Stand-Alone Major and/or Minor: BSE Broadfield Secondary Social Studies + BSE Economics, BSE Geography, BSE History, BSE Political Science, BSE Psychology, BSE Sociology

Individual(s) Completing the Questionnaire/Report: Nikki Mandell, History Department

BACKGROUND INFORMATION
1. In a paragraph or two, overview the program(s), including an identification of the departments and courses that make-up the curriculum.

Please note: Although requested to report on the BSE Broadfield Secondary Social Studies program this report will also address the five discipline-specific BSE majors listed above. These discipline-specific BSE major programs are so similar in nature to the BSE Broadfield Secondary Social Studies program that planning, resources, communications, courses, etc. that service one major are often indistinguishable from those that service the others.

MAJORS: Students enrolled in this program complete a course of study that prepares them for licensure as teachers of middle and high school social studies and/or specific social studies disciplines in the state of Wisconsin [grades 6-12; also designated by the WI Department of Public Instruction as Early Adolescence through Adolescence = Licensure Codes EA& A, approx. ages 10-21].

- The BSE Broadfield Secondary Social Studies major leads to licensure in Broadfield Social Studies which credentials teachers to lead classes across the full spectrum of “social studies” courses, as defined by the Wisconsin Department of Public Instruction (economics, geography, government/political science, history, psychology and sociology), with limited exceptions.
- The discipline specific BSE majors lead to certification in two distinct social studies licensure categories.

Both majors entail a program of study that crosses the UWW institutional structure, requiring substantial coursework and advising in both the College of Education and the College of Letters & Sciences, as well as more limited coursework in the College of Business & Economics. Students enrolled in these BSE programs are officially registered in the College of Education, where they complete a series of required courses in pedagogy. These pedagogy courses, offered primarily through the Departments of Curriculum & Instruction and Educational Foundations, constitute the “college requirement” portion of the students’ degree requirements. The College of Education’s general advising program bears responsibility for advising students during the pre-professional course of study (generally during the freshman and sophomore year). Once students have met College entrance requirements and been admitted to the professional education program (typically during the sophomore or junior year) the Department of Curriculum & Instruction assumes responsibility for advising all BSE Broadfield Social Studies majors and all BSE discipline specific majors.

In addition, students must complete a required course of study in social studies “content areas” within the College of Letters & Sciences. These content area courses constitute the “major” and “minor” portions of the degree requirements. The content area course of study may involve coursework in up to five different departments, depending on the particular social studies or discipline-specific option chosen. These departments include: Economics, Geography, History, Political Science, Psychology and Sociology. A minimum of one course is required in the Economics Department (Econ 213 or 324).

- The Broadfield Secondary Social Studies major requires students to complete the equivalent of a minor in one of the six social studies content areas, designated a “concentration” by Wisconsin Department of Public Instruction licensure guidelines.
(economics, geography, history, political science, psychology, sociology). Students’ minor/concentration field becomes their home department within the College of Letters & Sciences. This home department establishes criteria for the rest of the content area course of study and also bears responsibility for advising students. Although details vary by minor/concentration, students housed in one Letters & Sciences department are generally required to complete 2-4 courses in at least two other Letters & Sciences departments, or in the Economics Department. Thus, at the end of their content area course of study students should have a firm foundation in one social studies discipline (for example, history as the home department), plus a breadth of knowledge in at least two other social studies disciplines (for example, political science and geography). In most cases they will have completed a required course in a fourth social studies discipline.

- The discipline-specific BSE majors require students to complete a major in that discipline (sometimes specific course requirements differ from the BA/BS major in order to better prepare students for teaching; credit requirements remain the same). In addition, students must complete a separate minor program in a different department (again, minor programs designed specifically for BSE majors often require a different course of study than BA/BS minors). In virtually all cases students select social studies disciplines for both their major and minor. Upon completion of this relatively traditional major-minor program students will have firm foundations in two social studies disciplines.

The vast majority of students enrolled in both the BSE Broadfield Secondary Social Studies major and the discipline-specific BSE majors are concentrated in the History Department; during the 2004-2005 academic year 77% of the students enrolled in these majors were concentrating in History (84 out of 109 students).

