

**BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

**MINUTES OF THE JOINT MEETING WITH THE  
WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD**

Thursday, April 6, 2000  
3:30 p.m.  
Room 325/236 Pyle Center  
702 Langdon Street  
Madison, Wisconsin

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Present: Regents Alexander, Axtell, Barry, Benson, Boyle, Brandes, DeSimone, Gottschalk, Gracz, Marcovich, Mohs, Olivieri, Orr, Randall and Smith

Unable to attend: Regents James and MacNeil

Regent President Orr presiding

In opening remarks, Regent President Orr noted that this was an historic meeting - the first time the two boards have met together in formal session. He introduced Anne Reid, President of the WTCS Board.

**Introductory Remarks**

**Remarks by Anne Reid, President of the Wisconsin Technical College System Board**

Stating that the WTCS Board was pleased to meet with the Board of Regents, President Reid noted that, while both boards could take pride in the opportunities available to Wisconsin students, they have been challenged by the Governor and Legislature to create a seamless educational system. That challenge has resulted in the actions that the boards will take today. The vision for the WTCS, she stated, is to be the premier provider of technical education in the state. She thanked the Transfer Study Committee for its work and expressed the hope that today's actions would be a first step toward a more seamless system.

**Remarks by San W. Orr, Jr., President of the Board of Regents**

Regent President Orr explained that this meeting had two main goals: 1) to discuss and clarify the respective missions of the two educational systems; and 2) to further the ongoing process of improving students' ability to transfer from one institution to the other. The following structure for the meeting had been agreed upon:

Discussion of the respective missions of the two systems will be led by UW System President Katharine Lyall and Edward Chin, State Director of the Wisconsin Technical College System. The mission discussion will be followed by a report of the joint UW/WTCS Transfer Study Committee. After that, the boards will convene independently to take action on behalf of their respective systems. Once that portion of the meeting is complete, the two boards will reconvene in joint session to hear presentations on current WTCS/UW collaborations.

**MISSION DISCUSSION**

**Remarks by Katharine Lyall, President of the University of Wisconsin System**

President Lyall began her remarks by commenting that the citizens of Wisconsin are justifiably proud of the exceptional quality of post-secondary education in this state, with both the WTCS and UW Systems enjoying national reputations for excellence. The purpose of this meeting is to forge new ways to collaborate in order to better serve the needs of students and the state.

In undertaking these new initiatives, the two systems will be doing so within the context of their complimentary missions. The mission of extending knowledge through excellence in instruction, research and public service is fundamental to every UW institution, the President explained, although how this excellence is achieved varies by institution. In addition to an overall mission, each UW institution has its own select mission that guides its directions and purposes. In addition, while the select mission defines the uniqueness of an institution in part, academic program array further portrays the institution's special character. The faculty of each institution, through their role as primary shapers of the curriculum, determine how the select mission is brought to life.

The core mission of the two doctoral institutions includes an expectation to conduct organized programs of research. Their select missions speak to their unique roles in the UW System. UW-Madison is the state's land grant university, with a statewide, national and international mission. UW-Milwaukee is a major urban doctoral university with a mission to meet the diverse needs of Wisconsin's largest metropolitan area.

The comprehensive institutions offer a core of liberal studies that supports baccalaureate and masters degrees in the arts, letters and sciences, as well as specialized professional and technical degrees and pre-professional curriculum. Their mission includes scholarship and creative endeavor that support their degree programs. Through their select missions and program array, the comprehensive institutions respond to the particular needs of their regions and of the state.

The UW Colleges share the university's overall responsibility to disseminate knowledge, expand information and enrich culture. Their select mission is to provide qualified students of all ages and backgrounds with the proficiencies and breadth of knowledge to prepare them for baccalaureate and professional programs. Finally, UW Extension's select mission is to provide jointly with other UW institutions and Wisconsin's counties a program to apply university research, knowledge and resources to meet the educational needs of the citizens of Wisconsin where they live and work.

The Wisconsin Idea that the boundaries of the university are the boundaries of the state has expanded to include a global audience, President Lyall observed. Through distance education, students around the world now have access to the resources of UW institutions. In conclusion, she noted that for over 150 years the UW has made a major contribution in helping the state develop a prosperous economy, a quality environment and a safe and civil society. It is necessary, she stated, to continue to move forward to meet the needs of the state and learners everywhere, keeping in mind, as written in Chapter 36 of the statutes: "That basic to every purpose of the UW System is the search for truth".

