TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

I. INFORMATION:

A. Check all that apply: Existing Program [✓] New Program [ ]
   Name Change [ ] Credits Change [✓] Change in Curriculum [✓]

B. Program Title: MSE Elementary Education Program

C. Department(s) (Originating): Teacher Education  D. College(s) (Originating): CEPS

E. Programs / Departments Consulted (Requires letters of comment from all departments or programs substantially affected. Signatures of dept. chairs & deans affected by this proposal are required on the attached addendum.):

   1) CSD  2) MUSIC  3) TESOL  4) [ ]

F. Catalog year of Implementation: 2016/17 Semester Fall Year 2016

G. Have all courses in this program been approved? Yes [ ] No [✓]

H. Attach Request Narrative

   Include in narrative on attached pages clarification concerning which courses have not been approved, and a rationale for the requested changes or creation of program. If requesting a program change also include a listing of course array for both the current and proposed program?

II. UNIT APPROVALS: Requires signatures of all Department Chairs and Deans whose programs will be substantially affected by the changes or proposal. Signature lines for the affected Departments and Colleges (noted in "E" above), are on the addendum to this form. These signatures should be obtained prior to review by all other shared governance levels.

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<th>Department Curriculum Committee Chair (optional)</th>
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<td>Brenda Wright</td>
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<td>Jian L. Shen</td>
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*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.

Revised December 2012
## TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals - Addendum

**Signatures of Additional Department & Colleges Affected**

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**Signature**

**Date**

Revised December 2012
January 28, 2016

To Whom It May Concern:

The English Department and its graduate TESOL Program make no formal objection to the overlap that exists between the program and the graduate course proposed by Dr. Shinde and Dr. Frederick, TED 725, Inclusive Education for English Learners and Students with Special Needs.

Sincerely,

[Signature]

Marshall Toman
Chair
Professor and Program Director
Michael D. Harris, Ph.D., CCSP, SLPA

Sincerely,

Dear [Name],

Please be aware that the column spacing in Figure 2.2 is too tight, and the text is difficult to read. The column widths should be adjusted to improve legibility.

The Department of Communication Sciences and Disorders supports the proposed

To Whom It May Concern:

February 8, 2016
Date: February 22, 2016

To: Brenda Wright
From: Kristin Tjornehoj
Re: TED 730, CEPS

This is a letter of support for the new graduate class proposed for the College of Education and Professional Studies, TED 730, Creative Expression: Methods in Arts, Integrated Movement, and Wellness.

As the colleges at UWRF seek to integrate collaborative designs that reflect the future classroom responsibilities for education majors, this course is a graduate level only way to involve creativity in a variety of methods for teachers coming back for additional graduate work at UWRF.

This course design states: The ability to create, perform, and design enriches students' lives in substantial and meaningful ways. Thinking creatively, giving expressive shape to ideas, and communicating those ideas imaginatively, enhance academic pursuits, stimulate effective problem solving, and foster originality.

In the Music Department at UWRF, we believe that the ability to create, perform and design does enrich lives and foster communication and help develop new ideas. The need for music in education at all levels is critical and is a staple for teaching creativity in the classroom. This new course through CEPS may offer a new manner of using creativity to stimulate individuality. We support creativity in any way possible for our education majors at all levels, yet understand the urgent need especially at the graduate level.

Please consider this letter of support for new ideas in graduate level education for TED 730, College of Education and Professional Studies.

Sincerely,

Dr. Kristin Tjornehoj, Chair
UWRF Music Department
410 South Third Street
River Falls, WI 54022

Kristin.tjornehoj@uwrf.edu
715-425-3183
Master of Science in Elementary Education
Initial Licensure Program
Rationale for Program Change Request

The UWRF MSE Elementary Education program enables students with a bachelor’s degree to earn initial certification in elementary education and a master’s degree through a comprehensive program. Program completers earn Early Childhood/Middle Childhood (EC/MC) licensure to teach at the early childhood and elementary school levels (ages birth through 11 years). This program was designed for future teachers who were new to the field of education as well as licensed teachers seeking to add elementary certification to their credentials.

