To: Julia Wallace, Provost and Vice Chancellor for Academic Affairs  
Steve Dutch, Chair of Academic Affairs Council  
Tim Kaufman, Chair Master of Science in Applied Leadership in Teaching and Learning

From: Derryl Block, Interim Dean College of Professional and Graduate Studies

Date: July 14, 2011

Re: Program Review of Master of Science in Applied Leadership in Teaching and Learning

The Academic Affairs Council (AAC) report on Education’s Applied Leadership in Teaching and Learning (MSAL) was received by me and by Program Chair Tim Kaufman on July 5, 2011. Professor Kaufman communicated that he did not intend to send an optional Chair response to the AAC report.

After thoroughly reading the Self-Study Report and the AAC focused review, I concur with the conclusions of the AAC that the MSAL is strong, flexible, and solid program. It is evaluated highly by its graduates and respected by others in its community of interest, and it remains competitive in an increasingly crowded market.

The largest graduate program at UW-Green Bay, MSAL admits up to 20 students each fall. The curriculum is based on National Board of Professional Teaching standards, and there is rich collaboration with service components of the Institute for Learning Partnership. There is also collaboration with the Center for First Nations Studies. The MSAL program is designed as a part time cohort model with clear and rigorous entry requirements including two years of successful teaching experience. The MSAL program has clearly defined progression requirements including 21 core credits and 9 credits in an area of emphasis. The 30 credit curriculum includes a culminating project or thesis. The project option has been helpful in recruiting students, strengthening ties with schools where projects are conducted, and maintaining high student satisfaction.

Assessment methods include student surveys after specific courses. Data show that students and graduates are highly satisfied with the program design, delivery, and outcomes. There is also some evidence that MSAL graduates are more willing to accept undergraduate Education students from UW-Green Bay in their institutions and to hire UW-Green Bay graduates.

A new development since the Self Study Report and AAC focused review were written involves changes in the teacher salary structure in many school districts. This has potential to decrease the number of practicing teachers who commit to graduate education.

Recommendations are to:
1. Continue improving program assessment and integration of assessment data into program improvements;
2. Explore and develop new areas of high need for teachers including ELL/Bilingual and other certification areas;
3. Continue to collaborate with the Institute for Learning Partnership;
4. Continue keeping program structure and size in concordance with resources. It appears that growth will only be possible with a change in the fiscal model of the program.
5. Continue consideration of and experimentation with alternative program delivery.