

**UNIVERSITY OF WISCONSIN-WHITEWATER**  
**AUDIT AND REVIEW SELF-STUDY REPORT (REVISED)**  
**GRADUATE PROGRAMS**

**Program Title:** Master of Science-Curriculum & Instruction **Review Date:** 2004-2005

Those programs in which Audit and Review for the undergraduate and graduate programs occurs during the same academic year must submit separate self-studies for the undergraduate and graduate programs (total of two self-studies).

*Attach Audit and Review Evaluation Report from last review as Appendix A.*

*Attach a list of any accreditation that the program has attained as Appendix B.*

**I. Program Highlights/Initiatives**

I. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The M.S.-C&I is a cross-departmental, 36-credit program for licensed teachers consisting of a 12-credit core, a 12-credit emphasis, and 12 elective credits. Departments responsible for the program are Curriculum and Instruction, Educational Foundations, and Health, Physical Education and Coaching, each of which has principal responsibility for at least one emphasis in the program. The program was instituted in 1990 as a collaborative effort of the College of Education and the College of Letters and Science to replace the MAT, MST, and MEPD programs, of which the MEPD had the largest enrollment. In 1996, the College of Letters and Sciences withdrew from the collaboration because of insufficient resources to offer graduate-only courses, and the curriculum was revised to reflect this fact. Emphases currently available are as follows:

A. **Learning in the Early Years**, emphasizing preschool through the elementary grades. This is an individualized emphasis in which students, in consultation with their advisors, select 12 credits of course work addressing a written goal statement submitted upon admission.

B. **Learning in the Adolescent Years**, for teachers in middle and high school, consisting of course work in psychology of the adolescent, the middle school or the high school, and current topics in curriculum and instruction.

C. **Health, Physical Education, and Coaching**, in which students can specialize in any of the three areas by selecting 12 credits of health, physical education, and/or coaching course work in consultation with an advisor to reflect an individual goal statement.

D. **Technology-Enhanced Education**, emphasizing classroom application of information and communication technology. The emphasis requires course work in computer applications in the classroom, educational software implementation, managing instructional computing programs, and current topics in instructional computing.

E. **Library and Information Technology**, for teachers seeking licensure as school library media specialists. This is the only emphasis designed specifically to lead to a license. In Wisconsin, the library media K-12 license is available only to teachers who already have met the qualifications for a teaching license in something else. The Library and Information Technology emphasis includes three distinct sub-emphases:

1. **902 Initial Level Licensure** for individuals seeking their first library media license
2. **902 Professional Level Licensure** for individuals who hold the initial library media license and are completing the required sequence for a renewable library media license
3. **92 Instructional Technology Coordinator licensure** for individuals seeking to become school technology coordinators

F. **Professional Development**, which allows individuals to put together programs pertaining to their professional development goals as formulated in an individual goal statement. The emphasis is intended to address teachers' needs under the new licensure rules that require teachers first licensed in August 2004 or later to establish an individual professional development plan as part of the license renewal process. For teachers not subject to these rules, the emphasis provides the flexibility needed to meet specific school district needs not covered by the other emphases. For example, within the past two years, about two thirds of the students admitted to this emphasis have started with the intention of studying the teaching of English as a second language. Other students have pursued professional development goals related to art education, two- and four-year college instruction, and student services in higher education.

Individuals who are not licensed teachers may be admitted to the program if they have had at least two years of prior teaching experience or are employed in a position outside of school with responsibilities that are instructional in nature (such as a corporate fitness consultant, a community educator, a staff developer in industry, or a collegiate athletic coach).

The **program core** consists of three foundational courses plus the culminating course, either CIGENRL/EDFOUND/PEPROF/HEALTHED 799 Thesis Research or EDUINDP 789 Integrative Project Seminar. The foundational courses in the core are CIGENRL/EDFOUND 723 Seminar: Issues and Perspectives in American Education, to be taken within the first six credits of admission to the program when possible, CIGENRL 725 Curriculum Development and Integration, and either EDFOUND 740 Techniques of Research OR EDFOUND 780 Techniques of Assessment and Research. For the capstone course, most students opt for EDUINDP 789 Integrative Project Seminar, which allows them to apply their knowledge in classroom action research, program evaluation, or curriculum development projects.

Students completing the Integrative Project Seminar in the fall or spring semester each make a 20-minute oral presentation of their work to an audience of seminar students, faculty advisors, and the program coordinator at the end of the term. Their seminar evaluation (Satisfactory/No Credit) is based on the written report as well as the spoken preseb

Emphases vary greatly. Course work that may be applied to the various emphases includes advanced study of teaching methods, trends and issues in subjects such as athletics and instructional computing, child and adolescent development, school organization and administration, linguistics and literacy research, and multicultural education. When related to students' professional development goals, course work outside the College of Education in fields such as history, English, art, and theatre is included. In a typical semester, the combined programs of study of graduating students include 40 or more distinct courses, not counting transfer courses.

II. List any special recognition that the program has received during the review period.

The program received no special recognition during the review period.

The library media K-12 licensure program, whose professional level constitutes one of the sub-emphases in the Library and Information Technology emphasis, received accreditation from the National Council for Accreditation of Teacher Education (NCATE) and program approval from the Wisconsin Department of Public Instruction (DPI). None of the other emphases is a licensure program and therefore none of the others was eligible for similar recognition.

### III. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

#### A. Pre/post assessment of students' growth on the following dimensions:

1. Ability to use results of **educational research** in the improvement of curriculum and instruction, as reflected in proposals, plans, analyses, and projects;
2. **Writing ability**, which reflects the ability to think clearly and critically about educational issues as well as to observe the discourse conventions of the academic community;
3. Ability to demonstrate **depth and breadth of knowledge of the emphasis area** as reflected in use of vocabulary, standards of judgment, procedures and methods of that area in solving practical problems.

The assessment checklist (see Appendices L and M) will be applied to completed Integrative Projects and theses by students' advisors starting in fall 2005. Items i and ii will be administered starting in spring 2006 by instructors in the entry-level course CIGENRL 725 Seminar: Issues and Perspectives in American Education starting in spring 2006. The college-wide M.S.-C&I committee established in August 2005 will review the initial results in September 2006 and will make recommendations for refining the instrument and administration procedures.

B. Revision of Integrative Project exit questionnaire: The four-item self-report checklist (see Appendix K) used over the past nine years has been revised and expanded to contain items directly related to the three core assessment categories.

C. Addition of a similar exit questionnaire for students completing theses.

D. Graduate follow-up: As data become available, the Graduate Outcomes and Assessment Survey (Appendix P) will be used to provide further information about students' perceptions of the academic quality of the program. Meanwhile, a supplementary follow-up survey will be used for graduates of the M.S.-C&I (Appendix N).

E. Further integration of licensure-related milestones with program assessment. As the new system for license renewal and professional development evolves within school districts under Chapter PI34 of the Administrative Code, course work and assessments related to teacher portfolios, attainment of professional educator and master educator status, and national certification should be considered as a reflection of students' attainment of the three core program goals. Teachers will become eligible for these distinctions in 2009.

## II. Academic Assessment

*Note: The program currently does not have an Advising Report.*

### A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The M.S.-C&I program is central to the university's select mission, especially section 2, "To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services." The M.S.-C&I is certainly built upon the university's emphasis in the field of education. The program contributes to the related programs-and-learning goals to "[i]ncrease total student FTE in graduate programs from 6.8% of total FTE to 8% and from 11.6% of total headcount to 16%" (no. 6) and, in both physical education and library emphases, "to develop additional new web-based courses and programs" (no. 7).

The M.S.-C&I promotes the mission of the School of Graduate Studies to "provide high quality, practitioner-oriented programs that use knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in . . . education." Its students are mostly full-time practitioners in education pursuing goals directly related to their field of employment. The three assessment priorities of the M.S.-C&I (see section C.a.i-iii above) are aligned with the goals of the School of Graduate Studies.

2. Explain the relationship of the program to other programs at the University.
  - a. Relationship to licensure programs in the College of Education:

*Qualifications of students.* The M.S.-C&I allows students who have already acquired licenses in elementary and secondary education to pursue more advanced study in their areas of licensure. By requiring that applicants be eligible for a teaching license, M.S.-C&I admission procedures help to ensure that students have a graduate-level experience. For example, the undergraduate curriculum in elementary and secondary education includes basic information about educational psychology and lesson planning that would be unnecessary for experienced teachers. Course readings, discussions, and activities in graduate education courses can be selected with the assumption that students possess this basic knowledge. Even brief teaching experience provides a shared frame of reference for students that facilitates a deeper exploration of issues and a greater appreciation for research.

*Graduate faculty in licensure programs.* Graduate faculty who teach courses and advise students in the M.S.-C&I in most cases also teach undergraduate students in initial licensure programs. This may result in several benefits to both the students and the faculty: faculty may stay more current with the research literature and more in tune with current developments in schools, and through dialogue with the teachers in their courses who work as cooperating teachers with UW-Whitewater undergraduates, they may indirectly influence the experiences of those undergraduates.

*Add-on licensure within the M.S.-C&I program.* Many M.S.-C&I students are pursuing additional licenses as part of their graduate programs. Nearly all of the students in the Library and Information Technology emphasis are pursuing the 902 library media license at either the initial or the professional level. Several students in the Health, Physical Education and Coaching emphasis have pursued health education or adaptive physical education licensure. Some English teachers have added licensure in speech as part of their M.S.-C&I. In the past two years, two thirds of the students admitted to the Professional Development emphasis have intended to add the license in Teaching English as a Second Language/Bilingual Education. Several students in the Learning in the Early

Years emphasis have pursued additional licensure to teach at the kindergarten level. Except for the 902 library license at the professional level, students pursue these additional licenses, to a greater or lesser extent depending on the licensure area, by enrolling in graduate-level numbers of the dual-level courses that constitute undergraduate licensure minors (e.g., by taking ESL 510 Survey of Educational Linguistics to fulfill the same licensure requirement for which an undergraduate ESL minor would take ESL 310). Each licensure program has a faculty coordinator who is empowered to make waivers and substitutions in licensure programs, and when possible coordinators substitute graduate-only courses in the licensure programs of students in the M.S.-C&I (e.g., substituting CIGENRL 720 Advanced Techniques in the Teaching of Language Arts and English for SECNDED 426 Methods of Teaching English). Licensure coordinators in the relevant areas are currently all graduate faculty members and are usually assigned as M.S.-C&I program advisors to students who enroll in the program with the intention of obtaining additional licensure in their areas.

*Consideration of a graduate program leading to initial licensure.* A review of enrollment in *initial* licensure programs—that is, for students not yet licensed in any area who seek to become teachers for the first time and who currently are not eligible for admission to the M.S.-C&I—in 2002 for the College of Education Curriculum Committee Subcommittee to Consider New or Revised Graduate Programs revealed 130 post-baccalaureate special students in specific licensure programs plus an additional 30 designated “pre-education”. This provided justification for efforts to develop a graduate-level M.A.T. program parallel to the M.S.-C&I. An M.A.T. committee including representatives from three College of Education departments was formed in August to develop a proposal for such a program.

*M.S.-C&I distinct from other College of Education graduate programs.* Certain licensure areas in the College of Education have graduate programs dedicated to them. These include reading, special education, and business education. Teachers in the M.S.-C&I do not pursue additional licensure in these areas.

b. Relationship to programs in other colleges:

Students in the M.S.-C&I may elect course work outside the College of Education that is related to their professional goals. Usual choices include studio art, speech, and history courses. M.S.-C&I students are not likely to enroll in Arts and Communication or Letters and Sciences courses unless they are offered after school hours, on weekends, or in the summer. Except for dually listed Languages and Literatures/Curriculum and Instruction courses in the ESL licensure program, enrollment by M.S.-C&I students in non-College of Education courses is sporadic.

B. Program Goals and Assessment

1. Describe the current program goals and objectives, plus any stated mission for the program itself.

The purpose of the M.S.-C&I (from the *Graduate Catalog*) is to

“provide individuals with advanced academic work focused on improving teaching and learning. The degree is designed to blend knowledge of content with knowledge of teaching and learning throughout all course work and within the culminating experience, either an integrative project or a thesis.”

Within this general purpose, the program promotes students' growth on the following dimensions:

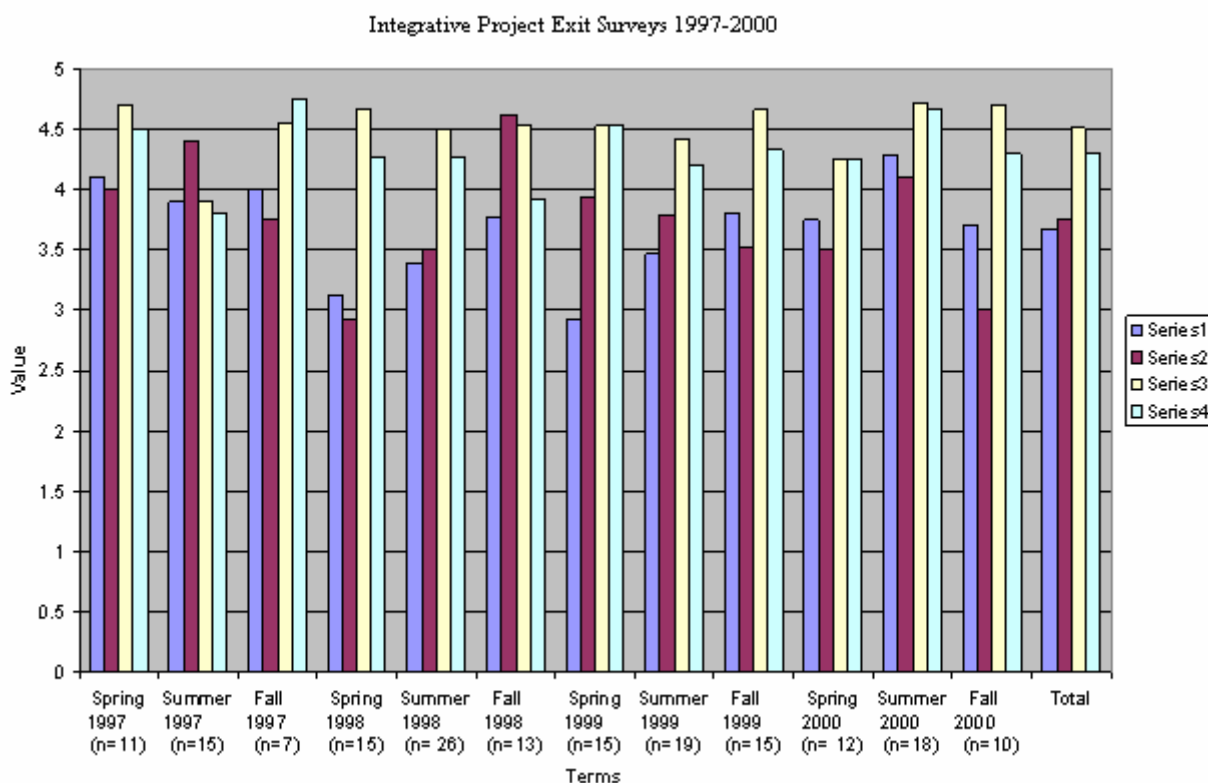
- a. Ability to use results of **educational research** in the improvement of curriculum and instruction, as reflected in proposals, plans, analyses, and projects;
- b. **Writing ability**, which reflects the ability to think clearly and critically about educational issues as well as to observe the discourse conventions of the academic community;
- c. Ability to demonstrate **depth and breadth of knowledge of the emphasis area** as reflected in use of vocabulary, standards of judgment, procedures and methods of that area in solving practical problems.

In general, the program aims to help teachers become more reflective practitioners while acquiring useful, research-based skills and strategies directly applicable to their professional work. By meeting these goals, students are prepared to take leadership among colleagues in matters of curriculum and instruction.

2. Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives for the program. Explain gaps between specific goals/objectives and the curriculum.
  - a. The program contributes to students' ability to use results of **educational research** by
    - i. Requiring students to identify, analyze, and synthesize relevant empirical and qualitative research as part of multiple course experiences, including generating a research proposal in the Techniques of Assessment and Research course and making spoken and written presentations on specific current issues in the Issues and Perspectives seminar;
    - ii. Providing practice in interpreting quantitative results and in designing small-scale research studies as part of the program core, including specific written assignments and examination questions in the Techniques of Assessment and Research course; and
    - iii. Including a thorough and critical review of literature as part of the culminating experience, either Thesis Research or the Integrative Project Seminar.
  - b. The program contributes to students' **writing ability** by offering a variety of challenging written tasks, including
    - i. A research proposal in the Techniques of Research course
    - ii. A philosophical statement and an integrated curriculum in the Curriculum Development course
    - iii. A written synthesis of research on a current educational issue in the Issues and Perspectives seminar
    - iv. A major culminating paper (usually between 35-50 pages not counting appendices), completed in a series of drafts with individual feedback over an extended time, first from the student's M.S.-C&I advisor and then, in the Integrative Project Seminar, from the seminar instructor and from peers enrolled in the course.
  - c. The program contributes to students' ability to demonstrate **depth and breadth of knowledge of the emphasis area** in the integrative project or thesis and in the activities of specialized course work in the 12-credit emphasis. Course work varies greatly depending on the emphasis and may include practica, simulations, and writing.

- d. Gaps between specific goals/objectives and the curriculum:
- i. Specific learning goals: The program assessment process has not yet revealed any instances wherein a program component fails to address at least one of the above goals. Perhaps such gaps will be uncovered as assessment efforts expand. Assessment of individual courses in relation to program goals is somewhat complicated given that the program offers six different emphases and offers so many opportunities for individualization within emphases.
  - ii. Broader program goals: There is a gap between stated mission and curriculum in two areas, learning in academic subjects and global awareness.
    - *Content in academic subjects:* Since the withdrawal of Letters and Sciences from the program in 1996, the goal “to blend knowledge of content with knowledge of teaching and learning” has become less central in the program. With occasional exceptions such as off-campus programs offered for two-year college faculty in mathematics and English in the 1990s, providing opportunities for graduate course work in the content areas for teachers has not been a priority on campus. In the past year, the History department has expressed a great interest in developing a graduate-level emphasis for the M.S.-C&I and is currently piloting a set of graduate courses with one M.S.-C&I student, Jason Knoll, on an independent-study basis. However, this is currently an isolated effort.
    - *Global awareness:* Although students occasionally enroll in Comparative Education and Overseas Field Work, usually for six credits, global awareness is not currently a focus of the M.S.-C&I.
    - *Diversity:* Although there is some attention in the program to the university’s goal of promoting participation of, and knowledge about, racially, ethnically, culturally, and economically diverse populations, notably in modules on multicultural education, gender, and the economics of education in the Issues and Perspectives seminar, there is no explicit effort to promote diversity consistently across emphases. Currently the amount of attention to diversity varies among emphases and among individual students in the three personalized emphases.
3. Summarize the assessment data gathered during the review period. If it is helpful, include data from previous years for comparison purposes. (Use tables where necessary.)
- a. Exit surveys: Between 1996 and 2004, students opting to complete the integrative project (that is, most students in the program) completed a four-item questionnaire upon completion of the project seminar. The questionnaire items included the following:
    - i. The nature of an integrative project was explained to me before I enrolled in the Integrative Project Seminar.
    - ii. In completing my Integrative Project, I was able to make a connection between theory and practice.

- iii. The integrative project gave me an opportunity to use different kinds of knowledge I gained in my other course work (knowledge of teaching . . . schools . . . subject matter, etc.)
- iv. The ideas in my integrative project proposal provided a focus for my studies in other courses.



Responses to the four items were on a five-point scale with 5= “strongly agree” and 1= “strongly disagree”. The table represents the arithmetic mean for responses to each item in a given semester. Response rate was nearly 100% each semester. Students optionally provided written comments on each item and on the program as a whole (Appendix H).

There are no discernible trends in the numerical data. Overall, students seemed slightly more likely to agree that their integrative projects provided an opportunity to apply knowledge from, and to focus studies in, other courses in the program, and slightly less likely to agree that they had been advised adequately or were able to make a connection between theory and practice.

Written comments have been wide ranging over the years and represent an unscientific sampling of students’ opinions. However, in them there is a tendency for students to comment that the integrative project was a valuable experience for them, that they valued the feedback provided by the seminar instructor, and that they considered completing the project to have been a personal achievement (see Appendix H).

- b. Sampling of integrative project reports: Toward the end of the last assessment period, a committee of faculty evaluated a sample of integrative project reports using a 13-item checklist on which they rated the writer’s subject knowledge (of social and philosophical foundations, instructional planning, and assessment strategies), cognitive development (originality, ability to analyze issues and problems, and consideration of multiple

perspectives), and skills (such as use of research), as well as the quality of presentation, on a five-point scale. The checklist contained many ambiguities and needed major revision. However, after the formal committee response session when two representatives of the assessment committee met individually with the person responsible for designing and implementing program evaluation for the M.S.-C&I, a miscommunication occurred and the spot-checking of integrative projects with this checklist ceased to be part of the program assessment plan.

4. Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issues.

- a. State and Societal Needs:

*Credit toward license renewal.* The state, through its licensure rules, requires teachers to continue their education throughout their careers. Under the old rules to which most teachers in the state are still subject, teachers must complete at least six semester hours of course work or the equivalent during the five years prior to the date on which they renew their licenses. Licenses granted within the past three decades must be renewed every five years. The course work must be substantively related to one or more of the licenses held by the applicant. The M.S.-C&I program has provided a way for teachers to accomplish this purpose while also earning graduate credit and a master's degree, both of which are considered in determining teachers' salaries in most school districts.

*Qualified ESL teachers and library media specialists.* According to the latest Teacher Supply and Demand study from the DPI (Appendix G), above-average demand for teachers of English as a Second Language is likely to persist. Obtaining licensure to teach ESL has been the goal of most students admitted to the Professional Development emphasis of the M.S.-C&I in the past two years. Also, according to the same study, demand for library media specialists remains average to above average. Enrollment in the Library and Information Technology emphasis, which leads to this license, has accounted for about 20% of the enrollment in the M.S.-C&I over the past several years.

*Individual professional development.* The designation of an individualized emphasis in Professional Development in the M.S.-C&I anticipated the needs of a new group of teachers subject to the license renewal procedures of PI34. School districts as well as teacher-education institutions are adjusting to the new system, in which each teacher will establish with the school district a unique Professional Development Plan that may involve completing related graduate course work. The flexibility of the Professional Development emphasis may increase the likelihood that the M.S.-C&I program can respond to diverse and changing individual goals.

*Broader societal needs.* The program helps meet the need for teachers who are informed about current research and best practices in education, who can communicate clearly, and who are reflective about their practice. It allows teachers to attend to their professional development in course work where they interact with colleagues from a variety of settings who teach many different subjects to learners of diverse ages and backgrounds.

- b. Global awareness: Although students occasionally enroll in Comparative Education and Overseas Field Work, usually for six credits, global awareness is not currently a focus of the M.S.-C&I.

- c. Diversity: Although there is some attention in the program to the university's goal of promoting participation of, and knowledge about, racially, ethnically, culturally, and economically diverse populations, notably in modules on multicultural education, gender, and the economics of education in the Issues and Perspectives seminar, there is no explicit effort to promote diversity consistently across emphases. Currently the amount of attention to diversity varies among emphases and among individuals within the personalized emphases.

Students with an interest in Bilingual education and the teaching of ESL comprise about 20% of students admitted in the past two years. Their course work is inherently focused on diversity. Many of these students themselves are bilingual and are members of linguistic and cultural minorities. Their presence in the core classes, where interaction among students frequently occurs, ensures that all students in the program have some opportunities to become directly aware of diverse perspectives.

Content of individual elective courses and required Library and Information Technology emphasis courses also embodies attention to diversity. A course in Multicultural Construction of Meaning has been offered several summers in support of an alternative-education licensure program at the graduate level completable as part of the M.S.-C&I, but enrollment has been consistently low. School library media specialists must be aware of children's literature and other media representing diverse populations.

5. Explain any changes in goals, objectives, and/or curriculum that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix A-as necessary.

The program has remained largely the same as it was at the time of the previous audit and review. However, several attempts were made to revise the program. Three committees were convened since the last audit and review, mainly in response to a drop in enrollment in summer 2000 to the lowest level since the inception of the program. (Enrollment has not been so low since that time.) The committees made suggestions and discussed formal proposals, but none of the proposals to date has been adopted by the College.

Reasons why none of the proposals was adopted include the following:

- a. Program revision efforts were ad hoc
- b. More than one committee was working toward the same goal with no coordination
- c. The College of Education was engaged in a massive effort to meet accreditation requirements by involving faculty university-wide in the design and implementation of a Unit Assessment System
- d. Ambiguous role of the college curriculum committee

In response to questions raised about an earlier draft of this report, a timeline of program restructuring efforts follows:

Summer, 2000: Richard Lee, Dean of Graduate Studies, convenes a College of Education committee to consider major program revisions, including development of a single, college-wide MSE degree to replace the M.S.-C&I and existing MSE programs in reading and special education. Representatives of Curriculum and Instruction, Educational Foundations, and Special Education took part.

Fall, 2000: Committee makes a presentation to the College of Education at its fall retreat (August

22) outlining the issues (e.g., need to increase S.C.H.). Committee meetings for which records are still available took place on October 12, October 19, November 2, November 16, January 18, and February 18. The committee examined enrollment trends in the M.S.-C&I core courses and looked at a matrix prepared by John Stone, Associate Dean of Graduate Studies, comparing practices of other graduate programs in terms of credits to degree, number of transfer credits allowed, number of core courses, web-based course offerings, capstone experiences, and tuition rates. Institutions considered in the comparison included the nine other UW-System comprehensive institutions and Illinois State, UW-Madison, Marquette, UW-Milwaukee, the University of Georgia, National-Louis, Southeast Missouri State, and St. Xavier.

Spring 2001: Richard Lee presents the committee's recommendations, significantly scaled back from those originally discussed, to the College of Education Curriculum Committee at its May 8 meeting. Recommendations include

- a. Reduce the average number of credits to degree from 34-36 to 30-36.
- b. Offer more courses in new formats (weekend courses, blended online/face-to-face, etc.)
- c. Increase the number of transfer credits acceptable in a program from 9 to 12.
- d. Establish a graduate governing board in the college.
- e. Establish a separate information/instructional technology program combining all the licensure areas currently included in Technology Enhanced Education and Library and Information Technology.
- f. Give high priority to adding an additional technology specialist.

Summer, 2001: A group of Curriculum and Instruction faculty meets regularly to discuss the development of program options for post-baccalaureate students seeking initial licensure. This committee continues to meet into the fall and gradually turns its attention to the revision of the master's program in C&I. The committee also regularly discusses a proposal for an undergraduate general-education course, Informing the Education Consumer.

Fall, 2001: Richard Lee's committee presents its recommendations to the College of Education at its fall retreat. The presentation took place in a breakout session held at the end of the day.

Sept. 11: The College of Education Curriculum Committee (COECC) schedules a discussion of master's program recommendations for its next meeting.

October: The C&I committee outlines a possible redesigned master's program, distributes the outline to the COECC, and, through the elected departmental representatives on the committee, invites any interested members of the college to join the discussion.

Oct. 9: Curriculum and Instruction representative to the COECC reported on the work of the C&I group since the summer. The COECC voted to support the subgroup of Curriculum and Instruction members in the development of an M.A.T. program, but decided not to consider the creation of a separate graduate committee for the college because such a committee would duplicate the work of the COECC.

Spring, 2002: Larry Kenney, chair of the COECC, invites department chairpersons to meet with the COECC to discuss revisions to the master's program, including ideas of the C&I group. Anthony Truog, chair of Educational Foundations, announces by email that he was informed of the C&I committee's work and urges that any revision to the M.S.-C&I be a collaborative effort between departments. At its March meeting, instead of discussing any ideas about revising any master's program, the COECC establishes that the way persons had been invited to discuss new or revised master's programs (i.e., an invitation extended through elected representatives to the COECC) was

improper, and that any further discussion of new or revised master's programs must include all members of the college. It was established that invitation to participate in such a committee must be direct and personal, and not extended generally (e.g., indirectly through a representative to a department as a whole or via an announcement in the COECC minutes).

The COECC resolved to establish a Subcommittee To Consider New or Revised Graduate Programs (SCNRGP). All 102 full-time employees of the College of Education were invited to attend, via an email message addressed directly to them. Additionally, the Dean of Graduate Studies and the Associate Dean, along with Larry Schuetz, Associate Dean of Letters and Science, were invited.

March 22: The SCNRGP meets for the first time. Larry Schuetz reviews the procedures for requesting permission from UW-System to plan a new degree program, and relates the experiences of the Letters and Sciences faculty in having attempted to do so.

April-May 2002: The SCNRGP meets three times before the end of the academic year and considers three draft proposals:

- A 24-credit professional-development master's consisting entirely of elective credits, modeled after a similar program at UW-Madison (rejected)
- A 36-credit distance-education program for physical educators in Jamaica (two drafts, no action)
- A 36-credit program in kinesiology (no action taken).

All three meetings of the SCNRGP were tape recorded, though the secretary for the final meeting left UW-Whitewater to take a position elsewhere before submitting the minutes

This concludes the timeline.

Some minor curricular changes were instituted during the last review period:

- a. Addition of graduate-only courses in physical education. These included:

COACHING 705 Principles of Psychology Applied to Coaching  
COACHING 710 Current Trends and Issues in Athletics  
PEPROF 714 Best Practices for Teaching Physical Education

Previously, because of a lack of graduate-only courses in these subjects, students in the Health, physical Education, and Coaching emphasis needed to enroll in workshops, special studies, or individual studies courses to meet the requirement to have at least half the credits in their program at the graduate-only level. This practice put them at risk of exceeding the maximum credits of workshops, special studies, and individual studies. The courses were developed to satisfy perceived student demand for graduate-level course work in these areas and not on individual faculty members' areas of expertise.

- b. Development of the Instructional Computing Coordinator (903) licensure sub-emphasis within both the Library and Information Technology emphasis and the Technology-Enhanced Education emphasis. This emphasis incorporated several existing courses from both programs. In 2004, the DPI replaced this license with an administrative license, the 92, which may eventually call for changes in the course sequence, though UW-Whitewater's current program retains DPI approval.
- c. Institution of a consortial distance-education program to prepare school media specialists. This joint effort of several UW-System comprehensive institutions has enabled students who live further than 50 miles away from Whitewater to complete licensure and degree requirements via distance education, taking hybrid courses offered at various sites and

earning credit toward degree programs at the institutions of their choice.

- d. A graduate-only, 15-credit sequence leading to the Alternative Education license was approved. The sequence consisted of a set of newly-developed, team-taught courses including *The Marginal Student*, *Education in Alternative Settings*, and *Representation of Experience and Knowledge* (see Appendix I). A few students have pursued this license as part of the Professional Development emphasis of the M.S.-C&I., but so far not enough interest has been generated to make this an emphasis in its own right.
  - e. The Special Issues of Learning Across the Lifespan emphasis was renamed Professional Development to enhance its marketability to the target students.
  - f. A sequence of licensure courses in ESL/Bilingual education for graduate students was established. This sequence consisted of graduate/undergraduate courses corresponding to the requirements of the undergraduate minor in ESL/Bilingual education, plus a graduate-level practicum (see Appendix J). Faculty responsible for ESL/Bilingual licensure programs would like to make this a program emphasis and expect to do so in the 2005-2006 academic year, with a special admission requirement to ensure that students in the program have adequate English ability as measured by TOEFL scores when appropriate.
  - g. Providing the choice of EDFOUND 740 Techniques of Research or EDFOUND 780 Techniques of Assessment and Research as the research course in the program core. EDFOUND 780 (formerly EDUINDP 740) had been created to serve as the required course for the M.S.-C&I and as the graduate-level assessment course for the Business Education M.S. program in the College of Business and Economics. The course was created mainly by adding an assessment component to the existing EDFOUND 740, which remained the required course for master's programs in special education and counselor education. Offering two nearly identical research courses seemed inefficient, and so the possibility of consolidating the two courses was considered. The Educational Foundations department decided not to consolidate the courses, but for the convenience of students EDFOUND 740 was opened to M.S.-C&I students, and the M.S.-C&I program was revised to provide students with the option of counting the course in the program core instead of EDFOUND 780. It is now up to students and their advisors to determine whether they need a research course containing an assessment module or whether a course simply on educational research will suffice.
  - h. Ceasing to offer courses required in emphases with extremely low enrollment. These include CIGENRL 735 *Managing and Implementing Instructional Computing Programs* in the Technology-Enhanced Education emphasis, and SECNDED 703 *The Modern High School* and CIGENRL 745 *The Middle School in the Learning in the Adolescent Years* emphasis. These courses have not yet been formally dropped from the catalog, however.
6. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

Potential revisions to the curriculum in response to projected trends:

- a. Drop the Learning in the Adolescent Years emphasis. Teachers of high-school students do not find this emphasis appealing, preferring to study their subjects (e.g., history or science) and related teaching methods rather than adolescent development or schools. Local school administrators tend to support them in this preference. Some middle-school

teachers who are attracted to this emphasis find a lack of available course work in middle-level education. Because of low enrollment, it has become impossible to offer the required courses The Middle School and The Modern High School on a regular rotation.