### **Remarks by Edward Chin, State Director of the Wisconsin Technical College System**

Stating that this meeting marks an important milestone for post-secondary education in Wisconsin, Dr. Chin felt the agreement between the boards will foster creativity to develop programs responsive to student needs. In doing so, each system will function within its own mission and the whole will be greater than the sum of the parts. The principle purposes of the Technical College System are to provide: 1) occupational education, training and retraining programs, including the training of apprentices; and 2) customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities.

Additional purposes are to: 1) Provide education opportunities for high school age students; 2) facilitate the transition of secondary school students into postsecondary vocational education; 3) provide a collegiate transfer program; 4) provide community services and avocational or self-enrichment activities; 5) provide education in basic skills; and 6) provide education and services to address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged to participate in the work force.

Dr. Chin pointed out that, under law, the WTCS could not increase college transfer programming without the approval of the Board of Regents and the UW System could not do occupational programming without the approval of the WTCS Board. The WTCS offers a systemwide total of 538 associate degree programs, 57 two-year technical diploma programs, 278 one-year technical diploma programs, 147 short-term technical certificates, and three liberal arts transfer programs. In 1998-99, the WTCS institutions enrolled 57,667 FTE students, only 7 1/2% of whom were enrolled in college parallel offerings. The WTCS institutions serve students from a wide range of age groups and backgrounds, including 11,000 college graduates who have enrolled for occupational upgrading.

### **Transfer Working Group Report**

Regent President Orr noted a provision in the 1999-2001 biennial budget that requires the President of the UW System and the Director of the WTCS to submit a report on efforts made to coordinate transfer credits from the WTCS to the UW System. The report requires a plan to coordinate the transfer of credits for additional programs and a timetable for implementing the plan. A Transfer Study Committee was formed to facilitate response to this mandate and charged to: 1) report on past and current policies and practices that facilitate transfer of credits for the WTCS students who transfer to UW system campuses; and 2) develop a plan to further facilitate the transfer of credits.

To report on the committee's recommendations, Regent President Orr introduced the Co-Chairs of the Transfer Study Committee: UW System Senior Vice President David J. Ward and Jim Urness, Assistant State Director for the Wisconsin Technical College System.

Assistant Director Urness noted that, as educational requirements in the workplace have changed and advancement has become more dependent on credentials, students and employers have come to advocate for improved credit transfer between the WTCS and UW Systems. Students have two motivations for wanting transfer opportunities increased: 1) career advancement has become increasingly dependent on having a baccalaureate degree; and 2) students and parents want to know that they can build on their postsecondary technical college experience to advance their careers.

Employers also have two motivations for increasing transfer opportunities: 1) Employers want to upgrade the management and professional skills of their workers; and 2) employers also want managers and professional staff with stronger technical backgrounds.

Mr. Urness noted that, since creation of the WTCS and the UW Systems, transfer opportunities have been limited. Rather, the goal of state policymakers was to limit duplication of effort and expenditure by creating two distinct postsecondary education systems with sharply delineated missions. The UW System's mission is to focus on teaching, research and service, while the WTCS' mission is to enable students to acquire

the occupational skills training necessary for participation in the work force. The WTCS, Mr. Urness, emphasized, has no desire to change its historic mission.

The current transfer agreement, ratified by the two boards in 1989, contained the following key elements: 1) It reaffirmed the mission of each system; 2) it supported development of program-to-program articulation agreements; 3) it permitted UW institutions to accept up to 15 credits in general education from WTCS; and 4) it established joint efforts to counsel students on appropriate postsecondary educational options.

Current transfer activity from the WTCS to the UW System involves about 2,600 students each year. WTCS transfers constitute about 18% of all transfers to UW institutions. In addition, the WTCS and UW institutions have entered into nearly 380 program-to-program articulation agreements to provide transfer opportunities. Groups who would benefit from improved transfer opportunities include employed individuals with technical college credit seeking to upgrade and expand the skills and knowledge they bring to the workplace, and WTCS graduates seeking to complete their undergraduate education for career advancement and personal enrichment.

