



## School of Education

UNIVERSITY OF WISCONSIN-MADISON

### School of Education Academic Planning Council Minutes December 19, 2018

Attended: Corby, Diffie, Escalante, Filliback Watt, Halbach, Hess (ex-officio), Kelley (chair), Kendall, Klawitter (ex-officio), Leko, Lisowski, Worth

Guests: Rudolph

Meeting called to order at 10:04 a.m.

World Language Education Suspension: Rudolph presenting. At the previous meeting, there was confusion regarding whether this program would be replaced. The suspension of admissions was proposed due to the intent to transfer the undergrad program to the master's program. The suspension will serve as the first step to notifying students of this change and to ensure students that we will continue to offer world language education certification. Klawitter asked if students on campus would be able to finish given the date of the suspension, as students need to have all but six credits completed to apply for the program. She feared that students would not be able to apply in spring 2020. Rudolph assured that the department will waive the declaration requirements. Klawitter noted that students are making decisions based on information that is out there right now to come here for this program. For example, five students who are transfers or freshman are intending to do this program. However, this could be fixed with preemptive messaging. Gerloff noted there could be an issue with students who are relatively new in their language taking courses that are designed for students who are advanced in their language. Also, there is a requirement to have an immersion experience, which isn't feasible given the application timeline. In order to address the conversation of the committee, Rudolph committed to changing the language to proposing to modify admission criteria to ensure timely completion on this schedule and to commit to teaching out any students who are admitted for the Spring 2020. The suspension would be enforced Fall 2020, and the school and department will work to communicate with students arriving 2019 regarding the suspension. Teach-out could continue following the 2022 date (remove graduate date). Approved.

Special Education Research and Theory: Leko presenting. RPSE is planning to start this program this summer. This program is designed to lead into the PhD program. The committee asked if graduate students in master's program have the opportunity to be TAs. Leko confirmed only doctoral students could teach. Approved.

Special Education Teacher Certification: Leko presenting. RPSE is revising their master's certification program, largely in reflection of grants available to train working professionals. They propose for the new certification program to be a 131 revenue-generating program. The program is content heavy in the summer, and the other courses will take place in the evening in a

#### School of Education Office of the Dean

377 Education Building University of Wisconsin-Madison 1000 Bascom Mall Madison, WI 53706-1398  
608-262-1736 Fax: 608-265-2512

hybrid format for working professionals. This has been approved at the university 131 group. RPSE is hoping to offer this program beginning Summer 2019. The vast majority of professionals have an undergraduate degree and then cannot easily do a master's degree since they are teaching. The committee asked if the new program will require additional staffers. The program will need new classes that are taught separately from the undergraduate degree. The idea is that the program will fund itself and pay for additional classes and instructors to teach some of these courses. The committee also discussed creating a uniform marketing plan for 131 education programs. The committee also confirmed the joint special education and secondary education program would continue. Lastly, the committee discussed the funding structure when a program required courses from a different department. Currently, Curriculum and Instruction buys out the instructor when situations like this arise. Approved.

Theatre & Drama Dropping NAST accreditation: Lisowski presenting. Overwhelming impression is that the NAST accreditation does not benefit students. The accreditation costs department money and resources. Accreditation does not accredit programs but departments, so we need to get all pockets of programs to comply with accreditation standards. Theatre is currently half in L&S and School of Education. Still, the most important consideration is that the accreditation is not doing anything for the students. Less than half of Big Ten institutions have this accreditation, and many national peers do not have it either. Small liberal arts schools are often accredited to prove their legitimacy as a program. Theatre and Drama sent out requests to alumni, peers, and hiring agencies to try to gauge the importance of NAST. Many did not know what NAST was and reported they did not look for the accreditation at all when hiring. The department also had conversations with other schools to confirm that this also does not affect a student's admission to graduate school. Escalante noted that the Art department has to navigate this same issue with Art History and School of Human Ecology programs. Amount of work is colossal, and the Theatre and Drama department does not seem to need this for their program. Art department might have a conversation about dropping it next time it comes up. The committee asked if Theatre and Drama had considered merely suspending the accreditation, as Dance is currently suspending their accreditation. Lisowski responded that they had considered doing that, but Theatre and Drama decided they are prepared to drop the accreditation. Diffie noted that in the health fields, accreditation is very important in order to be licensed in certain fields. Hess noted that the teacher education programs are not accredited, which saves these programs a lot of work that accreditation requires. Approved.

Certificate in Theatre: Lisowski presenting. Theatre and Drama has spent the last few years reimagining their undergraduate curriculum. Having finalized the major, the department is able to turn their attention to building an undergraduate certificate. The course structure allows student to specialize in specific areas. Students need to take two 100-level courses, one 200-level course, two specialized courses, and a capstone course. The committee confirmed that the courses noted in the certificate would be offered regularly enough for students. Lisowski confirmed that this would not be an issue. Hess noted that advising should be sure to work with students to ensure they are able to graduate on time. The committee asked for the reasoning behind requiring 100 and 200 level courses. Lisowski responded that the 200 level classes in Theatre and Drama help to cement understanding of 100 level courses. Also, this gives students the sense that there is a progression for courses. Approved.

Meeting adjourned 11:04 a.m.