Faculty Senate Motion Recap 2003-2004

03-04/1 Memo from Dave Trechter. Re: Resolution 2003-2004/1
03-04/1 From Academic Staff regarding the new XE “unofficial withdrawal” grade as a pilot project.
03-04/2 Motion to expand membership on Faculty Salary Committee to include the faculty/staff representative to the UW-System Compensation Committee.
03-04/3 Motion to approve shift from printed DAR form to an electronic DARwin.
03-04/4 Motion from the AP&P Committee for the approval of graduate certificate in Service Learning.
03-04/5 Motion from the AP&P Committee for the approval of a graduate certificate in Community Education.
03-04/6 Motion from the Faculty Welfare and Personnel Policy Committee-Journalism Tenure Degree Requirement.
03-04/7 Motion from Faculty Welfare and Personnel Policy Committee-Changing Criteria.
03-04/8 Motion from the Academic Standards Committee clarifying graduation honors regalia
03-04/9 Motion from the Academic Standards Committee to distinguish between “Honors Program” and “Academic Honors”
03-04/10 Emeritus Status
03-04/11 Setting the 2005/06 UW-River Falls calendar
03-04/12 Setting the 2006/07 UW-River Falls calendar
03-04/13 Motion from the faculty Welfare and Personnel Policy Committee Clarifying Timeline for Promotion to Full-Professor
03-04/14 Motion from the Academic Policies & Programs Committee to classify English 252 “Multicultural Education: Language, Literature, Media, and Philosophy” as a diversity course.
03-04/15 Memo from Dave Trechter. Re: Resolution 2003-2004/5
03-04/16 Motion about the Facstaff-notify Distribution Policy
03-04/17 Proposal from the AP & P to adopt following the UW-River Falls General Education Mission Statement, Goals, Criteria, and Outcomes
03-04/18 Proposal from the AP & P to create a Faculty Senate General Education Committee with the structure and functions listed,
03-04/19 Proposal from the AP & P for policy guidelines for the General Education Committee
03-04/20 Motion passed for the approval process for General Education Courses
03-04/21 Motion passed that emails that are sent to campus community via the Facstaff-notify lists must contain info (see attached)
03-04/22 Resolution passed regarding TABOR, human services programs (Medicare & Medicaid), and other state issues.
03-04/23 Resolution passed regarding naming of buildings in honor of Ann M. Lydecker
03-04/21 Motion passed for the modification of responsibilities for AP & P and adoption of a proposed implementation policy: American Cultural Diversity and Global Perspectives
03-04/22 Motion passed regarding undergraduate enrollment in 300/500 and 400/600 courses
03-04/23 Motion passed regarding the Dean’s List Policy
03-04/24 Motion passed regarding the terms of Senator Potts, Ferriss, and Allyn
03-04/25 Motion passed regarding the implementation of the Regent’s policy on charges levied on credits in excess of 165 from the AP & P Committee
03-04/26 Motion passed the XF grade shall be permitted as a permanent grade option
03-04/27 Motion passed regarding clarification of the probation/suspension policy
03-04/28 Motion passed regarding the library committee
03-04/29 Motion passed regarding academic merit
03-04/30 Motion passed on changes to instructor evaluation form
03-04/31 Motion passed Master of Management will require 550 on written exam or 231 on computer based exam for admission of international students
03-04/32 Motion passed regarding recruitment, enrollment and retention committees
03-04/33 Motion passed. Marketing Communications degree no longer available as first major from CBE
May 7, 2004

To:          Virginia Coombs, Interim Chancellor  
             116 North Hall  
             University of Wisconsin-River Falls

From:        David Trechter, Chair  
             Faculty Senate  
             University of Wisconsin-River Falls

Re:          UW-River Falls Motion 2003-2004/33

At the May 6, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/33 was made, seconded, and passed. This motion is forwarded for your action:

Marketing Communications (MarCom) degree will no longer be available as a first major from the College of Business and Economics (CBE).

1) Students currently accepted with declared majors in CBE as Marketing Communications majors will be allowed to complete their programs and graduate from the College.

2) Effective June 1, 2004, students will no longer be allowed to elect a Marketing Communications degree as a first major from the College of Business and Economics.

3) The College of Business and Economics will continue to provide advising for those students currently enrolled in the program in CBE.

4) New students with a Business Administration first major in CBE may continue to select a second major in Marketing Communications.

CBE will continue to contribute to the MarCom program.

1) The College will continue to offer Marketing 311 Principles of Marketing for Marketing Communications Majors and will offer other required and recommended courses for Marketing Communications students on a regular basis.

2) New students with a Marketing Communications first major in College of Arts and Sciences (CAS) or College of Agriculture, Food and Environmental Sciences (CAFS) may continue to select Business Administration as a second major or as a minor.

3) The College will continue to support the Marketing Communications degree program of UW-RF through service on the Marketing Communications Program Committee.
including participation as a student advisor and other duties of all Program Committee members.

MarCom degrees will continue to be offered by both CAS and CAFES.

1) CAS will provide the administrative home for the MARC faculty members.
2) The MarCom Program Committee will continue to coordinate the program and will work with the deans to coordinate plans with CAS, CAFES and CBE.
3) CAS will continue to provide appropriate courses in ART, ENGL, JOURN and SCTA to serve the major.
4) CAFES will continue to provide courses in AGED and AGEC to serve the program and will assist in providing resources for the program.

Motion 2003-2004/33 passed on May 6, 2004. This motion will take effect July 1, 2004.

-approved

-Disapproved

Virginia Coombs, Interim Chancellor

5/12/04 Date
May 7, 2004

To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/33

At the May 6, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/33 was made, seconded, and passed. This motion is forwarded for your action:

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3) The College will continue to support the Marketing Communications degree program of UW-RF through service on the Marketing Communications Program Committee,
TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

I. INFORMATION:

A. Check all that apply: New Program ___ Existing Program ___
   Name Change ___ Credits Change ___
   Substantial Major / Minor Content Change ___ Emphasis/Option Change ___

B. Program Title: ______________________________

C. Department(s) (Originating): ______________________________

D. College(s) (Originating): ______________________________

E. Other Programs / Departments Consulted (Requires letters of support from all
   Departments or Programs substantially affected):

   1) ______________________________
   2) ______________________________
   3) ______________________________
   4) ______________________________

F. Date of Implementation: ______________________________
   Semester __ Year __

G. Have all courses in this program been approved? Yes ___ No ___ If “No”,
   which ones? ______________________________

H. Attach Request Narrative

II. UNIT APPROVALS: Requires signatures of all Department Chairs and Deans whose programs
   will be substantially affected by the changes or proposal. Signature lines for the affected Departments
   and Colleges (noted in “E” above), are on the back of this form. These signatures should be obtained
   prior to review by all other shared governance levels.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair (optional)</th>
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<tbody>
<tr>
<td>Department Chair</td>
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<tr>
<td>College Curriculum Cmtt. Chair</td>
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<tr>
<td>Undergraduate Programs Cmtt. Chair</td>
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<tr>
<td>Dean of College</td>
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<tr>
<td>University Curriculum Cmtt. Chair</td>
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<tr>
<td>Academic Policy &amp; Program Cmtt. Chair</td>
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<tr>
<td>Faculty Senate Chair</td>
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<tr>
<td>Provost / Vice Chancellor</td>
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<td>Chancellor</td>
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Signature | Date
---|---
[Signature] | 4/11/04
[Signature] | 5/4/04
[Signature] | 5/1/04
[Signature] | 5/1/04
[Signature] | 5/1/04
[Signature] | 5/1/04
[Signature] | 5/1/04
[Signature] | 5/1/04

*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost’s office
upon final approval. The Provost’s office will notify all appropriate administrative offices [Registrar, Dean(s),
& Department Chair(s)] of approvals & necessary actions to implement changes.
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/33

May 7, 2004

At the May 6, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/33 was made, seconded, and passed. This motion is forwarded for your action:

Marketing Communications (MarCom) degree will no longer be available as a first major from the College of Business and Economics (CBE).

1) Students currently accepted with declared majors in CBE as Marketing Communications majors will be allowed to complete their programs and graduate from the College.

2) Effective June 1, 2004, students will no longer be allowed to elect a Marketing Communications degree as a first major from the College of Business and Economics.

3) The College of Business and Economics will continue to provide advising for those students currently enrolled in the program in CBE.

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CBE will continue to contribute to the MarCom program.

1) The College will continue to offer Marketing 311 Principles of Marketing for Marketing Communications Majors and will offer other required and recommended courses for Marketing Communications students on a regular basis.

2) New students with a Marketing Communications first major in College of Arts and Sciences (CAS) or College of Agriculture, Food and Environmental Sciences (CAFS) may continue to select Business Administration as a second major or as a minor.

3) The College will continue to support the Marketing Communications degree program of UW-RF through service on the Marketing Communications Program Committee,
MEMORANDUM

TO: Ronald M. Singer  
   Associate Vice President

FROM: Virginia M. Coombs  
       Interim Chancellor

DATE: May 25, 2004

RE: 2003-04 Changes to Academic Programs

In accordance with ACIS-1 policy, revised in December 1999, please note the following program change at UW-River Falls, effective as indicated:

- Marketing Communications (MarCom) degree will no longer be available as a major from the College of Business and Economics (CBE). Please note: CBE will continue to contribute to the MarCom program, and Mar Com degrees will continue to be offered by both CAS and CAFES. **Effective Date: July 1, 2004**

Please feel free to contact my office if you have any further questions or concerns. Thank you.

Cc: Judy George, Registrar  
    Sue Walton, DARS Coordinator  
    Barb Nemecek, Dean, CBE  
    Gordon Hedahl, Dean, CAS  
    Connie Foster, Dean, COEPS
To: Virginia Coombs, Interim Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
      Faculty Senate
      University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/32

May 12, 2004

At the May 6, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/32 was made, seconded, and passed. This motion is forwarded for your action:

Recruitment, Enrollment and Retention Committee

Membership: Seven faculty, with at least one each from the academic staff and/or rank of instructor, assistant professor, associate professor, and professor, and three students. The director of admissions will be an ‘ex officio’ member of this committee.

Motion 2003-2004/32 passed on May 6, 2004. This motion will take effect July 1, 2004.

Approved

Disapproved

Virginia Coombs, Interim Chancellor

Date 5/14/04
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

Re: UW-River Falls Motion 2003-2004/31  

April 30, 2004

At the April 29, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/31 was made, seconded, and passed. This motion is forwarded for your action:

In order to improve the likelihood of successful degree completion, the Masters in Management Program will require scores of 550 (written examination) or 213 (computer-based examination) for admission of international students to this program.

Motion 2003-2004/31 passed on April 29, 2004. This motion will take effect immediately.

☐ Approved  
☐ Disapproved

Virginia Coombs, Interim Chancellor  
4/30/04  

Date
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

Re: UW-River Falls Motion 2003-2004/30  

April 30, 2004

At the April 29, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/30 was made, seconded, and passed. This motion is forwarded for your action:

The current instructor evaluation form (attached) will be used for the next two academic years. At the end of this three-year period, we recommend that the form and substance of the instructor evaluation process be re-evaluated.

Motion 2003-2004/30 passed on April 29, 2004. This motion will take effect July 1, 2004.

☐  Approved  
☐  Disapproved

Virginia Coombs, Interim Chancellor  

Date  

UNIVERSITY OF WISCONSIN–RIVER FALLS  
410 S. Third Street • River Falls, WI 54022-5001 • USA
STUDENTS
Do NOT make written comments on this form.
Do NOT enter your name or any other identifying information.
DO use a NO. 2 pencil ONLY.

INSTRUCTIONS:
You are being asked to complete an evaluation of your instructor.
The purpose of this evaluation is to provide information on the instructor's
teaching effectiveness. Please be as honest and fair in your evaluation as
possible. This information can be used in personnel decisions such as
retention, promotion, tenure, and merit pay. The instructor will not see the
results of this evaluation until after final grades are submitted.

TO ANSWER, PLEASE BLACKEN
THE NUMBER THAT BEST REFLECTS
YOUR OPINION CONCERNING THE
INSTRUCTOR. PLEASE MARK ONLY ONE
RESPONSE FOR EACH STATEMENT.
USE THE FOLLOWING SCALE TO
EXPRESS YOUR OPINION.

1. The instructor displayed thorough knowledge about the material being taught
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

2. The instructor presented the course material in an organized manner
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

3. The instructor explained concepts clearly
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

4. The instructor demonstrated interest and enthusiasm about the course content
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

5. The instructor made presentations that enhanced learning
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

6. The instructor clearly communicated expectations for course work
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

7. The instructor provided effective feedback regarding exams and/or assignments
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree

8. The instructor treated students fairly and with respect
   strongly disagree  disagree  mildly disagree  mildly agree  agree  strongly agree
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

Re: UW-River Falls Motion 2003-2004/29  

April 30, 2004  

At the April 29, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/29 was made, seconded, and passed. This motion is forwarded for your action:  

Academic Merit  

Each Spring, superior scholarship is recognized by the awarding of Freshman, Sophomore, and Junior merit to those students enrolled during the Spring term. To receive merit, students must maintain a minimum cumulative grade point average of 3.500 with no F’s, outstanding incompletes, or repeat grades on their academic record. Outstanding SP designations will not preclude Freshmen, Sophomores, and Juniors from receiving merit.  

**Freshmen** who meet the above requirements and have completed 14-38 credits at UW-RF will receive Freshman Merit.  

**Sophomores** who meet the above requirements and have completed 39-67 credits at UW-RF will receive Sophomore Merit.  

**Juniors** who meet the above requirements and have completed 68-110 credits at UW-RF will receive Junior Merit.  

**Seniors:** Graduating seniors who have maintained a minimum cumulative 3.500 grade point in their last 60 credits at UW-RF with no outstanding F’s, SP’s, or Incompletes during those last 60 credits at the time merit is determined will receive Senior Merit.  

**Cum Laude:** Graduating seniors who have maintained a minimum cumulative 3.700 grade point average for their entire college career, at all institutions, with no outstanding F’s and no outstanding Incompletes, will be granted "Cum Laude".  

**Magna Cum Laude:** Graduating seniors who have maintained a minimum cumulative 3.800 grade point average for their entire college career, at all institutions, with no outstanding F’s and no outstanding Incompletes, will be granted "Magna Cum Laude".  

UNIVERSITY OF WISCONSIN–RIVER FALLS  
410 S. Third Street • River Falls, WI 54022-5001 • USA
d. **Summa Cum Laude**: Graduating seniors who have maintained a minimum cumulative 3.900 grade point average for their entire college career, at all institutions, with no outstanding F's and no outstanding Incompletes, will be granted "Summa Cum Laude".

In addition to these honors, many of the academic departments annually present awards to their student majors that recognize superior scholarship, leadership, or service to the department.


✓ Approved

Disapproved

*Virginia M. Coombs*
Virginia Coombs, Interim Chancellor 4/30/04 Date
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

Re: UW-River Falls Motion 2003-2004/28  

April 30, 2004  

At the April 29, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/28 was made, seconded, and passed. This motion is forwarded for your action:  

Library Committee  

1. Membership: Six faculty, at least one from each college, the Director of the Library, academic staff representative, and two students.  
2. Term of office: Three years for faculty and staff, one-third appointed each year; two years for students, one being appointed each year.  
3. Duties:  
   a. Receive advance notice of significant issues and changes that may affect the mission of the library and effectively communicate these to the faculty and staff.  
   b. Provide a mechanism for input regarding the library's collections, services, faculty and students needs, etc.  
   c. Receive annual summaries of the library budget and periodic updates as significant changes are made to the budget.  
   d. Advocate on behalf of the development of the library's resources and services  


✓ Approved  

Disapproved  

Virginia Coombs, Interim Chancellor  

Date  

UNIVERSITY OF WISCONSIN–RIVER FALLS  
410 S. Third Street • River Falls, WI 54022-5001 • USA
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/27

April 19, 2004

At the April 15, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/27 was made, seconded, and passed. This motion is forwarded for your action:

Clarification of the probation/suspension policy

Suspension & Probation Policy

Good Academic Standing

Students are in good academic standing if they maintain a semester and cumulative resident grade point average (GPA) of 2.00 or greater.

