UNIVERSITY of WISCONSIN
GREEN BAY

DATE:       June 25, 2010
TO:         Julia Wallace, Provost and Vice Chancellor for Academic Affairs
FROM:       Derryl Block, Interim Dean, College of Professional and Graduate Studies
RE:         Summary Response to Professional Program in Education Academic Program Review Self Study Report, Attachments, and Academic Affairs Council Report


The Program prepares entry level teachers for Early Childhood, Elementary-Level (Middle Childhood through Early Adolescence, Early Adolescence through Adolescence, and Early Childhood through Adolescence licensure. Students seeking Early Childhood or Elementary-Level teaching licensure are major in Education. Those seeking Elementary-Level licensure must also take an approved minor. Students seeking secondary-level teaching licensure (Early Adolescence through Adolescence or Early Childhood through Adolescence) choose a disciplinary major and minor in Education.

The program's mission statement is well aligned with UW-Green Bay's select mission. The programmatic descriptions in the catalog and on the website are clear, appear accurate, and are updated.

A clearly defined two step secondary admission process, with a block of early field based courses and mandatory advising of students throughout the process, helps ensure that students who achieve final admission will successfully complete the program and that programmatic resources are efficiently used. The accessible and mandatory in-house advising program is available from expression of first interest in the major or minor through program completion.

The curriculum includes a robust and well integrated practice component that builds on didactic experiences focusing on teaching/learning and academic coursework in communication, arts, humanities, social studies, science, and mathematics. Teaching/learning practices are innovative and experiential with technology integrated throughout the curriculum. Students use electronic portfolio to provide evidence of learning.

The Program has strong links with community stakeholders including potential employers and clinical placement sites. Strong support by the practice community is evidenced by connections with the Institute for Learning Partnership, the Phuture Phoenix Program, placement of students in clinical sites, and employment of students.
The Professional Program in Education has sufficient resources to handle the number of students it admits. Secondary admission controls entry to the program and is important because student demand currently exceeds capacity of the faculty and field placement sites. Resources include sufficient and well-qualified faculty. Professional Program in Education faculty and staff are active in research and scholarship.

The Program prepares Education students to work with a diverse student population. Field placements are made in schools that have a high proportion of diverse students, there are programmatic offerings from the Center for First Nations Studies, Education students participate in the Phuture Phoenix program, and they have the availability of participation in the innovative Cuernavaca Education Program.

The stringent approval process by the Wisconsin Department of Public Instruction (DPI) sets in motion specific plans and activities for quality assurance, specifically in regard to ensuring that the program meets state requirements.

**Recommended Actions**

- The Program should develop a plan for offering a portion of the program in an online or hybrid format. Additional online and alternatively scheduled offerings will benefit students.
- Due to the increasing need and demand for teachers who speak Spanish, the Program should evaluate and begin planning the development of an English Language Learner (ELL)/bilingual licensure area.
- The Program should plan to increase the number of students and faculty who speak Spanish and/or are members of other underrepresented groups.
- The Program should consider development of licensure programs in high need areas (i.e., Special Education, Science, and Mathematics).
- The Program should increase international opportunities including student teaching and field setting opportunities.
- Due to the increasing need and demand for teachers who speak Spanish, the Program should continue to strengthen its encouragement of development of Spanish proficiency in its students.
- It is recommended that the Professional Program in Education should develop an Advisory Council to give input into curricular content and processes.
- The Program should change or clarify references to English as a Second Language (ESL) in courses.
- The Program should continue to increase partnerships with the local school district, such as the K4 program and/or development of a specific partnership agreement with one or more schools for intensive training/experiences.
- The Program should clarify assessment criteria and processes, including those involving the electronic portfolio.
- The Professional Program in Education should communicate with the students and faculty in areas that have students who frequently major and minor in Education.
- The Program should provide a written summary of data tables provided in its next Program Review.
- The Professional Program in Education should continue to encourage all faculty and staff to be active in scholarship and service.

I commend the faculty and staff of the Professional Program in Education for a solid program with excellent ties to the community. The Program’s continual improvement efforts and development of the Fhuture Phoenix Program, the Center for first Nations Studies, 4K on campus, the Cuernavaca Mexico Education Program, and the Thailand Collaboration are notable. Faculty and staff actively encourage the cultivation of the “knowledge, skills and dispositions that ground the discipline of teaching.”

cc: Tim Sewall, Associate Provost for Academic Affairs
    Christine Style, Chair, Academic Affairs Council
    Tim Kaufman, Chair, Professional Program in Education