Faculty Senate Motion Recap 2004-2005

04-05/34 Motion for the Calendar committee to approve the revised 2005-2006 and 2006-2007 calendar, and both calendars were adjusted to remove the confusing ‘grading week’ terminology.

04-05/33 Motion from the AP&P committee to approve the revision of the current MS-Agricultural Education: Option II-Professional Development in Ag. Into the retitled MS-AGED: Option II-Sustainable Community Development contingent upon university approval of the three new courses.

04-05/32 Motion from AP&P committee to approve a revision of the seven-year review of Academic programs process.

04-05/31 Motion from the AP&P committee: Starting in the fall of 2005 and Continuing each semester.

04-05/30 Motion from the Faculty Welfare and Personnel Policy committee to approve clarifying revisions to the Sabbatical Guidelines.

04-05/29 Motion from the Faculty Welfare and Personnel Policy to approve guidelines related to Emeriti faculty members. The guidelines should be inserted in the Handbook after Procedures for Faculty Sabbaticals in Chapter IV.

04-05/28 The Faculty Senate recommends that South Hall 224 be designated in honor of Professor Edward N. Peterson.

04-05/27 Motion from AP&P to allow students to count up to a maximum of two courses in both General Edu. And a minor, a broad field study/ comprehensive major, or a double major.

04-05/26 Motion the number of credits in the MSE Reading program Certificate in Reading and Reading Teacher license is reduced from 24 credits to 21-23 credits.

04-05/25 Motion for a new graduate certificate program titled Technology for Educators is approved

04-05/24 Motion to the number of credits in the Education Specialist Program through School Psychology is reduced from 80 credits to align the program with the national accreditation body.

04-05/23 Motion from the AP&P committee to adopt the proposed changes to the Gen. Ed EC criteria and outcomes statements.

04-05/22 Motion to the undergraduate certification program for elementary teaching currently titled Elementary Education (1-6) major program is changed to Elementary Ed.

04-05/21 Motion from the AP&P committee: First year students who expect to be candidates for the bachelor’s degree and who will matriculate after Sept. 1, 2005, will be required to fulfill the new Gen. Ed program regulations.
Faculty Senate Motion Recap 2004-2005

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04-05/20 Motion from the AP&P committee to adopt the proposed changes to the Gen Ed HFA criteria and outcome statements.
04-05/19 Motion from Faculty senate to change the final grades policy.

04-05/18 Motion from AP&P to allow courses in the I designator to have 1 or more general education designators as prerequisites.

04-05/16 Motion to recommend that the Chancellor not exercise his right to take 10% from the percentage increase unless the raise averages at least 3% per year.

04-05/15 Motion from Salary committee to distribute percentage increase referred to in the 2005-2006 Salary Distribution Memo.

04-05/13 Motion from AP&P to approve History major with Philosophy emphasis.

04-05/13 Motion that AP&P committee will be the final decision make on whether or not a course meets American Cultural Diversity an/or Global Perspectives designator qualifications.

04-05/12 Motion for a WIS course prefix is created to accommodate courses brought in from Wisconsin in Scotland taught by a professor at another institution in the West Central Wisconsin Consortium that do not directly correspond to UWRF courses.

04-05/11 Motion for the approval of the Master of Science in Education-Professional Development Shared Inquiry Community Program with the provision that within two years the program will create a course each semester that reflects the integration of the content areas.

04-05/10 Motion approval of the Master of Science in Education-Professional Development (MSE-PD).

04-05/9 Motion that the CPTS/CSIS 105 course will no longer be a required supporting course in the Social Work major.

04-05/8 Motion for program prerequisites for the TESOL major will be changed to require a minimum score of 550 on the TOEFL exam for non-native English speakers.

04-05/7 Motion that the Equity and Compliance Officer will not longer be an ex-officio member of the Grievance and Appeals Committee.

04-05/6 Motion to approve Resolution on Inclusivity in opposition to the proposed constitutional amendment regarding the definition of marriage.

04-05/5 Motion from AP&P to approve new International Studies major.

Memo Nylander’s approval of Faculty Senate motion 4 with changes.

04-05/4 Motion from the Faculty Welfare and Personal Policy committee to revise Recruitment and Initial Appointment – Faculty Personnel Rules – Chapters IV-2 in the Faculty and Academic Staff Handbook.

04-05/3 Motion from the AP &P committee to terminate FS motion 89-90/14 that states that the diversity requirement be applicable only to students entering Fall 1990 or after including transfer students who enter UWRF 1990 or after.

04-05/2 Motion from the Faculty Senate to reaffirm the statement of Shared
Vision and Expectations of the Academic Community at River Falls.

04-05/1 Motion from Faculty Welfare and Personnel Policy to amend Faculty Handbook to include bullet "MA in SCTA/Mass Communication with appropriate professional experience (limited to Associate Professor only)."

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 XF “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-Changes in Policies.
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.
03-04/5 Memo from Dave Trechter. Re: Resolution 2003-2004/5
03-04/15 Motion about the Facstaff-notify Distribution Policy
03-04/16 Proposal from the AP & P to adopt following the UW-River Falls General Education Mission Statement, Goals, Criteria, and Outcomes
03-04/17 Proposal from the AP & P to create a Faculty Senate General Education Committee with the structure and functions listed.
03-04/18 Proposal from the AP & P for policy guidelines for the General Education Committee
03-04/19 Motion passed for the approval process for General Education Courses
03-04/20 Motion passed that emails that are sent to campus community via the Facstaff-notify lists must contain info (see attached)
03-04/5 Resolution passed regarding TABOR, human services programs (Medicare & Medicaid), and other state issues.
03-04/6 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
<table>
<thead>
<tr>
<th>Date</th>
<th>Motion Description</th>
</tr>
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<tbody>
<tr>
<td>02-03/01</td>
<td>Balanced Calendar 2003-2004</td>
</tr>
<tr>
<td>02-03/02</td>
<td>Options to the animal science major changes to the animal science minor</td>
</tr>
<tr>
<td>02-03/03</td>
<td>The Academic Program and Policy moves to freeze substantive changes to the current general education program while working on revised general education program</td>
</tr>
<tr>
<td>02-03/04</td>
<td>Incompletes, Drop/Add Policy, Student Withdrawal, and Repeated Courses</td>
</tr>
<tr>
<td>02-03/05</td>
<td>By-laws from External Relations Committee would make it easier to expand membership and make necessary changes in titles of administration members.</td>
</tr>
<tr>
<td>02-03/06</td>
<td>Chemistry 121-5 credits, be offered in place of Chemistry 111 and Chemistry 116. Chemistry 122-5 credits, be offered in place of Chemistry 112 and Chemistry 117 in General Education program. Being done to facilitate linkage between the lecture and laboratory portions of the Chemistry curriculum.</td>
</tr>
<tr>
<td>02-03/07</td>
<td>The name of Chapter VIII in the Faculty Handbook be changed from Academic Procedure to Academic Standards, Procedures and Policies and that all academic policies be identified for inclusion within this chapter.</td>
</tr>
<tr>
<td>02-03/08</td>
<td>The Executive Committee, in consultation with the Academic Standards Committee, shall appoint a task force to accomplish the consolidation of academic standards, procedures and policies into the new named Chapter VIII of the Faculty Handbook and that the consolidation be carried out by September 1, 2004.</td>
</tr>
<tr>
<td>02-03/09</td>
<td>The Academic Policy and Program committee has received and accepted the English department’s request to no longer offer English 115 (a one-semester course which fulfilled the freshman English General Education requirement for students scoring about 525 on the ENGL Placement Test). Instead, students scoring about 525 on the placement test will be exempted from 111 and can fulfill the General Education Freshman English Requirement by taking English 112 or 112-Honors only. This policy change should be implemented Spring 2003 or as soon thereafter as possible.</td>
</tr>
<tr>
<td>02-03/10</td>
<td>Academic Standards Committee regarding the wearing of Academic Honors Regalia at Commencement ceremony.</td>
</tr>
<tr>
<td>02-03/11</td>
<td>Research/Scholarly/Creative Activity: may include, but is not limited to, student-faculty or faculty research/scholarly/creative activity involving traditional discipline-related activity or the scholarship of teaching and learning, publications, presentations to professional organizations, grants applied for, grants received, exhibitions of works of art, performances, video productions, software production, participation in scholarly/scientific meetings and related activities.</td>
</tr>
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</table>
02-03/12 Academic Standards regarding Satisfactory Progress grade designations and incompletes given prior to the semester conversion.

02-03/13 Proposed calendar for 2004-2005.

02-03/14 Revised draft of the General Education Document and directs the AP&P Committee and General Education Subcommittee to develop the structure and criteria of the program.

02-03/15 Administrative candidates may be offered tenure time at their hiring (meeting with their department). Chancellor needs to inform the department in writing.

02-03/16 Recommends that the discretionary one-third portion of the 2003-2004 Faculty Pay Plan be allocated to solid performance.

02-03/17 Suspension and Probation policy no longer be implemented: students will be placed on probation if they are admitted on probation by the Admissions Office, students will be suspended if they are admitted on probation as a new/transfer student with less than 2.000 GPA in their first semester, and the entire section titled New Students Entering on Probation.
Faculty Senate Motion Procedure
(when received in Chancellor’s Office)

➢ Step 1: Chancellor approves/disapproves

➢ Step 2: Make copies and distribute:

  o Provost (notifies system as necessary)
  o Vice Chancellor for Adm and Finance
  o Faculty Senate Chair
  o Faculty Senate Secretary
  o Registrar (2)
  o Deans (6)
  o Subject file
  o Signature file
  o Dianne 2)
  o HR (2)
  o If motion relates to Faculty/Academic Staff
    Handbook, write motion # on appropriate page
    and insert copy of motion

➢ Step 3: Put original into Faculty Senate binder and update motion listing.

➢ Step 4: After posted on the web, Chancellor’s office E-mail’s
  Administration Council that it has been posted.
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/34

At the May 5, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/34 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Calendar committee to approve the revised 2005-2006 and 2006-2007 Academic Calendars. Administrative Day has been renamed Academic Day on the 2005-2006 calendar, and both calendars were adjusted to remove the confusing ‘grading week’ terminology. Both calendars were also adjusted to include five full working days for instructors to grade final exams, as passed in Motion 19.

See the attached document for details.

Motion 2004-2005/34 passed on May 5, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

Date

5/10/2005
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

Final course grades due: Monday, January 2

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

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

Final course grades due:
Friday, May 19

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

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
Proposal from the Calendar Committee

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
Final course grades due: Tuesday, January 2

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

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
Final course grades due: Friday, May 18

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

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
May 9, 2005

TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/33

At the May 5, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/33 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee to approve the revision of the current MS – Agricultural Education: Option II – Professional Development in Agriculture into the retitled MS – AGED; Option II – Sustainable Community Development contingent upon university approval of three new courses: AGED/ESM 707 – Sustainable Community Development, AGED/ESM 715 – Community Engagement for Sustainability, and AGED/ESM 720 – Sustainability-Focused Education Programming.

See the attached document for details.

Motion 2004-2005/33 passed on May 5, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

5-10-05
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

I. INFORMATION:

A. Check all that apply: Existing Program X  New Program __

   Name Change X  Credits Change __  Substantial Change in Curriculum X

B. Program Title: (Current) MS – Agricultural Education: Option II – Professional Development in Agriculture

   (Proposed) MS – AGED: Option II – Sustainable Community Development

C. Department(s) (Originating): Agricultural Education & Plant & Earth Science

D. College(s) (Originating): CAFES

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

   1) Plant & Earth Science  2) Teacher Education

F. Date of Implementation: Summer 2004-05 Semester Year

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

   Three new courses will be developed:
   AGED / ESM 707 – Sustainable Community Development
   AGED / ESM 715 – Community Engagement for Sustainability
   AGED / ESM 720 – Sustainability-Focused Education Programming

H. Attach Request Narrative (Please see attached).

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.

   Signature                Date

Department Curriculum Committee Chair (optional)__________________________

Department/Program Chair ______________________________ 4/28/05

College Curriculum Cmmt. Chair ______________________________ 4/28/05

Dean of College ______________________________ 4/28/05

Graduate Council Chair ______________________________ 4/28/05

University Curriculum Cmmt. Chair ______________________________

Academic Policy & Program Cmmt. Chair ______________________________ 4/28/05

Faculty Senate Chair ______________________________ 5/5/05

Provost / Vice Chancellor ______________________________

Chancellor ______________________________  Date ______________________________
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

Department & College Approval Signatures

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<th>Position</th>
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<tr>
<td>Department Chair</td>
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<td>College Curriculum Cmtt. Chair</td>
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<td>4/28/05</td>
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<tr>
<td>Dean of College</td>
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Department Chair

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College Curriculum Cmtt. Chair

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Dean of College

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<td>4-29-05</td>
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*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, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.
Addendum to the TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals Narrative

Master of Science – Agricultural Education:
Option II – Sustainable Community Development

Introduction:

The following is the narrative description of the request to re-title and refocus the curriculum requirements for the existing Master of Science in Agricultural Education: Option II – Professional Development in Agriculture. The title of the program would change to: Option II – Sustainable Community Development. This request is being made by the Agricultural Education Department in cooperation with the Plant and Earth Science Department (Environmental Science and Management Unit) of the College of Agriculture, Food, and Environmental Sciences.

This cooperative request is a follow-up to the recent launching of the Wildlife Recreation and Nature Tourism (WRNT) Graduate Certificate established during the Spring of 2002-03. The WRNT program has become well-established through its first year and one-half of course offerings, so much so, that we have a growing number of students interested in pursuing a Masters degree in this or a related area. Of the twenty-four students currently enrolled, ten have expressed intent to pursue the refocused Option II as soon as it is formalized.

Recognizing that:

- formal and informal discussions throughout the development of WRNT assumed the eventual development of a Masters opportunity;
- a refocused Option II would better serve the needs of the current and anticipated audiences;
- a strong symbiotic opportunity exists between the two Departments in question; and
- that the original purpose and historical intent of Option II is consistent with this request,

we strongly believe that this restructuring will be a “win-win” situation for the noted Departments, their programs, and the University as a whole. The program is intended to benefit not only the St. Croix River Valley, but will certainly attract an audience from across Wisconsin and Minnesota, the U.S., and internationally.

Program Overview: Learner Population & Needs Assessment

The needs assessment for this program proposal is quite simply evidenced by the pervasive degree to which “sustainability” has become and will likely remain a standard semantic reference point in our culture, as well as in our institutions, both domestically and internationally. In its most succinct and most commonly published definition, “sustainability” (a euphemistic reference for “sustainable development”), refers to “..... development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Commission, 1987). It's very presence in our vocabulary indicates very implicitly, if not explicitly, our recognition of the overwhelming evidence that our traditional cultural model is not sustainable. As Einstein put it, "We can't solve problems by using the same kind of thinking we used when we created them." That is what “sustainability,” fortunately or unfortunately, represents; the need to think differently than we have, or at least more holistically.
Option II of the Agricultural Education Masters Degree Program has historically been a curriculum and degree opportunity targeting Extension Agents (e.g., Community, Natural Resource, and Economic Development Agents – CNRED Agents), and other non-certification seeking students in agricultural education. As such, the sustainability-based core and focus on community of the WRNT program is a natural progression for this degree option and its target market. We believe that it will actually enhance the attractiveness of Option II to its traditional market, as well as serve as an excellent vehicle for the WRNT and other similarly focused students markets. Recent conversations with local Extension Agents reinforce this conclusion, indicating that such refocusing would be much more attractive to the various markets that we seek to support.

As such, this program would serve a very diverse market of graduate students, both traditional and non-traditional, domestic and international, who are seeking a MS program that allows them to apply their specific interests in the broader context of community development, subject to sustainability-based principles. The contexts of interest and specialized study is limited only by the student's ability to see the holistic integrated model of what constitutes a sustainable community. Contexts range from agricultural production to land use planning, soil and water conservation, waste handling, and wildlife management, to mention only a few.

While students will master their understanding of the comprehensive framework of what constitutes a sustainable community, they will be able to choose a generalist approach, but will be encouraged to focus or specialize in a particular area. For a more specific example, students in the WRNT program will specialize and apply this from a nature tourism model perspective for community development. This inherently means that they must understand and implement their model in such a way that integrates and supports success of the other necessary contexts, agriculture being one example. Those in agriculture would study it from the development of a local sustainability-based agricultural economy and would be equally bound to also understand and support the community effort in a more cooperative, versus competitive way; the overall goal being the self-sufficiency and long term success of the entire community. As such, each would need to understand how their interests and efforts would integrate in a holistic and harmonious way with all other facets.

Similar or Competing Programs

From the web-search done to gather information on the number of similar and/or competing programs already in existence, it is quite evident that virtually every public and private school with graduate programs of any reputation all have a “Sustainability-Based” degree program. These include, but are not limited to, Cornell, UCLA, Tufts, Antioch, Carnegie Mellon, and Appalachian State. Closer to home is UW-Madison’s “Center for Sustainability & the Global Environment (SAGE).”

As further evidence of this expanding trend, the Society for College & University Planning sponsored a nationwide telecast in 2003 for Making Sustainability a Foundation of Higher Education Learning and Practice. “Campus Sustainability Day” is now an annually sponsored event each October (http://www.scup.org/esd/3/index.html). As well, the most recent (2005) American Association of Colleges and Universities (AACU) National Conference featured an entire conference track entitled, “Partnership in Education for a Sustainable Future: Campus & Curricular Leadership.” AACU has also formalized their partnership with the University Leaders for a Sustainable Future (ULSF) (http://www.aacu-edu.org/press_room/press_releases/2004/sustainability.cfm). For a substantive list of higher education programs, projects, and committees associated with the ULSF (both domestically and internationally), please visit http://www.ulsf.org/resources_campus_sites.htm#wi.
Primary Curriculum Objectives

From the Sustainable Community Development (SCD) program, students will be able to:

- Understand the inextricable relationship between citizenship and sustainable community in the context of environment, social equity, and economy;
- Analyze local communities for their strengths and weaknesses in terms of sustainability;
- Generate ideas for promoting sustainable development in one’s own community;
- Apply the principles and skills of agricultural education to the development of sustainable communities; and
- Evaluate and react to the impacts of applied sustainable solutions to community development in multiple contexts.

Program Structure

As the reader can see from the curriculum framework below (illustrating the structure and content of the refocused Option), it consists of a standard 30-credit requirement under the research-based Plan A (thesis) and Plan B (research project) versions of the curriculum. Plan C offers the student the opportunity to take a non-research based program with the culminating requirement being a major final project and four additional credits of coursework for a total of 34 credits. All three “Plans” require the student to complete a Final Oral Defense for graduation.

In essence, the WRNT program would be fully integrated into the new option, providing a very strong and popular track for the 30 credit thesis and research-based curriculum (Plan A, and B respectively). For those not wishing to pursue the research/thesis option, Plan C would encourage and provide a substantive hands-on, experiential approach to the implementation of a holistically-based community design project and the four additionally required credits (34 credits total).

The majority of the courses in support of the program already exist and are offered on a regular basis. However, to maximize the quality and effectiveness of this program, three new required core courses are under development and will be offered on campus in a face-to-face classroom setting beginning in the 2005-06 academic year (pending approval). These courses are:

- AGED/ESM 707 – Sustainable Community Development (3 credits);
- AGED/ESM 715 - Community Engagement for Sustainability (3 credits); and
- AGED/ESM 720 – Sustainability-Focused Education Programming (2 credits).

The long-term intent is that the entire Option II program will be fully available through the D2L on-line environment (as will be the entire WRNT program by Spring of 2005-06). It is anticipated that this can be easily accomplished by the Fall of 2008-09. The initial offering of the new courses on campus is for the sake of curriculum testing prior to on-line design. Once the on-line design and offering is fully implemented, on-campus offering will be based on demand.

Programmatic Resources

Faculty Resources: This new programmatic offering can be accomplished with the existing faculty expertise. Dr. Kelly Cain will assist the Agricultural Education faculty, Drs. Jim Graham and Tim Buttiles, in the facilitation of the degree option. All three faculty are current Graduate Faculty.
Programmatic Assistance Resources: The anticipated demand for the proposed curriculum will be accomplished with the existing level of Program Assistants currently available in the already combined office space for the Departments of Agricultural Education and Plant and Earth Science. This currently consists of 2.5 FTE Program Assistants, specifically Ms’s. Fay Westberg, Sue Freiermuth, and Rae Johnston.

Library Resources: Please see the attached list of library resources needed to support this proposed curriculum. The vast majority of resources necessary for the support of the curriculum can be gained through internet access to established and high quality websites devoted to this field of knowledge. Please also see the attached letter of support from the Collection Development Librarian regarding financial and logistical concerns for the curriculum resources.
AGED MS – Option II – Sustainable Community Development

Proposed Requirements

**Plan A (Thesis) and Plan B (Research Paper) – 30 credits total**

**Research Methodology (8-9 credits)**
- Research or Statistics course (TED 760 recommended) 3 cr
- AGED 781, 782, 783 Research Seminars 3 cr
- AGED 798 Independent Research (Plan B) 2–3 cr
- AGED 799 Thesis (Plan A) 2–3 cr

**Core Courses (8 credits)**
- AGED/ESM 707 Sustainable Community Development 3 cr
- AGED/ESM 715 Community Engagement for Sustainability 3 cr
- AGED/ESM 720 Sustainability-Based Education Programming 2 cr

**Specialization (13-14 credits)**
Courses to be selected upon consultation with advisor1

**Plan C (Non-thesis paper/project) – 34 credits total**

**Research Methodology (3 credits)**
- Research or Statistics course (TED 760 recommended) 3 cr

**Core Courses (8 credits)**
- AGED/ESM 707 Sustainable Community Development 3 cr
- AGED/ESM 715 Community Engagement for Sustainability 3 cr
- AGED/ESM 720 Sustainability-Based Education Programming 2 cr

**Specialization (23 credits)**
- AGED/ESM 589, 689, 789 Capstone Experience 4 cr
Courses to be selected upon consultation with advisor1 19 cr

1Sources for specialization credits
- WRNT Certificate courses would apply here
- Additional credits could come from many potential sources:
  - Courses taken from other Universities (up to 9 credits)
  - Other AGED graduate courses
    - AGED 701 Advanced Leadership Development
    - AGED 723 Program Development
    - AGED 724 Program Evaluation
    - AGED 726 Instructional Materials Development
    - AGED 732 Principles and Practices of Adult and Continuing Education
    - AGED 770 Advanced Agricultural Internship
    - AGED 781, 782, 783 Research Seminars (Optional in Plan C)
    - AGED/ESM 589, 689, 789
  - Other CAFES graduate courses
  - Select CAS or COEPS graduate courses
TO: Kelly Cain  
Plant and Earth Science

FROM: Valerie Malzacher LIBRARY DIRECTOR

DATE: May 2, 2005

RE: Support for Sustainable Community Development Program

Thank you for discussing with me the new graduate program you are developing, Sustainable Community Development (AgEd MS – Option II). I’ve reviewed the material that you’ve shared with me, and I lend my support to this program.

Graduate students generally use peer-reviewed journal literature most heavily for research, and the library provides access to a number of journals, particularly in our online databases, that support this program. We also subscribe to key online databases such as Academic Search Elite, Environmental Sciences and Pollution Management, Sociological Abstracts, and Science and Social Science Citation Indexes, that will support graduate level research in this field. Additionally, as we do with new graduate programs, I will allocate additional funding to your department this coming year for the purchase of monographs to support this new graduate program.
March 11, 2005

To the Respective Curriculum Committees of the College of Agriculture, Food and Environmental Science and the Graduate Council:

The Department of Teacher Education was consulted and approves of the following changes in name and in the changes in program components:

Program Title: (Current) MS – Agricultural Education: Option II – Professional Development in Agriculture

(Proposed) MS – AGED: Option II – Sustainable Community Development

Tim Holleran
Co-Chair - Teacher Education Dep't.
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/31

At the May 5, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/31 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee:

Starting in the fall of 2005 and continuing each semester after, students and advisers will receive an academic alert from course instructors. The academic alert is an indication that a student is performing at the level of D or F in at least one class. The academic alert process will be done voluntarily by instructors at approximately week six of the term in conjunction with the non-attendance process that is already in place.

Motion 2004-2005/31 passed on May 5, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/32

At the May 5, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/32 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee to approve a revision of the Seven-Year Review of Academic Programs process. The revision includes a new list of components of the required report, updated recommendations on numerical data, and surveys that now have consistent numbering systems. The new guidelines are intended to be simpler and more straightforward than the old guidelines.

See the attached document for details.

Motion 2004-2005/32 passed on May 5, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

5/10/2005
Seven-Year Review of Academic Programs

University of Wisconsin – River Falls

4/13/05
DRAFT
OVERVIEW
ACADEMIC PROGRAM REVIEW PROCESS

- All academic programs (entitled majors and associated sub-majors) must complete an approved program audit and review process each 7 years.

- New programs must complete a special review in the 5th year subsequent to their entitlement (see attached guidelines for “Joint Program Review” as specified in UW System ACIS 1.0). After that, the review takes place every 7 years.

- Programs receiving external accreditation should use the document(s) from their most recent accreditation visit for their program’s review. It is the responsibility of the department to determine what questions from the audit and review are NOT answered in the accreditation report and to provide answers, and to address any significant changes since accreditation took place. Since many accreditors are encouraging online presentation of documentation, these reports may be made available to the Program Review Committee online. A Program may request an adjusted timeline to coincide with an external accreditation review.

- The Office of the Provost & Vice Chancellor provides up to $500 toward the cost of bringing the external evaluator to campus, including honorarium; other expenses or expenses in excess of $500 are the responsibility of the individual major/program unit.

- Format: The completed self-study and accompanying documents should be submitted electronically. Normally, the report should not exceed 15 pages and should be single-spaced. The comments regarding program audit information should be limited to two pages. The 15 pages does not include the faculty vitae, survey information, and other data.

Timetable of steps to completing the Program Review

Fall Semester (no later than October 1)
- Initial notification and information about the program review process sent to departments whose major(s) are scheduled for review in the spring of the following academic year.
- Second notification sent to departments whose major(s) are scheduled for review in spring of the Current academic year.

Spring Semester
- Department completes program review self-study document and forwards to the Provost and to the Dean of their College by February 1.
- Department schedules and completes external reviewer site visit by March 1.
- Department submits final copy of program review self-study document, along with external reviewers report to the Provost & Vice-Chancellor. Report sent to University Program Review Committee by March 21.
- Department and Program Review Committee schedule departmental visitation.
- University Program Review Committee prepares a report for the Provost with recommendations by June 1.

July 1st
- Provost communicates to the department.
Review recommendations communicated to UW System
Program review information will be included in the University long range planning process and in determining resource allocations.

DETAILED GUIDELINES
ACADEMIC PROGRAMS AUDIT AND REVIEW PROCESS

Statement of Purpose

"Although the stated purpose of the review may vary – to inform external constituencies about the quality of the program, to focus attention on aspects of the program that needed attention, or perhaps to justify a request for additional resources – the ultimate goal of a program review should be to examine the extent to which the educational goals of the program are still appropriate and are being achieved satisfactorily. Almost inevitably, a structured program review will result in some (possibly minor, or sometimes major) changes in the program. The ultimate goals of any program review should be improving the program."


UW-River Falls is committed to offering high quality academic programs that successfully meet students' academic and professional development needs in a cost-effective manner, within the University's general and select missions. Routine program review is an important tool in maintaining program excellence. The results of routine reviews provide academic departments, their Colleges and Schools, and the University as a whole with critical information on program performance and vitality. This information importantly complements informed planning and decision making at all levels, as well as addresses the ongoing concern for systematic accountability expressed by the University's various constituencies.

The program review process at UW-River Falls is based upon the philosophy of peer evaluation and review. This philosophy supports internal, comprehensive evaluation of academic programs by faculty associated with the management and teaching of the academic program, and summary review of the academic program by an external reviewer familiar with or trained within the academic field associated with the program under review.

The program review provides:
1. Academic units the opportunity to comprehensively evaluate their academic majors, assessing the strengths and challenges currently associated with the major,
2. The College Dean and the University Program Review Committee, consider the resource needs and support levels associated with the major,
3. An opportunity for the University Program Review Committee to make programmatic recommendations on academic majors to the Provost, Chancellor and University community,
4. A basis for routinely communicating information on program viability to the UW System, as required in System academic policy;
5. A basis for routinely communicating information on program accountability to external groups, regional accrediting bodies, and University constituencies.

The Program Review consists of four sections. The first section requests general information and documents from the past review. The second section is a program audit, which focuses on program data. The third section focuses on the educational quality of the program under review, and the fourth is a summary section dealing with goals and future planning. For the purposes of this review, the third section, pertaining to the quality of the educational program, is the most important.
ITEMS IN THE SELF-STUDY DOCUMENT

SECTION ONE
GENERAL INFORMATION

A. Provide the following:

1. Title of the academic major under review (original UW System entitlement);
2. Sub-majors, options, or emphases associated with the entitled major;
3. Minor(s) associated with the entitled major;
4. Name of the department responsible for the major;
5. Name of College(s) or administrative unit that the major is affiliated with;
6. Names of additional departments that offer either required or elective courses in the major;
7. Date of initial entitlement and major developments in the program that have occurred in the past 10 years;
8. Summary of the conclusions of the previous program review;
9. Describe changes in the program since the previous review;
10. Include Provost’s Program Review report from the previous review.

SECTION TWO
PROGRAM AUDIT INFORMATION

Attach DATA Sheet to Report
Data is available in PDF format on the IR website.
The UWRF Office of Institutional Research will provide the following data for the program under review for the last five years. Enrollment data reported will be from the fall semesters. The data will include the following:

Number of Full-Time Equivalent Faculty (Full, Associate, Assistant)
FTE Academic Staff/Graduate Assistant
Unclassified Budget
Classified Budget
Capital Budget
S&E Budget
S&E as Percent of Total Budget
Student Credit Hours Produced
SCH/FTE
Student FTE
Majors/FTE Faculty
Minors/FTE Faculty
Budget per SCH produced
Budget per Major
Number of majors in the program
Number of minors in the program
The number of students who have graduated with a first or second major in the major
Average number of credits to degree for students in the major
Average time to degree for students in the major
Number/percent of students of color in the major

Discussion of Program Audit Data (Limit this section to two pages.)

A. Faculty and Staff

Indicate the extent to which current staffing levels for both teaching faculty and program support staff, adequately met the programmatic needs of the major under review. Evidence from faculty, current student, or alumni surveys is appropriate to include.

B. Enrollment Trends in the Major

1. What factors internal to the University have affected enrollments in the major over the last 5 years (curricular changes, resources and staffing changes, etc.)?

2. What factors external to the University have affected enrollments in the major over the last 5 years, 6-10 years (changes in the job market, technological, economic, or societal forces)?

3. What are the "best guess" predictions related to enrollment trends in the major under review and in the future? Include any data and sources for estimates when available.

C. Student Completion of the Major

Indicate the extent to which students complete the major in a timely fashion. What factors, if any, currently impede progress toward completion of the major under review (for example, gateway courses, or pre-requisites)?

D. Resources and Cost of the Major

1. Indicate the extent to which current resources (supplies and equipment, facilities, and technology) adequately meet the programmatic needs of the major under review.

2. What is the impact of participation in the General Education curriculum on resources and staffing associated with the program?
SECTION THREE
PROGRAM REVIEW INFORMATION

Please use the following questions to guide your narrative.

A. Review of Educational Goals for the Program

1. What are the educational goals of the program?
2. How does the program monitor its progress toward achieving its goals?
3. What modifications have been made recently in the goals or in the program?
4. What are the major trends in the field with regard to the educational goals?

B. The Structure of the Curriculum

1. What is the plan for the curriculum and how was it determined?
2. Describe the common core of courses taken by all students in the program.
3. What kinds of courses are used as an introduction to the field?
4. How is the major structured beyond the introductory courses?
5. When and how are students introduced to the modes of inquiry and methodology of the discipline?
6. Describe any capstone experiences (for example, a senior seminar, a senior project, a thesis, comprehensive examinations) that provide students with an opportunity to integrate the learning that has occurred throughout their college experience.

C. Learning Outcomes Assessment

1. Attach a copy of the current Assessment Plan for the major/program. The following expectations must be addressed in the assessment plan: (Appendix A: Faculty Senate Assessment Committee Guidelines, Fall 2004)
   a. The assessment plan must clearly identify expected student learning outcomes.
   b. The assessment plan must identify where in the curriculum the learning outcomes are addressed.
   c. The assessment plan must include multiple direct and indirect measures to assess how well the learning outcomes are being met.
   d. The data collected must be used to inform teaching and strengthen the program.
   e. The results must be made available to students and other constituencies.

2. How does assessment provide opportunities for students to reflect on their progress in the program? To integrate different parts of their learning?

3. What are the assessment results and how have you used them to implement change?
4. Include National test data as appropriate such as PRAXIS I & II results or GRE score data.

D. Surveys and External Responses

Using the results of the Student Survey, Faculty Survey and Alumni Survey completed as part of this program review process, summarize the general evaluations of the program by current students, faculty and alumni. Also provide the specific results of the survey conducted. To what extent do the survey results document the overall effectiveness of the program? It is recommended that the surveys be administered on-line.

