

MSE-PD Council

February 17, 2011, 9:02 a.m.

Present: Zbikowski, Vick, Witte, Albrechtsen, Schroeder, Mason, Hohenshell, Ruff

1. Approval of minutes - approved
2. Approval of agenda - approved
3. Announcement: a large number of MSE-PD students have applied for graduation this semester.
4. Report on experiments with the Capstone course this semester: Edric - gave portfolio, or traditional 5-chapter (thesis) research options. Format needed discussion before students felt prepared for seminar. Both Edric and John - used traditional graduate seminar, in which student leads discussion for whole class (Edric) or in special interest, small groups (John). In Edric's course this semester, students are in 7 different MSE-PD emphasis areas, plus 3 from the M.S.-C&I, and their mid-point course experiences differed, which has presented some challenges at the end, capstone point.
5. Potential capstone sequences / midpoint course: Steve distributed a [Capstone Experience document](#) - Thesis (1-6 unit), Practicum (6-12 units, total of 36 credits required), Action Research (6 units in 2, 3 credit courses with 9 units required prior to the midpoint), Integrated Project options. The concept of the portfolio is across all options, e.g. the thesis is the portfolio, and the reflective component on practicum experiences would be embedded in the portfolio.

There is a unique structure to the practicum in each program that has one (differ in number of hours, credits required, course sequences, requirements, etc.), and these particular structural decisions should remain autonomous by the programs. MSE-PD members thought these capstone options would work for all programs, though some may have fewer options (e.g. thesis or practicum are the only options in HHPR; and there are only 2 of the 4 options in Educational Leadership as well). Suggestion made to take these options to the program coordinators to present to faculty for feedback.

A series of 3, 2-credit course structure was proposed (attributed to Pat Shaw), consisting of project development, implementation, and write-up/reporting out. A potential problem was identified in that this structure might increase program/faculty responsibility by 50% (as described in another program that attempted this structure). Suggestion made, it might be possible for students to take a course multiple times, for variable credits.

Assessment was discussed, conceptualized as embedded in the culminating course experience. Relevant excerpt from previous minutes to consider in aligning assessment across programs:

Program outcomes addressed by capstone (see program outcomes matrix)

- i. Synthesize learning from entire program (breadth - seminar)
- ii. Demonstrate proficiency (breadth - portfolio)
- iii. Intense, long-term, focused study (depth) – like thesis

iv. Tie in practice, research, professional voice

Question remaining?

- b. What is the advisor role in the capstone process?
6. Personnel procedure for MSE-PD: Should graduate students who have been identified as having difficulties in the program be a part of C&I department PERC process? Allow faculty advisors, program coordinator, work out problems directly with students.