MINORS: There is no minor option for the BSE Broadfield Secondary Social Studies. Academic departments in the social studies disciplines offer education-focused minors, generally designated as “Minor with Secondary Education Emphasis.”

2. Provide the number of students (headcount) and number of individuals who have completed their degrees through your program during terms and years indicated

PLEASE NOTE: Due to the nature of this program, which crosses traditional institutional boundaries, university reports make it difficult to gather an accurate picture of the numbers of students engaged in this program of study. As noted above, the BSE Broadfield Social Studies and BSE discipline-specific majors complete a course of study that is quite similar in nature – the only significant difference is in the decision to pursue the equivalent of a broadfield minor (BSE Broadfield) or a discipline specific minor (BSE discipline specific). The required course of study within the College of Education is identical for these two types of BSE majors. In History, the home department for the vast majority of these BSE’s (Broadfield & discipline-specific), the courses required are identical for both types of BSE’s. The only difference between the two, from the students’ perspective and in terms of university resources, is in the particular mix of courses completed for the “broadfield” and “minor” portions of the degree. Despite this overwhelming similarity, these two types of BSE majors are quantified in very different places on university reports. BSE Broadfield Secondary Social Studies majors appear as a distinct major category within the College of Education. BSE discipline-specific majors appear as a track within the discipline departments in the College of Letters & Sciences (or the College of Business & Economics for the 1-2 students enrolled in the BSE Economics). [see # 16 below]
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

**Human Resources**
Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the department’s ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

NA 1-9

In a paragraph or two, discuss the human resources evaluation score you provided. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

There are no human resources allocated specifically for the BSE Broadfield Secondary Social Studies Major. Resources allocated for the BSE discipline-specific majors is allocated as part of the general BA/BS major programs in economics, geography, history, political science, psychology and sociology. Human Resources for the pedagogy component of both the Broadfield and discipline-specific majors is allocated as part of the general Department of Curriculum & Instruction resources.

Note that these departments’ self-study reports should be consulted re: adequacy of Human Resources. According to those department reports and inquiries related to this particular report, the separate departments report the following:

- **Curriculum & Instruction:** identifies staffing problems related to a faculty that includes a large proportion of part-time faculty and academic staff.
- **Economics:** notes that staffing for Econ 213 & 324 serves primarily education majors. Econ 213 is taught 1 semester/yr.
- **Geography:** identifies high student evaluations of faculty, support for new faculty, increased numbers of majors and minors handled by increasing lecture class size to maintain small lab class sizes; notes lack of sufficient time for faculty research and service learning activities.
History: Over the past 3 years there has been an effort to assign BSE Broadfield and BSE History majors to faculty advisors who “specialize” in the specific requirements of the BSE programs. This has improved advising. However, faculty who advise BSE majors require information about College of Education and DPI policies that is not available through any regular or continuous channels. This is exacerbated by the fact that there is no staff/person with overall program responsibilities who might ensure continuous and timely communications (see # 16 below)

- Political Science: NA
- Psychology: Notes overall problems related to high General Education course demands. This staffing issue then impacts the department’s ability to offer courses in the major – including courses needed by BSE Broadfield Social Studies majors and BSE Psychology majors.
- Sociology: Notes that specific knowledge of the requirements for the BSE Broadfield and BSE Sociology majors requires specialized instruction for advisors within Sociology and continuing involvement in students’ academic advising and updates of changing program and DPI requirements. (noted by History Dept. also)

Physical Resources
Evaluate the adequacy of the physical resources available to support the program’s ability to serve its student population and achieve programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs). Consider such issues as office space, classroom space, supporting technology, lab space to support research and/or instruction, etc.

1-9

In a paragraph or two, discuss the physical resources evaluation score you provided. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

There are no physical resources allocated specifically for the BSE Broadfield Secondary Social Studies Major. Resources allocated for the BSE discipline-specific majors is allocated as part of the general BA/BS major programs in economics, geography, history, political science, psychology and sociology. Physical resources for the pedagogy component of both the Broadfield and discipline-specific majors is allocated as part of the general Department of Curriculum & Instruction resources.

