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Senators: Chair – David Rainville , Vice Chair – Dennis Cooper, Secretary – Kris Hiney, Executive Committee – John Heppen, Todd Savage

Date: May 17, 2010
To: Faculty Senate and University Community
From: David Rainville, 2009-2010 Faculty Senate Chair
Subject: Agenda for Faculty Senate Meeting May 21, 2010

The 2010-2011 Faculty Senate will meet on Friday, May 21, 2010 at 1:00P.M.in Willow River Room (334 UC) of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify Polly Kleven at polly.kleven@uwrf.edu, or http://www.uwrf.edu/faculty_senate

Agenda May 21, 2010

Call to Order:

Seating of Substitutes

Reports:

Unfinished Business:

New Business Consent Agenda:

1. Program Changes from AP&P:

- a. Master of Science in Graduate Elementary Education (Initial Certification) Program
- b. English Language Arts Minor
- c. Theatre Arts major and Minor

2. Seven Year Review Plan for Graduate Programs

New Business:

1. Election of 2010-2011 Executive Committee

New Business Miscellaneous:

Adjournment:

Draft Approved by the Graduate Council – February 2, 2010
Changes tracked are saved within.

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Seven-Year Review of Graduate Academic Programs

University of Wisconsin – River Falls

OVERVIEW

GRADUATE ACADEMIC PROGRAM REVIEW PROCESS

- All graduate 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 vitas, survey information, and other data.***

Timetable of steps to completing the Program Review

Fall Semester (no later than October 1)

- o Initial notification and information about the program review process sent to departments whose ~~major(s)~~ program(s) are scheduled for review in the spring of the following academic year.
- o Second notification sent to departments whose ~~major~~ program(s) are scheduled for review in spring of the ~~c~~Current academic year.

Spring Semester

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

July 1st

- o Provost communicates to the department.

- o Review recommendations communicated to UW System
- o Program review information will be included in the University long-range planning process and in determining resource allocations.

DETAILED GUIDELINES

GRADUATE ACADEMIC PROGRAMS 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.”~~

Comment [S1]:

~~Program Review and Educational Quality in the Major: A Faculty Handbook. Liberal Learning and the Arts and Sciences Major, Volume Three. The Association of American Colleges, 1992.~~

UW-River Falls is committed to offering high quality graduate 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 major programs, assessing the strengths and challenges currently associated with the major programs,
2. ~~An opportunity for the~~ College Dean and the University Program Review Committee to consider the resource needs and support levels associated with the major program,
3. An opportunity for the University Program Review Committee to make programmatic recommendations on academic major programs 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 FOR GRADUATE ACADEMIC PROGRAMS

SECTION ONE GENERAL INFORMATION

A. Provide the following:

1. Title of the academic ~~major-program~~ under review (original UW System entitlement);
2. ~~Sub-majors, options~~ Options; or emphases associated with the entitled ~~program major~~;
3. ~~Minor(s) associated with the entitled major;~~
4. Name of the department responsible for the ~~major-program~~;
5. Name of College(s) or administrative unit that the ~~major-program~~ 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 significant -program~~ developments in the program that have occurred in the past ~~40~~ 7 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

The Program Review Data ~~is-are~~ available in PDF format on the IR website. Print and attach the data sheet to this report. The UWRF Office of Institutional Research provides the following data for the program under review for the last ~~five-seven~~ years. Enrollment data reported ~~is-are~~ from the fall semesters.

Number of Full-Time Equivalent Faculty (Full, Associate, Assistant) Teaching in the Program
FTE Academic Staff
/Number of Graduate Assistant(s)
Program Funding Source
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~~Program/FTE Faculty
~~Minors/FTE Faculty~~
 Budget per SCH produced
 Budget per ~~Major~~ Program
 Number of ~~majors-graduate students~~ in the program
~~Number of minors in the program~~
 The number of students who have graduated ~~from the program in the last seven years~~with a first or second
~~major in the major~~
 Advisees ~~per faculty member aggregated to department/college of their advisor~~
 Average number of credits to degree for students in the ~~major- program~~ (pending)
 Average time to degree for students in the ~~major-(pending)program~~
 Number/percent of students of color in the ~~major-(pending)program~~

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-program~~ 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-program~~ over the last ~~5-7~~ years (~~e.g.~~, curricular changes, resources and staffing changes, etc.)?
2. What factors **external** to the University have affected enrollments in the ~~major-program~~ over the last ~~5-7~~ years, ~~6-10 years~~ (~~e.g.~~, changes in the job market, technological, economic, or societal forces)?
3. What are the “best guess” predictions related to enrollment trends in the ~~major-program~~ under review ~~now~~ and in the future? Include any data and sources for estimates when available.

