

AGENDA
FACULTY SENATE MEETING
April 7, 2009
Huff's
2:30 – 4:30 p.m.

I. Call to Order

- 1. Chancellor's Report**
- 2. Vice Chancellor for Academic Affairs' Report**
- 3. Vice Chancellor for Administrative & Student Life Services' Report**
- 4. Announcements and Information**
 - a. Charge to Standing Committees on Paperless Operations (Attachment 1)**
 - b. Charge to EAC on Examine Requirements for Chair Signatures on Drops and Grade Changes (Attachment 2)**
 - c. Charge to PPC on Faculty/Staff Evaluation of Administrators (Attachment 3)**
 - d. Other**

II. Minutes of February 24, 2009 (Attachment 4)

III. Committee Reports

- 1. Educational Activities**
 - a. Prior Learning Assessment Process Revision (Renee Howarton, Attachment 5)**
- 2. Personnel Policies**
 - a. Pay Plan 2009-2010 (Joe Holland, Attachment 6)**
- 3. Planning & Review**
 - a. M.S. Marriage and Family Therapy (Loretta Thielman, Attachments 7 & 8)**
- 4. Other**

IV. Old Business

- 1. Other**

V. New Business

- 1. Final Mission, Vision & Values Statement (Renee Howarton; Attachment 9)**
- 2. Polytechnic Curriculum Taskforce (Renee Howarton; Attachment 10)**
- 3. Discussion Item: Attendance at Graduation (Abel Adekola)**
- 4. Other**

VI. Adjournment



Faculty Senate
11 Harvey Hall
University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751
715/232-1789

Date: March 9, 2009

To: Abel Adekola, Election Committee Chair
Jeanne Rothaupt, CIC Chair
Matt Horak, EAC Chair
Steve Terry, FC Chair
Joe Holland, PPC Chair
Loretta Thielman, PRC Chair
Alan Block, GEC Chair
Gene Ruenger, GREC Chair
pc: Charles Sorensen, Chancellor, Julie Furst-Bowe, Provost

From: Steve Deckelman
Chair, Faculty Senate

Subject: Charge to Standing Committees of the Faculty Senate on Paperless Operations

Based on the conversation that took place in the Faculty Senate Executive Committee meeting of February 17, 2009, I am asking all standing committees to examine and report on the degree to which paperless operation is possible and whether it would be feasible for the committee to go completely paperless. As UW-Stout is both a digital campus with a commitment toward sustainability, it seems appropriate that the Faculty Senate and its standing committees lead the way to Stouts becoming a paperless campus.

Please submit this report to the Faculty Senate Executive Committee by the April 28th meeting, so it may be reported to the full senate on May 5.

jr





Faculty Senate
11 Harvey Hall
University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751
715/232-1789

Date: March 17, 2009

To: Mat Horak
Chair, Educational Activities Committee
pc: Charles Sorensen, Chancellor, Julie Furst-Bowe, Provost

From: Steve Deckelman
Chair, Faculty Senate

Subject: EAC Charge to Examine Requirements for Chair Signatures on Drops and Grade Changes

I am charging the Educational Activities Committee to review and make recommendations to the Faculty Senate on the current requirement for a department chair signature for student drops and changes of grades. The committee should examine whether the additional red tape provides any useful benefit. Please submit your report at the earliest feasible date.

jr





Faculty Senate
11 Harvey Hall
University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751
715/232-1789

Date: March 17, 2009

To: Joe Holland
Chair, Personnel Policies Committee
pc: Charles Sorensen, Chancellor, Julie Furst-Bowe, Provost

From: Steve Deckelman
Chair, Faculty Senate

Subject: PPC Charge on Faculty/Staff Evaluation of Administrators

I am charging the PPC with reviewing and making recommendations on how to respond to requests to see information from the Faculty Senate's evaluation of administrators. If possible, I would ask the PPC to propose a draft of written policy that could be added to the Handbook and which could guide future senate chairs when such requests are made. The Faculty Senate office receives regular requests to see this information. Currently the recent practice has been that only the senate chairs see this information along with administrative supervisors. But Wisconsin Open Records Laws and their applicability here is not well understood. There is currently a policy that written comments be shredded; however, they may exist for several months and summary statistics may be retained longer. Wisconsin Open Records Law suggests that for administrators below the rank of Chancellor, such records are confidential and should not be released if they are used as part of the personnel evaluation process. Due to confidentiality and the inherently nontransparent nature of administrative evaluations, it is difficult to ascertain whether this is or is not the case. Please submit your report to the Faculty Senate by November 1, 2009.

As part of your deliberations you may find it helpful to consult with

- Laura Dunek at UW System Legal, for open records questions.
- Robin Melland at UW-Stout, our University Records Officer.

jr



UW-Stout Prior Learning Portfolio

Prior Learning Overview

UW-Stout provides learners the opportunity to develop a portfolio that can be reviewed for potential credit award for prior nontraditional educational experience. Academic credit may be awarded for what has been learned through the normal course of job (work) related responsibilities, through training received in the performance of a job or through learning resulting from career and personal experiences, community service, etc. (Determined by individual programs.)

Please note that prior learning credit is not available to all students or programs. Individual programs may have specific requirements. (Contact your Program Director.)

Application of Prior Learning Credits toward a Degree Program

- Maximum credits which may be counted toward an undergraduate degree is 48
- Maximum credits which may be counted toward a graduate degree is 10
- Prior learning credit **may not** count toward residency requirement
- Program directors decide which prior learning credits can be used in a student's program plan
- A review fee of \$100 will be assessed when submitted. Student will be assessed a transcription fee of \$25 a credit for undergraduate credits and \$50 a credit for graduate credits awarded.

Portfolio Preparation and Submission

Applicants who desire to have their work or training evaluated for possible college credit awards must submit a portfolio. The portfolio contains a student's written self-assessment of what has been learned through his/her experiences. Proof of these experiences in the form of documentation and artifacts must be included. A statement of authenticity is required.

To apply for credits the learner must do the following:

1. Check with the program director of your major to determine if portfolio assessment is appropriate for your program plan. Program Directors are the final authority to determine if portfolio assessment is appropriate for the learner's plan of study.
2. Develop a portfolio to meet program requirements.
3. Complete Prior Learning Portfolio Assessment form.
4. Submit portfolio to the Portfolio Review Committee through your program director along with form and assessment review fee of \$100.
5. After review, pay transcription fee according to number of credits awarded.

The following programs currently accept prior learning credits:

- | | |
|--|--|
| • BS in Career, Technical Education and Training | • BS in Management |
| • BS in Golf Enterprise Management | • BS in Service Management (Individualized Concentration Only) |
| • BS in Information and Communication Technologies | • MS in Information and Communication Technologies |

Portfolio assessment

Each work, training, or life experience must be thoroughly self-assessed and documented. The evaluation process takes up to one month. The following represents an overview of the portfolio assessment process:

- A team of evaluators assess each portfolio
- Evaluators look for acquired skills and competencies (what has been learned)
- Evaluators award credit for competencies demonstrated by the student in the self-assessment and documentation
- The Program Director decides the application of Prior Learning credits toward a degree program
- An awards letter is sent to the student which indicates the outcome of the review

Portfolio re-evaluation

The award letter identifies the specific competencies and credit hours awarded.