Note that these department’s self-study reports should be consulted re: adequacy of Physical Resources. Briefly, they report as follows:
- Curriculum & Instruction: identifies increased used of classrooms and difficulties associated with scheduling large classes into rooms with inadequate capacity
- Economics: have use of classroom for Econ 213
- Geography: high marks indicate previously good facilities and expected high quality facilities with completion of Upham renovation.
- History: Classroom space adequate to schedule classes is in short supply, particularly spaces for teaching upper level seminar courses. Since BSE Broadfield and BSE History majors comprise a significant proportion of all History majors they are impacted by scheduling problems related to space shortages. In addition, BSE Broadfield and BSE History majors would benefit significantly from access to a “Resource Room for History Teachers.” The Department does not have access to a space to meet this need. (see fiscal resources below)
- Political Science: NA
- Psychology: notes some limitations regarding lab space, but indicates that this is most problematic for non-BSE Psychology majors going on to graduate school.
- Sociology: no specific concerns re: BSE’s
Fiscal Resources
While recognizing that every academic department would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the department to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

NA 1-9

In a paragraph or two, discuss the fiscal resources evaluation score you provided. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being met because of limitations.

There are no fiscal resources allocated specifically for the BSE Broadfield Secondary Social Studies Major. Resources allocated for the BSE discipline-specific majors is allocated as part of the general BA/BS major programs in economics, geography, history, political science, psychology and sociology. Fiscal resources for the pedagogy component of both the Broadfield and discipline-specific majors is allocated as part of the general Department of Curriculum & Instruction resources.

Note that these department’s self-study reports should be consulted re: adequacy of Fiscal Resources. Briefly, they report as follows:
- Curriculum & Instruction: identifies salary compression contributing to difficulty filling positions and inadequacy of office supply budget. Note that the need to share materials with related social studies departments places added demands on the C&I supplies budget.
- Economics: notes that fiscal resources for the BSEs are minimal
- Geography: indicates adequate fiscal resources for daily operations, classrooms and labs.
- History: Historians’ need for a reading room supplied with basic primary and secondary historical texts and reference materials is equivalent to scientists’ need for adequately equipped laboratories. Fiscal resources available to the History Department are not sufficient to equip a reading room. This is a particular problem for BSE students whose pre-service preparation would be significantly enhanced by ready access to history documents for lesson planning and classroom use.
- Political Science: NA
- Psychology: no specific concerns re: BSE’s
- Sociology: no specific concerns re: BSE’s

4. In a paragraph or two, overview significant changes made to the program or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).

The most significant changes have been responsive to licensure and professional development changes emanating from passage of state law PI 34 and its administration by the DPI. These changes have been phased in over the past five years, reaching full implementation in August 2004. PI 34 changes have shifted education policy from an “input-” to an “outcomes-” based model. Briefly, this has meant establishing program assessments and benchmarks tied to students’ demonstration of what they know or have learned. Specific examples of the program changes made to meet this new approach include:
- Dept. of Curriculum & Instruction instigation of a multi-level, mulit-year portfolio assessment program - designed to satisfy PI 34 requirement of evidence of pre-service teachers’ growth in abilities in all areas identified by the Teacher Standards
● Dept. of Curriculum & Instruction adjustments to better align courses with the new PI 34 WI Teacher Standards, including linking WI Teacher Standards to all syllabi in the program – designed to promote success on portfolio assessment, as described above
● Dept. of Curriculum & Instruction implementation of new policy that requires BSE Broadfield and BSE discipline-specific majors to pass the PRAXIS II test before receiving a student teaching assignment – designed to meet federal and state mandated pre-licensure test requirements of discipline competency.  The WI DPI designates PRAXIS II as the required test.
● History Department revisions of BSE Broadfield Social Studies and BSE History major coursework requirements – in response to PI34 requirements that teachers be prepared in the content areas. These major revisions (a) increased course requirements to better prepare pre-service teachers in the core secondary school history teaching subjects of United States history, Western Civilization and the growing field of World History and (b) revised course requirements in the related social studies disciplines to promote competency for teaching in two additional social studies fields. [note: History, which accounts for over 75% of all BSE Broadfield majors, is the only social studies discipline department that has revised BSE major requirements in response to the new PI34 “outcomes” approach]
● History Department implementation of policies to improve advising; including: (a) creation of position of “Liaison to the College of Education” in order to open lines of communication between Curriculum & Instruction and History for purposes of advising and (b) History Department Advising Meetings for Majors that include special sessions for BSE Broadfield and BSE History majors.

