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Senators: Chair – David Rainville , Vice Chair – David Furniss, Secretary – Kris Hiney, Executive Committee – Glenn Potts, Ogden Rogers

Date: March 1, 2008
To: Faculty Senate and the University Community
From: David P. Rainville, Faculty Senate Chair
Subject: Agenda for Faculty Senate Meeting March 5, 2008

The 2007-2008 Faculty Senate will meet on March 5, 2008 at 3:30 P.M. in the St. Croix River Room (321UC) of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify David Rainville at david.p.rainville@uwrf.edu

Call to Order

Seating of Substitutes
Recognition of Invited Guests
Approval of Minutes from February 27, 2008

Reports:

Chair's Report
Vice Chair's Report
Other Reports

Report from the Sustainability Task Force - Kelly Cain

Old Business:

1. Section 3.3 (By laws) of the Faculty Staff Handbook. The changes requested at the February 27, 2008 meeting have been made by Sandy Soares. A motion to postpone a motion to approve Section 3.3 was made at the Feb. 20th meeting pending the requested changes. If approved, this will be referred to the faculty for approval.

New Business:

1. A motion from Academic Policy and Programs to approve an Early Child Comprehensive Major. See attached program application and supporting materials.
2. A resolution of support for the Wisconsin State Senate Bill 353 (from the Executive Committee)

Be It Resolved: As salaries and benefits for faculty and academic staff in institutions within the University of System are significantly lower than in comparable institutions,

and as this situation has persisted for a significant length of time without any attempts to remedy the situation:

The Faculty Senate of the of the University of Wisconsin-River Falls supports the Wisconsin State Senate Bill (SB353) on Collective Bargaining Rights for Faculty and Academic Staff within the University of Wisconsin System. It also encourages the Wisconsin State Assembly to take action on a similar bill.

3. A motion from Faculty Welfare to approve a motion allowing electronic distribution of teaching evaluation data. It was stressed by the committee that this motion is not for the purpose of collecting data, but only for its distribution. See the attached letter from Faculty Welfare.

4. A motion from Academic Standards to approve a policy "Defining Full-Time Status for Students participating in Internships/Professional Experiences. See the attached policy and accompanying materials.

Miscellaneous New Business

Adjournment

1. PROGRAM IDENTIFICATION

1.1 **Title of Proposed Program:** Early Childhood Comprehensive Major

1.2 **Department:** Teacher Education Department

1.3 **College:** College of Education and Professional Studies

1.4 **Timetable for Initiation:** September 2008

1.5 **Delivery:** This will be a Distance Education Program offered through UWRF Outreach. For courses offered via IP Video streaming, UWRF will be an optional attendance site. This is not a residential degree program.

2. CONTEXT

2.1 History of Program:

This program was developed to meet the needs of a student population not catered for in our Elementary Major/Early Childhood Minor Program. It was developed intentionally to be a program that has no overlap in specific professional courses with the existing residential program, but it aspires to meet the same standards and goals of our NCATE accredited Elementary Education program. This program is **only** for students who have obtained an associate degree in early childhood from a technical college and wish to attain a Bachelor's Degree and Early Childhood Teacher licensure. The program was developed in collaboration with the Wisconsin Technical College System represented by Wisconsin Indianhead Technical College in response to needs identified by University of Wisconsin PK-16 Teacher Quality Initiative and the Waisman Center State Improvement and TEACH Early Childhood organizations and presented at Intersecting Interest forums in Madison. These meetings were in response to a nationwide initiative to support PreKindergarten programs. In fact, in 2007, not a single state legislature decreased its investment in pre-kindergarten and 31 states and the District of Columbia increased their investment. There are currently only 10 states that offer no public PreKindergarten program.

Public PreKindergarten programs for four-year olds are developing rapidly in Wisconsin. According to DPI figures reported in December, 2007,-in 2006 there were 257 Wisconsin school districts that had adopted 4yr old kindergarten out of 416 districts (62%). There are many more that have been added this year for a total of 283 districts, including Prescott and New Richmond near our own campus (DPI, 2007). Wisconsin now has 27,759 students enrolled in 4K compared to 14, 483 in 2001-2002 (DPI, 2008).From FY06-FY07 funding for this purpose in Wisconsin increased in school funding formula from \$62.4 million to \$73.8 million. Proposed budget includes \$3 million for FY09 4K start-up grants. In fiscal year 07 local contributions provided an additional \$37.9 million for Pre-K program (pre[k]now, 2007, p.20). "The benefits of four-year-old kindergarten are indisputable," said State Superintendent Elizabeth Burmaster. "Our goal is to provide quality 4K access to every child" (DPI, 2008).

We have also been influenced in the development of this program by current research in early childhood education. Lobman, Ryan & McLaughlin (2005) cite studies indicating that "children who are educated by teachers with both a bachelor's degree and specialized training in child development and early education have been found to be more sociable,

exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who are cared for by less-qualified adults (Bowman, Donvan & Burns, 2001; Dwyer, Chait & McKee, 2000; Howes, 1997) Lobman, Ryan & McLaughlin (2005) also note that training of early childhood teachers should include four areas:

- Child development theory and methods courses in pedagogy and curriculum
- Knowledge of subject areas
- Preparing to apply and adapt to individual children (Bredekamp, 1996)
- Direct experience in a variety of settings

The courses we will accept for the articulation agreement combined with the course we have developed for this program (Appendix A) will support learning in these four designated areas. In addition we have tried to address what is viewed as a frequent weakness in teacher preparation programs (Lobman, Ryan & McLaughlin, 1995; Winton, 2001) – namely, coursework in linguistic and cultural diversity and supporting children with learning challenges and disabilities. The courses TED 350(2): PreK-Early Elementary Learning Challenges, TED 409 (20) English Language Learner in Early Childhood and TED 325 (20) Diversity in Early Childhood Settings will help to address this noted deficiency.

Initiatives to fill the need for licensed, educated early childhood teachers encouraged by system and DPI representatives included the offering of pathways for bachelor degrees and licensure by UW teacher education departments to those who have earned an associate degree in EC – many already working as childcare providers. The work of UWRF in collaboration with WITC (representing WTCS) towards designing articulation agreements, aligning courses where possible, surveying the target population to determine needs and the ultimate design of the program in response to these needs was partially funded by three grants.

