

MSE-PD Council  
February 19, 2015, 9:00-10:30 a.m.  
WH 4013

Minutes

Present: Pam Clinkenbeard, Liesl Gapinski, Robin Fox, Rick Mason (Chair), Melanie Schneider, Eileen Schroeder, Kelly Witte, John Zbikowski

Excused: Kristina Navarro

The meeting was called to order at 9:00 a.m. by Rick Mason.

1. Minutes of the December 18, 2014 meeting were approved on a Schroeder/Gapinski motion with 5 ayes, one abstention.
2. Announcements/Information
  - a. The MSE-PD website has been updated to reflect changes to curriculum and new pages on the School of Graduate Studies website.
  - b. Sally Lange is updating sections of the Graduate Catalog related to the MSE-PD to reflect new capstone options and make other corrections. Eileen will contact Sally with additional corrections to the Information, Technology, and Libraries emphasis listing. Robin noted that there has been no decision to stop offering the MSE-PD Alternative Education emphasis after summer 2015.
3. Dual emphasis draft discussion – postponed.
4. Proposed new HELEAD courses:
  - a. Rick announced that the C&I department has approved proposals to allow students in the Higher Education Leadership emphasis to take a higher-education-focused Issues seminar instead of CIGENRL/EDFOUND 723.
  - b. The C&I Department has also approved proposals for a new Higher Education Athletics Administration emphasis.
  - c. Robin reported on a new Global Education program in which student affairs master's students from Mexico will be coming to whitewater to do four different internships in four different areas. Kristina Navarro agreed to coordinate it. Ten extra students for four weeks auditing a class. Someone wrote a proposal.

## 5. Discussion of Mid and Final Capstone

Students currently in emphasis areas where new capstone options have been added (Higher Education Leadership, Health, Physical Education, and Coaching, and Information, Technology and Libraries) will be allowed to choose one of the new options regardless of when they started - Consensus. Whether students who completed EDUINDP 724, 726 and/or 727, can still count those courses if they switch to a new emphasis, will be decided on a case-by-case basis in consultation with the advisor.

Discussion of whether to eliminate the traditional capstone courses: Eileen said that the traditional capstone courses need to be retained for the Information, Technology, and Libraries emphasis for students with the undergraduate minor, who completed many of the emphasis courses at the undergraduate level. Students starting their library licensure program at the graduate level will have the portfolio milestone option.

Discussion of the five-chapter capstone report model followed. Melanie: three people in the pipeline in ESL don't want to do curriculum project and workshop. Melanie: it's difficult for students to write the capstone report draft before enrolling in EDUINDP 789. Liesl: the problem is enrollment in 789 without having finished the project. Discussion followed regarding whether a type of project other than action research would fit the "Chapter one, two, three, four, five" model. Liesl: technically it does, just not the methodology section. It's flexible, the contents within the headings. Melanie: the student may not have given the workshop, the curriculum not implemented. Discussion of how topics other than action research projects have worked within the five-chapter format.

Eileen suggested bringing in Wade Tillett, instructor of the summer 2015 Capstone Project Seminar, to discuss his expectations, what students will be writing up.

Discussion of core course rotation: Can we continue to offer the capstone project regularly? Does it need to be a six-credit sequence? Should students taking this option be required to take a qualitative methodology course such as Edric's Action Research course? Liesl: students leave 780 with great ideas for research projects but they need to take a course that prepares them for the type of project they will actually do. Consensus: put that on the agenda for discussion, look at all the options.

Eileen: Look at the whole 12-credit sequence. Kelly: currently CIGENRL 723 the Issues seminar section with Health, PE, Recreation and Coaching focus is designed to prepare students for the portfolio, along with 780. Need to get data – who needs the core courses. Reading, ESL, C&I, CAL, Alt Ed, Art, and Library – the only remaining emphasis areas that lack a portfolio or practicum option – how many students in those areas?

Discussion of adding a portfolio option to other emphasis areas. Kelly: you could model the HPERC emphasis portfolio. Discussion of licensure portfolios as capstone projects. The capstone could just be made a milestone, not necessarily a course. Practicum can be used as part of the capstone for ESL/BE: Eileen. Melanie explains the ESL practicum – teachers are already on emergency license; they get observed. Melanie: they should do something more – Robin, Kelly suggest doing more than just be observed. Discussion of practicums in Educational Leadership, HPERC practicum's 50hrs/credit; Melanie: build non-course requirements into the practicum.

If someone wants to complete a research project, they can be advised to enroll in Thesis Research. Eileen: if someone completed the entire program except for the final three credits and comes back to finish, if they wanted to do a capstone of some sort, require them to take one more research-oriented course before taking a thesis.

Options if Capstone Project Seminar is no longer scheduled: move students into other emphasis areas with practicum/portfolio or thesis? Eileen: require an independent study in place of Capstone Project Seminar. Melanie: if you want to continue with a capstone project, it falls on the individual coordinator to see that through.

Discussion about how to proceed with the discussion: Invite Pat Shaw, Edric Johnson, Scott Peters, all other core course instructors to talk about eliminating the courses, and how they fit together. Rick: the neat thing about the issues course was that it was out of your area – students in the course were not all from one department. Master's degree should have some kind of statistical, literature review etc. Did the 780 course flow into the midpoint course well? Need a discussion of reining people into that type of thinking. Having a larger discussion. Main discussion next time: curriculum.

6. Report on ESL change in prerequisites for CIGENRL 603, ESL Methods and Curriculum – a change is required to close a loophole through which a graduate student can fulfill the prerequisite by taking any version of CIGENRL 723, and not, as intended, the specially designated section of CIGENRL723 only. Proposal would give students an alternative prerequisite of CIGENRL/ESL 350/550 Introduction to ESL and Bilingual-Bicultural Education. Still to be written up as a curriculum proposal. Having it on the agenda for this group gives Melanie an incentive to prepare the proposal.
7. Next Meeting March 19, a large discussion with multiple people.

The meeting was adjourned at 10:36 a.m. on a Gapinski motion. Minutes unanimously approved Gapinski/Clinkenbeard March 19, 2015

Respectfully submitted,  
John Zbikowski