In another paragraph or two, describe why these changes occurred.

With the exception of the last change noted above, these changes have occurred in response to passage of PI34, which now defines teacher licensure and professional development requirements in terms of “outputs” instead of “inputs.” The last change (creation of liaison between C&I and History department and History Department advising meetings) was implemented to improve student advising and ensure more timely completion toward degree.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that the program is planning or currently has underway, but has not yet completed.

There are no significant projects/initiatives underway or in planning in the related discipline-specific departments (economics, geography, history, political science, psychology, sociology). Note that the absence of any program responsibility means that there are no staff or resources allocated for this type of activity.

The Department of Curriculum & Instruction continues refine the portfolio assessment program, now in its third semester. This was a MAJOR undertaking for our programs and has impacted all students and faculty on all levels. We are also instituting a new course evaluation program, having recently identified core components for the department. This is currently being piloted. We also recently instituted a faculty evaluation rubric that is linked to core values in research, teaching and service for the department. The department has also begun the process of re-evaluating the entire program to identify what additional changes are necessary to stay in alignment with the new DPI requirements.

6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your program (i.e.,
take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your department receiving more points).

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>Development of the individual</td>
<td>10</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>10</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
7. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your program as it relates to the curriculum (i.e., take a hypothetical 100 points and distribute them among the planning variables, with those variables playing a larger role in the planning process receiving more points).

<table>
<thead>
<tr>
<th>Planning Variables</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the University or the department</td>
<td>5</td>
</tr>
<tr>
<td>Academic assessment data/information relevant to student performance against learning outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Other data/information gathered relevant to performance (e.g., Audit &amp; Review feedback)</td>
<td>10</td>
</tr>
<tr>
<td>Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)</td>
<td>5</td>
</tr>
<tr>
<td>Campus trends (e.g., changes in university-initiated needs and demands)</td>
<td>15</td>
</tr>
<tr>
<td>Technology trends (e.g., technology developments that affect delivery of service)</td>
<td>10</td>
</tr>
<tr>
<td>Professional trends (e.g., changes evident at other universities/colleges)</td>
<td>5</td>
</tr>
<tr>
<td>Available human resources (e.g., # of employees, talents, etc.) within the unit</td>
<td>20 (negative influence)</td>
</tr>
<tr>
<td><strong>see below</strong></td>
<td></td>
</tr>
<tr>
<td>Available financial resources (e.g., budget, available and accessible $)</td>
<td>20 (negative influence)</td>
</tr>
<tr>
<td><strong>see below</strong></td>
<td></td>
</tr>
<tr>
<td>Available physical resources (e.g., space, existing technology, etc.)</td>
<td>0</td>
</tr>
<tr>
<td><strong>note: the 20% influence is a negative influence reflecting the fact that no resources means no decision-making</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

8. Does your stand-alone program have a mission statement?
   - Yes
   - No [X]

If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your program’s planning and/or decision-making, particularly as it relates to the curriculum.

**STUDENT LEARNING & ASSESSMENT**

9. List all of the student learning outcomes for the program.

   The general learning outcomes for ALL majors leading to a state teaching license are outlined by PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

   (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

   (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

   (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

   (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.

   (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

In addition, the Wisconsin Department of Public Instruction (DPI) has highlighted five assessment concepts, emerging from the Wisconsin Teacher Standards, that must be reflected in all licensure programs. The department of Curriculum & Instruction incorporates these five concepts in its portfolio assessment plan. These concepts include communicative skills, human relations, professional dispositions, content knowledge, and pedagogical knowledge.

Additional information on learning outcomes and how they are assessed in the College of Education can be found as part of the recently completed NCATE assessment: http://academics.uww.edu/coe/aboutcoe/ncate/ncatenpr.htm

10. Complete the grid below by listing the programs from question #1 across the top row (and indicated by the example). Then, under each major, minor, and certificate program, place an “X” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student performance) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc.).