E. Connections

1. Include a brief description of the relationship between the major under review and the University’s general and select missions (see recent website for undergraduate catalog for mission statements).

2. How does the program curriculum connect with the general-education curriculum and/or with other programs on campus?

3. Describe connections beyond the academy, such as service learning opportunities, internships/practicums, and student teaching.

4. Provide some information regarding the post-graduate experience of your students. (e.g. employment, graduate school)

F. Teaching Quality

1. How do faculty examine their teaching practice to see whether and how well they help students develop the desired intellectual and practical skills?

2. How does the program evaluate teaching?

3. How does the program provide support and encouragement for the development of high quality teaching?

4. How do faculty use outcome assessment results to improve their teaching?

5. Address survey results on teaching.

G. Scholarship

1. What are the modes of scholarship in which the program’s faculty members are actively engaged?

2. How are students involved and engaged in research activities?

3. How does faculty scholarship improve their teaching?

H. Advising

1. How are the students in the program advised?
2. What other opportunities exist for faculty/student interaction? (e.g. student clubs, seminars, or interest groups associated with the program).

3. How is advising evaluated and rewarded in the program?

4. How does advising provide information that influences the way the program is structured and the way the courses are taught?

I. Inclusiveness

1. What are the program’s diversity goals and what activities are being carried out to enhance diversity?

2. What efforts have been made to address challenges that impede accessing (student, faculty, or content) diversity within your program?

3. How does the program address issues of diversity and inclusiveness in its curriculum, and teaching and assessment methods?

J. Mechanisms of Renewal

1. Is there evidence that the program promotes faculty growth and development in scholarship, teaching and learning, curriculum and course development, advising, and other activities related to the goals of the program?

2. What evidence does the program have that indicates its excellence in encouraging, rewarding, and promoting excellent teaching?

3. How does the program orient and mentor new faculty members?

4. What faculty development activities are available for faculty members at all levels? In what activities do faculty participate?

SECTION FOUR
SUMMARY STATEMENTS

A. Discuss critical problems facing the program.

B. Describe short and long-term plans.

C. What additional points, if any, not raised in this program review do you wish to include that address the effectiveness and performance of the program under review?

ATTACHMENTS

A. External evaluator’s report (see “Guidelines on External Evaluators”).

B. Learning Outcomes Assessment Plan
C. Surveys: Departments may use existing surveys or instruments that measure program goals and objectives to supplement required surveys.

D. Faculty Vitae: Attach copies of the current vita for all faculty associated with the major under review. Vitae must include information on professional accomplishments, professional development undertaken, service to the University and community. Faculty vitas should be in electronic format and may be a full vita or an abbreviated two to three page vita.

GUIDELINES FOR EXTERNAL REVIEWERS

Programs preparing their self-study documents for academic program review purposes must bring an external reviewer to the campus to assess the program and to provide the department with a written report of their findings. This visit occurs only after the self-study program review document is finished and can be made available to the reviewer.

Selection of External Reviewer

Evaluators will be selected on the basis of their reputation within the particular discipline undergoing review. The department chair of the major/program under review will submit a list of no more than three names with short vitas and rationale for each prospective evaluator to the Dean of the College. When possible, the outside reviewer should be a neutral, impartial individual who has had no previous ties to the campus. The Dean in consultation with the Provost and the department under review will select the external reviewer/evaluator. The chair of the major/program will extend an invitation to the individual.

Reviewers should be selected on the basis of their reputation within the particular discipline and with special concern for the emphasis on undergraduate instruction (as opposed to graduate instruction and research) that characterizes the UW-River Falls’ mission. It is also important to consider the availability of funds to support the reviewer’s visit and honorarium. Appropriate reviewers may come from other campuses (public or private) in or out of the state; from business or industry, if appropriate; from professional associations or from accrediting bodies if available. Typically one reviewer is sufficient to meet the requirement, but on occasion a program may desire or need two reviewers. It is appropriate, though not required, to use an internal reviewer from another discipline on campus in addition to the external reviewer, if the department desires. If two external reviewers are needed, the program should consult directly with the College Dean and the Provost. The Office of the Provost & Vice Chancellor provides up to $500 toward the cost of bringing the external evaluator to campus, including honorarium; other expenses or expenses in excess of $500 are the responsibility of the individual major/program unit.

In the event that the reviewer comes from one of the University of Wisconsin System’s other campuses, the honorarium to the reviewer can only be paid if the Provost of the reviewer’s home campus agrees. In some past instances the honorarium went to the campus, not the individual reviewer. If a UW-System reviewer is chosen, an inter-institutional agreement form, obtained from Accounts Payable office, must be filed.

General Guidelines

The principal focus of this external review is to gauge the quality of the program. Though there is no one measurement of quality, attention should be directed to indicators of the qualifications and performance
of the program’s faculty, the success of the program’s graduates, and the nature of the curriculum (depth, breadth, currency) offered by the program as it relates to the mission of the University.

Other areas for review include the use and availability of supplies and equipment, library resources, clerical and other technological support, adequacy of space and facilities, adequacy of budget and salaries, and the degree of future planning undertaken by the program. As evaluations of these areas are made, the evaluator should provide appropriate objective comparisons with other similar programs, or national accreditation standards governing such programs if they are available. The reviewers should be encouraged to be both critical and complimentary in their analysis of the program. Recommendations for changes and improvements are especially encouraged.

In gathering information during the visit, the external reviewer should supplement reading of the department’s self-study documents and the University catalog by interviewing a number of individuals and groups on campus. The reviewers’ schedule should be worked out in advance. The department should arrange for the reviewer to meet with the department’s faculty, with a group of its student majors, with faculty from other related departments, with the Dean of the college, and with the Provost. Before the consultant leaves campus, there should be a debriefing in which the general observations and likely conclusions of the visit are conveyed to the program faculty. This exit interview provides an excellent opportunity to question and gain additional insight into the program. The department may also clarify its expectations for the final report.

Appendix A: Guidelines for the Assessment Portion of the 7 Year program Review Process
Appendix A

Guidelines for the Assessment Portion of the 7 Year Program Review Process

While it is necessary to demonstrate the effectiveness of a program through assessment, the primary purpose of assessment is to improve the program.

To avoid possible misunderstandings, a couple of points will now be stated about what the purpose of the Assessment Plan is not. It is not the purpose of the Assessment Plan to put the spotlight on, scrutinize, and later pass a verdict on, each instructor’s performance or ability in the classroom. Rather the plan is meant to provide some guidance or framework to the instructors, so that they can achieve those goals set by the department or the program. Also, it is not presumed that departments or programs that have not yet clearly defined their Assessment Plan are therefore ineffective or are not performing well. It is understood that, just because a department has not taken the time to clearly formulate its Assessment Plan, does not mean that it lacks an effective assessment procedure and cannot serve the students well. Such programs should however initiate efforts to clearly articulate and formalize their Assessment Plan.

It should also be noted that it is acceptable to integrate assessments created for other purposes, such as national accreditation of a program, into the assessment plan, so long as the assessment plan contains the elements outlined below.

The following expectations must be addressed in the assessment plan:

1. The assessment plan must clearly identify expected student learning outcomes.
2. The assessment plan must identify where in the curriculum the learning outcomes are addressed.
3. The assessment plan must include multiple direct and indirect measures to assess how well the learning outcomes are being met.
4. The data collected must be used to inform teaching and strengthen the program.
5. The results must be made available to students and other constituencies.

The University Assessment Committee is an available resource for developing and implementing assessment plans.
Program Review Faculty Survey

Number of years at UWRF:____________

Please rate the following program components regarding your major program by circling the choice that most closely corresponds to your opinion. Use only a #2 pencil.

<table>
<thead>
<tr>
<th>Section One</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
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<td>2. Library Services</td>
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<td>3. Classrooms</td>
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<td>4. Laboratories</td>
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<td>5. Faculty Offices</td>
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<td>6. Instructional Technology</td>
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<td>7. Technology Support</td>
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<td>8. Number of Faculty</td>
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<td>9. Academic Preparation of Faculty</td>
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<td>10. Instructional Effectiveness of Faculty</td>
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<td>11. Collegiality of Faculty</td>
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<td>12. Number of Support Staff</td>
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<td>Quality of Support Staff</td>
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<td>14. Number of Student Workers</td>
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<tr>
<th>Section Two</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>15. I have been supported to adapt new teaching activities</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>16. I have been supported to increase my level of professional development</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<tr>
<td>17. I have been supported to increase my level of scholarly activity</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>18. I have been supported to participate in university service</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>19. I have been supported to participate in professional service</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>20. I have been supported to participate in community service</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>21. I have been supported in my outreach efforts</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>22. The program curriculum is up-to-date</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>23. The program demonstrates &quot;best practices&quot; in pedagogy.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<tr>
<td>24. I have good communication with colleagues in my program</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>25. I feel prepared to advise students.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>26. I have effective communication channels with advisees</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>27. I understand the program curriculum in an advising context</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>28. I understand general education requirements in an advising context</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>29. The program's current assessment plan is adequate to measure student learning outcomes</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree Nor Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Thank you for your cooperation. Please return the completed survey by DATE.

If the stamped, addressed envelope for returning the survey has been misplaced, please return to:

Survey Research Center
Center for Regional Development
University of Wisconsin River Falls
410 S. Third Street
River Falls, Wisconsin 54022
# Program Review Alumni Survey

## The Institution as a Whole

There are many reasons for pursuing and education. In thinking over your educational experience at UW-River Falls, how much do you think UW-RF contributed to your progress in each area below? Circle the response that most closely corresponds to your opinion. Use only a #2 pencil.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>None</th>
<th>Little</th>
<th>Don't Know</th>
<th>Some</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Intellectual Growth</strong>: Your ability to understand and use concepts and principles from several broad areas of learning</td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>2. Social Growth</strong>: your understanding of other people and their views; your experience in relating to others</td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>3. Aesthetic and Cultural Growth</strong>: Your awareness and appreciation of the literature, music, art and drama of your own culture and of others</td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>4. Educational Growth</strong>: Your understanding of a particular field of knowledge; your preparation for further education</td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>5. Vocational and Professional Growth</strong>: Your preparation for employment in a particular vocational or professional area</td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>Personal Growth</strong>: Your development of attitudes, values, beliefs and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future</td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>7. Writing clearly and reading and listening effectively</strong></td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>8. Ability to think critically, analyze problems systematically, and to integrate knowledge from the humanities and the social and physical sciences</strong></td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>9. A global perspective of human culture, recognizing that this century requires such perspective</strong></td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
<tr>
<td><strong>10. Gaining an understanding of the cultural experiences associated with diverse American racial and ethnic groups (specifically, American Indians, African Americans, Latino and Hispanic Americans, and Asian Americans)</strong></td>
<td>None</td>
<td>Little</td>
<td>Don't Know</td>
<td>Some</td>
<td>Very Much</td>
</tr>
</tbody>
</table>
The Academic Major

This set of questions refers to your experience with your academic major at UW-RF. Here we ask that you reflect upon your experience with this major only. Circle the response that most closely corresponds to your opinion.

<table>
<thead>
<tr>
<th>Experiences with Your Academic Major</th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. In general, would your rate the quality of instruction in courses you pursued in this major as:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
</tr>
<tr>
<td>12. When you compare how this major prepared your to solve problems encountered in your current occupation with the preparation received by your colleagues of similar age and training, would you say you were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Much less prepared</td>
<td>Less prepared</td>
<td>Similarly prepared</td>
<td>Better prepared</td>
<td>Much Better prepared</td>
</tr>
<tr>
<td>13. The departmental laboratories or facilities (such as classrooms or computer facilities) used in conjunction with this major were adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>No Opinion</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>14. This undergraduate major gave you the skills that you sought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>No Opinion</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>15. This undergraduate major gave you the understanding that you sought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>No Opinion</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>16. The course requirements in this major provided you with an adequate depth of knowledge about the subject area of the major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>No Opinion</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>17. The electives in this major provided you with an adequate depth of knowledge about the subject area of the major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>No Opinion</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

3 to 5 department specific questions
21. To what extent is your present occupation related to this major?

22. To what extent was the first job you held following graduation related to this major?

23. To what extent was your choice of this undergraduate major related to your perception of future employment possibilities?

24. To what extent did this undergraduate major help you to obtain the type of job you wanted following graduation?

26. Please suggest any new courses or topics that we ought to include in the curriculum of this major.

27. In what year did you receive your undergraduate degree from UW-River Falls?

28. What were your second undergraduate major and/or minor at UW-River Falls?

29. Feel free to make any additional comments about UW-River Falls

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River Falls, Wisconsin 54022
Program Review Student Survey

Circle of the response that most closely corresponds to your opinion for each of the following questions. Use only a #2 pencil.

**A. Advising**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My advisor knows the curriculum and graduation requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The advice I get from my advisor is generally accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My advisor makes me aware of extra curricular opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My advisor is approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. When I need to talk with the chairperson or director of this major, I am generally able to do so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The academic advising I have received in this major has been helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Teaching**

<table>
<thead>
<tr>
<th></th>
<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Enthusiasm for the subject matter demonstrated by the instructors in this major is generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The organization of the subject matter demonstrated by the instructors in this major is generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The presentation of the subject matter demonstrated by the instructors in this major is generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The quality of examinations given by the instructors in the major is generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The appropriateness of papers or projects assigned by the instructors in the major is generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The fairness of grade policies used by the instructors in this major is generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The expectations and procedures of grade policies used by the instructors in this major are generally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum

14. The breadth of the courses in this major are generally
   Very Poor  Poor  Average  Good  Very Good
15. The depth of the courses in this major are generally
   Very Poor  Poor  Average  Good  Very Good
16. The adequacy of the physical facilities (classrooms, labs, etc.) supporting this major is generally
   Very Poor  Poor  Average  Good  Very Good
17. The appropriateness of required courses in this major is generally
   Very Poor  Poor  Average  Good  Very Good
18. The flexibility in choosing elective courses in this major is generally
   Very Poor  Poor  Average  Good  Very Good
19. The adequacy of supporting activities (guest speakers, presentations, workshops, clubs, etc.) in this major is generally
   Very Poor  Poor  Average  Good  Very Good
20. The adequacy of the library resources related to this major is generally
   Very Poor  Poor  Average  Good  Very Good

D. Goals of the Program/Major

21. The goals of the general education program compliment the educational goals of the program/major
   Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree
22. The course work in the minor or emphasis supports the educational goals of the program/major
   Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

E. Current Class Standing

Freshman  Sophomore  Junior  Senior

Please feel free to offer any additional comments about this major:


Thank you for your cooperation. Please return the completed survey by DATE.

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Survey Research Center
Center for Regional Development
University of Wisconsin River Falls
410 S. Third Street
River Falls, Wisconsin 54022
May 9, 2005

TO: Virgil Nylander, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/30

At the May 5, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/30 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Faculty Welfare and Personnel Policy committee to approve clarifying revisions to the Sabbatical Guidelines.

See the attached document for details.

Motion 2004-2005/30 passed on May 5, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

5/10/2005
Date
REVISIONS TO UWRF SABBATICAL GUIDELINES (FWPP MEETING, 3/28/05)

The Faculty Welfare and Personnel Policy Committee voted unanimously at its meeting on April 4, 2005, to revise the Guidelines for Faculty Sabbaticals. The Committee proposes revisions to two sections of the current guidelines: Requirements and Selection of Sabbatical Leave Recipients.

Requirements: The Committee proposes the following language. Changes are noted in brackets. The items have been reorganized and renumbered, with one additional item.

[Each applicant shall complete the Sabbatical Proposal Form, which describes] the [proposed sabbatical] in complete, clear, and specific terms, including each of the following items:

1. [An abstract of 100] words or less summarizing the objectives of the proposal.
2. The nature and objectives of the proposed sabbatical, including a detailed account of the proposed sabbatical activities.
3. [The relationship of the proposed sabbatical to the applicant’s field of expertise is to be demonstrated, and as appropriate, supported by references to the vita and other documentation.]
4. The anticipated contribution of the [proposed sabbatical] to the enhancement of teaching and/or course and curriculum development at UWRF which may or may not include the relationship of the sabbatical to the research interests of the applicant.
5. The proposed period and/or schedule of the [sabbatical], including a time line which shows when the work will be done.
6. A copy of the personal vita which must include evidence of excellence in teaching and of the academic contributions made by the individual. If possible, submit an electronic version of the CV to FASDB@uwrf.edu. If the proposal is approved, an electronic CV will be required.
7. A transmittal form signed by the department chair and the dean acknowledging their support of the sabbatical.
8. Letters confirming the existence of a proposed relationship, travel/residence, or outside institutional commitment germane to the sabbatical, if any, should be included.

[Letters of support from colleagues, department chairs, deans, or others are NOT to be included in the proposal and will not be considered by the committee in its deliberations.]

9. Applicants should submit seven copies to the Director of Faculty and Student Academic Support Programs, 104 North Hall.

Selection of Sabbatical Leave Recipients

The Committee proposes revisions only to the section labeled (c) in the guidelines.

(c) Preference shall be given to those candidates who have made significant academic contributions to the University. Academic contributions include those activities normally recognized in decisions of promotion and tenure: quality of teaching, scholarly activity, and service to the University and the wider community. The committee shall refer to the vita for evidence of academic contributions. [For candidates who have not received a previous sabbatical,] the time period for purposes of evaluation shall be the candidate’s full length of employment at this University. [For candidates who have received a previous sabbatical, the
candidate should submit, and the committee will consider, only contributions made since the completion of the previous sabbatical.]
Current
Faculty Sabbaticals Procedures
[FS 92/93 #21][FS 90/91 #25][FS 95/96 #18]

Requirements
Each applicant shall prepare a proposal describing the sabbatical program in complete,
clear, and specific terms, including each of the following items:
(1) A cover sheet signed by the department chair and the Dean or Director of the applicant's College or School acknowledging their familiarity with the faculty member's intent in seeking a sabbatical leave. The signatures do not signify support either for or against the proposal in terms of its merits, departmental personnel considerations or financial obligations.
(2) An abstract of fifty words or less summarizing the objectives of the proposal.
(3) The nature and objectives of the proposed sabbatical program, including a detailed account of proposed sabbatical activities. If the proposal involves interaction with other than a traditional institution, documentation should be provided establishing the credibility of that institution as a proper setting for a sabbatical.
(4) Demonstration of the relationship of the proposed sabbatical program to the faculty applicant's field of expertise, supported, as appropriate, by references to the vita and other documentation.
(5) The anticipated contribution of the proposed sabbatical program to the enhancement of teaching and/or course and curriculum development at UW-River Falls, which may or may not include the relationship of the sabbatical program to the research interests of the applicant.
(6) The proposed period and/or schedule of sabbatical study including a time line which shows when the work will be done.
(7) A copy of the personal vita which must include evidence of excellence in teaching and of the academic contributions made by the individual.
(8) Letters of support from colleagues, department chairs, Deans, Directors or others are not to be included in the proposal and will not be considered by the committee in its evaluations. Only letters which confirm the existence of a proposed relationship, travel/residence, or outside institutional commitment germane to the sabbatical proposal, if any, should be included.

Selection of Sabbatical Leave Recipients
(8) Evaluation: The criteria to be applied by the committee are as follows:
(c) Preference shall be given to those candidates who have made significant academic contributions to the University. Academic contributions include those activities normally recognized in decisions of
promotion and tenure: quality of teaching, scholarly activity and service to the University and the wider community. The committee shall refer to the vita for evidence of academic contributions. The time period for purposes of evaluation shall be the length of time since the applicant's last sabbatical. Priority will be given to those applicants who have not received a sabbatical in the previous ten years. [FS 00/01 #21]
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/29

At the April 21, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/29 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Faculty Welfare and Personnel Policy to approve guidelines related to Emeriti faculty members. The guidelines should be inserted in the Handbook after Procedures for Faculty Sabbaticals in Chapter IV.

See the attached document for details.

Motion 2004-2005/29 passed on April 21, 2005. This motion will take effect immediately.

☑ Approved  
☐ Disapproved

Virgil Nylander, Chancellor  
4/28/2005

Date
EMERITI STATUS: CRITERIA, PROCEDURES, PRIVILEGES

CRITERIA FOR AWARDING EMERITI STATUS: Emeriti status is awarded in recognition of excellence in contributions to UW-River Falls. It is not granted automatically upon retirement.

Requirements:

1. Only faculty and academic staff are eligible for emeriti status.
2. Emeriti status is awarded only to individuals retired from UW-River Falls.
3. Emeriti status is awarded based on a minimum of 15 years of significant service to UW-River Falls.
4. Exceptions to these requirements may be considered if there is considerable support for the application by the nominating unit or if there are unusual circumstances.

Procedures:

1. The name and qualifications of an eligible faculty or academic staff member are submitted by the academic unit or department to the appropriate Dean or Supervisor for approval.
2. If approved, the nomination is forwarded to the Chancellor for final approval.
3. Upon final approval, the Chancellor sends a letter to the nominee listing privileges bestowed by emeriti status. The appropriate units, such as the library, the Campus Card Office, and IT Services, will also receive a copy of the letter.

Privileges:

Privileges bestowed on individuals awarded emeriti status will be reviewed periodically by administration. Any changes or adjustments to the list of privileges will be made in consultation with the Faculty Senate. Emeriti will be notified if any changes occur due to budgetary reasons.

Privileges include:

1. complimentary parking permit, upon request.
2. campus ID, with all privileges it confers.
3. a UW-River Falls e-mail address.
4. the right to participate in all-University social affairs and functions.
5. inclusion on the Falcon Features mailing list.
6. complimentary tickets to University Theatre performances upon request.
April 26, 2005

TO: Virgil Nylander, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
      Faculty Senate
      University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/28

At the April 21, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/28 was made, seconded, and passed. This motion is forwarded for your action:

The Faculty Senate recommends that South Hall 224 be designated in honor of Professor Edward N. Peterson.

See the attached documents for details.

Motion 2004-2005/28 passed on April 21, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

4/28/2005

Date
TO: Mary Halada

FROM: Gorden Hedahl, Dean
   College of Arts and Sciences

DATE: April 18, 2005

RE: Naming of South Hall 224 in honor of Edward N. Peterson

I am writing to request that the University designate Room 224 of South Hall in honor of Professor Edward N. Peterson, UW-RF Professor of History from 1954 to March 25, 2005. I understand that a room or space within a building can be named by the campus administration with approval by the Faculty Senate in accordance with UW System guidelines.

It is important that we take action to recognize and celebrate the life and work of our friend and colleague Ed Peterson. Dr. Peterson’s contributions to the University of Wisconsin-River Falls are unique and irreplaceable. Only a very small percentage of the living graduates and people associated with the university can ever recall a time when Ed Peterson was not teaching here. He was involved in the development of the University since 1954, when this was a State Teacher’s College with fewer than 1000 students. Ed was responsible for the creation of the History Department at UW-RF as we know it and served for 28 years as its chair. The changes that have occurred during Dr. Peterson’s tenure here are immense and his contributions are immeasurable.

Certainly the length of Dr. Peterson’s service is impressive, but even more noteworthy is his dedication to his students and to their learning. He excelled in every area of his work, and he continued that mode of excellence right up to the moment of his death. He published 8 books and numerous articles, and was planning summer trips to Germany to complete yet another volume. He received multiple honors for his teaching and scholarship, and they were very richly deserved. He has received separate awards for Outstanding Teaching and Outstanding Research from the College of Arts & Sciences, and he was named the University’s Distinguished Teacher—our highest campus honor—in 2004. He must also be recognized for his lifetime service to the University and community in conjunction with his wife and life-partner, Ursula, in helping the city and region better understand its historical heritage.

It has been frequently noted that Ed was probably the only person in the world who taught for 51 years without missing a full day of classes! Everyone who knew him saw
his work as a role model for commitment to the profession. He was the kind of teacher and the kind of person that we all aspire to be. And not only was he simply present, but he was continually involved and engaged with his students and the issues that concerned them.

Although he was a man with clear opinions and views, he was able to gently engage students where they were, and then challenge them to consider other views and positions. He was a highly effective advocate for the importance of a strong liberal arts education and daily he helped his students to experience what that kind of education can provide. He was also a very witty man with a gift for language and an ability to look at issues clearly and perceptively. And perhaps most importantly, for a historian, he had an extraordinary ability to make the events of the past seem current and full of opportunities for students to understand today’s world.

In 2001, Chancellor Ann Lydecker commissioned the building of the Ceremonial Mace symbolizing leadership. As our most senior professor, Ed Peterson regularly carried the mace at commencement. We will certainly all miss his presence at the head of the line, beginning and regally ending the commencement ceremony in a way that was weighty, dignified and still at ease and personal. We will also miss him as a role model for commitment to teaching and to the process of education. It was our privilege to know and work with Dr. Peterson and it is our responsibility to see that the institution that he nurtured and cherished and devoted his life to will continue to provide an exemplary liberal education for all of our students.

An article in the River Falls Journal included the following quote: “It is hard for me to imagine what the history of River Falls, Pierce County and this university would be without Ed and Ursula Peterson,” says Sue Ginter Watson, UW-RF Archivist. “Through their historical research, publications, perseverance and passion for saving community and university history we are able to study and view our past much more clearly. Their quiet, unassuming, humble, diligent and thorough efforts have made a tremendous difference on and off campus.”

It is extremely appropriate that a space in South Hall be designated in Dr. Peterson’s honor. Ed and his wife, Ursula, were instrumental in the struggle in the 1970’s to keep his beloved South Hall, our oldest building on campus, from being destroyed. This prominent symbol for our university’s history would fittingly house a room in honor of our longest-serving professor.

It is also entirely appropriate that South Hall 224 be dedicated and named for Professor Peterson. The room is intimately connected to his extraordinary career here. Although, due to occasional construction and remodeling, Ed sometimes taught in other places, he spent almost his entire career in his favorite room. With a career that spanned 51 years, without ever missing a single day of classes, it was once estimated that Ed entered Room 224 over 18,000 times! Everyone who enters that room should share in that history.
Edward N. Peterson
Brief Biography:
Written by John Buschen
Edward N. Peterson was born on August 27, 1925, in St. Joseph, Missouri. He was the
top male graduate in the class of 1943, St. Joseph Central High School, and attended the
Junior College before being drafted into the U.S. Army on March 28, 1944. He served in
the 1st Battalion, 274 Infantry Regiment, of the 70th Division, and was sent to Europe on
December 1, 1944. By February 1946, by virtue of his having taught himself German, he
was assigned to the 321st Military Intelligence Unit. While in Hersfeld, Germany, he met
and married Ursula Schmidt. Their first son John was born there in 1947.

When Ed returned to the States, he returned to St. Joseph, and finished the AA Degree in
June 1948. He then transferred to the University of Wisconsin-Madison, where he
majored in European history, with an emphasis on German History, receiving his Ph.D.
degree in 1953. After one year of teaching in Richmond, Kentucky, where the second
son, Michael, was born, Ed joined the Wisconsin State College at River Falls, which
became the University of Wisconsin-River Falls.

Starting in the Social Science Department in River Falls in 1954, he taught at the
university until his death on March 25, 2005. In the beginning of his career, he taught
courses in the History of Western Civilization, Asian Civilization and Contemporary
American Civilization, sociology, economics and political science. His advanced classes
often concerned 20th Century World History. In 1963, he became Chair of the Social
Science Department. When that was divided into five departments, he remained chair of
the History Department until 1991. For over 50 years he enjoyed teaching a course called
Great Ideas, a capstone course for seniors. His most enjoyable course was a Graduate
class on World War I, World War II and the Cold War, where the students would prepare
research for the seminar's probing and discussion. What impressed his students the most
was his enthusiastic rapid lectures, accompanied by his outlining the lecture and filling
many blackboards with notes. Students termed him the most cheerful of lecturers. He
enjoyed reading papers and grading exams and looked forward to it each evening.

Ed was a vigorous and articulate promoter and defender of the liberal arts. He appeared
in various university plays with other stellar faculty actors like Vera Moss, Blanche
Davis, and Josie Paterek, and he directed a "Faculty Frolic." He was president and
secretary of the Upper Midwest History Conference; Secretary & Treasurer of the Pierce
County Historical Association; Chairman of the Faculty Senate; and member of many
faculty committees. He received research grants from the Alexander von Humboldt
Stiftung in 1963-64, 1966, and 1985; the National Endowment for the Humanities in
1969-70, and the Social Science Research Council in 1970-71. These enabled three major
research periods in Germany, so that his sons, raised bilingual, could attend German
schools.

Ed was a prolific scholar, doing research in Germany every year and writing a number of
books. He published his doctoral dissertation on Hjalmar Schacht, For and Against
Hitler (1954); as well as The Limits of Hitler's Power (1969); Retreat to Victory: the U.S.
Occupation of Germany (1978); The Many Faces of Defeat: the German People's Experience in 1945: An Analytical History of World War II (1995); Russian Command, German Resistance (1998); The Secret Police and the Revolution: The Fall of the German Democratic Republic (2001); and The Limits of Secret Police Power: The Magdeburger Stasi, 1953-1989 (2004). In addition there were many scholarly papers and book reviews. He was most active professionally in the German Studies Association. Dr. Peterson also supported his wife Ursula's writings and publications on the History of River Falls and Pierce County, as well as her Family History Research.

The two great loves of Ed's life were Ursula and teaching, and he remained devoted to both for his entire life. He said on several occasions that he hoped to die while lecturing in South Hall, which he and Ursula had worked so hard to preserve. Ed maintained friendship and correspondence with many History graduates going back to his first years as a teacher in the 1950s and continuing to the present. He gave the commencement address to the UW-RF graduates in December 2004, having won the University Distinguished Professor Award in 2004. This is the highest recognition for outstanding teaching which the university bestows. He was a superb colleague, the truest kind of friend to many, a dedicated scholar, a devoted husband and father, a man who enjoyed life.
UW-RF's Senior Faculty Member Named Top Teacher
UW-RF Press Release  March 19, 2004

A faculty member with 50 years of teaching service at UW-River Falls, and who is recognized as a pre-eminent scholar on Nazi Germany and the Russian Occupation of East Germany and Poland following World War II, has been selected as the Distinguished Teacher.

History Professor Edward Peterson is the 2004 recipient of the award, which is the highest the University can bestow. Selection is through polling of graduating seniors and recent graduates.

The selection of Peterson, who has not missed a day of teaching class since his arrival in 1954, drew accolades from students, faculty and staff.

Said Chancellor Ann Lydecker in announcing the award, "Professor Peterson has touched literally thousands of lives during his five decades of teaching. I've heard our currently enrolled students, as well as undergraduate and graduate program alumni who span the generations, speak of how Dr. Peterson was their inspiration.

"He inspired them to learn history, to develop the study skills that led to their successful completion of their degrees, to think more critically, to become better teachers, and to have a new appreciation of the United States within the world context.

"They appreciate the fact that he viewed them as individuals and took an interest in them. Dr. Peterson is truly deserving of this prestigious award."

Alumni who nominated Peterson praised the breadth of his knowledge and his commitment during the past 50 years to UW-RF students.

Wrote one: "Not having Dr. Peterson as one of the "distinguished teachers" is like not listing Abe Lincoln as one of the greatest presidents. There is no more decent man or teacher at this university."

Another added, "He is an excellent professor who knows his subject, but more importantly he teaches with a vigor and excites his classes."

Added another, "Ed is a legend at UW-RF. His knowledge of history is
beyond compare on the campus and his dedication to the profession of education speaks for itself. He deserves this award and he's earned it in every respect of the word."

Wrote another, "Dr. Peterson is a very intelligent person. To be teaching 50 years is amazing."

Peterson, who served as chairman of the social science and history departments from 1963 to 1991, teaches a range of undergraduate and graduate courses with a particular emphasis on 20th Century European history. Among those courses are Origins of One World (Europe since 1660), German history and Hitler, WWI and WWII history and a capstone course in social sciences.

The development of his international reputation as an historian can be traced to his service in the U.S. Army at the end of World War II in Germany and his assignment for two years to Occupation Forces.

After meeting in Germany his future wife Ursula, Peterson returned to Wisconsin and earned his bachelor's, master's and doctorate at UW-Madison.

A committed researcher of German archives, including secret police records, and a prolific writer, Peterson wrote the first of his seven histories on the limitations of Hitler's totalitarian powers. His additional histories have explored such topics as Germany under American Occupation, East Germany and German resistance under Soviet Occupation, and an analytical history of World War II.

During his distinguished career, Peterson has received grants from the National Endowment for the Humanities and the Social Science Research Council. He has presented papers and lectures at conferences from Bemidji, Minn., to London, England, for such groups as the German Studies Association and the Society for the History of American Foreign Relations. He also is a three-time recipient of the Alexander von Humboldt Award presented by a German foundation for furthering scholarship in the culture.

Dean Gorden Hedahl of the College of Arts & Sciences praised Peterson's contributions to UW-RF:
"I think that it is possible that Ed Peterson created the mold for the phrase 'a gentleman and a scholar.' He is certainly the embodiment of that phrase. Dr. Peterson is a gentle person who speaks quietly, calmly and compassionately, but he works with great purpose and an unwavering devotion to his students and to the betterment of the University and the community of River Falls.

