

School of Teaching and Learning
March 4, 2009

PRESENT: Sue Severson (chair), John Benson, Barb Martin, Dean Mollerud, Steve Grineski, Erin Gillett, Lisa Staiger, Renee Kerzman, Ann Goldade, Keri DeSutter, Valerie Ritland, Teresa Shume, Bruce Harmon, Heather Sand, Becky Williams, Solveig Bartz, Coleen Roller, Layna Cole, Lynn Mahlum, Barb Worman, Melody Chuang, Ron Messelt, Britt Ferguson.

Bruce Harmon made a motion to approve the minutes of Feb. 18, 2009. Becky Williams seconded the motion. Motion carried.

Layna talked about the revised C & I program.

The Curriculum and Instruction Program is revised to be offered online and/or onsite cohort model. It has been completely revised to increase numbers in the program and to aid in the efficiency of the delivery of the program. It was designed with input from school leaders. The revised C & I program was designed to be offered online and/or onsite cohort model.

Layna motioned that STL approve the proposal for the C & I masters program revision.

Ann seconded the motion.

There was discussion/concerns with the STEM emphases.

Motion failed.

Layna made a motion for STL to approve the proposal for the C & I masters program revision without the STEM emphases. Ann seconded.

Motion failed: In favor-1; Opposed-7; Abstain-9.

Layna made a motion that STL approve the proposal for the C & I masters program revision with the SpEd and Literacy emphases.

The focus of the program is to develop a teacher/leader via a core and two emphases. The proposed core provides for greater common training opportunities across the graduate programs of Educational Leadership, Special Education, and Curriculum & Instruction, which increases efficiency in regard to tuition/expense ratios. The revision to the Curriculum & Instruction program is in response to the perceived needs of school districts that seek legitimate and sustained professional development opportunities for their faculty that are more practitioner focused in an era of increasing accountability.

Ann seconded.

Motion carried. In favor-11; Opposed-3; Abstain-5.

Ann explained the Special Education Master's Degree changes.

Changes to core courses were made to prepare SpEd Master's Degree students to be teachers/leaders in the field. One credit was added to SpEd 664 to include conflict/crisis management. ED 632 was added as a core requirement. Students enrolled in two graduate programs also take this course: Educational Leadership, Curriculum and instruction. Including this core content allows SpEd graduate students to develop increased understanding of general curriculum, instruction and learning theory. Including SpEd 613 in the core requirements allows all SpEd Master's Degree students the opportunity to develop advanced skills in diagnostic strategies. The combination of ED 632 and SpEd 613 enhances these master teachers to develop inclusive opportunities for students with exceptionalities.

The revised program includes a change in the research component. The School of Teaching has two master's degree programs: Special Education and Curriculum and Instruction. The research sequence of ED 603 and ED 609 are proposed as common to both programs. In ED 603 students develop an understanding of research methodology and develop a proposal for conducting an action research project. In ED 609 they will implement their intervention and summarize their project in an integrated paper. There are several advantages to the research sequence: 1) literature review relative to classroom instruction, 2) meaningful application of research to teaching, 3) common graduate expectations for programs within STL, 4) efficiency in administering graduate programs.

SpEd 695: Special Problems is added to the core to assure that students are attaining a field component in their graduate degree. This will be an individually designed, advisor-approved experience that includes students identifying goals and identifying meaningful experiences.

Ann made a motion to approve the new SpEd Master's Degree with areas of emphases. Becky seconded the motion. Motion carried.

Heather Sand talked about the on-line SARTE possibility. Advisors need to be on board in order to make this work. The advisor would need to go online and check the gpa and the writing competency requirements. Once that is okay, the student would finish the on-line application and processing would begin. Heather made a motion to accept the on-line processing of SARTE. Layna seconded the motion. Motion carried.

Erin Gillett and Steve Grineski suggested a "garage sale" for emptying the books out of our offices before moving to Holmquist. Instructors would pick out the books they don't want and set up an area for students to come in and take any books they would be interested in. The move to Holmquist will take place from May 15 to May 22.

Meeting adjourned: 9:40