Academic Probation

Students will be placed on probation if:

- They earn a cumulative grade point average less than 2.000
- They are readmitted after having left UW-RF while they were on probation or suspended for academic reasons.
- They have completed fewer than 30 credits and have a semester GPA of less than 1.000. To maintain enrollment, these students must meet with and establish an academic contract with their Academic Advisor or Academic Dean.
- Students whose cumulative GPA is less than 2.000 will remain on academic probation for successive semesters until their cumulative GPA is at or above a 2.000, as long as they maintain a 2.000 GPA each semester to demonstrate good academic progress.
Academic Suspension

The suspension period will be two semesters, exclusive of the summer session or the January interim session immediately following suspension. Students will be suspended if:

• Their semester and cumulative grade point averages both are less than 2.000 at the end of two successive semesters.
• They have completed 30 or more credits and have a semester GPA of less than 1.000. Students do not need to be on probation for this regulation to take effect.

Appeal of Suspension

Students placed on academic suspension may appeal the ruling to the Dean of their college and submit an application form for re-entry before the start of the academic term. Submitting the application early allows the student the greatest course selection. Depending upon the circumstances, it is the Dean's prerogative to reverse the suspension ruling.

Motion 2003-2004/26 passed on April 15, 2004. This motion will take effect immediately.

✓ Approved

Disapproved

Virginia M. Combs, Interim Chancellor  

Date: 4/24/04
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/26

At the April 15, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/26 was made, seconded, and passed. This motion is forwarded for your action:

The “XF” grade shall be a permanent grade option

University of Wisconsin - River Falls  
Policy & Procedures for Unofficial Withdrawal for Title IV Aid

Unofficial Withdrawal Policy

Students are defined as unofficially withdrawn for Title IV purposes when they do not have any grades for the semester other than “XF”, a failing grade due to non-attendance.

Identification Process – Unofficial Withdrawals

- Notification is sent to the faculty asking for verification of enrollment at the end of the 3rd week and again at the end of the 10th week.

- Instructors indicate online any student who is not, based upon their judgment, currently attending their class and are asked to give a last known date of class attendance for those students who are not attending, if possible.

- A final grade of “XF” is assigned by instructors failing students due to non-attendance. When instructors assign an “XF” grade they are asked to report the last known date of attendance, if possible.

- At the end of each semester, a report is generated of all students who have Title IV aid and who have a semester GPA of 0.00. Those students who have all “XF’s” are assumed to be ‘unofficially withdrawn’.
Administrative Action

- The report is reviewed for those students with federal and state aid whom are assumed to have unofficially withdrawn from the University. The last date of attendance as reported by any of the instructors is determined and used in the Return of Title IV Funds calculation.

- If a last day of attendance cannot otherwise be determined, the student is assumed to have attended 50% of the enrollment period and the formula is calculated based on that length of attendance.

- Students will be billed for resulting institutional charges and repayments of federal and/or state financial aid.

An “XF” grade is treated as an ‘F’ for all other policy purposes.

Motion 2003-2004/25 passed on April 15, 2004. This motion will take effect immediately.

Approved

Disapproved

Virginia M. Coombs, Interim Chancellor  4/21/04
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/25

April 19, 2004

At the April 15, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/25 was made, seconded, and passed. This motion is forwarded for your action:

Implementation of the Regents’ policy on charges levied on credits in excess of 165 from the Academic Policy and Programs Committee:

Background

Starting in the fall of 2004, Wisconsin resident undergraduate students who have earned 165-credits (or 30-credits more than required for their degree programs, whichever is greater) will be charged a surcharge, equal to 100 percent of the regular resident tuition, on credits beyond that level. This policy, created by the Board of Regents, views a college degree from the perspective of a taxpayer. There are many legitimate reasons why students might accumulate “excessive” credits. This policy will not prevent students from pursuing their goals, but it will be at a cost that is less subsidized by Wisconsin taxpayers. This is not a policy that UW-RF can decide whether or not to implement. This is a UW-System mandate.

The policy covers all Wisconsin resident undergraduate students pursuing their first bachelors degree, including students pursuing a double major. Minnesota residents and non-residents, graduate, post-baccalaureate, and non-degree students are not affected. The policy applies to all credits earned at UW-System campuses and Wisconsin Technical College System (WTCS) transfer credits accepted toward a degree. Retroactive, Advanced Placement (AP), military, and transfer credits from outside the UW/WTCS institutions do not count toward the total.

The surcharge will be applied to students in the semester following the one in which they reach the earned credit limit. This policy is not phased in. The surcharge will add 100 percent to the Wisconsin resident tuition routinely charged, and it will be charged for all credits over the credit limit.

Warning System

Each semester, excluding J-term and summer session, the Deans' Offices will notify Wisconsin resident students from their college who have reached 130-credits that they are accumulating credits at a rate that might result in a surcharge. This notice will be copied to the student's
advisor. The notice will indicate the number of credits from UW-System institutions that the student has accumulated toward the 165-credit limit and refer them to their advisor and Dean's Office if they wish to appeal.

In addition to the warning from the Dean's office, a message will appear on the DARS reports of Wisconsin residents when they reach 130 earned credits. This message will warn them that they may be accumulating credits at a rate that might result in a surcharge and direct them to a website for more information. The policy and appeal process will also be placed in the catalog and other pertinent publications and electronic media.

Appeal Process

Each student has the right to appeal to the Dean's Office of their respective college. Under the implementation guidelines established by the UW-System, institutions are permitted to "make exceptions through an appeals process and grant waivers in cases of extenuating circumstances beyond a student's control." As the Dean's Office of each college is most familiar with the requirements for their respective degree programs and best understands the unique circumstances presented by an individual student, this appeal process will be handled at that level. To assure consistency across college, the Dean's are encouraged to collaboratively review the appeals. The Dean's Office will maintain documentation of the student appeal and the decision rendered.

To appeal the surcharge on credits beyond 165, the student must submit the "Appeal for Waiver of 165 Credit Surcharge" to the Dean of their college in which their advisor resides. The appeal should be submitted at least one semester before the surcharge would be in place. This form is available at the Dean's Office and on-line through the Accounts Receivable Office webpage at http://www.uwrwf.edu/accounts-receive/ The Dean's Office will review each case and report their decision to the student, advisor, and the Vice Chancellor/Provost Office. The Provost will then notify the Accounts Receivable Office.

Initially, the primary basis for considering appeals will be the following situations:

- Students who are juniors or seniors during the 2003-2004 academic year and who have been making steady progress toward program completion.
- Students who earned credits several years ago, dropped out, and enrolled in a different program when they returned to school.
- Students whose change of program was initiated by an academic unit

The Provost will maintain a cumulative report of the number of appeals, number of appeals granted/not granted, and specific reasons for the appeal. The Academic Policy and Programs Committee will review this information after one year and then revise the policy and procedures as necessary.

Motion 2003-2004/24 passed on April 15, 2004. This motion will take effect immediately.

✓ Approved

Disapproved

Virginia Coombs, Interim Chancellor

4/21/04 Date
To: Virginia Coombs, Interim Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
    Faculty Senate
    University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/24

April 13, 2004

At the April 8, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/24 was made, seconded, and passed. This motion is forwarded for your action:

Motion regarding the terms of Senators Potts, Ferriss, and Allyn

In order to balance the number of Senators elected each year (at seven), the terms of Senators Glenn Potts (CBE), Terry Ferriss (Senior at Large), and Debra Allyn (CEPS) will be extended by one year and will expire in 2006.

Motion 2003-2004/24 passed on April 8, 2004. This motion will take effect immediately.

✓ Approved

Disapproved

Virginia Coombs, Interim Chancellor

4/13/04

Date
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/24

April 13, 2004

At the April 8, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/24 was made, seconded, and passed. This motion is forwarded for your action:

Motion regarding the terms of Senators Potts, Ferriss, and Allyn

In order to balance the number of Senators elected each year (at seven), the terms of Senators Glenn Potts (CBE), Terry Ferriss (Senior at Large), and Debra Allyn (CEPS) will be extended by one year and will expire in 2006.

Motion 2003-2004/24 passed on April 8, 2004. This motion will take effect immediately.

Approved  

Disapproved

Virginia M. Coombs  
Virginia Coombs, Interim Chancellor  

4/13/04  
Date
To: Virginia Coombs, Interim Chancellor
116 North Hall
University of Wisconsin-River Falls

From: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/23

April 13, 2004

At the April 8, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/23 was made, seconded, and passed. This motion is forwarded for your action:

Motion regarding the Dean's List Policy:

Superior scholarship is recognized at the completion of Fall and Spring Terms by publication of the Dean's List. Undergraduate (Freshman-Senior) degree-seeking students are eligible to receive this honor. Students must complete a minimum of 12 credits, receive a minimum of a 3.500 term grade point average, and have no F's, outstanding incompletes or repeat grades during the academic term. Outstanding SP designations will not preclude students from receiving this honor.

Motion 2003-2004/23 passed on April 8, 2004. This motion will take effect Spring Semester 2004.

Approved

Disapproved

Virginia M. Coombs, Interim Chancellor

4/13/04

Date

UNIVERSITY OF WISCONSIN–RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
To: Virginia Coombs, Interim Chancellor
From: David Trechter, Chair of Faculty Senate
Subject: Composition of General Education Committee

The composition of the General Education Committee is required to match the proportion of faculty in each college. Currently, there are 234 tenure track faculty at UW-River Falls. Of these, 125 are in CAS (53% of the total number of faculty), 46 (20%) are in CAFES, 36 (15%) are in COEPS, and 28 (12%) are in CBE. Thus, the committee should have 5 members from CAS, 2 each from CAFES and COEPS, and 1 from CBE.

At its April 8, 2004 meeting, the Faculty Senate at UW-River Falls approved the following members of this committee. To stagger the terms of members of this committee, nominees within each college were randomly assigned terms of 1, 2 or 3 years. The proposed term for each member of this slate appears in parentheses before the nominee’s name.

CAS:
(1) Barbara Nielsen
(2) Keith Chavey
(2) Cecelia Bustamente
(3) Ruth Wood
(3) Tracy Gladstone

CAFES:
(1) David Trechter
(3) Ian Williams

COEPS:
(1) David Pepi
(3) Jennifer Borup

CBE:
(2) Janna Cowen
To: Virginia Coombs, Interim Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
      Faculty Senate
      University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/22

April 13, 2004

At the April 8, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/22 was made, seconded, and passed. This motion is forwarded for your action:

Motion regarding undergraduate enrollment in 300/500 and 400/600 courses

Proposed policy

1. Slash courses are numbered with both undergraduate and graduate numbers (300/500, 400/600.) Freshman and sophomores are not permitted in 300/500 and 400/600 courses. Juniors and seniors are permitted in 300/500 and 400/600 courses. No undergraduate students may enroll in 700-level courses under any circumstances. A sophomore may petition the Dean of Graduate Studies for admission to a 300/500 course, but only under extraordinary circumstances, and with written support of the instructor and advisor.

Motion 2003-2004/22 passed on April 8, 2004. This motion will take effect immediately.

☑ Approved

☐ Disapproved

__________________________________________
Virginia M. Coombs
Virginia Coombs, Interim Chancellor

__________________________________________
4/13/04
Date
April 13, 2004

To: Virginia Coombs, Interim Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
      Faculty Senate
      University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/21

At the April 8, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/21 was made, seconded, and passed. This motion is forwarded for your action:

Modification of responsibilities for Academic Policies and Programs Committee and adoption of a proposed implementation policy

Proposed modification in responsibilities:

d. To examine and recommend to the Faculty Senate proposals for new graduate degree and certificate programs, undergraduate minors and majors, general education, American cultural diversity and global perspective courses, and any other new academic programs. Graduate programs will be forwarded to the Academic Program and Policy Committee by the Graduate Council.

Proposed implementation policy:

Students are required to take one course designated as Global Perspectives (G) and one course designated as American Cultural Diversity (D). This requirement may be satisfied as part of their General Education program, their major or minor programs of study, or their elective credits. To the degree possible, courses designated D or G should also address issues of gender and class. Courses must be taken at the 200-level or above and must be at least three credits.

American Cultural Diversity (D)

Criterion:
a. Courses designated D will examine changing social identities and divergent beliefs of one or more racial or ethnic group within American culture as defined by the UW-System to include the following groups: African American, Hispanic/Latino(a), Asian-American, and American Indian.
Outcomes:

a. Students will examine the ways in which issues of race and/or ethnicity shape social identities and influence behaviors within diverse segments of American society.
b. Students will analyze social and historical factors that may influence their interaction with members of a diverse society.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet the criterion? Be specific.
2. How will the outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?

Global Perspectives (G)

Criterion:

a. Courses designated G will require students to examine subject matter from a global/international perspective.

Outcomes:

a. Students will describe and analyze global or international issues.
b. Students will compare and contrast various aspects of an international culture to their own.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet the criterion? Be specific.
2. How will the outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?

Motion 2003-2004/21 passed on April 8, 2004. This motion will take effect Fall-semester 2005.

☑ Approved

☐ Disapproved

Signature: Virginia M. Coombs

Date: 4/13/04

Virginia Coombs, Interim Chancellor
To: Virginia Coombs, Interim Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

Re: UW-River Falls Resolution 2003-2004/6  

April 13, 2004  

At the April 8, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, Resolution 2003-2004/6 was made, seconded, and passed. This resolution is forwarded for your information.

Whereas Ann Lydecker was an inspirational leader who touched the lives of many students, staff, and faculty on the UW-River Falls campus, and

Whereas Ann Lydecker was known, respected, and admired by people throughout the region, state, and world, and

Whereas Ann Lydecker loved UW-River Falls and was a tireless advocate for this campus, and

Whereas Ann Lydecker had a special bond with the students on the University of Wisconsin at River Falls campus, and

Whereas, Ann Lydecker’s influence on the UW-River Falls campus, her impact on the region and state, and her well-deserved reputation as “the student’s chancellor”, should be memorialized, therefore

Be it resolved, that the Faculty Senate at the University of Wisconsin at River Falls will work with the Student Senate at River Falls to propose naming one of the new buildings that will be constructed on this campus using student funds (the new child care center, the new residence hall, or the new student center), in honor of Ann M. Lydecker.
March 5, 2004

To: Ann Lydecker, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
      Faculty Senate
      University of Wisconsin-River Falls

Re: UW-River Falls Resolution 2003-2004/5

At the March 4, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, Resolution 2003-2004/5 was made, seconded, and passed. This resolution is forwarded for your information.

Whereas, the Senate and the Assembly of the State of Wisconsin are proposing legislation to create a Constitutional Amendment that will serve as a Taxpayers Bill of Rights; and

Whereas, similar legislation in other states has had serious and negative impacts on their public higher education systems by reducing state funding and restricting access to qualified students; and

Whereas, restricted state budget growth coupled with expected rapid growth in federally mandated human services programs such as Medicare and Medicaid, which must be fully-funded by the state, will likely force further reductions on the UW-System budget; and

Whereas, TABOR spending limits on state spending that are tied to the rate of inflation is likely to put the UW-System at a competitive disadvantage with other public and private universities for the recruitment and retention of high quality students, faculty, and staff; and

Whereas, if TABOR restricts tuition increases to the rate of inflation and requires state-wide elections to approve construction projects, even those funded by non-general purpose revenue sources, the ability of the UW-System to serve our students and the state will be further imperiled; and

Whereas, because Wisconsin is last in the nation in attracting college graduates to move into the state and, therefore, relies on the UW-System for the majority of highly educated members of the workforce; and
Whereas, UW-River Falls, during the past two years has absorbed $2.7 million in budget cuts, which is reducing our ability to educate our students; and

Whereas, further reductions in base funding from the state of Wisconsin will lead to enrollment restrictions, jeopardizing UW-River Fall's proud tradition of providing educational opportunities to first generation college students; and

Be it resolved, that the Faculty Senate of the University of Wisconsin-River Falls expresses its grave concerns about a TABOR Constitutional Amendment and urges our elected representatives to carefully consider the long-term ramifications of this proposal for higher education in the State.
March 5, 2004

To: Ann Lydecker, Chancellor
116 North Hall
University of Wisconsin-River Falls

From: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/20

At the March 4, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/20 was made, seconded, and passed. This motion is forwarded for your action:

Emails that are sent to the campus community via the Facstaff-notify lists must contain information that:

1. Requires a timely distribution
2. Is expected to be of interest or importance to a substantial portion of the target audience
3. Is required to conform to state or campus regulations

To ensure faculty are aware of issues of interest to them that are being considered by Student Senate, the President of the Student Senate, or the Vice Chair in the absence of the Chair, should be granted authority to use the Facstaff-notify email list.