"His dedication is legendary, and he is also a very accomplished scholar with a prodigious list of publications, made all the more impressive by the heavy student load that he continues to carry. It is hard to imagine anyone who has worked on such an exemplary level for such a long time. He is also an extremely humble man who isn't one for self-promotion or fuss, but it is important that his work be recognized and be celebrated. His contributions are unique and lasting and are fully deserving of recognition."

In addition to his teaching and research, for the past 20 years Peterson has edited the history department alumni newsletter. As the senior faculty member, the honor also falls to Peterson to carry the University's ceremonial mace at formal events, such as commencement.

Peterson's likeness will be added to the UW-RF Distinguished Teacher display in the Wyman Education Building, and he will be invited to deliver the Fall Commencement Address in December.
TO:    Virgil Nylander, Chancellor
       116 North Hall
       University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE:    UW-RF Faculty Senate Motion 2004-2005/27

At the April 21, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/27 was made, seconded, and passed. This motion is forwarded for your action:

Motion from AP&P to allow students to count up to a maximum of two courses in both General Education and a minor, a broad field study/comprehensive major, or a double major.

See the attached document for details.

Motion 2004-2005/27 passed on April 21, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

Date: 4/28/2005
AP&P Minutes from October 15:
1. Counting General Education classes in the minor proposal: Motion (Swenson/Cain) with the implementation of new General Education program (slated for the fall of 2005), students may count up to a maximum of 6 credits in both General Education and a minor, a broad field study/comprehensive major, or a double major. After discussion, motion was accepted with the friendly amendment to substitute "two courses" in lieu of the number "6 credits."
   a. Several guests were present and spoke on behalf of the proposal.
   b. Faye had also received e-mails from staff in support of the proposal.
   c. There was some concern about accreditation with the double counting; also wanted to make sure the requirements for General Education were being met.
   d. Allowing double counting will allow students more flexibility to complete programs they want.

Email from April 6:
I believe that it was the consensus of AP&P that two courses would provide flexibility for the students and help reduce the number of credits to degree. Many comprehensive majors have an inordinate number of credits and this will help--minimally but still help.

As was stated in the minutes, we went with two courses rather than a set number of credits to accommodate courses of varying credits. AP&P felt that the integrity of the General Education program would not be jeopardized by allowing double counting of two classes.

If Faculty Senate does not agree with this recommendation, they have every right to change it to double counting one course or zero courses.

Faye
TO: Virgil Nylander, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
      Faculty Senate
      University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/26

At the April 7, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/26 was made, seconded, and passed. This motion is forwarded for your action:

The number of credits in the MSE Reading program Certificate in Reading and Reading Teacher license is reduced from 24 credits to 21-23 credits.

The number of credits in the MSE-Reading program and DPI Reading Specialist license is reduced from 37 credits to 30 credits plus a Plan B paper.

Supporting materials are attached.

Motion 2004-2005/26 passed on April 7, 2005. This motion will take effect immediately.

[Signature]

[Signature]

Approved

Disapproved

Virgil Nylander, Chancellor

4/26/2005

Date
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

I. INFORMATION:

A. Check all that apply: Existing Program ☒ New Program ☐
   Name Change ☐ Credits Change ☒ Substantial Change in Curriculum ☐

b. Program Title: MSE—Reading Program
C. Department(s) (Originating): Teacher Education

D. College(s) (Originating): College of Education and Professional Studies

E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1) Dean & Associate Dean, COEPS
   2) TED
   3) 
   4) 

F. Date of Implementation: Summer Semester 2005 Year

G. Have all courses in this program been approved? Yes ☐ No ☒ If “No”, which ones? or changes for 775; numbering of the current "Special Topics" lang course; course # change/small revision of 760 [to 761]. Revisions of Course Proposals in progress; submitted after approval by COEPS and TED.

H. Attach Request Narrative attached

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.

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<thead>
<tr>
<th>Department Curriculum Committee Chair (optional)</th>
<th>Signature</th>
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<th>Academic Policy &amp; Program Cmtt. Chair</th>
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*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, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.
MSE—Reading Program
Request for Credit Reduction
February 7, 2005

To: Graduate Council

Request for College of Education and Professional Studies, Teacher Education Department, MSE—Reading Program Credit Reduction

Current Credits required for UWRF Certificate in Reading = 24 credits; for MSE—Reading = 37 credits

Wisconsin DPI Minimum Credits for DPI Reading Teacher license = 21 credits; for DPI Reading Specialist license = Master’s Degree in Reading. UWRF requires minimum of 30 credits plus a Plan B paper for a Master’s degree.

Proposed Minimum Credits for UWRF Certificate in Reading and Reading Teacher license = 21-23; for MSE—Reading and DPI Reading Specialist license = 30 plus a Plan B paper after restructuring the Reading Program curriculum.

Rationale for Credit Reduction:

Now that we have had two years of the "new" [2002-version] Reading Program, it is time to take stock and make refinements based on observations and feedback. There are several reasons for the need to revise:

1) Economy and Efficiency: In the November meeting in November with members of the first two cohorts of Reading Program candidates, as well through informal conversations with many, I solicited and received feedback on how we might make the program more user-friendly and more economical. Currently the program ties up significant portions of three summers for MSE candidates, and our graduate tuition is expensive. We need to change those two detractors by involving only two summers, and reducing the total number of required courses.

2) Changes in Standards: The standards requirements by the licensing and endorsement bodies (e.g., DPI, MN Dept of Ed, IRA, and NCATE) have become somewhat more discretionary and manageable. In some cases, a single course can meet more requirements than was possible before. The previously cumbersome IRA standards, for example, were reduced/consolidated by about 30% at the end of 2003 and the endorsement process has become more streamlined. By tightening up course content and reducing overlap, we can cover the various requirements with fewer courses now.

3) Competitiveness: This relates to #1, above. I have been attending meetings at the Minnesota Department of Education over the past year or so because MN has
reinstituted its Teacher of Reading License and is working on creating its own standards for what a reading professional should know and be able to do. In the course of this participation, I have learned what our competitors across the border are offering. I have also looked at the program requirements of the other Wisconsin licensing institutions. With 24 credits required for the Certificate, and 37 required for the MSE, our program currently has more credit requirements than any other program in the region. These numbers make us less competitive. Consolidation and concentration of content is necessary to remain competitive while retaining quality. DPI requires 21 credits for the Certificate, and UWRF requires a minimum of 30 credits for any MSE degree. The attached proposal brings the program closer to these guidelines.

4) Manageability: Fewer courses reduces the necessity for hiring as many adjuncts and reduces the work of managing the program. Candidates will have more exposure to full-time faculty, and program managers will have less paperwork and fewer adjunct training sessions to work into already overloaded schedules.

The Review Process:

- The following factors were taken into account for the review process:
- Study of new PI-34 Wisconsin Department of Public Instruction (DPI) standards for Reading Teachers and Reading Specialists;
- Study of Minnesota requirements for Teachers of Reading;
- Study of the new (2003) Standards for Reading Professionals of the International Reading Association;
- Attendance at multiple meetings with directors of reading programs from Minnesota tertiary institutions under the auspices of the Department of Education, St. Paul, MN;
- Examination of competing licensure programs in the region;
- Review of UWRF Reading Program course syllabi for determination of redundancy, and irrelevancy;
- Multiple sources of feedback from current Reading Program candidates, including a meeting in November, 2004, to gather information and suggestions for program improvement from the students' perspectives;
- Feedback from an initial program revision proposal presented to those TED and COEPS faculty members and administrators most closely involved in the Reading Program;
- Consideration of and/or incorporation of suggestions from above first round of feedback into a revised proposal, and presentation of revised version to full TED faculty in writing and in a faculty meeting. TED faculty approved revisions February 8, 2005.
Recommended Changes:

The table that follows shows the old and new (proposed) programs side-by-side. Shaded cells in the proposed version highlight the changes.

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Revision</th>
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<tbody>
<tr>
<td><strong>course</strong></td>
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<tr>
<td>700-Foundations</td>
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<td>760-Elementary Literacy</td>
<td>761-Elementary Reading</td>
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<td>622-Content</td>
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<td>705-Lang Arts</td>
<td>705-Lang Arts</td>
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<td>750-Child Lit</td>
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<td>765-Intervention</td>
<td>765-Intervention</td>
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<td>784-Teacher Research</td>
<td>785-Research</td>
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<td>775-Clinic</td>
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<td>Reading Teacher Cert</td>
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<tr>
<td>780-Special Topics: Language Acquisition</td>
<td>710-Language Acquisition &amp; Disorders for Reading Teachers</td>
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<tr>
<td>766-Supervision/Administr</td>
<td>766-Supervision/Administration</td>
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<tr>
<td>779-Field Experience</td>
<td>779-Field Experience + Exams</td>
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<tr>
<td>785-Research</td>
<td>Elective, if needed</td>
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<td>776-Clinic Suprv, Exams</td>
<td>Plan B paper</td>
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<tr>
<td><strong>MSE</strong></td>
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Explanations:

1) MSE—Reading is reduced to 30 credits plus a Plan B paper, complying with the UWRF minimum.
2) Reading Certificate / DPI Reading Teacher licensure eligibility is reduced by 1-3 credits, complying with DPI minimum.
3) READ 700 — Foundations of Literacy is reduced by one credit and revised. Overlap with the language course [proposed READ 710] has been eliminated.
4) READ 760 — Literacy Instruction in the Elementary School has been revised, renamed [Advanced Elementary Reading Instruction], and renumbered [761?] for the following reasons:

a) READ 760 is currently required for the initial licensure MSE candidates who have no experience teaching. These students need the most basic grounding in understanding reading, reading instruction, and reading assessment.

b) MSE—Reading candidates have a minimum of two years full-time teaching experience, and many have 10-15 years experience. They need a more advanced curriculum: reading and discussing current research, relating it to their own practice, and, as developing leaders in the field, learning how to disseminate it to others. Providing two separate courses for the two groups of students will better meet the needs of both.
b) READ 760 requires a field experience component for initial licensure candidates. Because the Reading Program provides field experiences in other courses, including a Reading Clinic, a field experience component is not necessary for the MSE—Reading Program candidates taking this course. Since Reading Program candidates are training for school-wide and district leadership positions, trials of lesson plans using new practices take place in class to give candidates practice in modeling before their peers and in providing constructive feedback.

c) Currently, administrative problems occur when initial licensure candidates register for the 7-day Summer Institute section of READ 760, the version designed for MSE—Reading candidates. When we learn that they are not advanced graduate students, we have to go through the process of dropping them from the section and re-registering them for the regular 3-week version. Renumbering and revising the course will eliminate this difficulty.

5) READ 784 — Teacher Research in Literacy is being eliminated from the Reading Program requirements. The reason the course was developed was that the DPI and IRA standards in effect at the time we reconstituted the program between 2000-2002 required more emphasis on classroom research while READ 785 — Research in Literacy emphasized both classroom research and a study of scholarly research and a scholarly-level literature review. To meet the more extensive requirements, we had Reading Program candidates take both courses in consecutive years. The new standards, including the Minnesota guidelines, have reduced the amount of research knowledge and practice required for licensure. READ 785 — Research in Literacy will meet the requirements per the Course Proposal of record.

6) The 3 credit course, READ 775 — Clinical Practicum In Literacy Instruction, is currently offered only in the summer. Candidates who are already employed as reading clinicians under temporary or emergency licenses have suggested that they could do the clinic work in their job settings instead of tying up a second summer. Under the new program, the clinic would be offered year-round, including J-Term. We would offer three levels of supervision/oversight, depending on the candidate's teaching situation: 1 cr = rubric-based portfolio + district-arranged supervision with portfolio graded by a UWRF instructor; 2 cr = rubric-based portfolio with supervision visits and grading of portfolio by a UWRF instructor; 3 cr = enrollment in the 5-week summer Reading Clinic course taught by a UWRF instructor.

7) READ 710 — Language Acquisition & Disorders for Reading Teachers is the proposed permanent number and title for the course that has been taught under topic numbers for the last two summers. It is a summer course designed to meet DPI and IRA standards for a knowledge base in oral language acquisition, development and difficulties that influence reading development.

8) READ 766 — Supervision of the Reading Clinic would be dropped from the program. After the first round of the 2002 Reading Program revision, we found that the supervision requirements laid out in the new DPI and IRA standards are covered by the course requirements of READ 779 — Field Experiences course. Furthermore, READ 766 ties up a third summer for the MSE—Reading candidates, which reduces our competitiveness with other programs that can be completed in less time.

9) ELECTIVE — Those MSE—Reading candidates who took READ 775 — Clinical Practicum In Literacy Instruction for one or two credits will need 1-2 additional credits to complete the 30 credit requirement. Elective credits would be selected in consultation with their advisor and would be related to literacy education.
10) PLAN B PAPER — Since graduate courses at UWRF must be 34 credits unless they include a Plan A or Plan B paper, this program will require a Plan B paper for completion.

Program Expectations / Course Credit Analysis

Certificate in Reading
(Minimum 21 semester credits)

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<td>READ 761</td>
<td>Advanced Elementary Reading Instruction</td>
<td>3</td>
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<tr>
<td>READ 622</td>
<td>Literacy in the Content Area</td>
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<td>READ 705</td>
<td>Language Arts in the Elementary School</td>
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<td>READ 750</td>
<td>Child Literature in the Reading Program</td>
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<td>READ 765</td>
<td>Appraisal and Intervention</td>
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<td>READ 785</td>
<td>Research in Literacy</td>
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<tr>
<td>READ 775</td>
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Certificate in Reading 21-23

Master of Science in Education—Reading Degree
(Minimum of 30 semester credits)

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<td>READ 779</td>
<td>779-Field Exper + Exams</td>
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</tr>
<tr>
<td>(ELECTIVE)</td>
<td>Elective, if needed</td>
<td>1-2</td>
</tr>
<tr>
<td>PLAN B PPR</td>
<td>Plan B paper</td>
<td></td>
</tr>
</tbody>
</table>

Master of Science in Education—Reading Degree 30

The reconfiguration of the graduate Reading Program following the recommendations made in this document would adjust the program to accommodate new state and national guidelines, and bring the program in line with other reading programs in the state and region.

Approval of the program and course syllabus revisions this spring would allow us to implement the new program with the cohort that begins in June, 2005.

Sincerely,

Margaret Y. Phinney, Ed.D., Reading Program Director

Cc: TED Department Co-chairs, TED faculty members, Dean Connie Foster, Associate Dean Mary Manke
University of Wisconsin-River Falls

Reading Certificate
[Wisconsin Reading Teacher license &
MN Teacher of Reading license]
&
Master of Science in Education — Reading
[Wisconsin Reading Specialist license]

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-Foundations of Literacy</td>
<td>2</td>
</tr>
<tr>
<td>761-Advanced Elementary Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>622-Content Area Literacy in Middle/Secondary</td>
<td>3</td>
</tr>
<tr>
<td>705-Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>750-Children’s Literature in the Reading Program</td>
<td>3</td>
</tr>
<tr>
<td>765-Appraisal and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>785-Research in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>775-Clinical Practicum in Literacy Instruction</td>
<td>1-3</td>
</tr>
</tbody>
</table>

| Reading Teacher Certificate | 21-23 |

| 710-Language Development for Reading Teachers | 3       |
| 766-Supervision and Administration of the Reading Program | 2       |
| 779-Field Experience + Exit Exams             | 2       |
| Elective, if needed                           | 1-2     |
| Plan B Paper                                  |         |

| MSE—Reading Degree                           | 30      |

Contact:
Dr. Margaret Phinney
University of Wisconsin-River Falls
245 WEB
410 South 3rd Street
River Falls, WI 54022

715-425-3509 margaret.phinney@uwrf.edu
DPI CONTENT GUIDELINES FOR READING SPECIALISTS

The Reading Specialist will demonstrate knowledge of and skill in:

### 1. **Language Arts Standards including:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin Model Academic Standards for English Language Arts.</td>
<td>Must have teaching license, which covers WI Model Academic Standards for English Language Arts and National Standards for the English Language Arts.</td>
</tr>
<tr>
<td>National Standards for the English Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### 2. **Language Arts Processes including:**

<table>
<thead>
<tr>
<th>Process</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language arts processes (reading, writing, speaking, listening, viewing, and representing) interrelationships among them.</td>
<td>READ 700 — Foundations of Literacy. Candidates apply information from lectures, demonstrations, and readings on the definition of literacy processes to rubric-based presentations of integrated, constructivist-based websites they have searched. Candidates are tested on their knowledge of the cueing systems and their relationship to language and language arts.</td>
</tr>
<tr>
<td>Interdisciplinary and integrative aspects of language arts processes.</td>
<td>READ 761 — Advanced Elementary Reading Instruction. Lesson Plan Set of five lessons includes use of at least three content-area texts around a central theme.</td>
</tr>
<tr>
<td>TED 705 — Language Arts in the Elementary School. Candidates share pieces of original writing with classroom writer response groups in weekly class sessions which contribute to rubric-based paper on writing. Candidates also create rubric-based language arts mini lessons and a unit plan.</td>
<td>READ 622 Content Area Literacy in Middle/Secondary Schools. Candidates research, select, and present a rubric-based content area reading strategy to a class.</td>
</tr>
<tr>
<td>READ 779 Field Experience Candidates may include these components in their field projects and field project write-ups.</td>
<td>READ 765 — Appraisal and Intervention. Candidates complete an assessment and intervention portfolio on a struggling reader. Assessment and intervention strategies must address all four language arts processes. Intervention strategies must be integrated with content studies.</td>
</tr>
</tbody>
</table>

DPI Read Spec Standards  2/8/05  1
- Perception of reading as a process of constructing meaning through the interaction of the reader, text, and context of the reading situation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 750</td>
<td>Children's Literature in the Reading Program. Candidates read an assigned text on the transactional nature of reading and engage in rubric-based discussions of the content. Candidates write a rubric-based lesson plan for using a quality trade book in which the lesson focus is on aligning learner's interests and background knowledge with the text within a supportive instructional structure. Candidates carry out weekly rubric-based sharing of self-chosen, genre- or format-based quality children's and adolescent literature, including suggestions for transactional use with learners. Candidates read assigned literature in common and experience the transactional nature of reading through rubric-based discussions of their varied responses to and reflections on the text.</td>
</tr>
<tr>
<td>READ 775</td>
<td>Clinical Practicum In Literacy Instruction. Candidates assess and instruct troubled readers in a clinic or classroom setting. Written reports include summaries of interviews, miscue analyses, and observation forms, which are designed to analyze the interaction of reader, text and context.</td>
</tr>
<tr>
<td>READ 765</td>
<td>Appraisal and Intervention. Assessment project (written and presented orally), in which a reader's meaning construction is examined, includes multiple assessment measures that acknowledge the influence of the reader's background, the nature of the texts read, and the context of the reading situation.</td>
</tr>
<tr>
<td>READ</td>
<td>Content Area Literacy in Middle/Secondary Schools. Candidates carry out an independent written project by developing a text set which connects content to a variety of literacy genres.</td>
</tr>
</tbody>
</table>

### 3. Language Arts Models including:

- Strengths and weaknesses of various literacy models.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 700</td>
<td>Foundations of Literacy. Candidates learn about models through classroom lectures &amp; demonstrations and readings and apply the knowledge to rubric-based presentations of found websites, to rubric-based analysis of reading programs, and to the rubric-based analysis of the Conditions for Learning video analysis.</td>
</tr>
<tr>
<td>READ 761</td>
<td>Advanced Elementary Reading Instruction. Candidates review models introduced in READ 700, then use the rubrics of the NCTE Commission on Reading to evaluate reading programs and present their findings to the class. Candidates carry out rubric-based sharing of literacy websites. Must identify the literacy model that backs up the application and analyze it's usefulness.</td>
</tr>
<tr>
<td>READ 765</td>
<td>Appraisal and Intervention. Candidates make rubric-based presentations and written print-outs and summaries of good and poor literacy websites related to struggling readers. Website evaluation includes identification of literacy model grounding the website.</td>
</tr>
<tr>
<td>READ 622</td>
<td>Content Area Literacy in Middle/Secondary Schools. Candidates research and present a rubric-based strategy that must identify and evaluate the literacy</td>
</tr>
</tbody>
</table>
4. Research including:

- Contributions of literacy scholars to the literacy knowledge base.
- Research in reading and the language arts, special education, psychology, and other fields that address pupils with reading and learning disabilities.

<table>
<thead>
<tr>
<th>Model being applied. READ 779 Candidates may include this perspective in their field write-ups and field projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Research including:</strong></td>
</tr>
<tr>
<td>READ 785 — Research in Literacy. Candidates carry out a written literature review and synthesis of formal research by literacy scholars in one area of literacy development or instruction, and present their findings to the class. Candidates read assigned research studies representing a variety of methodologies and literacy sub-topics and engage in rubric-based discussions of content, methodology, and significance and applicability of findings. Candidates must locate, read and conduct a structured analysis of one research study each week and share it with the class (rubric-based).</td>
</tr>
<tr>
<td>TED 705 — Language Arts in the Elementary School. Candidates complete rubric-based assignments including a paper on writing, language arts lessons/unit plans and final exam. READ 622 — Content Area Literacy in Middle/Secondary Schools. Textbook and articles read and discussed in class, including a written reflection and structure-based comments.</td>
</tr>
<tr>
<td>Historical and current perspectives, terminology, diagnostic procedures, and instructional approaches in reading and the language arts, psychology, and special education.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>READ 700 — Foundations of Literacy. Candidates conduct online searches for background information on the formative contributions of major historical figures in literacy education and make a rubric-based presentation of their findings to the class. TED 705 — Language Arts in the Elementary School. Candidates complete rubric based assignments including a paper on writing, language arts lessons/unit plans and final exam. Must use terminology and language arts instructional approaches used in lectures and readings. READ 750 — Children's Literature in the Reading Program. Candidates make weekly oral, rubric-based presentations of one or more quality pieces of children's literature, including teaching strategies for classroom use. Candidates engage in rubric-based discussions and group syntheses of historical perspectives and orientations in children's literature. READ 765 — Appraisal and Intervention. Candidates read and engage in rubric-based discussions and written analyses of research related to intervention procedures for struggling readers. Candidates carry out a major project assessing the reading of a troubled reader and designing and carrying out instructional procedures to support that reader's growth. READ 622 — Content Area Literacy in Middle/Secondary Schools. Textbook and articles read and discussed in class cover historical and current perspectives, terminology, diagnostic procedures, and instructional procedures in reading. Candidates engage in strategy-based discussions. Candidates are tested on terminology used in the field of secondary literacy. READ 785 — Research in Literacy. Candidates compare current to historical perspectives through readings, rubric-based written reflections, and oral sharing of reflections.</td>
</tr>
<tr>
<td>Research methodologies, e.g., ethnographic, descriptive, experimental, and historical.</td>
</tr>
<tr>
<td>READ 785 — Research in Literacy. Candidates read assigned research studies representing a variety of methodologies and literacy sub-topics and engage in rubric-based discussions of content, methodology, and significance and applicability of findings. Candidates conduct teacher-research studies in school settings, write a report of purpose, methodology, and findings, and make a rubric-based presentation to the class.</td>
</tr>
<tr>
<td>5. Language including:</td>
</tr>
<tr>
<td>The nature and structure of language.</td>
</tr>
<tr>
<td>Language variation.</td>
</tr>
<tr>
<td>Relationship of language systems (phonemic, morphemic, semantic, syntactic, and pragmatic) to the language arts.</td>
</tr>
<tr>
<td>TED 705 — Language Arts in the Elementary School. Candidates participate in rubric-based writer response groups, prepare and present a vocabulary activity, develop and present a written grammar lesson and complete a final exam. Candidates fulfill requirements of one of these language acquisition or language development courses. READ 761 — Advanced Elementary Reading Instruction. Candidates listen to lectures, read literature, engage in written classroom exercises, and develop lesson plans for their written Lesson Plan Set that address the</td>
</tr>
</tbody>
</table>
integration of the cueing systems (semantic, syntactic, graphophonic, & pragmatic).

7107- Language Development for Reading Teachers
Candidates read and engage in rubric-based discussions of literature related to language development.

READ 779 Field Experiences
Candidates may include language variation in their field projects and field write-ups.

READ 622 — Content Area Literacy in Middle/Secondary Schools.
Candidates discuss language variation in math, science, English, agriculture, etc., through vocabulary enhancement. Candidates develop lesson plans for vocabulary enrichment. Candidates analyze strategies for vocabulary.

| 6. Literacy, Language Acquisition, Language Development, Cognition and Learning including: |
|---|---|
| • Major theories of literacy, language acquisition, language development, cognition, metacognition, and learning. |
| 7107- Language Development for Reading Teachers Candidates learn theories of acquisition and language development and carry out written analyses of videos of children in various stages of development. |
| READ 622 — Content Area Literacy in Middle/Secondary Schools. Candidates learn how readers engage in metacognition and learning while reading. Candidates learn to teach metacognitive skills to students by engaging in classroom exercises, modeling these strategies. Candidates write reflections on such activities. |
| • Developmental process of the language arts (reading, writing, speaking, listening, viewing, and representing) from infancy through middle childhood. |
| 7107- Language Development for Reading Teachers Candidates learn about developmental processes of the language arts, then carry out a written analysis of videos of children in various stages of development from infancy through middle childhood. |
| TED705 — Language Arts in the Elementary School. Candidates complete a rubric based paper on the developmental writing process (Holdaway, Cambourne, First Steps), create and share pieces of original writing and complete a final exam. |
| READ 765 — Appraisal and Intervention. One of the assessment tools candidates use to carry out their written assessment of their focus child is a developmental continuum for literacy. |
| • Nature and multiple causes of reading disabilities. |
| READ 765 — Appraisal and Intervention. Candidates study nature and multiple causes of reading disabilities through readings, video and audio examples, lectures, and demonstrations, then apply their knowledge by carrying out a full assessment of a troubled reader. |
| READ 775 — Clinical Practicum in Literacy Instruction. Candidates submit guideline-based written assessments of troubled readers and analyze the nature and causes of their reading difficulties. |
| • Major definitions of family literacy and the impact of family structures, functions, relationships, and dynamics on literacy development and educational progress. |
| READ 765 — Appraisal and Intervention. Part I of the written Case Study Portfolio includes background of the focus child, including impact of family on child’s literacy growth. |
• Cultural, linguistic, cognitive, and social aspects of literacy development and the interrelationships among these aspects and the language arts.

READ 622 — Content Area Literacy in Middle/Secondary Schools.
Candidates study social learning through readings, discussions, and lectures, and develop literacy strategies that encourage group discussion and collaborative learning. Candidates develop a rubric-based lesson plan, teach the lesson plan, conference with a practicing teacher, and reflect on the process.

710— Language Development for Reading Teachers
Rubric-based discussion of readings and/or video tapes related to cultural, linguistic, cognitive, and social aspects of literacy development.

READ 705 — Language Arts in the Elementary School.
Candidates complete a rubric based author study showing how the author connects to the institutional framework and culture of the time in which s/he was writing. Candidates participate in response groups, complete lesson and unit plans relating to the author study, and complete a final exam.

READ 750 — Children’s Literature in the Reading Program.
At least one written paper or rubric-based presentation must include application of cultural and social accommodation in the description of instructional strategies.

READ 761 — Advanced Elementary Reading Instruction.
Lesson plans within the Lesson Plan Set project, targeting a particular age and grade level, must show accommodation of cultural, linguistic, cognitive and social aspects of literacy development.

READ 775 — Clinical Practicum in Literacy Instruction.
Candidates carry out guideline-based written assessments of clinic students include cultural, linguistic, cognitive and social background information and analysis of how those factors influence children’s language, reading, and writing development.

READ 765 — Appraisal and Intervention.
Candidates’ written Case Study Portfolios include creation of a set of instructional strategies that take into account their students’ cultural, linguistic, cognitive (learning styles & strengths), and social backgrounds in relationship to their literacy learning.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 622</td>
<td>Content Area Literacy in Middle/Secondary Schools. Candidates develop lesson plans, targeting a particular age and grade level, must show accommodation of physical, psychological, social, cultural, environmental, and cognitive factors on learning, language development, and reading in the proposed lesson.</td>
</tr>
<tr>
<td>READ 700</td>
<td>Foundations of Literacy. Candidates. Rubric-based analysis and discussion of readings and/or video tapes related to cultural, linguistic, cognitive, and social aspects of literacy development. Includes written analysis of classroom video footage using Cambourne’s Conditions for Learning rubrics.</td>
</tr>
<tr>
<td>READ 761</td>
<td>Advanced Elementary Reading Instruction. Lesson Plan Set requires targeting a particular age and grade level, and must show accommodation of physical, psychological, social, cultural, environmental, and cognitive factors on learning, language development, and reading in the proposed lesson.</td>
</tr>
<tr>
<td>READ 775</td>
<td>Clinical Practicum in Literacy Instruction. Candidates guideline-based written assessments of clinic students include physical, psychological, social, cultural, environmental, and cognitive background information and analysis of how those factors influence children’s language, reading, and writing development.</td>
</tr>
<tr>
<td>READ 765</td>
<td>Appraisal and Intervention. Candidates’ written Case Study Portfolios include investigation of their focus children’s cultural, linguistic, cognitive, and social background and their effects on their language development and reading.</td>
</tr>
</tbody>
</table>
7. Literature including:

- Classic and contemporary literature, fiction and non-fiction, including oral, written and visual forms, at appropriate levels.
- Function and variety of literary forms.

| READ 622 — Content Area Literacy in Middle/Secondary Schools. Candidates develop text sets and plans for using literature in the secondary classroom. Candidates develop an annotated bibliography citing references. Candidates orally present a rubric-based presentation TED 705 — Language Arts in the Elementary School. Candidates create and share a rubric-based publishing idea during class sessions using quality literature as a model. READ 750 — Children’s Literature in the Reading Program After reading and hearing about various genres of classic and contemporary literature and the functions of literary forms, each week candidates select examples of quality children’s literature and make rubric-based presentations to the class. Written projects and formal rubric-based presentations are on children’s literature topics. READ 761 — Advanced Elementary Reading Instruction. Candidates must use children’s literature in their written and presented lessons incorporated into their Lesson Plan Set projects. |

8. Sociocultural and Political Aspects of Literacy including:

- Literacy as a means for shaping and transmitting culture.
- Relationship between political processes and reading policy.

| READ 700 — Foundations of Literacy. Candidates read current articles, newspaper releases, and listserv exchanges on issues related to political processes and reading policy, and engage in rubric-based discussions of the effects of policies on reading. |
instruction and learning.
READ 750 — Children's Literature in the Reading Program.
Candidates must read, engage in rubric-based
discussion of, and conduct written and rubric-based
oral presentations of quality multicultural literature,
including suggestions for how it can be used to help
learners develop cultural awareness and sensitivity.
READ 779 — Field Experience
Candidates submit field experience write-ups including
written reflections at least one of which includes work
with administrators and/or political interests.
READ 766 — Supervision and Administration of the
Reading Program.
Candidates complete a rubric-based school
demographics report which requires that they assess
the contextual factors in their schools to determine how
well the reading needs of various students are being
met.
READ 785 — Research in Literacy.
Candidates read controversial research and critical
analyses of it and engage in rubric-based discussions of
the issues. Candidates must analyze weekly self-chosen
research studies for their impact on teaching and
learning.
READ 765 — Appraisal and Intervention.
Candidates engage in a rubric-based discussion of
several papers addressing the politics of assessment
and instruction in reading.

Signatures below indicate that the candidate has completed the requirements for (DPI -Reading Specialist Licensure).

Candidate signature

Date

Advisor or Program Coordinator Signature

Date
TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/25

At the April 7, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/25 was made, seconded, and passed. This motion is forwarded for your action:

A new graduate certificate program titled Technology for Educators is approved.

Supporting materials are attached.

Motion 2004-2005/25 passed on April 7, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

Date 5/3/2005
Proposal for Creation of a Graduate Certificate Program

Introduction

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: Technology for Educators

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.

This certificate is directed to K-12 teachers and to community and technical college faculty who wish to learn more about integrating educational technology in their classrooms, and to K12 teachers or administrators who wish to obtain licensure as district Technology Coordinators (the certificate will provide only part of the requirements for this certification).

Interest on the part of teachers in learning more about educational technology has been strong. For example, 100 teachers participated in a Technology Integration Workshop day this October 16, spending a Saturday learning to use technology and learning from teachers successful in technology integration about how it should be integrated in classrooms. Our partner districts have indicated that this is a professional development priority for their teachers. The Outreach Office has been receiving a few queries each month about acquiring the certification of which this certificate would be a part.

The primary educational objectives are:
1) to allow teachers to master the use of a full range of technology options for educational use;
2) to inform teachers both about how to use the internet for educational purposes and about the legal, ethical, and security aspects of such use;
3) to allow teachers to consider whether, when, and how to integrate technology in their instruction;
4) to allow teachers to learn about specific technology applications in their content areas.

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
CSIS courses are only for undergraduates. This certificate could be added to an MSE in a content area if a student wished to emphasize technology integration.