- b. Drop the Technology-Enhanced Education emphasis. Although at the time of the last review it appeared that demand for advanced study of instructional technology apart from library media licensure was going up, this has proved not to be the case. Teachers are receiving instructional technology training in school staff development programs and in courses in various teaching areas rather than technology *per se*. Also, the newness of information and communication technologies such as the Internet and desktop publishing has worn off, with such technologies becoming a more routine and transparent part of teaching, and therefore of less interest to prospective M.S.-C&I students.
- c. Add an emphasis in ESL/bilingual education. The need for qualified ESL/bilingual teachers is projected to continue (see Supply and Demand Study, Appendix G). The course work for a complete emphasis is now nearly in place (see Appendix J), and three full-time graduate faculty members are qualified to serve as advisors.
- d. Expand online offerings. Online versions of two of the core courses have been developed (Issues and Perspectives in American Education and Techniques of Assessment and Research), but the courses are currently not offered in an online format on a regular rotation. An online Curriculum Development and Integration course is needed to support the Library Media distance education program. Current online offerings in Library and Information Technology are in a hybrid format. Current online-only offerings in Physical Education have demonstrated the popularity of the format among graduate students.
- e. Integrate the new Professional Development Certificate program, with graduate-level courses in the mentoring of new teachers, with the master's program. This would build on the College's historic strengths in new-teacher mentoring as well as meet an emerging need in the field as increasing numbers of new teachers are subject to the requirement of enacting professional development plans for license renewal.
- f. Curricular changes to be determined. Two college-wide committees were established in August 2005 to develop proposals for revising the M.S.-C&I and creating a new M.A.T. program. The M.S.-C&I committee and the M.A.T. committee are likely to make recommendations for curricular changes not mentioned here.

### C. Assessment of Student Learning/Outcomes

1. State performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.

The specific objectives of the program include the following:

- a. **Educational research:** Students will be able to locate, discuss, and critically evaluate educational research relevant to the improvement of curriculum and instruction.
- b. **Writing ability:** Students will be able to write clear, well organized, extended, original documents about educational issues and activities and in doing so will observe conventions of scholarly publishing

- c. **Depth and breadth of knowledge of the emphasis area:** Students will be able to apply knowledge of current best practices in the development of curricula, materials, instructional activities or programs for use in their own professional work or in the evaluation of educational programs.

These performance objectives embody the **skills** that all students will demonstrate upon completion of the program.

Students' **cognitive development** will consist in the improvement of these skills between the beginning and the end of the program through solving problems, analyzing data, and formulating ideas in both writing and speech.

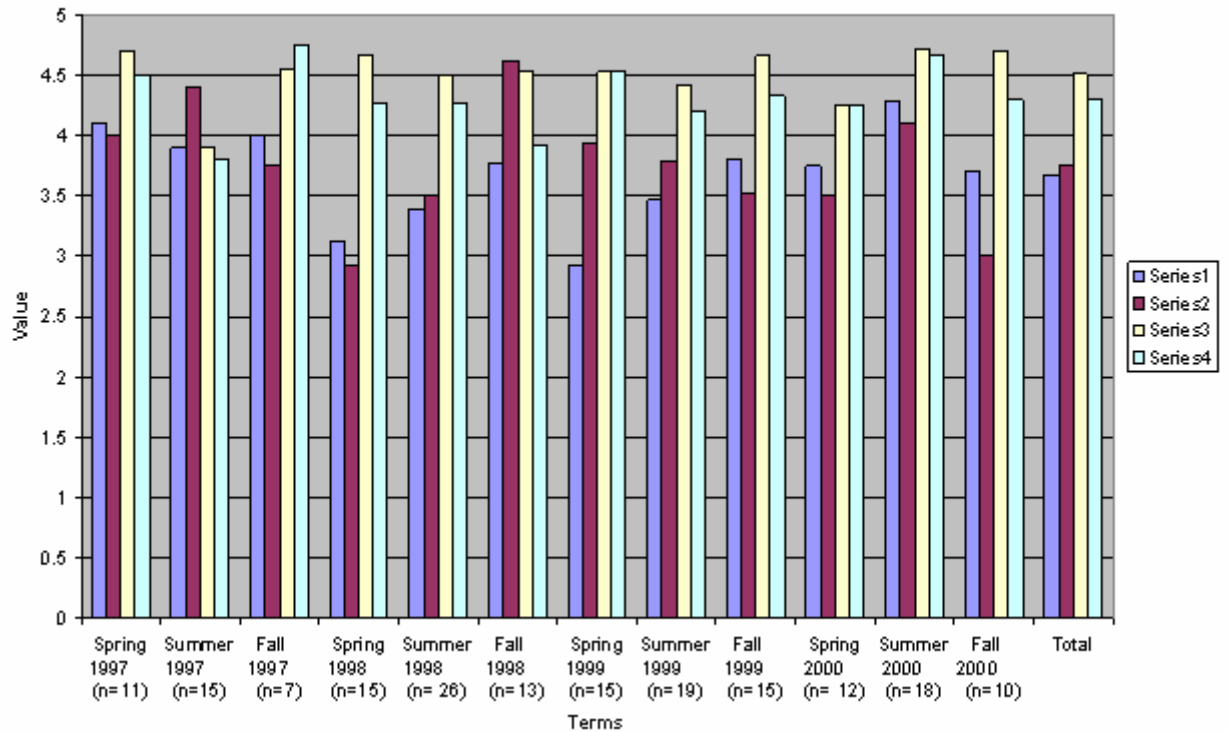
The specific **subject matter** students will consider depends on their areas of emphasis and their choice of subject for their projects or theses. The course content subsists in the readings, discussions, and activities of the individual courses. These readings, discussions, and activities would be difficult to list here. However, all students in the program will learn *about* the following, among other important topics:

- i. Procedures for conducting classroom research
  - ii. Basic methods, both quantitative and qualitative, for analyzing data
  - iii. Current issues and perspectives in American Education
  - iv. Major curriculum theories and philosophies
  - v. Effective instructional methods
  - vi. Academic writing style as specified in the *Publication Manual of The American Psychological Association*
2. Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.

Each semester, students complete a four-item questionnaire about their program experience (including advising and the relevance of course work) upon completion of the Integrative Project Seminar.) The questionnaire items included the following:

- a. The nature of an integrative project was explained to me before I enrolled in the Integrative Project Seminar.
- b. In completing my Integrative Project, I was able to make a connection between theory and practice.
- c. The integrative project gave me an opportunity to use different kinds of knowledge I gained in my other course work (knowledge of teaching . . . schools . . . subject matter, etc.)
- d. The ideas in my integrative project proposal provided a focus for my studies in other courses.

Integrative Project Exit Surveys 1997-2000



Responses to the four items were on a five-point scale with 5= “strongly agree” and 1= “strongly disagree”. The table represents the arithmetic mean for responses to each item in a given semester. Response rate was nearly 100% each semester. Students optionally provided written comments on each item and on the program as a whole (Appendix H).

There are no discernible trends in the numerical data. Overall, students seemed slightly more likely to agree that their integrative projects provided an opportunity to apply knowledge from, and to focus studies in, other courses in the program, and slightly less likely to agree that they had been advised adequately or were able to make a connection between theory and practice.

Written comments have been wide ranging over the years and represent an unscientific sampling of students’ opinions. However, in them there is a tendency for students to comment that the integrative project was a valuable experience for them, that they valued the feedback provided by the seminar instructor, and that they considered completing the project to have been a personal achievement (see Appendix H).

Sampling of integrative project reports: Toward the end of the last assessment period, a committee of faculty evaluated a sample of integrative project reports using a 13-item checklist on which they rated the writer’s subject knowledge (of social and philosophical foundations, instructional planning, and assessment strategies), cognitive development (originality, ability to analyze issues and problems, and consideration of multiple perspectives), and skills (such as use of research), as well as the quality of presentation, on a five-point scale. The checklist contained many ambiguities and needed major revision. However, after the formal committee response session when two

3. Explain how individual courses are related to the student performance objectives.

- a. **[Educational research]** Students will be able to locate, discuss, and critically evaluate educational research relevant to current issues in their areas of emphasis:

EDFOUND 740 Techniques of Assessment and Research provides training in each of the aspects of this goal. Students analyze educational research and prepare a research proposal.

CIGENRL/EDFOUND 723 Seminar: Issues and Perspectives in American Education incorporates reports of research among assigned readings and also requires students to discuss these research results in writing.

EDUINDP 789 Integrative Project Seminar and CIGENRL 799 Thesis Research require students to prepare an extensive review of literature related to their studies and also requires students to apply techniques of assessment and research in the design and assessment of their projects

- b. **[Depth and breadth of knowledge of the emphasis area]** Students will be able to apply knowledge of current best practices in the development of curricula, materials, instructional activities or programs for use in their own professional work

CIGENRL 725 Curriculum Development and Integration provides an orientation to curriculum development and emphasizes current best practices.

EDUINDP 789 Integrative Project Seminar requires students to apply knowledge of educational research in the development of curricula, materials, instructional activities, assessments or programs.

- c. **[Writing ability]** Students will be able to write clear, well organized, extended, original documents about educational issues and activities and in doing so will observe stylistic conventions of scholarly publishing in education:

CIGENRL/EDFOUND 723, Seminar: Issues and Perspectives in American Education, is designed as a writing-intensive introduction to graduate study in which students review literature related to a topic of interest

EDUINDP 789 Integrative Project Seminar includes an extensive written report in multiple chapters. Integrative Project Seminar, like Issues and Perspectives in American Education, requires students to follow the *Publication Manual* of the American Psychological Association.

4. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period based on results of assessment of performance objectives.

Results of previous formal assessments of performance are minimal, and therefore have not prompted consideration of curricular revisions. In the next evaluation cycle, more data are

anticipated because of the implementation of new procedures for evaluating learning outcomes: The Graduate Outcomes and Satisfaction Survey and the evaluation of each integrative project and thesis with a checklist (See Appendices L, M, N, and P).

However, informal assessment of student learning by faculty as expressed in the various committees convened to discuss program revisions have yielded the following suggestions for addressing perceived deficiencies among graduates in relation to program objectives:

To help improve students' **writing ability**, as well as their skill at applying results of **educational research**, a three-credit graduate-only course designed to help students prepare the review of literature for their integrative projects has been piloted. The course, taught by Virginia Epps, has been offered twice now.

To improve students' ability to apply results of **educational research**, faculty have discussed incorporating an existing Action Research and Reflective Practice course as an option.

To enhance **depth and breadth of knowledge of the emphasis area**, as well as to enhance the program's relevance to teaching in a globally connected, diverse society, faculty have suggested incorporating a greater emphasis on practica, action research, portfolio development, and comparative education and overseas fieldwork.

5. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc., that create different educational experiences for graduate and undergraduate students.

Because three of the six emphases are individually designed and the program includes 12 elective credits, the selection of courses varies widely among students even within the same emphasis. The dual-Level courses listed among the degree requirements in the *Graduate Catalog* include

Learning in the Adolescent Years:

EDFOUND 678 Adolescent Development

Library and Information Technology:

LIBMEDIA 550 Reference and Bibliography

LIBMEDIA 654 Library and Media Center Administration

LIBMEDIA 543 Adolescent Literature and Related Media

LIBMEDIA 551 Building Media Collections

LIBMEDIA 634 Instructional Technology

LIBMEDIA 640 Developing Library/Media Skills

LIBMEDIA 651 Classification and Cataloging

LIBMEDIA 562 Children's Literature

LIBMEDIA 641 Computer Applications in the Library Media Center

LIBMEDIA 638 Teaching and Learning via Video and across Distances

CIGENRL 676 Current Topics in Instructional Computing

EDFOUND 681 Human Abilities and Learning

Technology-Enhanced Education:

CIGENRL 676 Current Topics in Instructional Computing

CIGENRL 677 Telecommunications for Educators

Note: Analysis of staffing of these courses from 1999 to the present revealed that two of them were taught one or more times by non-graduate faculty.

*(Attach a list linking courses to assessment objectives as Appendix D. Attach a list of any dual-listed courses delineating graduate expectations as Appendix D1.)*

#### D. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

No improvements were made to the program as a result of assessment efforts, which were minimal. The responsible departments initiated major, serious efforts to develop and revise the curriculum of this program within the context of other graduate programs in the college, but the efforts were not based directly on learning outcomes, nor, despite tremendous expenditure of time, did they yield any curricular proposals that were passed. Programmatic and administrative needs (to increase enrollment, to make the program appealing to prospective students, to eliminate any possible duplication, to use personnel efficiently) seemed so urgent that the development of a precise, routine assessment system was put on hold pending the reformulation of program goals and curricula.

In response to the Audit and Review Committee's review of an earlier version of this report, an assessment system has now been put in place regardless of whether any program changes are anticipated apart from that system.

2. Indicate how the program has responded to recommendations relevant to assessment of students' learning from the most recent Audit and Review Evaluation Report.

Note: In response to comments from the Audit and Review Committee on an earlier version of this report, **ALL recommendations** from the most recent Audit and Review Evaluation Report will be addressed here, and not just the ones relevant to assessment of students' learning.

- a. *"Monitor the enrollment in each emphasis and propose adjustments accordingly":* A suggestion to drop the Learning in the Adolescent Years emphasis was suggested to the College at its retreat in fall 2001, but no formal curriculum proposal resulted.
- b. *"Collaborate with the Office of Graduate Studies and Continuing Education and with the Dean of the College of Education to establish a plan for recruiting students that more actively involves the program faculty by November, 1997."* No such collaboration occurred by November 1997.
- c. *"Enhance the plan to market and promote the program by March, 1998, considering the use of a brochure, a web page, a recruitment videotape, and a presence at professional meetings for teachers."* Program representatives have staffed an exhibit at the WEAC convention annually to advertise the program. Graduate Office staff distributed a professionally produced program flyer through 1999 and continue to distribute related material and contact information to interested parties. The program web page (<http://academics.uww.edu/coe/advising/grad/msci/>) has evolved gradually since 1997 and was made a part of the College of Education web site in 2002. No videotape was created.
- d. *"Continue to refine the assessment plan over the next review period."* The four-item questionnaire administered to students at the end of the program was slightly modified and the practice of evaluating a sample of integrative projects was dropped as a result of a

miscommunication. Otherwise the assessment plan was set aside pending curricular revisions that were regularly under discussion but never realized.

- e. *“Continue to enhance the relationship between course work and the integrative projects over the next two years.”* This was not done by 1999.
- f. *“Continue to monitor student skills in writing research and in synthesizing research, theory, and practice through the integrative project experience throughout the next review period.”* Program faculty have participated in integrative project presentations each semester, offering feedback to students. Copies of all integrative project reports completed since the inception of the program have been kept on file. However, formal analysis of these data was suspended as a result of a miscommunication.
- g. *“Investigate the possibility of instituting a licensure program within the Technology Enhanced Education emphasis by November, 1997.”* A 903 Instructional Technology Coordinator licensure sub-emphasis within the Technology Enhanced Education emphasis was approved by the Department of Public Instruction by November, 1997. However, within the past five years new admissions to the Technology Enhanced Education emphasis have dwindled to almost none.
- h. *“Investigate the feasibility of replacing the Library and Information Technology and the Technology Enhanced Education emphasis within the M.S.-C&I degree with a new degree in library and information technology by April, 1998”* This was not done by April, 1998. In 2002, Associate Dean Larry Schuetz of Letters and Sciences made a presentation to the Subcommittee to Propose New and Revised Graduate Programs about the extreme difficulty of obtaining permission from UW-System to plan a new degree program.
- i. *“Investigate the use of distance education, using web-based systems, compressed video, etc., to deliver courses to remote sites throughout the next review period in order to complement present efforts to provide access to the program by offering courses off campus.”* Web-based versions of each of the M.S.-C&I core courses except for Curriculum Development and Integration have been developed and offered at least once. The lack of an online version of the Curriculum Development and Integration course is inexplicable. Also, distance-oriented hybrid courses (two on-campus meetings for each course, with the remainder of the course web-based) were developed to enable completion of the entire Library and Information Technology emphasis. Additional fully web-based graduate courses have been developed by Dianne Jones for the Health, Physical Education and Coaching emphasis, and courses that have been offered via compressed video for ESL/bilingual licensure have also been included in the M.S.-C&I Professional Development emphasis by many students.
- j. *“Form an external advisory board to keep the curriculum current and responsive to the needs of the schools by May, 1998.”* This was not done by May, 1998. The Curriculum and Instruction department did form an external advisory board, however, and the curriculum of the M.S.-C&I is on its agenda.
- k. *“Establish a plan for building and maintaining a current collection of K-12 class materials by December, 1998.”* This was not done by December, 1998.