To ensure this privilege is being used appropriately, use of these emails may be reviewed during monthly shared-governance meetings of the Chancellor, Faculty Senate Chair, Chair of Academic Staff Council, and the Student Senate President.

Motion 2003-2004/20 passed on March 4, 2004. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

3/10/04

Date

UNIVERSITY OF WISCONSIN–RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
March 5, 2004

To: Ann Lydecker, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
      Faculty Senate
      University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/19

At the March 4, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/19 was made, seconded, and passed. This motion is forwarded for your action:

Approval Process for General Education Courses

In order to receive General Education designation, a course must be approved following the procedure outlined below:

1. The appropriate departments or programs will first approve the course. In the case of an interdisciplinary offering, all of the departments involved must approve the course. If a single faculty member is offering an interdisciplinary course, all relevant departments must be consulted about the appropriateness of course content.

2. Following departmental approval the course will be forwarded to the appropriate college Curriculum Committee(s).

3. Following approval by the college curriculum committee(s) the course will be forwarded to the University Curriculum Committee.

4. Following approval by the University Curriculum Committee, the course will be forwarded to the General Education Committee to determine whether the course can appropriately be included within the general education curriculum. The General Education Committee will consider the relevance of the proposed course to the General Education Mission and will work with departments to ensure that faculty with appropriate credentials are available to teach the proposed course, and that the necessary assessment strategies are in place.
Information Required for General Education Approval

In addition to providing information regarding course outline, teaching pedagogies, and the other information typically required of a new course, courses seeking a General Education designation will need to demonstrate the following (see attached form):

1. The goal or goals that the course is intended to satisfy.
2. The specific designation within a goal that a course is intended to satisfy.
3. The ways in which students will meet outcomes, including writing assignments.
4. The techniques that will be employed to assess effectiveness in meeting the designated outcomes.

Any course approved for General Education will be expected to address all criteria within a designation with the exception of SBS where courses must meet a minimum of two of the five criteria.
GOAL ONE—CRW Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Communicate effectively. Students will demonstrate the ability to read, write, speak, and listen effectively.

Students will be able to:
1) Express ideas and facts in a variety of formats.
2) Comprehend, interpret, and analyze oral, written, aural, and visual communication.
3) Effectively communicate ideas related to a broad range of subjects and to a specific area of study.
4) Select, evaluate, and organize visual and print material and information in a logical and clear manner.

Communication (C)
To obtain the C designation, the proposed course must meet all the criteria listed below.
Criteria:
a. Courses designated C enable students to express ideas in a variety of formats.
b. Courses designated C enable students to comprehend, interpret, and analyze oral, written, aural, and visual communication.
c. Courses designated C enable students to effectively communicate ideas related to a broad range of subjects and to a specific area of study.

Communication – Reading and Writing (CRW)
To obtain the CRW designation, the proposed course must meet all the outcomes listed.
Outcomes:
a. Students will read analytically and critically.
b. Students will write proficiently in Standard English with respect to form and style.
c. Students will organize visual and print material and information in a logical and clear manner.
d. Students will utilize technology as a tool in effective communication.
e. Students will critically comprehend, interpret, and evaluate written, visual, and aural material.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL ONE—CA Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Communicate effectively. Students will demonstrate the ability to read, write, speak, and listen effectively.
Students will be able to:
1) Express ideas and facts in a variety of formats.
2) Comprehend, interpret, and analyze oral, written, aural, and visual communication.
3) Effectively communicate ideas related to a broad range of subjects and to a specific area of study.
4) Select, evaluate, and organize visual and print material and information in a logical and clear manner.

Communication (C)

To obtain the C designation, the proposed course must meet all the criteria listed below.

Criteria:
a. Courses designated C enable students to express ideas in a variety of formats.
b. Courses designated C enable students to comprehend, interpret, and analyze oral, written, aural, and visual communication.
c. Courses designated C enable students to effectively communicate ideas related to a broad range of subjects and to a specific area of study.

Advanced Communication (CA)

To obtain the CA designation, the proposed course must meet all the outcomes listed.

Outcomes:
a. Students will read analytically and critically at an advanced level.
b. Students will write analytically and critically at an advanced level.
c. Students will select, evaluate, and organize visual and print material and information in a logical and clear manner at an advanced level.
d. Students will utilize technology as a tool in effective communication.
e. Students will critically comprehend, interpret, and evaluate written, visual, and aural material at an advanced level.
f. Students will perform critical and analytical research through a variety of empirical and textual research methods.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL ONE–CSL Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Communicate effectively. Students will demonstrate the ability to read, write, speak, and listen effectively.
Students will be able to:
1) Express ideas and facts in a variety of formats.
2) Comprehend, interpret, and analyze oral, written, aural, and visual communication.
3) Effectively communicate ideas related to a broad range of subjects and to a specific area of study.
4) Select, evaluate, and organize visual and print material and information in a logical and clear manner.

Communication (C)
To obtain the C designation, the proposed course must meet all the criteria listed below.
Criteria:
a. Courses designated C enable students to express ideas in a variety of formats.
b. Courses designated C enable students to comprehend, interpret, and analyze oral, written, aural, and visual communication.
c. Courses designated C enable students to effectively communicate ideas related to a broad range of subjects and to a specific area of study.

Communication – Speaking and Listening (CSL)
To obtain the CSL designation, the proposed course must meet all the outcomes listed.
Outcomes:
a. Students will read analytically and critically.
b. Students will organize visual and print material and information in a logical and clear manner.
c. Students will speak and listen effectively in one-on-one and group settings.
d. Student will utilize technology as a tool in effective communication.
e. Students will critically comprehend, interpret, and evaluate written, visual, and aural material.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL TWO—SBS Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Demonstrate knowledge of past and present human endeavor. Students will describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.

Students will be able to:
1) Demonstrate an understanding of human behavior in its social and physical contexts.
2) Develop generalizations about societal changes over time and explain theoretical structures to account for those changes.
3) Describe the nature and development of ideas, beliefs, literature, language, and the arts in historical and contemporary culture.

Social and Behavioral Sciences (SBS)
To obtain the SBS designation, the proposed course must meet at least two of the criteria and all of the outcomes listed below.

Criteria:
a. Courses designated SBS are based on empirical research and human experience.
b. Courses designated SBS will analyze the interconnectedness of local and global concerns.
c. Courses designated SBS will describe the ways in which civic, economic, and/or social relationships are determined.
d. Courses designated SBS will apply historical perspectives to contemporary issues.
e. Courses designated SBS will examine factors that affect the development of human behavior and adaptation.

Outcomes:
a. Students will demonstrate knowledge of diverse principles that explain human behavior.
b. Students will apply the methods of the social sciences.
c. Students will identify and analyze human activities and/or institutions in the broad variety of human contexts within past and/or present time.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL TWO—HFA Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Demonstrate knowledge of past and present human endeavor. Students will describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.

Students will be able to:
1) Demonstrate an understanding of human behavior in its social and physical contexts.
2) Develop generalizations about societal changes over time and explain theoretical structures to account for those changes.
3) Describe the nature and development of ideas, beliefs, literature, language, and the arts in historical and contemporary culture.

Humanities and Fine Arts (HFA)
To obtain the HFA designation, the proposed course must meet all the criteria and all of the outcomes listed below.
Criteria:
a. Courses designated HFA emphasize philosophical, moral, and aesthetic principles that are part of the human experience.
b. Courses designated HFA concentrate on the relationships between a culture and its creative expression.

Outcomes:
a. Students will recognize, analyze, and interpret artistic representations, linguistic expression, or cultural artifacts in terms of personal, intellectual, and societal contexts.
b. Students will interpret and evaluate artistic representations to better understand the human experience.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL THREE—M Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Apply scientific principles to the natural world. Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning.

Students will be able to:
1) demonstrate knowledge of natural science, apply mathematical skills in quantitative, qualitative, and analytical problem solving
2) observe, collect, analyze, and interpret data to solve problems using the scientific method.

Mathematics (M)
To obtain the M designation, the proposed course must meet the criterion, as well as the outcome listed below.

Criterion:
Courses designated M will emphasize mathematical skills in quantitative, qualitative, and analytical problem solving.

Outcome
a. Students will demonstrate and apply mathematical skills to quantitative, qualitative, and analytical problem solving.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet the criterion? Be specific.
2. How will the outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcome?
GOAL THREE—S Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Apply scientific principles to the natural world. Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning. Students will be able to:
1) demonstrate knowledge of natural science, apply mathematical skills in quantitative, qualitative, and analytical problem solving
2) observe, collect, analyze, and interpret data to solve problems using the scientific method.

Sciences (S)
To obtain the S designation, the proposed course must meet the criterion, as well as the outcome listed below.

Criterion:
Courses designated S will emphasize a knowledge (i.e., scientific inquiry and experimental methodology) of the natural sciences.

Outcome:
a. Students will demonstrate a knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet the criterion? Be specific.
2. How will the outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcome?
GOAL THREE—SL Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Apply scientific principles to the natural world. Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning. Students will be able to:
1) demonstrate a knowledge of natural science, apply mathematical skills in quantitative, qualitative, and analytical problem solving
2) observe, collect, analyze, and interpret data to solve problems using the scientific method.

Scientific Investigation (SL)
To obtain an SL designation, the proposed course must meet all the criteria and all of the outcomes listed below.

Criteria:
a. Courses designated SL emphasize a knowledge (i.e., scientific inquiry and experimental methodology) of the natural sciences.
b. Courses designated SL must include the equivalent of at least one semester credit hour of laboratory experience aimed at interpreting scientific hypotheses.
c. Courses designated SL will evaluate the reliability and meaning of data and information.

Outcomes:
a. Students will demonstrate a knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.
b. Students will pose questions and test hypotheses about the natural world.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL FOUR – I Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Engage in multidisciplinary inquiry. Students will analyze questions and issues from multidisciplinary perspectives.

Students will be able to:

1) demonstrate analytical thinking by drawing inferences from multidisciplinary observations and identifying the internal coherence of theories
2) demonstrate creative thinking by recognizing multidisciplinary relationships in the development of original ideas or artistic work
3) demonstrate evaluative thinking by identifying problems and the strengths and weaknesses of different analytical approaches.

Multidisciplinary Inquiry (I)

To obtain an I designator, the proposed course must meet all the criteria, as well as all the outcomes listed below and must be offered at the 300 level or above:

Criteria:

a. Courses designated I will enable students to synthesize information and analyze complex issues to make informed decisions.

b. Courses designated I will enable students to generate, explore, and research new questions based on prior knowledge and experiences.

c. Courses designated I will approach issues from multidisciplinary perspectives.

Outcomes:

a. Students will demonstrate analytical, creative, and evaluative thinking in the analysis of theoretical or practical issues.

b. Students will explain the connections across disciplines as they relate to issues and theoretical concepts.

c. Students will be able to defend plans addressing issues from multidisciplinary perspectives.

Please respond to questions 1 – 4 on additional pages.

1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
GOAL FIVE–HW Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Evaluate individual responsibility to self, society, and the world. Students will make and defend judgments with respect to individual conduct and well being, citizenship, and stewardship of the environment.

The student will be able to:
1) analyze choices regarding conflicting situations in their personal and professional lives and consider the consequences of their decisions
2) evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance quality of life
3) identify individual and collective responsibilities to the physical and social environment, community, nation, and world

Personal Health and Wellness (HW)
To obtain an HW designation, the proposed course must meet all the criteria, as well as the outcome listed below:

Criteria:

a. Courses designated HW will require students to analyze choices regarding conflicting situations in their personal lives and consider the consequences of these choices.
b. Courses designated HW require students to evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance their quality of life.

Outcome:

a. Students will research, analyze, and justify choices that enhance (personal, physical, social, environmental, and economic) well being for themselves and others.

Please respond to questions 1 – 4 on additional pages.

1. How will the proposed course meet each criterion? Be specific.
2. How will the outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcome?
GOAL FIVE–EC Designator

COURSE PROPOSAL FOR COURSE SEEKING GENERAL EDUCATION DESIGNATION

All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

Evaluate individual responsibility to self, society, and the world. Students will make and defend judgments with respect to individual conduct and well being, citizenship, and stewardship of the environment.

The student will be able to:
1) analyze choices regarding conflicting situations in their personal and professional lives and consider the consequences of their decisions
2) evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance quality of life
3) identify individual and collective responsibilities to the physical and social environment, community, nation, and world

Ethical Citizenship (EC)
To obtain an EC designation, the proposed course must meet all the criteria, as well as all of the outcomes listed below:

Criteria:
a. Courses designated EC will identify individual and collective responsibilities to the physical and social environment in the community, nation and world.
b. Courses designated EC will focus on the process of decision making regarding values and ethics in personal, professional, and civic life.

Outcomes:
a. Students will recognize factors that influence ethical decision-making.
b. Students will identify and evaluate ways to address ethical, moral, social, and political conflict and work cooperatively to serve the physical and social environment, community, nation, and world.

Please respond to questions 1 – 4 on additional pages.
1. How will the proposed course meet each criterion? Be specific.
2. How will each outcome be met in the proposed course?
3. What assessment tools/techniques will be used to assess student learning in the proposed course?
4. What type of evidence will you provide to demonstrate that your students are meeting the outcomes?
Motion 2003-2004/19 passed on March 4, 2004. This motion will take effect immediately.

☐ Approved
☐ Disapproved

Ann Lydecker, Chancellor

3/10/04
Date
February 27, 2004

To: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/18

At the February 26, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/18 was made, seconded, and passed. This motion is forwarded for your action:

Proposal from the Academic Policies and Programs Committee for policy guidelines for the General Education Committee

Guidelines for General Education Courses

1. General Education courses will be approved for a period of 5 years.
2. General Education classes will be available to the entire student body.
3. General Education courses may be offered at any course level (100 – 400). General Education classes may require class standing but should not require prerequisite courses.
4. General Education classes will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.
5. All courses applying for inclusion in General Education will meet all criteria designations—except courses designated SBS (Social and Behavioral Sciences), which must meet two of the five criteria.
6. General Education courses may count toward required supporting courses but will not be counted in a student’s major or minor programs.

Students must demonstrate that they have fulfilled the 38-credit General Education requirement. Fulfillment can be demonstrated by taking general education courses, approved transfer credits, testing out, or other appropriate means as approved by the appropriate academic dean.

Courses may be approved for more than one General Education designator. For such courses, students must select the designator under which it will be counted. One course cannot satisfy more than one General Education designator requirement.
Motion 2003-2004/18 passed on February 26, 2004. This motion will take effect immediately.

☑ Approved
☐ Disapproved

Ann Lydecker, Chancellor

3/02/09
Date
February 27, 2004

To: Ann Lydecker, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

From: David Trechter, Chair
      Faculty Senate
      University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/17

At the February 26, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/17 was made, seconded, and passed. This motion is forwarded for your action:

Proposal from the Academic Policy and Program Committee to create a Faculty Senate General Education Committee with the structure and functions listed below.

Committee Structure:
Responsibility for supervising the General Education Program at the University of Wisconsin – River Falls will be undertaken by a faculty committee comprised of the following voting membership: proportional representation of the faculty by college (determination to be based on FTE) not to exceed 10 faculty members appointed by Faculty Senate for three year terms, plus two student members appointed by the Student Senate. Each academic college must have at least one representative. Non-voting representatives will include a representative from the Office of the Vice Chancellor for Academic Affairs, the Assessment Committee, the Academic Programs and Policies Committee, the Library, and the Registrar’s Office.

Committee Functions:
1. Promote and support the General Education program on the UWRF campus.
2. Define and review the policies for the General Education course submission procedure.
3. Approve/disapprove courses for the General Education program and communicate these decisions to the campus community.
4. Ensure that the Assessment Committee assesses the General Education Program every 10 years and recommends changes.
5. Carry out a review of General Education courses on a 5-year cycle.
6. Evaluate all assessment results and provide feedback to all relevant parties.
7. Recommend changes in the General Education structure to the Academic Programs and Policies Committee.
8. Promote opportunities for faculty development related to General Education.
10. Determine whether or not the course offerings for each General Education goal are sufficient to meet student needs.

Motion 2003-2004/17 passed on February 26, 2004. This motion will take effect immediately.