Head Start is encouraging their teaching staff to earn bachelor's degrees by 2013. There is increasing demand for teachers skilled in guiding children in inclusive classrooms. University of Wisconsin River Falls has an established collaborative program with University of Wisconsin Eau Claire by which their Early Childhood Special Education students are able to earn an additional license in regular Early Childhood education through UWRF and UWRF Elementary Early Childhood/Middle Childhood students are able to earn an additional Early Childhood Special Education certification for licensure through UWEC. We are working with UWEC to extend this program as an optional program for those pursuing the Comprehensive Major in Early Childhood.

Before commencing on the design of this program, we sent a survey out to current and past early childhood technical college students inquiring about their interest in earning a bachelor's degree. Most of our 121 respondents were from WITC and CVTC, both represented on our advisory council. Of these respondents, 80% indicated they were interested in pursuing a bachelor's degree in education. Twenty-eight percent indicated an interest in commencing such further study during the coming year, and 51% indicated an interest in commencing within five years. The hybrid delivery model was adopted in direct response to the needs identified by the survey.

2.2 Instructional Setting of Program:

This program will be run in Outreach. The program will be unique and separate from the existing Elementary Education/Early Childhood Minor program. No incoming freshmen will be enrolled in this program, which will require an associate degree in Early Childhood earned from a technical or community college which has an articulation agreement with UWRF. Students must have earned their Associate Degree before being accepted into the program and beginning professional education courses at UWRF. Exceptions to this will be considered on a case by case basis. This program will be a comprehensive major building on the associate degree in early childhood by adding coursework and experience to prepare the candidate to be certified to teach Pre-K through Age 8 (EC). Courses that already exist that are part of the major will be offered in a distant education format through outreach as a separate section (i.e. TED 335 Kindergarten Curriculum, TED 471 EC student teaching, TED 255 Reading Guidance)

2.3 Relation to Mission Statement and Strategic Academic Plan:

The proposed comprehensive early childhood major has been designed with the mission statements of the university, college, teacher education department and early childhood program in mind.

Our mission as a university is to:

Help students learn so that they are successful as productive, creative, ethical, engaged citizens and leaders with an informed global perspective.

Our vision as a College of Education and Professional Studies is that:

We believe in the development of individuals within communities and the interrelatedness of mind, body and spirit.

We believe that people have the power to influence their future through vision, leadership and participation in life.

We believe in the power of community and people working for the betterment of society. Through cooperation, teamwork and shared responsibility, our resources multiply.

We believe in and value diversity: socioeconomic, cultural and ethnic. We believe that scholarship, intellectual pursuits and education provide the individual and society the means for growth and self-fulfillment.

Therefore we will provide opportunities to:

Promote, develop and value the total well-being of the individual

Practice visionary leadership and function as change agents in society.

Establish, maintain and participate in collaborations and partnerships.

Demonstrate respect and appreciation for diversity.

Promote and value knowledge, ideas, intellectual discourse, critical thinking and lifelong learning.

Specifically related to our teacher education programs, this program is designed to uphold the philosophy and goals identified in the 2003 NCATE visit report:

Philosophy, purpose and goals

The Education Unit at the University of Wisconsin-River Falls takes a balanced approach to teaching and preparation of education professionals. Broadly, we call our framework a Reflective Practitioner model, but we recognize that simply to reflect is not enough. We define the essentials of the **educators** we hope our candidates will become in terms of strong content knowledge, knowledge of constructivist pedagogy, knowledge of technology and its appropriate use in the teaching, pupil services, and administration environments, and the knowledge that underlies understanding of diversity and the adoption of local, national and global perspectives. But we think of this knowledge in the active mode. We seek to create educators who do not just carry information in their heads, but use it in the classroom. It is in performance and its assessment, tied to the Wisconsin Teacher Standards, Administrator Standards, and Pupil Services Standards, and displayed in electronic portfolios, that we see the educators we want to create. It follows from this that educator dispositions are critically important. They directly affect the actions we look for. Thus we seek to create educators who display strong professional ethics of honesty, fairness, and compassion, as well as educators who are disposed to collaborate with others in schools and classrooms, and to be agents of improvement in those environments as well as in their communities. Reflection is the fundamental process that leads to excellence in each of these areas.

Essential to the creation of such reflective educators are the **partnerships** we develop with schools. The field experiences our candidates engage in are rich sources of knowledge and skills they need, and are also the places where they develop and perform the dispositions we seek. We work together with PK12 educators, and this provides a model of collaboration for our candidates. Similarly, we wish to work with schools in which educators are reflective and diverse, and in which students are diverse, in order to help our candidates develop in these areas. In addition, we seek to work in partnerships where technology is not only available but in use, so that our students will understand that using technology for instruction and communication is essential to 21st century teaching. We take responsibility for supporting the schools with which we work in developing along these lines, so that we can look forward to a time when every field placement will provide these benefits to our students.

Equally essential to the creation of the educators and partnerships we envision is the quality of **faculty** in the Education Unit. We support faculty who place a high value on excellent, constructivist, reflective teaching, especially because teaching is the primary mission of our institution. We encourage faculty to prepare candidates to work with diverse students. We provide administrative structures that support faculty in modeling professional ethical conduct with candidates and with one another. We continually strive to support faculty who use technology effectively in their teaching. And we support opportunities for faculty to engage in research, publication and presentation relevant to their pedagogy and content, as well as to engage in service to the university and to wider communities.

Our mission as the Teacher Education Department is:

The University of Wisconsin-River Falls Teacher Education Programs are designed to develop self-reflective practitioners in the areas of early childhood, elementary, middle school, and secondary education. We serve both those seeking initial certification and practicing professionals, with a view towards helping them develop the pedagogical,

content, and technological skills necessary to function effectively in and contribute positively to an every changing, diverse, and democratic society. Our intention is to work with our neighbors to promote richly satisfying, just, and sustainable relationships with the St. Croix Valley and the planet.