A student may request a re-evaluation of the Prior Learning team recommendation within 30 days of the date of the awards letter. No additional fees are charged for a re-evaluation.

- Only one re-evaluation request is permitted
- A written justification is required as to why the student desires re-evaluation; it could include:
 - Additional supporting documentation
 - A strengthened written self-assessment of an experience(s)
 - A statement of why the experience should earn more credit
 - An identification of the competencies

Work experiences

Credit in this category refers primarily to job-related experiences resulting in college-level learning. A certain amount of learning occurs on any job, and most jobs involve several competencies. Credit is awarded for competencies demonstrated through self-assessment and documentation of the learning described. The first six months of any job are a time of training, and for any significant experiential learning to occur, a student must spend a minimum of 9 months on that job.

For each work experience, the student must provide the following information:

- Job description
- Place of employment
- Position description
- List of skills or competencies required to perform the job
- Authentic artifacts that reflect competence. These include letters of validation, items developed, etc.
- Statement of verification of these materials from learner's current supervisor (required only for current or last job held)

Training experiences

Credit in this category refers to credit for professional development experiences, such as workshops or other corporate-sponsored training programs. Each of these must be supported by documentation, i.e., certificates, CEU sheets, workshop or seminar completion certificates, etc. Training activities should be described including competencies achieved.

Standards for assessing learning from CAEL

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

Taken from ***Assessing Learning: Standards, Principles, and Procedures (Second Edition)***

By Morry Fiddler, Catherine Marienau, and Urban Whitaker, 2006. Chicago, Kendall Hunt Publishing Company.

Undergraduate Portfolio Development and Presentation

The following contains a step-by-step process that learners should follow when developing and presenting a portfolio. It is important to remember that a portfolio contains artifacts that demonstrate technical competence. The portfolio should show growth and progression in technical competency development.

Portfolios may be submitted in electronic or hard copy format. Portfolios must be well organized and include the following components:

I. Resume

The resume should overview the applicant's professional and technical experiences.

II. Transcripts

A copy of official UW-Stout transcript current as of the term of submission is required.

III. Goals

This section should contain the learner's professional goals. It should clearly state the learner's current state and where they intend to be in the future as a result of earning a degree. This will provide the basis for where the competence demonstrated by this portfolio fits into their overall professional growth.

IV. Work Experience

This section should contain chronological list of the learner's work experiences. This section should match with the résumé and provide detailed information about work experiences. In order to evaluate competence, each work experience submitted should provide the following information:

1. Job description

- i. Place of employment
- ii. Position description
- iii. List of skills or competencies required to perform the job
- iv. Evidence of training (certificates, CEU sheets, workshop or seminar completion certificates, etc.) associated with this particular job. Training activities should be described including competencies achieved.
- v. Authentic artifacts that reflect competence. These include letters of validation, items developed, etc.)
- vi. Letter of verification of these materials from learner's current supervisor (should be on company letterhead)

The next job description should include the same information as in the previous. Different job experiences should show progressive growth or demonstration of different skills and competence. The same competencies cannot be evaluated for credit in more than one work experience. Be sure to include detailed descriptions for each work experience to be evaluated.

V. Self Assessment/Reflection

This section should contain an analysis of what was learned through each prior learning activity and how it applies to their academic program.

VI. Educational Experiences

This section should include evidence of educational experiences that were completed **outside** of traditional schooling environments. **Do not** include items listed on official school transcripts. Authentic evidence might include:

1. Certificate, diplomas, CEU forms (not included in work experience). Include a description of each activity.
2. Apprenticeship documents
3. Military transcripts/certificates (For training/courses that have not been given credit recommendation by the American Council on Education)
4. Institutional, State/Federal, organizational licenses (copy of license and narrative describing process to qualify for license)

VII. Miscellaneous

This section should contain anything not previously included that reflects technical competence.

VIII. Statement of Authenticity

See attached

Graduate Portfolio Development and Presentation

MS Information & Communication Technologies Prior Learning Assessment Guidelines

In addition to the university guidelines, the Master of Science in Information and Communication Technologies has the following guidelines.

- Academic credit may be awarded for only for prior learning that is related to the performance of an ICT competency.
- ICT graduate degree students may be awarded up to a maximum of 9 semester hours of prior learning assessment credit. If a student has transfer credits, the total of transfer credits and prior learning assessment credits may not exceed 9.
- Prior learning credit may only count toward an ICT emphasis area and not replace core courses.
- The ICT MS program director, will decide which prior learning credits can be used in a student's program plan.
- The ICT graduate student needs to be enrolled in TCS 780 ICT Portfolio, before prior learning credits can be transcribed.
- Prior learning credits will only be granted for documented learning experiences that are worthy of graduate credit. Work experience would have to be of an extraordinary level, as students in this program are expected to have work experience related to the field.

Prior Learning Portfolio Statement of Authenticity

I, _____, the undersigned, hereby certify that I have compiled and written the attached portfolio documenting learning from experience without assistance from anyone except academic and faculty mentors. This work is solely my own, and I am solely responsive for the content, organization and construction of this portfolio.

I further certify with this statement of authenticity that the documents referenced in and submitted as evidence for the learning document are authentic, and I agree to submit originals for examination upon request by the Academic Dean or faculty evaluators

I also acknowledge that I have read the instructions for preparation and submissions of the attached portfolio, and I understand that this portfolio will not be accepted for evaluation or for the award of academic credit if it is determined that it has not been prepared in compliance with those instructions and this statement of certification.

I understand the faculty evaluator may contact me directly for additional material, or to schedule a personal interview.

I accept the evaluation of the faculty evaluator as the final determinate of the credit award.

Name (please print): _____

Signature: _____ Date: _____

Home phone: _____ Work Phone: _____

Email: _____

Prior Learning Portfolio Assessment Evaluation

General Policies

Under certain conditions university credit will be granted for work and/or education experience in business and industry. In all cases a careful evaluation will be made of the appropriateness of such experience to fulfill degree requirement and technical objectives.

A maximum of 48 semester hours may be earned through this procedure.

Portfolio Procedures

1. Applicant will submit a portfolio according to the Portfolio Assessment Guidelines.
2. An evaluation fee of \$100.00 must be submitted with completed portfolio.
3. Deliver this completed form to the program director.