☑ Approved

☐ Disapproved

(Ann Lydecker)
Ann Lydecker, Chancellor

3/02/04
Date
To: Ann Lydecker, Chancellor  
   116 North Hall  
   University of Wisconsin-River Falls

From: David Trechter, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls

Re: UW-River Falls Motion 2003-2004/16

At the February 19, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/16 was made, seconded, and passed. This motion is forwarded for your action:

Proposal from the Academic Policies and Programs to adopt following the UW-River Falls General Education Mission Statement, Goals, Criteria, and Outcomes.

**UWRF General Education Mission Statement**

The purpose of the UWRF General Education program is to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; comprehend the inter-relatedness of past and present human experience; apply scientific principles to the human and natural world; engage in inquiry and critical thinking; develop and appreciate the responsibilities of individuals to themselves, each other, society, and the world.

While outcomes in this document do not specify essential content, it is understood that individual departments and faculty will determine what that essential content is in the courses designated as fulfilling general education objectives. All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.
GOAL ONE

Communicate effectively.
Students will demonstrate the ability to read, write, speak, and listen effectively.

Students will be able to:
1) express ideas and facts in a variety of formats
2) comprehend, interpret, and analyze oral, written, aural, and visual communication
3) effectively communicate ideas related to a broad range of subjects and to a specific area of study
4) select, evaluate, and organize visual and print material and information in a logical and clear manner.

To fulfill this goal, students are required to earn 9 credits, with one 3 credit course in each of the CRW (Communication – Reading and Writing), CSL (Communication – Speaking and Listening), and CA (Advanced Communication) designations.

Communication (C)

Criteria:
  a. Courses designated C enable students to express ideas in a variety of formats.
  b. Courses designated C enable students to comprehend, interpret, and analyze oral, written, aural, and visual communication.
  c. Courses designated C enable students to effectively communicate ideas related to a broad range of subjects and to a specific area of study.

Outcomes:
Communication-Reading and Writing (CRW)
  a. Students will read analytically and critically.
  b. Students will write proficiently in standard English with respect to form and style.
  c. Students will organize visual and print material and information in a logical and clear manner.
  d. Students will utilize technology as a tool in effective communication.
  e. Students will critically comprehend, interpret, and evaluate written, visual, and aural material.

Communication-Speaking and Listening (CSL)
  a. Students will read analytically and critically.
  b. Students will organize visual and print material and information in a logical and clear manner.
  c. Students will speak and listen effectively in one-on-one and group settings.
  d. Students will utilize technology as a tool in effective communication.
  e. Students will critically comprehend, interpret, and evaluate written, visual, and aural material.

Advanced Communication (CA)
  a. Students will read analytically and critically at an advanced level.
  b. Students will write analytically and critically at an advanced level.
  c. Students will select, evaluate, and organize visual and print material and information in a logical and clear manner at an advanced level.
  d. Students will utilize technology as a tool in effective communication.
  e. Students will critically comprehend, interpret, and evaluate written, visual, and aural material at an advanced level.
  f. Students will perform critical and analytical research through a variety of empirical and textual research methods.
### Social and Behavioral Sciences (SBS)

**Criteria:**

- a. Courses designated SBS are based on empirical research and human experience.
- b. Courses designated SBS will analyze the interconnectedness of local and global concerns.
- c. Courses designated SBS will describe the ways in which civic, economic, and/or social relationships are determined.
- d. Courses designated SBS will apply historical perspectives to contemporary issues.
- e. Courses designated SBS will examine factors that affect the development of human behavior and adaptation.

**Outcomes:**

- a. Students will demonstrate knowledge of diverse principles that explain human behavior.
- b. Students will apply the methods of the social sciences.
- c. Students will identify and analyze human activities and/or institutions in the broad variety of human contexts within past and/or present time.

### Humanities and Fine Arts (HFA)

**Criteria:**

- a. Courses designated HFA emphasize philosophical, moral, and aesthetic principles that are part of the human experience.
- b. Courses designated HFA concentrate on the relationships between a culture and its creative expression.

**Outcomes:**

- a. Students will recognize, analyze, and interpret artistic representations, linguistic expression, or cultural artifacts in terms of personal, intellectual, and societal context.
- b. Students will interpret and evaluate artistic representations to better understand the human experience.
Apply scientific principles to the natural world. Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning.

Students will be able to:
1) demonstrate a knowledge of natural science, apply mathematical skills in quantitative, qualitative, and analytical problem solving
2) observe, collect, analyze, and interpret data to solve problems using the scientific method.

To fulfill this goal, students are required to earn 9 credits, with 3 credits under the M designation, 3 credits under the SL designation, and 3 credits under either the S or SL designation. The courses taken under the S or SL designations must be from different disciplinary prefixes (e.g. BIOL, CHEM, GEOL).

Mathematics (M)

Criterion:
Courses designated M will emphasize mathematical skills in quantitative, qualitative, and analytical problem solving.

Outcome:
a. Students will demonstrate and apply mathematical skills to quantitative, qualitative, and analytical problem solving.

Sciences (S)

Criterion:
a. Courses designated S emphasize a knowledge (i.e., scientific inquiry and experimental methodology) of the natural sciences.

Outcome:
a. Students will demonstrate a knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.

Scientific Investigation (SL)

Criteria:
a. Courses designated SL emphasize a knowledge (i.e., scientific inquiry and experimental methodology) of the natural sciences.
b. Courses designated SL must include the equivalent of at least one semester credit hour of laboratory experience aimed at interpreting scientific hypotheses.
c. Courses designated SL will evaluate the reliability and meaning of data and information.

Outcomes:
a. Students will demonstrate knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.
b. Students will pose questions and test hypotheses about the natural world.
### Goal Four

**Engage in multidisciplinary inquiry.** Students will analyze questions and issues from multidisciplinary perspectives.

Students will be able to:

1) **demonstrate analytical thinking** by drawing inferences from multidisciplinary observations and identifying the internal coherence of theories

2) **demonstrate creative thinking** by recognizing multidisciplinary relationships in the development of original ideas or artistic work

3) **demonstrate evaluative thinking** by identifying problems and the strengths and weaknesses of different analytical approaches.

*To fulfill this goal, students must earn 3 credits with an I designation at the 300 level or above.*

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### Multidisciplinary Inquiry (I)

#### Criteria:

- a. Courses designated I will enable students to synthesize information and analyze complex issues to make informed decisions.
- b. Courses designated I will enable students to generate, explore, and research new questions based on prior knowledge and experiences.
- c. Courses designated I will approach issues from multidisciplinary perspectives.

#### Outcomes:

- a. Students will demonstrate analytical, creative, and evaluative thinking in the analysis of theoretical or practical issues.
- b. Students will explain the connections across disciplines as they relate to issues and theoretical concepts.
- c. Students will be able to defend plans addressing issues from multidisciplinary perspectives.
### Goal Five

**Evaluate individual responsibility to self, society, and the world.** Students will make and defend judgments with respect to individual conduct and well being, citizenship, and stewardship of the environment.

The student will be able to:
1. analyze choices regarding conflicting situations in their personal and professional lives and consider the consequences of their decisions
2. evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance quality of life
3. identify individual and collective responsibilities to the physical and social environment, community, nation, and world

*To fulfill this goal, students are required to earn 5 credits under this General Education goal: 2 credits under the HW designation and 3 credits under the EC designation.*

### Personal Health and Wellness (HW)

**Criteria:**
- Courses designated **HW** will require students to analyze choices regarding conflicting situations in their personal lives and consider the consequences of these choices.
- Courses designated **HW** require students to evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance their quality of life.

**Outcome:**
- Students will research, analyze, and justify choices that enhance (personal, physical, social, environmental, and economic) well being for themselves and others.

### Ethical Citizenship (EC)

**Criteria:**
- Courses designated **EC** will identify individual and collective responsibilities to the physical and social environment in the community, nation and world.
- Courses designated **EC** focus on the process of decision making regarding values and ethics in personal, professional, and civic life.

**Outcomes:**
- Students will recognize factors that influence ethical decision-making.
- Students will identify and evaluate ways to address ethical, moral, social, and political conflict and work cooperatively to serve the physical and social environment, community, nation, and world.

Motion 2003-2004/1 passed on February 26, 2004. This motion will be implemented Fall semester 2005. For purposes of the work of the General Education Committee, this motion will take effect immediately.

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<tr>
<th>Approved</th>
<th>Disapproved</th>
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Ann Lydecker, Chancellor  
Date: 3/02/04
TO:    Ann Lydecker, Chancellor  
       116 North Hall  
       University of Wisconsin-River Falls  

FROM:  David Trechter, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls  

RE:    UW-RF Faculty Senate Motion 2003-2004/15  

Electronic mail (email) has greatly increased our ability to quickly communicate with the  
campus community (faculty, staff, and students). Because email is such a powerful  
communications tool, its use has, unfortunately, been subject to overuse. When the "facstaff-l"  
e-mails were being delivered directly to our in-boxes, the campus community received many  
e-mails that had limited interest to many people. Further, the volume of these and other e-mails  
was seriously degrading the performance of the email system.

In light of this the Administration enacted a policy creating new "Facstaff-notify category of  
email, which is delivered directly to the in-boxes, while consigning the older "facstaff-l"  
distribution email to "indirect" delivery. Delivery of the older email categories are indirect in the  
sense that the default is that they are delivered to an alternative mailbox in the email software  
and individuals have the option to sign up for either a poorly structured digest version or re-  
signing up for direct delivery of all these emails to our in-boxes. Only the Chancellor, Provost  
and Vice-Chancellor for Finance were granted authority to send "Facstaff-notify" e-mails.

While we appreciate the need for a means to address the significant volume of unwanted e-mail  
that was coming to our in-boxes via the facstaff-l list, we feel that the administration’s action was  
taken in a hasty, ad hoc way with too little development of guidelines to implement this new  
policy and too little consideration of its impact on shared governance on this campus. As of  
January 9, 2004, 121 faculty and academic staff have requested that all facstaff-l e-mails be  
delivered to their inbox. Of these 38 had opted for the digest form of delivery. Thus, a  
substantial proportion of the campus community has to open up a separate mailbox to get facstaff-l  
e-mails. We suspect this is not happening and, as a result, communications are suffering.
In this light, the Faculty Senate and Academic Staff Council are jointly sponsoring the following motion.

**Facstaff-notify Distribution Policy**

1. Emails that are sent to the campus community via the Facstaff-notify lists must contain information that:
   a. Requires a timely distribution
   b. Is expected to be of interest or importance to a substantial portion of the target audience
   c. Is required to conform to state or campus regulations

2. To ensure that the campus community is not inundated with emails sent via the Facstaff-notify list, the people authorized to send messages to these lists include:
   a. Administration: Chancellor, Provost, Vice Chancellor
   b. Faculty: Chair of Faculty Senate or Vice Chair in the absence of the Chair
   c. Staff: Chair of Academic Staff Council or Vice Chair in the absence of the Chair

To ensure that the privilege of using the Facstaff-notify list is being used appropriately, use of these emails may be reviewed during monthly shared governance meetings of the Chancellor, Faculty Senate Chair, Chair of Academic Staff Council, and the Student Senate President.

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Motion 2003-2004/15 passed Faculty Senate on January 29, 2004. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

Date 2/24/04
February 16, 2003

TO: Ann Lydecker, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Resolution 2003-2004/5

Electronic mail (email) has greatly increased our ability to quickly communicate with the campus community (faculty, staff, and students). Because email is such a powerful communications tool, its use has, unfortunately, been subject to overuse. When the “facstaff-l” emails were being delivered directly to our in-boxes, the campus community received many emails that had limited interest to many people. Further, the volume of these and other emails was seriously degrading the performance of the email system.

In light of this the Administration enacted a policy creating new “Facstaff-notify category of email, which is delivered directly to the in-boxes, while consigning the older “facstaff-l” distribution email to “indirect” delivery. Delivery of the older email categories are indirect in the sense that the default is that they are delivered to an alternative mailbox in the email software and individuals have the option to sign up for either a poorly structured digest version or re-signing up for direct delivery of all these emails to our in-boxes. Only the Chancellor, Provost and Vice-Chancellor for Finance were granted authority to send “Facstaff-notify” emails.

While we appreciate the need for a means to address the significant volume of unwanted email that was coming to our in-boxes via the facstaff-l list, we feel that the administration’s action was taken in a hasty, ad hoc way with too little development of guidelines to implement this new policy and too little consideration of its impact on shared governance on this campus. As of January 9, 2004, 121 faculty and academic staff have requested that all facstaff-l emails be delivered to their inbox. Of these 38 had opted for the digest form of delivery. Thus, a substantial proportion of the campus community has to open up a separate mailbox to get facstaff-l emails. We suspect this is not happening and, as a result, communications are suffering.
In this light, the Faculty Senate, Academic Staff Council, and Student Senate are jointly sponsoring the following motion.

Facstaff-notify Distribution Policy

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   c. Is required to conform to state or campus regulations

2. To ensure that the campus community is not inundated with emails sent via the Facstaff-notify list, the people authorized to send messages to these lists include:
   a. Administration: Chancellor, Provost, Vice Chancellor
   b. Faculty: Chair of Faculty Senate or Vice Chair in the absence of the Chair
   c. Staff: Chair of Academic Staff Council or Vice Chair in the absence of the Chair
   d. Students: Chair of Student Senate or Vice Chair in the absence of the Chair

To ensure that the privilege of using the Facstaff-notify list is being used appropriately, use of these emails may be reviewed during monthly shared governance meetings of the Chancellor, Faculty Senate Chair, Chair of Academic Staff Council, and the Student Senate President.
TO: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/14

At the December 4, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/14 was made. This motion is forwarded for your action:

Motion from the Academic Policies & Programs Committee to classify English 252 "Multicultural Education: Language, Literature, Media and Philosophy" as a diversity course.

See the attached document for details.

Motion 2003-2004/14 passed on December 4, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor  
12.16.03

Date
I. INFORMATION

A. Course Title: ENGL 252: Multicultural Education: Language, Literature, Media, and Philosophy
B. Department: English
C. College/School: Arts and Sciences
D. Consultation with other programs/departments: (if appropriate)
   1) Secondary Education / CEPS
   2) 
   3) 
   4) 
E. Desired Date of Change Implementation: Spring 2003 Semester Year
F. Attach Syllabus:

II. UNIT APPROVALS

Department Level
A. Department Chair: Marshall B. Foner 10-3-03

College Level
B. College Curriculum Committee Chair: John Smith 10-10-03
C. Dean/Director of College/School: 10/10/03

University Shared Governance Level
D. Academic Program & Policy Committee Chair: 11/13/03
E. Faculty Senate Chair: 12/18/03

Administrative Level
F. Chancellor: 12-16-03
COURSE PROPOSAL
UNIVERSITY OF WISCONSIN-RIVER FALLS
To be submitted to the College and
University Curriculum Committees and Graduate Council

Department Name: English (Secondary Education)
Subject Code: ENGL (i.e. ART, ENGL, CJ)
Course Number: 252
Credits: 3
Course Title: Multicultural Education: Language, Literature, Media, and Philosophy
Abbreviated course title (maximum of 25 characters): MULTICULTURAL EDUCATION

Check all that apply:
X New course
□ Change in course number
□ Change in number of credits
□ Change in course title
□ Departmental revision

Level:
X Undergraduate
□ Graduate
□ Both

If the change, revision or new course is replacing an existing course:
Previous course number: ______
Previous credits: ______
Previous course title: ______

Proposed course change effective or first offering of new course: Spring 2004 (term/year)

Check one: X Permanent Course
□ Temporary Course (term/year to be offered)

Class hours per week:
Lecture: 3
Laboratory: ______
Discussion: ______

Prerequisites: ______

Is the course repeatable for credit?
□ Yes If yes, maximum credits: ______
X No and/or maximum attempts: ______

Relationship of this proposal to the departmental major or minor:

<table>
<thead>
<tr>
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<th>Major(s)</th>
<th>Minor(s)</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Required</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Allowed Elective</td>
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</tbody>
</table>

Proposal Prepared by: Ruth Wood & Laura Zlogar Date of Proposal: 9/30/2003
Please complete the following:

1. Duplication

   a. State whether or not there is any possible overlap or duplication of course material between this course and existing programs within your college or within the University.

   ENGL 252--Multicultural Education: Language, Literature, Media, and Philosophy—is a parallel offering to TED 252--Foundations of Multicultural Education. ENGL 252 is designed to provide for the critical reading, viewing, listening, and speaking skills of pre-service secondary Language Arts teachers in the philosophies, policies, and materials of effective education in a democratic and diverse society.

   b. Please list the departments with whom you have consulted.

