Undergraduate Certificate in Education and Educational Services (EES)

We are proposing a new undergraduate certificate in Education and Educational Services that will accept up to 200 students per year. This proposed certificate addresses the goals of the Madison Initiative for Undergraduates by expanding access to instruction in education and educational services, providing better preparation for potential careers in education, and improving advising for students interested in these careers and instructional programs. This proposal responds to national changes in teacher education and increases access to classes and careers in education. Equally important, even if some students completing the new certificate do not ultimately pursue careers in education, we expect the new program will contribute to the cultivation of informed and ethically engaged citizens, and enrich the public dialogue around critical issues in educational policy and practice.

Resources requested through the Madison Initiative will allow expanded access to advanced-level undergraduate classes in Education; support service learning and undergraduate research opportunities; improve advising for students interested in education careers; and expand options for educational careers for all students.

Benefits

Teacher education in the U.S. is undergoing a major shift toward post-baccalaureate certification. In many states the preferred model is a “content” major (e.g., math, history) followed by a graduate program in teaching. Alternative certification programs for people entering teaching after working (e.g., in Teach for America) are proliferating. UW-Madison virtually is alone among major research institutions in offering undergraduate certification, and is considering a post-bacc. program in secondary education. The current system of undergraduate teacher certification serves many students well for now, but there clearly is a need to prepare students for post-baccalaureate teacher certification. The proposed EES certificate would prepare students to enter such programs by allowing them to complement content majors with a substantive program in Education.

The EES certificate also would be valuable for students entering graduate programs other than teacher certification. For example, schools of education typically host a number of very popular graduate programs focused on “educational services.” At UW-Madison, programs in counseling psychology, school psychology, and rehabilitation psychology have extremely high application rates. Yet UW offers no special program of preparation at the undergraduate level. The EES certificate would allow students to complement a major (e.g., in Psychology or Social Work) with some specific focus on educational contexts. More generally, students interested in pursuing graduate study relating to education (either in Education or in related disciplines such as Economics, or Sociology) have few options for a formal program of study (other than a small undergraduate certificate in Education Policy Studies). One of the best preparations for graduate work is being involved in research as an undergraduate. The coursework and independent study options included in the EES will support and encourage student participation in the broad range of education research currently underway within the School.
This program also would assist in improving advising through providing a coordinated program and a central source of information. Students could work with a staff person whose main responsibility would be to assist them in exploring their interests in education-related content or preparing them for teacher education and other educational programs beyond their undergraduate career.

In addition to providing documentation and improved advising, this proposed program offers a structure that can enhance student outcomes in service learning experiences. Many UW-Madison students already complete components of what would be the service learning component of the EES certificate. For instance, students across campus volunteer in area schools through the Schools of Hope project, the Jumpstart organization, and various after-school programs. Other students provide religious school instruction, and still others participate in individual tutoring in various sites across the city. These experiences offer important co-curricular learning opportunities for students. However, some research indicates that experiences in the field without instruction and structured reflection can lead to the development and reinforcement of deficit models for understanding the educational challenges facing individuals, families, and communities. The structure of the service learning aspects of the EES certificate address these concerns, providing an important tool for preparing students to work more effectively in our diverse society (see letter of support from the Morgridge Center).

**Audience for the Certificate**

The undergraduate professional preparation programs in the School of Education prepare students for certification as PK-12 teachers, licensed by the Wisconsin Department of Public Instruction. Additional professional programs, at the graduate level, prepare other school-related personnel (e.g., administrators, school psychologists, school counselors). The proposed certificate would serve the many UW-Madison undergraduate students who are interested in education and educational careers, but who are not served by current professional programs. They include the following:

- Students who intend to teach in K-12 schools, but who have decided to complete a master's degree with teacher certification, enroll in a post-baccalaureate teacher preparation program, or apply for Teach for America. These students often want to pursue multiple majors and possibly study abroad as undergraduates—options that are not always congruent with the intense demands of our undergraduate teacher education programs. Having the EES certificate would prepare these students for post-baccalaureate certification options and other graduate level education-related professional programs (including those at UW-Madison).

- Students who want to teach but who, for various reasons, cannot be enrolled as an undergraduate for more than four years. Many of our teacher education programs on campus require more than four years; some are structured specifically as five-year programs. The long time to degree is a real barrier for economically disadvantaged students. As students of color disproportionally come from disadvantaged backgrounds, they are especially affected. The EES would build on current efforts to diversify the teaching force, such as the SHAPE program that
engages many students of color in tutoring in local schools and provides a supportive discussion group for students to consider their tutoring experiences. The certificate will improve access to training in education and educational careers.