Verification of Fee Payment:

Business Office Signature	Amount Paid	Date

Permission to Earn "Credits by Assessment" :

(lines 1-3 to be completed by student)

1.		
	Student Name	Student I.D. Number
2.		
	Address	Telephone Number
3.		
	City	State
		Zip Code
	Department Chairperson's Signature	Department Account Number
	Portfolio Technical Assessment (Title)	UW-Stout Title
		Credits Awarded
	Begin/End date of Portfolio	
	Program Director's Signature	Program

Portfolio Review Committee (Signatures):	Date	
_____	_____	
_____	_____	
_____	_____	

Distribution of Completed Form:
 ORIGINAL: Department
 COPIES: Student, Program Director,
 Admissions (UG or GR as appropriate)

**Prior Learning Portfolio Assessment
Transcription Fee**

General Policies

Portfolio Procedures

1. Applicant will submit a portfolio according to the Portfolio Assessment Guidelines.
2. A transcription fee of \$25 per undergraduate credit or \$50 per graduate credit awarded is assessed after completion of the evaluation.
3. Deliver this completed form to the program director.

Verification of Fee Payment:

Business Office Signature	Amount Paid	Date

Permission to Earn "Credits by Assessment" :

(lines 1-3 to be completed by student)

1.		
	Student Name	Student I.D. Number
2.		
	Address	Telephone Number
3.		
	City	State
		Zip Code
	Department Chairperson's Signature	Department Account Number
	Portfolio Technical Assessment (Title)	UW-Stout Title
		Credits Awarded
	Begin/End date of Portfolio	
	Program Director's Signature	Program

Portfolio Review Committee (Signatures):	Date	

Distribution of Completed Form:
 ORIGINAL: Department
 COPIES: Student, Program Director,
 Admissions (UG or GR as appropriate)

Appendix

Credit for Prior Learning

Many of the UW System campuses offer ways for students to earn credits for prior learning or experience. Often these credits are awarded after a student takes the College Level Examination Program (CLEP) or an examination given by the department. Credits may also be awarded for military experience or other professional training. Look below for information about credit for prior learning opportunities at each campus.

Campus	Information
UW Colleges	Degree-seeking freshmen or sophomore students may earn advanced standing credit for specific UW Colleges courses. The courses to which this applies are determined by the academic departments.
UW-Eau Claire	Students may take the CLEP test, a department test, and request an evaluation of their military transcript if they would like to earn credit for prior learning or experience. A maximum of one-fourth of the credits required for graduation in the student's total degree program may be earned by any type of credit by exam. In addition, no more than one-half of the requirements for a major or minor can be fulfilled by credit by exam.
UW-Green Bay	Any student who has experience and learning equivalent to college-level learning may be awarded degree credit for that learning. The Credit for Prior Learning (CPL) process requires the learning to be related to courses or programs at UW-Green Bay . Faculty members use the portfolio process and individual assessment to decide whether and how much credit an individual should receive for prior learning. The faculty does not award credit for experience; instead, the faculty awards credit for LEARNING acquired from experiences .
UW-La Crosse	Students may take the CLEP test, a department test, and request an evaluation of their military transcript if they would like to earn credit for prior learning or experience.
ROTC Experience information	
UW-Madison	Students may take the CLEP test and request an evaluation of their military transcript if they would like to earn credit up to six credits for prior learning. UW-Madison does not award credit for life experience.
UW-Milwaukee	Credit for prior learning is limited to certain programs. Some volunteer service can bear credit as well. Specifics vary on terms of assessment, fees, etc.
UW-Oshkosh	Students may take the CLEP test and request an evaluation of their military transcript if they would like to earn up to six credits for prior learning. UW-Oshkosh does not award credit for life experience.

- UW-Parkside** Any UW-Parkside student who can demonstrate learning that is derived from experience equivalent to college level learning may be able to apply that learning toward degree credit. The Credit for Experiential Learning (CEL) process requires that the learning be related to specific courses or areas of study at UW-Parkside. The learning must be based on experience in employment, volunteer activities, workshop/seminar participation, and/or publications. Credit is given for learning acquired as a result of the experience(s), not for the experience itself. The required portfolio process takes time and effort. Experience has shown that most students spend from three to six months preparing portfolios for faculty review.
- UW-Platteville** Some students may be eligible to receive college credits based on their CLEP scores or 'test-outs' developed by individual departments on campus. In addition, most veterans are eligible to receive some advanced credit for their service.
- Students earning a Bachelor of Science in Business Administration may also earn credit for prior business-related work and life experience by enrolling in a course called Portfolio Development.
- UW-River Falls** Students may consult the appropriate UW-River Falls department about test-out or another demonstration of proficiency. At the discretion of the department, students may be awarded credit for prior learning through departmental examinations, portfolio development, individual course review or other demonstration of competence. Students may also earn credits from CLEP scores or military training.
- UW-Stevens Point** The Experiential Learning Program allows students to receive credit for college-level learning obtained outside the traditional academic setting. Credit is not granted simply for experience, but rather for the learning obtained from the experience. The learning is judged to be equivalent to that which would be gained through UWSP course work.
- Prior learning may be evaluated by techniques such as an interview, demonstration, portfolio assessment, or other methods where appropriate for specific courses, CLEP exam and challenge exams offered by various departments. Students must contact the chairperson of the department to determine what evaluation is needed. A maximum of 32 credits can be earned this way.
- UW-Stout** Students can earn credit for prior learning or experience through departmental tests, CLEP scores, or other examinations.
- Also, Distance Education majors can earn up to 48 credits if they have a 40-credit technical component requirement. These students are required to prepare a work experience portfolio.

UW-Superior Students can earn credits by presenting a portfolio or taking the CLEP test.

UW-Whitewater Students may take the CLEP test, a department test, and request an evaluation of their military transcript if they would like to earn credit for prior learning.

Pasted from <<http://www.uwhelp.wisconsin.edu/adults/clep.asp>>

Prior Learning Assessment (PLA)

ADP is proud to announce the Prior Learning Assessment (PLA). PLA is designed to help current and prospective Adult Degree Program students learn how to develop and submit a portfolio for academic credit. Cal Poly will award academic credit for college-level learning acquired through life and work experiences, but outside a traditional college or university classroom. The workshop provides information on how to search your past for college-level learning, match your learning to college courses, and compile a portfolio for evaluation. It also briefly covers the several other avenues for earning academic credit for prior college-level learning which are available to Adult Degree Program students.

We have scheduled two separate workshops during spring quarter on 5/12/08 or 6/2/08, 6:00 - 8:00 pm. The fee is \$35 and includes a handbook. Registration is required. Contact the office at (805) 756-7196.