**Course Sequence:** List the courses for the certificate. Indicate which course(s) are new and the approval status of new courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Approval Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 600</td>
<td>Introduction to Instructional Technology (3cr)</td>
<td>New course, approved 11/12/04</td>
</tr>
<tr>
<td>EDTC 601</td>
<td>The Internet and the Classroom (3cr)</td>
<td>New course, approved 11/12/04</td>
</tr>
<tr>
<td>EDTC 602</td>
<td>Integrating Technology into the Curriculum (3cr)</td>
<td>New course, approved 11/12/04</td>
</tr>
</tbody>
</table>

An 11-12 credit certificate can be earned by completing three core courses (nine credits, which may include a testout to be provided for EDTC600), plus one technology course in the content area, approved by the Advisory Council.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 600</td>
<td>Introduction to Instructional Technology (3cr)</td>
<td>Dr. Deb Allyn, HHP (Regular)</td>
</tr>
<tr>
<td>EDTC 601</td>
<td>The Internet and the Classroom (3cr)</td>
<td>Nancy Toll, Hudson Public Schools (Ad hoc)</td>
</tr>
<tr>
<td>EDTC 602</td>
<td>Integrating Technology into the Curriculum (3cr)</td>
<td>Dr. Tom Russo, CSP (Regular)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 600</td>
<td>Introduction to Instructional Technology (3cr)</td>
<td>To be offered Summer 2005</td>
</tr>
<tr>
<td>EDTC 601</td>
<td>The Internet and the Classroom (3cr)</td>
<td>To be offered Summer 2005</td>
</tr>
<tr>
<td>EDTC 602</td>
<td>Integrating Technology into the Curriculum (3cr)</td>
<td>To be offered Fall 2005</td>
</tr>
</tbody>
</table>

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

Mary Manke will coordinate the program. The Advisory Committee will consist of Mary Manke, Terry Brown, and Tom Russo. Nancy Toll will serve as an advisor from the K12 community.

**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.

No GPR funds are required. See attached sheet for the budget summary.

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
Certificates are approved for a three year period and then must undergo a review.

<table>
<thead>
<tr>
<th>Department Approval</th>
<th>Date</th>
<th>Dean of the College of A &amp; S Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-11-05</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Council Approval</th>
<th>Date</th>
<th>Dean of the College of EPS Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-14-05</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Council Conditional Approval</th>
<th>Date</th>
<th>Chair Faculty Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A P &amp; P</td>
<td>3/30/05</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/3/05</td>
</tr>
</tbody>
</table>

Conditions:

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

Approved by the Graduate Council, February, 2002; Revised, Nov. 2002
## COEPS OUTREACH - Technology for Teachers Preliminary Budget
### Summer/Fall 2005

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27,520.20</td>
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<td><strong>Total Promotion</strong></td>
<td>1,500.00</td>
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<td><strong>Production</strong></td>
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<td>Instruction</td>
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<td>Travel for Registration</td>
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<td>Evaluation</td>
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<td>Partnership</td>
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<td>Course Materials</td>
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<td><strong>Other</strong></td>
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<td><strong>Direct Costs</strong></td>
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<td><strong>Operating Margin</strong></td>
<td>9,835.46</td>
<td>36%</td>
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April 19, 2005

TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/24

At the April 7, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/24 was made, seconded, and passed. This motion is forwarded for your action:

The number of credits in the Education Specialist Program through School Psychology is reduced from 80 credits to 66 credits to align the program with the national accreditation body.

Supporting materials are attached.

Motion 2004-2005/24 passed on April 7, 2005. This motion will take effect immediately.

Approved

[Signature]

Disapproved

[Signature]

Virgil Nylander, Chancellor

4/26/2005

Date
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

I. INFORMATION:

A. Check all that apply: Existing Program ☑ New Program ☐
   Name Change ☐ Credits Change ☑ Substantial Change in Curriculum ☑

B. Program Title: School Psychology
C. Department(s) (Originating): SPSY
D. College(s) (Originating): Education and Professional Studies
E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1) Counseling
   2) TED
   3) Psychology
   4) 

F. Date of Implementation: Spring Semester 2005 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>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Curriculum Committee Chair (optional)</td>
<td>11-2-04</td>
</tr>
<tr>
<td>Department/Program Chair</td>
<td>11/30/04</td>
</tr>
<tr>
<td>College Curriculum Cmtt. Chair</td>
<td>11/30/04</td>
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<td>Dean of College</td>
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<tr>
<td>Graduate Council Chair</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>
<td>4/19/05</td>
</tr>
<tr>
<td>Faculty Senate Chair</td>
<td>4/19/05</td>
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<tr>
<td>Provost / Vice Chancellor</td>
<td>4/19/05</td>
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<tr>
<td>Chancellor</td>
<td>4/19/05</td>
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</tbody>
</table>

*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, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.
<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Deneen Poulson</td>
<td>11/2/04</td>
</tr>
<tr>
<td>College Curriculum Cmtt. Chair</td>
<td>D. Jang-Tet</td>
<td>11/30/04</td>
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<td>Dean of College</td>
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</table>
School Psychology Program
Request for Credit Reduction
September 2004

To: College Curriculum Committee

Request for School Psychology Program Credit Reduction

Current Credits required, overall to Receive Ed.S. Degree in School Psychology = 80 or more

NASP\(^1\) Minimum Credits\(^2\) for Training Programs in School Psychology = 66

Wisconsin DPI Minimum Credits for School Psychologists License: 60

Proposed Minimum Credits to receive Ed.S degree after restructuring the school psychology program curriculum: 67\(^3\)

Rationale for Credit Reduction:

The program in school psychology at the University of Wisconsin - River Falls follows the curriculum and course standards set forth by the Wisconsin Department of Public Instruction (DPI), and by the National Association of School Psychologists (NASP). Students who successfully complete the program are eligible for licensure in the states of Wisconsin and Minnesota, and with the national certification process established by NASP, are also eligible to seek certification in other states as well.

The curriculum in the school psychology program was originally developed to meet Wisconsin DPI, NASP guidelines, and guidelines established by the Minnesota Department of Children, Families, and Learning (now Minnesota DPI). Each of these three agencies had specific expectations for curriculum content and types of classes necessary for the training of school psychologists, which the program incorporated into required classes, course expectations, and course sequence.

While there was overlap with course and content expectations among the three agencies, there were some content issues or course expectations that were unique to a specific agency. Consequently, in order to meet the requirements of all three agencies, the course expectations within the school psychology program was made broad so as to leave no doubt that a student

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\(^1\) National Association of School Psychologists, which accredits the school psychology training program at UWRF.

\(^2\) At the Educational Specialist Level

\(^3\) This is higher than the Wisconsin DPI requirement so that students can participate in the National certification system, and that the program can retain national accreditation.
who completed their training at our institution would meet certification guidelines among the three agencies, and become eligible for a license in Wisconsin and Minnesota, and participate in the national certification system.

Recently, NASP has revised its content requirements. As well, the State of Minnesota has dropped all references to specific courses or course content, with the expectation that students who apply for licensure in Minnesota have completed a NASP approved program (The specific language from Minnesota licensing states: A candidate for licensure as a school psychologist shall provide evidence of having completed a preparation program in school psychology accredited by the National Association of School Psychologists). Both the Wisconsin DPI and NASP continue to have specific content areas that a program must demonstrate that it meets within the structure of the curriculum it provided. Our current credit and course expectations for students greatly exceed the current NASP standards. Therefore, it is necessary to realign the curriculum and course expectations for students training in school psychology.

The Review Process:

Several factors were taken into account for the review process. During the spring of 2004 syllabi for classes currently required for school psychology certification were reviewed. These included core classes within the school psychology training program, and support classes from Communicative Disorders, Teacher Education, Counseling, and Psychology. The Graduate Catalog information on general requirements for a graduate degree was also reviewed.

Additionally, licensure requirements for the State of Wisconsin and content guidelines established by the Wisconsin DPI were reviewed (see Appendix A and B). Content guidelines promoted by the National Association of School Psychologists (NASP) were also reviewed (Appendix C).

Recommended Changes:

1. Reduce the credits necessary to achieve the Master’s Degree from the current minimum of 38 credits to 32 credits. This remains above the graduate minimum of 30 credits. All other graduate requirements for the master’s degree, such as a major paper, would continue. Students would complete the Master’s program, plus any needed miscellaneous requirements, then apply to the specialist program, where another 33 credits are required. All Master’s requirements and miscellaneous requirements would need to be completed before entry to the specialist program. Two (2) additional credits would come from completion of a research project and presentation of their project.
2. Discontinue the following classes as required courses for students in the school psychology program:

TED 750  Advanced Educational Psychology
COUN 781  Child and Adolescent Development
COUN 718  Addictive Behaviors
COUN 754  Family Counseling
COUN 753  Counseling Theory and Skills
PSYC 720  Psychopathology

The content of the courses listed above are imbedded within the course options that remain available to students. Some of the courses listed above were specifically required for certification in Minnesota. However, Minnesota no longer has specific course expectations.

The course expectations for the school psychology program would be as follows:

**Program Expectations/Course Credit Analysis**

**67 Semester credits required for Education Specialist (Ed.S.), including Master's Degree program**

**Area A: Psychological Foundations**
(Minimum of 12 semester credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>COUN 612</td>
<td>Child and Adolescent Development</td>
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<tr>
<td>SPSY 785</td>
<td>Seminar in School Psychology: Data Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSY 795</td>
<td>Directed Research</td>
<td>3</td>
<td></td>
<td></td>
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</table>
| OR
| SPSY 799    | Thesis                                                  | 4       |          |       |
| SPSY 747    | Personality Assessment                                 | 3       |          |       |

**Area B: Educational Foundations**
(Minimum of 9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>TED 700</td>
<td>Curriculum in Elementary School</td>
<td>3</td>
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<tr>
<td>PSYC 621 or 623</td>
<td>Mental Retardation or Gifted Child</td>
<td>3</td>
<td></td>
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<tr>
<td>SPSY 785</td>
<td>Seminar in School Psychology: Ethical &amp; Legal Issues in School Psychology</td>
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*Based upon Wisconsin DPI program domains and including NASP content guidelines.

### Area C: Core Professional Training
(Minimum of 46 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<td>Introduction to School Psychology</td>
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<tr>
<td>SPSY 622</td>
<td>Emotional / Behavioral Problems of Children and Adolescents</td>
<td>3</td>
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<tr>
<td>PSYC 620</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
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<td>COUN 610</td>
<td>Introduction to Guidance and Counseling</td>
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<tr>
<td>SPSY 745</td>
<td>Psycho-educational Assessment / Interventions: Children and Adolescents</td>
<td>5</td>
</tr>
<tr>
<td>SPSY 746</td>
<td>Psycho-educational Assessment / Interventions: Preschool</td>
<td>5</td>
</tr>
<tr>
<td>SPSY 769</td>
<td>Psycho-educational Consultation</td>
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<tr>
<td>SPSY 771</td>
<td>Practicum in School Psychology I</td>
<td>4.5</td>
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<tr>
<td>SPSY 772</td>
<td>Practicum in School Psychology II</td>
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<td>SPSY 775</td>
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<tr>
<td>SPSY 776</td>
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### Area D: Miscellaneous Requirements

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<td>PSYC 530</td>
<td>Exceptional Child</td>
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<tr>
<td>TED 760</td>
<td>Methods in Research</td>
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* * *

The reconfiguration of the school psychology program following the recommendations made in this document would adjust the program to be more consistent with state and national training guidelines.

Sincerely,

Donald Lee Stovall, Psy.D  
School Psychology Program Director

Cc: Department Chairs/Program Directors (Counseling, TED, Psychology, Communicative Disorders), Scott Woitaszewski, Dean Foster

---

6 Course in these areas are required if not taken as an undergraduate.
Appendix A
Wisconsin License Requirements

PI 3.52 Provisional school psychologist - 61. Effective July 1, 1980, a 3-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

(1) A master's degree from an accredited college or university.

(2) Course work in all of the following which shall include a minimum of 48 graduate level semester credits, as specified:

(a) Psychological foundations including course work in all of the following of which a minimum of 6 semester credits, as specified:
1. Developmental psychology or child and adolescent psychology.
2. Measurement theory.
3. Personality theory.
5. Psychopathology, abnormal behavior disorder.
6. 'Research theory and methods'. The thesis or dissertation may be used to meet this requirement.
7. Statistics.

(b) Education foundations including at least 9 semester credits as follows, of which at least 6 semester credits shall be at the graduate level:
1. At least 3 semester credits in regular education methods or curriculum.
2. At least 3 semester credits in special education methods.
3. At least 3 semester credits in supervision, administration, school law, or other educational foundations courses.

(c) Core professional program including at least 33 graduate semester credits as follows:
1. At least 6 semester credits in individualized academic and behavioral programming.
2. At least 6 semester credits in psychoeducational interventions including direct and indirect interventions and consultation and therapeutic interventions.
3. At least 9 semester credits in psychological and psychoeducational assessment including intelligence, personality, achievement, adaptive and sensory motor assessment.
4. At least 3 semester credits in school psychological services including role, issues, ethics, laws, and regulations.
5. At least 600 hours of supervised practicum in school psychological services for at least 9 semester credits.
History: Cr. Register, April, 1988, No. 388, eff. 5-1-88.

PI 3.53 School psychologist - 62. Effective July 1, 1980, a regular license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

(1) All requirements for the provisional school psychologist license under s. PI 3.52.

(2) An approved program for the preparation of school psychologists, resulting in a Doctor of Philosophy, Doctor of Psychology, Doctor of Education, Education Specialist degree, or consisting of at least 60 graduate semester credits.

(3) Completion of one of the following:

(a) One year of successful experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administration.

(b) An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. The internship shall be part of the approved program and shall be taken for a maximum of 12 graduate semester credits.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88.
Appendix B
Wisconsin Department of Public Instruction
Content Guidelines for
School Psychology

The School Psychologist will demonstrate knowledge of and skill in:

1. Data based decision making and accountability including:
   - Systematic decision-making processes to identify problem areas and needs.
   - Collecting relevant data and other information
   - Making and facilitating empirically based decisions about service delivery.
   - Evaluating the outcomes of service delivery.
   - Using a variety of models and methods of assessments that yield information useful to understanding the problem; that identify strengths and needs; and measures progress and accomplishments.

2. Interpersonal communication, collaboration and consultation including:
   - The communication of opinions and data to all appropriate parties in a supportive, problem-solving fashion.
   - Utilizing empirically supported, collaborative consultation methodologies to improve the learning environment at the individual, groups and system levels.

3. Effective instruction and development of cognitive/academic skills including:
   - Collaboration with others to develop appropriate cognitive and academic goals for students.
   - Designing, implementing and evaluating direct and indirect services including consultation, behavior analysis/intervention and other interventions focusing on instruction to achieve these goals.

4. Socialization and development of life competencies including:
   - Collaborating with others to develop appropriate behavioral, affective, adaptive, or social goals for students.
   - Designing, implementing and evaluating direct and indirect service including consultation, behavior analysis/intervention and other interventions to achieve these goals.

5. Student diversity in development and learning including, the sensitivity, knowledge, and skills needed to work with individuals and groups with different abilities, disabilities, orientations, strengths, and needs from a variety of racial, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic backgrounds.
6. The school and system structure, organization and climate including:
   • Understanding the school and other settings as systems.
   • Using decisions-making methods with individuals and groups to facilitate structure and policies that create and maintain safe, caring, and inviting learning environments for children and other members of the community.

7. Prevention, crisis intervention and mental health services including:
   • An understanding of both typical human development and psychopathology.
   • Providing or contributing to prevention and intervention programs that promote the psychological and physical well being of students.

8. Home/school/community collaboration including working effectively in partnership with a variety of family systems, educators, and the community, acknowledging family strengths, and influences that affect a students well being, learning, and achievement.

9. Research and program evaluation including:
   • Maintaining a professional knowledge base of research and other relevant information.
   • Translating research into practice.
   • Understanding research design and statistics in sufficient depth to conduct investigations and program evaluation for improvement of services.

10. School psychology practice and professional development through maintaining a knowledge base of the history and foundations of their profession and practice in ways which meet all appropriate ethical professional, and legal standards to enhance the quality of services and to protect the rights of all parties.

11. Information and technology including accessing, evaluation and utilizing various information sources and technology relevant to their work in ways that safeguard or enhance the quality of services.
National Association of School Psychologists
Performance-Based Domains

A key aspect to the new NASP training standards, and of the companion *Standards for the Credentialing of School Psychologists*, is the inclusion of performance-based "Domains of School Psychology Training and Practice," which will guide future performance-based reviews, and outcomes of training for students. In the training standards, each domain is accompanied by an expanded description of school psychology competencies, including relevant professional knowledge and skills. The expanded descriptions serve to clarify the intent of the competency standards, and students will be exposed to the content and goals of the standards as they progress through the program.

The "Domains of School Psychology Training and Practice" contained in the standards are as follows:

- Data-Based Decision-Making and Accountability;
- Consultation and Collaboration;
- Effective Instruction and Development of Cognitive/Academic Skills;
- Socialization and Development of Life Competencies;
- Student Diversity in Development and Learning;
- School and Systems Organization, Policy Development and Climate;
- Prevention, Crisis Intervention, and Mental Health;
- Home/School/Community Collaboration;
- Research and Program Evaluation;
- School Psychology Practice and Development;
- Information Technology.

In order to attain NASP program "approval" (and NCATE "nationally recognized program" status, if in an in situation/unit accredited by NCATE), programs will have to document that they address, assess and attain (in candidates/graduates) the competencies outlined in the "Domains."
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/23

April 19, 2005

At the April 7, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/23 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee to adopt the proposed changes to the Gen Ed EC criteria and outcomes statements:

CURRENT WORDING:
Ethical Citizenship (EC)

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 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.
PROPOSED CHANGES:
Ethical Citizenship (EC)

Criteria:
a. Courses designated EC will identify individual and collective responsibilities to the social and natural environment of one's community, nation, and the world.

b. Courses designated EC focus on the process of decision-making regarding values and ethics in personal, professional, and civic life.

Outcomes:
a. Students will identify factors of the social and natural environment that influence ethical decision-making.

b. Students will evaluate ethical conflict and ways to address it to serve the world.

As proposed by Cain & Mogen, it was agreed upon by AP&P to change the term "physical environment" to "natural environment" in the criteria and outcomes. The committee felt that this would help clarify intent as determined by the original goal statement (environmental stewardship). We decided "social environment" included topics of political, economic, business, medical, social, etc, concern (all those topics that are human-centered).

Motion 2004-2005/23 passed on April 7, 2005. This motion will take effect immediately.

[Signature]
Approved

[Signature]
Disapproved

Virgil Nylander, Chancellor

4/26/2005
Date
April 19, 2005

TO: Virgil Nylander, Chancellor
    116 North Hall
    University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
     Faculty Senate
     University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/22

At the April 7, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/22 was made, seconded, and passed. This motion is forwarded for your action:

The undergraduate certification program for elementary teaching currently titled Elementary Education (1-6) major program is changed to Elementary Education.

The reasoning for this change is that under PI34, licensure is no longer by grade level, but by the age grouping of students. This change in program title is important for students who will teach outside Wisconsin at some point in their career, as it removes a grade-level limit that does not apply to them. The need for the change is related to the notation on the student's transcript.

Motion 2004-2005/22 passed on April 7, 2005. This motion will take effect immediately.

[Signature]

Approved

Disapproved

[Signature]

Virgil Nylander, Chancellor

[Date]

UNIVERSITY OF WISCONSIN—RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
April 19, 2005

TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/21

At the April 7, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/21 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee:

New, first year students who expect to be candidates for the bachelor's degree and who will matriculate after September 1, 2005, will be required to fulfill the new General Education program regulations set forth in the Addendum to this catalog. For graduation purposes students must meet the requirements printed in a catalog published not more than six years prior to the date of graduation. New, first year students may not follow the academic requirements of a catalog dated prior to their matriculation. Transfer students may follow the academic requirements of the UW-RF catalog dated on or after their matriculation at the last transfer institution, but not more than six years prior to the date of UW-RF graduation. Exceptions may be allowed with approval of the appropriate Academic Dean.

Motion 2004-2005/21 passed on April 7, 2005. This motion will take effect immediately.

Approved

_______ Disapproved

[Signature]
Virgil Nylander, Chancellor

4/25/2005
Date

UNIVERSITY OF WISCONSIN–RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
March 15, 2005

TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/20

At the March 10, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/20 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee to adopt the proposed changes to the Gen Ed HFA criteria and outcomes statements:

**Current Criteria for HFA**

a. Courses designated HFA emphasize philosophical, moral, and aesthetic principles that are part of the human experience.

**Proposed Criteria for HFA**

a. Courses designated HFA emphasize philosophical, linguistic, artistic, or aesthetic concepts that are part of the human experience.

HFA Criteria b. statement remains unchanged:

b. Courses designated HFA concentrate on the relationships between a culture and its creative expression.

**Current Outcomes for HFA**

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.

**Proposed Outcomes for HFA**

a. Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.

b. Students will recognize, analyze, and interpret human expression in terms of personal, intellectual, and social contexts.
Motion 2004-2005/20 passed on March 10, 2005. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Virgil Nylander, Chancellor

3/17/2005
Date
TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/20

At the March 10, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/20 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the AP&P committee to adopt the proposed changes to the Gen Ed HFA criteria and outcomes statements:

Current Criteria for HFA
a. Courses designated HFA emphasize philosophical, moral, and aesthetic principles that are part of the human experience.

Proposed Criteria for HFA
a. Courses designated HFA emphasize philosophical, linguistic, artistic, or aesthetic concepts that are part of the human experience.

HFA Criteria b. statement remains unchanged:
b. Courses designated HFA concentrate on the relationships between a culture and its creative expression.

Current Outcomes for HFA
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.

Proposed Outcomes for HFA
a. Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.
b. Students will recognize, analyze, and interpret human expression in terms of personal, intellectual, and social contexts.
Motion 2004-2005/20 passed on March 10, 2005. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Virgil Nylander, Chancellor

3/17/2005

Date
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/19

At the March 10, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/19 was made, seconded, and passed. This motion is forwarded for your action:

Motion from Faculty Senate to change the Final Grades policy to:

The class rosters with final grades recorded on them are due in the Registrar’s Office on or before the fifth working day following the last scheduled examination. The instructor is responsible for checking the accuracy of the information on each class roster.

The replaced policy read:

The class rosters with final grades recorded on them are due in the Registrar’s Office on or before the fourth working day following the last scheduled examination. The instructor is responsible for checking the accuracy of the information on each class roster. Each class roster must have the signature of the faculty member issuing the grade.

In summary, the new policy extends the grading time period from four to five working days, and the signature requirement that is impossible to implement in eSIS has been removed.

Motion 2004-2005/19 passed on March 10, 2005. This motion will take effect immediately.

V Approved

Disapproved

Virgil Nylander, Chancellor  
3/17/2005 Date
March 1, 2005

TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/18

At the February 24, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/18 was made, seconded, and passed. This motion is forwarded for your action:

Motion from AP&P to allow courses in the I designator to have 1 or more general education designators as prerequisites.

See the attached document for details.

Motion 2004-2005/18 passed on February 24, 2005. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

( Signature )

Date: 3/8/05

UNIVERSITY OF WISCONSIN–RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
Motion from AP&P:

**Current wording in I Designator (just before "criteria"):**
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.

**Approved wording change in I Designator (just before "criteria"):**
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; courses in the I designator may have 1 or more general education designators as prerequisites.
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/17

At the February 24, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/17 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Academic Standards committee to implement the +/- grading system beginning in Fall 2005.

See the attached document for details.

Motion 2004-2005/17 passed on February 24, 2005. This motion will take effect Fall 2005.

Approved

Disapproved

Virgil Nylander, Chancellor
In Fall 2004 the Academic Standards Committee was asked to examine the question of whether the campus should adopt a different grading system. The committee met several times to discuss the merits and problems of changing the system. The committee also sponsored a survey of students, faculty, and staff through D2L.

The committee noted that it had reviewed this question several times in the past including as recently as last year. As information from the previous discussions was reviewed, the committee realized that two other surveys had been conducted on campus, a survey of other schools through the American Association of State Colleges and Universities, and a survey of system schools.

The campus surveys had been inconclusive with the results being closely divided. The campus survey (Spring 2000) asked advisors to collect information as they met with students and then pass that information on to the committee. The total number of respondents was small and the results split almost exactly 50/50. The second campus survey was conducted last year using a survey tool included in the student services package. Again response was low and results were evenly split. The recent survey using D2L produced ambiguous results. More persons responded (867) to this survey than to earlier ones. The respondents included 749 students, 101 faculty and 17 staff. Since this survey was the first one conducted on D2L, it was a learning experience in how to construct a survey for this program package. We assumed the data could be resorted after collected. That was not true. As a result we do not have a conclusive knowledge of how the groups of respondents voted. All we have are the overall response rates. Fifty-one percent indicated no change, forty-two percent wanted a change, and seven percent indicated no preference. Because this was the first use of the tool, the progress of the survey results was watched closely. That observation suggested that when the faculty was encouraged to respond through a “facstaff notify” the number of faculty responses went up significantly and the number of “change system” responses also went up. Similar student notifications did not produce the similar surges. While the response rate was higher, the numbers represent a relatively small proportion of the campus community. This fact may suggest that most persons cared so little that they did not bother to respond.

The AASCU (American Association of State Colleges and Universities) survey collected narrative data as well. The majority of schools responding used either a plus/minus system or an AB/BC grade system but a number used the same whole grade system currently in place at UWRF. Comments from schools which had shifted from a whole grade to either of the other systems indicated that any concerns which had been expressed during the shift ceased to be problems within several years and the new system was accepted. None of the comments indicated any substantive problems after transition and several noted advantages in terms of precision.

In UW System the majority of campuses, 86%, use either the plus/minus or AB/BC system. The data counts the UW Colleges as one unit. Fifty percent of System schools use the plus/minus system. Currently, River Falls and Platteville, use the whole grade system. This historical and off-campus data suggested three conclusions. First, most other institutions do not use the whole grade system. More pertinent to issues of transfer and retention, most System schools do not use
the whole grade system. Second, after a shift was made, no problems were noted that resulted in a reconsideration. Third, historically at UWRF few individuals chose to respond to any survey and even then the results were inconclusive. This result suggests a lack of interest or concern in the subject by most people.

The discussions within the committee noted the material above and considered the potential effects of a change. The committee focused on the plus/minus system as the potential replacement plan since it was more widely used at the UW System schools.

The disadvantages were listed:
- any change will produce some transition issues
- the overall effect on student GPA is impossible to accurately project though the committee agreed that the effects would probably result in no-effect since the grade spread would be random and regular
- fewer persons would graduate with a 4.0 (this situation was not considered a disadvantage by many committee members)

The advantages were listed:
- greater precision in recording student performance
- GPA is already calculated to three decimal places on the student’s transcript
- Adding the plus/minus grades would better reflect student work and make the transcript appear more typical when viewed by outside organizations
- The proposed system would give faculty more options when assessing student performance
- Professors would have the option of continuing to use whole grades
- The proposed system would give students a clearer view of their performance and would facilitate better decisions regarding retention

In all the committee found more advantages to making a change than disadvantages. No single factor dominated the decision-making process. The committee feels the greater precision and wider range of options to record student performance constituted important reasons for a change. The consideration that a plus/minus or AB/BC system was used at a majority of the other schools both in System and elsewhere was another factor in supporting the change.

The grading scale used by the Registrar’s Office and eSIS is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Equivalent GPA</th>
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</thead>
<tbody>
<tr>
<td>A 4.0</td>
<td>C+ 2.333</td>
</tr>
<tr>
<td>A- 3.667</td>
<td>C 2.0</td>
</tr>
<tr>
<td>B+ 3.333</td>
<td>C- 1.667</td>
</tr>
<tr>
<td>B 3.0</td>
<td>D+ 1.333</td>
</tr>
<tr>
<td>B- 2.667</td>
<td>D 1.0</td>
</tr>
<tr>
<td>F 0</td>
<td></td>
</tr>
</tbody>
</table>

The committee recommends that the grading system at UWRF be changed to a plus/minus system beginning with Fall 2005.
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2004-2005/16  

At the February 24, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/16 was made, seconded, and passed. This motion is forwarded for your action:  

Motion from the Salary committee to recommend that the Chancellor not exercise his right to take the 10% from the percentage increase unless the raise averages at least 3% per year.  

Motion 2004-2005/16 passed on February 24, 2005. This motion will take effect immediately.  

Approved  

Disapproved  

Virgil Nylander, Chancellor  

3/8/05 Date
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2004-2005/15  

At the February 24, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/15 was made, seconded, and passed. This motion is forwarded for your action:  

Motion from the Salary committee to distribute the percentage increase referred to in the 2005-2006 Salary Distribution Memo from Dr. Nylander one third merit/market and two thirds for solid performance as in the past.  

Motion 2004-2005/15 passed on February 24, 2005. This motion will take effect immediately.  

Approved  

Disapproved  

Virgil Nylander, Chancellor  

Date
TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/14

At the February 24, 2005 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/14 was made, seconded, and passed. This motion is forwarded for your action:

Motion from AP&P to approve the History major with Philosophy emphasis.

See the attached documents for details.

Motion 2004-2005/14 passed on February 24, 2005. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Virgil Nylander, Chancellor

3/10/2005

Date
HISTORY MAJOR: 
PHILOSOPHY EMPHASIS

History is the study of the past, which humans have created, and philosophy is the study of the great ideas about the human predicament that have inspired them. More specifically, the study of philosophy—ideas, ideologies and aesthetics—has long been a cornerstone to the understanding of societies and cultures. History is the study of human beings, the societies they create, and the interactions between the physical world and human cultures. As such, a holistic view of the world involves the study of both history and philosophy. Through the examination of historical events, the effect and working out of those ideas can be observed. Currently, the History curriculum includes courses that study the history of ideas, but often in the context of other aspects of history. Combining these courses into a coherent program seems a reasonable and meaningful way to strengthen student learning opportunities the department, students' options for majors in the humanities, and options to explore interdisciplinary learning.

Six years ago the History Department absorbed the Philosophy Program. The Philosophy Program offers a minor, but many of its students would like to have a major which includes a philosophy component. The History and Philosophy Department was urged a year ago to develop a stronger sense of a shared program. As a result of that suggestion and the natural relationship between the disciplines the department proposes adding a History major with an emphasis on Philosophy.

The proposal addresses the following objectives:

- to permit students with a strong interest in philosophy to complete a degree which has a focus in that field rather than having only a minor and a separate major;
- to build on an existing student base and on the strengths in the department personnel;
to offer a missing humanities/liberal arts component in the Arts and Sciences curriculum—Philosophy;
• to strengthen both the History and Philosophy Programs by making them more attractive to a wider range of students.

The proposal also addresses several administrative issues

• The program can be implemented without additional resources and without complex approvals.
  o Six courses are already cross-listed.
  o Several of the History Department members have fields in intellectual history
• Currently offerings to complete the minor are difficult with only one FTE faculty assigned to philosophy. If/When a new line is filled, the new program will help focus that search to strengthen the overall departmental program.

Program

**HISTORY**

**Two 100 level History courses**
  one U. S. and one non-U. S. 3
(One should be taken to meet the general education requirements.) (3)

**Four history** courses at the 300 and 400 level
  at least one course from each of the following areas: U. S., Europe and World 12

**Hist/Phil 485** (Seminar) (will be cross-listed with Phil) 3

**PHILOSOPHY**

Phil 151 Living Issues in Philosophy (taken in General Education) (3)

Philosophy advanced:
Students will take four of the following: 12
Phil 201 Ideas of Human Nature
Phil 218 Philosophy and History of Visual Arts
Phil 221 Ancient Philosophy
Phil 222 Hellenistic and Medieval Philosophy
Phil 224 Existentialism and Late Modern Philosophy
Phil 245 Islam and Oriental Religions in the USA

And

Two Philosophy courses at the 300 or 400 level 6

Subtotal 18 + 3

Total Credits for the major 36 + (6)

General Comments:

The six philosophy courses have been chosen because they are directly relevant to philosophy and history.

Appropriate courses taken in either philosophy or history may be used to meet the diversity and global experience aspects of general education.

Flexibility allows the student to develop the major to suit their interests. However, the actual individual plan is the result of collaboration with the advisor. During the second year the student and advisor will develop a formal plan for the courses to be included the student’s major. The plan will be reviewed each semester. In general, many students will be taking history courses from the non-U. S. side, though not exclusively.

As new options develop for the introductory courses to the disciplines they may be added to the program either as options or in place of the existing courses.

Notes: Since many of the Philosophy courses are at the 200 level, the majority of the History courses in the program are at the 300/400 to ensure the students have adequate exposure to upper division course work.