- l. *“Develop a plan in consultation with the Office of Research and Sponsored Programs for increasing extramural support for the program and its faculty by September, 1997. This was not done by September, 1997. However, Project SWEETT-SOL II, which supports graduate study by licensed teachers seeking to become fully qualified ESL/bilingual teachers, was funded by the Federal government and has been a major impetus to enrollment in the M.S.-C&I, accounting for about 20% of new admissions in the past two years.*
  - m. *“Continue to increase the diversity of the program faculty at every hiring opportunity.”* Since the last assessment report, the program lost two members of minority groups from among the faculty who normally teach courses in the program. Two others were hired, though not for their exact positions.
  - n. *“Increase computer access in the Williams Center by July, 1999.”* This was accomplished.
- E. Information Shared with Constituencies: Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

The completion of the most recent Audit and Review self-study report was announced to the Curriculum and Instruction faculty along with information about how copies could be obtained. Additionally, copies were distributed to the entire membership of the Department of Educational Foundations.

Results of the four-item exit questionnaire about the Integrative Project were mailed each semester to the department chairpersons in the College of Education through about 2001. Copies were also shared with members of the Communication Department exploring the development of a new capstone experience for the master’s program in communication.

Assessment results were also cited in the deliberations of the three committees established in 2000-2002 to discuss replacing or significantly revising the M.S.-C&I and other programs.

### III. Enrollment

A. Trend Data: Respond to the following trend data for the program:

1. Number of students enrolled each fall for each of the past five years. (Data provided from the University’s fact book.)

Semester	Number of Students
F04	118
F03	125
F02	136
F01	120
F00	132

These data show that enrollment has remained fairly steady.

2. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

<b>Degree Completion Data for Past 5 years</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
<b>(MS)</b>	<b>62</b>	<b>63</b>	<b>118</b>	<b>58</b>	<b>56</b>	<b>39</b>
Art Ed <sup>d</sup>	2	0	1	1	0	0
Comp Enhanced Ins Tech <sup>d</sup>	1	0	0	0	0	0
Curriculum & Instruction	0	0	0	0	1	0
Early Childhood Ed <sup>d</sup>	1	2	0	0	0	0
Elem Ed <sup>c</sup>	5	2	2	0	2	0
English Ed <sup>d</sup>	1	3	3	0	0	0
Gifted & Talented <sup>d</sup>	0	0	0	0	0	0
HPERC <sup>c</sup>	6	6	9	9	13	10
Learn Across the Lifespan <sup>c</sup>	7	6	4	12	7	10
Learning in Adolescent Years <sup>c</sup>	8	8	9	13	6	4
Learning in Early Years <sup>c</sup>	0	7	4	1	7	3
Lib & Info Tech <sup>d</sup>	10	8	7	6	6	6
Lib & Media Tech <sup>d</sup>	1	2	1	0	0	1
Math Ed <sup>d</sup>	3	1	0	0	0	0
Phys/Health Ed <sup>d</sup>	5	4	1	0	0	0
Science Ed <sup>d</sup>	1	1	0	0	0	0
Social Studies Ed <sup>d</sup>	2	3	0	0	0	0
Tech Enhanced Ed <sup>c</sup>	7	13	10	16	14	5

3. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major.

*Data not available for graduate programs.*

4. Student placement information. (Data to be provided by the department/program.)

Most students are already employed in their chosen position upon admission. Eligibility for a license is an admission requirement, and exceptions are granted only when applicants have already taught for two years or are employed in positions with responsibilities that are instructional in nature. A planned follow-up of graduates will determine to what extent graduates a) changed their job assignment based on work completed in the program (for example, those who qualified to teach ESL or speech at the same school by completing licensure requirements as part of the M.S.-C&I; b) obtained an increase in status or salary as a result of work completed in the program (such as becoming department chairperson or athletic director); c) returned to teaching after a time away from the profession; d) obtained an first teaching position upon completion of qualifications in the M.S.-C&I (for example, as a library media specialist), or e) were motivated to seek positions in different schools using the M.S.-C&I as a credential.

*(Attach trend data from the University's Fact Book as Appendix E.)*

- A. Demand for Graduates: Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:

Most of the students in the program are practicing teachers and many use this degree to obtain higher salary status and/or additional licenses from the state. We are still in the process of developing an accurate graduate survey and do not have data to

support our program in this area. A draft survey questionnaire for this purpose is included in Appendix N.

The 2003 supply and demand report from the Wisconsin Department of Public Instruction is attached as an Appendix G. The Executive Summary suggests the following trends in teaching in Wisconsin:

- Total number of program completers increased in Mathematics, Physical Education and School Principals.
- Teacher attrition rates declined markedly compared with previous year's data. Both general and special education had attrition rates of approximately 8%.
- The number of new hires in Wisconsin decreased by 10.8% last year. More than half of the decline attributable to a reduction of new hires in elementary education. Nearly 80% of new hires were program completers from Wisconsin teacher training institutions, compared to 20% from out of state institutions.
- The number of new and renewed emergency licenses issued increased by 5.1% to 2,649. Special education accounted for 45% of emergency licenses.
- School district ratings of teacher supply indicated subject/licensure areas with extreme shortages were Special Education fields, Bilingual/ESL, and secondary specialties such as Driver's Education, Family/Consumer Education, Technology, Chemistry, and Physics. Areas rated as extreme oversupply were Elementary Education, Physical Education, Social Studies, and Early Childhood/Kindergarten. Analysis of average applicant to vacancy ratio, another measure of supply based on school district data, yielded similar results.
- More than half of school districts reported state budget difficulties had moderate to severe effects on hiring. Districts reported cutting positions, instituting hiring freezes, and hiring less experienced new teachers as possible strategies.
- School districts reported state budget difficulties had variable effects on retirement and attrition. Districts reported early retirements to avoid elimination of positions. Districts also reported fewer teachers leaving or retiring because of concerns with the state's variable annuity retirement fund as well as health insurance costs.
- A survey of program completers from Wisconsin teacher training institutions indicated recent graduates were less likely to find full-time employment compared to previous years. The percentage of program completers teaching full-time in Wisconsin dropped markedly from the previous year, whereas the percentage employed out of state increased. The percentage of recent graduates that reported substitute teaching increased significantly compared to previous years.

#### B. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.
2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.

The College of Education is accredited by The National Association for the Accreditation of Teacher Education (NCATE), and its programs are *approved* by the Wisconsin Department of Public Instruction, the most recent reviews for both having occurred in March of 2004. UW-Whitewater has met all standards with only some minor weaknesses. Whereas the NCATE accreditation is an honor that has been held by UW-Whitewater since 1995, approval

by the DPI is necessary for our graduates to be licensed in the state of Wisconsin and, therefore, employed in public schools in the state. Accreditation by NCATE may be influential for graduates seeking employment in other states where that accreditation is either required or preferred. Another advantage of the NCATE accreditation is that the audit is conducted by professionals from outside the state. This brings not only a more objective aspect to the review but allows for a national comparison, making a successful review an asset for graduates who remain in the state or move to another.

- C. Location Advantage: Explain any advantages or disadvantages the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

UW-Whitewater's location is a great advantage for our students and graduates for several reasons. First, the location between Milwaukee and Madison and close to Chicago is a draw for quality faculty and staff for research and service opportunities as well as quality-of-life considerations. Second, the campus is within 50 miles of half the state's population, placing it within driving distance of most students, who study part-time, yet away from the inconvenience of urban traffic. Third, the many school districts in the immediate area (CESA #2 has 75 districts in its consortium) have allowed us to engage in many cooperative efforts with the schools and school personnel. Fourth, students completing practica in the Library and Information Technology emphasis and as part of the ESL/Bilingual education course sequence and other licensure programs in conjunction with the M.S.-C&I have access to a unique mix of ethnically and economically diverse urban, suburban, and rural sites at which to complete field-based requirements.

- D. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges or universities in Wisconsin, and/or elements that contribute to the program having a competitive edge
 

Faculty and staff across departments and colleges have worked together to understand changes in the teacher preparation and licensing, creating better communication with and for students as well as improving the advising before and after admission to the Master's degree program.

  - a. The university's commitment to cross-disciplinary instruction, international study, reflection and critical thinking, and social activism clearly supports and is supported by the program, for example in the strongly encouraged option of including Comparative Education and Overseas Fieldwork among electives.
  - b. UW-Whitewater has a strong reputation in the community for excellence in the field of education that has been evident in discussions with advisory groups, focus groups of educators in the field, and surveys conducted by the Director of Field Experiences.
  - c. The Wisconsin Instructional Technology Resource Center (WITRC) and related technology support have provided advantages to all students, not just those in technology-oriented emphases.
  - d. The Integrative Project Seminar, with its emphasis on application of knowledge and its writing-intensive workshop format, is distinctive among capstone

experiences in graduate programs in education in the region. Students have consistently evaluated the experience positively.

- e. Unlike several competing programs that are strictly site-based or freestanding graduate programs, the M.S.-C&I is housed in an institution that prepares preservice teachers as well as graduate students. Faculty and staff, who typically supervise preservice teachers in the field and who have worked to provide a clear framework for how courses and course work meet state and professional-organization requirements and standards, combine direct, current knowledge of the field with background in research that faculty in other programs may lack.

#### E. Community Impact

The primary impact of the program on the community can be noted in the schools, in the teaching, administration, and supervisory work of enrolled students and graduates. Through integrative projects, action research efforts, and systematic study of issues in context, students apply their knowledge of research, best practices, human development, and cultural diversity to improve teaching and learning. Other ways to gauge impact include the following:

- a. *The involvement of students and/or faculty in the region:* Faculty have served on boards of community organizations related to their areas of expertise, such as the Jefferson County Literacy Council, library boards, school boards, public-school search committees, and organizations promoting international cooperation. Most are present in schools on at least a weekly basis as supervisors of student teachers, interacting with teachers, administrators, and other community members in that capacity. Faculty are extensively involved in leadership roles in state, regional, and national professional associations such as the Wisconsin State Reading Association, the Midwestern Educational Research Association, and the American Educational Research Association. Faculty involve undergraduate and graduate students in their research and occasionally publish papers and make presentations with them at professional meetings.

Most students are deeply enmeshed in their communities by virtue of their roles as public-school teachers. Many serve in leadership roles in their schools, in civic, cultural, and religious organizations where their professional status is relevant to their participation, and as coaches and athletic directors.

- b. *The utilization of the program by consumers (i.e., performances and/or services):* Programs such as the annual Early Childhood Conference, the Symposium in Reading Education, and the Elementary Keyboarding Symposium, with participation by program faculty, draw community members other than students. Also, UW-Whitewater athletic events have involved personnel associated with the M.S.-C&I Health, Physical Education, and Coaching emphasis.
- c. *Support by regional constituencies:* Over the years, several local school districts have worked closely with the Office of Continuing Education and Outreach to develop site-specific courses (for example, to train teachers in

methods of teaching reading or to prepare them to serve as supervisors of student teachers).

#### IV. Resource Availability and Development

*Include a table summarizing specific faculty and staff contributions in teaching, research, and service as applicable as Appendix F. (On a chart, include names, bibliographic information for publications and creative activities, listing of service contributions, etc. Include a 1-2 page vita of graduate faculty who teach in the program.)*

##### A. Faculty and Staff Characteristics

All faculty who have obtained a PhD are considered part of the graduate faculty in the department. We have met the NCATE standard that states: *Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.* Additional information on all faculty teaching in the program, their vita and supporting materials can be found as part of the NCATE institutional report (See Appendix B).

Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

No anticipated changes or significant areas of need at this time.

##### B. Teaching and Learning Enhancement

1. Discuss the characteristics of the faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Participation in on-campus and off-campus teaching enhancement activities; involvement in academic advising and efforts to maintain or improve advising performance; work with undergraduate students on research projects; initiatives in student-learning based outcomes; new course development; and/or involvement with interdisciplinary course development and/or delivery.

Information on faculty can be found at  
<http://academics.uww.edu/coe/aboutcoe/ncate/standards/standard5/faculty.htm>

##### C. Research and Other Scholarly/Creative Activities

Discuss the characteristics of the faculty and staff related to research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

Some information includes:

Dr. Virginia Epps is working with teachers at Whitewater elementary schools to have methods students teach science units in classrooms. She works cooperatively with elementary classroom instructors and is negotiating a team teaching course for science

methods with one of the teachers. She is also conducting research on attitudes and self-beliefs regarding science with elementary science methods students. Dr. Virginia Epps reviews conference proposals for AETS, MCAETS, NARST, and AERA.

Dr. Anne Stinson is working with James Hartwick to expand her web quest project, in connection with secondary/K-12 majors in the Literacy in the Content Area course, to connect to middle and high schools in Russia. They work cooperatively with other university faculty and middle/high school faculty and students in Russia. They will be collecting data on this project as a research study. Dr. Anne Stinson serves on the Literacy Council for Jefferson County. She is former editor of *Wisconsin English Journal*.

Dr. Harriet Rogers continues to work cooperatively with Blackhawk Technical College and local middle/high schools to facilitate school-to-work initiatives and teacher externships to area businesses. Dr. Rogers has also co-authored the Business Education Internet Sites-Worth the Trip! Directory for university, technical college, and middle/high school instructors.

Dr. Melissa Freiberg has worked extensively with the Janesville School District in aligning district and state standards for mathematics education, analyzed possible textbook selections, and provided expertise in instructional techniques to support the standards. She also worked with teachers and staff specialists in the district, classroom teachers, and administrators. Dr. Melissa Freiberg reviews manuscripts for *Mathematics Teaching in the Middle School*, a National Council of Teachers of Mathematics journal. She also reviewed proposals for AERA and MWERA conferences.

Dr. John Zbikowski is on the board of the Wisconsin Council of Teachers of English/Language Arts and a reviewer for the Wisconsin State Reading Association and the Literature SIG of AERA.

Dr. Katy Heyning is a member of the Wisconsin Council on Social Studies and is chair of that group's Higher Education Consortium. She is a member of the State Historical Society OSS Advisory Board, and a member of the Southeast Wisconsin Center for Economics Education Advisory Board. Dr. Katy Heyning is a reviewer for AERA and MWERA and has been a program chair for AERA.

Dr. Bill Chandler serves as a member of The National Art Education Association, the National Association for Humanities Education, and the Architectural Board for the Village of Brown Deer.

Dr. Andrea Maxworthy O'Brien recently led a study tour entitled "Fairy Tales and Fjords: Denmark and Norway" for area teachers and university students, studying children's literature, history, and geography of Scandinavia. Dr. O'Brien also reviewed a literature text, *Literature and the Child*.

Dr. Eileen Schroeder:

- Dreamweaver training, Fireworks training, Flash training, Cascading Style Sheets training, Desire2Learn training, LEARN Center workshops, WebCT Training, major course revisions

- Publications: 1) "University of Wisconsin School Library Education consortium" Teaching with Technology Today. Online publication for UW-System. 2) Co-authored with A. Zarinnia, Problem-Based Learning: Developing information literacy through real problems KnowledgeQuest, 30(1), 34-35. 3) Co-authored Problem-Based learning: Develop information literacy through real problems. In S. Capra and Ryan (eds.) Problems Are Solutions: Keys to Lifelong Learning. Brisbane, Australia: Capra Ryan & Associates. (pp 1-3). 4) Schroeder, E.E. & the Task Force on Recruitment for the Professional (2003). Building the profession for the future: How to make sure your grandchildren have librarians in their schools. Knowledge Quest on the Web. ([http://www.ala.org/Content/NavigationMenu/ASSLA/Publications\\_and\\_Journals/Knowledge\\_Quest/KC\\_Conference\\_Special/Schroeder.htm](http://www.ala.org/Content/NavigationMenu/ASSLA/Publications_and_Journals/Knowledge_Quest/KC_Conference_Special/Schroeder.htm)).
- Conference attendance at the national (6) and state (6) levels. Six conference presentations.
- Schools meeting on grant with library media specialists.
- Visit with library media specialists from Umea, Sweden.
- Program review of Shorewood School District's school library media program for DPI. Active in reformulating the Pre-Block.

