

MSE-PD Council Meeting

April 21, 2011

9:00 to 10:30 a.m. in WH 1013

MINUTES

In attendance: Albrechtsen, Eileen Schroeder, Hohenshell (recorder), Johnson, Mason, Pease, Peterson, Ruff, Vick, Zbikowski (Chair)

1. Agenda (with item 7 added) & Minutes approved (Eileen/Mason)

2. Updated course rotation - reviewed. Consensus was reached in suggesting it be taken to new department chairs for update, approval & request posting it online for access by students & advisors. Should we continue to offer core courses in summer? Yes - weekends/workshop/hybrid courses likely to be appealing to students.

3. Online Cohort staffing - John Stone was concerned that fall Reading 776 Literacy & Culture online course did not have instructor (Andi O'Brien will be on sabbatical). The new ESL faculty member, Julie Minikel-Lacocque will teach the course fall 2011.

Needs:

Instructor for the Behavior course - John will contact Mark Schroeder

Coordinator for cohort 3 - John will contact John Stone to suggest Melissa Freiberg (or another retired faculty member/adjunct)

4. Admission policies

a. Probationary students - we've been getting more students applying with this status, and a few in the past have not been successful. Students on probation must maintain a GPA of 3.0 in the first 12 credits.

Many students apply with faculty recommendations. John contacted the Associate Dean in Business who coordinates the masters program, Don Zahn, and he has no formal policy guidelines on probationary admittance for his program (e.g. personal judgment, interview used). Do we want a policy for admittance with probationary status?

Coordinator of the emphasis area should be consulted (e.g. HHPRC, ESL). Recommendation letters from faculty members speaking to students' competencies and potential for success should be requested. John will put together a list of potential guidelines for review.

b. Non-licensed persons in teaching emphases

In the past, the masters program required a teaching license as part of the basic admissions requirement. Currently only the MSE-PD Reading Emphasis requires this (due to state law). It is possible for different emphasis areas to institute unique licensure requirements. Consensus was reached - not to further restrict admission requirements.

5. Old Business

a. Update on spring 2011 Capstone Seminar sections - Edric shared that in his revised course (taught fall/spring), in spring, he required 2 articles be presented by students that was connected to their Capstone Project. Students led a discussion on the articles and it was a beneficial task to help students demonstrate the evaluation component of "voice" in our program. Less than 13 students would be a more manageable number (the cap in the past was 10). Consensus was reached that future sections be capped at 10. Edric instituted 3 check-in points, and the deadlines for submission were set individually

per student. Students met every other week and submitted during class. Weeks in between consisted of meeting with the instructor (Edric) to discuss feedback. Some students worked with their advisors; some did not. Students received credit for their effort , e.g. on Chapters 1 - 3 (for completion), but it was not necessarily considered satisfactory. Edric will require that advisors sign off first on the Capstone Project before Edric signs. The spring section (2011) is a unique mix of students (e.g. under old program, entering 7 years ago).

Edric is reluctant to instruct the course again until revision and consensus on expectations is reached. He noted that the ability to synthesize the literature was a significant weakness of many students. John's experience was similar with his section. It was noted that for the final Capstone Project to reflect skills in academic writing, then intensive writing support needs to be available (throughout the program). The 3-paper Portfolio model was a challenge for some students, likely because they were not aware of this option earlier. Experience suggests that this may be a useful model, particularly if the option is institutionalized and students are informed of the possibilities for Capstone Projects earlier in the program (e.g. during mid-pt course at the latest if this structure is maintained in the future).

For John's section, he provided writing workshop support online, used restricted groups for peer editing uploads, and comments. John used the D2L Discussion feature for article discussion and is using the portfolio feature for presentations. Collective experience (John's & Edric's) suggest peer teaching and article discussion will work well in both face to face and online formats.

It was noted that students face challenges in peer editing (e.g. dispositional, some show apprehension in providing constructive criticism to peers, some do not see the value in receiving constructive criticism from peers). For this model to benefit students, the apprehension needs to be addressed, training provided, and norms established.

Tabled:

- b. Draft proposal to combine Planning for Change and Capstone Advising
- c. Further clarification of capstone experiences and degree options

6. New business - none

7. Agenda for 2011-12:

Continue 11-12 with traditional format.

Reach consensus on Capstone Project possibilities (per emphasis area) & degree options

Discuss years 13-18 plans for midpoint & capstone

Copies of relevant background documents, including syllabi for EDUINDP 724 and 726, can be found in Google Docs, <http://docs.google.com/a/uww.edu>.