Our mission as an early childhood program in the Department of Teacher Education is:

We prepare students to use a constructivist, developmentally appropriate approach to educate young children and to prepare an inclusive, play-based environment that invites inquiry, autonomy and responsive social interaction while supporting learning in the cognitive, social/emotional, and physical/motor domains. We provide students with the opportunity to develop communication skills to advocate for the well-being of young children through parent and community education and involvement in child welfare organizations.

In designing a program to meet the above vision we have used the ten Wisconsin teaching standards, the NAEYC guidelines (Bredenkamp, 1997), and endeavored to adhere to the philosophy and methodology as outlined in the 2003 NCATE accreditation report. We have designed the structure of the program in keeping with the guidelines of the College of Education teacher education programs that have been accredited by the National Council for the Accreditation of Teacher Education, North Central Association, and the Wisconsin Department of Public Instruction.

Specific strategic plan goals that are a focus for our program are:

Goal 1: Create a culture of learning:

UWRF will develop and sustain a strong learning environment on the campus and beyond. We will support both student learning and faculty learning through research, scholarly and creative activity.

It is our vision to create a program that teaches early childhood teachers in a manner that models for them best practice in teaching young children; our curriculum is designed to maximize connection- making by integrating subjects where possible. Thus the following courses will be taught in an integrated manner:

- *music and art techniques*
- *science and social studies*
- *language arts and reading*
- *math methods and techniques*
- *health and physical education methods*

All the curriculum courses will have an underlying connecting theme of the natural world introduced in a *place-based science environmental* course. A course in *alternative methodologies* will focus on alternative systems of education that are especially successful in connecting all disciplines.

Also, a *diversity course*, an *English language learner* and a *leadership and advocacy for young children* course will be included in the program that help early childhood educators develop strategies for building community, celebrating diverse cultural experiences, and meeting the challenges faced by families with young children in our

diverse society. A psychology course entitled *Pre-K-Early Elementary Learning Challenges* will build on the psychology courses the students took for their associate degree, helping them to understand the characteristics of special needs and learning challenges as well as strategies to support learning and classroom management through Age 8.

Most of the courses will be taught in a hybrid manner so that participants have opportunities to meet face to face in weekend workshops. This and discussion board in every course will help to build community.

The program will also serve to create a broader learning community linking WCTS with the UW system by offering students a pathway from associate degree to a bachelor's degree in a non-traditional hybrid format. Also, it is envisioned that students will have an option to take courses to meet general education requirements through the UW colleges on line, technical colleges, or UWRF, including Outreach.

Students will also have both field and practicum experiences in a variety of settings. These experiences will afford the student practice in working in diverse and inclusive settings and will contribute to building partnerships in Pre-K – elementary schools.

Goal 2: Model Sustainability Principles

UWRF will model and champion principles of sustainable community development.

It is further envisioned that all the curriculum courses will have a focus on supporting connection to and responsibility for the natural world. This emphasis will be introduced in the Place-Based Science course and further developed in the Inquiry Learning: exploring society and environment in early elementary course.

Goal 4: Develop Engaged Leaders

UWRF will create and institutional culture that teaches, promotes and rewards leadership that positively impacts external and internal communities.

The course, *Leadership and Advocacy for Young Children*, will scaffold the development of leadership skills and the application of these skills to advocate for the well being and education of young children. The program will support the development of skills and acquisition of knowledge to enable graduates to assume leadership positions in childcare centers, schools, and communities.

Goal 8: Enhance the Use of Technology

UWRF will build an effective technological infrastructure to support the increasing demand and will provide the continuing training and support services needed to meet the institution's growing needs.

The Early Childhood Comprehensive major is made possible by innovations in technology that will enable early childhood workers in rural areas to have access to a degree program. A technological infrastructure is critical to the success of this program. The program will also provide an avenue to trial new means of course delivery.

3. DESCRIPTION

3.1 Program Description:

The Early Childhood Comprehensive Major will provide a pathway for Associate Degree technical college students to earn a Bachelor's Degree and certification for licensure in Early Childhood Education (Birth-Age 8). Courses will be delivered through Outreach in a hybrid format that will allow students in rural areas to enroll in the program. Courses will build on the Early Childhood Associate degree and will support the participant learning and applying teaching strategies that are developmentally appropriate and invite constructivism and inquiry. The program itself will support integrated learning and connection making by offering several courses in an integrated format with the entire program united by the universal theme and purpose of connecting children to nature. The program will consist of fifteen key courses several of which have field experience, two student teaching courses, and general education courses as required to meet distribution requirements. See Appendix A: Course Descriptions.

3.2 Objectives:

See Table 1 (Student Learning Outcomes) and Table 2 (Alignment of Outcomes, Performance Tasks and Practicum).

3.3 Curriculum:

See Table 3 (Course Offerings for Comprehensive Early Childhood Major).

3.4 Interrelationship with Other Curricula:

MUS/ART 275 will be offered through the College of Arts and Sciences.

PED 246 will be offered through the College of Health and Human Performance.

General education – see 3.1 above.

Students enrolled in the Comprehensive Early Childhood Major will have the opportunity to take early childhood special education courses offered in a distant format from UWEC as part of our Collaborative Early Childhood Program.

3.5 Accreditation Requirement:

The licensing officer at UWRF (currently Mr. Michael Martin) is authorized to approve certification for licensure for Early Childhood Education for those who are also completing or have completed all the requirements for the Elementary Education Program. We also have an agreement with DPI for him to license UW-Eau Claire students who have participated in our collaborative program for regular Early Childhood Education. For this program we would need to have DPI authorization to certify students completing the Early Childhood Comprehensive Major.

3.6 Diversity:

There is indication that there is great interest in our proposed program from residents of the Twin Cities who have earned their Associate Degree from Minnesota technical colleges. These populations are diverse in terms of race, national origin, socioeconomic status and age. Diversity in the local population would be primarily in terms of socioeconomic status and age. The Head Start teacher population also has a diverse profile. We will be advertising our program in the Twin Cities area technical colleges, as well as to the Head Start teachers. We anticipate that the new diversity position will enhance our ability to introduce diverse urban populations to our programs. As is reflected in our course objectives, issues of diversity are addressed in some form in every

class. For this comprehensive major we have designed a course that looks specifically at the roles of diverse practitioners teaching in diverse early childhood settings. This course will build on diversity courses that are part of the associate degree.