In spite of the fact that the MSE Elementary Education Initial Licensure and Master’s Degree program has been a vibrant part of UWRF’s commitment to teacher training for over 30 years, it has become increasingly clear that the program has structural flaws that should be remedied for the benefit of the graduates as well as the enduring reputation of the College of Education and Professional Studies. In a general sense the program is understood to lack cohesion, consistency, and an appropriate focus. There is no clear sequence of courses, students are welcomed to proceed at their own pace, and there is little connection between academic work and field experiences. Related to the latter concern, students are responsible for securing their own field experiences, and there is no mechanism in place to incorporate those field experiences into the coursework or even to supervise those experiences.

The current program is credit heavy due, in part, to the modular nature of the courses. A minimum of 46 credits and 8 credits of supporting coursework are required for a total of 54 credits to complete the program. Students could complete the program in two years but often take three to four years to finish.

The College of Education and Professional Studies has suspended this program for the 2015-2016 academic year upon the advice of the Teacher Education department. This suspension has provided the opportunity to reflect on the program structure and goals and to propose changes. Some solutions are possible to partially implement without university or WI DPI approvals. An example of this would be to provide supervisors and assessment rubrics for the field experiences. However, it is the desire of the College of Education and Professional Studies that this program would reflect the experience of UWRF’s 140-year history in teacher education and knowledge of the best practices in the fields of early childhood and elementary education.

The structural program modifications and the set of thirteen courses, both new and redesigned, that are being proposed for consideration are the result of an intensive department-wide effort. The newly designed program utilizes an efficient cohort model which requires students to proceed through a linear sequence of courses. The initial licensure component will consist of 38 credits. An additional 3 credit course will be required for completion of the Master’s degree. The proposed 41 credit program represents 13 fewer credits than the existing program, a savings of time and money for prospective students that is made possible by careful scaffolding
of the courses. Traveling through the courses as a cohort will contribute towards a strong sense of community and lead to opportunities for meaningful collaboration. Methods courses will be grouped in meaningful ways to model curriculum integration, and field experiences will be supervised and closely aligned with academic learning.

The new program is designed to focus on the training of teachers for birth through age 11, which is consistent with the goal of training elementary educators. As part of this effort, approval from the WI Department of Public Instruction will be sought and will include evaluation of the program for the desired Early Childhood/Middle Childhood (EC/MC) licensure, instead of the broader MC/EA approval currently in place.

The new program is designed to be realistically completed in two years. Courses will be offered in the evenings, Saturdays, during J-term, and in summer session. There are frequent inquiries and strong interest in the relaunch of this program, and it is our hope that the redesigned program will be approved for implementation in fall 2016.
Current MSE Elementary Education Program Curriculum

Total required for elementary licensure and MSE degree = 54 credits

Degree Requirements

Total Professional education coursework = 46 credits

Prior to admission to Educator Preparation Program, 16 credits
TED 700 Curriculum in the Elementary School, 3 credits
TED 745 Psychology of Teaching, 6 credits
TED 740 Historical/Philosophical/Multicultural Foundations of American Education, 4 credits
SPED 530 The Exceptional Child, 3 credits

Post admission to Educator Preparation Program, 18 credits
TED 705 Language Arts in the Elementary School, 3 credits
TED 707 Adolescent Literature & New Literacies for the Elem. Teacher, 3 credits
TED 710 Social Studies in the Elementary School, 3 credits
TED 715 Science in the Elementary School, 3 credits
TED 720 Mathematics in the Elementary School, 3 credits
READ 760 Literacy Instruction in the Elementary School, 3 credits

Student teaching, 12 credits
TED 472 Student Teaching: Elementary School, 12 credits

Oral Exam for Master's degree. Required only for the degree, not for teacher licensing.

Required supporting coursework required for elementary teacher certification:

Total Supporting Coursework = 8 credits
MATH 647 Math for Elementary Teachers, 3 credits
TED 553 Environmental Education, 1 credit
MUS 350 Music for Elementary Teachers, 2 credits
TED 661 Health/Physical Ed. for Elem. Teachers, 2 credits

Coursework equivalents from your undergraduate work may be counted for the above credits. Any courses needed from the list can be completed at any time in the program, but must be finished to receive a license.
Proposed MSE Elementary Education Program Curriculum