- Students who decide later in their academic careers that they want to teach. The structure of most of our teacher education programs makes it difficult for juniors and seniors to meet our admission requirements and complete our programs in a timely way. These students are commonly potential recruits for Teach for America. Participating in the EES program would help them explore these interests and help them solidify their decisions related to education-related professions.

- Students denied admission to our teacher education programs. Many teacher certification programs are competitive. In any given year, as many as 100 students may be turned away from our programs. These students are often committed to teaching, will usually remain on campus to complete their degrees, and will seek teacher preparation—here or elsewhere—after graduation. Participating in the EES program will enable these students to stay connected to education-related careers as they complete their undergraduate degree.

- Students considering K-12 teaching as one of several possible career paths. These students are seeking opportunities to explore education as a profession, but are not ready to make the commitment required for a certification program at UW-Madison.

- Students who are interested in the field of education but who are fairly certain they do not want to teach in K-12 public schools. These students might want to teach or train adults; teach in private schools; teach children in non-school settings like museums or after-school programs; study educational policy or administration; pursue school counseling; or simply become a better educated citizen about education, educational services, teaching, and learning.

As noted above, Teach for America candidates may be represented among many of these groups and may be a particularly good target population for the EES certificate. UW-Madison has been the third largest source of TFA corps members, and the program expects to see 250 OR MORE applicants from the campus this year.

Evidence of Student Interest

Semester enrollments in the School of Education total about 11,000, representing 27,000 credits. For instance, the Department of Educational Psychology regularly teaches 700 students a semester in courses focusing on child and adolescent development and on human learning. The department’s 300-level course offerings in development and learning are among the 100 largest enrollment classes on campus. Only about 1000 students are in an education major or certification program (with about 700 more in the Art and Kinesiology programs). These numbers suggest that the vast majority of students taking classes in the School of Education are not doing so as part of an organized program of study within the School. Many of the students in Education classes are pursuing other campus
majors and may be interested in linking these courses with additional courses in a coherent certificate program.

There are strong reasons to believe that an EES certificate would be both attractive and useful to students. As noted above, 250 OR MORE UW-Madison students are expected to apply to the Teach for America program this year. More than 90 students attended a recent presentation on post-baccalaureate teacher certification programs. Jeff Hamm, the director of the office of Education Academic Services, has been advocating a program like this for a long time (see attached letter of support). His office encounters many students who are interested in Education and looking for an alternative program of study besides certification as a K-12 teacher. Currently, there are almost no options for such students.

In short, while the current structure of our teacher education programs works for many students and produces excellent teachers for the field, with the Madison Initiative we believe we can provide an important additional option for a diverse set of students. The EES certificate will provide a coherent, high quality program of instruction for students who are interested in education and related careers but who are not pursuing teacher certification on campus.

**Proposed Certificate**

The EES certificate is a 15- or 18-credit program. Creation of the certificate involves modifying and expanding an existing class to serve as a 100-level common introduction with an integrated service-learning component. The certificate also requires two 300-level classes (large lecture) and two advanced 400- or 500-level class (enrollment limited to 30). We also WILL offer an honors option of a capstone 3-credit service-learning or research project. The structure of the program is presented in Table 1 and described in more detail below.

**Introductory Class (Enrollment 300/year - 150 students each semester).**

The certificate program begins with a 3-credit 100-level class, *Introduction to Education*. Faculty from the School of Education already HAVE begun designing this class, and it will be taught on a trial basis (with limited enrollment) in Fall of 2011. Guest lectures from SOE faculty, members of the surrounding communities, and area school districts will ensure that students are exposed to the range of options available within the concentration, to professional options within education-related fields, and to the range of needs that educators address. Staff from the office of Educational Academic Services will provide information about careers in education and options for graduate study.

This introductory class will include a community-based/service learning component, developed in cooperation with the Morgridge Center for Public Service. Leadership of the Morgridge Center have expressed their eagerness to cooperate in this program, including possible co-funding for the service learning aspects. Long-range benefits to this commitment allow students to build on their existing interests, but also align them more carefully with sustained careers in education and educational services. First, engaging students early in their undergraduate career accomplish this by connecting them with
community partners to help them build enduring relationships, which can then continue in subsequent courses or summer programs. Second, community partnerships designed to introduce students to policy and practice in diverse settings may attract more students from disadvantaged backgrounds into potential careers in education and educational services. Third, if sustained, such relationships could culminate in a significant capstone experience or final research project that could benefit the community organization more than a one-semester or short-term affiliation. Fourth, deepening such working relationships among departments and programs across the School of Education with an expanded array of community partners (locally, nationally and in time perhaps even internationally) can lead to enhanced internship and career opportunities for both undergraduates and alumni. Finally, such a school-wide commitment to civic and pre-professional engagement could build upon, and in time even help to demonstrate, a body of research that has suggested a link between engagement programs, enhanced academic performance by undergraduates, and reduced substance abuse and other problems with performance and retention. In addition to the Morgridge Center, the service learning component will be supported by the SoE office of Educational Academic Services, and by the EES coordinator position to be funded through the Madison Initiative.