C. Student Completion of the ~~Major~~ Program

Indicate the extent to which students complete the ~~major-program in a timely fashion in the 7 years allowed by the Graduate Studies time limit~~. What —factors, if any, currently impede progress toward completion of the major under review (for example, gateway courses, or pre-requisites)? ~~The number dropping from program, What percent of students starting the program-who completed the program?:-~~

D. Resources and Cost of the ~~Major~~ Program

1. Indicate the extent to which current resources (supplies and equipment, facilities, and technology) adequately meet the programmatic needs of the major program 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 program 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 culminating research projects (for example, a senior seminar, a senior project, a thesis, and comprehensive examinations) (for example, thesis, orals, Plan B Paper) 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-program 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/practicapracicum's; and student teaching.
4. Provide some information regarding the post-graduate experience of your students. (For example, employment or additional graduate training)(~~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 for External Reviewers").
- 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~~ program under review. Vitae must include information on professional accomplishments, professional development undertaken, service to the University and community. Faculty vitae~~s~~ 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 or director of the ~~major~~ program under review will submit a list of no more than three names with short vitae 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~~ or director of the 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- role of on undergraduate instruction at UWRF (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 and Vice Chancellor provides up to \$500 toward the cost of bringing the external evaluator to**

campus, including ~~the honorarium; other expenses or expenses in excess of \$500 are the responsibility of the individual program unit.~~
~~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 reviewer's 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 Graduate Academic Program Review Process

Appendix A

Guidelines for the Assessment Portion of the 7-Year [Graduate Academic 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.

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Graduate Program Review Alumni Survey
(To be completed on line)

The Institution as a Whole

There are many reasons for pursuing an education. In thinking over your [graduate](#) educational experience at UW-River Falls, how much do you think UW-RF contributed to your progress in each area below?

Reasons					
1. Intellectual Growth: Your ability to understand and use concepts and principles from several broad areas of learning this program	None	Little	Don't Know	Some	Very Much
2. Social Growth: your understanding of other people and their views; your experience in relating to others	None	Little	Don't Know	Some	Very Much
3. Aesthetic and Cultural Growth: Your awareness and appreciation of the literature, music, art and drama of your own culture and of others	None	Little	Don't Know	Some	Very Much
4. Educational Growth: Your understanding of a particular field of knowledge; your preparation for further education	None	Little	Don't Know	Some	Very Much
5. Vocational and Professional Growth: Your preparation for employment in a particular vocational or professional area	None	Little	Don't Know	Some	Very Much
6. Personal Growth: 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	None	Little	Don't Know	Some	Very Much
7. Writing clearly and reading and listening effectively	None	Little	Don't Know	Some	Very Much
8. Ability to think critically, analyze problems systematically, and to integrate knowledge from the humanities and the social and physical sciences	None	Little	Don't Know	Some	Very Much
9. A global perspective of human culture, recognizing that this century requires such perspective	None	Little	Don't Know	Some	Very Much
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 and Pacific Islanders)	None	Little	Don't Know	Some	Very Much

Comment [MM1]:

Comment [saw2]:

Comment [S3]:

The Academic ~~Major~~ Program

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

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

3 to 5 department specific questions

General Alumni Information

20. What is your current occupation? _____ (program may add specific applicable options).

Comment [saw4]:

- | | |
|--|--|
| ☐ Agriculture, Forestry, Fishing, & Hunting | ☐ Mining |
| ☐ Utilities | ☐ Construction |
| ☐ Manufacturing | ☐ Wholesale Trade |
| ☐ Retail Trade | ☐ Transportation & Warehousing |
| ☐ Information | ☐ Finance & Insurance |
| ☐ Real Estate & Rental & Leasing | ☐ Professional, Scientific & Technical Services |
| ☐ Mgmt of Companies & Enterprises | ☐ Administrative & Support & Waste Mgmt & |
| ☐ Educational Services | ☐ Remediation Services |
| ☐ Health Care & Social Assistance | ☐ Arts, Entertainment, & Recreation |
| ☐ Accommodation & Food Services | ☐ Public Administration |
| ☐ Other Services (except Public Administration) | |

Questions relating to Major the Program					
21. To what extent is your present occupation related to this major program ?	None	Little	Don't Know	Some	Very Much
22. To what extent was the first job you held following graduation related to this major program ?	None	Little	Don't Know	Some	Very Much
23. To what extent was your choice of this undergraduate major program related to your perception of future employment possibilities?	None	Little	Don't Know	Some	Very Much
24. To what extent did this undergraduate major program help you to obtain the type of job you wanted following graduation?	None	Little	Don't Know	Some	Very Much
25. If you were choosing an undergraduate major program again, would you choose this major?	Yes		No		

26. Please suggest any new courses or topics that **we ought may be appropriate** to include in the curriculum of this **major program in the future**.