Dr. Anne Zarinnia:

- Seven workshops attended: Dreamweaver training, Flash training, Cascading Style Sheets training, Web Accessibility training, UWSSLWC Retreats, major course revisions, D2L training, WebCT training.
- Peer-Reviewed Publications: Ten (10) including- University of Wisconsin School Library Education consortium. Teaching with technology today. Online publication for UW-System. 2) Co-authored with E. Schroeder, Problem-Based Learning: Developing information literacy through real problems KnowledgeQuest, 30(1), 34-35. 3) Co-authored Problem-Based learning: Develop information literacy through real problems. In S. Capra and Ryan (eds.) Problems Are Solutions: Keys to Lifelong Learning. Brisbane, Australia: Capra Ryan & Associates. (pp 1-3).
- Attended ten national conferences. Presented 20 peer-reviewed presentations. Generated 12 grants.
- UWSSLWC faculty group, CIO Search and Screen committee, University Technology Committee, Library Collection committee, Electronic portfolio advisory group, Milwaukee Public Schools meeting on grant with library media specialists, meeting of library media specialists from Umea, Sweden, meeting of library media educators at Illinois School Library Medial Association Leadership meeting, five state conferences, active in reformulating the Pre-Block.

Dr. Darlene Habanek:

- Major course revisions, attended several LEARN Center workshops on teaching. D2L training, WebCT training
- Two national refereed presentations. Three non-refereed presentations. One article submitted. Involved in the Wisconsin Association of Talented and Gifted and a member of the Board of Directors.
- Faculty Senate, University Audit and Review Committee, Awards Committee, COE Peer coaching participant, active in reformulating the Pre-Block

Dr. Anne Durst:

- Major course revisions, attended several LEARN Center workshops on teaching. D2L training, WebCT training, active in reformulating the Pre-Block
- Submitted three grants. Submitted one manuscript for publication

Dr. Renee Barr:

- Nominated for the COE Teaching Award, major course revisions, attended several LEARN Center Workshops on teaching. D2L training, WebCT training
- Presented at two national refereed conferences: CEC & ASCD, University Elections Committee, and Faculty Development Committee
- Dr. Steve Albrechtsen - (Exercise Science): In addition to his work in teaching and research in Exercise Physiology he is also involved in some activities related to schools. He is a member of the Education Commission and the Research Commission of the World Leisure and Recreation Association. As a member he attended meetings at the International Congress of the World Leisure and Recreation Association in Malaysia in 2002. He assisted the World Leisure and Recreation Association in completing the International Position Statement on Outdoor Leisure Education. He is very active with the Boy Scouts in Stoughton as the Scoutmaster. An example of one of his published articles is: Technology and lifestyles: Challenges for leisure education in the new millennium. An example of a presentation is: Future trends: Status of health profiles worldwide and effects of technology and bio-technology which was presented at the International Sports Science Conference on Health Promotion, Wellness and Leisure in China in 2002.
- Dr. Karen Barak is in charge of the Recreation Minor and a Master Advisor for the College of Education . She has two publications related to the schools. She contributed to the development of a position paper on leisure education in the schools. She is a member of the American Association for Leisure and Recreation (AALR) taskforce on leisure education in the schools. During the past two years Dr. Barak attended thirty sessions to enhance teaching. Dr. Barak is in the process of planning a travel study course for students to Australia . She has presented at both the national and international levels, including a presentation at the World Leisure Congress in Malaysia.
- Dr. L. Brenda Clayton (Physical Education Pedagogy) coordinates the licensure program and supervises student teachers in the surrounding schools. She has participated in training for the National Standards for the Initial License Program Review in Physical Education and serves the national association as a Program Reviewer for NASPE. She has presented at both the national and international levels. At the national level her presentations are specific to critical thinking and caring pedagogy. Two teacher licensure undergraduates presented with her at the National AAHPERD Convention on "Caring Pedagogy: Integrating Content and Community." Internationally she continues to mentor a faculty member in pedagogy in Hungary , has conducted workshops in Jamaica , and has taken students to both Jamaica and Hungary for a portion of their student teaching. Dr. Clayton was awarded two diversity grants for faculty development and program improvement and has co-submitted an external grant. Three papers have been accepted for national conferences, one on mentoring and two dealing with international programs. Dr. Clayton developed opportunities for students to do student teaching in international sites and encouraged students to participate in these experiences. She chairs the HPERC

Licensure Board Committee. She is also a Master Advisor for the College of Education

- Dr. Ann Garvin (Health Promotion/Nutrition) presented at seven conferences at local, state and national levels. She presents on health related topics ranging from the psychobiological effects of exercise specific to the how exercise effects anxiety, depression, tension and mood to fostering healthy eating behaviors in children. Dr. Garvin integrates her research into her teaching. Taking her students to a food market to analyze their food or actually having her students cook at a restaurant to really understand nutrition are a couple of examples of getting the students involved.
- Dr. Virginia Hicks (Department Chair) has supervised student teachers in area schools and three students in Sweden. Dr. Hicks is in the process of developing a Masters program for students in Jamaica that will be offered on the island. She has presented at both national and international conferences. She is on the Board of Directors for SEWASP which is a collaborative program for adaptive skiing in the southeastern area of Wisconsin . She is the Campus Coordinator for the Global Access Project. She played a significant role in receiving a donation of 30 bicycles from Trek Bicycle that allowed the department to offer numerous bicycling courses. She was awarded two grants for diversity and co-submitted an external grant. Two presentations have been accepted for presentation at the National AAHPERD Convention, one pertaining to Native Americans (Accurate Assessments of Body Composition) and one dealing with international programs. She is a member of the HPERC Licensure Board Committee.
- Dr. Cristy Jefson (Health Pedagogy) is a new member of the department. She brings with her nine years of experience in the public schools. Dr. Jefson just defended her dissertation entitled "The Impact of Real Care Baby and the Baby Think It Over Curriculum on Urban Middle School Students Perception of Parenting and Self-Efficacy". In the schools she provided workshops on Violence Prevention and Character Education. She has developed a new workshop for teachers titled "Sexuality Education for the K-12 Educator" which she will teach for the first time this summer. She is a member of our HPERC Licensure Board Committee.
- Dr. Dianne Jones is in charge of the Coaching Minor and supervises field studies for the coaching minor and is in frequent contact with the schools. She has developed and teaches a number of courses on-line and has presented her work at seven national and international conferences. She has participated in thirty-four programs for improving teaching and was awarded three grants for technology. Dr. Jones serves on the NASPE Coaches Council Executive Committee and was a reviewer for the NASPE Coaching presentations for AAHPERD . She is a member of the HPERC Licensure Board Committee.
- Dr. Connie Kirk (Health Promotion/Health Education/Physical Education) has supervised student teachers in health. She has been involved in extensive training in yoga. Since her training she has been teaching numerous classes in yoga and stress reduction. Dr. Kirk revised the Health Education Minor, aligning the licensure program more clearly with the NCATE Standards. She is in the process of writing a book on yoga and stress reduction.
- Dr. Guoli Liang (Physical Education Pedagogy) has published several articles. One is "A Comparative Study About the Peoples Republic of China and the United States on National Standards of Physical Education." He has eight professional presentations, both nationally and internationally, on topics integrating technology and teacher education. He

co-presented at the AACE National Conference, "Are physical educators ready to teach in a digital age?". He developed an on-line data base for physical education lesson plans. Dr. Liang is also actively involved in supervising student teachers. Dr. Liang was a team member of the Technology Cadre Committee and was involved in six grants related to the use of technology in teacher education. He is a member of the HPERC Licensure Board Committee.

- Dr. Willie Myers (Coaching and Administration) teaches the course, Organization and Administration, to prepare students who plan to coach or pursue a career in athletic administration. He is a member of the HPERC Licensure Board Committee. He also supervises field experience students in Curriculum and Instruction.
- Dr. Penny Portman (Physical Education Pedagogy) is actively involved in supervision of student teachers. She has presented at several conferences at the state and national levels. One of her several published articles is "Co-Educational Physical Education: Finding Solutions and Meeting the Challenges". She has served as a consultant at area schools: Edgerton and Hudson. She has attended six conferences specific to teaching and continues to attend conferences for teaching improvement. She has reviewed thirteen articles for a professional journal. During the last two years she has served as a member of the Lincoln Elementary School Playground Committee in Whitewater. She is a committee member for the National Association for Girls and Women in Sport (NAGWS). Taking her students to Lakeland School to work with children with cognitive disabilities is one example of how she helps students experience the "real world". Her leadership helped to obtain Curolling (Japanese Variation of Curling) Equipment for the HPERC students to use. She is a member of the HPERC Licensure Board Committee.
- Dr. William Skelly, a first year faculty member has expertise is in the area of Biomechanics. He teaches the courses, Structure and Function, and Kinesiology. He is the new representative for the HPERC department to the Graduate Council and will help strengthen the masters program for teachers in the field of Health, Physical Education and Coaching.

#### D. External Funding

1. Discuss the characteristics of the faculty and staff related to the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

There is no external funding directly related to the MS C&I program at this time.

#### E. Professional and Public Service

1. Discuss the characteristics of the faculty and staff related to professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as: service involvement in professional organizations at state, regional, national, or international levels; editing or reviewing for professional publications within the discipline; non-compensated consulting or intervention activities related to the discipline; and/or roles and memberships in university, college, and departmental committees

Please refer to section C above.

## F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include: number of students per faculty member; and the amount budgeted to student help, capital, supplies/services, etc.

The personnel resources currently allocated specifically to this program include .25 FTE for the program coordinator, John Zbikowski, who advises students, fields questions from potential applicants, designs and conducts program assessment, reviews applications for admission, assigns advisors, and communicates with students, advisors, the Associate Dean of Graduate Studies, and department chairpersons about the program. As of summer, 2005, a graduate assistant in the Department of Curriculum and Instruction has been assigned duties related to the M.S.-C&I. Since 2002, an L.T.E. in the Curriculum and Instruction department has assumed considerable responsibility for paperwork such as correspondence with students, monitoring enrollment in the Integrative Project Seminar, and filing, including maintaining the library of integrative project reports.

Additionally, a faculty advisor is assigned to each MS-C&I student to assist in program planning, to help develop integrative projects prior to students' enrollment in the Integrative Project Seminar, and to help with other requirements. This role has no FTE devoted to it.

The course rotation (Curriculum and Instruction, Educational Foundations, and College of Education) has included at least one section of each core course since the inception of the M.S.-C&I, with one exception in spring 2005.

## F. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment, and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

The department is currently working with the library to systematically update and organize educational texts, resources and materials. Each program will be evaluated by the library liaison, and that person will work with the education specialists in Curriculum and Instruction in this process. The C&I department is conscientious and intentional in its library orders and special care has been taken to improve the holdings in social studies.

Winther Hall, where most education and psychology classes are held, has been part of the university efforts to update and upgrade classrooms. Most of the classrooms in the building are equipped with technology systems that have computers, include audio-visual equipment, and link to the Internet. However, rooms are overcrowded for the size of classes necessary to meet student demands in both secondary and elementary methods classes. The opportunity for Letters and Sciences to move into Carlson Hall would be a great improvement for students and faculty in the social sciences to have centralized facilities, and it would leave additional office and classroom space in Winther Hall.

## Appendices

- Appendix A:** Audit and Review Evaluation Report from Last Review
- Appendix B:** Accreditation Report (if relevant)
- Appendix C:** Program AR(s) (None exist; substitute listing of requirements provided)
- Appendix D:** List Linking Courses to Learning Objectives
- Appendix D1:** List of Dual-Listed Courses and Graduate Requirements (if any)
- Appendix E:** Trend Data included from the University's Fact Book
- Appendix F:** Table of Faculty and Staff contributions in teaching, research, and service
- Appendix G:** Teacher Supply and Demand Study from the Department of Public Instruction
- Appendix H:** Integrative Project exit questionnaire 1997-2003, including students' written comments
- Appendix I:** Alternative Education Licensure Program Plan
- Appendix J:** ESL/Bilingual Education Licensure Program Plan for M.S.-C&I Students
- Appendix K:** Revised Integrative Project Graduate Checklist
- Appendix L:** Evaluation Checklist for Integrative Project Advisors
- Appendix M:** Evaluation Checklist for Issues and Perspectives Seminar Instructor
- Appendix N:** M.S.-C&I Graduate Follow-up Survey
- Appendix O:** Minutes of meetings to discuss revisions to the M.S.-C&I Curriculum
- Appendix P:** Graduate Outcomes and Satisfaction Exit Survey Instrument

Appendix A

Most Recent Audit and Review Report (1996)

**AUDIT AND REVIEW REPORT**  
**1996-97**

Program \_ Curriculum and Instruction (MS)

Major X

Minor \_\_

**Program Strengths:**

1. The program has reasonably clear goals and objectives.
2. All students complete a common 12 credit core, yet have the flexibility to tailor programs to meet their professional needs and interests.
3. All students complete a meaningful capstone experience — a thesis or an integrative project.
4. The Integrative Project Seminar allows students to conduct high quality research with immediate practical application.
5. Course availability is adequately matched to student need with at least one section of each of the core courses offered each term.
6. The array of emphases within the program has been revised from 11 to 6, accommodating the elimination of 700 level courses offered by the College of Letters and Sciences, and permitting students to obtain the courses they need to complete their degrees in a timely manner.
7. The program draws upon a wide range of departments.
8. Classes are held at times and locations convenient to practicing teachers.
9. The program permits students to take courses in content areas outside the College of Education.
10. The program has greater intellectual rigor and coherence and there is greater contact with full-time faculty with terminal degrees than for degrees offered by competing institutions.
11. The program appears to be meeting a demonstrated need for qualified professionals in the area.
12. Fall enrollments have steadily increased over the past five years: 41, 90, 107, 121, and 136.
13. The number of degrees granted grew then leveled off over the review period: 2, 13, 32, 30, and 28.
14. The program is accredited by NCATE and reviewed by DPI.
15. Program faculty are active teaching scholars, who:
  - keep current through research and attendance at professional meetings
  - publish and present the results of their scholarly activities in peer reviewed forums
  - hold leadership positions in state and national professional organizations
  - have collegial relationships with K-12 teachers and serve as consultants for school districts
0. The program appears to be effectively administered.
  1. The College of Education is implementing a plan for expanding and upgrading its computer technology.
  2. The College of Education has a number of computing facilities that support the program.
  3. Library holdings such as journals and books about teaching are adequate to support the program.
  4. The program is located in the most densely populated area of the state, making it convenient for part-time students to commute to classes and for full-time students to have access to a variety of field work experiences.

**Program Weaknesses:**

1. The assessment plan is relatively new and still needs to be enhanced, including the addition of the methods used to assess student learning.
2. The collection of K-12 materials, which is made available for evaluation and analysis by graduate students, is limited, often inaccessible, and, remains difficult to keep updated.
3. Part of the program is housed in William Center where there is little access to technology.
4. Few grant proposals are being written for external funding to support the program.

**Specific Actions Required:**

1. Monitor the enrollment in each emphasis and propose adjustments accordingly over the next review period since the curricular revision resulting in a new array of emphases occurred just two years ago.
2. Collaborate with the Office of Graduate Studies and Continuing Education and with the Dean of the College of Education to establish a plan for recruiting students that more actively involves the program faculty by November, 1997.
3. Enhance the plan to market and promote the program by March, 1998, considering the use of a brochure, a web page, a recruitment videotape, and a presence at professional meetings for teachers.
4. Continue to refine the assessment plan over the next review period.
5. Continue to enhance the relationship between course work and the integrative projects over the next two years.
6. Continue to monitor student skills in writing research and in synthesizing research, theory, and practice through the integrative project experience throughout the next review period.
7. Investigate the possibility of instituting a licensure program within the Technology Enhanced Education emphasis by November, 1997.
8. Investigate the feasibility of replacing the Library and Information Technology and the Technology Enhanced Education emphases within the MS-C&I degree with a new degree in library and information technology by April, 1998.
9. Investigate the use of distance education, using web-based systems, compressed video, etc., to deliver courses to remote sites throughout the next review period in order to complement present efforts to provide access to the program by offering courses off campus.
10. Form an external advisory board to keep the curriculum current and responsive to the needs of the schools by May, 1998.
11. Establish a plan for building and maintaining a current collection of K-12 class materials by December, 1998.
12. Develop a plan in consultation with the Office of Research and Sponsored Programs for increasing extramural support for the program and its faculty by September, 1997.
13. Continue to increase the diversity of the program faculty at every hiring opportunity.
14. Increase computer access in William Center by July, 1999.