Total required for elementary licensure and MSE degree = 41 credits

Initial Licensure Requirements

38 Credits
TED 661 Health/Physical Education for Elementary Teachers, 2 credits
TED 701 Psychology of Teaching and Learning, 3 credits
TED 706 Historical, Philosophical, and Multicultural Foundations of Education, 3 credits
TED 708 Pre-Kindergarten and Kindergarten Curriculum and Early Childhood Methods, 3 credits
TED 711 Literacy Methods: English Language Arts Assessment, Instruction, and Intervention, 3 credits
TED 713 Social Studies Methods and Children's Literature, 3 credits
TED 716 Inclusive Education for English Learners and Students with Special Needs, 3 credits
TED 726 Creative Expression: Methods in Arts, Integrated Movement, and Wellness, 3 credits
TED 731 STEM-infused Math for Elementary Educators, 3 credits
TED 738 Integrated STEM - Methods for Elementary Science Education, 3 credits
TED 741 Assessment Principles for Elementary Educators, 3 credits
TED 746 Student Teaching, Grades Pre K-6, 6 credits

Degree Completion Requirements

3 credits
TED 748 Capstone Experience Course for Elementary Teachers, 3 credits

Capstone Experience Option

Present:  
Susan Ahrendt, Tyler Christensen, Joel Donna, Amy Frederick, Elisa Nordin-Berghuis, Hilary Pollack, Geoff Scheurman, Katie Sciurba, Brenda Wright, Florence Monsour, Mary Wright, Rachelle Haroldson

Not Present: Molly Gerrish, Michael Miller, Melina Papadimitriu

Meeting opened with short discussion on how classes are held during the holidays, as the question had been raised by one of our Adjunct instructors. A short discussion ended in a consensus that courses should run as normal unless campus is closed (e.g. 11/25, 11/26 and 11/27). If individuals choose to hold their courses online that is their choice, but classes should continue to meet unless the academic calendar reflects no classes scheduled.

MSE updates were presented by Hilary and Katie: Proposed courses for redesign were shared (via a handout) and discussion ensued.

Hilary motioned to accept the concepts in the MSE redesign proposal and charged the MSE committee to refine the proposal based on the remaining/ongoing feedback from faculty. Katie seconded the motion. Discussion followed. Motion was carried with one abstention and some additional discussion brought closure to the topic.

Geoff gave a brief update and there was a short discussion on undergrad redesign. He handed out a revised “resolution” and outline of parameters, deadlines, and guidelines for curriculum re-design which had been sent to faculty earlier. That form is attached to these minutes.

Moving forward, both the Elementary and Secondary Education teams expressed a desire to meet separately, although individuals also reiterated their desire to meet as a whole, especially in regards to foundations courses and field experiences. These teams will tentatively plan to meet during the week of January 18th.

The meeting adjourned, although secondary curriculum team members present remained to discuss the latest thinking about a middle level block and credits to degree. Erick Hofacker was at this meeting, and along with him, this additional discussion included Mary Wright, Joel Donna, and Geoff Scheurman.
Deadlines, Parameters, and Guidelines
for Curriculum Re-design in Teacher Education

Based on my interpretation of recent conversations, including the motion passed at the last TED meeting, consider this resolution concerning department needs:

1. Whereas we need **deadlines** for curricular completion;
2. Whereas we need specific **parameters** in the form of reasonably expected credit reductions to work toward;
3. Whereas we need clarification on the authoritative structures for getting this done (where the buck stops and who can tell us what must happen and when);
4. Whereas we could use **external support** in the form of a consultant sharing history at other institutions or a hired associate to spearhead our own campaign;
5. Whereas we need a welcoming and legitimate “space” for lodging concerns, respecting majority and minority opinions, and keeping the process equitable, accessible, and transparent (as much as possible);
6. Whereas we need a return to **Parliamentary procedure** to guarantee that we can move things forward in our best attempt to serve students, programs, and faculty, even in the absence of unanimity or consensus.
7. **Therefore, let us agree on, or in the absence of unanimous agreement, accept, or, in the absence of acceptance, have imposed, a list of parameters, deadlines, and guidelines for proceeding with our curricular re-design process.** To wit:

**Deadlines:**

Framework of courses and credits decided upon by **December 11** (parliamentary vote).

Initial meetings *in progress* with stakeholders and knowledgeable others (DPI Mike, departments housing majors and minors, faculty teaching support courses, etc.)

Courses distributed to individuals or teams (volunteers or assigned) by **December 18**.

Working retreat on course content and skills during week of **January 14**.