Students can also receive credit for professional development and training by using the American Council on Education's National Guide to College Credit for Workforce Training. Through the American Council on Education's CREDIT program, hundreds of corporate, professional development, and other educational programs have been assessed and equated to college courses. If you have completed any of these courses, you may be eligible to receive Cal Poly credit toward your degree. The American Council on Education's guide can be found online at www.acenet.edu/nationalguide/

Pasted from <<http://www.adultdegreeprogram.calpoly.edu/creditforpriorlearning.htm>>

Credit For Learning

The College of Professional Studies recognizes that students experience learning outside of formal education. Sources of this informal education include:

- Employment
- Seminars
- Corporate training
- Military experience
- Civic involvement
- Self-directed study

To take advantage of what you already have learned, enroll in ENG 2220 Credit for Learning. This course is designed to guide you through the process of writing a narrative paper and assembling documentation. You will compile a portfolio to show how your learning corresponds to a course offered at Indiana Tech. Upon submitting a portfolio, a faculty member will determine whether you have

demonstrated sufficient knowledge to be awarded credit. After completing ENG 2220, you may earn up to 36 credit hours through the Credit for Learning Program.

Course guidelines explain the objectives of each course and provide suggestions for documenting experience or knowledge of a subject.

Pasted from <<http://www.indianatech.edu/CPS/CFL/main.aspx>>

Wentworth Institute of Technology

Professional, Industrial and Military Work Experience

To qualify for advanced standing credit or a course waiver based on professional, military or industrial work experience, a student:

- must have been admitted to the Institute for a specific program of study,
- submit documentation detailing the years, type, location, and skills and competencies gained from that experience (this generally takes the form of a resume), and
- submit a letter of recommendation from the applicant's immediate supervisor or another person qualified by training and experience to comment on the applicant's acquired skills and competencies for which they have petitioned to receive a course waiver or advanced standing credit.

Copies of professional licenses may also be submitted.

New Jersey IT

Prior Learning Assessment

Each student has the opportunity to have their work experience count toward degree requirements through a process of Prior Learning Assessment.

NJIT Division of Continuing Professional Education (CPE) offers full-time working adults the opportunity to pursue advanced degrees, graduate certificates and non-credit professional development courses both in classrooms and online. As a "Top American Research University," as recognized by U.S. News & World Report, NJIT is a proven pioneer in innovation and advancement, making us uniquely suited to provide the educational foundation required in a technology-based economy.

Pasted from <<http://media.njit.edu/hybrid/weekend.php>>

New York IT

NYIT helps students receive credit for college-level learning by utilizing proficiency exams, such as CLEP and DANTES, or through portfolio evaluation. There are no proficiency exams for engineering courses, so you may consider creating portfolios for the courses for which you seek credit.

There are several components required in a portfolio (resume, detailed job description, work samples, licenses, transcripts, letters from supervisors, etc.), which are outlined in the Prior Learning Guide. Portfolios should demonstrate how you have the knowledge in a particular course, and will be reviewed by department faculty for an award decision. The fee is \$175 per credit for a portfolio review. Please note that NYIT usually follows American Council of Education recommendations for credit based on military courses (SMART transcript), but awards only elective credit for this training.

Pasted from <<http://www.nyit.edu/ask/kb/?View=entry&EntryID=64>>

Assessment of prior learning and credit by experience

Students with substantial work experience in a specific field may receive academic credit for their life experience. Their adviser will assist them in identifying and preparing the appropriate documentation to prove that their experience is at least equivalent to the breadth and depth of a college-level course. These materials, presented as portfolios of prior learning experience, are reviewed by faculty members within and outside the center. There is a \$150 fee per quarter credit hour for any credit earned.

Pasted from <<http://www.rit.edu/programs/ugrad/colleges/cast/cms.html>>

Ferris

Elective Requirements: You can apply up to 46 semester hours of elective credit toward your BAS degree. Your electives may include transfer credits, prerequisite hours or hours that support the concentration. Credit may also be earned through course proficiency exams, CLEP, or DANTES tests. If you have technical education, technical training, or military training in your background and if you are looking for a career move to an administrative role or an advanced technical position, this degree is definitely the one for you.

Pasted from <<http://fsu.directk.com/portal/content.asp?s=&CATID=140&tid=0>>

What is PLA?

The College of St. Scholastica has been using the Prior Learning Assessment (PLA) program since 1981 to award college credit to non-traditional students under the guidance of the Council on Adult and Experiential Learning (CAEL). PLA is a process whereby any learning you have acquired before the assessment and have not had transcribed by a college is evaluated to determine whether it is comparable with what is taught in college, and, if so, is recognized by the award of college credit. Please examine this information to educate yourself about PLA and find out if it is right for you. Prior Learning Assessment is a formal process to evaluate learning that has taken place outside college or university programs through:

- Workplace training / experience
- Non-college courses
- Travel, residency, or teaching in foreign countries
- Volunteer and community activity
- Military training and service

PLA is the process of:

- Identifying a learner's previous life or workplace learning
- Comparing that learning to the learning requirements of a particular course or program
- Assessing/evaluating the learner's knowledge and skills
- Recognizing the learning by granting academic credit in an equivalent CSS course or program

How is prior learning assessed and evaluated?

Various methods are used alone or in combination to assess learning including:

- Portfolio of evidence
- Case study assignments, learning essays
- Department exams

- Performance observation, skill demonstration, product assessment, simulations
- Licenses, certifications

Who will evaluate prior learning?

Evaluators are college faculty who have expertise in both the subject discipline and the specific course content. The evaluators compare the candidate's level of learning to the stated learning outcomes of the course.

The evaluator may verify the documentation with the candidate or may contact employers or references.

How much does PLA cost?

Each PLA credit costs \$50.00.

Eligibility

Eligibility requirements and an PLA application form are coming soon. Please check back or contact your nearest ADEP office with any questions.

Please answer the following questions to determine if PLA is right for you. You should answer "yes" to a great majority of the questions to consider PLA as an option.

Time Schedule

Can I set a schedule for a project and stick to it?

Can I control the hours I have available for education?

Time Commitment

Do I understand that researching and documenting learning experiences can take time?

Will I be able to pursue this project and continue to maintain other activities that I value?

Resources

Have I completed a degree plan identifying where my experiential learning could be applied?

Do I have certificates from training, on-the-job experiences, or other opportunities?

Do I have verification of past activities (company job descriptions/evaluations)?

Can I obtain letters to validate my learning claims?

Self-discipline

Can I organize and plan my time well so assignments are submitted on time?

Do I have the ability to catalog and organize materials?

Writing

Is my level of writing equivalent to college level requirements?

Can I write about my acquired knowledge of the subject matter in a way that will reveal the depth of my knowledge?

Expected outcomes

Do I expect this to be a quick way to earn college credit?

Have I defined what I expect to accomplish by pursuing prior learning?

Do I know how many credits I would like to apply for?

Do I know the difference between general education credits and credit for a major?

Will the credit I seek be the basis for more advanced course work?

Content

Have I reviewed college catalogs and found a course(s) that seem to match my learning?

Have I already taken a course that covers the same type of content?

Can I apply my learning from life experiences into classroom equivalencies?

Placement of credit

Will the credit achieved help me with my career goals?

Will the credit earned be useful for my academic goals?

Independence and collaboration

I am comfortable working independently?