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.~~28. Feel free to make any additional comments about UW-River Falls

Thank you for your cooperation.

Graduate Program Review Faculty Survey
(To be completed on line)

1. Number of years at UWRF: _____

Please rate the following program components regarding your ~~major~~ program by selecting the choice that most closely corresponds to your opinion.

Section One					
2. Library Services	Very Poor	Poor	Average	Good	Very Good
3. Classrooms	Very Poor	Poor	Average	Good	Very Good
4. Laboratories	Very Poor	Poor	Average	Good	Very Good
5. Faculty Offices	Very Poor	Poor	Average	Good	Very Good
6. Instructional Technology	Very Poor	Poor	Average	Good	Very Good
7. Technology Support	Very Poor	Poor	Average	Good	Very Good
8. Number of Faculty	Very Poor	Poor	Average	Good	Very Good
9. Academic Preparation of Faculty	Very Poor	Poor	Average	Good	Very Good
10. Instructional Effectiveness of Faculty	Very Poor	Poor	Average	Good	Very Good
11. Collegiality of Faculty	Very Poor	Poor	Average	Good	Very Good
12. Number of Support Staff	Very Poor	Poor	Average	Good	Very Good
13. Quality of Support Staff	Very Poor	Poor	Average	Good	Very Good
14. Number of Student Workers	Very Poor	Poor	Average	Good	Very Good

Section Two					
15. I have been supported to adapt new teaching activities	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
16. I have been supported to increase my level of professional development	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
17. I have been supported to increase my level of scholarly activity	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
18. I have been supported to participate in university service	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
19. I have been supported to participate in professional service	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
20. I have been supported to participate in community service	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
21. I have been supported in my outreach efforts	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

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22. The program curriculum is up-to-date	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
23. The program demonstrates "best practices" in pedagogy.	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
24. I have good communication with colleagues in my program	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
25. I feel prepared to advise students.	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
26. I have effective communication channels with advisees	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
27. I understand the program curriculum in an advising context	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
28. I understand general education requirements in an advising context	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
29. The program's current assessment plan is adequate to measure student learning outcomes	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

Thank you for your cooperation.

Graduate Program Review Student Survey
(To be completed on line)

Select the response that most closely corresponds to your opinion for each of the following questions.

A. Advising						
1. My advisor knows the curriculum and graduation requirements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
2. The advice I get from my advisor is generally accurate	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
3. My advisor makes me aware of <u>extra-curricular opportunities related program events and opportunities (e.g., student group meetings, alumni gatherings, speakers/panels on campus, etc.)</u>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
4. My advisor is approachable	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
5. When I need to talk with the chairperson or director of <u>this major my program</u> , I am generally able to do so	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
6. The academic advising I have received in this <u>major program</u> has been helpful	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	

Comment [saw1]: This doesn't really apply in my program...not sure about others. Perhaps substituting "related program events and opportunities (e.g., alumni gatherings, student group meetings, speakers, etc.)" would be more appropriate??? **This is Mary Manke – this seems to be a good suggestion.**

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

C. Curriculum					
14. The breadth of the courses in this major-program are generally	Very Poor	Poor	Average	Good	Very Good
15. The depth of the courses in this major-program are generally	Very Poor	Poor	Average	Good	Very Good
16. The adequacy of the physical facilities (classrooms, labs, etc.) supporting this major-program is generally	Very Poor	Poor	Average	Good	Very Good
17. The appropriateness of required courses in this major-program is generally	Very Poor	Poor	Average	Good	Very Good
18. The flexibility in choosing elective courses <u>if applicable</u> , in this major-program is generally	Very Poor	Poor	Average	Good	Very Good
19. The adequacy of supporting activities (guest speakers, <u>presentations</u> , <u>workshops</u> , <u>clubs</u> , <u>student groups</u> , etc.) in this major-program is generally	Very Poor	Poor	Average	Good	Very Good
20. The adequacy of the library resources related to this major-program 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. I am aware of the program's philosophy and goals	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 program supports the stated philosophy and goals of the program	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

E. Current Class Standing <u>Year in the Program</u> Program Status		<u>1st Year</u> Freshman	<u>2nd Year</u> Sophomore	<u>3rd Year</u> Junior	<u>4th Year</u> Senior
23. <u>Write in the number of years you have been registered as a graduate student at UWRF:</u>	<u>Number of Years:</u>				
24. <u>Write in the number of graduate credits you have completed in your UWRF graduate program:</u>	<u>Number of graduate credits completed:</u>				

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

Thank you for your cooperation.

