other programs who have fewer requirements. Bartlett said that in the College of Letters & Sciences it is possible to fulfill language requirements before you arrive on campus. Wollack and Watt discussed a placement process and the broader requirement that students need two units of language study to be admitted to the University. Kelley posed a question about language requirements in high school and Touchon replied that lower income families are at a disadvantage due to the lack of instruction. Klawitter asked about the next step for decision making and Corby suggested the Programs Committee. Kelley replied that Programs Committee could provide valuable input, as that Committee deals directly with curriculum. Watt suggested involving students and Quintana suggested involving alumni in the decision making process.

Adjourned: 10:58 a.m.