University Board of Undergraduate Studies  
Wednesday, December 5, 2018: 1:00-2:30 PM in Zilber 470

In attendance: Burant, D'Urso, Federle, Ghasemzadeh, Gutormson, Hornik, Krenz, Martin, Nolette, Quade, Su, Syam.

Reflection: Natalie Hornik  
Recorder: Gary Krenz

The meeting of the University Board of Undergraduate Studies came to order at 1:08 p.m.

Agenda

1. Approval of the minutes of the October meeting of the University Board of Undergraduate Studies.

Jill Gutormson and Gary Krenz proposed a collection of minor changes to the previously distributed draft October meeting minutes. With incorporation of the minor changes, the Committee unanimously approved the revised October meeting minutes.

2. Digital badges/credentialing.

The Committee did not discuss or act on the two digital badge proposals listed on our agenda. The Committee’s lack of action on the digital badge proposals was not due to the merits of the proposals. Instead, it is because Marquette’s badge credentialing is on hold.

Marquette had narrowed its initial selection of a digital credentialing platform to Credly, [https://info.credly.com](https://info.credly.com). The Credly is a widely used digital badge-issuing platform. The Credly platform would provide the badge management system for Marquette badge issuers and recipients, provide verification of badge validity, provide digital badge institutional branding, and the ability to share badges on social media or other Internet sites. Unfortunately, Marquette’s budget limitations has delayed the purchase of credentialing software for an undetermined length of time. There was discussion of current and future alternatives. During discussion, John Su noted we could consider “certifications” but that in Marquette’s vernacular, the concept of a “certificate” is already reserved for particular types of academic programs, e.g., see certificates, primarily in the Marquette Graduate Bulletin. John also noted that nationally, there does not seem to be an accepted “credentials currency” except in certain fields, e.g., business and engineering.

3. Upon her arrival, Natalie Hornik provided the meeting’s reflection.

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That Marquette issued the badge to the individual as well as provide access to the documentation that the individual had demonstrated certain competencies and skills.
4. Update Curriculum and Licensure Updates from the Teacher Education program, Theresa Burant.

Prior to the December 5th meeting, Terry Burant distributed a two-page memo highlighting many of the changes in Wisconsin law and rules governing teacher licensure and upcoming changes in Marquette’s teacher education program.

Terry Burant provided UBUs with a short overview as well as a deep dive into several aspects of the recently completed Wisconsin Department of Public Instruction (DPI) rewrite of PI 34. PI 34 is the administrative rule governing educator preparation programs and licensure. Terry provided a short summary of the context for updating of PI 34 by briefly indicating the reasons for the legislative action; in particular, she mentioned the recruiting/employment struggles and needs of small rural Wisconsin school systems. The updated PI 34 went into effect on August 1, 2018. Since PI 34 governs licensure of K-12 school personnel and educator preparation programs (such as Marquette’s teacher education programs), definitive Wisconsin DPI guidance on all aspects of PI 34 is highly desirable. However, various working groups are still trying to determine the impact of the licensure band changes in order to recommend appropriate policies and procedures for educator preparation programs and licensure standards.

The change to licensure falls into two areas: changes to the grade levels included in license areas and changes in certain specific licenses. Elementary licenses will change from grades 1-8 to grades K-9 and secondary licenses will change from grades 6-12 to grades 4-12. In addition, several individual subject areas have been collapsed into fewer broad areas. These include new broad licenses in Social Studies, English and Language Arts, and Science at the secondary level (for example, a student seeking to become a history teacher will no longer receive a license in History; instead, the student will be licensed in Social Studies). Marquette’s College of Education is considering how these changes affect the training of future teachers. Some questions arise, such as what is required for teachers to be prepared to teach in these new combined subject areas. Marquette’s educator preparation programs will need to prepare documents on how our programs will address the new requirements. Wisconsin’s DPI must first approve Marquette’s application for becoming an Educator Preparation Program (EPP) for these new licensure bands. In the process of completing EPP approval documents, Marquette must also submit individual licensure applications for each of the following new areas prior to enrolling any candidates:

1. PI 34.045 Elementary and Middle School
   - K-9 License
2. PI 34.046 Middle and High School
   - PI 34.046(3)(b) English and Language Arts,
   - PI 34.046(3)(d) Science
   - PI 34.046(3)(e) Social Studies
Unfortunately, there are no content standards for the new PI 34.045 Elementary and Middle School K-9 License or PI 34.046 Middle and High School: PI 34.046(3)(b) English and Language Arts, PI 34.046(3)(d) Science, or PI 34.046(3)(e) Social Studies. Thus, the pathway for new licensure applications is not clear. A UBUS committee member asked how Marquette could complete a licensure application in an area without the corresponding content standards. Terry remarked that indeed the path forward was challenging, that Marquette’s education programs will do the best they can and will be seeking and looking forward to collaboration with other departments on campus in the College of Arts and Sciences and the College of Communication. The current plan is to examine the approaches employed in other states that have implemented similar content areas as well as work with the other Wisconsin institutions via state-level professional organizations. The College of Education plans to submit its application to the Wisconsin DPI for the overall EPP approval this spring; however, the applications for revised programs will take several years. In the meantime, our programs continue to offer the existing licenses. We have until 2026 to switch our licenses over to the new grade levels and content areas.