External consultant / discussant one day, then: map, develop, map, develop …

**Spring** dates TBD: Finish mapping and course development (meetings with certification experts, general education, university, majors and minors, support faculty, etc.)

Working retreat during third week of **May 2016**: Finish up course descriptions and begin course approval process

**Fall 2016-17**: Course / DPI approval process; Partnership building

**Fall 2017-18**: Implement re-design (phasing in spring 2016-17 as much as possible).

**Parameters:**

*Elementary Education (core education components):*
Teacher Education Core: Credits to degree based on the following courses:

Foundations: TED155 (2); 211 (5); 252 (3); 420 (3); SPED330 (3) = 17
Methods: TED312 (4); 315 (4); 317 (4); 310 (4); 311 (4); 316 (4) = 24
Student Teaching: (12)

Total = 52
Needed through consolidation and re-design: 45

Ancillary Preparation. Credits to degree based on the following courses:

TED255 or ENGL250 (3);
MATH246 (4); MATH247 (4)
HIST100 (3); HIST-elect (3); BehSci (3)
SCI-lab (3); SCI-no lab (3)
PE108 (1); PE326 (2); HEAL361 (3); PE-Act (1)
MUS100 (3); MUS350 (2)
ART100 (3); ART250 (2)
ESM300 (3)

Total = 43
Needed through consolidation and re-design: 36

Minors:

Total = Varies
Needed through consolidation and re-design: TBD

General Education, University Requirements, and Electives (see separate page):

Combining and double counting general education and university requirements
Other (how much freedom?)

Sticking points and Issues to be determined (with relative dispatch):

EC-MC and MC-EA Blocks
Core Minors only (English, Math, Science, Social Studies)
PLUS Early Childhood
AND Special Education? (When? How?)
All courses / experiences = 3 credits
Bookended foundations as introductory experience and connected to methods
Integrated essentials (vs. stand-alone courses):
Technology, Assessment, Special Education (RTI, Differentiation, ESL, et al.)
Student (apprentice) Co-teaching: 9 + 3 (seminar?)
Parameters:

Secondary Education (core education components):

Teacher Education Core: Credits to degree based on the following courses:
Foundations: TED120 (3); 212 (5); 252 (3); 414 (4); 420 (3); SPED330 (3) = 21
Methods: TED-Tech (3); Mgmt (3); Lit (3); Curr/Tech (varies) = 9-15 (12)
Student Teaching: (12)

Total = 45
Needed through consolidation and re-design: Varies

Content Preparation. Credits to degree based on the following courses:

Majors Vary

Electives:

Sticking points and Issues to be determined (with relative dispatch):

- EA (middle) Block combined with Elementary Minors
  PLUS a (secondary) Block
- All courses / experiences = 3 credits
- Block courses counting as part of major
- REDUCED credits in major (make courses count)
- Combining and double counting general education and university requirements
- Bookended foundations as introductory experience and connected to methods
- Integrated essentials:
  Technology, Assessment, Special Education (RTI, Differentiation, ESL, et al.)
- Student (apprentice) Co-teaching: 9 + 3 (seminar)
From Mike Martin (11/14/15):

One quick suggestion as follows to the document. You had a slight underestimate of the current credits in the program. I have updated them based on current catalog requirements and indicated where they are going. We don’t have much say in reduction of the general education courses (they can only be applied in the major but not eliminated.) Also note that general education courses are generally not allowed to have specific program based prerequisites, and have to be open to all university students.

Global Perspective (3) (University Requirement)
ENGL 100 (3); ENGL 200 (3), COMS 101 (3) (General Education)
HIST 100 (3); BehSci (3) (General Education)
MUS 100 (3); ART 100 (3) (General Education)
MATH 246 (4) (General Education) (Major)
SCI #1 (3); SCI #2 (3) (General Education)
PE 108 (1) (General Education)
Ethical Citizenship (3)

General Education/University Requirements = 38 credits (we have no control of reducing these credits only applying them towards both the major and general education)

TED 255 or ENGL 250 (3); (Major)
MATH 247 (4) (Major)
PE 326 (2); HEAL 361 (3) (Major)
MUS 350 (2); ART 250 (2) (Major)
ESM 300 (3) (Major)

Major Supporting courses = 19 credits (we have control over these courses as they are part of the program)

Total = 57

Needed through consolidation and re-design: 36