

University of Wisconsin-Whitewater
Curriculum Proposal Form #1
New Degree, Major, or Submajor

Effective Term: 2103 (Summer 2010)

Degree: Certificate program

Program Title: Certificate in Teaching in Alternative Education Settings (TAES)

GPA Required in the Major/Submajor: 3.0

Sponsor(s): Anne Stinson & Bill Chandler

Department(s): Curriculum & Instruction

College(s): Education

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments:

Check if:

- New Degree: Intent to Plan *
- New Degree: Final Proposal
- New Major: Intent to Plan *
- New Major: Final Proposal
- New Submajor: Minor
- New Submajor: Emphasis/Track
- New Submajor: Certificate Program
- Module: Intent to Plan
- Module: Final Proposal
- Other (list):

Proposal Information:

[\(Procedures for form #1\)](#)

* *Note:* You must receive approval from System to plan a new Degree or Major (submajors not included)

For System requirements see ACIS-1 guidelines at <http://www.uwsa.edu/acadaff/acis/index.htm>

A. Catalog Description

CERTIFICATE IN TEACHING IN ALTERNATIVE EDUCATION SETTINGS (TAES)

The TAES Program will assist licensed teachers and other professionals working with youth in recognizing and developing the knowledge, skills, and dispositions necessary to work in alternative educational settings. This on-line program consists of a sequence of four two-credit courses and a one-credit field-based experience. The program is designed so that participants can complete their program over one academic year or during the 12-week summer session.

Program Coordinators:

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Additional Admission Requirements:

Applicants must hold or be eligible for a regular license in the State of Wisconsin for teaching in public schools.

Degree Requirements:

The following courses are required for the Teaching in Alternative Educational Settings (TAES) program:

SECNDED 705 REPRESENTING LEARNING
SECNDED 706 LEARNING AND DIVERSITY
SECNDED 707: FORMAL AND INFORMAL LEARNING ENVIRONMENTS
SECNDED 708: THE MARGINALIZED LEARNER
SECNDED 709: LEARNING AND TEACHING FOR EMPOWERMENT

B. Educational Objectives

Detailed objectives for each of the courses in the TAES Program are outlined below. Generally speaking, however, upon completion of the TAES program, participants will:

- Appreciate the limitation of traditional “school house” methods of representing what we know of the perceived and experiences world;
- Recognize nontraditional resources for learning opportunities;
- Understand school as a cultural experience;
- Develop strategies for delivering instruction that is sensitive to cultural considerations;
- Identify ways the traditional school environment marginalizes some students;
- Influence students’ perception of the value of school;
- Understand teaching and learning as acts of empowerment;
- Create meaningful instructional opportunities and transmit the meaningfulness of those opportunities to resistant learners;
- Build a network of professional connections with classmates, instructors, authors, etc.

C. Course Sequence

The TAES Program consists of four, two-credit courses and a 1-3 credit field experience (SECNDED 707: Formal & Informal Learning Environments). These courses are scheduled so that the program can be completed in as little as one summer. The program makes more sense if the courses are completed in order (SECNDED 705, SECNDED 706, SECNDED 708, and finally SECNDED 709), but students have been successful beginning this sequence of courses (currently offered as the AEPL Program leading to the WI-952/Alternative Education license) in any of the four courses. All of the courses are offered on line; none of the courses may be transferred from another institution. In addition to completing the four required licensure courses, program completers must submit a brief statement of their philosophy of teaching in alternative education settings and must complete a minimum of 1 credit of SECNDED 707.

The required courses for the Teaching in Alternative Education Settings (TAES) Program:

SECNDED 705: Representing Learning (2 credits)

This course is an investigation of the methods of representing through perception and experience of the world. Correlations will be made between inquiry and the formalizing of meaning through imaging.

Participants will: interact with a variety of other professional with differing interests, academic expertise and personal histories; come to understand alternate methods of organizing curricular experience and teaching within seeming disparate disciplines; engage in dialogical methods of teaching and learning; investigate content fields from a metacognitive perspective; apply various methods of representing the known world; consider issues of perception as events and experiences grounded differing contextual realities; and consider issues of experience interpretation as they relate to a recognition of living as a “data based” event.

SECNDED 706: Learning & Diversity (2 credits)

This course is the second course in the TAES Program. Topics to be considered include identity and culture (ethnicity, family dynamics, socioeconomics, gender, sexuality, ability/disability, etc.), codes of power, and school as a cultural experience.