Students cannot minor in either history or philosophy
History Courses—Upper division

U. S.
310 History of American Political Thought
351/551 U. S. Colonial History I: Early Settlement
352/552 Colonial History II: Era of the Revolution
353 U. S. History: The Middle Period 1790-1850
354 U. S. History The Age of Growth 1850-1890
358/558 U. S. History from 1890-1945
359/559 U. S. History from 1945
361/561 U. S. Economic History
364 History of the upper Midwest: Furs, Logs, and Farms
366/566 Social History of the U. S.
367/567 History of Foreign Policy
369/569 American Intellectual History
385 Interdisciplinary Seminar on the American Frontier
416/616 Constitutional Law
481 Readings in Material and Popular Culture
486/686 Reading Seminar: History of the Americas

Europe
303/503 Women’s History Europe
308/508 Western Political Thought: The Renaissance through Marx
309/509 Western Political Thought: Nietzsche to the Present
321/521 The Middle Ages
322/522 The Renaissance
323/523 The Reformation (soon to be the Late Middle Ages)
324/524 Absolutism, Enlightenment and Revolution
326 Germany: Bismarck to Hitler
327/527 World War I to World War II
328/528 World War II to the Cold War
330/530 Revolutions in Modern History

World
301 History of Film
305/303 Women’s History: Global Perspective
334 Modern China 1800 to Present
349/549 Middle East History and Politics
415/615 Philosophy of History
436 History of Colonialism and Imperialism
TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/13

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/13 was made, seconded, and passed. This motion is forwarded for your action:

The Academic Procedure and Policy committee will be the final decision maker on whether or not a course meets American Cultural Diversity (ACD) and/or Global Perspectives (GP) designator qualifications.

See the attached documents for details.

Motion 2004-2005/13 passed on November 18, 2004. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

12/1/2004
Proposal 6

From AP&P:

We are discussing the approval process for Diversity (ACD) and Global Prospective (GP) classes.

When looking at the approval process for ACD and GP courses, we felt that the AP&P should be the final decision maker on whether or not a classes meets ACD and/or GP. Currently, if a course is recommended for diversity status by AP&P, it also has to be approved by Faculty Senate. This seems redundant. Also, with General Education classes, the Gen Ed Committee is the final approval body. Why should diversity classes go through Faculty Senate when Gen Ed classes don't have to? Also, it just seems like it is an additional step that bogs down an already slow process.

In the UW-RF Faculty/Staff Handbook, one of the duties listed under AP&P is: To examine and recommend to the Faculty Senate proposals for new graduate degree and certificate programs, undergraduate minors and majors, general education diversity courses, and any other new academic programs. Graduate programs will be forwarded to the Academic Program and Policy Committee by the Graduate Council.

We are asking that "general education diversity courses" be removed from the above list and that an additional duty is added which states: To evaluate and approve University Requirement courses for the American Cultural Diversity and/or Global Perspectives designation.
5. The course should be discipline-based, or may be interdisciplinary, and should be approached from a thematic or conceptual basis, linked to the particular groups. Some examples of a thematic or conceptual base may include: (a) social class differences; (b) equity and equality; (c) justice; (d) politics; (e) public policy; (f) demographics; (g) attitudes; (h) bilingualism; (i) creativity; (j) environment; (k) multiculturalism.

6. Course proposal should include a 1-2 page annotated bibliography.

Additional points of interest:

1. "Diversity" remains defined at a minimum 50% of the content devoted to African Americans, Native Americans, Latinos, and/or Asian American in the United States.

2. "Diversity" no longer includes majority culture women as a content category that contributes to the definition of diversity.

3. All ACD and GP courses, to the degree possible, should address issues of gender and class.

4. ACD and GP courses will be reviewed on a 5-year cycle. The review, conducted by AP&P (or a subcommittee of AP&P), will consist of evaluating data and supporting documentation to show that the stated outcomes are being met. Assignment of the initial review year will be staggered to facilitate a balance of number of courses being reviewed in any given year.

Individuals preparing proposals for ACD courses should be aware of the following language in the UW System Administrative Guidelines for Creating a Five-Year Plan (1998-2003) related to Plan 2008: Educational Quality Through Racial/Ethnic Diversity, p. 4-7, which reaffirmed the intent of the diversity course requirement in the earlier Design for Diversity plan (1987-97). The guidelines state: "The three-credit graduation or general education requirement for coursework in African American, Hispanic/Latino, Asian American and American Indian topics continues unchanged. Courses on international issues, or on topics related to women, or to gay, bisexual, lesbian, trans-gender groups, or the economically disadvantaged complement this ethnic studies requirement. They are not a substitute for it. Additional institutional course requirements may also be developed to complement this requirement, thereby enhancing the educational experience for students."

- Motion 8 from Faculty Senate 2001-2002 (November 28, 2001) states that the University Curriculum Committee must review all courses that undergo "significant change." The motion defines significant change as "changes in credit hours, course title, or any other planned alteration that would affect the course's catalog listing."
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/12

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/12 was made, seconded, and passed. This motion is forwarded for your action:

A WIS course prefix is created to accommodate courses brought in from Wisconsin in Scotland taught by a professor at another institution in the West Central Wisconsin Consortium (WCWC) that do not directly correspond to UWRF courses.

See the attached documents for details.

Motion 2004-2005/12 passed on November 18, 2004. This motion will take effect Spring 2005.

Approved

Disapproved

Virgil Nylander, Chancellor

12/1/2004

Date
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: WCWC (New Prefix)

C. Department(s) (Originating): N/A

D. College(s) (Originating): College of Business and Economics

E. Other Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1) College of Arts & Sciences
   2)  
   3)  
   4)  

F. Date of Implementation: Spring Semester 2005 Year

G. Have all courses in this program been approved? Yes □ No □ If “No”, which ones? N/A

H. Attach Request Narrative

I. 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.

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<tr>
<th>Department Curriculum Committee Chair (optional)</th>
<th>Signature</th>
<th>Date</th>
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<th>Provost / Vice Chancellor</th>
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*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: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/11

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/11 was made, seconded, and passed. This motion is forwarded for your action:

Approval of the Master of Science in Education – Professional Development Shared Inquiry Community Program with the proviso that within two years the program will create a course each semester that reflects the integration of the content areas.

See the attached documents for details.

Motion 2004-2005/11 passed on November 18, 2004. This motion will take effect immediately.

V  
Approved

_____  
Disapproved

Virgil Nylander, Chancellor

Date 12/1/2004
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

Proposal 4

I. INFORMATION:

A. Check all that apply: Existing Program _ New Program __X__
   Name Change _ Credits Change _ Substantial Change in Curriculum __

B. Program Title: __Shared Inquiry Community: MSE-PD________

C. Department(s) (Originating): ___Teacher Education______________

D. College(s) (Originating): ____________________COEPS___________

E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1) ____________________________________________ 2) __________________________
   3) ____________________________________________ 4) __________________________

F. Date of Implementation: ______Spring________ 2005________
   Semester Year

G. Have all courses in this program been approved? Yes ___ No __X__ If "No",
   which ones? ___EDTC600, ___2 1 credit and 2 2 credit courses in Action Research

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.

Department Curriculum Committee Chair (optional)

Department/Program Chair ___________________________________________________________________________ 
Signature: ________________________________ Date: 9/28/04

College Curriculum Cmtn. Chair ______________________________________________________________________

Dean of College ______________________________________________________________________________________
Signature: ________________________________ Date: 9/28-04

Graduate Council Chair ________________________________________________________________________________
Signature: ________________________________ Date: 9/28/04

University Curriculum Cmtn. Chair ______________________________________________________________________

Academic Policy & Program Cmtn. Chair __________________________________________________________________
Signature: ________________________________ Date: 10/18/04

Faculty Senate Chair __________________________________________________________________________________

Provost / Vice Chancellor _____________________________________________________________________________

Chancellor __________________________________________________________________________________________
Signature: ________________________________ Date: 

*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, Office
of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.
Proposed new graduate program
within the MSE-PD
“A Shared Inquiry Community”
College of Education and Professional Studies

Two years ago, Dr. Leon Zaborowski and Dr. Connie Foster began discussing the idea of creating a master’s degree that would meet the personal and professional needs of practicing teachers. These descriptors of a proposed new graduate program were created by Associate Dean Mary Manke and by Fred Poss and Dr. Pamela Richards. Mr. Poss and Dr. Richards have considerable experience teaching in a related program, and they are eager to create a program for UWRF that builds on the strengths of their past experience and their perceptions of what a truly excellent program might be.

1. This degree is a Master of Science in professional development. The name emphasizes the academic rigor of the program and its rigorous research base.

2. The degree will be earned in a shared inquiry community—not a generic learning community. The learning community concept has become a very popular idea because of extensive research that supports the importance of the social component in effective adult learning. The community formed to earn this degree will focus on a shared inquiry process, working from the first day to learn the action research cycle and implement it in direct and relevant ways within the learners’ own classrooms and work settings.

3. A seamless conceptual design from theory to practice, open to critique, participation, and change, will always be a basic part of the UW-RF shared inquiry community program. The design aims to link the action research cycle and rigorous academic standards and performances to the conceptual framework of the Education Unit.

4. This program is connected directly to the Education Unit’s conceptual framework, with its values of reflection, constructivist teaching, technology use, professional ethics, understanding of diversity, standards-based learning, strong content knowledge, local national and global perspectives, working in partnership with schools, and collaboration and interaction.

5. This program’s curricula, experiences, and assessments are tightly connected to the National Board for Professional Teaching Standards, including its standards, processes, and assessments. Students completing the program will be prepared to begin the National Board process if they choose.

6. This program is also connected to the Wisconsin Teacher Standards and the Wisconsin Content Guidelines in curricula, experiences, and assessments.
15. **Emphasis on the writing process** is another major element. The Shared Inquiry Community model will include direct teaching of the writing process. Writing work and assignments will be sequentially planned in a deliberate effort to include rigorous professional writing in each month’s expectations.

16. **Technology integration** will be included in every weekend and in monthly assignments.

17. **Reflective practices** will be studied, taught, modeled, assigned, and used in a conscious and rigorous manner. Learners will be taught how to collect quantitative as well as qualitative data and then how to use sound reflective processes to assess and analyze them.

18. **Specific field experiences** relevant to all learners will be designed and included in the shared inquiry community. These experiences will typically take place during the teacher’s regular work day.

19. **Skills of managing change** will be taught. Readings, experiences, and assignments will allow students to both design professional change and understand how to deal with personal and organizational challenges that change creates.

20. **Individuals who are not teachers**, but who have educational interests in areas such as business, industry, and health will be welcomed as enrollees. Community college teachers may also join the program. Assignments, activities, and final projects will be flexibly designed in order to adjust for differing school and workplace circumstances.

21. **A problem/solution approach to scheduling and location.** In this area of the state, earning a master’s degree through a flexible, learner-oriented model is a popular choice. This program will offer an opportunity to earn the master’s through classes that meet during 20 monthly weekends (15 hours per weekend) over two years, working with a group of fellow professionals. Students will complete 30 credits leading to a master’s degree, including TED760, Introduction to Research. All courses will be versions of existing UWRF course, except for an ongoing component of individual study that accounts for the action research project. Most classes will be held in the geographic area where the learners are located.
• Who is involved in the new program?
• When will the new program likely begin?
• Where will the new program be housed?
• How will the new program work?

**What problems are addressed by the new program?**

First, the new MSE-PD program advances the stated mission of the College or Education and Professional Studies to provide visionary leadership in the field of education. Other public and private regional universities, such as the University of Wisconsin-La Crosse, offer MEPD programs that face continuing questions about their amount of academic rigor and the quality of student research. The UWRF will offer a Master of Science in Education, and will attend to the level of rigor implied in that title. Academic rigor is embedded in the planning for this program. Students will begin to learn the Action Research Cycle on Day One, and during every class meeting they will be required to use action research to complete monthly and semester individual and group assignments and individual learning contracts. Final projects at the end of the two years will demonstrate students' technological expertise and provide evidence that the MSE-PD program has prepared its graduates to be ethical and reflective practitioners who use essential knowledge and relevant research to provide sound twenty-first century practices in their classrooms.

Another essential element is the very intentional design of curricula, field experiences, and assessments to tightly connect to the National Board Teacher Standards and the Wisconsin Teacher Standards as well as the Wisconsin Content Guidelines. While other programs list the National Board and Wisconsin Standards as possible references as individuals invent standards, the UWRF program unambiguously coheres to these widely respected state and national standards.

Responsiveness — to the mission of the college, to the importance of basing the program on student research, and to the educators in our region who have unmet needs to learn, plan, and teach for standards-based educational requirements — is the core of this program’s design.

**Why propose this program?**

Essential to UWRF’s mission in teacher education is serving the needs of professional educators in our region. Teachers want to participate in a quality program that is focused on their real needs in classrooms, that links closely to their classroom experiences, and that allows them to see how their daily work has been improved by program participation. In addition, they want a program that is offered in a format that fits their busy schedules as educators, family members, and community members, and that meets their needs as adult learners. The Shared Inquiry Community is designed to meet these needs.

This program will function through UWRF’s Outreach function, and will, if successful, be a significant source of new dollars that can be used for such purposes as faculty professional development and partnership development. In addition, because this program will serve elementary school, middle school, and exceptional education teacher populations over a two-year period, it will lead to increased university connections with these teachers, their programs, and their school districts. The university’s role in PK16
Education through Hamline University. Her background includes a wide range of professional experiences; she has been an elementary teacher and director of a preschool. She has both public and private school experience. She served as an Educational Consultant for one of the top publishing companies and gained experience that will prove valuable in marketing the new masters program. This publishing experience had her presenting nationwide to groups of teachers on current best practices. She also worked as an independent educational consultant developing and presenting staff development opportunities to educators across several educational disciplines. She has worked alone and with Fred Poss in consulting roles for many learning communities, as she and they both advised facilitator teams, developed training opportunities, helped design curriculum, and made professional presentations to learning communities on an array of educational issues such as brain-based learning, the action research cycle, writing for professional publication, and developing a set of communal ethics, values, and practices which bond individuals into true learning communities. Richards also currently works as the Math Curriculum Specialist for the 5th largest school district in Minnesota. Her contacts in this role are valuable sources for meeting individual district needs as the MSE-PD program continues to stay in touch with current needs and trends. And Dr. Richards has the same shared history as Fred Poss in facilitating learning communities for St. Mary’s of Winona and, most recently, the University of Wisconsin-La Crosse.

**When will the new program likely begin?**

The goal is to launch the first UW-RF Shared Inquiry Community at the beginning of this school year’s second semester, or, if time becomes a critical issue, the new program would start the summer or fall of 2005. Those dates assume the willingness of faculty and administration to take the necessary steps to move ahead.

**Where will the program be housed?**

The home of the MSE-PD once-a-month, full weekend classes will, at least initially, be the education building on campus. However, some weekend days will be spent in other locations when field experience opportunities present themselves.

**How will the program work?**

The basic structure of the new MSE-PD program aims to create a shared inquiry community of at least 20 who will attend a Saturday 8:00 a.m. to 4:00 p.m. and a Sunday 8:00 a.m. to 3:00 p.m. weekend class once a month, ten months a year, for a period of two years. The community members will be divided into both formal and informal groups. Formal groups, structured by the facilitators, include:

- “Advisory groups,” composed of 4 or 5 people, grouped using personality inventory tests and form the basic unit of support and accountability;
- “research-alike groups” of 2 or more matched by similar interests in research topics;
- “grade-alike” groups.

Each weekend’s agenda will include a morning meeting to deal with business, announcements, and an appropriate group ritual designed to set the theme and tone for the weekend. Other basic items occurring each month will include small group sharing and evaluation time, facilitator-taught lessons based on the sequence of reading and writing activities for each month, a technology lesson and computer lab research time and
the group will review the work and the group’s rubric-based grade assessment for the facilitators and provide their recommendation for a semester grade. That part of the assessment process will be 50% of the decision, and the facilitators, after presenting their own assessment of the individual’s work, will talk with the individual and group before deciding on the remaining 50% of each graduate candidate’s final semester grade. The final responsibility for deciding what each graduate candidate has earned for a semester grade rests in the hands of the facilitator team. The ultimate responsibility for deciding whether a graduate candidate passes or fails a semester or completes rests with the facilitators. The current UWRF grade appeals process for graduate students will apply.

At the end of the two years, graduate candidates will also have to meet current university expectations in terms of Final Projects. Currently, the university provides options of presenting final projects in a variety of forms and means. A basic part of the two year experience in the MSE-PD program will require students to engage in direct action research using their own classroom and the context of their grade levels, schools, and district goals and guidelines. This basic part of the program will be the heart of what is called the Final Project. Options for demonstrating the research can include written or electronic portfolios, multi-media presentations, grants written, journal articles prepared, presentations made at educational workshops and conferences, and combinations of the elements above. Included as part of the rubric assessment process for the semester and for the two years will be elements from the National Board of Teacher Standards process and the ten Wisconsin Teacher Standards.
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/10

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/10 was made, seconded, and passed. This motion is forwarded for your action:

Approval of the Master of Science in Education – Professional Development (MSE-PD)

See the attached documents for details.

Motion 2004-2005/10 passed on November 18, 2004. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

12/1/2004

Date
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

Proposal 2

I. INFORMATION:

A. Check all that apply: Existing Program ______ New Program ______
   Name Change ______ Credits Change ______ Substantial Change in Curriculum ______

B. Program Title: ______ Master of Science in Education-Professional Development

C. Department(s) (Originating): ______ Teacher Education

D. College(s) (Originating): ______ COEPS

E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1)
   2)
   3)
   4)

F. Date of Implementation: ______ Spring ______ 2005 ______
   Semester ______ Year ______

G. Have all courses in this program been approved? Yes ______ No ______ If "No", which ones? ______ NA
   This is a framework for programs; it does not have courses ______

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.

   Department Curriculum Committee Chair (optional)
   ____________________________ ____________________________
   Signature Date

   Department/Program Chair ____________________________ 9/28/04

   College Curriculum Cmtt. Chair ____________________________ 10/12/04

   Dean of College ____________________________ 9/28-04

   Graduate Council Chair ____________________________ 9/28/04

   University Curriculum Cmtt. Chair NA

   Academic Policy & Program Cmtt. Chair ____________________________ 10/1/04

   Faculty Senate Chair ____________________________

   Provost / Vice Chancellor ____________________________

   Chancellor ____________________________ ____________________________
   Signature Date

*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, Office
of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.
the MSE-PD. Currently, we offer approved graduate certificates in Community Education, Service Learning, Reading Teacher, and Learning Disabilities, as well as the Principal Leadership Certificate. A certificate in Instructional Technology for Teachers is currently being developed, and the college is looking at how to develop a certificate in School Administration. This last certificate could be combined with certificates in Curriculum or Instructional Technology to lead to certification for licensure as a Curriculum Director or Instructional Technology Coordinator, as well as to the master’s degree. In every case, completion of one or more research courses and a culminating practical research experience related to the certificates earned would be an essential part of the degree.

Future considerations

We are also considering how to use the focused and directed, for-credit, professional development experiences that students are having in federally funded grants obtained by UWRF or by K12 partnerships that include UWRF to serve as certificate-like portions of the MSE-PD.

Limitations on these programs

Perhaps it is appropriate to include a word about what the MSE-PD would NOT permit. Single courses, professional development activities offered on a short-term basis, or unrelated workshops could not be included. Courses transferred into the program, not to exceed 9 graduate credits, would have to form part of a defined group of courses similar to a certificate. The purpose of the degree is to offer an opportunity for teachers who have participated in longer-term, carefully structured, and rigorous professional development to tie those experiences together through an applied research experience to receive a master’s degree equal in rigor to others offered by UWRF for teachers.

Review and approval process for MSE-PD

1. Creation of Master of Science in Education—Professional development (MSE-PD)
   - COEPS reviews and approves proposal for creation of MSE-PD
   - Graduate Council reviews and approves proposal for creation of MSE-PD
   - AP&P reviews and approves proposal for creation of MSE-PD
   - Faculty Senate reviews and approves proposal for creation of MSE-PD
   - Chancellor reviews and approves proposal for creation of MSE-PD

2. Approval of specific MSE-PD programs
   - COEPS reviews and approves the proposal and courses of specific MSE-PD programs
   - Graduate Council reviews and approves the proposal and courses of specific MSE-PD programs
   - AP&P reviews and approves the proposal and courses of specific MSE-PD programs
   - Faculty Senate reviews and approves the proposal and courses of specific MSE-PD programs
   - Chancellor reviews and approves the proposal and courses of specific MSE-PD programs
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/9

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/9 was made, seconded, and passed. This motion is forwarded for your action:

The CPTS/CSIS 105 course will no longer be a required supporting course in the Social Work major.

Motion 2004-2005/9 passed on November 18, 2004. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

12/1/2004

Date
To: Barb.Werner
From: Faye Perkins <faye.j.perkins@uwrf.edu>
Subject:
Cc: Dawn.Hukai, Ogden.Rogers
Bcc:
Attachments:

Barb,

At today's AP&P meeting, we approved the motion for the Social Work Department to drop CPTS/CSIS 105 as a required supporting course in the Social Work major. I will forward the paperwork to Dawn Hukai. Please bring the recommendation forward to Faculty Senate.

Thank you,

Faye

Faye Perkins, Ph.D.
University of Wisconsin-River Falls
Department of Health & Human Performance
410 S. Third Street
River Falls, WI 54022
715-425-3705 (office)
715-425-3696 (FAX)
715-425-8218 (home)
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: Social Work

C. Department(s) (Originating): Social Work

D. College(s) (Originating): CES

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

Department Curriculum Committee Chair (optional) __________________________
Department Chair __________________________ Date: 9/23/04
College Curriculum Cmtt. Chair __________________________ Date: 9/23/04
Dean of College __________________________ Date: 9/23/04
University Curriculum Cmtt. Chair N/A __________________________ Date: 11/05/04
Academic Policy & Program Cmtt. Chair __________________________ Date: 11/05/04
Faculty Senate Chair __________________________ Date: 
Provost / Vice Chancellor __________________________ Date: 
Chancellor __________________________ Date: 

*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.
Date: Wed, 14 Apr 2004 15:06:57 -0500
To: thomas.jensen@uwrf.edu
From: Ogden Rogers, Ph.D., Chair, Social Work
Subject: CEPS Curriculum Committee Request - Social Work

To: Tom Jensen, CEPS Curriculum Committee
From: Ogden Rogers, Chair, Social Work
Date: 4/14/2004

Re: Remove CSIS 105 requirement from the Social Work Major Requirements

Dear Tom:

Please circulate this request to the members of the CEPS Curriculum Committee as soon as possible.

Social Work is requesting to drop CSIS 105 (2 cr) "Microcomputer applications" as a supporting course requirement in our broad area major. While this course was needed about 10 years ago to support basic computer literacy in our students, polling over the years has revealed to us that almost all of our freshmen are now coming to UWRF with these basic computer skills. I have already discussed this with the CSIS department and they offered no disagreement.

In the interest of bringing our requirements closer to a 120 credit load, our faculty have voted to eliminate this requirement. I ask for the Curriculum Committee's approval so I can move this to AP& P.

Sincerely,
Ogden Rogers, Ph.D., LCSW, ACSW

4/26/2004
To: Lisa Sword  
Office of the Registrar

From: Thomas Jensen  
Curriculum Chair,  
College of Education and Professional Studies

Re: Course Removal from Social Work Curriculum

Date: 3 May 2004

Attached is email correspondence in regards to Social Work's request to remove CSIS 105 (2 cr.) "Microcomputer Applications" as a supporting course requirement. As per Michael Crotser's suggestion I am forwarding this request to you for your action.

Thank you for your attention to the above

c Ogden Rogers, Social Work  
Michael Crotser, Chair, University Curriculum Committee
SOWK 100 Introduction to Sociology 3 cr.
CSIS 105 Microcomputer Applications 2 cr.
SOWK 260 Practice with Diverse Populations 3 cr.

Directed Electives: 3 cr. hrs.
SOCI 218 Deviant Behavior 3 cr.
SOCI 221 Global Perspectives on Women 3 cr.
SOCI 315 Sociology of Later Life 3 cr.
SOCI 323 Sociology of the Family 3 cr.
SOCI 330 Social Organizations 3 cr.
SOCI 338 Global Perspectives on Health and Disease 3 cr.
SOCI 435 Social and Cultural Change 3 cr.
SOCI 445 Power and Inequality 3 cr.
CJ 202 Introduction to Criminal Justice 3 cr.
CJ 320 Juvenile Delinquency 3 cr.
CJ 322 Criminology 3 cr.
CJ 430 Trends and Issues in Incarceration 3 cr.
SCTA 206 Family Communication 3 cr.
SCTA 207 Listening Skills 3 cr.
SCTA 208 Problem Solving in Small Group Communication 3 cr.
SCTA 318 Communication and Leadership 3 cr.
PSYC 236 Developmental Psychology: childhood and Adolescence 3 cr.
PSYC 330 The Exceptional Child 3 cr.
PSYC 336 Developmental Psychology: Adulthood and Aging 3 cr.
PSYC 365 Individual and Group Processes 3 cr.
PSYC 420 Introduction to Learning Disabilities 3 cr.
PSYC 421 Mental Retardation 3 cr.
POLS 225 Introduction to Public Administration 3 cr.
POLS 253 State and Local Politics 3 cr.
POLS 256 Public Policymaking 3 cr.
HIST 310 History of American Political Thought 3 cr.
WMST 200 Introduction to Women's Studies 3 cr.
INTS 200 Introduction to International Studies 3 cr.
TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/8

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/8 was made, seconded, and passed. This motion is forwarded for your action:

Program prerequisites for the TESOL major will be changed to require a minimum score of 550 on the TOEFL exam for non-native-English speakers.

Motion 2004-2005/8 passed on November 18, 2004. This motion will take effect no sooner than January 2006.

Approved

Disapproved

Virgil Nylander, Chancellor

[Signature]

12/1/2004

Date

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

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/7

At the November 18, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/7 was made, seconded, and passed. This motion is forwarded for your action:

The Equity and Compliance Officer will no longer be an ex-officio member of the Grievance and Appeals Committee.

Motion 2004-2005/7 passed on November 18, 2004. This motion will take effect immediately.

✓ Approved

Disapproved

Virgil Nylander, Chancellor
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2004-2005/6

At the October 21, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/6 was made, seconded, and passed. This motion is forwarded for your action:

Motion to approve the Resolution on Inclusivity as follows:

UNIVERSITY OF WISCONSIN-RIVER FALLS FACULTY, October 21, 2004

Resolution in Opposition to the Proposed Constitutional Amendment Regarding the Definition of Marriage

Whereas, both branches of the state of Wisconsin Legislature, the assembly and the senate, have approved a joint resolution to amend the state's constitution by creating a new section 13 of article XIII with the following language:

_Only a marriage between one man and one woman shall be valid or recognized as a marriage in this state. A legal status identical or substantially similar to that of marriage for unmarried individuals shall not be valid or recognized in this state._

And, whereas such legislation would further intolerance and thus have significant and far-reaching social consequences,

And, whereas current federal, state, and university legislation broadly and specifically prohibit both harassment and discrimination,

And, whereas the recruitment and retention of high-quality faculty and staff is predicated on an inclusive climate that supports all individuals,

And, whereas such legislation is inconsistent with the faculty's values and commitment to provide a broad and contemporary education to its students,

Be it therefore resolved that

The University of Wisconsin- River Falls Faculty Senate stands in opposition to the recently passed Wisconsin Legislature's joint resolution supporting the above quoted constitutional amendment in that by narrowly defining marriage and denying "legal status identical or substantially similar to that of marriage for unmarried individuals" in the state, the joint resolution represents a signature and dangerous erosion of harassment and discrimination protections.
Adopted by the Faculty Senate of the University of Wisconsin- River Falls on 21 October 2004.

Rationale

The UWRF Executive Committee has reviewed all elements of the UW System "Inclusivity Initiative" and believes that it is in the best interest of UWRF to fully support this resolution. It speaks to a commitment that we all share for both equality and diversity, both of which directly impact the quality and retention of faculty and staff that support the educational and research mission of UWRF. Therefore, the Executive Committee fully recommends that the Faculty Senate support this resolution.

Motion 2004-2005/6 passed on October 21, 2004. This motion will take effect immediately.

☑ Approved

☐ Disapproved

Virgil Nylander, Chancellor

Date 11/2/2004
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2004-2005/5  

At the October 21, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/5 was made, seconded, and passed. This motion is forwarded for your action:

Motion from AP&P to approve the new International Studies major.  

See the attached document for details.

Motion 2004-2005/5 passed on October 21, 2004. This motion will take effect immediately.

Approved  

______________________________  Disapproved  

Virgil Nylander, Chancellor  

Date 10/28/2004
Proposal 2
TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

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

B. Program Title: International Studies Major: Bachelor of Arts & Bachelor of Science
C. Department(s) (Originating): International Studies Program (INTS)
D. College(s) (Originating): INTS is housed administratively in the College of Arts and Sciences, but it is an interdisciplinary program involving all the University's colleges.

E. Other Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1) Agricultural Economics 2) College of Business & Economics
   3) Geography 4) History & Philosophy
   5) Modern Languages 6) Political Science

F. Date of Implementation: Fall 2005-2006 Semester Year

G. Have all courses in this program been approved? Yes ___ No x If "No", which ones? All the courses have been approved except a required course in international economics and business that is tentatively titled CBE 150 "International Issues in Economics and Business." This course will be submitted shortly to the appropriate governance bodies for consideration.

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.

[Signatures and dates are handwritten on the page.]

* CBE 150 Dean of College
Modern Languages

Department Chair

College Curriculum Cmtt. Chair

Dean of College

Signature

Date

Peter C. Youngson 9/29/07

E. C. Currant 10/18/07

James Field 9/19/07
Date: Wed, 29 Sep 2004 10:29:13 -0500
Subject: Re: New Major
From: Peter Johansson <peter.c.johansson@uwrf.edu>
To: Wes Chapin <Wes.Chapin@uwrf.edu>

on 9/23/04 11:49 AM, Wes Chapin at Wes.Chapin@uwrf.edu wrote:

> Hello Peter,
>
> The new transmittal form that I just received from AP&P for new programs
> requires that we obtain letters of support from all departments or programs
> that are substantially affected by the program. As a department that
> offers required courses in the proposed major (two years of language), we
> need a short letter and signature from you as chair of modern language
> indicating your support.
>
> Because we are trying to move this along quickly, is there any chance I
> could obtain this right away? I need these before I can proceed to the
> curriculum committees. It could be only a few short sentences.
>
> I look forward to hearing from you right away.
>
> THANKS,
>
> Wes

> Wes Chapin
> Associate Professor, Department of Political Science
> Chair, International Studies Program (www.uwrf.edu/international_studies)
> Program Coordinator and 2005 Group Leader, International Traveling
> Classroom (www.uwrf.edu/ite)
> University of Wisconsin -- River Falls
> 410 South Third Street
> River Falls, WI 54022
> (715) 425-3318
> (715) 425-0657 (fax)
> Wes.Chapin@uwrf.edu
>
>
> Wes,

The Modern Language Department is willing to provide courses which support
the International Studies Major.

Peter Johansson, Chair

Printed for Wes Chapin <Wes.Chapin@uwrf.edu>
September 23, 2004

To Whom It May Concern:

The Political Science Department supports the proposed international studies major and welcomes the opportunity to contribute courses as part of its curriculum.

Sincerely,

Tracey Gladstone-Sovell, Chair
September 24, 2004

TO:  Wes Chapin  
     Political Science

FR:  Betty Bergland  
     Chair, History and Philosophy

Wes Chapin of the Department of Political Science has consulted with the Department of History and Philosophy regarding the institution of a new major in International Studies at UWRF. We have reviewed the proposal for a major and discussed this in a department meeting. With unanimous support for the proposal, we concur with Professor Chapin that this is an important and meaningful addition for River Falls students.

Sincerely yours,

Betty Bergland  
Chair, History and Philosophy
AUTHORIZATION TO IMPLEMENT NEW PROGRAM PROPOSAL

I. Program Identification and Description

1.1 Title of Proposed Program: International Studies Major: Bachelor of Arts & Bachelor of Science

1.2 Department or Functional Equivalent: International Studies Program

1.3 College, School, or Functional Equivalent: University of Wisconsin-River Falls: The International Studies Minor is an interdisciplinary program, drawing upon faculty and courses from all the colleges at the University. It is housed administratively in the College of Arts and Sciences, and students can complete the major within the Colleges of Agriculture, Food, and Environmental Sciences; Arts and Sciences; and Education and Professional Studies.

1.4 Timetable for Initiation: May 18, 2004, official permission to plan authorized by Ronald, M. Singer, Associate Vice President, UW-System; fall 2004, on-campus approvals, review by a three-person Program Review Committee, and review by outside consultants; fall 2004/spring 2005, Board of Regents approval; the new major will be offered for the first time in the fall semester following Board approval.

II. Context

2.1 History of Program: In the early 1990s, the University of Wisconsin-River Falls began work to obtain approval for an international studies minor. The University was notified by UW-System (Albert J. Beaver) on May 17, 1994 that the International Studies Minor was approved, and permission was granted to offer the minor, effective summer 1995. The first significant attempt to advertise and promote the minor began in fall 1998. At that time the program consisted of six students. Since then, the program has expanded to 100 international studies minors1 and, based on current trends, is expected to grow to 110-125 students. This proposal would provide students with the option of majoring in international studies.