This course is open to students outside the certificate program. Consequently, its enrollment target is larger than the numbers of students we anticipate serving in this program.

**Intermediate Classes**

Students will take two intermediate level classes (300-level, 6 credits). Many of these intermediate classes already are taught regularly and can accommodate certificate students. Examples of intermediate classes include: C&I: 305, 375; EdPsych: 301, 320, 321; EPS: 300; RPSE: 300.

MIU resources will be used to develop at least one new intermediate level class. The Biology and Brain Science of Teaching and Learning will be taught each semester. The focus will be on relating research in neuroscience and the biological bases of cognition to teaching and learning, education policy (e.g., inclusion, ability testing), and the provision of educational human services. Enrollment 100/semester.

It should be noted that intermediate classes serve diverse audiences. Consequently, neither admission to the certificate program nor completion of *Introduction to Education* will be required for enrollment in the intermediate classes.

**Advanced Classes**

Completion of at least one of the intermediate level classes will be a prerequisite for a final advanced class requirement (400-level or above, 3 credits). Only a few classes at this level exist within the School (e.g., Counseling 650; C&I 435; EdPsych 540; EPS 412, 570). Some of these can be used as in their current form, others will be revised to fit within this program. Four new advanced courses will be developed to meet the needs of certificate students. The exact content of the courses will be determined by the new faculty hires.
Priorities include: The neuroscience of literacy instruction; Brain development and school readiness; The biology of ability (policy and instructional implications); Working with people with special needs, emotional difficulties, and learning disabilities.

Two of the new advanced-level classes will be designed and taught by the Certificate Coordinator with a focus on the practice of education and provision of educational human services. Possible topics include: working with a diverse student body, provision of educational services for non-traditional students (e.g., adult learners), learning disabilities and Individualized Educational Programs (IEPs), and the design/selection of curricula (including the role of public policy and publishing companies).

We anticipate that existing SoE faculty will develop new classes for the certificate. Advanced-level certificate classes are intended to bridge graduate and undergraduate levels. Thus, there are many existing masters level classes that can easily be adapted to include the certificate audience.

Honors Option

A sub-set of certificate students (approximately 25 per semester) will be offered the opportunity to complete a more intensive capstone practicum or project as an honors option. Admission to the honors option will be based on performance in the certificate classes, honors status in the student's major department, and faculty recommendation.

Requested Resources and Budget

- 2.5 FTE Teaching Assistants to support the 100-level introductory class and the new intermediate classes to be developed. The TAs will lead discussion sections and support service learning projects. Cost: $33,000/year (9-month).

- 1 FTE Certificate Coordinator (academic staff/faculty associate). The Certificate Coordinator will oversee service learning and practicum components, administer the program, teach one advanced-level certificate class per semester, and provide advising and career information in conjunction with the SoE office of Educational Academic Services. The coordinator will develop and teach two new classes with a strong practical focus (e.g., teaching in an urban school, working with children with learning disabilities). The priority in filling this position will be someone with experience working with diverse students and/or non-traditional learners (e.g., adult education, non-native speakers) and who has substantial work experience in an educational setting (e.g., former teacher or school counselor). Although the MIU priorities focus on having more teaching done by tenure-track faculty, we believe that the practical expertise provided by the coordinator is a valuable contribution to the certificate program. Cost: $55,000/year (12-month)

- 2 FTE SoE Faculty members. The faculty members will be responsible for teaching the 100-level introductory class (or providing course coverage for other faculty teaching the class) and developing and delivering an intermediate level class and at least two new advanced classes. Cost: $140,000/year (2 assistant professor positions, + $40,000 one-time start-up costs)
• .5 Certificate Administrator (classified staff). The Certificate Administrator will assist the coordinator with administering the certificate. Primary duties include managing enrollment in the certificate, student audits, and timetable functions. The Certificate Administrator will work closely with staff in academic departments and in the office of Educational Academic Services. The Certificate Administrator will also collect data on certificate students’ post-graduate plans (see Metrics below). Cost $16,000/year (12-month)

Total requested budget: $244,000/year + $40,000 (one-time costs)

Metrics of Success

The basic metric of success will be enrollment in the certificate program. Given the strong interest in School of Education classes, and in education careers, we expect the certificate to be very popular. We will compile information on the number of students who take more than one SoE course during the their studies at UW and track which students enter an SoE certificate or major. We will compare the number of such students both before and after implementation of the certificate. The expectation is that more students will take multiple SoE classes after initiation of the certificate program. Even if absolute numbers do not increase, the program will be successful if a large fraction of those students taking multiple SoE classes end up in the certificate. That is, we will be serving the identified need if most students with strong interests in education (operationalized as taking several SoE classes) are finding the EES certificate attractive. An important goal of the certificate program is to support future career choices.