Do I prefer collaborating with other learners?

I am willing to ask for assistance when needed?

If you are interested in PLA please contact your nearest campus site.

Pasted from <<http://www.css.edu/x2458.xml>>

PROPOSED SALARY GUIDELINES FOR 2009-10
ANNUAL COMPENSATION INCREASE PROCEDURES
For
FACULTY

Pay Plan for Raises 2% or Less

According to a directive from Alan N. Crist, Associate Vice President of Human Resources, UW-System, a salary increase of 2% or less will be distributed across the board to those employees with at least a solid performance rating. In other words, anybody rated “within” or “above” would receive a salary increase distributed across the board if the pay plan is 2% or less.

PROPOSED SALARY GUIDELINES FOR 2009-10
ANNUAL COMPENSATION INCREASE PROCEDURES
for
FACULTY

Pay Plan for Raises Above 2%

SALARY ADJUSTMENT PROCEDURES

Adjustment to faculty salary should take place in the following order:

1. Identify solid performers
2. Identify merit increase (I)
3. Adjust Educational Preparation Code (if needed) (II B)
4. Determine promotion adjustment (if needed) (II A)
5. Determine salary/rank distribution amount based on performance rating (II D)
6. Chancellor's distribution (II E)
7. Determine position floor adjustment (if needed) (II F) (campus monies)
8. Determine individual faculty floor adjustment (II G)

GUIDELINE I: MERITORIOUS PERFORMANCE

All returning faculty whose performance has been judged to be above or within the range acceptable for their position will receive a fixed percent amount based upon their individual salary. Faculty having an above rating will be granted a percentage increase which is two (2) times that for those rated within. (implemented in adjustment II D).

GUIDELINE II: ADJUSTMENTS

A. PROMOTION ADJUSTMENTS - Faculty promoted to professor will receive a salary increase of 6.8% of the 2007-08 minimum salary floor for professor; to associate professor will receive a salary increase of 6.1% of the 2007-08 minimum salary floor for associate professor. The minimum salary for each rank is defined as the floor for the educational preparation code of the person being promoted.

B. EDUCATIONAL PREPARATION CODE/QUALIFICATIONS ADJUSTMENT - Faculty who are at an educational preparation code of 4 or above, and who raise their educational preparation code, will receive an increase in their base salary. 2008-09 educational preparation code level adjustments will be determined by multiplying the 2007-08 educational preparation code level adjustments by the 2008-09 pay plan percent increase.

C. RANK ADJUSTMENTS - Rank levels need to be adjusted on an annual basis to "correct market needs and salary needs with due regard to establishing average salaries at peer group medians" (per System information and directive). Dollars available to professors, associate professors, and assistant professors will be proportionate to the difference between average salaries of Stout professors, associate professors, and assistant professors from their respective peer group median.

D. SALARY/RANK DISTRIBUTION - The pay plan distribution is as follows: one-third (33.3%) will be distributed to solid performers (those receiving “above” and “within” performance evaluations). The remaining two-thirds will be distributed so that individuals receiving “above” ratings receive twice the amount that is awarded to individuals in the “within” category. Of the remaining two-thirds, 40% will be distributed as a percentage of the individual’s base salary. The final 60% will be distributed via rank adjustments (Section C). These amounts will be awarded in fixed dollar amounts depending on rank.

E. CHANCELLOR’S DISCRETIONARY 10% DISTRIBUTION - If the Chancellor’s discretionary fund/amount of 10% is granted, it is encouraged that a major portion of the money be used for addressing internal salary inequities, to include salary compression. It is recommended that the Chancellor use at least 50% of the 10% discretionary funds to provide an additional sum of money to all faculty who have post-tenure status and received an **above** rating in their last evaluation/review.

F. POSITION FLOOR ADJUSTMENTS – Adjustments for the floor levels by rank and educational preparation code for 2008-09 will be determined by using 110% of the System floor for the educational preparation code for floor and adding the amounts from II B above to determine the floors for the other educational preparation codes.

Note 1: Rank levels will be rounded to the nearest \$5 interval.

Note 2: In order to participate in Guideline II C, a faculty member must have been judged to be ABOVE the range of acceptable performance for the two years prior to the 2008-09 rank adjustment or for each year they are employed at UW-Stout if they have been employed less than two years.

Note 3: Special stipends such as those for Program Directors and Department Chairs shall not be included when determining whether or not a faculty member is at the rank level.

G. INDIVIDUAL FLOOR ADJUSTMENTS - Individual faculty floor levels will be determined using the procedures outlined in II F, plus an additional amount, based upon the number of years that the individual faculty member has received meritorious performance (above rating) in their current rank.

For each year the individual faculty member has been in his/her current position and received a meritorious performance rating, an additional amount, equal to 1% of the 2007-08 floor for their rank and educational preparation code, will be added to the faculty member’s individual floor.

The number of years in rank is the number of years for which the faculty member received a performance evaluation in that rank.

In the event funds are not available for individual floor adjustments, individual floor adjustments will be placed in priority for the following year.

2008-09 Planning and Review Committee Consultant Recommendation

I. Degree: M.S. in Marriage and Family Therapy

Date of Review: Feb 6, 2009

Program Director: Bruce P. Kuehl, Ph.D.

PRC Consultant: Nancy Schofield

Purpose of the Review: To assess the quality of the M.S. in Marriage and Family Therapy program as part of the seven-year review cycle required of all degree programs at UW-Stout.

Committee Findings: The PRC recommends continuation of this program through the next scheduled review in 2015-2016 and that the recommendations made by the committee be implemented.

II. Abstract:

The M.S. in Marriage and Family Therapy program admits twelve well qualified students each year. This cohort moves together through the two academic years of the program. The MFT program is an intentional mix of coursework and extensive clinical experience. A program revision was completed in 2007. The program has enjoyed continual accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 1977.

Graduates of UW-Stout's MFT program are well qualified to provide couple and family therapy. They automatically meet the licensing requirements of Wisconsin and Minnesota, as well as many other states. MFT graduates have been successful in securing jobs in their profession and consistently obtain excellent ratings from their employers.

Process Followed for Current Review:

The PRC Chair met with the Dean, Program Director and Chair of the primary department to discuss the review process. The PRC consultant met with the Program Director in early October to review the procedures and offer assistance. Data regarding several aspects of the program was collected from students, key instructors within and outside the department, program committee members and program graduates through surveys. The data was analyzed and returned to the Program Director and PRC members. The Program Director submitted his self-study report, received input from the consultant and presented the report to the PRC on Dec. 5, 2008. The consultant's recommendation report was discussed and approved by the PRC on Feb 6, 2009. This report was forwarded to the Dean for her response. The PRC reviewed and accepted the Dean's response, and forwarded the report to the Faculty Senate for approval.

III. Previous Review 2000-2001:

The previous PRC review of the M.S. in Marriage and Family Therapy program was conducted during academic year 2000-2001. That report was written by Sue Foxwell and Ana Vande Linde.