2.2 Instructional Setting of the Program: The current minor, on which the proposed major is based, is an interdisciplinary program drawing on faculty and courses from all the colleges at the University. The required courses would consist of two inter-college courses, one course from the College of Agriculture, Food, and Environmental Sciences, three courses from the College of Arts and Sciences, one course drawn from the College of Business and Economics, and a study-abroad course that could be taken in any of the four colleges at the University. Finally, electives in the proposed major would be drawn from all four of the colleges at the University.

2.3 Relation to Mission Statement and Strategic Academic Plan: The increasing internationalization of the world is a phenomenon that cannot, and should not, be ignored. This is reflected in the University’s Mission Statement, which reads, “The

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1 According to the UW-RF Office of Institutional Research, there were 100 students at UW-RF during July 2004 with an international studies minor.
University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study and travel abroad." During spring 2004, the University's Faculty Senate approved a new requirement that all incoming students (as of fall 2005) complete at least one course dealing with global perspectives. This new requirement and the proposed major would be complementary and reinforcing. Furthermore, one of the UW-System's general goals is to internationalize the curriculum.

The System also has established a goal that 25 percent of System graduates have an international experience, and the most recent UW-System International Education Strategic Plan draft indicates that "The International Education Mission of the University of Wisconsin System is to strengthen the global and international dimensions of teaching, learning, research, and service throughout the System." This proposal addresses those objectives.

2.4 Program Array History: Since the 1999-2000 academic year, six new major programs have been approved: Dairy Science (1999-00), Environmental Science (2000-01), Teaching English to Speakers of Other Languages (1999-00), Theatre Arts (2002-03), Management (2000-01), and School Psychology (2000-01). Three major programs have been discontinued during the same time period: Agricultural Marketing (1999-00), Agriculture, broad area-edp (2000-01), and Soil Science (2000-01).2

III. Need

3.1 Comparable Programs in Wisconsin: Of the thirteen four-year schools in the UW-System, UW-River Falls is the only university that does not have either an international studies major or an equivalent. Seven system schools have international studies majors, and five have alternatives, such as the Latin American Studies Major at UW-Eau Claire. In addition, none of the four UW-Schools closest to UW-River Falls (Eau Claire, La Crosse, Superior, and Stout) has a major devoted directly to international studies.

According to National Centers for Education Statistics (NCES) provided by the UW System Market Research Unit, there were 167 graduates in the UW-System with either International or Global Studies degrees in 2003. Of these, 132 (nearly 80 percent) were from either UW-Madison (116) or UW-Milwaukee (16). An additional 33 students in Wisconsin universities and colleges graduated with international relations and affairs majors, with 21 (about 64 percent) graduating from Beloit College. In 1999 there were 164 graduates in the above combined categories. As of 2003, this number had risen to 202, an increase of 23 percent. Eighty-two international business degrees were awarded in the state, with 51 (62 percent) graduating from Marquette University.3 In all of these cases, the main campuses providing the degrees are in southern or southeast Wisconsin, far removed from River Falls, Wisconsin.

This situation provides UW-River Falls with an opportunity to provide a program of interest to students in a form that is unavailable at all of our closest System neighbors.

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2 Source: Gail Bergman. UW-System, Policy Analysis & Research. E-mail correspondence July 20, 2004.
3 Source: Lisa Stefonik (UW System Market Research Unit), E-mail correspondence, August, 10, 2004.
Given these observations, it appears that the proposed major is unlikely to affect significantly enrollment levels at other UW-System schools.

<table>
<thead>
<tr>
<th>University of Wisconsin –</th>
<th>International Studies Major</th>
<th>Alternative Options/Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eau Claire</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Green Bay</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>La Crosse</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Madison</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Milwaukee</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Oshkosh</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Parkside</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Platteville</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>River Falls</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Stevens Point</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Stout</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Superior</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Whitewater</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

UW-Eau Claire offers three options within its Latin American Studies major, and a political science major with a world politics emphasis. It also has an interdisciplinary global studies minor (College of Arts and Sciences), an international business minor (College of Business), a TESOL minor (College of Professional Studies), a minor in Latin American Studies (College of Arts and Sciences), a minor in Russian and East European Studies (College of Arts and Sciences), a minor in world politics offered through the political science department, and a certificate in international affairs (Political Science).

UW-Green Bay provides students with an International Studies Certificate if they demonstrate competency in a language, complete a "field experience" requirement (an approved Study Abroad experience or an internship with an organization with international issues), and complete an additional 24 credits of international courses. UW-GB also offers students the option of completing an “individual major” and, according to the University’s website, business and international studies has been a recently completed individual major.

UW-La Crosse offers an international business major and minor, an international management major, a German studies major, and an international studies minor with multiple options.

UW-Madison offers international studies majors through numerous venues with multiple tracks and options.

UW-Milwaukee offers international studies majors through numerous venues with multiple tracks and options. A Bachelor of Arts in Global Studies was approved recently.

UW-Oshkosh has a major with tracks in general international studies, international business, African Studies, Asian Studies, European Studies, and Latin American studies, and a global business minor.
UW-Parkside has a major with tracks in European Societies, Developing Nations, International Relations, and World Cultures.

UW-Platteville has a major with multiple areas of concentration.

UW-Stevens Point offers an international studies major with multiple areas of concentration.

UW-Stout has a program called International Studies Specialization, with emphases in International Business, International Tourism, Language Studies, Area Studies, Comparative Education, Apparel Design and Retailing, and International Apparel Manufacturing.

UW-Superior offers an international peace studies major through its political science department, and a business administration major with an international concentration.

UW-Whitewater has an international studies major with a general track, and emphases in multiple areas. It also has an emphasis in international business.

3.2 Comparable Programs Outside Wisconsin: The University of Wisconsin-River Falls’ non-Wisconsin competition is based mainly in the state of Minnesota. According to the UW-RF Admissions Office, the University’s primary competition comes from Mankato State, Metro State, St. Cloud State, the University of Minnesota, and, to a lesser extent, Winona State. Of these, only the University of Minnesota and Winona State have international studies majors.

According to National Centers for Education Statistics provided by the UW System Market Research Unit, two Minnesota students with either International or Global Studies degrees in 2003, and 227 students in Minnesota universities and colleges graduated with international relations and affairs majors. Of these only 109 were from Minnesota schools that would be classified as our main “competition,” and these were primarily graduates of the University of Minnesota, a research institution very dissimilar to the UW-River Falls.⁴

Considering that there are very few international studies programs in similar, comprehensive institutions in Minnesota, it appears likely that the proposed major would create an advantage in recruiting and retaining students who have an interest in international studies.

<table>
<thead>
<tr>
<th>University</th>
<th>International Studies Major</th>
<th>Alternative Options/Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mankato State</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Metro State</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>St. Cloud State</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>University of Minnesota Twin Cities</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Winona State</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

⁴ Source: Lisa Stefonik (UW System Market Research Unit), E-mail correspondence, August, 10, 2004.
Mankato State offers an international business major, an international studies option through its political science program, and a Scandinavian studies major.

Metro State has an international business major. Students can also plan an individualized program in international studies.

St. Cloud State has an intercultural communications minor.

Winona State has a global studies major and minor, and an international business minor.

### 3.3 Regional, State, and National Needs:

The UW-System’s Institute for Global Studies Mission Statement declares, “There is a direct link between success in developing a global workforce and the continued prosperity of Wisconsin’s economy,” and “Wisconsin’s current and future leaders must meet the global challenges of the 21st century.” One of the key goals of the System’s Institute is to help “develop and disseminate curriculum and programming that will better prepare students to respond to contemporary global challenges.”

Furthermore, former Governor Tommy Thompson called for an increased emphasis on international education, something this proposal addresses directly. According to the Wisconsin Department of Commerce, “International Trade is important to the economy of Wisconsin. In a benchmark study of employment generated by the U.S. Department of Commerce, Wisconsin ranked 11th among the 50 states. Over 8% of the state’s private sector jobs were tied to exports. More than half of those jobs were in non-manufacturing sectors.”

The Governor’s Wisconsin International Trade Council’s “Final Report of the Global Education and Training Committee” found that the state is producing an insufficient supply of international commerce workers. The Council recommends, among other things, that the State’s strategy should be to incorporate international studies throughout the curriculum, moving beyond the traditional assumption that foreign language and social studies programs should provide the primary foci in these areas.

The Governor’s taskforce report, “How to Create a Global Generation in Wisconsin for the 21st Century,” recommended an increase in the number and types of students across all disciplines who participate in international educational experiences. The report identified a need to increase both study abroad and language training opportunities. The proposed program addresses all of these recommendations.

Although it appears clear that the demand for new graduates with international studies is significant and growing, it is difficult to quantify because of the very nature of the positions. Training in international studies results in career opportunities in every professional field. Because these positions are embedded typically in traditionally defined fields (e.g., an international manager within the management category), it is difficult to point to a specific number to estimate future labor force trends, and

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inquiries with both the United States Bureau of Labor Statistics and the UW System Market Research Unit corroborate this.\(^7\)

The growth of the St. Croix Valley Region and the extension of the Minneapolis-St. Paul metropolitan region into western Wisconsin, within which the UW-River Falls is located, combined with the increase in economic activity in this area are also likely to lead to an increase in demand for university graduates, generally, and graduates with international studies, specifically. According to the U.S. Census Bureau, population growth in Wisconsin during the April 1, 2000 through July 1, 2003 period was 2 percent, overall. However, growth in St. Croix county during the same time was 12.7 percent, making this region one of the fastest growing in the state.\(^8\)

There has been a related increase in economic activity in this region. According to Terry Ludeman, Chief of the Office of Economic Advisors, State of Wisconsin Department of Workforce Development “The growth of economic activities from the Twin Cities into Western Wisconsin is a positive development for the state’s economy. The type of jobs that are being created in popular metropolitan areas like the Twin Cities have high wages. They are the managerial and professional jobs that are found in corporate offices. These types of jobs have high productivity. The population of Western Wisconsin counties is likely to grow even more than the figures in the recent population projections from the state. The state economy could benefit even more if corporate-level offices tied to the Twin Cities regional economy were to locate on the east side of the St. Croix River.”\(^9\)

The establishment of an international studies program at UW-River Falls would help contribute towards the creation of a workforce in the St. Croix Valley region that will meet the growing demands resulting from population growth, increased economic activity in this region, and the related globalization of business and other activities.

3.4 Student Demand – Future Enrollment: There is clearly a strong demand for the major at UW – River Falls, specifically, and for international studies at the national level, generally.

Local demand has been documented clearly in student surveys. A spring 2001 survey of thirty-eight UW-RF students in either the minor or the minor’s introductory course revealed the following. If the major was available at that time, sixteen students (42 percent) would either have added the major “immediately” (two students, or 5 percent), or would have strongly considered adding the major as a second major (14 students, or 37

\(^7\)According to Lisa Stefonik (UW System Market Research Unit), “By examining labor data [Bureau of Labor Statistics], we are able to scrutinize the job market and understand job trends in terms of growth or decline and assess the likelihood of our graduates becoming employed in the field after graduation. For example, if you were launching a BS in Mechanical Engineering, we would look at what the job projections in Wisconsin look like for the next 10 years for Mechanical Engineers. This example is very specific – and generally speaking, Mechanical Engineering grads usually land Mechanical Engineering jobs, and we could provide job data for this example with a high level of confidence. However, in the case of International Studies, your graduates could take up many job opportunities with that degree. Said another way, a specific job category for graduates in "International Studies" does not exist.” E-mail correspondence, August, 10, 2004.

\(^8\) [http://quickfacts.census.gov/qfd/states/55/55109.html](http://quickfacts.census.gov/qfd/states/55/55109.html)

\(^9\) E-mail correspondence. Lee Zaborowski, UW-River Falls Dean of Outreach and Graduate Studies, and Jackie Bradham St Croix Economic Development Council, August 16, 2004.
percent). Twenty students (53 percent) indicated that they would have signed up for the major if it had been offered when they were freshmen. A spring 2002 survey of forty-three students produced even stronger results; twenty-two, or more than 50 percent would either have added the major or strongly considered it and twenty-six, or more than 60 percent, would have definitely added it if it had been available when they began their studies at the University. A spring 2004 survey of 30 students enrolled in the introduction to international studies course revealed that a third (10) would either add an international studies major as a second major, or would switch their major to international studies if provided with the opportunity, and nearly another third (8) would consider switching.

During July 2004, an e-mail survey was sent to the 100 UW-RF students with an international studies minor. As of August 3, thirty-one had responded. Of these, 15 (nearly 50 percent) indicated that they would have been likely to have added the major if it had been available when they began their studies at UW-RF. Ten (or 32 percent) indicated that they will seriously consider adding the major when it is approved.

These students (i.e., current international studies minors) are drawn from every college at the University. While the highest concentration tends to come from disciplines within the College of Arts and Sciences, approximately half the students are from the College of Business and Economics; College of Agriculture, Food, and Environmental Sciences; or the College of Education and Professional Studies. Geographically, these students come from all over the state of Wisconsin, although most are from the St. Croix River Valley.

An additional matter that should be considered is the impact that an international studies major could have on recruitment and retention. Over the last six years, at least thirty-five students have either transferred to other schools or chosen not to attend the University of Wisconsin – River Falls because it does not have an international studies major (the actual figure is probably higher, but the stated number reflects only those cases that have been observed directly by the current coordinator of the international studies program).

Finally, according to a national Embark poll, “a majority of students plan to pursue international experiences in college,” and a majority “strongly agree that international education offers many personal and professional benefits.” The same study also found that “nearly half of students want to study abroad,” and “a foreign language requirement strengthens student interest in study abroad programs” for nearly 40 percent of students. Based on these observations, alone, it appears reasonable to expect that within two years the major would have at least 30 students, within five years the major would be likely to have sixty or more majors, and we could expect to graduate at least fifteen annually. In future years, these numbers could increase further.

### Student Demand and Future Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Implementation Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students admitted</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>0</td>
<td>18</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>20</td>
<td>33</td>
<td>45</td>
<td>56</td>
</tr>
<tr>
<td>Graduating Students</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: we expect that there will be some attrition of students as a result of normal student behavior (e.g., a certain percentage change majors each year). Figures in the columns for years two and beyond reflect this assumption.

3.5 Collaborative or Alternative Program Exploration: The University has had success working on international programs with other schools in the past. For instance, it is a founding member of an extremely successful collaborative study abroad program, Wisconsin in Scotland, with Eau Claire, La Crosse, Stout, and Superior, and recently became a participant in the Eur-Am Center for International Education in Pontlevoy, France, a consortium that allows students the opportunity to study abroad for a semester or year. The Wisconsin in Scotland Program involves sharing teaching, administrative, and other responsibilities and pooled resources to provide equipment, library resources, and so on. The University has also been a participant with the Wisconsin Institute for Peace and Conflict Studies, and the Institute for Global Studies.

The proposed major includes collaboration between all four colleges at the University, and more than twenty programs (please see the list of courses in the appendix for an indication of the number of programs that contribute to the International Studies Program at UW-River Falls). This collaboration has been very productive.

However, because our nearest sister institutions (UWS- Eau Claire, Stout, La Crosse, and Superior) do not have international studies majors, one option of tying UW-RF students into UW-System programs that are close geographically has not been practical.

The University will continue to explore possibilities for sharing programs and expertise in the international area.

IV. Program Description and Evaluation

4.1 Objectives:

Mission Statement:

The primary mission of the International Studies Program is to create global awareness by providing students with the intellectual skills and substantive knowledge necessary to meet the global challenges of the 21st Century.

Note: As discussed in 2.3, this mission is congruent with the UW-River Falls and UW-System missions to promote international education.

Specific Learning Outcomes:

Substantive Knowledge

By the completion of the international studies major, graduates will be able to:

1. identify the key agricultural, economic and business, geographic, historical, social/cultural, and political condition and trends at the global level, and the linkages to the domestic and international levels; and
2. demonstrate first-hand experience with at least one other foreign culture and way of life.

Intellectual Skills

By the completion of the International Studies Major, graduates will be able to:

3. collect, assess the value of, and apply information to the study of international issues;
4. evaluate critically global issues from an interdisciplinary perspective,
5. communicate effectively in written, oral, and electronic contexts;
6. organize and complete independent inquiry and analysis; and
7. demonstrate an intermediate-level competency in a second language, equivalent to at least two years' of college-level work.

4.2 Curriculum:

Given the global economy that is rapidly evolving, training in international studies will likely increase the employment potential of almost any student. The proposed major would be built around several basic components.

First, students must complete a set of carefully selected required courses. These courses are designed to provide a firm understanding of the critical international issues confronting our global society including, but not limited to, economic interdependence, such as trade, investment, and so on; world food, environmental, and population issues; armed conflict; and political change. Students will also be able to evaluate these issues critically, and propose solutions to them, from an interdisciplinary perspective—the major draws on expertise from all of the colleges and schools on campus. To varying degrees all the required courses and many of the elective courses use technology. For instance, the introductory international studies course and the required international relations course require on-line research, and use Desire to Learn software that students utilize to obtain documents, conduct discussions, access grades, and conduct other tasks. The senior seminar requires students to use technology by conducting on-line research presentation software, such as PowerPoint.

Second, students complete directed electives. These courses allow students to pursue additional training in areas of particular relevance to their career plans, for example, business, economics, or political science.

Third, the students will be required to study abroad, earning at least three academic credits in this area.

Finally, students will acquire basic foreign language skills.

The basic components of the proposal were created after soliciting input from a broad range of faculty, staff, and administrators at the University, researching the makeup of international studies majors at other UW-Campuses, as well as several from other states, and after consulting with Dr. Steve Howard, Director of African Studies at Ohio
University, who has advised numerous universities about the composition of new international studies programs.\textsuperscript{11}

A course listing for the proposed major is provided below. All of the required courses have been approved except the international economics and business course, which will be sent through the approval process on campus during the 2004-05 academic year. Prerequisites are listed below for the required courses. A list of electives is provided in Appendix A and includes prerequisites for the several elective courses that require them. The Program will accept students who wish to major in international studies. To graduate, the student must complete all course requirements and achieve a 2.25 grade point average for courses within the major (Note: when last examined in May 2002, students in the international studies minor had an average cumulative GPA of 3.0).

The proposed curriculum consists of 36 credits. Because this proposed program is interdisciplinary, students will be given the option of taking the major in the College of Agriculture, Food, and Environmental Sciences; the College of Arts and Sciences; or the College of Education and Professional Studies.

Given the requirements listed below, it is reasonable to expect that a typical student majoring in international studies will be able to complete the degree in four years, although this might vary slightly, depending on a particular student’s college, and whether the student chooses to complete a bachelor of arts or bachelor of science degree. Appendix B includes several examples of four-year plans of course selection.

\textbf{36-credit International Studies Major:}

1. Required courses \hspace{1cm} 21 credits
   
   INTS 200 Introduction to International Studies \hspace{1cm} 3 credits
   AGEC 250 World Food & Populations \hspace{1cm} 3
   Intro. to International Economics & Business (in progress) \hspace{1cm} 3
   GEOG 120 Human Geography \hspace{1cm} 3
   HIST 102 Origins of One World \hspace{1cm} 3
   POLS 260 International Relations \hspace{1cm} 3
   INTS 480 Senior Seminar (prerequisites: completion of all lower-level required courses and senior standing, or consent of instructor) \hspace{1cm} 3

2. Directed electives: \hspace{1cm} 15 credits
   Spread across three elective categories, with at least one course being selected from category F (study abroad experiences), no more than 9 from any single category, and no more than three credits from category G. See Appendix A for a list of electives.

TOTAL credits \hspace{1cm} 36 credits

Supporting coursework: Student must either complete the equivalent of the first two years of any foreign language offered at UW-RF through coursework and/or testouts,

\textsuperscript{11} Dr. Howard recommended an overall framework for the proposed international studies major during fall 2000 while he was a visiting scholar at the University of Wisconsin – River Falls.
or transfer the equivalent of a two-year language sequence in any foreign language from another university.

Students are encouraged to consider either a second major, and/or a minor in modern languages.

An international experience will be required. Scholarships and financial aid are often available to support the study abroad experience. With documentation of extenuating circumstances, students can petition the chair to request a substitution for this requirement.

4.3 Interrelationship with Other Curriculum: Because the proposed major is interdisciplinary it will rely heavily on other departments. Five of the seven required courses, the language requirement, and most of the elective courses will be provided by other departments. Three of the seven required courses are part of the current general education plan, and the courses in agricultural economics, geography, history, modern languages, and political science are offered, and will continue to be offered, regularly as integral parts of the curricula for students enrolled in those programs. In addition, the introduction to international studies course is already offered every semester to serve the needs of students enrolled in the international studies minor. The University has just approved a new general education plan, and the current intention is to submit two more of the required courses (INTS 200 and the new international economics and business course) for possible inclusion.

4.4 Method of Assessment or Evaluation: The international studies major will be assessed periodically using several different mechanisms:

- Annual surveys for graduating students (qualitative and quantitative) conducted by the International Studies Program;
- Annual focus group discussions with graduating students (qualitative) conducted by independent analysis;
- Learning Outcomes will be assessed in the Program’s courses through the use of examinations, essays, and presentations (qualitative and quantitative) conducted by various faculty and staff; and
- Annual exit interviews with graduating seniors (qualitative and quantitative) conducted by the International Studies chair.

Notes:
1. The International Studies Advisory Committee recognizes the need to develop more fully specific assessment techniques for each of the seven learning outcomes identified in 4.1.
2. The above activities will be supplemented periodically by the use of surveys of students currently enrolled in the major (qualitative and quantitative) conducted by the International Studies Program; and periodic meetings with majors (qualitative), conducted by the International Studies Program. These activities will be used more extensively in the Program’s first couple of years (i.e., before it is possible to obtain feedback from a significant number of graduating majors). In addition, post-graduation surveys will be conducted as soon as practical.

Assessment:
It is planned that all of the techniques identified above will be applied to the assessment of outcomes 1-7 to varying degrees. The following list identifies the primary method(s) used to assess each learning outcome.

1. Outcome 1 will be assessed in all the required courses through the use of examinations and written assignments.
2. Outcome 2 will be assessed in the study-abroad programs that majors use through the use of examinations and written assignments.
3. Outcomes 3-6 will be assessed through annual questionnaires, exit interviews, and focus groups directed at graduating seniors, and in both the introductory course and the senior seminar. In the latter, students prepare a research paper that includes an oral presentation using technology (e.g., PowerPoint). Members of the International Studies Advisory Committee will attend these presentations, and they contribute to the assessment of the student's accomplishments in these areas.
4. The introduction to international studies course is designed, in particular, to address Outcome 1.
5. Outcome 7 will be assessed by Modern Languages faculty in the language courses completed by the majors.
6. Post-graduation surveys will be conducted as soon as a significant number of majors have graduated to assess the extent to which the Program has accomplished both its learning outcomes, and the extent to which the Program has contributed towards the personal and career goals of graduates (e.g., employment in an international field).

4.5 Accreditation Requirement: There is no accreditation requirement.

4.6 Diversity: The proposed major will contribute to an understanding of international diversity because many of the courses focus on culture, ethnic groups, and linguistic, religious, and other forms of diversity, to mention just several of the more important factors. Such foci should, at least indirectly, contribute to an understanding of the diversity within the United States, because students should increase their understanding of and appreciation for the reasons that domestic groups, who are often immigrant groups, differ.

4.7 Strengths or Unique Features: The proposed major would fill a need in western and northwestern Wisconsin, because it would be the only program of its kind serving students in these areas. It would also be the only program of its kind available to students in the Twin Cities metropolitan area that is offered by a comprehensive university; the University of Minnesota does, of course, offer numerous options for international study, but the dissimilarities between that institution and UW-RF would allow the latter to develop a niche market. The proposed major will build on the existing international programs available at the University, such as the Wisconsin in Scotland Program, a consortium effort of which the University was a founding member that provides opportunities for students to study in Scotland for either a semester or year. Other long-term programs of study abroad that students can utilize include several exchange programs, such as the Wisconsin-Hesse Germany Exchange, the Guadalajara Mexico Program, and the Zhejian Exchange Program (Hangzhou, China), to mention just a few. The University also possesses a number of short-term study abroad programs for students, including opportunities to study in Mexico, Ireland, Greece, Uganda, and other locations for periods shorter than a regular semester. The
proposed major and these programs should be mutually reinforcing, and should both strengthen and promote each other.

4.8 Career Advising: Career advising for majors would occur in several ways. Members of the International Studies Program Advisory Committee will be available to students for advising. These members are drawn from various colleges and departments on campus, and students in the major would be able to consult with one or more faculty members with a background similar to their interests. For example, a student interested in international economics could consult with our economic and business representative about career options. Someone interested in international agriculture could speak with that committee representative, and so on. In addition, the University has a Career Services Office with staff who are excellent career advisors and can provide numerous resources to the students in the major. Finally, the chair of the International Studies Program will be available regularly to assist all students in the program.

4.9 Outreach: The International Studies Program at UW-River Falls already participates in Outreach activities through the regular offering of international studies courses/study abroad. These activities should increase in size and number with the establishment of an international studies major that requires an international experience. Additional outreach functions might be explored in the future.

4.10 Integration of Appropriate Technology and Instructional Design: Technology will be integrated into the curriculum in several ways. First, several of the required courses are taught using technology (PowerPoint Presentations, D2L, and so on). Students in the senior seminar will be required to use PowerPoint presentations, and statistical software packages, such as SPSS will be available for their use. Second, the current minor has an extensive website designed for student use. If the major is approved, the website will be modified appropriately. Finally, extensive use of web technology can help international studies students access experts and information from across the globe.

4.11 Collaboration and Distance Education: The University has had success working on international programs with other schools in the past. For instance, it is a founding member of an extremely successful collaborative study abroad program, Wisconsin in Scotland, with Eau Claire, La Crosse, Stout, and Superior, and recently became a participant in the Eur-Am Center for International Education in Pontlevoy, France, a consortium that allows students the opportunity to study abroad for a semester or year. The University will continue to explore possibilities for sharing programs and expertise in the international area, and will also explore the possibilities of developing distance education opportunities to provide international studies courses to students at other universities, and vice-versa, if the major is approved.

4.12 Access for Individuals with Disabilities: The International Studies Program already follows all System and University guidelines regarding access for individuals with disabilities for students enrolled in the international studies minor (e.g., providing additional assistance and time for students who are qualified by the University's Academic Success Center to receive it), and would continue to do so for students in the international studies major.

12 http://www.uwrf.edu/international_studies/
V. Personnel

5.1 Faculty Participating Directly in the Program: The proposed program will have an advisory committee that reports to the chair. The current members include:  

Cecilia Bustamante, Modern Languages  
Wes Chapin, Political Science  
Claire Kilian, Business Administration  
Charles Rader, Geography  
Ogden Rogers, Social Work  
David Trechter, Agricultural Economics

The faculty curriculum vitae are in Appendix D.

5.2 Advisory Faculty: The above constitute the advisory faculty.

5.3 Additional Faculty Requirements: The initial staffing needs for the proposed program can be met primarily by utilizing existing courses and faculty (all the required courses in the proposed major are being taught already with the exception of the senior seminar, and international economics and business course). Within three years, the University will need either to allocate funds sufficient to provide release time for one of the members of the advisory committee to offer an annual senior seminar course, or incorporate the course into a faculty member’s regular load.

5.4 Academic Staff: No academic staff assignments are anticipated.

5.5 Classified Staff: The program will be able to utilize existing staff, particularly in the department of political science. This arrangement currently works well to support the international studies minor.

VI. Academic Support Services

6.1 Library Resources: The current international studies minor has already been given annual journal and book purchasing allocations: $1,690 and $500, respectively. These figures do not, however, include the many other resources that are purchased for other programs but are also useful to international studies students. For instance, departments of political science, history, modern languages, and agricultural economics, to mention just a few, purchase materials of use to international studies students.

6.2 Additional Support Services: The proposed major will be supported by existing resources (i.e., computers, audio-visual, and other equipment), and no additional purchases are anticipated.

VII. Facilities – Equipment

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13 Members of the INTS Advisory committee represent all the colleges at the University. Each college has at least one representative, and those specific departments that contribute heavily towards the INTS curriculum (e.g., geography) are the areas from which the specific representatives are selected. These representatives are invited by the program chair to serve annual terms.
7.1 Capital Resources—Existing Facilities and Capital Equipment: The office facilities and equipment being used to support the international studies minor are sufficient to support the international studies major, and no new capital purchases are anticipated.

7.2 Capital Budget Needs: No additional facilities are needed. The program will not generate waste or hazardous materials.

7.3 Clinical Facilities: Not applicable to this proposal.

VIII. Finance

8.1 Operating Budget Requirements: Because the faculty and courses needed for the major would be drawn primarily from existing programs, establishing the major would involve minimal costs. See Appendix C for a three-year budget.

8.2 Operating Budget – S&E Requirements: The program will have an operating budget of approximately $2,250 per year which has already been included in the University's budget.

8.3 Operating Budget Reallocation: No operating budget reallocations are necessary.

8.4 Extramural Research Support: The proposed major does not require extramural research support; however, this is an issue that will be explored in due course.
Appendix A: Electives in the Proposed International Studies Major by Category

Directed Electives: Students complete 15 credits of directed electives, spread over at least three of the seven categories listed below. Consult the course title list below and the full descriptions provided under departmental listings for more information about specific courses. A maximum of nine credits may come from any one of categories A-F, and students must select at least one course from category F. No more than three credits from category G may be applied towards the major. (With prior approval, and when offered, students can also register for the following: INTS 379, 389, 490, 499. The content of each of these courses will be used to determine the category wherein the credit shall apply.)

A  ART 314, 318; ENGL 341, 428, 441, 442; FILM 442; HUM 256, 261; INTS 442; MUS 300; SCTA 313


C  ANTH/SOCI 211, 221, 338, 348, 435; SOCI 340; GEOG 220, 242, 340, 342, 343, 344

D  AGEC, 441; AGRN 462; ECON 328, 329, 340, 342, 344; JOUR 460; MKTG 355; MNGT 310, 355, 380

E  FREN 301, 302, 341, 342, 351, 352; 401, (451 or 452 or 453); GER 275, 301, 302, 341, 342, 351, 352, 401, (451 or 452 or 453); SPAN 301, 302, 341, 342, 345, 346, 351, 352, 355, 356, 401, 452, 455

F  International Experience Courses: ART 376; ENGL 376; HIST 371; INTS 370, 377; MODL 376, 377; Internships in various colleges; Overseas teaching practice; and Semester Abroad Research (378 courses in various departments).

