



School of Education
UNIVERSITY OF WISCONSIN-MADISON

ACADEMIC PLANNING COUNCIL MINUTES
Wednesday, February 7, 10-11 am
Wisconsin Idea Room

Present: Carolyn Kelley

Department Representatives: Brad Brown, Eric Camburn, Kate Corby, Gary Diffie, Bonnie Doren, Erica Halverson, Bill Hoyt, Dan Lisowski, Adam Nelson

Staff Representatives: Ann Halbach, Robin Worth

Academic Planning Council was called to order at 10:12 am.

Graduate Student Assessment and Feedback

Our guest was unable to come. Kelley passed out handouts and encouraged representatives to share with departments.

TCH Code Academic Structure

Teach codes signal the registrar's office to note on a student's transcript that they have met certification requirements. In an effort to create more systematic and sensible information systems on campus, the university is requiring more information on teach codes to go into the Guide. We discovered that these codes and mistakenly all been assigned to the Department of Curriculum and Instruction. This proposal makes them housed at a school-wide level. This will allow us to put the certification programs on the school's guide page. Passed, unanimously.

Recommendations for Teacher Education

Kimber Wilkerson briefing. During the 2016-17 academic year, Wilkerson led charge to look into teacher education program and make improvements going forward. This included self-examination, surveys of educators, graduation rates, enrollment trends, student expectations, and tenure review and was limited to teacher education. It also included policy initiatives, national trends, and minutes from national education conferences. On campus, these studies revealed major themes of a need for consistent messaging across different programs and coordination of where to seek information. We are currently facing teacher shortages, and a variety of strategies to deal with this include changing licensing requirements and certifying teachers that are already

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in the field. For example, there are districts where 100% of special educators are on emergency licenses. We are also trying to move forward by supporting those who are interested in teacher education research and create a community of teacher education research.

Previously, this report was shared with 17 different groups in School of Education, then that feedback given to CCPE. Some of the main feedback was the need for more specificity to the plan for the future. This is a system-wide initiative, with a collaboration of Deans and Directors around the state. Ideally, this new teacher education center would have a grant system of some capacity. There is a worry that this will take away all progress in the way that things have been done. Wilkerson mentioned the example of Teach for America's successful diversity initiative, and how this center needs to find different ways to address such issues. This center is not going to take over existing programs but instead provide support. The committee questioned how this center will be funded and how will it be staffed. Wilkerson answered that this report was focused on whether the center was a good idea or not and had not solved these problems, but there were places that funding could be carved out or people freed up from other things for this. The committee was concerned where people could be freed up, as many cohorts are already supplemented with graduate students, leading to an inconsistency of programs. The committee questioned how the center would function relative to academic departments. It would function as a place to bring people together as a group around problems. This also would address parts of the teacher education program have been detrimental to faculty and burdened individuals. The center hopefully will create a new structure that will better utilize the resources we have. It was clarified this was brought before APC as a conversational piece rather than a voting item.

Meeting adjourned at 11:07 am.

Minutes submitted by Maren Harris.

Minutes approved by APC.