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TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals APR 01 2010

I. INFORMATION:

- A. Check all that apply: Existing Program ☒ New Program ☐
 Name Change ☐ Credits Change ☐ Substantial Change in Curriculum ☐
 B. Program Title: Graduate Elementary Initial certification
 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 Semester 2011 Year
 G. Have all courses in this program been approved? Yes ☒ No ☐ If "No", which ones?
 H. Attach Request Narrative 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	<i>Tai Crotty</i>	3-25-10
College Curriculum Cmtd. Chair	<i>JK Hallera</i>	3/29/10
Dean of College	<i>Lea D</i>	3/29/10
Graduate Council Chair	<i>ND Johnson</i>	4/15/10
University Curriculum Cmtd. Chair	<i>Barbara S. Nelson</i>	4/22/10
Academic Policy & Program Cmtd. Chair	_____	_____
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.

Narrative:

TED707 Adolescent Literature & New Literacies for the Elementary Teacher will replace READ661

Psychology and Pedagogy of Literacy in the MSE: Elementary Education – Initial Certification Program.

The Wisconsin license for elementary teachers now includes the middle school age.

The new course, TED707, addresses literacy for the new licensing age range and adds digital literacy components. Content previously covering assessment for the struggling reader in READ661 will be integrated with existing components of TED705 Language Arts in the Elementary School and READ760 Literacy Instruction in the Elementary School, and incorporated into TED707 as well. There will be no change in the number of credits required for any of the individual courses, or for the program total.

Master of Science in Education

Elementary Education (Initial Certification) (New Version)

<u>Required Courses</u>			<u>34 credits</u>
TED	700	Curriculum in the Elementary School	3
TED	705	Language Arts in the Elementary School	3
TED	710	Social Studies in the Elementary School	3
TED	715	Science in the Elementary School	3
TED	720	Mathematics in the Elementary School	3
TED	740	Hist/Phil/Multicult. Foundations of Educ.	4
TED	745	Psychology of Teaching (Field experience connected to this course)	6
TED	707	Adolescent Literature & New Literacies for the Elementary Teacher	3
READ	760	Literacy Instruction in the Elementary School	3
SPED	530	The Exceptional Child	3

The following undergraduate requirement must be completed:

TED	472/476 Student Teaching/Intern Teaching	12
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Master of Science in Education

Elementary Education (Initial Certification) (Old version)

<u>Required Courses</u>			<u>34 credits</u>
TED	700	Curriculum in the Elementary School	3
TED	705	Language Arts in the Elementary School	3
TED	710	Social Studies in the Elementary School	3
TED	715	Science in the Elementary School	3
TED	720	Mathematics in the Elementary School	3
TED	740	Hist/Phil/Multicult. Foundations of Educ.	4
TED	745	Psychology of Teaching (Field experience connected to this course)	6
READ	661	Psychology and Pedagogy of Literacy	3
READ	760	Literacy Instruction in the Elementary School	3
SPED	530	The Exceptional Child	3

The following undergraduate requirement must be completed:

TED	472/476 Student Teaching/Intern Teaching	12
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Theatre Arts Program Change Narrative

The Theatre Arts program at UWRF has been through two program reviews in two years. The first was the five-year program review in 2008 and the second was the program prioritization review in 2009. Following reviews the faculty have worked to revise the Theatre Major and Minor to balance course offerings and better serve the needs of the students.

The changes to the program are minor. There is no change in the total number of credits required for the major or minor. The main change is the elimination of Tracks in the Major, revisions for several courses and the addition of one course.

Elimination of Tracks

The current Major Tracks (Performance, Design/Tech, Management, Dramaturgy) are evaluated by the number of Majors that graduate or are enrolled in that specific track. Because of the size of each track will be small, we have decided that it will serve the interests of the program better to be evaluated as a whole and therefore seek to eliminate the tracks. The outside evaluators from the program review did suggest we eliminate two of the tracks (Management and Dramaturgy) because of the limited supporting courses.