Previous Recommendations for Program Director and Dean:

1. The Department Chair and program staff should develop a plan to hire more female staff, preferably as tenure track. The Dean should oversee this process and provide necessary resources for this process. (Recommendation for the Program Director and Dean.)

2008-09 Summation of Consultant: This issue was continued from the 1993-94 review. Gender balance of MFT clinical faculty was achieved in 2003 and has continued. Relative parity now exists with four of nine faculty being female.

2. The Program Director and key instructors should review curriculum and course content for diversity concepts; analyzing and determining where best to infuse these concepts; look at hiring a consultant (external to program) for outside point of view. (Recommendation for the Program Director.)

2008-09 Summation of Consultant: The program revision in 2007 included a focus on this issue. As a result fourteen of eighteen courses now include aspects of diversity.

The Program Director notes in his report to PRC that these changes have been effective “as evidenced by the program specific graduate survey: 100% of respondents indicated ‘Agree’ or ‘Strongly Agree’ for all items that evaluated the program’s attention to diversity.”

3. The Program Director and key instructors should review curriculum of the “cultural anthropology” and “cultural competency” course to analyze if both are needed in the program to achieve the goals they are set out to accomplish. The Program Director should review the principles and concepts of each course to ensure clarity and non duplication, working with the instructors of each of these courses. (Recommendation for the Program Director.)

2008-09 Summation of Consultant: This has not been addressed and continues to be a serious concern.

4. The Program Director and clinical staff should examine how students are being initiated into the therapy (hands on) sessions and determine ways to assist students in the transition from theory into practice. (Recommendation for the Program Director.)

2008-09 Summation of Consultant: A number of instruments have been developed or enhanced to assist students in the transition from theory into practice: “Transition to Practicum” evaluation, “Practicum and Clinical Services Center Manual” and a “Clinic Orientation”. The students are screened for preparedness, required to participate in a mandatory orientation and to observe at the clinic, and encouraged to work in “teams” from behind the mirror.

5. Now that the space has been secured for the clinical staffing (344 VR), adequate furniture needs to be obtained. The department chair, Dean, and Program Director should work together to develop and implement a plan for purchase. (Recommendation for the Program Director and Dean.)

2008-09 Summation of Consultant: Adequate furniture and equipment has been obtained for the clinical staffing room.

IV. 2008-2009 Program Review:

Program Strengths

1. The program faculty is outstanding. They are highly skilled and dedicated, with impressive credentials. They have strong connections to agencies and experience in many areas of practice where new students may become employed. (Student comments, Advisory Committee, Program Director's report)
2. The combination of coursework and clinical experience is the epitome of the Stout model of hands-on learning. It is very successful in producing graduates who are well prepared, well rounded, effective practitioners. The small cohort community supports the students through their rigorous program. (Student and faculty comments, employers, Program Director's report)
3. The program is managed with thought, care and oversight from the documentation, through the coursework and clinical experience, and continues with extensive follow-up surveys of students and alumni. (Student comments, Advisory Committee, Program Director's report)
4. Continual accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 1977 is recognition of the quality of the program and a testament to the ongoing efforts for evaluation and improvement. (Program Director's report)

Issues of Concern

1. An essential faculty position was lost due to retirement and is now being covered by an academic staff member with excellent experience and credentials, but only for a limited term. This is only a temporary solution because these credentials are extremely rare to find. This puts the program at high risk when this academic staff member is no longer available.
2. The concern about the overlap in curriculum of the cultural anthropology and cultural competency courses was noted in the 2000-2001 review and has not diminished. The unnecessary repetition or overlap of these courses, or the suggestion to remove (or change) ANTH 620, was specifically noted by the majority of the students who responded to the survey. (This issue was also noted by faculty.) The significant changes across the program curriculum to address diversity are relevant to the continued use of this course in the program. (Program Director)
3. Students expressed a number of individual concerns about curricular issues. There were also several procedural issues specifically related to the program and clinic experience. The Program Director has already responded to many of these issues.

Recommendations for the Program Director

1. Continue to make a strong case for action that more securely addresses the serious loss of necessary faculty expertise.
2. Address the issues concerning the cultural anthropology course.

Recommendations for the Chair of the Human Development and Family Studies Department

3. Create a plan to address the serious loss of necessary faculty expertise.

Recommendations for the Dean of the College of Education, Health and Human Services

4. Find the resources to address the serious loss of necessary faculty expertise.

M.S. Marriage and Family Therapy

2008-2009 Planning and Review Committee Consultant Recommendation

College of Education, Health and Human Sciences Response

March 2, 2009

The PRC review of the M.S. in Marriage and Family Therapy occurred on December 5, 2008. The Dean of CEHHS, Chairs of the Departments of Psychology, and Human Development and Family Studies, and Program Director, appreciate the work and support of Dr. Nancy Schofield, PRC Consultant, and the entire committee. We concur with the findings and the recommendation for continuation of the program through the next scheduled review in 2015-2016.

The Dean, Program Director, and Chair of the Department of Human Development and Family Studies (HDFS) met on February 19th to review the report and recommendations. The Chairs of the Department of Psychology and HDFS met with the Dean and Associate Dean on February 24th to discuss the recommendations related to staffing the MFT program. Responses to the recommendations follow.

Recommendations for the Program Director:

1. Continue to make a strong case for action that more securely addresses the serious loss of necessary faculty expertise.
2. Address the issues concerning the cultural anthropology course.

Program Director Response:

I have reviewed the report and recommendations and find them to be accurate. Initial action has been taken to address both recommendations. Regarding recommendation #1: A joint meeting of the Chair of the Department of HDFS and the Dean of the CEHHS occurred on 2/19 and where we explored ways to address the loss of necessary faculty expertise. Additional meetings are planned to further clarify options. Regarding recommendation #2: A program revision is currently being moved through the curriculum process that resolves the issues related to the anthropology course.

Recommendation for the Chair of the HDFS Department:

3. Create a plan to address the serious loss of necessary faculty expertise.

Recommendation for the Dean of the College of Education, Health and Human Sciences:

4. Find the resources to address the serious loss of necessary faculty expertise.

Chair and Dean Response (combined due to the similar nature of the recommendation):

At the meeting on February 19th, the history of the staffing and housing of MFT faculty and coursework was reviewed and the current staffing and instructional needs was analyzed. Associate Professor Terri Karris, who is currently housed in the Department of Psychology, teaches/supervises 12 credits required by MFT each year. Anne Ramage, Associate Lecturer, teaches/supervises 8 credits required by MFT each year. Both are highly qualified, but Anne Ramage is not likely to be a long-term instructor because she has retired from the university and is teaching on an adjunct basis. Also at issue is that HDFS has assumed responsibility for work previously done by Dr. Chuck Barnard within the Department of Psychology (5 credit per term release for Program and Clinic Director). The Departments work together each semester to determine an equitable way to support the needs of the MFT program. The Chairs of the Department of Psychology and the Department of HDFS are working with the Dean to find a more permanent solution to meeting the resource needs of the program. This may involve changes to the housing of MFT faculty and curriculum and reassignment of FTE and dollars.