Beginning the second portion of the presentation, Dr. Ward referred to the biennial budget provision requiring a joint report by July 1, 2000 from the UW System and the WTCS on current efforts to coordinate transfer of credits from the WTCS to the UW; a plan to coordinate transfer for additional programs; and a timetable for implementation of the plan. In response to this requirement, a Transfer Study Committee was appointed by President Lyall and State Director Chin in January. Governor Thompson appointed Dr. Karl Hertz as his representative to the committee.

The Committee recommended: 1) A new statement of principles governing transfer from the WTCS to the UW System; 2) creation of several new baccalaureate completion programs; 3) development of multi-institutional articulation agreements; 4) inclusion of math and science courses in those general education courses eligible for transfer; and 5) that the UW and WTCS systems work together to seek state support for the development and implementation of new degrees and marketing efforts.

The purpose of the Baccalaureate Degree completion programs is to: 1) provide graduates with an AAS from any of several related WTCS programs with the opportunity to obtain a baccalaureate degree from a UW System institution; 2) build on the technical expertise gained by the student at WTCS institutions; and 3) provide upper level major and professional course work, together with expanded general education in written and oral communication, mathematics, science, humanities, and social sciences.

The purpose of multi-institutional articulation agreements, Dr. Ward continued, is to simplify the complexity of the 378 agreement matrix. While those agreements had laid the groundwork for transfer opportunity, it now is time to move forward to the multi-institutional level. These new agreements would: 1) Match the common learning

outcomes from similar programs offered at several technical colleges with a related major at a specific UW institution (such as, ADN to BSN at UW-Green Bay, Childcare and Development to Early Childhood Education); 2) provide WTCS graduates with an AAS the opportunity to obtain advanced standing in completing a related UW major at a specific UW institution.

The new Statement on Guiding Principles, which would replace the statement adopted in 1989, reaffirms the historic missions of the two systems and provides a framework for revising the UW System undergraduate policy on transfer. It commits the UW System and the WTCS to: 1) work together to establish baccalaureate completion options; 2) continue to counsel students about the different missions of the state's two postsecondary education systems; and 3) work cooperatively to monitor the performance of transfer students to ensure that program goals are met.

Concluding the presentation, Dr. Ward outlined steps to be taken after adoption by the two boards of the Statement of Guiding Principles and adoption by the Board of Regents of recommendations on development of new baccalaureate completion programs, creation of multi-institutional articulation agreements, and inclusion of two courses in math and/or science as transferable general education. The Transfer Study Committee will complete its report by mid-May 2000. The heads of the systems will present their report to the Legislature by July 1. The UW System will revise its undergraduate transfer policy to reflect the new guiding principles on student transfer, and in cooperation with the WTCS, the UW System will begin implementing the specific recommendations approved by the Board of Regents.

Mr. Karl Hertz, Governor Thompson's representative to the Transfer Study Committee, read a letter from the Governor (Exhibit A) commending the WTCS and the UW System for shaping the historic agreement being acted upon at this meeting. He asked the boards to tackle in coming years such critical issues as promoting technology transfer, retaining highly skilled graduates and reforming teacher preparation.

Noting the Governor's long interest in a seamless system of education, Mr. Hertz said that the actions to be taken at this meeting move toward that goal. He felt the flexibility these actions would give to those with associate degrees would be a great advantage for them as they move forward in their careers. While the areas of early childhood and nursing are mentioned specifically for multi-institutional agreements, he was pleased that the Committee saw those areas as a beginning for this type of agreement, not an ending. He also was encouraged by the increase in transfer of general education credits through the addition of math and science courses. In summary, Mr. Hertz commented that the agreement is good for business and makes education more available to the people of Wisconsin.

Lori Lettman, a student in marketing at Southwest Wisconsin Technical College, noted that she views her associate degree as a beginning to her education. She plans to study for a bachelor's degree and then a corporate law degree. Stating that she had met many roadblocks in the way of fulfilling her plans, she expressed the hope that the

Governor's vision of a seamless system of education becomes a reality. She felt the agreements to be acted upon at this meeting are steps in the right direction.

Regent Barry, who represents the WTCS Board on the Board of Regents, recalled that in 1989, Delmar DeLong, the President of the WTCS Board at that time, made the reaching of an agreement on transfer a major goal. His efforts eventually led to adoption of the first statement. Noting that the transfer system under the new agreement still will be complex, Regent Barry commented that more multi-institutional, if not statewide, agreements will be needed in the coming years. Noting that students transfer both from the WTCS to the UW and from the UW to the WTCS, he remarked that excellent advising will be necessary because students' choices will be vast.