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>(Example) Knitting</th>
<th>BSE Broadfield</th>
<th>BSE Discipline-Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Assessment</td>
<td></td>
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<tr>
<td>Curriculum-Embedded Exams/Tests</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Curriculum-Embedded Essays</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Curriculum-Embedded Projects</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Project Review</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Review</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reviews by External Evaluators (e.g., intern supervisors)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Placement Test Scores</td>
<td></td>
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</tr>
<tr>
<td>Performance on Post-Bac. Exams (e.g., GRE, GMAT, CPA)</td>
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<tr>
<td>Other (describe: )</td>
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<tr>
<td>Indirect Assessment</td>
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<td></td>
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<tr>
<td>Exit Interview/Questionnaire</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Advisory Board</td>
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<tr>
<td>Alumni Survey</td>
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<td></td>
<td></td>
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<tr>
<td>Other (describe: )</td>
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</tbody>
</table>
Please list specific data/information sets relevant to the department’s academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

Relevant to College of Education/ Department of Curriculum & Instruction Assessments only:

- PRAXIS II test scores*
- PPST test scores
- Portfolio Scores (Phase II, Phase III, Phase IV)
- Field Instruments: teacher evaluations, observation reports**

*PRAXIS II is NOT considered a legitimate assessment measure for the social studies content area departments (economics, geography, history, political science, psychology, sociology); (a) the test is constructed to meet federal and state licensure requirements that do not equate to discipline-specific program objectives and (b) test questions are divided proportionally between the social studies disciplines, but test results categorized by discipline-specific questions are not readily available

** Field observations are conducted by the Department of Curriculum & Instruction; discipline-specific departments are not involved

11. Indicate specific changes to the program’s operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place a check in the appropriate box in the far right hand column for any of the following changes that have occurred.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (e.g., revisions to requirements, change in pre-requisites, addition of new courses, deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
<td>X</td>
</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

In a paragraph, discuss the program’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

The Department of Curriculum & Instruction reports: We now identify learning outcomes linked to the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards on every syllabus and as part of the entire College Assessment Plan. We have begun examining relevancy of all coursework in conjunction with the PRAXIS II test. We are determining if additional courses are needed or deleted. Course content has already begun to change as a result of what is included in the test. In some areas courses are being taught earlier in the program to help prepare students for the exam. Students are now advised to complete their minor before taking the test. There has been some shift to more hybrid courses to enable more course offerings in the summer and over Winterim to get content courses completed earlier in the program

Discipline-Specific Departments: Note that the content area departments (economics, geography, history, political science, psychology, sociology) assess BSE Broadfield and BSE discipline-specific majors in the same manner as BA/BS majors in those disciplines. No specific assessments are made for BSE students due to a lack of allocation of resources and absence of program responsibility in the content area departments.
12. In the box below, indicate the extent to which you think the program has fully implemented its academic assessment program, with 100% representing a fully-implemented program. Consider the extent to which the program has developed clearly stated learning outcomes, systematically collects data/information that informs the extent to which the outcomes are achieved, uses the data to make changes to the curriculum, etc.

75% to which academic assessment program is fully implemented

If you’ve indicated a percentage other than 100%, please list actions that remain to be completed before the assessment program is fully implemented.

• Department of Curriculum & Instruction reports: We are still working on refining our portfolio assessment program. This has changed to help students and faculty more adequately assess portfolios in a timely manner. Data collection techniques are now moving to an online environment. We are still getting our first wave of PRAXIS II test scores from the company. I anticipate further programmatic changes and assessment procedures when new data arrive.

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If you’ve indicated a percentage less than 100%, what are the biggest obstacles to your program fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

Department of Curriculum & Instruction reports: With such a large department it is difficult to get all people on the same assessment "page." In addition to all of our part time faculty, we also enlist the assistance of cooperating teachers in the schools to assess our students while they are in practice. Training cooperating teachers and part-time supervisors in the new assessment procedures are some of our biggest challenges.