A second focus on evaluation will be the number of undergraduate students taking advanced classes in education. A major goal of the certificate is to provide more opportunities for in-depth study of topics in education to students not in a teacher certification program. We will track enrollment statistics to make sure that the classes are popular and are serving a broad audience.

Finally, we will collect data on students’ post-graduation plans and track the number going on to educational careers and/or graduate study in education. One concrete metric is the proportion of students applying for Teach for America who have the EES certificate. This information will allow us to assess the success of the certificate program in providing an alternative route to teaching and graduate study beyond the certification and majors already available at UW. Of particular significance will be the number of students of color earning certificates and their post-graduation experiences, as these students are quite under-represented in current teacher education programs.
TABLE 1: EES Certificate
15-18 Credits

Basic program = 15 credits

Introduction/Foundation Class (3 credits)
   One, 100 level, 3 credit course
   Introduction to Education (under development)
   Includes community-based/service learning component

Intermediate Classes (two classes, 6 credits)
   300 level, 3 credit courses. Large enrollment
   From 3 strands
   1- Teaching and Learning (C&I, Ed Psych)
   2- Educational Policy (EPS, ELPA)
   3- Educational Services (CP, RPSE, Ed Pysch-School Psych)
   New course TBD in The Biology and Brain Science of Teaching and Learning

Advanced Class (two classes, 6 credits)
   Pre-req – 1 intermediate level class
   400 level and above, 3 credit courses. Small enrollment
   Includes
   • Currently offered classes
   • Masters level courses open to advanced certificate students
   • New courses in specialty areas TBD
     o At least two advanced classes developed by new faculty
     o Two classes in practical/applied areas

Honors program of 3 credits = 18 credits

Limited admission – approx 25 students per semester; selection based on
   • performance in certificate classes
   • honors status in major department
   • faculty recommendation
15 credits from above
   Practicum or project (3 credits)

Increased instructional demands associated with the certificate: Introduction (1 section/semester), Intermediate (1 section/semester), Advanced (4 sections/semester).
To: Madison Initiative Oversight Committee  
Re: Proposal for a Certificate in Education and Educational Services  
From: Charles Kalish, Chair

On behalf of the Department of Educational Psychology I am pleased to support the proposal for an undergraduate certificate program in Education and Educational Services (EES). Our department teaches a number of the courses included in the certificate proposal. Faculty in the department would likely participate in teaching the new Introduction to Education class. I also expect that our department would develop new courses for the certificate audience.

As a graduate program, the Department of Educational Psychology's formal role in undergraduate instruction is offering classes in support of teacher certification programs. Our classes are popular and have large enrollments: On average the department teaches about 600 undergraduates per semester, with several of our classes among the 100 largest at UW. Many, if not most, of the students in these classes have no intention in pursuing undergraduate teacher certification. A consequence of the current structure is that undergraduates have no formal or sustained connection to the department. People take a class or two, but that is all. Faculty in our department value undergraduate instruction and look forward to the opportunity to be more involved with students. The EES certificate would provide a structure for students to pursue more intensive study in educational psychology, and would foster more meaningful connections between students and our faculty.

The Department of Educational Psychology enthusiastically endorses the EES certificate proposal.

Sincerely,

Charles Kalish, Professor & Chair  
Department of Educational Psychology
November 5, 2010

MIU Review Committee
c/o Professor Chuck Kalish, Chair
Educational Psychology
Room 880b Educational Sciences
University of Wisconsin-Madison

Dear Review Committee Members:

The Morgridge Center for Public Service enthusiastically supports the School of Education’s MIU proposal, “Undergraduate Certificate in Education and Educational Services.”

As you may know, the Morgridge Center advances the Wisconsin Idea by developing and promoting civic engagement, strengthening teaching and learning and facilitating collaborative partnerships through public service, academic service-learning, community-based research, and engaged scholarship. Our current agenda is to develop, facilitate and support curricular experiences that enhance student learning and civic engagement, build and strengthen community-based learning pedagogies throughout campus, and support collaborative community-University partnerships.