   The College of Education worked with the English Department from the beginning of our discussion of this course and participated in the course design. That college supports the concept that Language Arts teachers need a more literature-, language- and media-focused multicultural course to help them select and teach appropriate and diverse materials for Language Arts education. Dr. Holleran, Dr. Monsour, and Dr. Manke have indicated both orally and in writing that the Department of Teacher Education and the College of Education and Professional Studies approve of this substitution in the program for the English Education major or minor.

2. Briefly explain the need for this course as an addition to the curriculum.

   TED 252 is a course designed to give pre-service secondary teachers in all content areas knowledge of the rationale, development, and issues in multicultural education. While English education majors and minors must meet the same PI34 requirements as other content areas, NCATE assigns English/Language Arts additional requirements in order to serve the language and literacy needs of their students. As part of an ongoing effort to bring the English education program into compliance with regulatory boards, UW-RF’s English department and the College of Education and Professional Studies support designing and offering English education majors or minors this course focused on ethnic literacy and the ways in which diversity issues affect identity and literacy development.

3. Catalog description including prerequisites and term(s) offered (F = Fall, Sp = Spring, SS = Summer)

   Max. 50 words please:

   ENGL 252: English Education majors and minors will investigate the influence of race, ethnicity, gender, religion, exceptionality, language, and learning styles on language arts instruction. The selection of learning materials will focus on the multicultural literature and media, historical and current affairs that influence public education policies, and theories and practices of multicultural education in the United States. 20 hours of field experience required. Materials fee required (Sp).
4. Course objectives:

To meet P134 guidelines regarding minority group relations, students in ENGL 252 will be expected to:
1. know the history, culture, and tribal sovereignty of various Native American tribes and bands located in Wisconsin
2. identify the history, culture, and contributions of women and various racial, cultural, gendered, differently abled, language, and economic groups in the United States
3. be able to explain the historical, philosophical, and psychological bases of attitude development and change as observed in literature, electronic media, and current classrooms
4. be able to explain the psychological and social implications of discrimination, such as racism, sexism, and classism, in American society
5. evaluate and assess the forces of discrimination such as racism, sexism, and classism on faculty, students, curriculum, instruction, and assessment in the school program
6. know strategies and principles for dealing with minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

In addition, to fulfill NCATE standards for Language Arts teachers, students will be expected to:
7. know and respect diversity in language use and dialects across cultures, ethnic groups, geographic regions, and social roles, and show attention to accommodating such diversity in their teaching
8. read and recognize the value of literary works by writers of color, women writers, and writers who write especially to be read by young adults
9. know and use a variety of teaching applications for works from a wide variety of cultures, works by female authors, and works by authors of color
10. engage their students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms
11. show an ability to construct meaning from media and non-print texts, and assist their students in learning these processes—particularly with regard to how contemporary media construct ethnic, social, gendered, and economic identities of characters represented in them
12. understand how media can influence construction of a text’s meaning; encourage their students to respond critically to different media and communications technologies
13. use teacher-researcher models of classroom inquiry
14. create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability

5. General teaching procedure/methodology:

The syllabus will identify and students will learn, discuss, and show mastery of content important to the contemporary multicultural secondary language arts classroom through:
- lecture on and discussion of assigned readings
- viewing and discussion of feature films and documentaries
- viewing and discussion of other visual media (for example, television, advertising, news media)
- small group reports
- individual field experiences in diversely populated schools, reflection in journals and small groups, and the development of two major research projects.
- primary and secondary research—on Wisconsin Native American culture and media influence
6. Evaluation procedures to be used: (If no final exam is planned, written permission of the Dean is required.)

- Students will be held accountable for critical reading and critical viewing of assigned materials and those presented in class through monitored discussion, quizzes, reflective written responses (journals and in-class reflections), exams, and individual and group oral presentations.
- Students will be expected to prepare and defend two major research projects: one an experiential research project involving Wisconsin Native American tribes (to fulfill DPI requirement of PI34) and one requiring students to compare what they observe in their field experience schools to ideals of multicultural education that they've learned in this class, for the purpose of arguing how and why language arts education might be adjusted to approach “best practice.”

7. What distinction is made between the requirements and/or performance for undergraduate and graduate students?

N/A

8. Recommendations of materials to be added to the library collections:

Babb, Valerie. *Whiteness Visible: The Meaning of Whiteness in American Literature and Culture*
Berger, Maurice. *White Lies: Race and the Myths of Whiteness*
Cortes, Carlos E. *The Children Are Watching: How the Media Teach about Diversity*
-, ed. *Displacing Whiteness: Essays in Social and Cultural Criticism*
*Gender, Race, and Class in Media*
*Growing Up Girls: Popular Culture and the Construction of Identity*
Hill, Mike, ed. *Whiteness: A Critical Reader*
Ignatiev, Noel. *How the Irish Became White.*
McCarthy, Cameron, and Warren Crichlow, eds. *Race, Identity, and Representation in Education.*
McDonald, Myra. *Representing Women: Myths of Femininity in the Popular Media.*
Picciano, Anthony G. *Increasing Student Learning through Multimedia Projects.*
Roediger, David, ed. *Blacks on White: Black Writers on What It Means to be White*
Silverblatt, Art. *Media Literacy: Keys to Interpreting Media Messages*
Worsnop, Chris M. *Screening Images: Ideas for Media Education*
Wu, Frank H. Yellow.
The Prentice Hall Anthology of African American Literature
The Prentice Hall Anthology of Latino Literature
Nothing but the Truth: An Anthology of Native American Literature
African American Literature: An Anthology, ed. Demetrice A. Worley and Jesse Perry, Jr. (NTC)
Asian American Literature: An Anthology, ed. Shirley Geok-Lin Lim
Asian American Literature: A Brief Introduction and Anthology, ed. Shawn Wong
Hispanic American Literature: An Anthology, ed. Rodolfo Cortina (NTC)
Native American Literature: An Anthology, ed. Lawana Trout (NTC)
Waasa Inaabidaa . . . We Look in All Directions (companion book)

VIDEOS/DVDs TO BE PURCHASED FOR THE LIBRARY
Snow Falling on Cedars
America’s Dream (Richard Wright)
Waasa Inaabidaa . . . We Look in All Directions
Matters of Race. PBS seven-part film series on personal experiences and relationships affected by race
Media Literacy: The New Basic

9. Outline of Course Content: (Outline must be sufficiently detailed to clearly indicate content of the course)

The following units will include three types of texts—theoretical/pedagogical, literary, and visual—which will be incorporated throughout the course.

Weeks 1-3—Unit I: Introduction to Multiculturalism, Visual Literacy, and Issues of the Canon
A. Multicultural Literacy and Multicultural Education
   1. Identity formation
      Theories of prejudice
      Racial identity
      Whiteness Theory
      Gay and Lesbian Identity
   2. Multicultural Education
      Brief history of multicultural education (James Banks)
      Multicultural pedagogy: issues and practices
B. Visual Literacy—film
   1. Basics of visual literacy: vocabulary and key concepts
   2. Types and Stereotypes: reading multicultural images
C. Issues of the Literary Canon
   1. American Literatures vs. American Literature (Paul Lauter)
      Multicultural and multi-ethnic history of American literature
   2. Whiteness and the literary imagination (Toni Morrison)
   3. Pedagogy of inclusion

Weeks 4-6—Unit II: African American Identity, Literature, and Representations
A. Contexts
   Brief background of African American culture and history
   African American Tradition: Issues in Criticism and Pedagogy
B. Home and Family
   The legacy of African culture and slavery
Family in contemporary America: extended family and community

C. Gender Identity/Gender Relations
D. Language and Learning: The African American Experience
   Literacy and Learning
   Black English, Ebonics
   African Americans and the American educational system
E. Constructing an American Identity for African Americans

Weeks 7-8--Unit III: Native American Identity, Literature, and Representations
A. Contexts
   Brief background of Native American culture and history, with special emphasis on
   Wisconsin Native Americans
   Native American Tradition: Issues in Criticism and Pedagogy
B. Home and Family
   From first contact to the removal to reservations
   Life on the “Res,” Native life in the city and the suburbs
   Indian "nations" and the nation
C. Gender Identity/Gender Relations
D. Language and Learning: The Native American Experience
   Boarding schools
   Indigenous languages and English
   Native Americans and the American educational system
E. Constructing an American Identity for Native Americans

Week 9--Unit IV
Visual literacy--television
Trace treatment of one ethnic or social group through several decades of network television

Weeks 10-11--Unit V: Asian American Identity, Literature, and Representations
A. Contexts
   Brief background of Asian American cultures and histories
   Asian American Traditions: Issues in Criticism and Pedagogy
B. Home and Family
   Immigration—"gold mountain" to internment camps
   Family, clans, communities
C. Gender Identity/Gender Relations
D. Language and Learning: The Asian American Experience
   Bicultural and bilingual experience
   Asian Americans and the American educational system: the model minority
E. Constructing an American Identity for Asian Americans

Weeks 12-13--Unit VI: Latino/a Identity, Literature, and Representations
A. Contexts
   Brief background of Latino/a cultures and histories
   Latino/a Traditions: Issues in Criticism and Pedagogy
B. Home and Family
   Treaty of Guadalupe Hidalgo
   Immigration
   Extended family and community
C. Gender Identity/Gender Relations
D. Language and Learning: The Latino/a Experience
   Bicultural and bilingual experience
   Latino/as and the American educational system
E. Constructing an American Identity for Latino/as

Week 14--Unit V: Student Project
The project will bring together the course work students have done as well as the 20 hours of field experience that students will do in local schools.

10. List those books to be obtained from the Textbook Library: (Include complete citation)

Xeroxed articles comprising a classroom reader of current pedagogical and theoretical import.

11. List those books to be purchased by the students:

Two novels or a novel and an ethnic anthology focusing on issues of discrimination, appropriate for secondary classroom reading instruction.

12. Estimated cost to student for materials, supplies, etc:

$17.00

13. Does this course reflect any human relations components as identified in the Administrative Code of the Department of Public Instruction?

X Yes     If yes, please complete Appendix A.
□ No      If no, Appendix A may be omitted.
Priority List of Materials to be Purchased for ENG 252

1. *Waasa Inaabidaa... We Look in All Directions*. Dir. Lorraine Norrgard, 2002.
   "Waasa Inaabidaa...We Look In All Directions" is the most comprehensive historical and dynamic
   contemporary portrayal of the Anishinaabe-Ojibwe (Chippewa) nation ever produced for television.
   The Ojibwe, the second-largest tribe in North America live in the upper Great Lakes region, are
   blessed with a rich culture and history. This beautiful documentary series showcases the vibrant
   Ojibwe culture in six hour-long episodes. Each episode spans nearly five hundred years of history,
   from pre-contact to contemporary times. The six programs focus on Ojibwe language, leadership,
   economic development, education, health, and the Ojibwe relationship to the environment.

   Companion book to the 6-part video series.

   This seven-part documentary by Orlando Bagwell, who is responsible for *Eyes on the Prize*,
   explores the way race is part of our experience everyday. A central question the series tries to
   answer is "If we are different, who determines the meaning of difference, who benefits from its
   meaning? Who shall create its form and who will benefit from it?"

   Cortes, a pioneer in the field of diversity in the media, maintains that the "curriculum" children learn
   from the media may have a great effect than what they learn from teachers. The answer is not to
   shelter children from the media but to teach them how to "read" the media.

   The book begins with a discussion of the creation of whiteness as a racial category and then surveys
   how whiteness has been treated in the American literary tradition and in American culture.

   This collection of fiction, poetry and non-fiction consists mostly of contemporary material, much by
   well known writers such as Michael Dorris, Gerald Vizenor, Diane Glancy, and Louise Erdrich. The
   readings are designed to give a wide perspective on Native American culture and values, and many
   are appropriate for high school readers (which will give ENG 252 students ideas for curriculum
   building).

   Chronologically arranged by significant eras in African-American history, the anthology is special
   for its inclusion of representative works from the oral tradition and its array of works by the most
   recognized writers from the whole spectrum of African-American literature.

   Arranged thematically, the anthology includes literature on issues from immigration and the
   struggle to negotiate identity between diverse cultures to displacement and family adjustments.
   NTC's anthologies are reader-friendly, with comfortable page layouts and ideas for discussion and
   writing—good tools for future teachers.

   Like the others in this series, this anthology contains mostly contemporary literature and much by
   well-recognized Hispanic-American writers. All selections are accompanied by contextualizing
   information and ideas for teaching and discussing.
   This has a stronger non-fiction section than other anthologies, with useful essays for scholarly study. The literary selections are also geared to college-level readers.

   Though the selections are mainly contemporary, the thematic coverage is historic, and the apparatus and thematic unit arrangement are helpful to teachers in planning curriculum and lessons.

   Jennings brings together a collection of first-person narratives, including his own, of gay and lesbian teachers describing their experiences in the classroom. They come from big urban public schools to small rural ones to parochial schools. The teachers provide not just their own stories, but those of their students—both gay and straight.

   This collection of essays focuses on the construction of race in our culture and our curriculum, exclusion and representation, issues specific to various American ethnicities, canon formation, and the politics of knowledge.

   An introduction to the concepts of race and ethnicity, discrimination, immigration, and ethnicity as it relates to religion.

   Canada has long championed the media literacy movement, and Chris Worsnop is one of the movement's leading scholars. This book is a wonderful primer to the fundamental concepts of media literacy and provides suggestions of ways to teach the media.
To: University Curriculum Committee

From: Mary Manke, Associate Dean

Date: October 6, 2003

About: English 252

The College of Education was consulted and approves of English 252 as a substitution for TED252 in the program for English Education majors and minors. Since 1998, the English Department, with the approval of the College and the Department of Teacher Education, has been offering English literature courses as substitutions for TED252. This new course will ensure that such a substitution is fully in compliance with DPI requirements for teacher education candidates.
October 3, 2003

To the Respective Curriculum Committees of the College of Arts and Sciences and the University:

The Department of Teacher Education and The College of Education was consulted and approves of the course - ENG252 - to serve as the required diversity course for English Education majors and minors only. It should be noted that this exception to the standard required course - TED252 - will meet the same PI34 requirements as other content areas for multicultural education, as well as comply with various licensing regulations that require English education majors or minors to have a course focused on ethnic literacy and the ways in which diversity issues affect identity and literacy development.

Tim Holleran Florence Monsour
Co-Chairs - Teacher Education Dep't.
TO: Ann Lydecker, Chancellor
   116 North Hall
   University of Wisconsin-River Falls

FROM: David Trechter, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/13

At the November 20, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/13 was made. This motion is forwarded for your action:

Motion from the Faculty Welfare and Personnel Policy Committee Clarifying Timeline for Promotion to Full-Professor.

The committee recommends amending the wording in the Faculty Handbook Chapter 4: General Criteria for Promotion – Procedure and Promotion to Professor as follows:

1. "The chair notifies individual faculty members by October 1" is changed to:

"The chair notifies individual faculty members within five working days following September 15 of the faculty members' eligibility for promotion to full professor and their requirement to submit their professional record, as specified in Chapter 4 of the Faculty Handbook – Procedure for Promotion to Professor."

2. The following wording is added:

"The completed record will be submitted to Department Chair for departmental review by October 15."


__  Approved

_____ Disapproved

Ann Lydecker, Chancellor  12/10/03

UNIVERSITY OF WISCONSIN-RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
TO: Ann Lydecker, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/12

At the November 20, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/12 was made. This motion is forwarded for your action:

Motion from the Calendar Committee setting the 2006/07 UW-River Falls calendar.

See the attached document for details.

Motion 2003-2004/12 passed on November 20, 2003. This motion will take effect August 1, 2004.