3.7 Collaboration:

Refer to 2.1 History of Program

3.8 Outreach:

This program will be offered through UWRF Outreach. All instructional costs will be paid through program revenue. As described earlier, this program provides an essential public service by expanding opportunities for high quality pre-school programs.

3.9 Delivery Method:

Refer to Table 3

4. NEED

4.1 Comparable Programs in Wisconsin:

There is currently no program in the greater St. Croix Valley area that is comparable to the one we propose. The University of Wisconsin – Stout does offer a bachelor's degree in Early Childhood Education. This is primarily aimed at students who enter Stout at the freshman level. Currently we refer potential students to Stout who identify this goal at the entry level, and will continue to do so. Our program is specifically targeted as a pathway to achieve a bachelor's degree and early childhood licensure for students who have an associate degree in early childhood from a technical college. Stout does accept some transfer students, but places are limited and coursework is not in a distance format. We feel that our proposed Comprehensive Major will not draw students away from Stout, but will in fact complement their program by offering a pathway for students who are not able to enter a traditional degree format. To meet the needs of technical college transfers, other programs were developed concurrently with our own program, supported by the same grants. Only one is offered through distance education; Milwaukee Early Childhood Masters program. Oshkosh has a cohort model for students to earn a bachelor's degree and early child and elementary licensure. Whitewater is offering a program in which students can earn early childhood and early childhood special education certification and a bachelor's degree. Although students in our region could potentially apply to these programs, our survey has indicated that, due to personal and work commitments, the preference is to work with UWRF's distant learning outreach program.

4.2 Comparable Program Outside Wisconsin:

In considering comparable programs, it is important to note that we are on the border of Minnesota and over 50% of our students are Minnesota residents. Students who come to UWRF can consider alternatives in the Twin Cities area. Currently, the closest design to our distance education model is offered through Southwest Minnesota State University to students in the Twin Cities area. However, this is a cohort model, which makes it less appealing to students who are already working in early childhood, and is offered in the West Metro area, while our program is located in the East Metro. A Dakota Technical College representative indicated that a few of her students would transfer to the Southwest program each year. However, in assessing the goals of her students, she

indicated that more would be interested in a flexible model such as we are proposing. She estimates that six to ten students will be interested in entering our proposed Comprehensive Early Childhood Major per year, and that other Minnesota technical colleges might have similar anticipated numbers. Metropolitan State University, located in St. Paul, also offers an early childhood education major. Their program is designed for students who wish to work in urban areas, whereas our proposed program will meet a broader spectrum of needs.

4.3 Regional, State and National Needs:

There is a continuing demand for quality Early Childhood programs to educate and care for our nation's children. In 1999, 58% of 3- and 4-year-old children were enrolled in center-based early childhood programs, up from 50% in 1991. This finding from the "National Household Education Survey" is reported on the National Institute for Early Education Research web site (Rutgers, 2008).

Additional findings reported include: The increase in preschool program enrollments was part of a larger trend toward increased use of all types of early education and care by parents. In 1999, 76% of America's 3- and 4-year-olds were educated and cared for by someone other than their parents (in centers, Head Start, nursery schools, family child care, or by relatives or nannies), compared with 67% in 1991.

In recent years there has been increased recognition that young children not only need to be cared for, but also educated in their care settings. This has created an increased demand for:

- Significantly enhancing early childhood educators' access to higher education.
- Improving compensation when early childhood educators attain postsecondary degrees, and
- Providing grants to states to create comprehensive systems of professional development.

The above three needs were noted as NAEYC provisions for early childhood educators in the Higher Education Act. This act established early childhood educators as a critical teaching force. (NAEYC, 2007)

Neuman concurs that higher education for early childhood teachers is a priority in meeting the needs of young children. "We must recognize that successful intervention for our most at-risk children requires our best teachers and service providers – caring, competent, flexible, highly trained individuals. Nothing less will do" (Neuman, 2007, p.19).

As noted above, the number of Wisconsin districts who have adopted 4-K as part of their public schooling was 257 out of 416 total districts (62%) in 2006, and in 2007-2008 283 districts had PreK programs serving 27,759 of the 70,000 4 year old children in Wisconsin. (DPI, 2007). With start up funding, there is no doubt that these numbers will continue to increase. Many of these districts are electing to provide 4-K programs within existing independent preschools and child care centers. This has created a demand for higher education programs leading to licensure among both recent graduates and existing

pre-school teachers who want to teach the 4-K program. The demand is compounded by the Head Start for School Readiness Act passed by the US Senate on June 19, 2007, which sets a goal of 50% of Head Start teachers to have obtained a bachelor’s degree in early childhood education by 2013 (NAEYC , 2007) .

In addition, the DPI regulations in Wisconsin require that early childhood licensed teachers be educated to care for and educate children from birth through age eight. Preschool teachers seeking to earn licensure are enrolling in programs at universities that give them the 5- to 8-year-old teaching curriculum that is not part of the associate degree programs.

In summary, according to the DPI the number of 4K pupils has continually increased from 14,483 in 2001-02 to 27,759 in 2007-08. These numbers show an increased need for 4K teachers, whether they are in school, childcare, or Head Start settings.

**4.4 Student Demand – Future Enrollment:
Projected Enrollment**

Year	Implementation 2008-2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013
New Students Admitted	25	30	30	30	30
Continuing Students		20	45	65	90
TOTAL enrollment	25	50	75	95	120max
Graduating Students	0	10-15	15-20	25	30

4.5 Collaborative or Alternative Program Exploration:

This program has been designed in close collaboration with WITC representing WTCS in order to ensure that there is a seamless transition from the WTCS associate degree program to the bachelor’s degree program at UWRF. Consultants from the UW-Eau Claire Special Ed Department have served on our advisory committee and agreed to review the articulation agreement and proposed curriculum to determine how they can extend the collaborative agreement they currently have with our ECMC Program to offer a pathway to Early Childhood Special Education certification.

4.6 On-campus program:

This will not be offered as a residential on-campus program. It will be in a distance education format only.