Revision of Courses

Several courses have been revised under the new major. Acting I (CSTA 121) and Acting II (CSTA 221) have been revised to include more specific content in each course. The changes in Acting I are intended to increase the emphasis on fundamental acting skills. Acting II will increase emphasis on character development.

Two other courses have also been reorganized: World Puppetry (CSTA 227) and Theatre for Youth (CSTA 328). Here the content of the two courses has been reorganized to provide for a more logical connection between types of material. World Puppetry has expanded to a single course to provide time to cover additional content and to expand the course to provide a global perspective on the art. Our intention is to submit the course for a Global Perspectives designation.

CSTA 490 Independent Study: Senior Project will replace CSTA 484 Senior Portfolio. This revision was suggested by the review team as a way for students to demonstrate their education experiences in a final project.

CSTA 332 Stage Costuming will become CSTA 233 Stage Costuming. The only change for this course is the numbering. This will make the course available to sophomores.

Addition of Courses

Acting III – Styles (CSTA 321) is the only new course to be added to the program. Such a course existed prior to the semester conversion when it was combined with Acting II in order to compress the curriculum. While we have lived with this arrangement for some time, our expanding student pool and the needs of our majors requires that we once again offer a course devoted exclusively to style. This separation was also suggested by the program review team.

Elimination of graduate level courses

CSTA 527 Children's Theatre and Puppetry

CSTA 528 Creative Dramatics for Children and Special Populations

CSTA 532 Stage Costuming

TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

INFORMATION

1. **Program title:** Theatre Arts
2. **Department(s):** Communication Studies And Theatre Arts
3. **College(s):** Arts And Science
4. **Proposal prepared by:** Ken Stofferahn **Date:** 11/9/2009

5. Check all that apply:

- | | |
|--|---|
| ☐ New program | ☒ Existing program |
| ☒ Change in course name | ☐ Change in number of credits |
| ☒ Change in Major | ☒ Change in Minor |
| ☒ Change in course content | ☒ Change in Emphasis/Option |

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

1. None - All Course Are Thea Arts
- 2.
- 3.
- 4.

7. **Date of Implementation:** Fall Semester 2010 Year

8. **Have all courses in this program been approved?** Yes ☐ No ☒

If "No," which ones? Csta 321 - Acting Three; new course

9. **Attach Request Narrative.** (Include description of program before and after proposed changes). *now approved 4/23/10*

UNIT APPROVALS: Requires signatures of all Departments Chairs and Deans whose programs will be affected by the changes or proposal. Signature lines for the affected Departments and Colleges (Noted in 6 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 Chair	<i>Robin Murray</i>	4/16/10
College Curriculum Cmtt. Chair	<i>Lisa Isenby</i>	4/16/10
Dean of College	<i>Brady</i>	4/16/10
University Curriculum Cmtt. Chair	<i>Barbara S. Wilson</i>	4/23/10
Academic Policy & Programs Cmtt. Chair		
Faculty Senate Chair		
Provost / Vice Chancellor		
Chancellor		

NOTE: The master copy of this transmittal and 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), and Department Chair(s)] of approvals and necessary actions to implement changes.

Bachelor of Science Degree - Theatre Major -Academic Advising Plan.

Semester 1 (Fall)

CSTA 121 Acting 1 - 3

CSTA 105 Introduction to Theatre - 3

General Education courses - 9

Total semester credits - 15

Semester 2 (Spring)

CSTA 131 Design for Theatre - 3

General Education courses - 12

Total semester credits - 15

Semester 3 (Fall)

CSTA 294 Sophomore Seminar: Theatre - 3

Theatre Courses – Perform or Design/Man - 3

General Education courses - 8

Total semester credits -14

Semester 4 (Spring)

Theatre Courses – Perform or Design/Man - 3

General Education course - 6

Minor course requirement – 3

Elective course - 3

Total semester credits - 15

General Education - 38 cr.

Major Requirements - 37 cr.

Minor Program - 24 cr.

Liberal Arts - 9 cr.

Electives -12 cr. A maximum of 12 credits may be taken in the department of the major; all other credits must be outside the department of the major.

Credits to Degree - 120 cr.