G  DANC 100; ESM 105; GEOG 212, 214; GEOL 202, 269; HIST 102, 201, 202; POLS 245

Course titles – directed electives:

AGEC 441 Agricultural Policy II, 3 cr.
AGRN 462 Agricultural Ecology, 2 cr. (Prerequisites: AGRN or HORT 161, SOIL 210)
ANTH/ SOCI 211 International Perspectives on Children, 3 cr. (Prerequisites: ANTH or SOCI 100, or GEOG 120); 338 Global Perspectives on Health & Disease, 3 cr. (Prerequisites: ANTH or SOCI 100); 340 Sociology of Rural Life, 3 cr. (Prerequisites: ANTH or SOCI 100); 348 Faces of Culture, 3 cr. (Prerequisites: ANTH or SOCI 100); 435 Social & Cultural Change, 3 cr. (Prerequisites: SOCI 200)
ART 314 Art of China, India, & Japan, 2 cr.; 318 Latin American Art, 2 cr.; 376 Experience Greece (cross-listed as ENGL 376) 1-3 cr.
DANC 100 History/Appreciation of Dance, 3 cr.
ECON 328 Domestic Topics in Third World Economic Development, 3 cr. (Prerequisites: ECON 201); 329 International Topics in Third World Economic Development, 3 cr. (Prerequisites: ECON 201); 340 International Trade, 3 cr. (Prerequisites: ECON 201); 342 International Finance, 3 cr. (Prerequisites: ECON 201 & 202); 344 Comparative Economic Systems, 3 cr. (Prerequisites: ECON 201 & 202)
ENGL 341 European Literature, 3 cr. (Prerequisites: ENGL 241, 242, 243, 244, or 245); 376 Experience Greece (cross-listed as ART 376) 1-3 cr.; 428 Modern British Literature, 3 cr. (Prerequisites: junior standing or ENGL 332, or consent of instructor); ENGL 441 Contemporary International Fiction, 3 cr. (Prerequisites: completion of General Education humanities and literature requirement; junior standing, or consent of instructor); 442 World Cinema, 3 cr. (cross-listed as FILM 442 and INTS 442, Prerequisites: ENGL 253 or FILM 200 or INTS 200 or consent of the instructor)
ESM 105 Intro to Environmental Studies, 3 cr.; ENGL 442 World Cinema, 3 cr. (Prerequisites: ENGL 253 or FILM 200 or INTS 200 or consent of the instructor)
FILM 442 World Cinema, 3 cr. (cross-listed as ENGL 442 and INTS 442, Prerequisites: ENGL 253 or FILM 200 or INTS 200 or consent of the instructor)
FREN 301 French Conversation and Composition, 3 cr. (Prerequisites: FREN 202 or testout); 302 French Conversation and Composition II, 3 cr. (Prerequisites: FREN 202 or testout); 341 French Civilization, 3 cr. (Prerequisites: FREN 202 or consent of instructor); 342 Modern France and Francophone Cultures, 3 cr. (Prerequisites: FREN 202 or consent of instructor); 351 Survey of French Literature to 1800, 3 cr. (Prerequisites: FREN 202 or consent of instructor); 352 Survey of French Literature 1800 to Present, 3 cr. (Prerequisites: FREN 202 or consent of instructor); 401 Advanced French Communication, 3 cr. (Prerequisites: FREN 302 or consent of instructor); 451 French Prose Fiction, 3 cr. (Prerequisites: FREN 302 or consent of instructor); 452 French Poetry, 3 cr. (Prerequisites: FREN 302 or consent of instructor); 453 French Drama, 3 cr. (Prerequisites: FREN 302 or consent of instructor)

GEOG 212 Weather and Climate, 3 cr.; 214 World Patterns of Plants and Animals, 3 cr.; 220 Economic Geography, 3 cr.; 242 Canada, 3 cr.; 340 Europe, 3 cr. (Prerequisites: GEOG 110 or 120 or consent of instructor); 342 Latin America, 3 cr. (Prerequisites: GEOG 110 or 120 or consent of instructor); 343 Africa, 3 cr. (Prerequisites: GEOG 110 or 120 or consent of instructor); 344 Asia and Oceania, 3 cr. (Prerequisites: GEOG 110 or 120 or consent of instructor)

GEOL 202 Oceanography, 2 cr.; 269 Environmental Geology, 2 cr. (Prerequisites: GEOL 101)

GERM 275 Business German, 3 cr. (Prerequisites: GERM 201 or equivalent); 301 German Conversation and Composition, 3 cr. (Prerequisites: GERM 201 or testout); 302 German Conversation and Composition II, 3 cr. (Prerequisites: GERM 201 or testout); 341 German Civilization, 3 cr. (Prerequisites: GERM 202 or consent of instructor); 342 Modern German-Speaking Cultures, 3 cr. (Prerequisites: GERM 202 or consent of instructor); 351 Survey of German Literature to Classicism (1800), 3 cr. (Prerequisites: GERM 202 or consent of instructor); 352 Survey of German Literature from Classicism (1800) to Present, 3 cr. (Prerequisites: GERM 202 or consent of instructor); 401 Advanced German Communication, 3 cr. (Prerequisites: GERM 301 or consent of instructor); 451 German Drama and Theater, 3 cr. (Prerequisites: GERM 302 or consent of instructor); 452 German Tale, Short Story and Novella, 3 cr. (Prerequisites: GERM 302 or consent of instructor); 453 German Poetry, 3 cr. (Prerequisites: GERM 302 or consent of instructor)

HIST 102 Origins of One World 3 cr.; 201 Intro to Asian Civilization 3 cr.; 202 Intro to Latin America, 3 cr.; 303 Women’s History: Europe, 3 cr. (Prerequisites: HIST 101 and 102 or consent of instructor); 305 Women in History, 3 cr.; 308 Western Political Thought: The Renaissance through Marx (cross-listed as PHIL & POLS 308), 3 cr.; 309 Western Political Thought: Nietzsche to the Present (cross-listed as PHIL 309 and POLS 309), 3 cr.; 328 World War II and the Cold War, 3 cr. (Prerequisites: HIST 102); 330 Revolutions in Modern History, 3 cr. (Prerequisites: HIST 102); 334 Modern China, 1800 to Present, 3 cr.; 349 Middle East History and Politics (cross-listed as POLS 349), 3 cr.; 359 U.S. History from 1945, 3 cr. (Prerequisites: HIST 104 or consent of instructor); 367 History of US Foreign Policy (cross-listed as POLS 367), 3 cr. (Prerequisites: HIST 103 and 104 or consent of instructor); 371 Study Tour Research, 1-3 cr.; 436 History of Imperialism and Colonialism, 3 cr. (Prerequisites: HIST 102 or consent of instructor)

HUM 256 Arts and Ideas II, 4 cr. (Prerequisites: Completion of freshmen English, sophomore standing or higher, cumulative 3.0 GPA or higher); 261 World Arts, 1 cr.;

INTS 370 International Study Tour, 1-3 cr. (Prerequisites: sophomore standing or higher); 442 World Cinema, 3 cr. (Prerequisites: ENGL 253 or FILM 200 or INTS 200 or consent of the instructor); 377 Semester Abroad (See Semester Abroad Program), 6 cr. (Prerequisites: junior standing or higher, cumulative 2.25 GPA or higher); 378 Semester Abroad Research, 3-6 cr. (Prerequisites: junior standing or higher, cumulative 2.25 GPA or higher); 379 Internship in International Studies, 2-6 cr.; 389 Special Topics in International Studies, 1-3 cr.; (cross-listed as ENGL 442 and FILM 442, Prerequisites: ENGL 253 or FILM 200 or INTS 200 or consent of the instructor); 499 Independent Study, 1-3 cr.

JOUR 460 International Communication, 3 cr.

MNGT 310 Culture and Business, 3 cr.; 355 International Business, 3 cr. (Prerequisites: ECON 201, 202, MNGT 300); 380 Int. Business Seminar, 3 cr. (Prerequisites: MNGT 300, MKTG 310, FINC 345 and at least one of MNGT 355 or MKTG 355)

MKTG 355 International Marketing, 3 cr. (Prerequisites: ECON 201, 202, MKTG 310)

MODL 376 Mexico: A Cultural Experience, 3 cr. (Prerequisites: junior standing or higher and a minimum 2.50 GPA); 377 Foreign Study, 6 cr.

MUS 300 World Music, 3 cr.
PHIL 308 Western Political Thought: The Renaissance through Marx (cross-listed as HIST & POLS 308), 3 cr.; 309 Western Political Thought: Nietzsche to the Present (cross-listed as HIST & POLS 309), 3 cr.

POLS 245 Intro to Comparative Politics, 3 cr.; 308 Western Political Thought: The Renaissance through Marx (cross-listed as HIST & POLS 308), 3 cr.; 309 Western Political Thought: Nietzsche to the Present (cross-listed as HIST & PHIL 309), 3 cr.; 344 Politics of the Developing World, 3 cr.; 346 Politics of Western Europe, 3 cr.; 348 Politics of East Asia, 3 cr.; 349 Middle East History and Politics (cross-listed as HIST 349), 3 cr.; 364 International War and Peace, 3 cr.; 365 American Foreign Policy, 3 cr.; 367 History of US Foreign Relations (cross-listed as HIST 367), 3 cr. (Prerequisites: HIST 103 and 104 or consent of instructor); 369 Politics of the World Economy, 3 cr.; 377 United Nations, 1 cr. (may be taken 3 times)

SOCI (also see ANTH/SOCI above), 340 Sociology of Rural Life, 3 cr. (Prerequisites: ANTH or SOCI 100)

SPAN 301 Spanish Composition and Conversation, 3 cr. (Prerequisites: SPAN 202 or testout); 302 Spanish Composition and Conversation II, 3 cr. (Prerequisites: SPAN 202 or testout); 341 Spanish Civilization to 1800, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 342 Spanish Civilization: 1800 to Present, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 345 Latin American Civilization to 1800, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 346 Latin American Civilization: 1800 to Present, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 351 Survey of Spanish Literature, -- Siglo De Oro (Golden Age) 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 352 Survey of Spanish Literature -- Generation of 1898 to Present, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 355 Survey of Latin American Literature -- Conquest to Independence, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 356 Survey of Latin American Literature -- Independence to Present, 3 cr. (Prerequisites: SPAN 202 or consent of instructor); 401 Advanced Spanish Communication, 3 cr. (Prerequisites: SPAN 302 or consent of instructor); 452 Advanced Spanish Literature, 3 cr. (Prerequisites: SPAN 302 or consent of instructor); 455 Advanced Latin American Literature, 3 cr. (Prerequisites: SPAN 302 or consent of instructor)

SCTA 313 Intercultural Communication, 3 cr.

**International Experiences Abroad**

**ART/ENGL 376 Experience Greece: Culture Past and Present** 1-3 cr. hrs.

Students participating in the Greece Tour receive 1-3 credits of general elective credits in either English or Art. Participation in the Greece Tour Orientation Seminar (10 hours) offered during the spring semester is required. (SS)

**HIST 371/571 Study Tour Research** 1-3 cr. hrs.

These tours involve directed readings, the study tour itself and the writing of a paper or papers. The study tour need not be offered by the History Department. (F, Sp)

**INTS 370 International Study Tour** 1-3 credits per session

International study tours are designed to allow students to study a specific issue, or issues, in one or more countries. The specific topic, or topics, that the tour addresses will vary depending upon the term and tour leader. The course involves attending several orientation seminars, directed readings, the tour itself, the writing of a paper (or papers), and other requirements as identified for the specific tour. Prerequisites: sophomore standing or higher, and satisfactory participation in orientation seminars as directed. (offered upon request)

**INTS 377/577 Semester Abroad** 6 cr. hrs.

This program combines the most significant aspects of foreign travel and research in Europe into a meaningful educational experience. The program is organized in the belief that contact with other cultures or societies is an important part of a liberal education and that this contact is more likely to be successful when careful preparation and study precede travel. Basic to the program is a research project that gives the student the opportunity to gain information and knowledge about a particular academic interest through visits and contacts with primary sources. This spring orientation period is followed by a period of directed independent travel (Semester Abroad 378/578). Six hours of credit may be taken in a subject area within most majors or minors and another six credits will apply either towards the international studies minor or electives.
Prerequisite(s): participation in Semester Abroad Spring Foreign Study Seminar meetings, junior standing and 2.25 grade point average. (Sp)

INTS 378/578 Semester Abroad Research 3-6 cr. hrs.
The research component of the Semester Abroad program. A semester of directed research in a European country. Taken in conjunction with INTS 377/577. Prerequisites: participation in the spring Semester Abroad orientation seminar; 2.25 GPA; junior or senior standing. (F)

MODL 376 Mexico: A Cultural Experience 3 cr. hrs.
This course requires traveling to Mexico during interim and participating in a Mexican Study Seminar during the fall semester preceding the Mexican experience. Prerequisite(s): Junior standing, minimum 2.56 GPA. (offered Winter Break)

MODL 377 Foreign Study 6 cr. hrs.
The student will enroll in language or other courses at institutions in Japan, Korea, Mexico, Poland, Taiwan or China. Students will receive credit based on evidence of success at the cooperative institution. See the International Programs director or chair of Modern Language Department for further information. (offered upon student request)

Internships
The College of Agriculture, Food and Environmental Sciences offers international internships in most of its 14 major academic programs. International Internship 271, 4 credit hours, is listed in the catalog under each academic department and participating major. Participating students are required to complete an orientation program organized by CAFES during the semester prior to the internship. Contact the Dean’s Office, room 210 AGS or call 425-3535 for further information.

Overseas Practice Teaching
Students who do their practice teaching overseas may count 6 practice teaching credits in category F of the directed electives.
Appendix B: Four-year Class Schedule Matrix

Because the major is interdisciplinary and it can be taken in multiple colleges on campus, it is not possible to provide examples for every possible four-year sequence. In addition, it is, as noted elsewhere, our intention to encourage each student to take either a second major or a modern languages minor. With these limitations noted, several representative examples of four-year class schedules are listed below. Note that the “Language” designation indicates the student can enroll in any of the language courses available at the University.

Abbreviation key for new General Education (G.E.) courses:

CA: Advanced Communication
CRW: Communication, Reading and Writing
CSL: Communication, Speaking and Listening
EC: Ethical Citizenship
HFA: Humanities and Fine Arts
HW: Personal Health and Wellness
M: Mathematics
Multi: Multi-disciplinary Inquiry
S: Sciences
SBS: Social and Behavioral Sciences
SL: Scientific Investigations (must include laboratory)
### Example 1: B.A. Degree in the College of Arts & Sciences, International Studies Major

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<th>Second Semester</th>
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<td>3</td>
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<td>3</td>
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<tr>
<td>G.E. SBS</td>
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<td>3</td>
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<tr>
<td>G.E. HW</td>
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**FINAL TOTAL 120 credits**

Note: The international experience will typically consist of one or more elective courses within INTS, but could take other forms, depending on the type of international experience the student chooses. For example, a student in an exchange program could take coursework within INTS and their general education requirements. "G.E." designated courses are those required of the new general education program that will be implemented in fall 2005.
Example 2: Bachelor of Science Degree in the College of Arts & Sciences with an
International Studies Major and a Spanish minor

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<td>G.E. CA</td>
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<td>Liberal Arts</td>
<td>INTS elective</td>
</tr>
<tr>
<td>General elective</td>
<td>General elective</td>
</tr>
<tr>
<td>Total</td>
<td>15 credits</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL TOTAL 120 credits</td>
<td></td>
</tr>
</tbody>
</table>

Note: The international experience will typically consist of one or more elective courses within INTS, but could take other forms, depending on the type of international experience the student chooses. For example, a student in an exchange program could take coursework within INTS and their general education requirements. “G.E.” designated courses are those required of the new general education program that will be implemented in fall 2003.
Example 3: Bachelor of Science Degree in the College of Arts & Sciences with a double major in Political Science and International Studies

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.E. CRW</td>
<td>G.E. CSL</td>
<td>16 credits</td>
</tr>
<tr>
<td>Language 101</td>
<td>Language 102/Lib Arts</td>
<td></td>
</tr>
<tr>
<td>GEOG 120/G.E. SBS</td>
<td>INTS 200</td>
<td></td>
</tr>
<tr>
<td>POLS 114</td>
<td>G.E. HW</td>
<td></td>
</tr>
<tr>
<td>G.E. M</td>
<td>G.E. CA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language 201/Lib Arts</td>
<td>Language 202/G.E HFA</td>
<td>15 credits</td>
</tr>
<tr>
<td>G.E. HFA</td>
<td>AGEC 250</td>
<td></td>
</tr>
<tr>
<td>POLS Am. Pol.</td>
<td>POLS 260</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>POLS 200</td>
<td></td>
</tr>
<tr>
<td>POLS 245/INTS elec</td>
<td>G.E. S</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS Pol. Beh.</td>
<td>G.E. SL</td>
<td>15 credits</td>
</tr>
<tr>
<td>INTS elective</td>
<td>POLS elective</td>
<td></td>
</tr>
<tr>
<td>POLS elective</td>
<td>INTS elective</td>
<td></td>
</tr>
<tr>
<td>Int. Economics</td>
<td>POLS Pol. Phil.</td>
<td></td>
</tr>
<tr>
<td>G.E. Multi.</td>
<td>G.E. SBS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seventh Semester</th>
<th>Eighth Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 480</td>
<td>General elective</td>
<td>15 credits</td>
</tr>
<tr>
<td>POLS 480</td>
<td>INTS elective</td>
<td></td>
</tr>
<tr>
<td>INTS elective</td>
<td>INTS elective</td>
<td></td>
</tr>
<tr>
<td>POLS elective</td>
<td>POLS elective</td>
<td></td>
</tr>
<tr>
<td>Lib. Arts</td>
<td>General elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>14 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL TOTAL</td>
<td></td>
<td>120 credits</td>
</tr>
</tbody>
</table>

Note: The international experience will typically consist of one or more elective courses within INTS, but could take other forms, depending on the type of international experience the student chooses. For example, a student in an exchange program could take coursework within INTS and their general education requirements. "G.E." designated courses are those required of the new general education program that will be implemented in fall 2005.
### Appendix C: Three-year Estimated Costs and Income

<table>
<thead>
<tr>
<th>CURRENT COSTS</th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#FTE</td>
<td>Dollars</td>
<td>#FTE</td>
<td>Dollars</td>
<td>#FTE</td>
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<td><strong>Personnel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fac/Acad Staff</td>
<td>3/8</td>
<td>$16,146</td>
<td>½</td>
<td>$21,528</td>
<td>½</td>
<td>$21,528</td>
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<tr>
<td>Grad Assistants</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Non-personnel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S&amp;E</td>
<td>$2,250</td>
<td>$2,250</td>
<td>$2,250</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Equipment</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$2,190</td>
<td>$2,190</td>
<td>$2,190</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Computing</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Define)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$20,586¹⁴</td>
<td>$25,968</td>
<td>$25,968</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Specify)¹³</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>1/8</td>
<td>$5,382</td>
<td>0</td>
<td>$0</td>
<td>1/8</td>
<td>$5,382</td>
</tr>
<tr>
<td>Non-personnel</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$5,382</td>
<td>$0</td>
<td>$5,382</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td>$25,968</td>
<td>$25,968</td>
<td>$31,350</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT RESOURCES</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GPR</td>
<td>$20,586</td>
<td>$25,968</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts and Grants</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$20,586</td>
<td>25,968</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL RESOURCES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GPR Reallocation (specify from where)</td>
<td>$5,382 (rereallocation from academic program funding)</td>
<td>$0</td>
<td>$5,382 (rereallocation from academic program funding)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Define)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$5,382</td>
<td>$0</td>
<td>$5,382</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL RESOURCES</strong></td>
<td>$25,968</td>
<td>$25,968</td>
<td>$31,350</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹⁴ Costs already included in the University’s budget to support the International Studies Program’s minor.

¹³ The additional personnel costs in years one and three will occur as a result of providing additional monies to teach a senior seminar in international studies in year three, and an additional 1/8 release time for the chair for advising and other administrative responsibilities.
Appendix D: Faculty Curriculum Vitae

115 North 9th St. Apt. 2 • River Falls, Wisconsin 54022
Phone (715) 426-5336 • E-mail Cecilia.Bustamante@uwrf.edu

Cecilia Bustamante-Marré

Education

Ph.D. Spanish Language and Literature.
University of Iowa, Iowa City, Iowa. 1996

M.A. Spanish Language and Literature.
University of Iowa, Iowa City, Iowa. 1986

B.A. French
Universidad Católica de Valparaíso, Chile
Title: Profesora de Francés. 1976

Languages

Spanish, French, English.

Teaching Areas

- Latin American Civilization I and II
- Survey in Latin American Literature I
- 20th Century Latin American Novel
- Advanced Latin American Literature
- Advanced Spanish Literature
- Intermediate Spanish I and II
- Beginning Spanish I
- Readings in Spanish

Scholarly Activities


Wes Chapin, Associate Professor of Political Science  
Program Coordinator, International Studies Minor

Personal Data  
office: (715) 425-3318  
fax: (715) 425-0676  
e-mail: Wes.Chapin@uwrf.edu  
Department of Political Science  
410 South Third Street  
University of Wisconsin-River Falls  
River Falls, WI 54022

Educational Background  
Ph.D. in Political Science, University of Illinois, Urbana/Champaign, 1996  
M.A. in International Affairs, Marquette University, 1990

Courses Taught  
International Relations  
International Issues/Studies  
International Organizations & Law  
International War and Peace  
Political Analysis  
Comparative Politics  
Introduction to American Government  
Political Economy  
Introduction to Politics  
Semester Abroad  
United Nations  
Foreign Policy  
European Politics  
German Politics  
POLS Honors

Recent Teaching Experience  
Associate Professor. University of Wisconsin – River Falls, 2004-present  
Assistant Professor. University of Wisconsin – River Falls, 1998-2004  
Instructor. University of Wisconsin – River Falls, 1997-98  
Instructor. University of Wisconsin – Eau Claire, 1996-97  
Visiting Assistant Professor and Instructor. Univ. of Illinois at Urbana/Champaign, 1995-96

Publications  
Include referred articles in Diaspora, Journal for the Study of Peace and Conflict, Simulation and Gaming, Social Science Quarterly, and West European Politics; a book by Greenwood Press; several book chapters and book reviews; and numerous on-line micro-case exercises published by Wadsworth

Select University Service  
Member of Faculty Senate, organized numerous conferences and guest speakers, led study-abroad groups four times, advisor to an award-winning International Relations Club

Select Awards, Grants, and Honors  
Awarded the first Annual College of Arts and Sciences Career University Service Award (2004), recipient of a dozen grants, nominated for several teacher and advisor of the year awards
EDUCATION

Ph.D.  The Ohio State University  Doctorate in Labor and Human Resources, 1993.
B.A. w/honors  University of Wisconsin - Madison  Bachelor of Arts in Anthropology & Psychology, 1981.

EMPLOYMENT HISTORY

2000 - present  Assistant Professor, Business Administration  College of Business & Economics, UW- River Falls
1996 - present  President/Consultant, McCarty Kilian & Co.
1989 - 1993  Becker College, Worcester, MA (undergraduate students)
1994 - 1996  Assistant Professor, Dept. of Business, Accounting and Economics  Otterbein College, Westerville, OH
1981 - 1984  Pharmaceutical Sales Representative, Wausau, WI  Bristol Laboratories (Div. of Bristol-Myers)

SELECTED PUBLICATIONS


  This Bud's For You! By Claire McCarty Kilian & Dawn Hukai.
  Cheese Anyone? By Jacque Foust, Darryl Miller, & Claire Kilian.
  The Positive Suggestion Box. By Edwin Leonard, Roy Cook, & Claire Kilian.
  What will it take to motivate Callie Michaels? By Edwin Leonard & Claire Kilian.
  Winner of the Society for Case Research “Best Critical Incident” Award.


Charles P. Rader
Associate Professor and Chair, Department of Geography and Mapping Sciences

Personal
Department of Geography and Mapping Sciences
University of Wisconsin-River Falls
410 South Third Street
River Falls, Wisconsin 54022
Office: 715 425-3264
Fax: 715 425-0634
E-mail: Charles.P.Rader@uwrf.edu

Education
B.A. 1983 - Geography, Clark University, Worcester, Massachusetts.

Teaching and Research Areas
Geographic Information Systems (GIS)  Quantitative Methods  Human Geography
Analytical Cartography  Modeling and Visualization  Geography of Africa
Spatial Understanding and Representation  Geographic Thought  Landuse and Tenure
Map Design  Groundwater Resources  Sustainable Development

Professional Experience
1999-present  Associate Professor, Department of Geography, University of Wisconsin, River Falls, Wisconsin.
1995-99  Assistant Professor: Department of Geography, University of Wisconsin, River Falls, Wisconsin.
1993-94  Instructor: Department of Geography, University of Wisconsin, River Falls, Wisconsin.
1993  Instructor: Department of Geography, Michigan State University, East Lansing, Michigan.
1987-90  Teaching Assistant: Department of Geography, Michigan State University, East Lansing, Michigan.
1985-87  Staff Cartographer: Department of Geography, Arizona State University, Tempe, Arizona.
1984  Graduate Assistant: Department of Geography, University of Washington, Seattle, Washington.

Awards and Honors
2002  Outstanding Teacher of the Year Award- College of Arts and Sciences - University of Wisconsin-River Falls

Recent Papers and Publications

Recent Grants
2000  Muldoon, M., K. Keen, and C. Rader 2000. "Sources Water Protection Program: St. Croix County Municipal Wells and Source Water Regions." Wisconsin Department of Natural Resources. (Funded for $120,000)
8/94 to present: Program Director/ Assistant Professor to Associate Professor (tenured), University of Wisconsin- River Falls, Social Work Program.
1/92 to 8/94: Visiting Instructor to Visiting Assistant Professor (Full-time/Non-tenure), University of Maryland, Baltimore County; Social Work Department.
9/84 to 8/94: Adjunct Instructor (Part-time/Non-tenure) Weekend College of Notre Dame of Maryland, Department of Psychology/Human Services.
9/84 to 8/94: Instructor (Part-time/Non-tenure), University of Maryland at Baltimore, School of Social Work.

Practice Experience:
6/91 to 8/94: (Private, Direct Practice) Associates in Geriatric Psychiatry, Baltimore, MD.
6/90 to 12/91: Director, Psychiatric Day Treatment Center, Baltimore County Health Department, 1/86 to 6/90: (Private, Direct Practice) Clinical Associate with Daniel S. Pearl, M.D. PA. & Geropsychiatry Associates.
9/83 to 12/85: The Johns Hopkins Hospital, Baltimore, MD. Clinical Social Worker, Adult Emergency Medicine, Dept. of Social Work.
8/81 to 8/83: The Reading Hospital & Medical Center, Reading, PA. Clinical Social Worker, Department of Psychiatry.
6/77 to 7/81: The Sheppard & Enoch Pratt Hospital, Towson, MD. Mental Health Worker.

Educational Background:
M.S.W. (5/81) in clinical social work: University of Maryland, School of Social Work & Community Planning, Baltimore, MD.

(Licensures & Certifications)
A.C.S.W. (8/84) Academy of Certified Social Workers

Grants & Consultations Received:
U.S. Department of Health & Human Services, Public Health Service
Facilitation & Coordination of Annual FEMA/Center for Mental Health Services Crisis Counseling Assistance & Training Program Workshop. Emergency Management Institute, National Emergency Training Academy, Emmitsburg, Md. 1998-1999
University of Wisconsin-River Falls Foundation, Inc.
University of Wisconsin-River Falls Professional Development Grant

Rights, Roles & Responsibilities: Social Workers & the International Humanitarian Law. 25th Annual Conference, NASW Wisconsin Chapter Milwaukee, WI, 1999

Refereed Publications (Recent):
Rogers, O. (pending) "Rights, Roles & Responsibilities: Social Workers & the International Humanitarian Law."

Non-Refereed Publications (Recent):
"International Humanitarian Law Takes Spotlight with Students and Faculty" (brief article) NASW International Newsletter, June 1999, Summer edition, NASW Press.

Community/Professional Services:
American Red Cross: National Headquarters: National Instructor in International Humanitarian Law. (Geneva Conventions, International Social Services, International Relief & Development) Consultant to Chapter International Services Department
United States Department of Health & Human Services:
Consultant, Office of Extramural Review, HHS/USPHS/SAMHSA/ & FEMA Disaster Services Grants to States, Disaster Crisis Counseling-Regular Service programs
David Dale Trechter
Associate Professor Agricultural Economics
University of Wisconsin--River Falls (1990 – present)

EDUCATION

Ph.D.  MICHIGAN STATE UNIVERSITY, 1984, in Agriculture Economics
M.A.  STANFORD UNIVERSITY, 1979, in Food Research
B.A.  UNIVERSITY OF CALIFORNIA--Davis, 1975, in Economics and History (Honors)

CURRENT APPOINTMENT

20 percent – UW-River Falls, Department of Agricultural Economics (taught Introductory Microeconomics, Cooperatives, World Food & Population)
50 percent – University of Wisconsin Cooperative Extension Specialist (Campus Extension Coordinator – with budget, coordination and personnel responsibilities)
30 percent – University of Minnesota Extension Service

PUBLICATIONS (Since 1990)

5 articles in refereed journals
6 working papers
5 articles in proceedings publications

HONORS AND AWARDS

1 Performance Award and 3 Special Merit Awards from U.S.D.A. (1985-1987)

GRANTS RECEIVED

Received $447,000 in grants 1991-present (from U.S.D.A., W.K. Kellogg Foundation, Cooperative Foundation, and UW Consortium)

SELECTED SERVICE ACTIVITIES

Faculty Senate, UW-River Falls, 1997-present, Secretary/Executive Committee 1997, Vice Chair/Executive Committee 2001
Member, Chancellor’s System-Wide Extension Advisory Council (1993-1999)
Chair, American Agricultural Economics Association Extension Committee, 1995-97
Chair, Faculty Senate Committees: Public Relations, International Relations
December 1, 2004

To: Barbara Werner, Chair
    Faculty Senate

FROM: Virgil C. Nylander
      Interim Chancellor

RE: Proposed revision of Faculty Recruitment Procedures as found in Faculty
    Handbook

I will approve the document “Proposed Revision of Recruitment and Initial
Appointment” (Faculty Senate motion 4) with two changes as follows:

a) In 2.12 (c) last sentence: insert “and those having a direct role in the hiring
   process.” The sentence would then read, “Only members of the recruitment
   committee, the chair of the department or academic unit or academic unit, the
   student advisory member, and those having a direct role in the hiring process
   shall have access to the candidates’ files, which will be held in strictest
   confidence consistent with University policy.”

b) In 2.23 change the paragraph to read:

   The Recruitment Committee chair will submit to the Dean or Director the
   narrative described in 2.22 and any supporting materials for administrative
   review, including (a) a statement of the number of eligible voters who
   supported and opposed the final narrative (b) the compliance report and (c)
   other information which may be required by the Chancellor. If the Dean or
   Director does not concur with the recommendation, he or she shall meet with
   the department or academic unit or academic unit chair and the recruitment
   committee to discuss the decision.

A complete copy of the document with these changes highlighted is attached for the
Senate’s consideration.
Recruitment and Initial Appointment - Faculty Personnel Rules-Chapter 2

Chancellor's Statement
The University of Wisconsin-River Falls stands committed to the principle of equality of opportunity in employment and in education. In its most elementary form, adherence to the concept of equality of opportunity requires that we strive toward a condition in which considerations of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state are irrelevant as determinants of the access an individual has to the opportunities for education, for employment, for achievement, and for personal fulfillment. Rather, the controlling factors in all such matters must be individual ability, interest and merit.

Our present and future course, which goes beyond non-discrimination (i.e., the elimination of all policies and practices that work to the disadvantage of individuals on the basis of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state), is based on the concept of Affirmative Action. The principle of Affirmative Action requires the University to determine if it has met its responsibility to recruit, employ, promote, and reward these populations to a degree consistent with their availability and merit, and whether or not any failure to do so can be traced to specific discriminatory actions or policies. Where these classes are underrepresented, the University will recruit and employ them in accordance with their increasing availability. The premise of this commitment is that the corrosive effects of systematic exclusion, inattention, and overt discrimination cannot be remedied in appropriate ways and in a reasonable time by a posture of neutrality with respect to all individuals. Affirmative Action is necessary to avoid the perpetuation of the inequities that are our heritage from the past.

While the University is obliged to develop and sustain a program of Affirmative Action, our commitment to these matters transcends legal or contractual requirements. We undertake these actions and adopt these policies not because we are required to, but because it is right and proper to do so.

Procedures for Recruitment - RF 2.1

The following recruitment guidelines are designed to be consistent with UWS 3.02 which states “... [the recruiting] procedure shall be consistent with board policy and state and federal laws with respect of nondiscriminatory and affirmative action recruitment. The procedures shall allow maximum flexibility at the departmental and college levels to meet particular needs. In all instances the procedures shall provide

May 21, 2004
Nylander proposed revision, Dec. 1, 2004
for departmental peer review and judgment as the primary step in the recruiting process.”

Appointments and all terms of appointments shall be made only if based on affirmative recommendations of the department and with the approval of the appropriate academic administrative officers.

2.11-Once the decision has been made that a vacancy exists within a department and clearance to fill the position has been received from University Administration, the department, using one of the structures described in 2.12 below, shall have the primary responsibility for recruitment for faculty appointments.

2.12-[FS 97/98 #17] - Prior to establishing a Recruitment Committee, the department shall meet and determine the structure of the committee and the procedures to be followed. The decision of the department should be recorded in the minutes of the meeting. The department may elect one of the following:

(a) act as a committee of the whole, delegating the recruitment process to a duly appointed subcommittee. The subcommittee conducts the recruitment consistent with all applicable sections of the Faculty/Academic Staff Handbook and makes recommendations to the voting members of the department, who then reconvene as a committee of the whole to review finalists’ files and recommend candidates for the position, or

(b) act as a committee of the whole, without establishing a subcommittee, and conduct the recruitment consistent with all applicable sections of the Faculty/Academic Staff Handbook. The committee consists of all eligible voting members of the department and any additional committee members as required by the Faculty/Academic Staff Handbook, who recommend candidates for the position to the Dean of the College, or

(c) establish a Recruitment Committee that conducts the recruitment on behalf of the department. The process may include consultation with department faculty. Only the members of the Recruitment Committee (excluding advisory student members) shall recommend candidates for the position to the Dean of the College. Only members of the recruitment committee, the chair of the department, the student advisory member, and THOSE HAVING A DIRECT ROLE IN THE HIRING PROCESS shall have access to the candidates' files, which will be held in strictest confidence consistent with University policy.

The chair of the department shall appoint at least one student from among the junior and senior majors and minors in the department to advise the Recruitment Committee in a non-voting capacity.

May 21, 2004
Nylanler proposed revision, Dec. 1, 2004
The following table lists who is eligible to serve on a Recruitment Committee, depending upon the type of search, and the voting rights of each of those members. The actual composition of the committee is determined separately.

Table #

<table>
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<tr>
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<th>Tenure Track Search</th>
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<tbody>
<tr>
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<td>Tenured Faculty</td>
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<td>Probationary Faculty(^1)</td>
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<td>Community Member</td>
<td>Serves &amp; Advises Only(^3)</td>
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</tr>
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\(^1\) Every faculty member, including the department chair, with two consecutive semesters of service in that department shall be eligible to serve on the Recruitment Committee, with the exception of emeriti, persons who have officially announced their intention to retire, those who have received non-renewal notices or resigned for reasons other than retirement, and the individual being replaced.

\(^2\) Academic Staff may serve and vote on search committees hiring Full Time Faculty positions with coaching assignments, and Full Time Coaching-related Instructional Academic Staff positions, and Academic Staff Support positions.