The following goals of the School of Education’s certificate proposal closely align with our own mission and vision:

1) create academic service-learning and community-based research experiences in an introductory course and capstone experience,
2) cultivate informed and ethically engaged citizens, and
3) improve educational access for economically disadvantaged and minority students

Because these goals are so clearly aligned with our work, should this proposal be funded, the Morgridge Center stands ready to lend its full support to ensure high quality academic service-learning and community-based research experiences for both our students and community partners. We are also considering how we might augment these efforts financially, to help further institutionalize civic engagement on campus.

Sincerely,

Nancy E. Mathews, Ph.D.
Professor, Nelson Institute for Environmental Studies; Director, Morgridge Center for Public Service
University of Wisconsin-Madison
Room 154, Red Gym
Madison, WI 53707
608-262-0787
nemathew@wisc.edu
www.morgridge.wisc.edu
To: Julie Underwood, Dean
    School of Education

From: Stacey Lee
    Chair, Educational Policy Studies

Re: Undergraduate Certificate in Education and Education Services (EES)

Date: Nov. 1, 2010

I'm writing on behalf of the Department of Educational Policy Studies to offer our support for the Undergraduate Certificate in Education and Educational Services (EES). The certificate represents an important contribution to the undergraduate mission of the university and addresses a gap in the options available to undergraduate students interested in educational issues.
University of Wisconsin--Madison
The School of Education
Department of Counseling Psychology

335D Education Building
1000 Bascom Mall
Madison, Wisconsin 53706-1326

Bruce E. Wampold, Ph.D., ABPP

October 27, 2010

Julie Underwood, Dean
School of Education
University of Wisconsin-Madison

Re: Undergraduate Certificate in Education and Education Services (EES)

Dear Dean Underwood:

I am writing to confirm that the Department of Counseling Psychology is supportive of the Undergraduate Certificate in Education and Educational Services. We believe this certificate is an important addition to the undergraduate mission of the university and fills a critical gap in the current options available to students interested in education. My department offers relevant coursework to support the certificate, namely CP 650: Theory and Practice of Interviewing. This course promotes important practical skills as well as understanding of different interview formats that are critical to students interested in education-related majors.

I encourage your support of this innovative program of study. Please let me know if you have any questions.

Sincerely,

Bruce E. Wampold, Ph.D., ABPP
Professor and Chair
Professor of Psychiatry
October 18, 2010

Professor Charles Kalish, Chair
Department of Educational Psychology
880b Educational Sciences
1025 W Johnson St
Madison, WI 53706

---Campus Mail---

Dear Professor Kalish:

On behalf of the Department of Curriculum & Department I am pleased to support the proposal for the Education and Educational Services (EES) Certificate. I believe this proposal is both timely and well crafted. Our school is large and intellectually diverse comprised of 10 units. Historically, we have functioned as a "loosely-coupled" organization with each unit developing its independent lines of research and scholarship. Incidentally, these independent units are regularly ranked among the top ten in the nation according to various reputational ratings. This proposal reflects a more synergistic and collaborative effort among our units.

Education continues to be one of the nation’s more intractable issues. Concerns about the quality of the professional teaching, administrative, counseling, and psychological training and practices abound. As a consequence we find education service units (schools, after-school programs, family services agencies, etc.) searching for alternatives that are less than adequate. This proposal provides a comprehensive look at education and education services that allows prospective students to explore the field in an intellectual honest way. In the wake of all of the national attention being devoted to alternative certification of teachers I see this proposal as a way to provide some professional preparation for those students who select alternative routes to at least have some fundamental knowledge about the field and be better prepared to enter the high needs schools and communities to which they are regularly assigned.

I am also excited about the proposal because of its potential to draw students of diverse backgrounds—particularly students from under-represented groups. As a former member of the university’s athletic board I can recall many conversations with student athletes of color who expressed a sincere interest in education but felt the current certification requirements were onerous.
This proposal is a wonderful collaborative effort and we hope the committee will concur. I support it enthusiastically.

Sincerely,

Gloria Ladson-Billings, Professor & Chair
Department of Curriculum & Instruction
October 26, 2010

Professor Charles Kalish
Department of Educational Psychology
880b Educational Sciences
1025 West Johnson Street.
CAMPUS

Dear Professor Kalish:

This is to support the proposed Education and Educational Sciences (EES) certificate program for undergraduates at UW-Madison. I believe that this proposed certificate program offers the opportunity to serve many students across campus who are interested in issues related to education but who, for various reasons, are not completing a School of Education teacher education program. As the proposal indicates, this certificate fills a significant gap not met elsewhere on campus for these students.