Participants will: identify cultural characteristics that influence students’ attitudes toward schools and schooling, i.e., ethnicity, familial relationships and values, socioeconomics, gender and sexuality, etc.; appreciate the culture of the school and understand how proponents of that culture can alienate other students, thus contributing to the marginalization of those students; understand codes of power and varying access to those codes of power; develop strategies for delivering instruction that is sensitive to cultural considerations

SECNDED 707: Formal & Informal Learning Environments (1-3 credits)

This course examines the variety of structures within which learning occurs. The classroom will be considered as both context and content for learning and the construction of meaning. Through an analysis of classroom environments participants will synthesize potentials for change in their concepts of teaching and learning.

Participants will: recognize the belief systems that define “learning environments;” understand that the learning environment can be the content of learning as well as the context for learning; and develop skills in the assessment of various informal and formal learning environments.

SECNDED 708: The Marginalized Learner (2 credits)

This course is an examination of how the traditional school environment marginalizes some students. Topics to be considered include the characteristics of the marginalized student, external and internal forces and conditions (social, structural, emotional, and attitudinal) that bring about that marginalization, and the needs of the marginalized student.

Participants will: identify characteristics of the traditional school environment and structure that can marginalize students; identify individual student development patterns, intellectual abilities, learning strengths and needs, and socioeconomic characteristics that are dissonant with traditional school environments and programs; and develop strategies for delivering instruction based on individual

student needs, abilities, and interests.

SECNDED 709: Learning & Teaching for Empowerment (2 credits)

This course is the final course in the TAES Program. Topics to be considered include foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers); and teaching and learning as acts of empowerment and emancipation.

Participants will: become familiar with the literature-base of Emancipatory studies and articulate its application in the classroom; identify and articulate the political environment in which the school/classroom is situated; and develop Emancipatory learning opportunities.

D. 4-year Plan of Course Offerings

	2010-2011	2011-2012	2012-2013	2013-2014
SECNDED 705	Fall, Summer	Fall, Summer	Fall, Summer	Fall, Summer
SECNDED 706	Fall, Summer	Fall, Summer	Fall, Summer	Fall, Summer
SECNDED 707	As needed	As needed	As needed	As needed
SECNDED 708	Spring, Summer	Spring, Summer	Spring, Summer	Spring, Summer
SECNDED 709	Spring, Summer	Spring, Summer	Spring, Summer	Spring, Summer

E. Overlap w/ Existing Degrees

Program participants who hold a Wisconsin teachers license and who complete SECNDED 705, 706, 708, and 709 (the four courses in the AEPL sequence) may apply for the WI-952 Alternative Education license; however, offering a certificate program separate from the AEPL program will attract out-of-state participants who may choose to pursue the certificate alone or continue in an on-line MSEPD Program with an emphasis in Alternative Education.

F. Assessment Plan

A qualitative assessment of the program can be conducted through an examination of the philosophy statements created by program completers. Quantitative assessments can be obtained by tracking SCH with regard to the number of program completers and licensure applications. Program and course evaluations will provide additional qualitative and quantitative data that can be used to drive program development.

G. Resources (staffing, equipment, etc.)

Currently, the four courses in the AEPL Program sequence are offered during the academic year as part of load for staff in the C&I Department, and on a self-supporting basis through Continuing Education during the summer session. The program is entirely on line and generates sufficient income through technology fees to cover IT & library services, materials, advertising, and continuing program development.

H. Need for the TAES Program

The traditional school environment is becoming less effective for an increasing number of students. Reality shows this is especially true for at-risk, vulnerable, and disengaged students. In response, we recognize the need for trained specialists to work with school districts and other service agencies to develop programs for “last chance” students, including jail or detentions-based education, credit acceleration, behavior-focused programs, or simply the opportunity to come back to school to graduate. To assist teachers and others professionals working with youth, in recognizing and developing the knowledge, skills, and dispositions necessary to work in alternative education, we offer this certificate program as an alternative to the AEPL Program now offered completely on line to educators throughout Wisconsin. Teachers and other professionals who work with youth in other states, who have no need of a Wisconsin teachers license, will be able to earn the TAES certificate through this program. Furthermore, the addition of SECNDED 707 for 1-3 credits creates a seamless transition to the MSEPD program with an emphasis in alternative education.