5. ASSESSMENT AND ADVISING

5.1 Assessment:

See Table 2: Alignment of Outcomes, Performance Tasks and Practicum

5.2 Advising:

When the program is approved, admittance personnel and faculty who advise incoming students will be briefed on the options available through the program. Currently,

interested students are given information on the program by their technical college instructors. They then are advised by Mr. Michael Martin, the Academic Advisor for the College of Education and Professional Studies. He reviews the General Education needs. It is anticipated that early childhood FTE faculty will advise students on their professional program, assisted by the program assistant. Outreach Education Coordinators will counsel students on the course selection procedures.

5.3 Access for Individuals with Disabilities:

Most of the courses are offered through distance education, and therefore only require that the participant is able to use a computer and is able to travel to a nearby receiving site for those courses using IP video. All on-campus workshops will be in buildings that have disabled parking and access.

6. PERSONNEL

6.1 Current Faculty Requirements:

NAME	TITLE	PROGRAM ROLE
Dr. Gay Ward or other tenure track faculty	Assoc. Professor	Co-ordinator (.25 load =6 credit hours/yr)
Mr. Michael Martin	Academic Advisor	Advising
Dr. Laurel Langford	Assoc. Professor – Math	Instructor – 4.5 credit hrs/year (load or overload)
Dr. Kathy Ernie	Professor – Math	Instructor – 4.5 credit hrs/year (load or overload)
Dr. Hilree Hamilton	Assoc. Professor – Music	Instructor – 2.25 credits overload
Dr. Lynn Jermal	Professor - Art	Instructor – 2.25 credits overload
Dr. Dean Culpepper	Assistant Professor - HHP	Summer
Academic Faculty	Environmental Science Course	Summer
Adjunct Instructors		Outreach Instructors

6.2 Additional Faculty Requirements:

Current projections indicate no need for additional FTE because this program is offered through Outreach.

6.3 Academic Staff:

n/a

6.4 Classified Staff:

(Covered by grant funds through 2009-2010. Afterwards, LTE/Classified hours will need to be budgeted for in Outreach costs.)

7. ACADEMIC SUPPORT SERVICES

7.1 Library Resources:

The holdings of the Davee Library collection are adequate to meet the needs for a proposed Comprehensive EC major. The library, refurbished in 1997, includes in excess of 350,000 volumes, subscription to 90 online databases and electronic reference sources across all academic areas, over 200,000 government publications on site and thousands more on-line, almost 10,000 audio-visual materials, subscriptions to close to 14, 500 magazines, newspapers, and journals via print and electronic subscriptions.

A search of the library catalog yielded a total of 483 books related to EC. In addition, the Library currently subscribes to 89 journals related to elementary education including 15 journals specific to early childhood education and development.

Students, staff and faculty may also borrow book and AV materials that are not included in the Davee Library collection, but are available in other libraries in the University of Wisconsin System through a service called Universal Borrowing. Requested book and AV materials are typically delivered in 2-3 days. Students, faculty and staff may also obtain articles, in addition to books and AV materials, not held by UW Libraries via the Interlibrary Loan Service. Users have access to a multitude of library collection using this service at no charge.

The cost of new materials for the initial library support of the major is estimated to be \$860.32. This would cover the costs of materials included in several Early Childhood class proposals, which were approved by UCC during May and November 2007. These materials can be purchased via the TED Elementary Departmental allocation for new library materials or Outreach funds can be used.

7.2 Access to Student Services

Annual meetings will be convened for those responsible for admissions, financial aid, and academic advising, as well as the Outreach and Department coordinators. Goals for these meeting will be to determine a procedure for enrollment, including guidance on applying for financial aid and advising options and expectations. The campus has already designed a means of tagging transfer students interested in the program so that they can be advised regarding the progress of the program and general education options. Currently, interested students are being advised by the Early Childhood Program coordinator, the Outreach education coordinator and the College of Education Academic Advisor/Licensing Officer. One of the advising issues is to guide the student in determining what general education distribution requirements they need to meet, and how they can best meet these requirements. With limited on-line gen ed options at our campus currently, we are encouraging potential students to take general education courses offered at the two-year colleges and the technical colleges. Most of the courses are offered in a hybrid format, with some on-campus meetings. This will allow students to meet with campus personnel, seek counseling if required, and use library resources that they cannot access on line.

Because students will not be resident on campus, their use of campus in the areas of career and personal counseling, health services and student organizations will be limited.

However, these services will be open to them. Academic and personal support for diverse students will be made available as needed through trained faculty.

7.3 Access to Library and Learning Resources

The Chalmer Davee Library has extensive database and on-line resources that can be readily accessed by enrolled distant education students. Since most of the courses are hybrid, involving some face-to-face contact, students will have the opportunity to utilize the library resources and check out books while on campus. Textbooks will be collected for enrolled students by the program coordinator and distributed at workshops when possible, or mailed if necessary. In classes that require hands-on materials on-loan kits will be created for students to use for workshops, assignments, and a field experience. Students can request that library books be sent to their homes without charge.

7.4 Technical Support

Students will have access to D2L and computers and IP video sites in technical colleges and at UWRF. Outreach student fees will be structured so that technical assistance can be provided at distant sites.

8. FACILITIES

8.1 Capital Resources

The classes will be a hybrid model. Saturday workshops will be held in the Wyman Education Building at UWRF. IP video classes will be transmitted from KFA or AgSci. A portable IP Video system may also be used in Wyman.

8.2 Capital Budget Needs

As the program expands, it is likely that the campus IP video resources will require expansion. This will be requested through the UWRF budget process.

8.3 Clinical Facilities: n/a

8.4 Security: The Unit has the leadership, authority, personnel, facilities, budget and resources, including instructional technology resources for the preparation of candidates to meet professional, state and institutional standards. Every course complies with goals identified through the Ten Wisconsin Teachers Standards and defines performance standards that will be used to ensure that the standard is met or addressed. Students in each course will be appropriately guided in the appropriate use of learning resources.

9. Finance.

9.1 Operating Budget: This program will be sustained through Outreach. A proposed budget is attached reflecting how student tuition and fees will cover the expenses.

9.2 Operating Budget Reallocation: None needed as outreach funded.

9.3 Extramural Research Support: None

9.4 Costing Methodology:

9.5 Commitment to Maintain Program: The program will be sustained through Outreach through student tuition and fees for the courses.