The Dean will continue to advocate for the resource needs of both departments affected by the changes to MFT staffing over the years.

UW-Stout Mission, Vision and Values

Current UW-Stout Mission

University of Wisconsin-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. These programs are presented through an approach to learning which involves combining theory, practice and experimentation. Extending this special mission into the future requires that instruction, research and public service programs be adapted and modified as the needs of society change.

The university offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, family and consumer sciences, and manufacturing-related engineering and technologies.

The university integrates the humanities; arts; and natural, physical and social sciences into its undergraduate programs. Experiences in these areas provide a foundation for the major field of study, promote continuing personal and professional growth, and prepare the student to deal constructively with issues and opportunities of the future. The university places special emphasis upon student development. The university's programs center on human development and interpersonal relationships, efficient and effective practices in industry, commerce, education and human services and the relationships of individuals to their environment and to society.

The university develops new educational strategies, provides opportunities to learn through involvement and experimentation, and creates a climate of inquiry. The university experiments with new instructional methods in the interest of improving the learning process.

The university expects scholarly activity including research, scholarship, development and creative endeavor that supports its programs at the baccalaureate level, its select graduate programs and its select mission.

The university, through outreach and public service, addresses the needs of society and contributes to the welfare of the state and to its economic and technological development and cooperates with University of Wisconsin-Extension.

The university cooperates with the other University of Wisconsin institutions; the Wisconsin Technical College System, and other state and national agencies; and participates in statewide, national, and international programs.

Mission Draft

University of Wisconsin-Stout is a career-focused polytechnic university where faculty, staff and students employ applied learning, scientific theory and research to solve real-world problems, grow the economy and serve society.

Final Mission

University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where students, faculty and staff integrate applied learning, scientific theory, creativity and research to solve real-world problems, grow the economy and serve a diverse society.

Current UW-Stout Vision

UW-Stout, a respected innovator in higher education, educates students to be lifelong learners and responsible citizens in a diverse and changing world through experiences inside and outside the classroom that join the general and the specialized, the theoretical and the practical, in applied programs leading to successful careers in industry, commerce, education, and human services.

Vision Draft

University of Wisconsin-Stout will be the most distinguished polytechnic institution in the Midwest and an international leader in higher education. We prepare lifelong learners and responsible citizens through collaborative, career-focused programs that integrate applied learning, theory and research with business, education, industry and government.

Final Vision

University of Wisconsin-Stout will be the most distinguished polytechnic institution and an international leader in higher education. We prepare lifelong learners, ethical leaders and responsible citizens through collaborative programs that integrate applied learning, theory and research with business, education, industry, arts and government.

Current UW-Stout Values

Excellence in teaching within high quality, student-centered undergraduate and graduate education involving active learning and appropriate technology.

Scholarship and research within applied knowledge and general education.

Collaborative relationships with business, industry, education, community and government.

Growth and development of students, faculty and staff through active participation in a university community.

Diversity of people, ideas and experiences.

Active involvement in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior.

Values Draft

Compassionate and caring community

Commitment to teaching excellence

Continuous quality improvement

Collaborative relationships

Confident and competent graduates

Climate of sustainability
Celebrating inclusivity and diversity
Character and ethical behavior
Comprehensive curriculum
Cutting-edge technology

Final Values

“James Huff Stout turned toward the morning of life. The past did not awe him; the future alone lighted his path. He wrought a new venture in schooling that paved the way for vocational education. He did more to bring the joys of reading to the lonely masses of Wisconsin than any man in his generation. He had a nobility of spirit that saw down through the years... He was an inextinguishable light, ever blazing with fresh ideas that were to spread beauty, cheer and enlightenment into the dark corners of his beloved state and the wider world.” Fred Holmes, Badger Saints and Sinners

The University of Wisconsin – Stout values:

The advancement of Academic Excellence;

The nobility of spirit, a diversity of people, respect and inclusion for all;

The pursuit of innovation, technology and sustainability with a constant eye to the future;

The ideals of collaboration, competence and continuous improvement;

The commitment to education as a means to illuminate the lives of all.

Curriculum and Program Framework

During fall semester 2007, the Faculty Senate formed and charged the Committee on Curriculum and Program Framework with collecting data regarding the actual application of polytechnic concepts across the UW-Stout campus. An electronic survey was developed and distributed to faculty exploring how the “polytechnic” concept is being applied within their college, department and especially their courses. The intent of the survey was to identify:

- Learning outcomes desired for our polytechnic graduates
- Actual or future use of polytechnic influenced teaching and learning activities
- Importance of teaching and learning activities to the advancement of UW-Stout’s polytechnic concepts
- Actions needed to bring about a polytechnic curriculum & program array

Results of the survey were prepared by the Budget, Planning and Analysis Institutional Research Office and the Curriculum and Program Framework committee presented its report to the Faculty Senate in early fall 2008. The report highlighted several topics that the committee recommended be discussed by the Faculty Senate and at the college and department level. In response to the ensuing fruitful discussion of Stout’s new polytechnic designation and the implications of this for student learning outcomes and pedagogical activities, the Faculty Senate and the current committee invites departmental faculty to engage in conversation regarding Learning Outcomes and an exploration of how those concepts *should, would or could* be implemented at our polytechnic university. Depending on the outcome of faculty input, it is the goal of the committee to submit a report to the Faculty Senate recommending broad student learning outcomes at UW-Stout. It is believed that this dialog is advantageous because:

- It promotes a discussion of the value and meaning of baccalaureate degrees at UW-Stout especially set within the framework of our polytechnic designation.
- Although UW-Stout has a history of being a polytechnic university, this conversation encourages the intentional application of polytechnic concepts across all academic disciplines.

- This conversation encourages both the articulation of what UW-Stout faculty and staff are already doing to produce desired learning outcomes as well as it serves to unify attitudes and efforts of employees as they internalize the polytechnic theme within their areas.
- A discussion of learning outcomes fosters a broadened educational environment that prepares students to be flexible and adaptable for changing economic and career applications.
- Identification of desired learning outcomes for UW-Stout students provides an across-the-board informational basis for beneficial exchange among faculty and staff and industry advisors and financial supporters.

Since the committee is very aware that a “conversation” of this magnitude cannot be initiated and concluded in one brief meeting, a member of your department is asked to record ideas and to submit them to Steve Deckelman (Faculty Senate Chair) upon conclusion of discussion of all topics contained within this document. Departmental members are asked to talk about these topics between now and the end of this semester. (What else needs to be said regarding instructions?)