**Recommended Result:**

<input type="checkbox"/>	Continuation without qualification.
<input checked="" type="checkbox"/>	Continuation subject to minor concerns.
<input type="checkbox"/>	Continuation subject to annual reports from dean on progress remedying deficiencies until noted deficiencies are corrected.
<input type="checkbox"/>	Withhold recommendation for continuation, place on probation, and require another complete audit and review within 1 - 3 years at committee's discretion.
<input type="checkbox"/>	Withhold recommendation for continuation, place on probation, recommend placing in receivership within college, and require another complete audit and review within 1 - 3 years at committee's discretion.
<input type="checkbox"/>	Non-continuation.

Appendix B

Accreditation Report

(See

[http://www.uww.edu/hlselfstudy/Reports/Accredation/BoardofExaminersReporton2004  
Visit.pdf](http://www.uww.edu/hlselfstudy/Reports/Accredation/BoardofExaminersReporton2004Visit.pdf))

(See also the College of Education Institutional Report,  
<http://academics.uww.edu/coe/aboutcoe/ncate/ncatenpr.htm>)

Appendix C

List of Courses in lieu of Program AR

## **CURRICULUM AND INSTRUCTION (M.S.)**

### PROFESSIONAL CORE - 12 CREDITS

1. EDFOUND/CIGENRL-723 ISSUES & PERSPECTIVES IN AMERICAN EDUCATION
2. EDFOUND-740 TECHNIQUES OF RESEARCH or  
EDFOUND-780 TECHNIQUES OF ASSESSMENT & RESEARCH
3. CIGENRL-725 CURRICULUM DEVELOPMENT & INTEGRATION
4. EDUINDP-789 INTEGRATIVE PROJECT SEMINAR or
5. XXX-799 THESIS RESEARCH

### ELECTIVES - 12 CREDITS

1. SELECT 12 CREDITS IN CONSULTATION WITH ADVISER

### EMPHASIS - 12 CREDITS

ONE OF THE FOLLOWING EMPHASES:

#### **A. HEALTH, PHYSICAL EDUCATION AND COACHING EMPHASIS**

SELECT 12 CREDITS FROM AREAS OF HEALTH, PHYSICAL EDUCATION AND/OR COACHING THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISER. AT LEAST 50% OF THE EMPHASIS COURSE WORK MUST BE AT THE 700 LEVEL.

#### **B. LEARNING IN THE ADOLESCENT YEARS EMPHASIS**

1. EDFOUND-678 ADOLESCENT DEVELOPMENT
2. CIGENRL-745 THE MIDDLE SCHOOL or  
EDFOUND/SECNDED-703 THE MODERN HIGH SCHOOL

3. ANY 2 COURSES FROM

CIGENRL-710 CURRENT TOPICS IN CURRICULUM & INSTRUCTION (THIS MAY BE REPEATED) or

CONTENT/PEDAGOGY COURSES SELECTED WITH THE ADVISER

#### **C. LEARNING IN THE EARLY YEARS EMPHASIS (BIRTH THROUGH ELEMENTARY GRADES)**

SELECT 12 CREDITS FROM AREAS RELATED TO LEARNING IN THE EARLY YEARS THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISER. AT LEAST 50% OF THE EMPHASIS COURSE WORK MUST BE AT THE 700 LEVEL.

#### **D. LIBRARY & INFORMATION TECHNOLOGY EMPHASIS**

PLEASE EXAMINE THE EMPHASIS AND ELECTIVES OPTIONS BELOW AND CONTACT YOUR ADVISOR BEFORE SIGNING UP FOR CLASSES. FOR ADDITIONAL INFORMATION ON DEGREES AND LICENSURE, SEE THE WEBSITE AT [HTTP://  
FACSTAFF.UWW.EDU/LIBMEDIA/LM.HTML.](http://facstaff.uww.edu/libmedia/lm.html)

EMPHASIS AND ELECTIVES IF YOU SEEK A 901 INITIAL LIBRARY MEDIA SPECIALIST LICENSE:

(CONSULT WITH YOUR ADVISOR AND SEE THE LICENSURE REQUIREMENT AT [HTTP://FACSTAFF.UWW.EDU/LIBMEDIA/901\\_LICENSE.HTML](http://facstaff.uww.edu/libmedia/901_license.html))

EMPHASIS:

LIBMEDIA-550 REFERENCE AND BIBLIOGRAPHY  
LIBMEDIA-654 LIBRARY MEDIA CENTER ADMINISTRATION  
LIBMEDIA-793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM LIBMEDIA-793S  
SUPERVISED SECONDARY LIBRARY PRACTICUM

ELECTIVES:

LIBMEDIA-543 ADOLESCENT LITERATURE & RELATED MEDIA  
LIBMEDIA-551 BUILDING MEDIA COLLECTIONS  
LIBMEDIA-634 INSTRUCTIONAL TECHNOLOGY  
LIBMEDIA-640 DEVELOPING LIBRARY/MEDIA SKILLS  
LIBMEDIA-651 CLASSIFICATION AND CATALOGING  
EARLYCHD-561 CHILDREN'S LITERATURE

EMPHASIS AND ELECTIVES IF YOU HAVE A 901 AND SEEK A 902 LIBRARY MEDIA SPECIALIST LICENSE (CONSULT WITH YOUR ADVISOR AND SEE THE LICENSURE REQUIREMENT AT [HTTP://FACSTAFF.UWW.EDU/LIBMEDIA/902\\_LICENSE.HTML](http://facstaff.uww.edu/libmedia/902_license.html))

EMPHASIS:

LIBMEDIA-641 COMPUTER APPLICATIONS IN LIBRARY & MEDIA CENTER  
LIBMEDIA-751 ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS  
LIBMEDIA-756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET  
LIBMEDIA-715 CURRENT TRENDS IN K-12 LITERATURE & RELATED MEDIA

ELECTIVES:

LIBMEDIA-638 TEACHING AND LEARNING VIA VIDEO ACROSS DISTANCES  
LIBMEDIA-754 ADVANCED DESIGN & PRODUCTION OF INSTRUCTIONAL MATERIALS  
LIBMEDIA-755 HYPERMEDIA IN SCHOOL LIBRARY MEDIA & TECHNOLOGY PROGRAMS  
EDFOUND-752 INSTRUCTIONAL DESIGN  
LIBMEDIA-793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM  
LIBMEDIA-793S SUPERVISED SECONDARY LIBRARY PRACTICUM

EMPHASIS AND ELECTIVES IF YOU SEEK A 903 LIBRARY MEDIA SPECIALIST LICENSE:  
(CONSULT WITH YOUR ADVISOR AND SEE THE LICENSURE REQUIREMENT AT [HTTP://FACSTAFF.UWW.EDU/LIBMEDIA/903\\_LICENSE.HTML](http://facstaff.uww.edu/libmedia/903_license.html))

EMPHASIS:

LIBMEDIA-641 COMPUTER APPLICATION IN THE LIBRARY & MEDIA CENTER  
LIBMEDIA-751 ADMINISTRATION EDUCATIONAL MEDIA PROGRAMS  
LIBMEDIA-756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET  
EDFOUND-752 INSTRUCTIONAL DESIGN

ELECTIVES:

BSEDCNA-778 NETWORK ADMINISTRATION FOR THE END USER  
LIBMEDIA-638 TEACHING & LEARNING VIA VIDEO ACROSS DISTANCES  
LIBMEDIA-755 HYPERMEDIA SCHOOL LIBRARY MEDIA & TECHNOLOGY PROGRAMS

CIGENRL-754 EDUCATIONAL SOFTWARE IMPLEMENTATION K-12

CHOOSE ONE OF THE FOLLOWING:

LIBMEDIA-754 ADVANCED DESIGN AND PRODUCTION

CIGENRL-676 CURRENT TOPICS IN INSTRUCTIONAL COMPUTING

CIGENRL-716 INTEGRATING SOFTWARE & TECHNOLOGY THE READING & EARLY CHILD CURRICULUM

EDFOUND-681 HUMAN ABILITIES AND LEARNING

AND CHOOSE ONE FROM:

BSEDCNA-772 BUSINESS TECHNOLOGIES

MANGEMNT-721 ORGANIZTIONAL BEHAVIOR

CIGENRL-735 MANAGING /IMPLEMENTING INSTRUCTIONAL COMPUTING PROGRAMS

### **E. PROFESSIONAL DEVELOPMENT EMPHASIS**

SELECT 12 CREDITS FROM AREAS RELATED TO PROFESSIONAL DEVELOPMENT THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISER. AT LEAST 50% OF THE EMPHASIS COURSE WORK MUST BE AT THE 700 LEVEL.

### **F. TECHNOLOGY ENHANCED EDUCATION EMPHASIS**

1. CIGENRL-676 CURRENT TOPICS IN INSTRUCTIONAL COMPUTING

2. CIGENRL-735 MANAGING/ IMPLEMENTING INSTRUCT. COMPUTING PROGRAMS

3. CIGENRL-754 EDUCATIONAL SOFTWARE IMPLEMENTATION K-12

4. ONE COURSE FROM:

LIBMEDIA-751 ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS

LIBMEDIA-754 ADVANCED DESIGN /PRODUCTION OF INSTRUCTIONAL MATERIALS

LIBMEDIA-755 HYPERMEDIA IN SCHOOL LIBRARY MEDIA & TECHNOLOGY PROGRAMS

LIBMEDIA-756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET

CIGENRL-677 TELECOMMUNICATIONS FOR EDUCATORS

CIGENRL-752 MICROCOMPUTER APPLICATIONS IN THE CLASSROOM

OTHER TECHNOLOGY COURSES SELECTED WITH ADVISER

## Appendix D

### List Linking Courses to Learning Objectives

1. **Students will be able to** locate, discuss, and critically evaluate educational research relevant to current issues in their areas of emphasis:

EDFOUND 740 Techniques of Assessment and Research provides training in each of the aspects of this goal.

CIGENRL/EDFOUND 723 Seminar: Issues and Perspectives in American Education incorporates reports of research among assigned readings and also requires students to discuss these research results in writing.

CIGENRL 710 Current Topics in Curriculum and Instruction includes similar requirements.

EDUINDP 789 Integrative Project Seminar requires students to prepare an extensive review of literature related to their projects and also requires students to apply techniques of assessment and research in the design and assessment of their projects.

2. **Students will be able to** apply knowledge of current best practices in the development of curricula, materials, instructional activities or programs for use in their own professional work

CIGENRL 725 Curriculum Development and Integration provides an orientation to curriculum development and emphasizes current best practices.

EDUINDP 789 Integrative Project Seminar requires students to apply knowledge of educational research in the development of curricula, materials, instructional activities, assessments or programs

3. **Students will be able to** write clear, well organized, extended, original documents about educational issues and activities and in doing so will observe stylistic conventions of scholarly publishing in education:

CIGENRL/EDFOUND 723, Seminar: Issues and Perspectives in American Education, is designed as a writing-intensive introduction to graduate study in which students review literature related to a topic of interest

EDUINDP 789 Integrative Project Seminar includes an extensive written report in multiple chapters. Integrative Project Seminar, like Issues and Perspectives in American Education, requires students to follow the *Publication Manual* of the American Psychological Association.

## Appendix D1

List of Dual-Listed Courses and Graduate Requirements (if any)

**Learning in the Adolescent Years:****EDFOUND 678 Adolescent Development** (Syllabus not provided by department)**Library and Information Technology:****LIBMEDIA 550 Reference and Bibliography** (Syllabus not provided by department)**LIBMEDIA 654 Library and Media Center Administration**

While all students will master the basic of multimedia production, graduate students will delve more deeply into the **content** through **application of theory**. They will be required to spend additional time on the competencies covering the library and school environment, program planning, facilities design, staffing, and information technologies. The assignments will require **more intense study**, research and reflection. **Evaluation** of some products will also differ for undergraduates and graduate students. The assignments changed include:

- Observation: answer additional questions analyzing observation
- Automation: comparison and evaluation of two different automation systems on criteria provided
- Staffing: in depth analysis of needs and current status of staffing in a school
- Facilities: additional paper tying facilities design to library program goals

**LIBMEDIA 543 Adolescent Literature and Related Media** (Syllabus not provided by department)**LIBMEDIA 551 Building Media Collections** (Syllabus not provided by department)**LIBMEDIA 634 Instructional Technology** (Syllabus not provided by department)**LIBMEDIA 640 Developing Library/Media Skills:**

While all students will master the basic of teaching information literacy and collaborating with teachers , graduate students will delve more deeply into the **content** through **application of theory**. They will be required to spend additional time on the competencies covering collaboration, integration of information literacy skills in the curriculum, and the research process. The assignments will require **more intense study**, research and reflection. **Evaluation** of some products will also differ for undergraduates and graduate students. The assignments changed include:

- paper and bibliography on aspect of teaching information literacy: additional research-based support and analysis for argument required
- case study on the research process: in depth analysis of collaborative process in planning research project
- group lesson plan: take leadership in development of plan

- unit and lesson plan: get feedback on plan from teacher

### **LIBMEDIA 651 Classification and Cataloging**

While all students will master the basic of multimedia production, graduate students will delve more deeply into the **content** through **application of theory**. They will be required to spend additional time on the competencies covering the library and school environment, program planning, facilities design, staffing, and information technologies. The assignments will require **more intense study**, research and reflection. **Evaluation** of some products will also differ for undergraduates and graduate students. The assignments changed include:

- Observation: answer additional questions analyzing observation
- Automation: comparison and evaluation of two different automation systems on criteria provided
- Staffing: in depth analysis of needs and current status of staffing in a school
- Facilities: additional paper tying facilities design to library program goals

### **LIBMEDIA 562 Children's Literature** (Syllabus not provided by department)

### **LIBMEDIA 641 Computer Applications in the Library Media Center**

This course is only offered at the graduate level, so there is no undergraduate differential in assignments or grading.

### **LIBMEDIA 638 Teaching and Learning via Video and across Distances** (Syllabus not provided by department)

### **CIGENRL 676 Current Topics in Instructional Computing** (Syllabus not provided by department)

### **EDFOUND 681 Human Abilities and Learning** (Syllabus not provided by department)

#### **Graduate Student Expectations:**

1. **Content:** In addition to the requirements of everyone, graduate students will read, analyze & interpret a book in an area of interest and related to the course content. Extensive literature review and integration is expected (minimum of 12 references). The graduate student will construct an analytical scoring rubric which will be used in the analysis of the book.
2. **Intensity:** The literature review related to the book topic will be extensive (at least twelve current research articles) and the quality of writing for graduate students is beyond that of undergraduates particularly in the areas of clarity of expression, the depth of analyses and an a written articulation of how statistics can be used to facilitate learning and problem solution.
3. **\_:** Undergraduates expectations require only self reflection; graduates require reflection of connection between their own practices and research literature. In this case, the graduate student will provide evidence of

self-directedness through behaviors of selecting, analyzing, interpreting and evaluating the quality of the book vis-à-vis a professional audience which will be identified.

**Technology-Enhanced Education:**

**CIGENRL 676 Current Topics in Instructional Computing:**

**Spring 2005 Reading, Writing, and Technology**

7. *Graduate students only:* prepare an annotated bibliography of ten sources, including empirical research, on some aspect of technology and literacy discussed in class or related to your project. 8-12 pages. (Graduates 10%)

How graduate requirements differ from undergraduate:

**CONTENT:** Graduate students will become familiar with at least five research studies.

**INTENSITY:** Preparing an 8-12 page annotated bibliography will require significantly more reading and exploration of a single topic in depth than the basic requirements.

**SELF-DIRECTION:** Graduate students select their own area of interest as well as the particular studies to review for the annotated bibliography assignment.