Approved

Disapproved

Ann Lydecker, Chancellor

Date 12/16/03
UW-River Falls Calendar for 2006 - 2007

Fall 2006 – 2007

Registration/advising/development: August 28 – September 1, M – F
Labor day: September 4, Monday
Academic day (no classes): September 5, Tuesday
1st day of classes: September 6, Wednesday
Thanksgiving break: November 22 – 24, W – F
Last day of classes: December 15, Friday
Final exams: December 18 - 22, M – F
Graduation: December 16, Saturday
Grading week: December 26 – 29, T – F

14 weeks of class (14 M, T, W, Th, and F)
1 week of final exams
1 week of registration/advising/development
1 week of grading

J-Term: December 26 – January 19 (Jan 15 is Martin Luther King, Jr. day)

Spring 2006 – 2007

Registration/advising/development January 16 – 19, T – F
1st day of classes: January 22, Monday
Spring break: March 10 – 16, Sat – F
Last day of classes: May 4, Friday
Final exams: May 7 – 11, M – F
Graduation: May 12, Saturday
Grading week: May 14 – 18, M – F

14 weeks of class (14 M, T, W, Th, and F)
1 week of final exams
1 week of registration/advising/development
1 week of grading

Faculty contract period August 21, 2006 to May 20, 2007 (39 weeks)

Summer 2007

SS1 May 21 – June 8 (include 1 Saturday)
SS2 June 11 – June 29
SS3 July 2 – July 20 (include 1 Saturday)
SS4 July 23 – Aug 10
SS5 Aug 11 – Aug 19
December 2, 2003

TO: Ann Lydecker, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

FROM: David Trechter, Chair
    Faculty Senate
    University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/11

At the November 20, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/11 was made. This motion is forwarded for your action:

Motion from the Calendar Committee setting the 2005/06 UW-River Falls calendar.

See the attached document for details.


Approved

Disapproved

Ann Lydecker, Chancellor

Date: 12/10/03
UW-River Falls Calendar for 2005 - 2006

**Fall 2005 – 2006**

Registration/advising/development: August 29 – Sep 2, M – F

Labor day: September 5, Monday

Academic day (no classes): September 6, Tuesday

1st day of classes: September 7, Wednesday

Thanksgiving break: November 23 – 25, W – F

Last day of classes: December 16, Friday

Final exams: December 19 – 23, M – F

Graduation: December 17, Saturday

Grading week: December 26 – 30, M – F

14 weeks of class (14 M, T, W, Th, and F)

1 week of final exams

1 week of registration/advising/development

1 week of grading

**J-Term:** December 26 – January 20 (Jan 16 is Martin Luther King, Jr. day)

**Spring 2005 – 2006**

Registration/advising/development: January 17 - 20, T – F

1st day of classes: January 23, Monday

Spring break: March 11 – 17, Sat – F

Last day of classes: May 5, Friday

Final exams: May 8 – 12, M – F

Graduation: May 13, Saturday

Grading week: May 15 – 19, M – F

14 weeks of class (14 M, T, W, Th, and F)

1 week of final exams

1 week of registration/advising/development

1 week of grading

Faculty contract period: August 22, 2005 to May 21, 2006 (39 weeks)

**Summer 2006**

SS1 May 22 – June 9 (include 1 Saturday)

SS2 June 12 – June 30

SS3 July 3 – July 21 (include 1 Saturday)

SS4 July 24 – Aug 11

SS5 August 12 – Aug 20
December 8, 2003

TO: David Trechter, Chair
    Faculty Senate

Sue Walton, Chair
Academic Staff Council

FROM: Ann Lydecker
Chancellor

RE: UW-RF Faculty Senate Motion 2003-2004/10

The intent of Faculty Senate Motion 2003-2004/10 and Academic Staff Council Motion 2003-2004/02 is excellent. UWRF has needed a clear definition of both the criteria for attaining emeritus status and the process by which one is named to such status. Please understand that I am returning these motions to your respective governance units for technical reasons, not because I am opposed to the intent.

The criteria are fine. I do think, however, that they should be outlined separately from the process.

Since emeritus status is totally campus-based, the process needs to end with the chancellor awarding emeritus status upon the recommendations of the academic unit, the dean, and the provost. The System President and Board of Regents are not involved, even in a “reporting to” capacity.

Benefits should not be a part of this policy since they have unit budgetary implications that are not under the purview of either the Faculty Senate or the Academic Staff Council. I think the concern is that the benefits are consistent for all retirees awarded emeritus status, that they be reviewed by the administration on a routine basis, and that they be posted so that our emeriti will know what is available to them.

I will be happy to discuss these issues with you further if you so desire or have additional questions or concerns.
TO: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/10

At the November 13, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/10 was made. This motion is forwarded for your action:

Motion from the Academic Standards Committee to define criteria for and benefits associated with emeriti status.

See the attached document for details.

Motion 2003-2004/10 passed on November 13, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor

Date 12-3-03

UNIVERSITY OF WISCONSIN–RIVER FALLS  
410 S. Third Street • River Falls, WI 54022-5001 • USA
Defining criteria for and benefits associated with emeriti status

We recommend the following emeritus/emerita criteria be effective immediately:

The nomination to the Board of Regents of faculty from UW-River Falls for emeritus/emerita status resides with the chancellor. The process is initiated by an academic unit. Relevant factors considered in granting this honor should include a minimum term of service of 15 years at UWRF. Quality of service is an important factor. The individual must be retired from a full-time position at UW-River Falls. Exceptions to these criteria are possible if there is significant support or circumstances. The recommendation by the academic unit must be commented upon by the dean and provost before being forwarded to the chancellor. The chancellor forwards the names of those recommended to the president and the Board of Regents.

Benefits of emeritus/emerita status include
1) complimentary parking permit upon request
2) complimentary use of Karges and Knowles (excluding the fee for locker and towels)
3) reduced rates for athletic events
4) complimentary tickets to opening night theatre productions
5) complimentary library card upon request
6) continued network services upon request (e.g. email, calendaring, server space)
7) the right to march in commencement ceremonies
8) the right to participate at all-University social affairs and other functions
9) access to University facilities for continuing professional purposes, provided such facilities/equipment are available and the usage receives the approval of the administrative director of that unit
10) inclusion on the Falcon Features mailing list.

We recommend that Faculty Senate forward the suggestion to potentially include academic staff in the emeriti recognition to the Academic Staff Council for their consideration and decision about inclusion.
TO: Ann Lydecker, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/9

At the November 13, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/9 was made. This motion is forwarded for your action:

Motion from the Academic Standards Committee to distinguish between “Honors Program” and “Academic Honors.”

See the attached document for details.

Motion 2003-2004/9 passed on November 13, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor

12-2-03

Date
Distinguishing between “Honors Program” and “Academic Honors”

To distinguish students participating in the Honors Program from the Academic Honor designation, we recommend changing the designation to read Freshman, Sophomore, Junior, and Senior Merit, effective immediately.

If proposals 1 and 2 are adopted, the revised Academic Merit policy would read:

Academic Merit

Each Spring, superior scholarship is recognized by the awarding of Freshman, Sophomore, and Junior merit to those students enrolled during the Spring term. To receive merit, students must maintain a minimum cumulative grade point average of 3.500 with no F’s, outstanding incompletes, or repeat grades on their academic record. Outstanding SP designations will not preclude Freshmen, Sophomores, and Juniors from receiving merit.

**Freshmen** who meet the above requirements and have completed 14-38 credits at UW-RF will receive Freshman Merit.

**Sophomores** who meet the above requirements and have completed 39-67 credits at UW-RF will receive Sophomore Merit and the silver "R".

**Juniors** who meet the above requirements and have completed 68-110 credits at UW-RF will receive Junior Merit.

**Senior Merit:** Graduating seniors who have maintained a minimum cumulative 3.500 grade point in their last 60 credits at UW-RF with no outstanding F’s, SP’s, or Incompletes during those last 60 credits at the time merit is determined will receive Senior Merit and the gold "R".

**Cum Laude:** Graduating seniors who have maintained a minimum cumulative 3.700 grade point average for their entire college career, at all institutions, with no outstanding F’s and no outstanding Incompletes, will be granted "Cum Laude".

**Magna Cum Laude:** Graduating seniors who have maintained a minimum cumulative 3.800 grade point average for their entire college career, at all institutions, with no outstanding F’s and no outstanding Incompletes, will be granted "Magna Cum Laude".

**Summa Cum Laude:** Graduating seniors who have maintained a minimum cumulative 3.900 grade point average for their entire college career, at all institutions, with no outstanding F’s and no outstanding Incompletes, will be granted "Summa Cum Laude".

In addition to these honors, many of the academic departments annually present awards to their student majors that recognize superior scholarship, leadership, or service to the department.
TO:   Ann Lydecker, Chancellor  
      116 North Hall  
      University of Wisconsin-River Falls

FROM: David Trechter, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls

RE:   UW-RF Faculty Senate Motion 2003-2004/8

At the November 13, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/8 was made. This motion is forwarded for your action:

Motion from the Academic Standards Committee clarifying graduation honors regalia.

We recommend that the sentence, "Graduating senior honors students will also be awarded a red and white honor cord to be worn at commencement (sic)." be removed from the Senior Honors section of the Academic Honors policy, effective immediately.

Motion 2003-2004/8 passed on November 13, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor

12-2-03
To: <klyall@uwsa.edu>, <gbrooks@uwsa.edu>, <facrep@maillist.uwsa.edu>, 
<facstf-l@uwrf.edu>
From: David Trechter <David.D.Trechter@uwrf.edu>
Subject: [Facstf-l] UW-River Falls Resolution on Health Insurance Proposal
      header: facstf-l-admin@uwrf.edu
      date: Fri, 26 Sep 2003 07:51:03 -0500

Hello,

On Thursday, Sept 25, the UW-River Falls Faculty Senate unanimously passed the following resolution concerning the proposal to fund a 2%/2% payplan for the 2003-2005 biennium by requiring System employees to pay more for their health insurance. If you have any questions about this, please contact me.

David

WHEREAS UW-System employees are facing a payplan with no increase for the 2003-04 academic year and a one percent increase for the 2004-05 academic year, and

WHEREAS all state employees, including UW-System employees, will be required to pay a portion of their health insurance coverage for the 2003-2005 academic years with monthly payments for 2003/04 anticipated to be:

<table>
<thead>
<tr>
<th>Tier 1 Plan</th>
<th>Individual</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25/month</td>
<td>$62.5/month</td>
<td></td>
</tr>
<tr>
<td>$50/month</td>
<td>$125/month</td>
<td></td>
</tr>
<tr>
<td>$100/month</td>
<td>$250/month</td>
<td></td>
</tr>
</tbody>
</table>

and,

WHEREAS a proposal has been put forward that might enable the UW-System to self-funda pay plan with a two percent increase for the 2003-04 academic year and a two percent increase for the 2004-05 academic year by increasing the proportion of health insurance coverage paid for by UW-System employees that would result in anticipated monthly payments of:

<table>
<thead>
<tr>
<th>Tier 1 Plan</th>
<th>Individual</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30/month</td>
<td>$120/month</td>
<td></td>
</tr>
<tr>
<td>$60/month</td>
<td>$240/month</td>
<td></td>
</tr>
<tr>
<td>$120/month</td>
<td>$480/month</td>
<td></td>
</tr>
</tbody>
</table>

and,

WHEREAS both plans will hurt lower-paid UW-System employees disproportionately, and

WHEREAS the UW-System has long paid salaries below those offered by our peer institutions but partially offset this disadvantage by providing a very good benefits package including health insurance, both plans erode the value of this benefits package, making it even more difficult to recruit and retain high-quality staff, and

WHEREAS even though the alternative proposal would increase the base pay for UW-System employees with consequent benefits in terms of retirement and nominal pay scales of UW-System relative to other universities in the U.S. The alternative plan would require UW-System employees to permanently pay a higher proportion of health insurance than all other state employees in Wisconsin and would establish the precedent of the UW-System funding raises by reducing the value of our benefits package, and

WHEREAS it is not certain that the state government would return the expected savings to the UW-System even if the UW-System agreed to require UW-System employees to pay more for their health insurance coverage,

BE IT RESOLVED that the UW-River Falls Faculty Senate is adamantly opposed to the proposal to "self-funda" a pay plan with a two percent increase for the 2003-04 academic year and a two percent increase for the 2004-05 academic year by increasing the proportion of health insurance coverage paid for by UW-System employees.

David Trechter
Professor
University of Wisconsin -- River Falls

Printed for Dianne Monteith <dianne.m.monteith@uwrf.edu> 10/9/2003
TO: Ann Lydecker, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/7

At the October 23, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/7 was made. This motion is forwarded for your action:

Motion from Faculty Welfare and Personnel Policy Committee – Changing Criteria

New Sections:

(Note: The first paragraph below is language presently in the Faculty Handbook. The remaining paragraphs are presented here for discussion and refinement. They would be added to the Handbook at appropriate locations—to be determined.)

3.23-Each academic unit (department) will develop a written set of criteria and will determine the relative importance of these criteria for determining renewal using the basic core of the above criteria including the integration of technology in RF 3.21 as a model and have it approved by the respective College Dean, the Provost & Vice Chancellor, and the Chancellor. These criteria are to be provided in writing to and discussed with new faculty members by each academic unit chair.

The department may adjust its criteria, within the boundaries of core criteria C1-3 above; the respective College Dean, the Provost & Vice Chancellor, and the Chancellor must approve those changes. Departments and administrators must follow a principle of fairness in applying changed criteria to decisions involving faculty who have been working under the conditions of the prior criteria. Faculty within three years of the department’s decision for tenure, promotion, or post-tenure review decisions will be given the option to have the criteria operative prior to the change used in these decisions.

Other faculty subject to a retention, promotion or post-tenure review decision when criteria have changed since time of hire, last promotion or post-tenure review should confer with the department and department chair to negotiate and clarify the criteria to be used. Consideration must be given to length of service under the prior criteria, the terms and expectations under which the initial hire was made, the decision process used to change the criteria, and the extent of prior consultation with the faculty member with respect to the changed criteria. These clarifications will be summarized in writing, approved by the respective College Dean, the Provost & Vice Chancellor, and the Chancellor, and entered into the faculty
member’s professional record. These clarifications will also be mentioned in the Chair’s recommendation and the individual’s Reflective Statement in the decision file. Decision makers will use these clarified criteria in making their recommendations.

Motion 2003-2004/7 passed on October 23, 2003. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

11-14-03

Date
TO: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/6

At the October 23, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/6 was made. This motion is forwarded for your action:

Motion from Faculty Welfare and Personnel Policy Committee – Journalism Tenure Degree Requirement

This motion is the result of our committee’s discussion concerning the issue of the “terminal degree” in journalism and the difficulty of hiring individuals with skills (as opposed to theoretical) experience in the field. At its meeting on October 6th, The Faculty Welfare and Personnel Policies Committee voted 6-1 to recommend placement of the following language in the Faculty Handbook in Chapter IX, Appropriate Educational Preparation, Code 1, add to the list:

“M.A./M.S. in Journalism and minimum three years relevant professional experience (limited to promotions to Associate Professor only)”

Motion 2003-2004/6 passed on October 23, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor  
Date: 11-14-03
TO: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/5

At the October 23, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/5 was made. This motion is forwarded for your action:

Motion from the AP&P Committee for the approval of a graduate certificate in Community Education.

See the attached document for details.

Motion 2003-2004/5 passed on October 23, 2003. This motion will take effect August 1, 2004.

Approved

Disapproved

Ann Lydecker, Chancellor
Proposal for Creation of a Graduate Certificate Program


Academic units proposing a graduate level certificate program will complete the following for submission to the UW-RF Graduate Council for review and approval. Authors of a proposal must respond to all criteria in the Policies and Procedures for Graduate Certificate Programs.

Generally, for a program to be offered for the first time in the summer or fall terms this document should be completed and submitted to the Graduate Studies Office no later than October. The Graduate Council will review programs during November/December. In January new certificate program information will be submitted to the Provost, Admissions and the Registrar’s Offices as well as to the Financial Assistance Office to obtain Federal approval for student financial aid.1 Ideally, any new course(s) in the certificate should have been reviewed and approved by the Graduate Council prior to submission of this request.

Certificate Title: Community Education

Program Overview. Briefly describe the learner population to be served, needs assessment information gathered and primary educational objectives. Please comment on the possibility of impact of the graduate certificate program on any related degree program.

Community Education is a broad-based educational philosophy with its roots buried deep in American traditions of local control, freedom of speech, and a can do attitude. Professor Emeritus Dr. Jack Minzey (Eastern Michigan) says it best defining community education as follows:

Dr. Jack Minzey - Community Education Defined:

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualization.” (Jack Minzey, Reforming Public Schools through Community Education: Kendall/Hunt, Dubuque IA, 1994)

The Graduate Certificate will serve the 1500+ community schools and the 1600+ After School programs across the country via an on-line format using WisLine and Blackboard/ Desire2Learn technology. Five 3 credit courses provide the basis of the certificate program. A partnership has been formed with the National Community Education Association (NCEA), to promote the program and to link with the NCEA Endorsement Certificate. Experts from NCEA will be utilized as visiting and guest professors.