5. Chair University Assessment Committee: Collaboration between Assessment Committee and UBUS, Nicholas Curtis.

Jill Guttormson introduced Nick Curtis, Marquette University’s Director of Assessment and Chair of the Marquette University Assessment Committee (UAC). Nick came to Marquette in August 2018, shortly after completing his Doctor of Philosophy in Assessment and Measurement at James Madison University. Nick indicated he has had a wonderful experience at Marquette so far, that it has been a privilege working with folks. Nick emphasized that he views his role as helping anyone/everyone with program development and assessment. However, if the broader university views him as being responsible for assessment at Marquette, then no one takes ownership of assessment at the program level.

While the UAC maintains the work mandated by its University Academic Senate statutes, Nick noted that the Committee has changed its primary focus and moved to considering professional development.

John Su mentioned several aspects of Marquette’s history as it relates to program assessment, in particular, the past need to guide Marquette’s compliance with Higher Learning Commission accreditation mandates. Nick noted while there are external requirements which must be met, the time seems right to move from a data gathering with a compliance mindset to gathering data and reflection that is more useful to the individual programs. Nick remarked he offers suggestions based upon experience and assessment research literature but will not mandate things. In particular, Nick stated why should programs gather data on aspects of a curriculum that cannot change? The reality of outcome-based assessment is that programs begin to finesse the assessment system to look good rather than set “stretch goals”, that is, program aspirational goals that might be difficult to achieve. Assessment is about improvement, not box checking; assessment is about determining what is
working not working for programs. Nick encourages academic programs to ask if their current assessment process is useful or providing actionable information. Nick is open to discussing any ideas or thoughts programs might wish to consider. In particular, assessment should be able to aid in highlighting Marquette’s distinctiveness.

As the time window devoted to this agenda item began to close, committee members posed various questions:

- Where is line drawn between the roles of the University Assessment Committee (UAC) and UBUS. UBUS plays the major role in undergraduate academic program approval as well as a significant oversight role for the core, whereas the UAC is devoted entirely to assessment concerns. The Committee discussed potential collaborations between UBUS and UAC, such as where program assessment components of a new program proposal are reviewed by the UAC so feedback and recommendations can be shared with the UBUS and the program developers. At this point of the discussion, Gary Krenz indicated why he has come to feel that a new program’s assessment plan should be one of the several important aspects he would examine when a new program proposal is considered. Gary noted that a curriculum map would reveal a new program’s “Introduction, Reinforcement, and Mastery” scheme. When a curriculum map is an important aspect in developing an academic program, the mapping organizes, highlights and drives pedagogical planning, reveals a program’s interconnectedness as well as suggest/highlights natural places to insert program assessment probes. A curriculum map also serves to educate new faculty regarding a program’s overall structure and interconnectedness; as well as reminds long time faculty of the same. After these and other remarks, Nick inquired whether it would be helpful if he created a best practices document (curriculum map, program development, embedded assessment, etc.), something that might be useful during program development process; with an emphasis on helpful, not proscriptive. Nick noted if program development designers consider assessment at the beginning rather than fitting it in retrospectively, assessment tends to be more aligned with thoughtful examination of the ongoing health and development of a program. Assessment is much more difficult to retrofit and that after program development, creating an assessment framework does not work well. Retrofit assessment tends to be more laborious and the feedback less effective.

- Mark Federle asked why does Marquette’s assessment process require programs that already perform assessment for professional accreditation to force/place the data and commentary into the University Assessment Committee format? In response, Nick encouraged academic programs to ask if their current assessment process is useful. In particular, Nick is open to discussing ideas or thoughts programs might wish to consider to improve their assessment process.

- What will assessment of the Marquette Core Curriculum (MCC) look like and what will be UBUS’s role in MCC assessment? John Su mentioned that one
could envision UBUS reflecting upon MCC assessment but not going into low-level detail, unless there are university-wide concerns.

Jill Guttormson thanked Nick Curtis for his comments.

6. Update from Marquette Core Curriculum (MCC) acting director, James Marten.

At the time of the December meeting of the UBGS, Jim noted he had been Acting Director an entire 15 days.

Jim briefly mentioned the following MCC priorities:

• Development of MOI (method of inquiry) courses
• Further discussion of Engaging Social System and Values 2 (ESSV2) and Writing Intensive Requirement (WRIT)
• Reviewing syllabi to see if current courses are following the Discovery Themes
• Need to consider additional culminating experience courses. Jim noted there is not a lot of time since transfer students will need culminating experience courses.

There were questions regarding Discovery Themes. How would a student know about appropriate Discovery Theme courses? Jim mentioned that students “declare” a theme, then Academic Advisement populates a list of appropriate courses for that Discovery Theme.

The College of Nursing wonder like to challenge students rather than have all nursing student progress through a single theme. Thus, Jim was asked whether there would be further fleshing out/possibility of more Discovery Themes beyond

• Basic Needs and Justice,
• Cognition, Memory and Intelligence
• Crossing Boundaries
• Individuals and Communities

Jim noted the various challenges and that the future regarding additional themes is not clear.


Jill mentioned that the feedback received from faculty and students indicate they want as many options as possible. There were quite a few students that indicated they prefer hardcopy books. Most students want cheaper textbooks and want to be able to use online vendors. Mark Federle discussed his experience selecting a very good but less expensive textbook. Mark indicated that reducing textbook cost is often possible. However, there needs an effective way to get messaging out to faculty when selecting texts.

The meeting adjourned at 2:22 p.m.