**CIGENRL 677 Telecommunications for Educators** (no longer being offered)

Appendix E

Trend Data Included from the University Fact Book

## Appendix E

## Degree History

Curriculum & Instruction	(MS)	98-99	99-00	00-01	01-02	02-03
		62	63	118	58	56
Art Ed <sup>d</sup>		2	0	1	1	0
Comp Enhanced Ins Tech <sup>d</sup>		1	0	0	0	0
Curriculum & Instruction		0	0	0	0	1
Early Childhood Ed <sup>d</sup>		1	2	0	0	0
Elem Ed <sup>c</sup>		5	2	2	0	2
English Ed <sup>d</sup>		1	3	3	0	0
Gifted & Talented <sup>d</sup>		0	0	0	0	0
HPERC <sup>c</sup>		6	6	9	9	13
Learn Across the Lifespan <sup>c</sup>		7	6	4	12	7
Learning in Adolescent Years <sup>c</sup>		8	8	9	13	6
Learning in Early Years <sup>c</sup>		0	7	4	1	7
Lib & Info Tech <sup>d</sup>		10	8	7	6	6
Lib & Media Tech <sup>d</sup>		1	2	1	0	0
Math Ed <sup>d</sup>		3	1	0	0	0
Phys/Health Ed <sup>d</sup>		5	4	1	0	0
Science Ed <sup>d</sup>		1	1	0	0	0
Social Studies Ed <sup>d</sup>		2	3	0	0	0
Tech Enhanced Ed <sup>c</sup>		7	13	10	16	14

## Enrollment History

Programs	MS	2003				Win*	2002			2001			2000			
		Win	Spr	Sum	Fall		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Curriculum & Instruction	MS	3	141	173	125		132	194	136	110	175	120	128	99	132	137

## Appendix F

### Table of Faculty and Staff Contributions in Teaching, Research, and Service

Faculty Member	Contributions		
	Teaching	Research	Service
Brimmer, Kathryn			
Chandler, William			
Epps, Virginia			
Fox, Robin			
Freiberg, Melissa			
Hartwick, James			
Heyning, Katharina			
Huerta, Teresa			
Makurat, Phillip			
O'Brien, Andrea			
Rogers, Harriet			
Shaw, Patricia			
Zbikowski, John			
Barr, Renee			
Clinkenbeard, Pamela			
Durst, Anne			
Habanek, Darlene			
Schroeder, Eileen			
Truog, Anthony			
Valde, Gregory			
Zarinnia, Anne			
Albrechtsen, Steven			
Barak, Karen			
Clayton, Brenda			
Garvin, Ann			
Hicks, Virginia			
Jefson, Cristy			
Jones, Dianne			
Kirk, Constance			
Liang, Guoli			
Portman, Penelope			
Skelly, William			
Sherlock, Wallace			
Huss-Lederman, Susan			
Kenney, Lawrence			

See M.S.-C&I Appendix F CD

## Appendix G

### Teacher Supply and Demand Study

(See <http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/supdem03.pdf>)

Appendix H  
Integrative Project Exit Questionnaire 1997-2002  
Students' Written Comments

## Master of Science Program Evaluation

The Department of Curriculum and Instruction is looking for ways to improve the Master of Science program in Curriculum and Instruction (M.S.-C&I). Please help us in this effort by responding to a few items about how the Integrative Project fits into the program.

Directions for items 1-5: Read each of the following statements. Then circle the appropriate number to the right of each item, with 5=Agree Strongly, 4=Agree Somewhat, 3=Not Sure, 2=Disagree Somewhat, 1=Disagree Strongly.

- |                                                                                                                                                                                                        |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. The nature of an integrative project was explained to me before I enrolled in the Integrative project seminar.                                                                                      | 5 4 3 2 1 |
|                                                                                                                                                                                                        | 5 4 3 2 1 |
| 2. The ideas in my integrative project proposal provided a focus for my studies in other courses.                                                                                                      |           |
| 3. In completing my integrative project, I was able to make a connection between theory and practice.                                                                                                  | 5 4 3 2 1 |
| 4. The integrative project gave me an opportunity to use different kinds of knowledge I gained in my other coursework (knowledge of teaching, knowledge of schools, knowledge of subject matter, etc.) | 5 4 3 2 1 |

In the space below, please tell us something about the role played by the integrative project in your overall learning experience in the Master of Science program.

If you have any other comments about the MS-C&I program, please write them on the other side.  
Thank you for your time!

## Master of Science Program Evaluation—SAMPLE

### Fall 1999

- I thought the project was a very valuable experience. I created something that is very useful to me and could be useful to other people also. The whole process could have been a bit easier if I had a better understanding of the project and project expectations earlier in the program. I did not have enough knowledge to submit my proposal before 15 credits. I was very disappointed in the actual technology classes. I spent much of that time “experimenting” with software to see what it can do. In many classes, we chose a topic, researched it and then presented our information. This is not what I expect of a graduate level technology class.
- I was able to focus on the topic of my project throughout my coursework.
- I found this project to be an excellent conclusion to the Masters Program. I was able to combine much of what was learned during the coursework to my project.
- The Integrative Project played a large role in my overall learning experience. During my research I found that individuals learn when they are actively involved. The Integrative Project allows students to personalize their knowledge. This method of instruction I believe is highly effective. I learned a great deal by doing the Integrative Project process. I recommend this course to everyone,
- If there is some way to lengthen the amount of time devoted to presentations.
- ◆ The Integrated Project provided me with an opportunity to take everything that I have learned in the M.S. program and bind it with a topic that I was very interested in. It was a wonderful culminating activity!
- ◆ In the very beginning of the project I felt VERY frustrated with the project. There seemed to be a lack of direction given by the University. Many students have never written a large paper such as this and there needs to be more direction and guidance. I believe the project should be broken down into two different classes. The first being a year prior to graduation. This way we can tie it into our curriculum better and we have time to elicit constructive criticism as well as conduct the research effectively. I felt as though I rushed through it to complete it and never really "experienced" it.
- ◆ For the overall department and emphasis area--there needs to be more than one full-time professor. Dr. XXXXX has been helpful considering all of his responsibilities. But I strongly feel that my education here has been sub-par.
- ◆ I learned a lot about my teaching and my beliefs during this project. Unfortunately, I don't know if I was able to see a carry over into my other grad classes. I feel the reason for this is that we are not really encouraged to begin the project early in the program. I wish we would have a project class required in the first six credits of the program. This class could be an

overview of what the project is, what the outcomes should look like, and what to be doing throughout the program. This would have focused me more within the program. I think it would have made the project more meaningful also. If a technology emphasis is going to continue at UW-Whitewater, a full-time professor needs to be hired. Until this happens, I will not be an advocate of this program for others who are interested.

- ◆ I actually came up with my idea for my project after I had taken several of my technology courses. The research need for my project was done on my own and not in my research class.
- ◆ I strongly feel someone or some course needs to be responsible for communicating the expectations of the Integrated Project early in the entrance of the program. I felt like I was "in the dark" about this project until I was actually enrolled in the course. I feel some of the anxiety of this project could be eliminated.
- ◆ The project was a good tie in with some of the courses I took. I did find out it is important to be at the first class. My name was left off the initial class list, and I felt I was behind the whole semester.
- ◆ It functioned as a capstone for me in regards to my writing and thinking analytically.
- ◆ It allowed for me to accomplish a project that I thought would never be possible. I think the Integrative Project concluded and was a culminating factor for other classes.
- ◆ My project was actually totally separate because there was a 2-year delay in my taking classes to the time I did my integrated project. My job situation had also changed, which changed my interests in research topics. Although the interest changed, the research done in previous classes provided a basis for the research methods used to do the project.
- ◆ It certainly allowed me an opportunity to reflect on all that I learned and compile it into one huge project. The project was very beneficial to me as a teacher because it allowed me the opportunity to try something new as a teacher which would encourage me to be more effective.

## Master of Science Program Evaluation Fall 2000

- It was a challenging pain, but I'm glad I did it because it has had and will continue to have an impact on my professional practice & the school's curriculum and my students. I did provide a vehicle to concretely apply the ideas emphasized throughout my classes. Without the project there would be far less connection between what we talked about in classes and what I do with students. The biggest challenge was time, as it is for many of us.
- It helped me focus and decide what elective courses to take. I took courses that related to my project areas.
- I used the information presented in my Theory of Research Class to complete my integrated project. I had to take 5 years off between my graduate course work and my integrated project therefore my integrated project did not relate to past course work, but it did meet my needs at the present time.
- The project allowed me to explore a topic that I have wanted to explore for the past 6 years. I had continuously put this research off because of time constraints. The project also familiarized me with the APA style and how to go about writing a literature review. It was exciting (and frustrating) to see how my project evolved over time. Furthermore, the project inspired me to experiment with power point so I could use it with my oral presentation. I felt the class was very beneficial.
- The process was valuable yet overwhelming. Communication must improve at the University level among professors, program advisor and seminar instructor.
- As a culmination to my program I feel the integrative project was a good thing. I feel the integrative project idea needs to be addressed much earlier in the program so that an idea can be developed earlier.
- I have found the project to be an interesting process. It was a challenging process, but beneficial.
- Several of the courses I have taken at Whitewater, along with independent work that I did with my advisor came together for me while working on this project. Dr. XXXX was very thorough and careful when reviewing and editing my project. This has been an excellent experience!

Side note:

Also, as a result of this project presentation, I was able to use powerpoint (which was 1 program I had not used before)!! Thanks for everything Whitewater C & I.

## Master of Science Program Evaluation

Spring 2000

- My integrated project didn't play much of a direct role in my program. I started my program 2 years before starting my current job, and my project is tailored to my school. I was able to apply specific theory and skills to the project, but my previous learning wasn't geared toward my project as a culminating activity.
- I was able to use much of what I learned about web page design and carried that knowledge to develop a more complete library web page. This has helped prove my worth to the district and they have since hired as a librarian for next year. Professor XXXXXXXXX and Professor XXXXXXXXX have been extremely supportive with my project and my quest to find a position.
- The integrative project helped me to develop new units and improve my teaching. I learned to really look at the literature that's out there critically. I took a unit that I already did and improved it. I feel that what I've learned here will make me a better teacher.
- Most difficult-needed more examples of other projects and especially papers from previous students.
- Integrative project really helped put together many aspects of course work. Project helped me improve teaching strategies.
- It became a well rounded ending to a good graduate student career. I was happy with the professor's and work I had to do here.
- It played a stressful role as none of the other classes had projects formatted like this one. The other projects were more presentation oriented than research paper oriented. Perhaps some attention to brushing up on this paper-writing skill would be in order.

## Master of Science Program Evaluation Summer 2002

- Tied everything that I focus on together.
- This project pulled together many ideas from practice and theory. I was able to use activities and knowledge that I had already implemented. This project will be useful to anyone putting together a similar class or wants sources for information.
- It wrapped up the program very nicely on a positive note!
- The integrative project allowed me to research an area of interest and pursue it in depth.
- I learned to use the computer much better.
- I was able to take my classroom knowledge and experience and examine in-depth the theory and research behind it (the practices).
- I liked the option. It was difficult for me to write it utilizing information from the final classes. However, I have no recommendation for “fixing” this.
- It was helpful as an application of study.
- It would have been nice to know that the paper was more important than the project itself. This would have allowed to better focus my time and effort.
- I would have liked to have a better outline for the writing. The APA book before class. More should be said about the permission needed for the projects, students, parents, etc. The staff was very helpful though.
- I felt the integrative project was an excellent academic exercise in bringing together all that I have learned so far in my Master’s Degree Program. It allowed me to use critical thinking techniques to bridge all of the theories I had learned about with my specific classroom practices.
- It provided a focus of study.
- It really put to practice the things I have been learning in my Early Childhood class. It will really benefit my students.
- The integrative project allowed me to use and put into action all of the things I learned throughout the Master’s program.
- Need to explain IRB sooner.

Master of Science Program Evaluation  
**Summer 2003**

- Lots of work for 3 credits!
- The integrative project allowed me to wrap up my master's education by synthesizing everything I have learned in my classes as well as the classroom. I found that in writing my paper aspects of most courses I took found their way into the paragraphs. Do not start summer session during the time K-12 is still in session (especially since final grades are due for us just as UW-W starts!) Blame this on Wisconsin Dells.
- The Integrative Project tied all of the learning together. However, because of course availability, the timing of the project doesn't always work out.
- Writing this project helped me to learn how to write a project of this quality. It also helped me to take a critical look at my curriculum.
- I enjoyed the opportunity to do my integrative project because it was something beneficial that I and my district felt useful. I had difficulties with my own advisor but Dr. XXXX has been very helpful!
- The project helped me to tie all that I have learned together.
- Served as a focus for change in my classroom.
- The ideas in my integrative project proposal provided a focus for my studies in other courses in my last semester

Master of Science Program Evaluation  
**Spring 2005**

- I needed a lot of effort, but I gained knowledge. How to research, how to gather the information, and how to express that. I have more confidence in my field. I think I should continue my study in my future. Thank you very much.
- Some of my courses were helpful w/my project while others were not so helpful. A majority of my understanding came from Dr. XXX, looking at other projects, asking a lot of questions and reading a lot on the subject I was studying!
- It helped me better serve my students needs, develop a better understanding of my educators' philosophy and learned more about researching and investigating new ideas and concepts. Dr. XXXX did an excellent job as my advisor!
- I learned how to write a professional document with correct research and citing.
- I felt it was very helpful because it allowed me to use what I was learning in a practical way. It gave me a practical focus for class projects. Many times projects can be assigned that aren't applicable to the job situation. The set up of the integrative project is such that it was very applicable to my work situation. I felt it was very beneficial to do something I could actually use in a work environment.
- This experience tied many concepts from the various classes together.
- I really was able to put into practice the research techniques that I had been learning throughout my classes here.

Appendix I

Alternative Education Licensure Program

## ALTERNATIVE EDUCATION PROGRAMS LICENSURE

A program proposal by  
The Department of Curriculum and Instruction

### Rationale

Realities within contemporary schools reveal that structures, curriculum, and instruction of schools are not meeting the needs of a significant number of students. Increasingly, educators are looking for alternative methods and programs where students are more likely to be successful. In response, the Wisconsin Department of Public Instruction has designated a specific license endorsement for educators working in these alternative educational settings. This endorsement allows educators more latitude in developing experiences across grade and subject area boundaries.

To assist teachers in recognizing and developing the skills, attitudes, and knowledge necessary to work in these settings, the Department of Curriculum and Instruction at the University of Wisconsin-Whitewater is proposing a program of courses leading to this licensure. This program (a total of fifteen credits) will require students to move through the sequence of five courses as cohort group for one calendar year. A team of faculty will be responsible for coordinating and instructing courses and experiences and will model collaborative teaching. The program could stand alone as a licensure program or be embedded in the Master of Science in Curriculum and Instruction with an emphasis in either Learning During the Adolescent Years or Learning Across the Lifespan. Students choosing the MSC&I option would be assigned an advisor from the team of faculty involved in the Alternative Education Programs sequence. In addition, students in the masters program will use insight and information gained from the program as a focus for their research for the culminating experience (either an integrative project or a thesis).

### Philosophy of the Program

Teachers in alternative educational settings need to employ non-traditional pedagogies in order to reach their marginalized students. Consequently, these teachers will benefit from non-traditional models of teaching in their own programs of studies. The instructors in the Alternative Education Programs Licensure sequence of courses will:

1. Demonstrate team teaching through effective practice;
2. Encourage and facilitate dialogue;
3. Raise points of concern from the view of respective disciplines;
4. Contextualize courses to reflect respective experiences and realities; and
5. Represent opposing and/or disparate viewpoints.

In light of these five principles, it is imperative that each of the five course be taught by a team of faculty and that the university rewards system be adapted to support team teaching efforts.

### Program Design

The following chart illustrates how the courses in the Alternative Education Programs licensure program match the INTASC principles as required by the Wisconsin State Department of Public Instruction (Wisconsin administrative code PI4.155). The principals are provided for reference.

Course	1	2	3	4	5	6	7	8	9	10
The Representation of Experience and Knowledge	X			X		X		X		
Multicultural Construction of Meaning		X	X	X						
Formal and Informal Learning Environments	X	X	X	X	X	X		X	X	
The Marginal Student		X	X				X		X	X
Emancipatory Pedagogies	X	X	X	X	X	X	X	X	X	X

#### INTASC principles:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans and delivers instruction based upon knowledge of subject matter, students, the community, and curricular 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 learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) 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 students' learning and well-being.

