

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://gei.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)
 - a. Current options: capstone, thesis, internship / practicum
 - 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 MSEPD 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 MSEPD 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