13. Describe any unique initiatives on behalf of your program (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion.

Department of Curriculum & Instruction reports: Of particular note recently is a new service learning project to Jamaica. Students are working in the Jamaican schools teaching reading. Another change has come through the addition of the Dual-License Early Childhood BSE. All faculty and staff working in this program have a greater emphasis on inclusivity and diversity in their program.

EXTERNAL CONSTITUENCIES

14. Does your program offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?

Yes

No X- not distinct from opportunities for non-BSE majors in the disciplines

If “yes,” please list specific courses and faculty.

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•
SELF-EVALUATION

Strengths

15. List and prioritize no more than three primary strengths that have emerged in your program’s efforts to achieve its goals. To identify these strengths, you may wish to consider: What does your program do very well? What good things do people say about your program? How has your program aided the campus in meetings its mission? In what ways has your program “gone beyond the call of duty?”

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to program performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

a. Specific Strength: High Quality of Faculty who demonstrate a strong commitment to teaching and to their students’ development.

Supporting Evidence: On exit surveys completed by graduating BSE Secondary Social Studies students the quality of faculty is the most frequently mentioned positive feature of students’ Whitewater experience. Students are particularly appreciative of professors’ depth of knowledge and concern for student development. Their comments seem to recognize that this is related to relatively small class sizes, which allow faculty time to make these important contacts. [see online at HLC site: http://acadaff.uww.edu/ir/factbook/EDBSESCSCILikes.htm]

b. Specific Strength:

Supporting Evidence:

c. Specific Strength:

Supporting Evidence:

Concerns

16. List and prioritize no more than three primary concerns that have emerged in your program’s efforts to meet its program’s goals. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a program, avoid doing, even though we know it’s important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your program has already underway, actions being planned, or preliminary thinking about how to address the area of concern.
1. **Specific Concern**: Poorly coordinated advising contributing to student frustration, slower than necessary progress toward degree and/or failure to meet program requirements.

   • **Supporting Evidence**: BSE Broadfield and BSE discipline specific majors receive advising from different sources at different stages of their academic careers and sometimes from multiple sources at the same time. First year students are advised in the University advising center. After the first year declared education majors are advised in the College of Education general advising center. In most, although not all, cases students who have declared a content area concentration are also assigned an advisor in the content area department (economics, geography, history, political science, psychology, sociology). Once students are formally admitted to the College of Education professional education program (typically during late sophomore or junior year) they are advised by the Secondary Social Studies advisor in the Department of Curriculum and Instruction AND continue to be advised in the content area department. A number of problems have arisen:
      
   i. in too many cases the staff in the general advising centers for the University and the College of Education lack sufficient familiarity to properly advise potential BSE Broadfield or BSE discipline specific majors about (a) crucial program requirements (b) planning their coursework so that required courses are sequenced to ensure timely progress toward degree.

   ii. In general faculty in the content area departments are not well-informed about licensure and professional development requirements or policy changes made by DPI or the College of Education.

   iii. Above problems evidenced by: (a) additional faculty and department chair time advising students on problems that might have been avoided with better advising and (b) a portion of the decline in BSE Broadfield with History Emphasis and BSE History majors over the past year is a reflection of more accurate advising that led students to change their major out of the BSE programs because it was apparent late in their academic careers that they would not meet requirements for admission to professional education and [c] exit survey comments by graduating BSE Secondary Social Studies majors. This is the most frequently cited “dislike” and is cited by well over half of the surveyed students [see on-line at HLC site: http://acadaff.uww.edu/ir/factbook/EDBSESCSIDislikes.htm ]

   • **Recommended Actions**:

   (a) end practice of general advising by staff unfamiliar with details of education and discipline-specific majors, coursework and job market conditions affecting student decisions about BSE major options

   (b) Establish program responsibility, with staff & fiscal resources, to develop advising system to coordinate information flow between all departments and coordinate advising contacts with students.

2. **Specific Concern**: Lack of consistency between the BSE Broadfield Social Studies major programs requirements as defined by the various social studies content area departments.

