MSE-PD Council

January 20, 2011, 9:05 a.m.

Present: Peters, Dickmann, Zbikowski, Ruff, Witte, Albrechtsen, Schroeder, Mason

1. Approval of agenda (first part of semester’s agenda) - approved
2. Approval of minutes - approved
3. Announcements
   a. New graduate-only commencement ceremony being planned for May 2011 in Young Auditorium. This will provide additional recognition for students and fewer numbers at UG commencement. Each student allowed 5 guests. Program coordinators will be asked to attend.
   b. Enrollment data, updated Monday, available at Registrar’s Website, http://www.uww.edu/registrar/enrlstat/enrl2111index.htm: 109 in MSE-PD, 18 in MSC&I or Reading. Note the difference in numbers admitted, active, and taking courses this semester. This doesn’t include the non-candidate for degree students (69 listed in data).
   c. Summer course blurbs to John by January 26, Wednesday, for inclusion in email flyer – Have faculty send special courses to John by next Wed. Already taking information from existing schedule. John will ask Jody M. to send note to all faculty.
   d. QEI items to John OR register someone on behalf of your own department to post items (join as a “provider” at https://qei.wisconsin.edu/join_portal.cfm). John will post general information but anyone can post their own.
   e. Program documents now on UW-Whitewater Google Docs
4. Capstones: What should they be? (Review: Why are we asking this question now)
   b. Issues to be addressed:
      i. Some advisors have been having a hard time figuring out what to do with students or finding time to work with students
      ii. Quality of projects vary – often simplistic, students may lack knowledge to do a research project (no research course)
      iii. Same problems existed under MSC&I, too – new structure didn’t help and highlighted these issues
   c. Could we have options? (Add to Capstone Project for MSEP document as separate options)
      i. Capstone
         1. Benefit for those with interest in a particular area related to job interests
         2. Action research (could be 3 credit course leading into capstone)
      ii. Portfolio (Add to Capstone Project for MSEP document)
         1. Could be tied to internship’s final products
2. Could be tied to licensure
iii. Other options separate from capstone
   1. Thesis
   2. Practicum / internship
   3. Coursework ?? Should this be an option?
d. Program outcomes addressed by capstone (see program outcomes matrix)
   i. Synthesize learning from entire program (breadth - seminar)
   ii. Demonstrate proficiency (breadth - portfolio)
   iii. Intense, long-term, focused study (depth) – like thesis
      1. Could be faculty member with content knowledge
      2. Could be faculty member with expertise in research
iv. Tie in practice, research, professional voice – keep ideas from document
   (Capstone Project for MSEPD)
      1. Individual
      2. Build on research
      3. Research tied to practice
      4. Presentation to a critical audience for feedback
      5. Assessment of final project (by student, advisor, course instructor, client)
e. Structural ideas
   i. How and when can students learn about options?
   ii. Should the project carry from course to course? Should six credits be dedicated
to this project? Should we continue the midpoint course?
      1. Separate midpoint course dedicated to action research
      2. Separate midpoint for everything else (introduce other options and
choose) – What would be in this course?
      3. Separate midpoint course on portfolio development
      4. Don’t have midpoint if doing thesis or practicum
   iii. Is project done outside a course?
   iv. What should be embedded in 723/780?
f. Qualities of a good capstone project (see capstone projects working paper)
   i. Look at ideas on program outcomes matrix
g. Start developing proposals
   i. Reframe definition of capstone
      1. First part Capstone Project for MSEPD document remains the same
      2. Offer other options to discuss
         a. Practicum
         b. Action research
         c. Thesis
         d. Portfolio
ii. Revise course sequence
   1. Remove “5 chapter” structure from 724/726/727/789 as model to redefining options
   2. Reconsider capstone course and its design
   3. Revamp midpoint course content
   4. Delete advisor courses
   5. Look at content of 780 and 723 to make sure they feed into model
   6. Look at accountability and some consistency across content areas

5. For next time - Feb. 17, 9:00
   a. Think about potential structures / midpoint experience
      i. Steve will develop draft structure
   b. Advisor role in the capstone process