Because the academic advising staff at Education Academic Services (EAS) and career counseling staff at Educational Portfolios and Career Services already confer with a large number of the students who may choose this certificate, it is appropriate and exciting for us to participate in the support of this program. The EAS staff specifically is composed primarily of experienced teachers, some with doctoral degrees in Curriculum and Instruction and others who have been involved in teaching prospective teachers. Education Academic Services field experience staff also currently play a substantial role in coordinating placements for the School of Education teacher education, counseling, school psychology, and rehabilitation psychology programs. Thus, our experience with these students, the backgrounds of EAS advising staff, and our already extensive connections to the field uniquely position us to support many elements of the EES certificate program.

I hope for a favorable response to this proposal from the School of Education Dean’s Office and the campus MIU oversight committees. Please do not hesitate to contact me if you have additional questions or concerns.

Sincerely,

Jeffrey Hamm
Associate Dean for Student Services
November 5, 2010

Professor Charles Kalish  
Department of Educational Psychology  
880b Educational Sciences  
1025 West Johnson Street  
Madison, WI 53706

Dear Professor Kalish,

On behalf of the Department of Educational Leadership and Policy Analysis (ELPA), I am pleased to support the proposal for the Undergraduate Certificate in Education and Educational Services (EES). From our perspective as a department that predominantly serves graduate students, it is easy to see how this certificate will fill a campus need. Our students have an interest in educational leadership and policy at all levels. While many come to us with undergraduate teaching degrees, many do not. Often these students have longstanding interests in education, but have not obtained education degrees because they do not aspire to classroom practice. These students often obtain training in related disciplines (e.g., economics, political science, psychology). It is not uncommon for undergraduate students with such interests to seek advice from our faculty and staff about how they might best prepare for entry into one of our programs. This certificate would provide an opportunity to them to explore and develop their interests in education and education policy at the undergraduate level.

The Department of Educational Leadership and Policy Analysis enthusiastically endorses the Undergraduate Certificate in Education and Educational Services.

Sincerely,

[Signature]

Julie F. Mead  
Professor and Chair
November 29, 2010

To: Provost Deluca and MIU selection committee members

From: Julie Underwood, Dean, School of Education
       Cheryl Hanley-Maxwell, Associate Dean, School of Education

RE: Round 3 MIU Proposals

The School of Education has the privilege of submitting seven proposals for consideration in this round of MIU funding. Four of the proposals include departments and units in other colleges and schools: Interdisciplinary Science Learning, Advisor Notes, Design Lab, and American Sign Language. One of the remaining three proposals cuts across most of the departments in the School of Education: Undergraduate Certificate in Education and Education Services. The final two proposals address issues that reach all corners of campus: Services for Undergraduate Students Experiencing Academic Difficulties and Activate Wisconsin – Physical Activity and Health. In this transmittal letter, we will address the proposals as two separate categories: (1) proposals that would serve students from various parts of the campus that are of particular interest to the School of Education because of increased curricular offerings, opportunities, and/or structural changes and (2) proposals that are campus-wide and are directed more at student services.

Proposals of Particular Interest to the School of Education

We forward four proposals that are of particular interest to the School of Education:

- Undergraduate Certificate in Education and Education Related Services,
- Interdisciplinary Science Learning,
- Activate Wisconsin: Physical Activity and Health, and
- American Sign Language.¹

These proposals are listed in order of their internal priority, with the Undergraduate Certificate in Education and Education Related Services being our number one priority. We believe these proposals, taken together, offer significant improvements to the curricular offerings and opportunities for students who have majors in the School of Education and for students in other colleges and schools who are interested in educational issues.

¹ The American Sign Language Proposal has been submitted through L&S, as the primary Dean’s office.

School of Education Office of the Dean
377 Education Building  University of Wisconsin–Madison  1000 Bascom Mall  Madison, Wisconsin 53706-1398
608/262-1763  Fax: 608/265-2512
The School of Education has approximately 2000 undergraduate majors and pre-major students each year. Approximately two-thirds of these students are majors in five of our nine departments (the other four departments have only graduate programs). The remaining students are “pre” major students. In addition to these students, we also serve students from throughout the campus in a variety of courses, some of which are required for majors outside the School. In fact, approximately 11,000 students take courses in the School of Education each year. Of this number, only approximately 1,700 are major or pre-major students in the School of Education. Many of these students take multiple courses in the School of Education. Our current undergraduate structure focuses heavily on teacher education, art, and kinesiology. Undergraduates also have majors in Dance and Rehabilitation Psychology. Courses and program demand in all of these areas exceed our capacity to accommodate all of students who wish to be admitted to our programs or take our courses.