   • **Supporting Evidence**:

   (a) Prior to 2003 the state of WI, through state laws PI 3 and PI 4, explicitly defined three distinct BSE majors leading to licensure in the broadfield social studies and in each discipline within the social studies. In addition, these state laws defined the specific classes students would be required to complete to fulfill those majors. This constituted an “input” approach to teacher preparation.
Implementation of the new state law, PI34, which replaces PI 3 and PI 4, changed teacher preparation from the “input” approach to an “output” approach. The state no longer mandates the title or content of BSE major programs. Rather, the new PI34 allows institutions of higher education to define the courses of study that they determine will best provide licensure candidates with the required “skills, knowledge and dispositions.” This opened the door to revising BSE major programs.

(b) To date, the History Department is the only social studies content department that has revised its BSE majors. The History Department undertook this revision in response to the upcoming PI34 change and in order to better prepare pre-service teachers for the job market and the classroom. Currently the History Department offers two BSE majors – BSE History (which is reported on enrollment reports within the History Department) and the BSE History with Social Studies Emphasis (which is reported on enrollment reports as Social Studies Broadfield within the College of Education).

(c) All other social studies content area departments continue to offer three BSE majors (as defined under the old PI3 & PI4 laws) – BSE discipline specific (reported within the department) and BSE Broadfield I and BSE Broadfield II (reported as Social Studies Broadfield within the College of Education).

(d) the result is that the broadfield portion of pre-service students’ major course of study may differ depending on the specific discipline concentration of the major. The result is inconsistency in the university’s degree requirements for what is supposed to be the same degree.

- **Recommended Actions**: Revision of BSE Broadfield major requirements –
  
  i. cut the number of BSE’s to two within each discipline department, as in History [BSE discipline specific + BSE discipline with social studies emphasis] Neither the job market nor new state licensure laws indicate any need for two categories of Broadfield majors.
  
  ii. In order to ensure consistency particularly in the broadfield social studies course requirements, these degree program revisions should be the product of coordinated effort and joint agreement by all social studies discipline departments Thus, as noted above, there is a need to establish program responsibility, with staff & fiscal resources to coordinate information flow and planning between departments.

3. **Specific Concern**: Lack of coordination and coordinating responsibility for BSE Secondary Social Studies and BSE discipline specific majors

- **Supporting Evidence**:
  
  i. Who is writing this report?! There is no individual, position or committee with responsibility for this program. It is my understanding that I was asked to complete this report because I served as team leader for the social studies group pulled together to work on the social studies portion of last year’s DPI/NCATE accreditation report. I “volunteered” for that duty because I was the only person on the team who had established regular connections between the Colleges of Education and Letters & Sciences. (My personal interest and initiative had evolved into a departmentally-designated position as “History Department Liaison to the College of Education.” This is considered “service” within my department and the university’s promotion and merit systems. It does not carry any program responsibility,
nor does it entail any oversight or coordination with the other social studies content area departments – who have most kindly responded to my inquiries for this report.)

ii. As noted in # 2 above, despite substantial similarity between the BSE Broadfield and BSE discipline specific majors, these are reported in different places in university records. This is more than a matter of book-keeping. The content-area departments bear responsibility – and are allocated resources – for the BSE discipline specific majors only. BSE Broadfield Secondary Social Studies majors fluctuate uneasily between two arenas – the College of Education and the discipline department in the College of Letters & Sciences.

- **Recommended Actions:**

  iii. Establish the BSE Broadfield Secondary Social Studies major as a major track within each of the content area discipline departments. This would result in both consistency in university reporting (and planning based on that reporting) and establish consistency in departmental responsibility for what are substantially the same degree programs. In other words, rather than housing the BSE History within the History Department and the BSE History with Social Studies Emphasis (the Broadfield major) within a separate program in the College of Education, both BSE’s would appear as major tracks within the History Department.

  iv. Create, staff, and provide adequate resources for a BSE Social Studies program coordinator and program committee (with coordination responsibility for both Broadfield and discipline-specific BSE’s). In addition to addressing advising and program requirement concerns – as described in Concerns 1 & 2 above – the coordinator and committee might facilitate curricular connections between coursework in pedagogy (College of Education) and content (Colleges of Letters & Sciences and Business & Economics) and facilitate efforts to address program difficulties that cross college boundaries - such as those related to the GPA-based admission to professional education, those related to admission of non-traditional students and those related to student preparation for the newly required Praxis II test.