#### Objectives of the Program

The course objectives will be developed along with the individual course syllabi. However, the following are broad program goals to be achieved by program participants:

1. Engage in reflective practice.
2. Build a network of professional connections with classmates, instructors, authors, etc.
3. Recognize nontraditional resources for learning opportunities.
4. Create meaningful instructional opportunities and transmit the meaningfulness of those opportunities to resistant learners.
5. Influence students' perception of the value of school.

#### Program Admission

Applicants must hold a valid teaching license and be currently employed in a school setting. Additionally, the following are required for admission to the Alternative Education Programs licensure cohort:

1. Admission to the Graduate School
2. Written statement (250-500 words) describing one's philosophy of education and interest in teaching in alternative education programs
3. Letters of recommendation from two of the following: chief administrator; immediate supervisor; school partner, e.g. school-to-work site administrator; student

## Evaluating the Student and the Program

The process of evaluation will be an important and ongoing element of this program. Multiple forms of evaluation will allow program faculty to make decisions about the maintenance and continuing development of the program. Data sources will include the following:

1. Periodic reaction papers from students that will provide evidence of participants' reflection upon the knowledge gained and applied and reactions toward the program;
2. Peer reviews, during the third course, Formal and Informal Learning Environments, of on site projects and classroom interactions;
3. Surveys taken at three- and five-year intervals following the participants' completion of the program, to ascertain the impact and success of program content and experience;
4. Review of participants' students' success through an examination of graduation records;
5. Records of participants' successful participation in conferences and professional organizations and publications relevant to their successful practice in alternative education programs.

# Alternative Education Programs Licensure

Perception of Personal Beliefs



Ecology of Learning



Teaching and Learning for Empowerment

PERCEPTION

The Representation of Experience and Knowledge  
Multicultural Construction of Meaning

INTERPRETATION

Formal and Informal Learning Environments  
(field component)

ARTICULATION

The Marginal Student  
Emancipatory Pedagogies

## Bibliography

The texts listed in this bibliography represent the knowledge base for the development of the program. Individual entries may serve as course readings/texts.

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Appendix J  
ESL/Bilingual Licensure Sequence

Master of Science – C&I with Professional Development Emphasis  
ESL/BE Licensure Program Plan

Core Courses	Substitutions or Waivers	Semester
Issues & Perspectives in American Education CIGENRL 723 3cr		
Curriculum Development & Integration CIGENRL 725 3cr		
Techniques of Assessment & Research EDFOUND 780 3cr <b>OR</b> EDFOUND 740 3cr		
Integrative Project Seminar EDUINDP 789 3cr 1. This course is taken after all other courses, including licensure courses, have been completed. 2. The proposal for the Integrative Project must be given to the advisor <b>two semesters</b> before registering for the seminar.		
Licensure Program	Substitutions or Waivers	Semester
1. Introduction to ESL/Bilingual Education CIGENRL/ESL 550 3cr		
2. Survey of Educational Linguistics CIGENRL/ESL 510 3cr		
3. Individual Studies CIGENRL 798 3cr		
4. The Spoken Language & Discourse Analysis CIGENRL/ESL 520 3cr		
5. Teaching English Grammar in the ESL/Bilingual Education Classroom CIGENRL/ESL 530 3cr		
6. ESL Methods and Curriculum CIGENRL/ESL 603 3cr		
7. Assessment in the ESL/Bilingual Classroom CIGENRL/ESL 605 3cr		
8. Practicum/observation (Elementary or Secondary) CIFLD 793 3cr		
<b>Note:</b> Praxis II ESL Content Exam *You must pass the exam before you can receive your license. There is no content exam for the bilingual license.		
Bilingual Ed. Licensure Program	Substitutions or Waivers	Semester
10. Teaching Content in the Bilingual Classroom CIGENRL/ESL 655 3cr		
11. <b>For speakers of Spanish:</b> History of Chicanos in the U.S. CHICANO 510 3cr <b>OR</b> Politics of the Chicano CHICANO 520 3cr <b>OR</b> <b>For speakers of languages other than Spanish:</b> Race, Ethnicity, and Social Justice: Issues for Helping Professionals RACEETH 580 3cr		
12. Bilingual language and cultural proficiency to be determined in consultation with BE coordinator		

Appendix K

Revised Integrative Project Exit Questionnaire

## Master of Science Program Evaluation, Revised

The Department of Curriculum and Instruction is looking for ways to improve the Master of Science program in Curriculum and Instruction (M.S.-C&I). Please help us in this effort by responding to a few items about how the Integrative Project fits into the program.

Directions for items 1-5: Read each of the following statements. Then circle the appropriate number to the right of each item, with 5=Agree Strongly, 4=Agree Somewhat, 3=Not Sure, 2=Disagree Somewhat, 1=Disagree Strongly.

- |                                                                                                                                                                                                        |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 5. I was adequately informed about the process of completing an integrative project at the time when I submitted my project proposal.                                                                  | 5 4 3 2 1 |
| 6. The integrative project allowed me to apply the results of <b>educational research</b> .                                                                                                            | 5 4 3 2 1 |
| 7. I developed my <b>writing ability</b> through my work on the integrative project.                                                                                                                   | 5 4 3 2 1 |
| 8. Through work on the integrative project, I increased my <b>depth and breadth of knowledge</b> of my emphasis area.                                                                                  | 5 4 3 2 1 |
| 9. The integrative project gave me an opportunity to use different kinds of knowledge I gained in my other coursework (knowledge of teaching, knowledge of schools, knowledge of subject matter, etc.) | 5 4 3 2 1 |

In the space below, please tell us something about the role played by the integrative project in your overall learning experience in the Master of Science program.

If you have any other comments about the MS-C&I program, please write them on the other side. Thank you for your time!

Appendix L  
Integrative Project Advisor's Checklist

### Advisor's Integrative Project Evaluation

To the advisor: The following checklist is intended to assist in the process of identifying program strengths and weaknesses. Results will not be used in the evaluation of individual students' work in the Integrative Project Seminar.

Directions: Upon signing the final draft of your advisee's integrative project report, please rate the quality of the student's work on each of the four dimensions listed below, using a scale of 5=Strongly agree to 1=Strongly disagree.

- |                                                                                                                                                                                                                                                                     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. In this integrative project, the student has demonstrated an ability to locate, interpret, and apply relevant results of <b>educational research</b> , including both empirical and theoretical investigations, in a way that suits the purposes of the project. | 5 4 3 2 1 |
| 2. In this integrative project, the student has demonstrated <b>writing skill</b> in the following categories:                                                                                                                                                      |           |
| a. Organization/logic                                                                                                                                                                                                                                               | 5 4 3 2 1 |
| b. Clarity of expression                                                                                                                                                                                                                                            | 5 4 3 2 1 |
| c. Style, mechanics, and usage, including observance of APA style                                                                                                                                                                                                   | 5 4 3 2 1 |
| 3. In this integrative project, this student has demonstrated <b>depth and breadth of knowledge</b> of the emphasis area                                                                                                                                            | 5 4 3 2 1 |
| 4. Through all the work on this project, the student has demonstrated scholarly integrity as evidenced by commitment to useful professional goals, by acknowledgment of sources, and by doing the best work possible                                                | 5 4 3 2 1 |

Please return this checklist, along with the identifying cover sheet that will be kept separate to ensure a response from all advisors, via campus mail to John Zbikowski, Department of Curriculum and Instruction. Contact John Zbikowski, [zbikowsj@uww.edu](mailto:zbikowsj@uww.edu) or 262-472-4860 if you have any questions about the program evaluation process.

Appendix M

Issues Seminar Instructor's Evaluation Checklist

### Program Evaluation Project: Issues and Perspectives Seminar

To the instructor: The following checklist is intended to assist in the process of identifying program strengths and weaknesses. Results will be compiled annually and compared to results on the same items generated by graduating students.

Directions: Within one week of submitting grades for the term, please rate the quality of each student's work on each of the dimensions listed below, using a scale of 5=Strongly agree to 1=Strongly disagree.

- |                                                                                                                                                                                                                                                                     |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 2. In this integrative project, the student has demonstrated an ability to locate, interpret, and apply relevant results of <b>educational research</b> , including both empirical and theoretical investigations, in a way that suits the purposes of the project. | 5   4   3   2   1 |
| 5. In this integrative project, the student has demonstrated <b>writing skill</b> in the following categories:                                                                                                                                                      |                   |
| a. Organization/logic                                                                                                                                                                                                                                               | 5   4   3   2   1 |
| b. Clarity of expression                                                                                                                                                                                                                                            | 5   4   3   2   1 |
| c. Style, mechanics, and usage, including observance of APA style                                                                                                                                                                                                   | 5   4   3   2   1 |
| 6. Through all the work in this course, the student has demonstrated scholarly integrity as evidenced, for example, by commitment to useful professional goals, by acknowledgment of sources, and by doing the best work possible.                                  | 5   4   3   2   1 |

Please return this checklist, along with the identifying cover sheet that will be kept separate to ensure a response from all advisors, via campus mail to John Zbikowski, Department of Curriculum and Instruction. Contact John Zbikowski, [zbikowsj@uww.edu](mailto:zbikowsj@uww.edu) or 262-472-4860 if you have any questions about the program evaluation process.

Appendix N

M.S.-C&I Graduate Follow-up Evaluation Checklist

## M.S.-C&I Graduate Survey

Dear Graduate:

I hope you have been doing well professionally since your completion of the M.S.-C&I program at the University of Wisconsin-Whitewater. The University has instituted a process of continuous evaluation and revision of its programs to ensure that individuals such as you are well served by our offerings. As part of that process, we would greatly appreciate your responses to the checklist below, which will be used in refining current graduate programs and developing new ones. If you have any questions about the survey, or any other comments about the program you completed, please don't hesitate to contact me at 262-472-4860 or [zbikowsj@uww.edu](mailto:zbikowsj@uww.edu).

Sincerely,

John Zbikowski, Program Coordinator

Directions: Please respond to each of the items below using a scale of 5=Strongly Agree to 1=Strongly Disagree. Use the back of this sheet to write any additional comments you may have about the graduate program you completed. Please send the completed survey in the enclosed postage-paid envelope to Department of Curriculum and Instruction, University of Wisconsin-Whitewater, 800 W Main St, Whitewater WI 53190.

- |                                                                                                                                                         |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. The M.S.-C&I program included courses and experiences that were relevant to my professional work.                                                    | 5 | 4 | 3 | 2 | 1 |
| 2. I gained practical knowledge related to learning and teaching through my work in the M.S.-C&I program.                                               | 5 | 4 | 3 | 2 | 1 |
| 3. As a direct result of my work in the M.S.-C&I, I gained a financial benefit such as an increase in salary.                                           | 5 | 4 | 3 | 2 | 1 |
| 4. As a direct result of my work in the M.S.-C&I, I became more qualified to do the professional work I was doing at the time of finishing the program. | 5 | 4 | 3 | 2 | 1 |
| 5. I am currently seeking a new position for which I became qualified through my work in the M.S.-C&I.                                                  | 5 | 4 | 3 | 2 | 1 |
| 6. My experiences in the M.S.-C&I allowed me to apply the results of <b>educational research</b> to practical problems.                                 | 5 | 4 | 3 | 2 | 1 |
| 7. I developed my <b>writing ability</b> as a result of my work in the M.S.-C&I program.                                                                | 5 | 4 | 3 | 2 | 1 |
| 8. I gained <b>depth and breadth of knowledge</b> of my emphasis area through my work in the M.S.-C&I.                                                  | 5 | 4 | 3 | 2 | 1 |
| 9. I received adequate advising about program requirements in the M.S.-C&I.                                                                             | 5 | 4 | 3 | 2 | 1 |
| <i>True-False:</i>                                                                                                                                      |   |   |   |   |   |
| 10. As a direct result of my work in the M.S.-C&I, I accepted new job responsibilities or a new position that I sought.                                 |   |   |   | T | F |
| 11. My work in the M.S.-C&I enabled me to renew my teaching license or move to the next license level.                                                  |   |   |   | T | F |
| 12. Through my work in the M.S.-C&I, I earned a teaching license in addition to the one I already held.                                                 |   |   |   | T | F |

*Optional:* M.S.-C&I Emphasis Area \_\_\_\_\_

Your years of teaching experience \_\_\_\_\_

***Thank you for your time!***

Appendix O

Minutes of Meetings to Discuss Revisions to the M.S.-C&I, 2000-2002

Excluding College of Education Curriculum Committee Minutes

Appendix P

Graduate Outcomes and Satisfaction Exit Survey Instrument



## GRADUATE OUTCOMES AND SATISFACTION EXIT SURVEY PART I: GRADUATE OUTCOMES

**Instructions:** Please rate the following statements based on the knowledge, perspectives and skills you've acquired through your Master's Degree program at UW-Whitewater.

**In Column A, indicate the extent to which you agree or disagree with each statement.** Circle a number to indicate the extent to which you agree with the statement with, 1= Strongly Disagree, and 5=Strongly Agree.

**In Column B, given your motives for completing the masters program, indicate how important it is to you that you are able to perform the activity indicated.** Circle a number to indicate how important you feel the ability to perform the activity is, 1= Not at All Important, and 5=Extremely Important.

<i>Column A</i> Agreement with the statement.	<i>"Because of my Master's degree program at UW-Whitewater..."</i>	<i>Column B</i> Importance of the activity.
1 2 3 4 5	<b>I'm more knowledgeable about the professional literature of my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I can identify and formulate perspectives on important issues in my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I understand links between theory and the professional practices of my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've improved my ability to synthesize significant amounts of complex information into meaningful wholes."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've improved my ability to collect data/information in answering questions and/or solving problems."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've improved my ability to analyze and interpret data/information."</b>	1 2 3 4 5
1 2 3 4 5	<b>I'm better able to identify solutions to problems that are part of the professional practice of my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've improved my ability to implement solutions to problems that arise in the professional practice of my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've improved my ability to use technology effectively in the professional practice of my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've a better understanding of the current and potential use of technology in my discipline."</b>	1 2 3 4 5
1 2 3 4 5	<b>I've improved my ability to orally express my thoughts and/or positions."</b>	1 2 3 4 5

1 2 3 4 5	I've improved my ability to express my thoughts and/or positions in writing. ”	1 2 3 4 5
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**PART II: Satisfaction**

**Instructions:** Circle a number to indicate the extent to which you agree with the statement with, 1= Strongly Disagree, and 5=Strongly Agree.

**Section A: Faculty****G. In general, the faculty I took classes from...**

provided quality instruction.	1 2 3 4 5
were knowledgeable about the subject matter.	1 2 3 4 5
returned my work promptly.	1 2 3 4 5
provided constructive feedback about my work.	1 2 3 4 5
established an appropriate environment for me to garner knowledge and skills.	1 2 3 4 5
were available for consultation.	1 2 3 4 5
were interested in my professional goals.	1 2 3 4 5

Comments:

**Section B: Program****H. In general...**

my advisor spent the time necessary to discuss my academic program.	1 2 3 4 5
my advisor was knowledgeable about formal degree requirements.	1 2 3 4 5
the courses I needed were available.	1 2 3 4 5
the program/department was helpful when I encountered problems.	1 2 3 4 5

Comments:

**Section C: University**

**Instructions:** Rate the service provided to you by the following Administrative Units/Offices, with

**E= Excellent, G=Good, F=Fair, P=Poor, and NA=Not Applicable/No Dealings With This Office.**

The Office of Graduate Studies	E G F P NA
Financial Services & Student Accounts	E G F P NA
Financial Aid	E G F P NA
Parking	E G F P NA
Bookstore	E G F P NA

International Programs	E G F P NA
Technical Support	E G F P NA

Comments:

**Section D: Overall Satisfaction**

**Instructions:** Please answer the following questions as indicated.

On a scale of 1 (one) to 10 (ten), with “1” representing “not at all satisfied,” and “10” representing “extremely satisfied,” how would you rate your overall satisfaction with your graduate degree from UW-Whitewater?

What do you consider to be two or three strengths of the graduate programs at UW-Whitewater?

What are two or three changes you recommend to improve graduate education at UW-Whitewater?

Would you recommend the graduate program you completed at UW-Whitewater to friends and acquaintances? Yes \_\_\_\_\_ No \_\_\_\_\_

Why or why not?

Any other thoughts or comments?