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**Student Learning Outcomes
Table 1**

Wisconsin Standards for Teacher Development and Licensure	Standards as applied specifically to the Early Childhood Comprehensive Major
<p>1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.</p>	<p>Students will be able to create integrated lessons that are meaningful to students Birth-Age 8 and will be able to create an environment to support children’s inquiry, discovery, skill learning and metacognition where appropriate. Teachers will understand the history and context of early childhood education and will be able to plan and evaluate constructivist educational settings in this context.</p>
<p>2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.</p>	<p>Students will be able to apply developmental learning theory and the developmental continuum to identify individual learning needs and implement strategies which they will implement according to the principles of differentiated instruction.</p>
<p>3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.</p>	<p>Students will acquire an understanding of diverse learners including English language learners, learners from diverse cultures and socioeconomic groups and learners with challenges</p>
<p>4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.</p>	<p>Students will gain a knowledge base of various developmentally appropriate methods and activities of teaching applicable to inquiry learning as well as direct instruction where applicable. They will know how to provide learning experiences that encourage students to make meaningful connections, solve problems and apply critical thinking in an engaging context (e.g. connecting to nature) and support learning across multiple domains. They will be able to apply guidelines for flexible grouping.</p>

<p>5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Students will apply developmentally appropriate classroom management techniques that imply respect for each child. They will learn how the principles of positive discipline that foster social and emotional development. They will practice using organization of the learning environment as a primary classroom management tool.</p>
<p>6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Students will gain practical strategies for promoting literacy and development in all classroom activities. They will learn effective strategies for communicating effectively with children, parents and professionals. They will learn leadership and advocacy skills to be used with young children.</p>
<p>7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p>Students will be able to engage in both short and long term planning related to curriculum goals and individual student goals. They will learn to plan different kinds of developmentally appropriate lesson activities and experiences designed to enhance the knowledge and skills related to specific subject matter while fostering connection making regarding concepts (e.g. connecting to nature) They will know how to make purposeful, meaningful, varied lessons that reflect an understanding of multiple intelligence and learning style theories. They will be able to adapt and revise lessons in response to the needs of the classroom.</p>
<p>8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.</p>	<p>Students will become familiar with both formal and informal ways to assess for student progress. They will be able to identify purposeful assessment to be used for individual student, classroom and curriculum planning. They will engage in short and long term planning.</p>
<p>9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow</p>	<p>Students will be guided in applying higher order thinking skills through evaluation in the form of lesson and unit reflections, journaling, portfolio item reflections. In addition, they will practice applying evaluation to future classroom, school and community planning.</p>

professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Students will look at ways to foster relationships with families, community agencies and other professionals in order to support the well-being of each student. They will display leadership qualities in coordinating early childhood programs and in advocating for the interests and needs of young children.

Table 2: Alignment of Outcomes, Performance Tasks and Practicum

Outcomes (Table 1)	Performance Tasks	Practicum/ Experience Evaluation
1	<p>Students will create lesson plans for kindergarten in a variety of subject areas, in TED 323/324 Content and Techniques of Math I and II and TED 321/322 Reading and Language Arts I and II, and Inquiry Learning, in TED 409 ELL in Early Childhood, TED 325 Diversity in Early Childhood Settings, and in TED 350 PreK-Early Elementary Learning Challenges, Health and Movement Activities for Children and Music/Art 275 Music and Art for Early Learners. Student will create an integrated nature exploration unit in Kindergarten Curriculum. In Math students will be assessed through labs, homework, projects and tests</p> <p>In TED 409 ELL and Literacy courses, and PED 346 students will participate in case study examinations</p> <p>In TED 326 – students will be expected to explore concepts of astronomy, geology, geography, ecology, biology – with special attention to the specific and connected characteristics of each of these disciplines within a regional watershed area that will be the focus of a project.</p>	<p>In all curriculum courses, students will implement lesson plans in field experience settings. Students will be evaluated according to a rubric (Kindergarten sample attached) Students will be responsible for lessons, and unit planning in student teaching.</p>
2	<p>Students will create a single child portfolio in Reading/Language Arts.</p> <p>Students will consider developmental stages in understanding math concepts in lesson plans, literacy concepts, movement, art and music, science and social studies.</p> <p>In TED 451, Integrating Alternative Methodologies, students will review the developmental theories that underpin these methodologies. They will apply this as they assess how the environment is prepared to cater for developmental needs. Students will work on case studies for evaluating and planning in TED</p> <p>In TED 350 PreK=Early Elementary Learning Challenges students will evaluate students according to their development</p>	<p>Students will plan for a child from a field experience guided by a developmental continuum.</p> <p>In Math 323/324, students will demonstrate understanding for how children grow through microteaching</p> <p>Students will prepare observation reports from alternative methodology educational sites.</p> <p>In TED 350 Prek=Early Elementary Learning Challenges, students will have a team teacher assistance experience.</p>

	and plan appropriate interventions. They will also conduct data analysis.	
3	<p>In TED 325 Diversity, Students will explore how different types of identity interact with schooling through reading, discussion, reflective papers and classroom observations.</p> <p>IN TED 322 Early Childhood Integrated Reading and Language Arts 2, students will work one on one with individual children conducting a reading interview, an attitude survey, and reading assessments using the developmental continuum and other formative assessment tools. They will analyze the children’s interests, attitudes, level of reading experience and reading style. They will develop an instructional plan for 2-4 children.</p> <p>In TED 323/324 (Math) students demonstrate understanding of pupil differences in learning and their ability to use different instructional strategies to accommodate such differences is assessed in homework, class presentations, discussion, microteaching experiences, lesson plans, and written reflections on their own teaching experiences.</p>	Students will observe in classrooms noting how the needs of the individual child are met. (TED 451)
4	<p>In TED 350, students will analyze the response to intervention activities.</p> <p>In TED 424 students will practice using questioning techniques and project based learning to support inquiries.</p> <p>In TED 322 critical thinking and problem solving will be incorporated during read-aloud, shared and guided reading sessions, and individual coaching.</p>	In TED 322 (Reading/Language Arts), students will engage in rubric-based peer teaching and practicum teaching experiences. In TED 424 (Inquiry Learning) Students will work with a small group of K-Grade 3 students to establish a topic of interest, questions about the topic and methods to answer the questions.
5	<p>In TED 323/324 (Math) students demonstrate their understanding of how to create effective learning environments through discussions, lesson plans and microteaching reflections.</p> <p>In TED 350, students will explore management strategies in analyzing case studies.</p> <p>In all curriculum courses, students will explore setting up the</p>	<p>Students will take charge of the classroom during student teaching and will be required to manage the classroom effectively. They will be evaluated according to the student teaching rubric.</p> <p>In TED 350 activities will be provided to develop relationships with young children,</p>