Jumpstarting Departmental Dialog

The following information is a compilation of the Focus 2010 goals, polytechnic discussions, a review of peer polytechnic universities, LEAP Learning Outcomes, and current proposed UW-Stout Mission and Vision statements.

What does it mean to grant a baccalaureate degree at UW-Stout?

The Baccalaureate Degree traditionally indicates successful completion of undergraduate matriculation. Awarded by the university faculty, the degree signifies the student’s entry into the

community of scholars. It is expected that those upon whom such status is conferred have demonstrated a readiness to contribute to the world's civility, prosperity and commonwealth.

The Baccalaureate Degrees awarded at the University of Wisconsin-Stout reflect the institution's unique mission. UW-Stout provides distinctive programs leading to professional careers in the human services, education, industry, and commerce. Programs of study include a breadth of courses in the areas of the humanities, natural, social, physical and behavioral sciences, communications, analytic reasoning, health and technology.

(Excerpts copied from UW-Stout Curriculum Handbook)

2009 PROPOSED MISSION AND VISION STATEMENTS FOR UW-STOUT

Who do we profess to be?

Mission

University of Wisconsin-Stout is a career-focused polytechnic university where faculty, staff and students employ applied learning, scientific theory and research to solve real-world problems, grow the economy and serve society.

What is our vision of who we are and what we are striving to be?

Vision

University of Wisconsin-Stout will be the most distinguished polytechnic institution in the Midwest and an international leader in higher education. We prepare lifelong learners and responsible citizens through collaborative, career-focused programs that integrate applied learning, theory and research with business, education, industry and government.

The following statements and questions are provided to help facilitate discussion however you may develop other meaningful and pertinent topics. **In addition, you are asked to determine if the following learning outcomes best exemplify qualities and educational experiences that our students should have acquired during their academic career at UW-Stout.**

Learning outcomes & suggested departmental questions

A. Critical and Creative Thinking Skills/ Intellectual and Practical Skills, including

- **Inquiry, analysis and problem solving**
- **Higher order qualitative and quantitative reasoning; research**
- **Technology applications for research and project development**

Suggested departmental questions:

1. *Throughout our history, our curriculum development and student coursework has exemplified critical and creative skill development. We ask that your departmental discussion identify examples of how these skills are developed and advanced in students taking courses within your field.*
2. *Given our polytechnic designation, is there a need for additional rigor or emphasis on the development of critical thinking competence for our graduates? If yes, please describe what specifically could be done to enhance more creative, analytical skill development.*
3. *If further development of these thinking skills is essential to your program's graduates and to UW-Stout graduates in general what services or additional course offerings are*

necessary for assisting your curriculum efforts in accomplishing this goal? What resources are necessary for achieving this goal?

B. Effective Communication Skills, including

- **Listening, speaking, reading, writing and information literacy**
- **Effective communication appropriate to each discipline**

Suggested departmental questions:

1. *Many faculty and staff have experienced students' poor communication skills in and outside the classroom. For some, this has raised serious discussion about the professionalism of our graduates in the workforce. While many have argued that effective communication skills are essential for all college graduates, what specific needs, issues or ramifications does this present for UW-Stout as a polytechnic university?*
2. *With regard to information literacy, do students graduating from our polytechnic university possess essential knowledge and understanding for today's workforce? Are there information or educational experiences that are unique to our polytechnic designation and are not currently being provided? If yes, what information is necessary for our students to graduate with and how should it be provided? What can be done to increase comprehension of your field's required knowledge-base?*
3. *What is currently being done in your courses or program to promote the usage and improvement of students' communication skills? Please cite specific examples such as increased writing requirements, oral presentations, dissemination of student research at*

conferences or in public venues, etc. Is enhancement of student communication skills viewed as the responsibility of the General Education requirements for your program area?

- 4. What faculty, staff or other educational resources, services or additional course offerings are necessary for further developing and refining the communication skills of our students? How can the university resources (dollars and people) be used to help your program achieve this goal?*

C. Knowledge of Human Cultures and the Physical and Natural World, including

- Study of sciences, math, social sciences, humanities, histories, languages and the arts**
- Global and cultural awareness; ability to interact and work with people from diverse backgrounds and cultures**
- Collaborative skills; ability to lead or contribute support to those who lead**
- Ability to empathize and understand those who are different from themselves**

Suggested departmental questions:

- 1. Recognizing the hard work and extensive accomplishments of your faculty and staff, committee members ask that your departmental members discuss past and present efforts that have resulted in the promotion of knowledge and understanding of human cultures and the physical and natural world for our UW-Stout students. In other words, what is currently being done in your courses or program to promote a greater*

understanding and application of diversity/inclusivity concepts as well as physical and social science pedagogy? Please cite specific curriculum and experiential examples.

- 2. What faculty, staff or other educational resources, services or additional course offerings are necessary for further developing our students' knowledge and understanding of human cultures and the physical and natural world? How can the university help your program accomplish this goal?*
- 3. If further development of this knowledge is essential to your program's graduates and to UW-Stout graduates in general what services or additional course offerings are necessary for assisting your curriculum efforts in accomplishing this goal?*

D. Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies**
- Undergraduate and graduate research opportunities; application of knowledge and skills for solving complex problems**
- Undergraduate and graduate experiential opportunities; internships, Study Abroad education, service-learning options, etc.**
- The ability to understand and solve problems from multiple perspectives and disciplines**

Suggested departmental questions:

- 1. How does your curriculum and profession define integrative learning? What type of integrative learning experiences should UW-Stout students have by the time they*

graduate? Are there integrative learning experiences that are unique and essential for students graduating from a polytechnic university?

2. *Who is responsible for creating and maintaining a rigorous, high quality integrative learning environment that cuts across general and specialized programs? What types of educational experiences, services or resources are best suited for producing “intentional learners”?*
3. *Acknowledging your department’s achievements, the committee asks your colleagues to reflect on what is currently being done in their courses or program to promote a greater understanding and application of integrative learning concepts? Please cite specific curriculum and experiential examples. Does your faculty participate in a Learning Community, provide experiential learning opportunities, require students to engage in research, participate in extensive project development, etc.?*
4. *What faculty, staff or other educational resources, services or additional course offerings are necessary for further developing an integrative learning environment at UW-Stout? How can the university help your program accomplish this goal?*

E. Individual, Social and Environmental Responsibility, including

- **Civic knowledge**
- **Local and global engagement**
- **Ethical reasoning**

- **Skills for lifelong learning**

Suggested departmental questions:

1. *What level of individual, social and environmental student responsibility should be expected at UW-Stout? What ramifications, if any, does this have for us as a polytechnic university?*
2. *Your departmental members are asked to discuss what is currently being done in their courses or programs to promote a greater understanding and application of student responsibility? Please cite specific curriculum and experiential examples.*
3. *What faculty, staff or other educational resources, services or additional course offerings are necessary for developing more responsible student engagement at UW-Stout? How can the university help your program accomplish this goal?*