In addition, we have limited options for students who are interested in education but do not want to go through a teacher licensure program. Other than a small undergraduate certificate program in Educational Policy Studies, non-major students have no structured series of courses or formal mechanisms to identify the completion of what would equate to a minor in education. Current resource restrictions also limit the ways in which we can accommodate varying entry points into our teacher education programs (e.g., students who decide later in their undergraduate careers to pursue teaching). Consequently, only those students who decide early in their undergraduate programs or those students who can extend their time to degree have access to many of your teacher licensing programs.

It is clear that campus-wide there is an interest in teaching by students who are not School of Education majors. For example, Teacher for America (TFA), a nation-wide program that recruits outstanding undergraduates to teach in the nation’s neediest schools, is generating a record number of applicants. Despite rigorous selection standards, since 2000 applications to the program have increased eight fold, with yearly increases of 35% on average. The popularity of TFA among UW students follows these national trends. In fact, The University of Wisconsin-Madison repeatedly ranks among the top five large schools contributing the highest number of graduates who become TFA teachers. In addition, our teacher licensure programs, in spite of their narrow entry points attract a number of students – many are rejected every year. This information provides the backdrop for why the Undergraduate Certificate in Education and Educational Services is our number one priority.

The Undergraduate Certificate in Education and Education related Services (EES) proposes the development of a cross-school undergraduate certificate program serving approximately 300 students each year. The certificate would be the launching point for non-license education option. Once certificate students have taken a common course (Introduction to Education, which includes a service learning component), this program allows students to explore areas of interest in a variety of departments or concentrated in a specific department by taking two intermediate level courses and one advanced level course. Plans for the intended menu of intermediate and advanced courses include existing and new courses in Curriculum and Instruction, Educational Psychology, Educational Policy, Counseling Psychology, Rehabilitation Psychology and Special Education, and Educational Leadership and Policy Administration. Additionally, the proposal calls for the development of intermediate and advanced courses in biology and brain research as it related to teaching and learning. An Honors options will be offered to outstanding students, allowing them to participate in an honors capstone practicum or project (including research). EES provides a means to address multiple needs. The first, and most obvious, EES provides structured opportunities to those undergraduate students who desire a “minor” in education. These students are often paving the way for graduate education, exploring teaching and educational service related careers, or intending to teach in settings that do not require teacher licenses. Using TFA as an example, EES provides students interested in TFA with an additional
opportunity to demonstrate their commitment to education, one of the TFA selection criteria, through graduating with an Undergraduate Certificate in this area. The Certificate Program would also provide them with skills and knowledge that could make them more successful in the classroom. The proposal also creates a mechanism for better advisement of non-School of Education undergraduates through the advisement associated with the certificate program. One of the more exciting aspects of the proposal is that it provides funding for faculty positions that would allow use to expand our offerings to include courses whose content is based in the brain research and its application to learning. Such courses would allow the University of Wisconsin-Madison to begin to develop a program in this area, giving students the educational opportunities found at many of our peer institutions. Finally, the EES proposal also provides the School of Education with the beginning framework for what we hope will become an interdisciplinary major in Education that is not tied to teacher licensing. No such major currently exists.

Our second priority is **Interdisciplinary Science Learning.** This proposal is an outgrowth of the School of Education’s work with various faculty members in L&S to integrate teacher education into the greater fabric of the university. However, this proposal has expanded beyond that modest goal, as it seeks to improve the science education for non-science majors. The three proposed ILS courses offer an important science foundation for non-science majors, including students majoring in teacher education who are not going to be science teachers. In addition to the new science-based courses, the proposal creates a Freshman Interest Group in Science, Education, and Society. This FIG will provide a venue for students to explore science education; explore science with elementary, middle and high school students as they take science out to the community through service learning; and explore various sciences as potential majors. We are particularly impressed with the exciting, dynamic way science will be taught to non-science majors. The proposed structure and delivery methods for each of the three courses builds on an evolving knowledge base related to the development of critical thinking along with disciplinary knowledge. In educational research, this design parallels what is known as authentic instruction. Authentic instruction has been shown to produce superior learning outcomes through engaging students in learning that has value beyond the classroom (applied), requires the use of higher order thinking skills, and addresses the critical aspects of disciplinary knowledge. This proposed collaboration will provide a unique vehicle of connections among faculty and staff from various sciences in L&S and CALS, educators in the School of Education, and possibly science teachers from the public schools. These connections provide opportunities to merge the instructional and assessment knowledge of School of Education faculty, with the content knowledge of the scientists. The result will be more intellectually accessible science courses that will provide a broad science foundation for non-science majors that will assist them in developing the problem solving and critical thinking skills essential to understanding sciences.