	environment for engaged, active exploration. In Kindergarten Curriculum, 335, students will keep a log of positive guidance and classroom management ideas gained from interviews and observations.	parents, other educators, and community agencies who may provide services for the individual child or family is a primary emphasis of the course.
6	In TED 325, Diversity, Students will explore critical issues on diversity on the discussion board and will also prepare papers responding to articles using critical thinking. TED 326 students – are expected to complete a wide variety of tasks and projects (area watershed models, biome illustrations and descriptions, environmental science center and environmental impact legislation evaluations) to illustrate their knowledge of both environmental science concepts and connections.	
7	In TED 325, Diversity, students will prepare a story-lesson based on a book and an oral story lesson designed to broaden children’s tolerance and multicultural perspective. In TED 424, Inquiry Learning, students will have the opportunity to guide students through a unit of inquiry in response to their interests incorporating both science and social studies. In the Math, Literacy, Music/Art and Health/PED courses students will design lesson plans in response to ascertained needs and for goals that reflect short and long term planning.	Students will have the opportunity to teach their lessons in field experiences and student teaching.
8	In TED 451 Alternative Methodologies, students will learn different assessment techniques. In TED 321/322 (LA and Reading) and TED 323/324 Math, students will learn how to use assessment tools in class. In Music/Art 275 students will create a unit including an assessment plan.	In TED 321/322 (LA and Reading) and TED 323/324 Math, students will use assessment tools in experience setting.
9	Students in all curriculum courses are required to end lesson plans with reflective statements. In TED 424 Inquiry, students will keep a journal based on Habits of Mind.	Students will prepare reflection papers from peer teaching for Music/Art 275. Students will keep a reflective journal during

	Students will create a reflective statement for their portfolios on how they are meeting these outcomes.	student teaching.
10	<p>In TED 411 Leadership and Advocacy for Young Children, students will research attitude change, interview agencies and/or politicians and prepare a policy briefing paper concerning an issue affecting young children.</p> <p>In TED 326 – teachers will be expected to understand the connections that occur between environmental sciences disciplines within their regional area watershed. TED 326 students - will also be expected to evaluate environmental science programming and environmental impact legislation that occurs within their regional area watershed.</p>	<p>Students will shadow a head start or child care administrator. Students will interview agency representatives and/or politicians for briefing paper in TED 411.</p> <p>During their practicum experience and student teaching, students will be evaluated on how they relate to teachers, parents and other school personnel.</p>

TABLE 3
COURSE OFFERINGS FOR COMPREHENSIVE EARLY CHILDHOOD MAJOR

COURSE #	COURSE NAME	CR	PREREQUISITES	PROPOSE START DATE	APPROVAL STATUS	PROPOSED COURSE FORMAT	PROPOSED INSTRUCTOR
TED 155	Technology in Education	2	Assoc Degree	Summer 2009	Existing – needs modification for distant education	online	Needs to be developed in online version
TED 255	Reading Guidance	3	Assoc Degree	Spring 2008 Spring 2009	Approved & Existing –to be modified Title III	IP Video or Online w/some face to face	(additional section of Gay Ward’s course) Kris Rangel
TED 451	Integrating Alternative Methodologies for EC Education	2	Assoc Degree	Spring 2008 Spring 2009	Approved and New	Face to face workshops w/some online discussion	Cindy Goldade
TED 325	Diversity in Early Childhood Settings	3	Assoc Degree	Spring 2008 Spring 2009	Approved and New (American Cultural Diversity Requirement)	Online w/one face to face meeting	SoYoung (Zeon) Tiko
TED 326	Place-based Environmental Science for EC Educators	3	Assoc Degree	Summer 2009	Approved and New	Workshops and d2L	Michael Miller or David Pepi
PED 246	Health and Movement Activities for Young Children	3	Assoc Degree	Summer 2008	Approved and New	Online, workshops and videos	Dean Culpepper and Judy
TED 335	Kindergarten Curriculum	3	Assoc Degree	Fall 2008	Approved & Existing	IP Video	Kris Rangel

NOTE: The following courses may be taken only after admittance to the College of Education and Professional Studies education program and completion of the Associate Degree in Early Childhood.

TED 321	EC Literacy I	3	Assoc Degree	Fall 2008	Approved and New	Online, IP Video or web cam & workshop	Kelly Pylkas-Bock
TED 323	Content & Techniques of Early Elementary Math I	3	Assoc Degree	Fall 2008	Approved and New	Online, IP Video (or webcam at later date) and workshop	Kathy Ernie and Laurel Langford
TED 350	Psychology of Early Elementary Teaching	5	Assoc Degree	Fall 2009	Approved and New	IP Video, online	(Designed by Barbara Rebhuhn) Fanfani Bents
TED 324	Content & Techniques of Early Elementary Math II	3	TED 323	Spring 2009	Approved and New	Online, IP Video & workshop	Kathy Ernie and Laurel Langford
TED 322	EC Literacy II	3	TED 321	Spring 2009	Approved and New	Online, IP Video or web cam & workshop	Kelly Pylkas-Bock
MUS / ART 275	Music and Art for Early Learners	3	Assoc Degree	Fall 2008 Even numbered years	Approved and New	IP Video and face to face workshop	Hilree Hamilton & Lynn Jermal
TED 409	English Language Learner in Early Childhood	2	TED 321	Spring 2009	Approved and New	On line	(Designed by Sarah Anderson, UW-Whitewater) Instructor needed
TED 411	Leadership & Advocacy for Young Children	3	Senior Standing	Spring 2010	Approved and New	On line & IP Video	(Designed by Linda Jagielo) Instructor needed