---

1 In order for the certificate program to be FA eligible the following must be done. Amend the UW-RF Program Participation Agreement to include:
   a. Name of the Program
   b. Length of the Program (must be 10 weeks or longer)
   c. Number of credits (must be at least 8 credits)
   d. Brief Description.

The program will be submitted to the North Central Association for approval. The time line for amending our Program Participation Agreement with the Dept of Education is 35 days from the time of submission.

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Course Sequence. List the courses for the certificate. Indicate which course(s) are new and the approval status of new courses.

A) Graduate Certificate – Community Education
A five course – 15 credit program – will be developed in conjunction with the National Community Education Association’s (NCEA) Endorsement process. The five courses would be:
1) Introduction to Community Education – an introduction/history/philosophy/planning
2) Administration of Community Education – Managing Programs/Council/assessment
3) Extended Learning Programs – Principles of Programming - After School Programs – Content based on Beyond the Bell – NCREL
4) Family-Community-School Partnerships – The researched-based Johns Hopkins University model authored by Dr. Joyce Epstein model
5) Practicum of 150-200 hours... Independent Project / Facilitated

Faculty. Indicate the source of instructors as Regular [R], Academic Instructional [AI] or Ad Hoc [A].

Stanley J. Potts, Ph.D. Adhoc Faculty
Guest Lectures: Dr Joyce Epstein (Johns Hopkins) and Carol McElvain (NCREL)
Additional Faculty will be recruited from a national pool (since the program will be primarily on-line), such as Dr George Kliminski (UW Madison) and Dr Eric Smith (CESA 2).

Don Kramlinger, NCEA Endorsement Committee Chair, has agreed to provide support in developing the content of the program and an affiliate process with the National Community Education Association.

Schedule. Provide a course schedule, by term for the first year of the program

All five 3 credit courses will be fully on-line using WisLine Web, Blackboard or Desire2 Learning:

Introduction to Community Education -
January 04

Administration of Community Education
Available March 04

Extended Learning Administration
Available Summer 2004

Family Community School Partnerships Fall 04

Practicum option late Fall 2004
The Practicum would be offered to those that have completed at least three of the courses.
The certificate can be completed in one year.

Certificate Management. Indicate who will coordinate the certificate program on an ongoing basis. List those individuals (minimum of three) that comprise the Advisory Committee.

Coordinator -

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Budget. Will GPR funds be required? If yes, what will be the source of GPR? If the program will be funded by Program Revenue (PR) through Outreach, work with your college Outreach Program Manager to develop and attach a brief budget summary, signed off by the Program Manager, for the first year including enrollments per class, projected revenues per class and indicate direct expenses per class for the year.

See attached detail sheet

A title III grant will provide for the developmental funding including salaries, software and supplies.

No GPR Requested, and the program will be self supporting.

<table>
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<th>Department Approval</th>
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Graduate Council Approval

Graduate Council Conditional Approval

Conditions:

Provost Approval

Distribution: Chancellor, Provost, Admissions, Financial Assistance, Graduate School, Faculty Senate, Institutional Research, Registrar

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Certificate Management. Indicate who will coordinate the certificate program on an ongoing basis. List those individuals (minimum of three) that comprise the Advisory Committee.

Coordinator -
Stanley J. Potts, Ph.D.
Don Kramlinger – Representing NCEA – Endorsement Partnership
Advisory Committee - Stan Potts, Florence Monsour (UWRF), Don Kramlinger (NCEA), Jane Grinde (DPI), and Dr. Joyce Epstein, Johns Hopkins University, and Dr George Kliminski (UW Madison)

Budget. Will GPR funds be required? If yes, what will be the source of GPR? If the program will be funded by Program Revenue (PR) through Outreach, work with your college Outreach Program Manager to develop and attach a brief budget summary, signed off by the Program Manager, for the first year including enrollments per class, projected revenues per class and indicate direct expenses per class for the year.

See attached detail sheet

A title III grant will provide for the developmental funding including salaries, software and supplies.

Certificates are approved for a three year period and then must undergo a review.

[Signature] 5/2/03
Department Approval  Date

[Signature] 5/2/03
Dean of the College Approval  Date

[Signature] 9/23/03
Graduate Council Approval  Date

[Signature] 10/24/03
Faculty Senate Approval  Date

Graduate Council Conditional Approval  Date

Conditions:

[Signature]  
Provost Approval  Date

Distribution: Chancellor, Provost, Admissions, Financial Assistance, Graduate School, Faculty Senate, Institutional Research, Registrar

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Community Education Certificate Courses:

TED 730
This three credit course will offer an introduction to the philosophy and history of community education. The course is a building block to help you develop the skills necessary to manage community education, community schools, extended learning programs, and family–community-school partnerships through the use of the community education philosophy. The course will help you meet the requirements of the National Community Education Association’s (NCEA) administration endorsement certificate. The course is offered as needed.

TED 733
Administration and Management of Community Education Programs
This three credit course will offer an advanced discussion of the philosophy of community education and the operation/management of community education programs. Emphasis will be on complex management issues including developing budgets, organization, planning/assessment, policies and the research that supports the community education philosophy. The course is a building block to help you develop the skills necessary to manage complex community education, community schools, extended learning programs, and family–community-school partnerships. The course will help you meet the requirements of the National Community Education Association’s (NCEA) administration endorsement certificate. This course is offered as needed.
Prerequisite – TED 730

TED 734
Family-Community-School Partnerships is a specific skill set based on 25 years of research at the Johns Hopkins University led by Dr. Joyce Epstein. As a result of the research Epstein has captured the essence of success in six family community school partnership types. This three credit course will fully explore the six types and the practical implication of developing a site action plan that addresses the six types and your local goals. The course will help you meet the requirements of the National Community Education Association’s (NCEA) administration endorsement certificate. This course will be offered as needed.
Prerequisite – TED 730

TED 736
This three credit course will provide the student an overall understanding of extended learning programs primarily in public schools. The student will learn about a framework that will provide the building blocks to create an effective program to meet the needs of students in after-school, before-school, weekend and summer programs. The course will also help you meet the requirements of the National Community Education Association’s (NCEA) administration endorsement certificate. This course will be offered as needed.
Prerequisite – TED 730

TED 737
The community education practicum is the final course in the five course 15-credit graduate certificate program. You will locate a placement that matches your interest with the assistance of National Community Education Association (NCEA). You will be expected to develop/refine a plan and implement it that will ensure a minimum of 200 hours of experience in the field of community education. The placement can be in the student’s current work environment (if appropriate) or the student may work in a volunteer situation. An option will be presented allowing the student to complete the requirements for the NCEA Endorsement Certificate. Prerequisites are: TED 730 and six credits of 733, 734 or 736 offered as needed.
Syllabus for **ED 730**

(Option) (Course #) (Course Title)

Prepared by

Stanley J. Potts, Ph.D.

If a special course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

To provide instruction in the philosophy of Community Education:

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualization." (Jack Minzey, Reforming Public Schools through Community Education: Kendall/Hunt, Dubuque, IA, 1994)

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Department Chairperson

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Academic Dean

Resources checked by University Librarian on ________________

(Date & Initials)

Approved by the Graduate Council on ________________

(Date & Signature)

Approved by the University Curriculum Committee on ________________

(Date & Signature)

Michael J. Nett, Chair

APR 11 '03  11:29AM UMF DEAN OF ED

UNIVERSITY OF WISCONSIN - RIVER FALLS

GRADUATE SCHOOL

Date  April 11, 2003

APR 14 2003

Graduate School, UMF
Syllabus for TED 733 Administration of Community Education

(Department) (Course #) (Course Title)

Prepared by Stanley J Potts, Ph.D.

If a slash course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

To provide instruction in the Management of Community Education:
Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualization." (Jack Minzey, Reforming Public Schools through Community Education: Kendall/Hunt, Dubuque IA, 1994)

[Signature - Department Chairperson]

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

[Signature - Academic Dean]

Resources checked by University Librarian on Nina Curtis[Signature] 9/10/03
(Date & Initials)

Approved by the Graduate Council on [Signature] 8/28/03
(Date & Signature)

Accepted by the Graduate Council on [Signature] 11/26/03
(Date & Signature)

Approved by the University Curriculum Committee 11/26/03

Michael J. Costar, Chair
Syllabus for TED 434 Extended Learning
(Department) (Course #) (Course Title)

Prepared by Stanley J. Potts

If a slash course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

To provide instruction in the management of Extended Learning Programs primarily after school initiatives to support extended learning opportunities for students. This course will also provide extensive content in the general development of program management for all community education aspects from registration, staff supervision, evaluation, course marketing, solving conflicts, parent involvement, use of facilities and council management.

Signature - Department Chairperson

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Academic Dean

Resources checked by University Librarian on 9/6/03
(Date & Initials)

Approved by the Graduate Council on 9/25/03
(Date & Signature)

Approved by the University Curriculum Committee 9/19/03 Michael A. Carter, Chair
Syllabus for TED 434 Family - School - Community Partnerships (Department) (Course #) (Course Title)

Prepared by Stanley J. Potts

If a slash course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

To provide instruction in the management of family-community-school action teams and a process to cultivate high quality partnerships that are based on the Johns Hopkins 25 years of research (Dr. Joyce Epstein Model).

Signature - Department Chairperson

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Academic Dean

Resources checked by University Librarian on N. Curtis Library 9/10/03 (Date & Initials)

Approved by the Graduate Council on [Signature] (Date & Signature)

Submitted by the Graduate Council on [Signature] (Date & Signature)

Approved by the University Curriculum Committee 19 Sept 2003, Michael Piotrowski, Chair
UNIVERSITY OF WISCONSIN – RIVER FALLS
GRADUATE SCHOOL

Date- 9-15-03

Syllabus for Teacher Ed 737 Community Education Practicum
(Department) (Course #) (Course Title)

Prepared by Stan Potts

If a slash course, on what date was the proposed syllabus recorded by the curriculum committee? 

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

This is the final course in a five course 15-credit graduate certificate program in community education approved by the Graduate Council in May 03.

Signature – Department Chairperson

The course is described in this syllabus can be staffed and supported at the graduate level.

Signature – Academic Dean

Resources checked by the University Librarian on Curr Le May 10/8/03 OK
(Date & Initials)

Approved by the Graduate Council on
(Date & Signature)

Rejected by the Graduate Council on (Date & Signature)

Approved by the university Curriculum Committee on Friday Oct 17 2003

Michael Plusten Chair University Curriculum Committee
TO: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/4

At the October 23, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/4 was made. This motion is forwarded for your action:

Motion from the AP&P Committee for the approval of a graduate certificate in Service Learning.

See the attached document for details.

Motion 2003-2004/4 passed on October 23, 2003. This motion will take effect August 1, 2004.

Approved

Disapproved

Ann Lydecker, Chancellor

11-14-03

Date
Proposal for Creation of a Graduate Certificate Program

Introduction – revised October 3, 2003

Academic units proposing a graduate level certificate program will complete the following for submission to the UW-RF Graduate Council for review and approval. Authors of a proposal must respond to all criteria in the Policies and Procedures for Graduate Certificate Programs.

Generally, for a program to be offered for the first time in the summer or fall terms this document should be completed and submitted to the Graduate Studies Office no later than October. The Graduate Council will review programs during November/December. In January new certificate program information will be submitted to the Provost, Admissions and the Registrar’s Offices as well as to the Financial Assistance Office to obtain Federal approval for student financial aid. Ideally, any new course(s) in the certificate should have been reviewed and approved by the Graduate Council prior to submission of this request.

Certificate Title: Service-Learning

Program Overview. Briefly describe the learner population to be served, needs assessment information gathered and primary educational objectives. Please comment on the possibility of impact of the graduate certificate program on any related degree program.

Service-learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the school or greater community.

There is a high need to provide professional development for service-learning teachers/administrators. As a result of federal dollars thousands of teachers are implementing programs without much service-learning experience. The on-line graduate certificate offers a comprehensive training option for teachers/administrators across the country.

Over 1,000,000 students participated in service-learning programs last year according to the Corporation for National Service. $40 million each year is sent to SEAs to support the development of service-learning programs. Thousands of teachers use this new teaching method yet limited funding and support exists for professional development. The UWRF service-learning grad certificate will serve those teachers and administrators needing service-learning support and training. This support will be in the form of on-line format using WisLine and Blackboard (Desire2Learn) technology. Five courses will be developed and form the basis of the certificate program. A partnership will be created with the National Youth Leadership Council (NYLC). Experts from NYLC and their partners will be utilized as visiting and guest professors.

1 In order for the certificate program to be FA eligible the following must be done. Amend the UW-RF Program Participation Agreement to include:
   a. Name of the Program
   b. Length of the Program (must be 10 weeks or longer)
   c. Number of credits (must be at least 8 credits)
   d. Brief Description.

The program will be submitted to the North Central Association for approval. The time line for amending our Program Participation Agreement with the Dept of Education is 35 days from the time of submission.

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
**Course Sequence.** List the courses for the certificate. Indicate which course(s) are new and the approval status of new courses.

A) Graduate Certificate – Service-Learning

A fifteen credit, five course program, all on-line will be developed in conjunction with the National Youth Leadership Council (NYLC). The Essential Elements developed by NYLC will form the content basis and support the program content. Carole Klopp, Vice President at NYLC, has agreed to participate in the development and delivery of the courses. The five 3 credit courses are:

1) Introduction to Service-Learning
2) Advanced Service-Learning
3) Research/Evaluation/Assessment of Service-Learning
4) Service-Learning Reflection and Curriculum Planning
5) Practicum of 150-200 hours.../Independent Project/Facilitated

**Faculty.** Indicate the source of instructors as Regular [R], Academic Instructional [AI] or Ad Hoc [A].

Stanley J. Potts, Ph.D.  Adhoc Faculty

Additional Faculty will be recruited from a national pool (since the program will be primarily on-line), such Pamela Toole, Ph.D., Andy Furco, Ph.D. (UC Berkeley), and Terry Pickeral, Ph.D, CLC/ECS.

Carole Klopp serves as an advisory and is a Vice President of the National Youth Leadership Council (NYLC). Carole is very involved in course planning, faculty and content selection.

**Schedule.** Provide a course schedule, by term for the first year of the program

Graduate Certificate Program – Service-Learning

The five 3 credit courses:
1) Introduction to Service-Learning – January 04
2) Advanced Service-Learning – March 2004
3) Service-Learning Reflection/Brain-based/Partnerships - Summer 2004
4) Research/Evaluation/Assessment of Service-Learning – Fall 2004
5) Practicum of 150-200 hours.../Independent Project/Facilitated– Fall 2004

A student could complete the graduate certificate in one year.

**Certificate Management.** Indicate who will coordinate the certificate program on an ongoing basis. List those individuals (minimum of three) that comprise the Advisory Committee.

Coordinator -
Stanley J. Potts, Ph.D.

Advisory Committee -  Stan Potts, Florence Monsour (UWRF), Carole Klopp (NYLC),

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Budget. Will GPR funds be required? If yes, what will be the source of GPR? If the program will be funded by Program Revenue (PR) through Outreach, work with your college Outreach Program Manager to develop and attach a brief budget summary, signed off by the Program Manager, for the first year including enrollments per class, projected revenues per class and indicate direct expenses per class for the year.

See attached detail sheet

A title III grant will provide for the developmental funding including salaries, software and supplies. No GPR Requested, and the program will be self supporting.

| Certificates are approved for a three year period and then must undergo a review. |
| Department Approval | Date | Dean of the College Approval | Date |
| Graduate Council Approval | Date |
| Graduate Council Conditional Approval | Date |
| **Conditions:** |
| Provost Approval | Date |

Distribution: Chancellor, Provost, Admissions, Financial Assistance, Graduate School, Faculty Senate, Institutional Research, Registrar

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Certificate Management. Indicate who will coordinate the certificate program on an ongoing basis. List those individuals (minimum of three) that comprise the Advisory Committee.

Coordinator -
Stanley J. Potts, Ph.D.

Advisory Committee - Stan Potts, Florence Monsour (UWRF), Carole Klopp (NYLC),

Budget. Will GPR funds be required? If yes, what will be the source of GPR? If the program will be funded by Program Revenue (PR) through Outreach, work with your college Outreach Program Manager to develop and attach a brief budget summary, signed off by the Program Manager, for the first year including enrollments per class, projected revenues per class and indicate direct expenses per class for the year.

