To: Derryl Block, Interim Chair, College of Professional and Graduate Studies
From: Christine Style, chair of Academic Affairs Council
Date: 19 May 2010
RE: AAC Education Program Self-Study Report

The Academic Affairs Council met on 3 March 2010 to discuss the Education Program dated 23 October 2009 with Tim Kaufman, chair of Education. Present at this meeting were: Woo Jeon, Dennis Lorenz, Kaoime Malloy, Christine Style and Tim Sewall.

Overview
The Professional Program in Education has a clear mission statement that includes their collaboration with the UW System Institute for Learning Partnership and their strong relationship with the community through various schools, agencies, institutions and organizations. Their mission is also aligned with UW-Green Bay’s select mission with its focus on interdisciplinarity, problem-focused education and the interchange of ideas and strategies between students, faculty and community partners.

The Professional Program in Education uses a ‘standards-based’ teacher education program that builds upon the Wisconsin Standards for Teacher Licensure. Included within these standards are: a strong faculty relationships within the university and K-12 schools; hands-on field experiences as part of its core curriculum; focus on content and pedagogy; integration of technology throughout the curriculum; field-based experiences; and a commitment to ethical decision-making.

In 2008 there were 13.5 Instructional Full Time Employees (FTE) in the Professional Program in Education and an average of 324 student credit hours per faculty FTE. The Education programs offers teaching license programs at the following age levels: Early Childhood (0-8); Middle Childhood through Early Adolescence (6-12/13); Early Adolescence through Adolescence (10-21); and Early Childhood through Adolescence (all ages).

Program Strengths and Areas in Need of Attention
Some of the many strengths that the Education Program has includes its focus on field-based/hands-on learning; the use of the electronic portfolio for assessment; their relationship with the Institute for Learning Partnership; the establishment of the Phuture Phoenix Program and collaboration with the First Nations Studies Program at UW-Green Bay; the Cuernavaca, Mexico Education Program and collaboration with the Spanish Language Institute. The Education faculty seem well suited for their respective positions.

Currently all faculty have current licensure and certification in the areas they advise and are active in writing and being awarded grants with a success rate of 85%. This includes Dr. Ashmann’s grant to establish summer science institutes for elementary school and pre-service teachers.

The Education Program has a full-time staff member in charge of advisement prior to entry into their program and once in the program, all students are assigned an advisor and required to
meet with him or her on a regular basis. The Education website is kept up to date and is also an excellent tool for advising.

The Education Program is fortunate to have a steady stream of students applying for entry into their program and that most of the accepted students have a GPA of 3.0 or above in all licensure levels. Accessibility to coursework is diverse with both face-to-face and a number of on-line modes of delivery.

Curriculum modification within the Education Program has been considerate to student needs. An example of this is the ‘block’ of primarily field-based and hands-on courses offered earlier in the students course of study helps students to come to the decision to ‘self-select’ out of the program, if they find that teaching is not for them. It is better for the student to know this early on.

**Recommendations include the following:**

The mission statement for Education refers to ‘Cultivating the knowledge, skills and disposition necessary . . . ’ and while in this review the term disposition is explained, it may be wise to consider a different word within the context of the mission statement.

We recommend continued and increased communication about Education Program updates, issues, and changes to students and the program chairs outside of Education in areas that have students who minor in Education.

The AAC requested additional clarification on the role of ESL and ELL and the direction that the Education Program is heading in. The response was that ELL/bilingual certification is the direction the program is heading due to the huge change in demographic in K-12 students in Green Bay and the surrounding area and the need for teachers who speak fluent Spanish and other languages. The Education will need to clean up references to ESL within its courses or at least clarify the definitions within the curriculum.

The two-year old Green Bay Public School and UWGB 4K partnership that is currently housed at the Ecumenical Center is a good beginning to bringing observation and teaching opportunities to Education students. The AAC hopes that a suitable on-campus setting can be found.

The AAC recommends that Education, in its next program review, provide a written summary of the data tables that were provided and that the Education Program be more pro-active in requesting specific data (for example to find out more about at-risk areas in need of teachers, such as for math and science or the ask for more data to support the move to ELL as opposed to ESL).

In conclusion, the Education Program should be commended for continuing to reach and improve upon its mission and for paying attention to and incorporating cultural changes and advancements in teaching for the benefit of our future educators.

CC: Tim Kaufman, SOFAS, AAC members, Tim Sewall