**Activate Wisconsin: Physical Activity and Health** is our third priority. This proposal creates an undergraduate certificate program in Kinesiology focused on exercise and health. The certificate program includes a capstone course and a new on-line course that targets wellness knowledge and behavioral change tools. The on-line course will be broadly available by not being restricted to certificate students. The proposal also provides additional faculty needed to begin to meet the increasing demand for programs and classes in exercise and health. This program offers new opportunities for undergraduates throughout the campus, including those who are interested in health care professions. The on-line course alone will provide students with the knowledge and tools to improve their health through exercise and lifestyle changes. The benefits derived from this course could have a life-long impact.
American Sign Language (ASL), our fourth priority, has been submitted through the L&S Dean’s office. We include it in this letter but will not forward the actual proposal since it is already being forwarded. This proposal addresses an exponentially increasing demand for American Sign Language courses. At this time, The University of Wisconsin-Madison offers only one section of ASL 1 and ASL 2 as part of the summer session programs in Rehabilitation Psychology and Special Education. Waiting lists for the existing courses begin to fill in the fall semesters preceding the summer offerings, despite the fact that the two courses are not sufficient to fulfill the foreign language requirement or meet a program requirement for any major in the University. In addition to the heavy demand, current resources only support ASL 1 and ASL 2. As a result, the full sequence needed to become proficient in ASL or to use ASL as a foreign language, is not available on this campus. This proposal describes how MIU funding would begin to meet the access demand by expanding the numbers of sections for ASL 1 and 2 in the summer session and including ASL 1 and 2 sections during the academic year semesters. This funding would also enable the creation of ASL 3 and 4 and a new course, Cultural, Communication, and Learning, thereby creating the sequence needed for it to meet the foreign language requirement. The proposal targets serving approximately 300-400 students per year in ASL 1 through 4, once the program is fully developed, and serving 80 students per offering of Culture, Communication, and Learning. The program/courses proposed fill a very large gap in the offerings at The University of Wisconsin-Madison and addresses an increasingly high demand area.

Cross-Campus Proposals Directed at Student Services

The final three proposal we submit are proposals that are being submitted through the School of Education but are designed to provide campus-wide support services (directly or indirectly). We chose not to rank these proposals as part of our priority list.

Advisor Notes creates a campus-wide note sharing system to student advisors. The system will allow for easier access to information needed to advise students effectively as they move across advisors, programs, schools, and/or colleges. The proposal is the second part of a proposal funded in a previous MIU round of funding. The benefits derived from this system are potentially large and require only a modest amount of on-going funding.

DesignLab proposes the creation of digital composition centers housed in college library and at satellite locations throughout campus. Built on the model of the Writing Center, the labs will be staffed by trained Media TAs. These TAs will be available to help individual students, provide workshops, support existing programs, and provide a mechanism to bring knowledge about digital design into the home departments of the TAs. The labs also provide laboratory sites for research related to the design and use of digital media. One of the most important parts of this proposal is that the TAs will not just offer technical assistance. They will be trained to educate students about the hows and whys of the design process. In other words, students will learn to think about design and not just create products, developing the knowledge and skills needed to integrate digital compositions into their work in intelligent and coordinated ways.

The last, but not the least important proposal we are submitting is the proposal for Services for Undergraduate Students Experiencing Academic Difficulties. This proposal requests funding needed to increase access to student assessment services and to assist struggling students through individual and group interventions. Additionally, the funding would be used to provide consultation services to faculty and staff who are working with struggling students. The Education and Psychological Training Center currently offers assessment to struggling students in an effort to identify their areas of difficulty and

School of Education Office of the Dean

123 Education Building University of Wisconsin-Madison 1000 Bascom Mall Madison, Wisconsin 53706-1398
608/262-763 Fax: 608/265-2512
offer suggestions for strategies to address those difficulties. The assessments are also used to identify disabilities that would entitle students to assistance and accommodations through McBurney. The current waiting period to be seen for an assessment is approximately four month. This means that in addition to the semesters in which struggling students have performed poorly, they lose at least one additional academic semester while they wait for assessment. Additionally, there currently are no resources available to help students once their difficulties have been identified, unless they qualify for services offered through McBurney because they have been identified as having a documented disability. Providing timely assessment and intervention services should improve our retention of struggling students, helping them acquire skills and strategies they need to be successful in meeting the demands of their academic programs.

In sum, we are pleased to forward these seven proposals. We believe that each has the potential to enrich the academic experience of undergraduates on this campus by providing greater access to classes, new classes, new undergraduate certificate programs, a new FIG, or important support services.