\(^3\) Students and community members may serve in an advisory, non-voting capacity at the discretion of the unit.

\(^4\) Student representation on the Recruitment Committee is highly recommended for units with significant student involvement. [FS 00/01 #14]
2.13- The Recruitment Committee will prepare a recruiting plan to be used for recruiting candidates. The Recruitment Committee should make every effort to ensure that the vacancy listings reach as many eligible candidates as possible and work with the Office of Equity and Compliance to develop a diverse applicant pool.

The Equity and Compliance Officer shall approve applicant pool diversity before review of applications begins.

The recruiting plan requires the approval of the Dean or Director and the Provost & Vice Chancellor. The recruiting plan must include, but shall not be limited to, the following:

(a) Job description

(b) Rank and anticipated salary range to be offered for the position

(c) In addition to the criteria stated in the job description, the following criteria, where applicable, will be used for reviewing the applications:

(1) Professional preparation and experience

(2) Effectiveness in teaching or potential as a teacher

(3) Professional involvement and accomplishments in scholarly activities such as, but not limited to, research, writing, and artistic production or performance or potential for such accomplishment

(4) Contributions. Significant contributions at the departmental, college or school, university, community, state, national or international level in categories other than those identified above, or potential for such contributions

(5) Other criteria as identified in the position description

(d) Interview procedures providing for participation by students, faculty and administration per guidelines from the Office of Equity and Compliance

(e) Equal opportunity statement or full statement (see Chancellor's Statement, Rules, Chapter 2 above)

(f) Date at which review of applications begins

2.14- The department concerned shall maintain files of the candidates' applications and supporting materials. After the position is filled, these materials shall be filed with the Human Resources Office.

May 21, 2004
Nylander proposed revision, Dec. 1, 2004
Proposed Revision – Faculty & Academic Staff Handbook
Recruitment and Initial Appointment

2.15- The Recruitment Committee shall screen applications and recommend applicants for interviews, consistent with procedures in 2.12. The Recruitment Committee chair, in consultation with the Dean or Director, shall establish the number of candidates to be interviewed and the interview dates.

Procedures for Recommendation-RF 2.2

2.21- After completing all applicant interviews, the Recruitment Committee and/or the department, consistent with the procedures described in 2.12, will confer to determine which applicants are acceptable for hiring. In compliance with the open meeting law, written notice of the meeting shall be given in advance of the meeting, together with a statement of the agenda. The meeting shall be conducted so as to afford reasonable opportunities to ask questions, offer additional information, and discuss the recommendations in question.

2.22 The Recruitment Committee chair will summarize in writing the discussion of candidates’ strengths and weaknesses and the committee’s preferences relative to the position description. This narrative report will also note any candidates which the department deems unacceptable for hire. The narrative shall be affirmed by consensus or by a majority vote of eligible members. Candidates are not to be numerically ranked or rated.

2.23- The Dean or Director will meet with the Department Chair and the Recruitment Committee to agree collaboratively on recommendation(s) for hire. Before that consultation, the Recruitment Committee chair will submit to the Dean or Director the narrative described in 2.22 and any supporting materials for administrative review, including (a) a statement of the number of eligible voters who supported and opposed the final narrative (b) the compliance report and (c) other information which may be required by the Chancellor.

Proposed Revised 2.23(Delete above paragraph and replace with the following: ) The Recruitment Committee chair will submit to the Dean or Director the narrative described in 2.22 and any supporting materials for administrative review, including (a) a statement of the number of eligible voters who supported and opposed the final narrative (b) the compliance report and (c) other information which may be required by the Chancellor. If the Dean or Director does not concur with the recommendation, he or she shall meet with the department or academic unit chair and the recruitment committee to discuss the decision.

2.24 If, after appropriate consultation, the dean and the recruitment committee and/or the department chair do not agree on a hiring recommendation, the following alternatives may be used: (a) an additional candidate or candidates from the pool may be interviewed; (b) an extension of the search may be authorized by the Provost & Vice Chancellor; (c) the recruitment committee may recommend that the search be terminated, or (d) the Dean may terminate the search.

May 21, 2004
Nyangider proposed revision, Dec. 1, 2004
Proposed Revision – Faculty & Academic Staff Handbook
Recruitment and Initial Appointment

2.25 The Dean or Director shall forward the recommendation, appending the narrative, support materials and any other comments to the Provost & Vice Chancellor.

2.26 The Provost & Vice Chancellor shall make a decision on the recommendation. If the Provost & Vice Chancellor does not concur with the recommendation, he or she shall meet with the Dean, the department chair and the recruitment committee to discuss the decision.

2.27 If the candidate declines to accept the offered position, the recruitment committee may request permission from the Dean or Director to offer the position to another interviewed candidate. Alternatively, the recruitment committee may request permission from the Dean or Director to interview additional candidates from the identified pool of qualified applicants, may request an extension of the search, or may request that the search be closed.

(d) In those cases where tenure is a consideration in the initial appointment, procedures as specified in RF 4.2d are to be followed. If there is an affirmative tenure recommendation, the Chancellor will recommend to the Board of Regents, through the President of the System, that tenure be granted as part of the initial appointment.

May 21, 2004
Nylander proposed revision, Dec. 1, 2004
TO: Virgil Nylander, Chancellor
116 North Hall
University of Wisconsin-River Falls

FROM: Barbara Werner, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2004-2005/4

At the October 21, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/4 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Faculty Welfare and Personnel Policy committee to revise Recruitment and Initial Appointment – Faculty Personnel Rules – Chapter IV-2 in the Faculty and Academic Staff Handbook.

See the attached document for details.

Motion 2004-2005/4 passed on October 21, 2004. This motion will take effect immediately.

__________ Approved

__________ Disapproved

Virgil Nylander, Chancellor
Recruitment and Initial Appointment - Faculty Personnel Rules - Chapter

Chancellor's Statement
The University of Wisconsin-River Falls stands committed to the principle of equality of opportunity in employment and in education. In its most elementary form, adherence to the concept of equality of opportunity requires that we strive toward a condition in which considerations of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state are irrelevant as determinants of the access an individual has to the opportunities for education, for employment, for achievement, and for personal fulfillment. Rather, the controlling factors in all such matters must be individual ability, interest and merit.

Our present and future course, which goes beyond non-discrimination (i.e., the elimination of all policies and practices that work to the disadvantage of individuals on the basis of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state), is based on the concept of Affirmative Action. The principle of Affirmative Action requires the University to determine if it has met its responsibility to recruit, employ, promote, and reward these populations to a degree consistent with their availability and merit, and whether or not any failure to do so can be traced to specific discriminatory actions or policies. Where these classes are underrepresented, the University will recruit and employ them in accordance with their increasing availability. The premise of this commitment is that the corrosive effects of systematic exclusion, inattention, and overt discrimination cannot be remedied in appropriate ways and in a reasonable time by a posture of neutrality with respect to all individuals. Affirmative Action is necessary to avoid the perpetuation of the inequities that are our heritage from the past.

While the University is obliged to develop and sustain a program of Affirmative Action, our commitment to these matters transcends legal or contractual requirements. We undertake these actions and adopt these policies not because we are required to, but because it is right and proper to do so.

Procedures for See UW-RF Hiring Handbook for further information and guidance.

Recruitment - RF 2.1

The following recruitment guidelines are designed to be consistent with UWS 3.02 which states “... [the recruiting] procedure shall be consistent with board policy and state and federal laws with respect of nondiscriminatory and affirmative action”
recruitment. The procedures shall allow maximum flexibility at the departmental and college levels to meet particular needs. In all instances the procedures shall provide for departmental peer review and judgment as the primary step in the recruiting process."

Appointments and all terms of appointments shall be made only if based on affirmative recommendations of the departmental academic unit/department and with the approval of the appropriate academic administrative officers.

2.11-Once the decision has been made that a vacancy exists within an academic unit/department and clearance to fill the position has been received from University Administration, the head of the academic unit/department, using one of the structures described in 2.12 below, shall have the primary responsibility for recruitment for faculty appointments.

2.12-[FS 97/98 #17] - Prior to establishing a search-and-screen committeeRecruitment Committee, the departmental academic unit/department shall meet and determine the structure of the committee and the voting procedures to be followed. The decision of the departmental academic unit/department should be recorded in the minutes of the meeting. The departmental academic unit/department may elect one of the following:

(a) act as a committee of the whole, delegating the search-and-screen recruitment process to a duly appointed subcommittee. The subcommittee conducts the search-and-screen recruitment consistent with all applicable sections of the Faculty/Academic Staff Handbook and makes recommendations to the voting members of the departmental academic unit/department, who then reconvene as a committee of the whole to review finalists' files and recommend the candidates for the position, or

(b) act as a committee of the whole, without establishing a subcommittee, and conduct the search-and-screen recruitment consistent with all applicable sections of the Faculty/Academic Staff Handbook. The committee consists of all eligible voting members of the departmental academic unit/department and any additional committee members as required by the Faculty/Academic Staff Handbook, who vote to recommend the candidates for the position to the Dean of the College, or

(c) establish a search-and-screen committeeRecruitment Committee that conducts the recruitment on behalf of the departmental academic unit/department. The process shall include significant consultation with departmental academic unit/department faculty. Only the members of the search-and-screen committeeRecruitment Committee (excluding advisory student members) shall vote to recommend the candidates for the position to the Dean of the College.

May 21, 2004
All voting members have a level of accountability in which they are expected to engage in an equitable and nondiscriminatory selection process. Only voting members of the recruitment committee, the chair of the department/academic unit/department, and the student advisory member shall have access to the candidates’ files, which will be held in strictest confidence consistent with University policy.

The head chair of the academic unit/department学术 unit/department shall appoint at least one student from among the junior and senior majors and minors in the academic unit/department/academic unit/department to advise the search and screen committee/Recruitment Committee in a non-voting capacity.

The following table lists who is eligible to serve on a Search and Screen Committee/Recruitment Committee, depending upon the type of search, and the voting rights of each of those members. The actual composition of the committee is determined separately.

| Personnel Classifications and Voting Rights, Search and Screen Committee/Recruitment Committees, Unclassified Staff |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Employee Classification | Tenure Track Search | Instructional Academic Staff Search | Academic Staff Search |
| Tenured Faculty | Serves & Votes | Serves & Votes | Serves & Votes |
| Probationary Faculty¹ | Serves & Votes | Serves & Votes | Serves & Votes |
| Academic Staff, Full Time | Serves & Advises Only² | Serves & Advises Only² | Serves & Votes |
| Academic Staff, Part-Time | May not serve or vote | May not serve or vote | May not serve or vote |
| Instructional Academic Staff, Full Time | May not serve or vote² | May not serve or vote² | Serves & Votes |
| Instructional Academic Staff, Part Time | May not serve or vote | May not serve or vote | May not serve or vote |
| Student | Serves & Advises Only³ | Serves & Advises Only³ | Serves & Advises Only³ |
| Community Member | Serves & Advises Only³ | May not serve or vote | Serves & Advises Only³ |

May 21, 2004
1. Every faculty member, including the department/academic unit/department chair, with two consecutive semesters of service in that academic unit/department shall be eligible to serve on the search and screen committee. The committee shall consist of three members: one appointed by the department chair, one appointed by the academic unit/department chair, and one appointed by the Academic Staff Support Committee. The committee shall include at least one member from each of the following categories: faculty, instructional staff, and coaching staff. The committee shall select a chair from among its members. The committee shall meet at least once per month to discuss and review applications for the position. The committee shall provide a recommendation to the department chair, who shall submit it to the Academic Staff Support Committee for approval.

2. Academic Staff may serve and vote on search committees hiring Full-Time Faculty positions with coaching assignments, and Full-Time Coaching-related Instructional Academic Staff positions, and Academic Staff Support positions. Students and community members may serve in an advisory, non-voting capacity at the discretion of the unit.

3. Student representation on the search and screen committee is highly recommended for units with significant student involvement. [FS 00/01 #14]

2.13- The search and screen committee will first prepare a policy statement recruiting plan to be used for recruiting candidates. The recruiting plan shall include a statement that the committee will consider the qualifications of each applicant in the selection process. The statement shall include the following:

(a) Job description

(b) Rank and anticipated salary range to be offered for the position

(c) In addition to the criteria stated in the job description, the following criteria, where applicable, will be used for reviewing the applications: to-be-used-for-reviewing-the-applications, which shall include (where applicable):

(1) Professional preparation and experience

May 21, 2004
(2) Recommendations
(22) Effectiveness in teaching or potential as a teacher

(34) Professional distinction in research, writing, or artistic production or performance involvement and accomplishments in scholarly activities such as, but not limited to, research, writing, and artistic production or performance or potential for such accomplishment

(4) Contributions. Significant contributions at the departmental, college or school, university, community, state, national or international level in categories other than those identified above, or potential for such contributions

(5) Ability and willingness to maintain working relations with colleagues as are essential to effective accomplishment of the mission of the academic unit concerned
(56) Other criteria considered necessary for the effective accomplishment of the goals of the unit per guias identified in the position description

(d) Interview procedures providing for participation by students, faculty and administration per guidelines from the Office of Equity and Compliance

(e) Equal opportunity statement or full statement (see Chancellor's Statement, Rules, Chapter 2 above)

(f) Closing date for receiving applications: Date at which review of applications begins

The search and screen committee should make every effort to ensure that the vacancy listings reach as many eligible candidates as possible by:

(a) Advertising in a national professional magazine or journal
(b) Participating in an employment clearing house at a national conference
(c) Mailing the vacancy listings to as many institutions and industries as possible
(d) Sending all position announcements along with a statement of procedures used to advertise the position to the Assistant to the Chancellor for Equity and Compliance prior to the interviewing of the candidates.

2.14- The academic unit/department academic unit/department concerned shall maintain files of the candidates' applications and supporting materials. These records shall be open to voting members of the academic unit throughout the screening process. After the position is filled, these materials shall be filed with the office of the Dean or Director Human Resources Office.
2.155 - The search-and-screen committee shall screen applications and recommend applicants for interviews, consistent with procedures in 2.12. The Recruitment Committee chair, in consultation with the Dean or Director, shall establish the number of candidates to be interviewed and the interview dates.

and make recommendations to the head as to which applicants are best qualified for the position:

2.16 - The Chancellor shall provide guidelines for reimbursement of travel expenses incurred by candidates who have been identified by the procedures in RF 2.15.

2.17 - The Chancellor can approve alternate procedures if those contained herein cannot be followed because of factors such as faculty members being unavailable for participation.

Initial Recommendation by the Faculty - RF 2.2

2.21 - The decision to offer an appointment to a candidate shall be made by the Chancellor, only upon the affirmative recommendation of the appropriate academic unit.

2.22 - The academic unit to make the initial recommendation will be determined by the Chancellor.

2.23 - Those who have received non-renewal notices or resigned for reasons other than retirement shall not vote on initial appointment questions. Otherwise, every faculty member, including the head, with two consecutive semesters of service in that academic unit shall be eligible to vote on the initial recommendation regarding an initial appointment.

4.4.4 - Procedures for Recommendation - RF 2.23

2.31 - The head of the academic unit, in consultation with the Dean or Director and Provost & Vice-Chancellor, shall establish interview dates.

2.2312 - Before a vote is taken, the Recruitment Committee and/or the departmental academic unit/department, consistent with the procedures described in 2.12, will confer to determine which applicants are acceptable for hiring. The recommendation for initial appointment shall be discussed at a meeting of: (a) the faculty members eligible to vote thereon or (b) a departmental committee assigned authority to do so by faculty members eligible to vote thereon. In compliance with the open meeting law, written notice of the meeting shall be given well in advance of the meeting, together with a statement of the agenda. The meeting shall be conducted so as to afford reasonable opportunities to ask questions, offer additional information, and discuss the recommendations in question.

May 21, 2004
2.22 The Recruitment Committee chair will summarize in writing the discussion of candidates' strengths and weaknesses and the committee's preferences relative to the position description. This narrative report will also note any candidates which the department/academic unit/department deems unacceptable for hire. The narrative shall be affirmed by consensus or by a majority vote of eligible members. Candidates are not to be numerically ranked or rated.

2.23 A motion to recommend a probationary appointment shall pass if a majority of those voting concur.

2.3234 The head of the academic unit/department Chair and the Dean or Director will meet with the Dean or Director the narrative described in 2.22 and any supporting materials for administrative review, including (a) a statement of the number of eligible voters who supported and opposed the final narrative (b) the compliance report and (c) other information which may be required by the Chancellor.

The recommendation shall be accompanied by:

(a) A statement of the number of faculty members who favored and the number of faculty members who opposed the recommendation and a statement regarding whether or not the head agrees with the recommendation;

(b) A compliance report; and

(c) Other information required by the Chancellor.

2.24 If, after appropriate consultation, the dean and the recruitment committee and/or the department/academic unit/department chair do not agree on a hiring recommendation, the following alternatives may be used: (a) an additional candidate or candidates from the pool may be interviewed; (b) an extension of the search may be authorized by the Provost & Vice Chancellor; (c) the recruitment committee may recommend that the search be terminated, or (d) the Dean may terminate the search.

Administrative Review of Initial Recommendation- RF 2.4

2.41 The initial recommendation of the academic unit shall be submitted for administrative review in accordance with this section: 2.25

(a) The head of the academic unit shall submit the recommendation outlined in RF 2.34 to the Dean or Director. The Dean or Director shall make a decision, appending any comments and forward the recommendation, appending the narrative, support materials and any other comments to the Provost & Vice Chancellor.
2.26(b) The Provost & Vice Chancellor shall make a decision on the recommendation, appending any comments, and forward the recommendation to the Chancellor. If the Provost & Vice Chancellor does not concur with the recommendation, he or she shall meet with the Dean, the department/academic unit/department chair and the recruitment committee to discuss the decision.

(e) The Chancellor has the responsibility and authority to make the final decision and shall inform the Provost & Vice Chancellor, Dean or Director, and head of the academic unit of the decision.

(d) In those cases where tenure is a consideration in the initial appointment, the Chancellor will recommend to the Board of Regents, through the President of the System, that tenure be granted as part of the initial appointment. 2.27 If the candidate declines to accept the offered position, the recruitment committee may request permission from the Dean or Director to offer the position to another interviewed candidate. Alternatively, the recruitment committee may request permission from the Dean or Director to interview additional candidates from the identified pool of qualified applicants, may request an extension of the search, or may request that the search be closed.

(d) In those cases where tenure is a consideration in the initial appointment, procedures as specified in RF 4.2d are to be followed. If there is an affirmative tenure recommendation, the Chancellor will recommend to the Board of Regents, through the President of the System, that tenure be granted as part of the initial appointment.

Notification of Initial Appointment-RF 2.5
Recruitment and Initial Appointment - Faculty Personnel I

Chancellor's Statement
The University of Wisconsin-River Falls stands committed to the principle of equality of opportunity in employment and in education. In its most elementary form, adherence to the concept of equality of opportunity requires that we strive toward a condition in which considerations of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state are irrelevant as determinants of the access an individual has to the opportunities for education, for employment, for achievement, and for personal fulfillment. Rather, the controlling factors in all such matters must be individual ability, interest and merit.

Our present and future course, which goes beyond non-discrimination (i.e., the elimination of all policies and practices that work to the disadvantage of individuals on the basis of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state), is based on the concept of Affirmative Action. The principle of Affirmative Action requires the University to determine if it has met its responsibility to recruit, employ, promote, and reward these populations to a degree consistent with their availability and merit, and whether or not any failure to do so can be traced to specific discriminatory actions or policies. Where these classes are underrepresented, the University will recruit and employ them in accordance with their increasing availability. The premise of this commitment is that the corrosive effects of systematic exclusion, inattention, and overt discrimination cannot be remedied in appropriate ways and in a reasonable time by a posture of neutrality with respect to all individuals. Affirmative Action is necessary to avoid the perpetuation of the inequities that are our heritage from the past.

While the University is obliged to develop and sustain a program of Affirmative Action, our commitment to these matters transcends legal or contractual requirements. We undertake these actions and adopt these policies not because we are required to, but because it is right and proper to do so.

Procedures for Recruitment - RF 2.1

The following recruitment guidelines are designed to be consistent with UWS 3.02 which states “... [the recruiting] procedure shall be consistent with board policy and state and federal laws with respect of nondiscriminatory and affirmative action recruitment. The procedures shall allow maximum flexibility at the departmental and college levels to meet particular needs. In all instances the procedures shall provide

October 21, 2004
for departmental peer review and judgment as the primary step in the recruiting process.”

Appointments and all terms of appointments shall be made only if based on affirmative recommendations of the academic unit/department and with the approval of the appropriate academic administrative officers.

2.11-Once the decision has been made that a vacancy exists within an academic unit/department and clearance to fill the position has been received from University Administration, the academic unit/department, using one of the structures described in 2.12 below, shall have the primary responsibility for recruitment for faculty appointments.

2.12-[FS 97/98 #17] - Prior to establishing a Recruitment Committee, the academic unit/department shall meet and determine the structure of the committee and the procedures to be followed. The decision of the academic unit/department should be recorded in the minutes of the meeting. The academic unit/department may elect one of the following:

(a) act as a committee of the whole, delegating the recruitment process to a duly appointed subcommittee. The subcommittee conducts the recruitment consistent with all applicable sections of the Faculty/Academic Staff Handbook and makes recommendations to the voting members of the academic unit/department, who then reconvene as a committee of the whole to review finalists’ files and recommend candidates for the position, or

(b) act as a committee of the whole, without establishing a subcommittee, and conduct the recruitment consistent with all applicable sections of the Faculty/Academic Staff Handbook. The committee consists of all eligible voting members of the academic unit/department and any additional committee members as required by the Faculty/Academic Staff Handbook, who recommend candidates for the position to the Dean of the College, or

(c) establish a Recruitment Committee that conducts the recruitment on behalf of the academic unit/department. The process may include consultation with academic unit/department faculty. Only the members of the Recruitment Committee (excluding advisory student members) shall recommend candidates for the position to the Dean of the College. Only members of the recruitment committee, the chair of the academic unit/department, and the student advisory member shall have access to the candidates' files, which will be held in strictest confidence consistent with University policy.

The chair of the academic unit/department shall appoint at least one student from among the junior and senior majors and minors in the academic unit/department to advise the Recruitment Committee in a non-voting capacity.

October 21, 2004
The following table lists who is eligible to serve on a Recruitment Committee, depending upon the type of search, and the voting rights of each of those members. The actual composition of the committee is determined separately.

Table #

| Personnel Classifications and Voting Rights, Recruitment Committees, Unclassified Staff |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Employee Classification         | Tenure Track Search             | Instructional Academic Staff Search | Academic Staff Search |
| Tenured Faculty                 | Serves & Votes                  | Serves & Votes                   | Serves & Votes                  |
| Probationary Faculty           | Serves & Votes                  | Serves & Votes                   | Serves & Votes                  |
| Academic Staff, Full Time       | Serves & Advises Only           | Serves & Advises Only            | Serves & Votes                  |
| Academic Staff, Part-Time       | May not serve or vote           | May not serve or vote            | May not serve or vote           |
| Instructional Academic Staff    | May not serve or vote           | May not serve or vote            | Serves & Votes                  |
| Full Time                       |                                 |                                 |                                 |
| Instructional Academic Staff    | May not serve or vote           | May not serve or vote            | May not serve or vote           |
| Part Time                       |                                 |                                 |                                 |
| Student                         | Serves & Advises Only           | Serves & Advises Only            | Serves & Advises Only           |
| Community Member                | Serves & Advises Only           | May not serve or vote            | Serves & Advises Only           |
| Classified Staff                | May not serve or vote           | May not serve or vote            | May not serve or vote           |

1. Every faculty member, including the academic unit/department chair, with two consecutive semesters of service in that academic unit/department shall be eligible to serve on the Recruitment Committee, with the exception of emeriti, persons who have officially announced their intention to retire, those who have received non-renewal notices or resigned for reasons other than retirement, and the individual being replaced.

2. Academic Staff may serve and vote on search committees hiring Full Time Faculty positions with coaching assignments, and Full Time Coaching-related Instructional Academic Staff positions, and Academic Staff Support positions.

3. Students and community members may serve in an advisory, non-voting capacity at the discretion of the unit.

4. Student representation on the Recruitment Committee is highly recommended for units with significant student involvement. [FS 00/01 #14]

October 21, 2004
2.13- The Recruitment Committee will prepare a recruiting plan to be used for recruiting candidates. The Recruitment Committee should make every effort to ensure that the vacancy listings reach as many eligible candidates as possible and work with the Office of Equity and Compliance to develop a diverse applicant pool.

The Equity and Compliance Officer shall approve applicant pool diversity before review of applications begins.

The recruiting plan requires the approval of the Dean or Director and the Provost & Vice Chancellor. The recruiting plan must include, but shall not be limited to, the following:

(a) Job description

(b) Rank and anticipated salary range to be offered for the position

(c) In addition to the criteria stated in the job description, the following criteria, where applicable, will be used for reviewing the applications:

   (1) Professional preparation and experience

   (2) Effectiveness in teaching or potential as a teacher

   (3) Professional involvement and accomplishments in scholarly activities such as, but not limited to, research, writing, and artistic production or performance or potential for such accomplishment

   (4) Contributions. Significant contributions at the departmental, college or school, university, community, state, national or international level in categories other than those identified above, or potential for such contributions

   (5) Other criteria as identified in the position description

(d) Interview procedures providing for participation by students, faculty and administration per guidelines from the Office of Equity and Compliance

(e) Equal opportunity statement or full statement (see Chancellor's Statement, Rules, Chapter 2 above)

(f) Date at which review of applications begins

October 21, 2004
2.14- The academic unit/department concerned shall maintain files of the candidates' applications and supporting materials. After the position is filled, these materials shall be filed with the Human Resources Office.

2.15- The Recruitment Committee shall screen applications and recommend applicants for interviews, consistent with procedures in 2.12. The Recruitment Committee chair, in consultation with the Dean or Director, shall establish the number of candidates to be interviewed and the interview dates.

Procedures for Recommendation-RF 2.2

2.21- After completing all applicant interviews, the Recruitment Committee and/or the academic unit/department, consistent with the procedures described in 2.12, will confer to determine which applicants are acceptable for hiring. In compliance with the open meeting law, written notice of the meeting shall be given in advance of the meeting, together with a statement of the agenda. The meeting shall be conducted so as to afford reasonable opportunities to ask questions, offer additional information, and discuss the recommendations in question.

2.22 The Recruitment Committee chair will summarize in writing the discussion of candidates’ strengths and weaknesses and the committee’s preferences relative to the position description. This narrative report will also note any candidates which the academic unit/department deems unacceptable for hire. The narrative shall be affirmed by consensus or by a majority vote of eligible members. Candidates are not to be numerically ranked or rated.

2.23- The Dean or Director will meet with the Academic unit/department Chair and the Recruitment Committee to agree collaboratively on recommendation(s) for hire. Before that consultation, the Recruitment Committee chair will submit to the Dean or Director the narrative described in 2.22 and any supporting materials for administrative review, including (a) a statement of the number of eligible voters who supported and opposed the final narrative (b) the compliance report and (c) other information which may be required by the Chancellor.

2.24 If, after appropriate consultation, the dean and the recruitment committee and/or the academic unit/department chair do not agree on a hiring recommendation, the following alternatives may be used: (a) an additional candidate or candidates from the pool may be interviewed; (b) an extension of the search may be authorized by the Provost & Vice Chancellor; (c) the recruitment committee may recommend that the search be terminated, or (d) the Dean may terminate the search.

2.25 The Dean or Director shall forward the recommendation, appending the narrative, support materials and any other comments to the Provost & Vice Chancellor.

2.26 The Provost & Vice Chancellor shall make a decision on the recommendation. If the Provost & Vice Chancellor does not concur with the recommendation, he or she shall
meet with the Dean, the academic unit/department chair and the recruitment committee to discuss the decision.

2.27 If the candidate declines to accept the offered position, the recruitment committee may request permission from the Dean or Director to offer the position to another interviewed candidate. Alternatively, the recruitment committee may request permission from the Dean or Director to interview additional candidates from the identified pool of qualified applicants, may request an extension of the search, or may request that the search be closed.

(d) In those cases where tenure is a consideration in the initial appointment, procedures as specified in RF 4.2d are to be followed. If there is an affirmative tenure recommendation, the Chancellor will recommend to the Board of Regents, through the President of the System, that tenure be granted as part of the initial appointment.
TO: Virgil Nylander, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

FROM: Barbara Werner, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2004-2005/3

At the October 7, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/3 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Academic Program and Policy committee to terminate Faculty Senate motion 89/90/14 that states that the diversity requirements be applicable only to students entering Fall 1990 or after, including transfer students who enter UW-RF 1990 or after. The diversity requirement will be applicable to students who attended prior to Fall 1990 who reenter UW-RF after December 26, 2004, and all students who entered UW-RF Fall 1990 or after.

Motion 2004-2005/3 passed on October 7, 2004. This motion will take effect December 26, 2004.

Approved

Disapproved

Virgil Nylander, Chancellor  

Date  

10/18/04

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

FROM: Barbara Werner, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls

RE:    UW-RF Faculty Senate Motion 2004-2005/2

At the September 23, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/2 was made, seconded, and passed. This motion is forwarded for your action:

Motion from the Faculty Senate to reaffirm the statement of Shared Vision and Expectations of the Academic Community at River Falls.

See the attached document for details.

Motion 2004-2005/2 passed on September 23, 2004. This motion will take effect immediately.

Approved

Disapproved

Virgil Nylander, Chancellor

Date: 10/05/04
1.3.4 Shared Vision and Expectations of the Academic Community at River Falls:

The University of Wisconsin-River Falls is an academic community composed of students, faculty, staff, and administrators. This academic community shares a common vision of working together to provide an excellent environment for learning, emphasizing the importance of faculty-student interactions in academic advising, classrooms, laboratories, and co-curricular activities. In conjunction with our motto, "Where the Free Spirit Prevails," our campus community supports the expression of individual beliefs and ideals.

As with any community, there is a shared vision that is subscribed to by all members. This vision ensures common purpose within the academic community. This shared vision protects, enhances, and empowers individuals, while fostering a positive learning environment. As members of the University of Wisconsin-River Falls campus community, our vision is to: treat others with honesty, trust, and respect; interact with others in a spirit of congeniality, openness, and support; recognize and honor each person's talents and unique qualities; operate collaboratively with students, faculty, staff, and others in our community; foster relationships individually and in teams that promote enthusiasm, unity, motivation, and encouragement; be committed to excellence; continuously seek to improve the quality of all that we do; promote each other's development and engagement in the learning process; support an environment that nurtures students, one another, and other members of our community; be viewed as leaders and role models in the educational process; and share our expertise and resources across the campus and community.

The achievement of this shared vision is the responsibility of the entire academic community. It is the academic community as a whole that determines the quality of education at the University of Wisconsin-River Falls. Our daily actions as individual members should be in accordance with the shared expectations of the academic community. Therefore, all members of the academic community have a shared expectation to: prepare thoroughly; meet obligations punctually; participate fully and constructively; display appropriate courtesy; adhere to deadlines and timetables; provide constructive feedback; respect the confidentiality of information shared or exchanged; and challenge each other intellectually.

This documentation of expected behaviors and actions at the University of Wisconsin-River Falls is presented in the united spirit of an academic community with a shared vision. By focusing our energy and attention toward fulfilling the ideals presented in this document, we, as an academic community, will be able to achieve an excellent learning environment. We cannot mandate that these expectations be upheld, but adherence to these shared expectations will ensure that the rights and privileges of individuals and groups are preserved. [FS 93/94 #31]
TO:       Virgil Nylander, Chancellor  
           116 North Hall  
           University of Wisconsin-River Falls  

FROM: Barbara Werner, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls  

RE: UW-RF Faculty Senate Motion 2004-2005/1  

At the September 23, 2004 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2004-2005/1 was made. This motion is forwarded for your action:  

Motion from the Faculty Welfare and Personnel Policy to amend the Faculty Handbook to include bullet “MA in SCTA/Mass Communication with appropriate professional experience (limited to Associate Professor only)” in Code 1 (RF 4, page 27: Qualifications for Promotion.)  

The Handbook will then read (new portion in italics):  

Qualifications for Promotion  

Appropriate Educational Preparation  

In promotion of faculty members, the following criteria will be considered: appropriate educational preparation, appropriate experience, and contributions to the University.  

The educational preparation code assignment shall be based on the following minimal academic experience pertinent to the teaching assignment:  

Code 1. Any of the following categories qualify for this rating.  
- Ph.D.  
- Ed.D.  
- Earned doctor’s degree equivalent to the Ph.D. and Ed.D. requiring the minimum equivalent of three full years of graduate study beyond the baccalaureate  
- M.F.A. in performing arts (dance and theatre) or in studio arts  
- M.S.W./M.S.S.W. with ACSW eligibility (limited to promotions to Associate Professor only)  
- MA in SCTA/Mass Communication with appropriate professional experience (limited to Associate Professor only)
Motion 2004-2005/1 passed on September 23, 2004. This motion will take effect immediately.

[Checkmark] Approved

[Blank] Disapproved

Virgil Nylander, Chancellor

10/01/2004 Date