Semester 5 (Fall)

CSTA 337, 338, or 339 Theatre History - 3

Theatre Courses – Perform or Design/Man - 3

Minor course requirement - 6

Liberal Arts course - 3

Total semester credits - 15

Semester 6 (Spring)

CSTA 335 Directing I - 3

Theatre Courses – Perform or Design/Man - 3

Minor course requirement - 6

ENGL 355 Shakespeare (Gen Elective) - 3

Total semester credits ~ 15

Semester 7 (Fall)

CSTA 337, 338, or 339 Theatre History - 3

CSTA 379 Internship - 3

Minor course requirement - 3

Liberal Arts course - 3

Elective course - 3

Total semester credits - 15

Semester 8 (Spring)

CSTA 490 - Independent Study: Senior Project -1

Theatre Courses – Perform or Design/Man - 3

Minor course requirement - 6

Liberal Arts course - 3

Elective course - 3

Total semester credits - 16

Major in Theatre Arts – 37 Credits – 12/02/09

Red Indicates Course Revisions and or New Courses

REQUIRED COURSES – 16 Credits

- CSTA 121 - Acting I- Basic Techniques (3)
- CSTA 131 - Design for Theatre (3)
- CSTA 294 - Sophomore Seminar: Theatre (3)
- CSTA 335 - Directing I (3)
- CSTA 379 - Internship (3)
- CSTA 490 - Independent Study: Senior Project (1)

DIRECTED ELECTIVES – Choose 2 – 6 Credits

- CSTA 337 - History of Theatre – Ancient to Medieval (3)
- CSTA 338 - History of Theatre – Renaissance – 20th Century (3)
- CSTA 339 - American Theatre (3)

OPEN ELECTIVES – 15 Credits

Suggested Electives for Performance

- CSTA 221 - Acting II – Character Acting (3)
- CSTA 321 – Acting III - Styles (3)
- CSTA 222 - Voice and Articulation (3)
- CSTA 230 - Playwrights of Color (3)
- CSTA 232 - Makeup for Theatre, Film and TV (3)
- CSTA 225 - Musical Theatre Performance (3)
- CSTA 227 – World Puppetry (3)
- CSTA 328 – Theatre for Youth (3)
- CSTA 334 - Playwriting (3)
- CSTA 337, 338, or 339 – Theatre History Course (3)
- CSTA 435 - Directing II (3)
- or approved substitution

Suggested Electives for Design and Management

- CSTA 231 - Stage Tech and Scene Painting (3)
- CSTA 232 - Makeup for Theatre, Film and TV (3)
- CSTA 233 - Stage Costuming (3)
- CSTA 234 - Stage Management (3)
- CSTA 323 - Arts Management (3)
- CSTA 227 – World Puppetry (3)
- CSTA 328 – Theatre for Youth (3)
- CSTA 333 - Stage Lighting (3)
- CSTA 336 - Fashion History (3)
- CSTA 432 - Computer Aided Theatrical Design (3)
- or approved substitution

Minor in Theatre Arts – 24 Credits – 11/03/09

REQUIRED – 9 Credits

CSTA 121 - Acting I- Basic Techniques (3)

CSTA 131 - Design for Theatre (3)

CSTA 335 - Directing I (3)

DIRECTED ELECTIVE - Choose 1 - 3 Credits

CSTA 231 – Stage Technology and Scene Paint (3)

CSTA 233 – Stage Costuming (3)

CSTA 332 – Stage Lighting (3)

DIRECTIVE ELECTIVE - Choose 1 – 3 Credits

CSTA 337 - History of Theatre – Ancient to Medieval (3)

CSTA 338 - History of Theatre – Renaissance – 20th Century (3)

CSTA 339 - American Theatre (3)

OPEN ELECTIVES – 9 credits

CSTA 221 - Acting II – Character Acting (3)

CSTA 321 – Acting III – Styles (3)

CSTA 222 - Voice and Artic (3)

CSTA 231 - Stage Technology and Scene Painting (3)

CSTA 230 – Playwrights of Color (3)

CSTA 232 - Makeup for Theatre, Film and TV (3)

CSTA 225 - Musical Theatre Performance (3)

CSTA 233 - Stage Costuming (3)

CSTA 234 - Stage Management (3)

CSTA 294 - Sophomore Seminar: Theatre (3)

CSTA 323 - Arts Management (3)

CSTA 227 – World Puppetry (3)

CSTA 328 – Theatre for Youth (3)

CSTA 333 - Stage Lighting (3)

CSTA 334 - Playwriting (3)

CSTA 336 - Fashion History (3)

CSTA 432 - Computer Aided Theatrical Design (3)

CSTA 435 - Directing II (3)

Or Approved Substitution