TED 424	Inquiry Learning – Exploring Society & Environment in Early Elementary	3	Assoc Degree	Summer 2009	Existing	IP Video and some face to face	Gay Ward
TED 471	Early Childhood Student Teaching	5-10	TED 335 & TED 350	Fall or Spring beginning Fall 2009	Existing		
TED 472	Elementary Student Teaching	6	All curriculum coursework	Fall or Spring beginning Fall 2009	Existing		

Student credit allocation will be guided by the Articulation Agreement at the time of admission to the College of Education. (see Table 3-A) Students will be awarded 25-30 credits towards the major (variance due to student teaching credits).
Total Comprehensive Major Credits – 88

Students will receive credit for General Education courses that meet the distribution requirements and have been accepted for transfer. For those who have completed their Associate Degree at the time the commence at the University of Wisconsin – River Falls, it is anticipated that they will be credited with at least three General Education courses, including English 100, SCTA 101, and one of the following: PSYC 101, POLS 114, SOCI 100, ECON 100.

Students will take an additional 34 Gen Ed credits to fulfill the five General Education goals. [Total 122 credits.] (We would like to work towards offering the Gen Eds required in an Outreach format. These include Creative Arts (in lieu of either Art 100 or Music 100), History 100, courses in the multi-disciplinary inquiry strand, personal health & wellness, and global perspective courses such as World Music.) We are working on developing a list of Gen Ed options at two-year colleges and technical colleges. These options might prove to be more accessible or less expensive for Comprehensive Major students.

Memorandum

To: David Rainville, Chair, Faculty Senate

From: Brad Mogen, Chair, Faculty Welfare and Personnel Policies Committee (FWPP)

Cc: Kris Hiney

Date: February 21st, 2008

Re: Motion regarding the electronic distribution of instructor teaching evaluation data.

David,

The Faculty Welfare and Personnel Policies Committee was asked to weigh in on a recent request by

Dave Trechter to change the way in which UWRF instructor evaluation data is distributed. This data is

currently sent out via hardcopy and the Survey Research Center (SRC) is requesting authorization to

explore digital distribution to streamline the process and potentially save resources.

Our committee met on February 8th, 2008 and discussed the matter. Overall, the committee felt this was

an excellent idea and had no significant objections given that this is simply a request to distribute, **and not**

collect, teaching evaluation data. Items the committee felt that Senate consider and ultimately

recommend are listed below:

1. Potential savings. Committee members noted that although the SRC may in fact save money, colleges and/or departments will inevitably print hardcopies of these evaluation results for their files and permanent records. Therefore, there will be a transfer of funds from SRC to the individual colleges in proportion to the number of evaluations administered to cover the ultimate costs of these copies. SRC will provide the data needed to make this determination.

2. File format. Technically, the format in which these results are distributed could range from essentially a "print only" .pdf format to an Excel file. The file format chosen will be one that can be manipulated/analyzed to provide for the preparation of summaries and reports, such as an Excel file, but not one that is proprietary.

Feel free to contact me with any questions.

Brad Mogen
Chair FWPP

December 21, 2007

Pg 1 of 2

To: Faculty Senate
David Rainville, Chair

From: Professional Experience Advisory Team (P.E.A.T.)

RE: Defining Full-time Student Status for Students Participating in
Internships / Professional Experiences

Background

The Professional Experience Advisory Team (P.E.A.T.) is a group that was formed as result of the “Reach for The Future” initiatives where a renewed focus on Internships and Professional Experiences for UWRF students was identified as a strategic goal. The goal of the group is to provide collaboration across campus for academic internship and professional experiences for our students. The Provost’s Office has provided the leadership for this group though anyone in the group can request a meeting be called. These academic internship/professional experience programs are housed in the academic Colleges and therefore each Dean’s office from the academic colleges sends a faculty or administrator to represent their college’s internship/professional experience programs. A representative from Career Services, Financial Aid and the Registrar’s Office are also part of the group.

Members of the group identified the need to formally adopt a uniform, consistent university-wide policy for “Defining Full-time Student Status for Students Participating in Internships / Professional Experiences”. Full-time student status is critical in issues related to student federal financial aid eligibility, student loan eligibility and deferment and student eligibility for health insurance coverage. The university sends enrollment data to a “clearing house” which is where insurance companies and lending institutions get their information on students. Generally our Registrar’s Office does not give out this information, it is the “clearing house” that does. The default position of the “clearing house” for full-time student status for students taking internship /professional experience is 6 credits per semester during the regular academic year. However, UWRF can define what we as an institution consider full-time student status and share that with the “clearing house”. The P.E.A.T. group believes that a 4 credit internship/professional experience during the academic year and a 3 credit for summer experiences should be considered full-time status as reflected in the following detailed proposal.

Technically Student Teaching is a part of the greater Student Professional Experiences (Student Teaching is for Education Majors what an internship is for other majors) and therefore it was deemed important to include the reference to 12 credit situations which would include these Student Teaching experiences.

We request that this proposal be sent to the Academic Standards Committee for their consideration, review and development of a university-wide policy for “Defining Full-time Student Status for Students Participating in Internships / Professional Experiences”.

Proposed Policy for:

**Defining Full-time Student Status for Students
Participating in Internships / Professional Experiences**

Academic Semesters of Fall and Spring:

Students participating in an Internship/Professional Experience which requires 40 or more hours of work per week for a minimum of 14 weeks or a minimum of 560 hours and who are enrolled in a minimum of 4 credits for that experience will be considered full-time enrollees for that semester by the University of Wisconsin – River Falls, including the Registrar's Office, Financial Aid Office (including eligibility for Federal Financial Aid disbursement) and the academic Colleges.

By the third week of each semester each college must report directly to the Registrar the names, course numbers, and number of credits for students they consider to be on full-time Internships/Professional Experiences. Any changes in student workload must be immediately reported to the Registrar's Office. Students enrolled in 12 credits or more do not need to be reported as they will be covered under the regular on-campus policy of a 12 credit load is full-time status.

Summer:

To be eligible for Federal Financial Aid disbursement during the summer students must be enrolled in a minimum of 3 credits of Internship/Professional Experience.