See attached detail sheet

A title III grant will provide for the developmental funding including salaries, software and supplies. No GPR Requested

Certificates are approved for a three year period and then must undergo a review.

K Holler 5/2/03
Department Approval Date

Mary Manke 5/2/03
Dean of the College Approval Date

Graduate Council Approval 9/23/03
Date

Faculty Senate Approval 1/28/03

Graduate Council Conditional Approval Date

Conditions:

Provost Approval Date

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Service-Learning Certificate Courses:

TED 721
This three credit course will introduce students to the basic core concepts of service learning. Service learning is a teaching method and educational philosophy that connects service with learning academic standards. It allows teachers to address a variety of learning styles by engaging youth in meaningful projects through service to schools and their communities. The course will be offered as needed.

TED 722
Service learning is a teaching method and educational philosophy that connects service with learning academic standards. It allows teachers to address a variety of learning styles by engaging youth in meaningful projects through service to schools and their communities. The course will be offered as needed. Prerequisite – TED 721 - Introduction to Service-Learning.

TED 723
This three credit course will address methods of evaluating and assessing the quality of service-learning. When students exit this class they will understand multiple methods of assessing high quality service-learning with a variety of tools. In addition, students will review the literature and analyze existing research around service-learning teaching methodology. The course will be offered as needed. Pre-requisite - TED-721 Intro to Service-Learning.

TED 724
This course will provide the student with an understanding of how the brain works as it relates to applied learning and how the use of reflection deepens learning. The student will also understand the importance of developing partnerships in the service-learning process which is an essential component of successful and high quality service-learning. Prerequisites: 721-Intro to Service-Learning

TED 725
The service-learning practicum is the final course in the five course 15-credit graduate certificate program. You will be expected to develop and implement a plan that will ensure your full experience in a work or volunteer environment. You will locate a placement that matches your interest with the assistance of the National Youth Leadership Council (NYLC). You will be expected to develop/refine a plan that will ensure a minimum of 200 hours of experience in the field of service-learning. The placement can be in the student’s current work environment (if appropriate) or the student may work in a volunteer situation. Prerequisites are TED 721 and six credits of 722, 723 or 724 offered as needed.
Syllabus for TED 721: Introduction to Service-Learning

Prepared by Stanley J. Potts

Date April 11, 2003

If a stack course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

An introduction for school staff and others in the philosophy and use of service-learning as a teaching methodology as defined as:
Service-learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the school or greater community.

[Signature - Department Chairperson]

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

[Signature - Academic Dean]

Resources checked by University Librarian on [Initials] [Date]

Approved by the Graduate Council on [Signature] [Date]

Rejected by the Graduate Council on [Signature] [Date]

Approved by the University Curriculum Committee on 19 Sept 2003, Michael Listan, Chair
Syllabus for TED 722 Advanced Service-Learning
(Department) (Course #) (Course Title)

Prepared by Stanley J. Potts, Ph.D.

If a clash course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

An advanced experience for school staff and others in the philosophy and use of service-learning as a teaching methodology. Students will also be provided an introduction into the management of service-learning and develop service-learning practical curriculum.

Signature - Department Chairperson

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Academic Dean

Resources checked by University Librarian on D. Curtis Lattes 9/16/03
(Date & Initials)

Approved by the Graduate Council on
(Date & Signature)

Rejected by the Graduate Council on
(Date & Signature)

Approved by the University Curriculum Committee 19 Sept 2003
Michael Photon, Chair
UNIVERSITY OF WISCONSIN - RIVER FALLS
GRADUATE SCHOOL

Syllabus for TED 723 Service-Learning Research/Evaluation/Assessment

Prepared by Stanley Ji Potts, Ph. D.

If a fiscal course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

Service-Learning as a teaching methodology has gained great acceptance in recent years as the research continues to demonstrate service-learning is an effective way to help students succeed. There is a continuing need to understand the dynamics of the research supporting service-learning. In addition this will help teachers and other educators to apply that research through the assessment and evaluation process to ensure student learning and to know that there indeed has been student success.

Signature - Department Chairperson

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Academic Dean

Resources checked by University Librarian on 7/10/03 (Date & Initials)

Approved by the Graduate Council on 5/25/03 (Date & Signature)

Rejected by the Graduate Council on (Date & Signature)

Approved by the University Curriculum Committee 19 Sept 2003

Michael Austin, Chair
UNIVERSITY OF WISCONSIN - RIVER FALLS
GRADUATE SCHOOL

Syllabus for TED 724 Service-Learning - Reflection-Brain-based and Partnerships

Department) (Course #) (Course Title)

Prepared by Stanley J. Potts, Ph.D.

If a slash course, on what date was the proposed syllabus recorded by the Curriculum Committee of the University?

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

This course will provide the student with an understanding of how the brain works as it relates to applied learning and how the use of reflection deepens learning. The student will also understand the importance of developing partnerships in the service-learning process which is an essential component of successful and high quality service-learning.

Signature - Department Chairperson

The course described in this syllabus can be staffed and supported at the graduate level. (With the understanding that this does not imply additional faculty allocation, and that this offering would be within the allocation of graduate faculty in the department.)

Signature - Academic Dean

Resources checked by University Librarian on 11-12-02 (Date & Initials)

Approved by the Graduate Council on 6/25/03 (Date & Signature)

Rejected by the Graduate Council on

Approved by the University Curriculum Committee 1/30/03

Michael E. Lathan, Chair
UNIVERSITY OF WISCONSIN – RIVER FALLS
GRADUATE SCHOOL

Date- 9-15-03

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<th>Service-Learning Practicum</th>
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Prepared by

______________________________

If a slash course, on what date was the proposed syllabus recorded by the curriculum committee? ________________

The course described in this syllabus is recognized by the graduate faculty of the department and is consistent with the purposes of the graduate program. As such, it is designed to fulfill the following role and/or meet the following need(s):

______________________________

Signature – Department Chairperson

The course is described in this syllabus can be staffed and supported at the graduate level.

______________________________

Signature – Academic Dean

______________________________

Resources checked by the University Librarian on ________________

(Date & Initials)

Approved by the Graduate Council on ________________

(Date & Signature)

Rejected by the Graduate Council on ________________

(Date & Signature)

Approved by the University Curriculum Committee on 17 Oct 2003

Michael P. Carter - University Curriculum Committee Chair
November 3, 2003

TO: Ann Lydecker, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

FROM: David Trechter, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/3

At the October 23, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/3 was made. This motion is forwarded for your action:

Motion to approve shift from printed DAR form to an electronic DARwin.

See the attached document for details.

Motion 2003-2004/3 passed on October 23, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor

11-14-03
Date
Motion from Executive Committee regarding DARWin:

Because of time and resource constraints involved in the transition to the new eSIS system, the program necessary to produce printed versions of the Degree Audit Report (DAR) for every advisors’ advisees this academic year cannot be written. Therefore, a printed DAR cannot be supplied to advisors for students registering for Spring Term 2004 and Fall Term 2004.

However, each advisor and student will have access to an up-to-the-minute electronic report through the eSIS Self-Service.

The Advising Committee will conduct a survey in April 2004, of students and advisors to evaluate the effectiveness of only being supplied an electronic report. The survey will address the effectiveness of online DAR, the need by either the student or the advisor for the written report, and suggestions for providing such reports in the future. Based on the survey results, the Advising Committee will make a recommendation to the Faculty Senate by May 1, 2004 as to whether or not to continue with only electronic report.

The Executive Committee of the Faculty Senate will appoint at least two Senators to work with the advising committee and eSIS staff to suggest possible ways of providing interim accommodations for advisors who will be most seriously impacted by this move.
November 3, 2003

TO: Ann Lydecker, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: David Trechter, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2003-2004/2

At the October 23, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/2 was made. This motion is forwarded for your action:

Motion to expand membership on Faculty Salary Committee to include the faculty/staff representative to the UW-System Compensation Committee.

The UW-River Falls faculty representative to the UW-System’s Faculty/Staff Compensation Advisory Committee will henceforth be a full, voting member of the Faculty Salary Committee.

Motion 2003-2004/2 passed on October 23, 2003. This motion will take effect immediately.

Approved

Disapproved

Ann Lydecker, Chancellor

Date 11/14/03

UNIVERSITY OF WISCONSIN–RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
TO: Ann Lydecker, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

FROM: David Trechter, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2003-2004/1  

At the October 9, 2003 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2003-2004/1 was made. This motion is forwarded for your action:  

Motion from the Academic Standards Committee regarding the new XF “unofficial withdrawal” grade as a pilot project.  

See the attached document for details.  

Motion 2003-2004/1 passed on October 9, 2003. This motion will take effect immediately.  

Approved  

Disapproved  

Ann Lydecker, Chancellor  

Date  

Nov. 14, 2003
Policy & Procedures for Unofficial Withdrawal for Title IV Aid
Pilot - Fall 2003

Unofficial Withdrawal Policy

Students are defined as unofficially withdrawn for Title IV purposes when they do not have any grades for the semester other than “XF”, a failing grade due to non-attendance.

Identification Process – Unofficial Withdrawals

- The Registrar’s Office sends notification to the faculty asking for verification of enrollment at the end of the 10th week. (Final policy would include roster at the end of the 3rd week also.) Note: An online process would be developed to accomplish this process.

- Instructors indicate online any student who is not, based upon their judgment, currently attending their class and are asked to give a last known date of class attendance for those students who are not attending if possible.

- A final grade of “XF” is assigned by instructors failing students due to non-attendance. When instructors assign an “XF” grade they are asked to report the last known date of attendance, if possible.

- At the end of each semester, a report is generated of all students who have Title IV aid and who have a semester GPA of 0.00. Those students who have all “XF’s” are assumed to be ‘unofficially withdrawn’.

Administrative Action

- The report is reviewed for those students with federal and state aid whom are assumed to have unofficially withdrawn from the University. The last date of attendance as reported by any of the instructors is determined and used in the Return of Title IV Funds calculation.

- If a last day of attendance cannot otherwise be determined, the student is assumed to have attended 50% of the enrollment period and the formula is calculated based on that length of attendance.

- Students will be billed for resulting institutional charges and repayments of federal and/or state financial aid.

- An “XF” grade is treated as an ‘F’ for all other policy purposes.
University of Wisconsin - River Falls

Policy & Procedures for Unofficial Withdrawal for Title IV Aid
Pilot - Spring 2003

Unofficial Withdrawal Policy

Students are defined as unofficially withdrawn for Title IV purposes when they do not have any grades for the semester other than “XF”, a failing grade due to non-attendance.

Identification Process – Unofficial Withdrawals

- The Registrar’s Office sends notification to the faculty asking for verification of enrollment at the end of the 3rd week and again at the end of the 10th week.

- Instructors indicate online any student who is not, based upon their judgment, currently attending their class and are asked to give a last known date of class attendance for those students who are not attending if possible.

- A final grade of “XF” is assigned by instructors failing students due to non-attendance. When instructors assign an “XF” grade they are asked to report the last known date of attendance, if possible.

- At the end of each semester, a report is generated of all students who have Title IV aid and who have a semester GPA of 0.00. Those students who have all “XF’s” are assumed to be ‘unofficially withdrawn’.

Administrative Action

- The report is reviewed for those students with federal and state aid whom are assumed to have unofficially withdrawn from the University. The last date of attendance as reported by any of the instructors is determined and used in the Return of Title IV Funds calculation.

- If a last day of attendance cannot otherwise be determined, the student is assumed to have attended 50% of the enrollment period and the formula is calculated based on that length of attendance.

- Students will be billed for resulting institutional charges and repayments of federal and/or state financial aid.

- An “XF” grade is treated as an ‘F’ for all other policy purposes.

Page 1 11/5/2003
September 26, 2003

To: Ann Lydecker, Chancellor
   116 North Hall
   UW-River Falls

From: David Trechter, Chair
       Faculty Senate
       UW-River Falls

RE: UW-River Falls Faculty Senate Resolution 2003-04/1

The following resolution was passed by a unanimous vote of the University of Wisconsin Faculty Senate on September 25, 2003.

WHEREAS UW-System employees are facing a payplan with no increase for the 2003-04 academic year and a one percent increase for the 2004-05 academic year, and

WHEREAS all state employees, including UW-System employees, will be required to pay a portion of their health insurance coverage for the 2003-2005 academic years with monthly payments for 2003/04 anticipated to be:

<table>
<thead>
<tr>
<th>Plan</th>
<th>Individual</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>$25/month</td>
<td>$62.5/month</td>
</tr>
<tr>
<td>Tier 2</td>
<td>$50/month</td>
<td>$125/month</td>
</tr>
<tr>
<td>Tier 3</td>
<td>$100/month</td>
<td>$250/month</td>
</tr>
</tbody>
</table>

and,

WHEREAS a proposal has been put forward that might enable the UW-System to “self-fund” a pay plan with a two percent increase for the 2003-04 academic year and a two percent increase for the 2004-05 academic year by increasing the proportion of health insurance coverage paid for by UW-System employees that would result in anticipated monthly payments of:

<table>
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<td>$240/month</td>
</tr>
<tr>
<td>Tier 3</td>
<td>$120/month</td>
<td>$480/month</td>
</tr>
</tbody>
</table>

and,
WHEREAS both plans will hurt lower-paid UW-System employees disproportionately, and

WHEREAS the UW-System has long paid salaries below those offered by our peer institutions but partially off-set this disadvantage by providing a very good benefits package including health insurance, both plans erode the value of this benefits package, making it even more difficult to recruit and retain high-quality staff, and

WHEREAS even though the alternative proposal would increase the base pay for UW-System employees with consequent benefits in terms of retirement and nominal pay scales of UW-System relative to other universities in the U.S. The alternative plan would require UW-System employees to permanently pay a higher proportion of health insurance than all other state employees in Wisconsin and would establish the precedent of the UW-System funding raises by reducing the value of our benefits package, and

WHEREAS it is not certain that the state government would return the expected savings to the UW-System even if the UW-System agreed to require UW-System employees to pay more for their health insurance coverage,

BE IT RESOLVED that the UW-River Falls Faculty Senate is adamantly opposed to the proposal to “self-fund” a pay plan with a two percent increase for the 2003-04 academic year and a two percent increase for the 2004-05 academic year by increasing the proportion of health insurance coverage paid for by UW-System employees.
On Thursday, Sept 25, the UW-River Falls Faculty Senate unanimously passed the following resolution concerning the proposal to fund a 2%/2% pay plan for the 2003-2006 biennium by requiring System employees to pay more for their health insurance. If you have any questions about this, please contact me.

David

WHEREAS UW-System employees are facing a pay plan with no increase for the 2003-04 academic year and a one percent increase for the 2004-05 academic year, and

WHEREAS all state employees, including UW-System employees, will be required to pay a portion of their health insurance coverage for the 2003-2005 academic years with monthly payments for 2003/04 anticipated to be:

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</tr>
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<tr>
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and,

WHEREAS a proposal has been put forward that might enable the UW-System to self-fund a pay plan with a two percent increase for the 2003-04 academic year and a two percent increase for the 2004-05 academic year by increasing the proportion of health insurance coverage paid by UW-System employees that would result in anticipated monthly payments of:

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WHEREAS both plans will hurt lower-paid UW-System employees disproportionately, and

WHEREAS the UW-System has long paid salaries below those offered by our peer institutions but partially offset this disadvantage by providing a very good benefits package including health insurance, both plans erode the value of this benefits package, making it even more difficult to recruit and retain high-quality staff, and

WHEREAS even though the alternative proposal would increase the base pay for UW-System employees with consequent benefits in terms of retirement and nominal pay scales of UW-System relative to other universities in the U.S. The alternative plan would require UW-System employees to permanently pay a higher proportion of health insurance than all other state employees in Wisconsin and would establish the precedent of the UW-System funding raises by reducing the value of our benefits package, and

WHEREAS it is not certain that the state government would return the expected savings to the UW-System even if the UW-System agreed to require UW-System employees to pay more for their health insurance coverage,

BE IT RESOLVED that the UW-River Falls Faculty Senate is adamantly opposed to the proposal to "self-fund" a pay plan with a two percent increase for the 2003-04 academic year and a two percent increase for the 2004-05 academic year by increasing the proportion of health insurance coverage paid for by UW-System employees.

David Trechter
Professor
University of Wisconsin -- River Falls

Printed for Dianne Monteith <dianne.m.monteith@uwrf.edu>