The joint meeting was recessed at 4:25 p.m., at which time the boards convened independently.

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Adoption by the Board of Regents of the following resolution was moved by Regent Axtell and seconded by Regent Gottschalk:

**Statement of Guiding Principles on Student Transfer**

Resolution 8106:                      That the Board of Regents adopts the *Statement of Guiding Principles on Student Transfer from the Wisconsin Technical College System to the University of Wisconsin System.*

Regent Olivieri stated that he would vote in favor of the resolution as a step toward a seamless educational system. He expressed concern about limits on credit acceptance and hoped there would be further actions in the future to expand transfer opportunities. Regent Alexander concurred and Regent Gracz added that he agreed as long as courses are similar and on the same level.

Regent Barry cautioned that it will be necessary to maintain the distinct missions of the two systems, and Regent Brandes concurred that care must be taken in that regard.

Put to the vote, Resolution 8106 was adopted unanimously by the Board.

Upon motion by Regent Randall, seconded by Regent Alexander, the following resolution was adopted unanimously by the Board of Regents.



## **Baccalaureate Degree Completion; Multi-institutional Articulation Agreements; General Education**

Resolution 8107:                      That the Board of Regents authorizes UW institutions  
to:

1. **Baccalaureate Degree Completion.** Create 2+2 degree completion programs and utilize existing degree completion and extended degree programs that enable WTCS students graduating with an associate degree of applied sciences to transfer as a third year student into a:
  - a. companion bachelor of science or applied science degree program in a related field of study, including a degree in Industrial Management that will be implemented by the Fall semester 2000; or
  - b. broad-based bachelor of applied arts or sciences degree program for which the Office of Academic Affairs will seek authorization during the 2000-01 academic year.
  
2. **Multi-institutional Articulation Agreements.** Develop 2+2 and other multi-institutional articulation agreements between WTCS and UW institutions in appropriate program areas where course content alignment and consistency are determined to exist, starting with pilot agreements in Nursing (to be implemented no later than January 1, 2001) and Early Childhood Education (to be implemented no later than September 1, 2001).
  
3. **General Education Transfer Credits:** Increase the Limit on General Education Transfer Credits, effective in the Fall semester of 2000, up to:
  - a. 15 credits of general education coursework within the areas of communications, behavioral sciences and social sciences from WTCS programs leading to an associate degree of applied sciences; and, in addition;
  - b. two courses in mathematics and/or natural sciences.

The meeting was adjourned at 4:35 p.m., at which time the joint meeting for the WTCS and UW System Board reconvened.

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### **ADL Co-Lab Presentation**

Introducing the presentation, UW-Extension Acting Chancellor Al Beaver observed that the Wisconsin Advanced Distributed Learning (ADL) Collaborative Laboratory is a remarkable initiative, involving the UW System, the WTCS System, and the Department of Defense.

Ed Meachen, UW System Associate Vice President for Learning and Information Technology, spoke first, noting that the Co-Lab is located physically in the Pyle Center, but virtually throughout the state. As background to the project, Mr. Meachen explained that the federal government, the corporate sector and higher education have been moving toward distributed learning along parallel lines since about 1995. The Department of Defense took the lead for the federal government, recommending in 1996 that all its education and training begin implementing network-based programs wherever appropriate. The result was an Executive Order, issued in January 1999, that launched the Department of Defense's ADL Co-Laboratory.

Its vision is to provide access to the highest quality education and training, that can be tailored to individual needs, and delivered cost effectively, anywhere and anytime it is required. To make this vision a reality, network-based learning would need standards before it could become cost effective and viable. The place of standards in distributed learning is analogous to the place of a standard gage for railroad tracks in the growth of the rail industry.

Standards also are important to the corporate world in providing employee training that is flexible and extensible. Their systems, however, have been proprietary, and changing providers has proved costly and time-consuming. Therefore, like the federal government, corporations began to seek standards to move course content easily from one distributed learning system to another. Corporations supported a host of standards organizations; however, these groups often worked in isolation from each other and developed parallel, not merged, standards.

During this same period in the late 1990s, higher education was experimenting with distributed learning on the Internet. In Wisconsin, the Board of Regents' 21<sup>st</sup> Century Study paralleled the directions of the federal government and corporate trainers. The Study report stated: "Instructional technology and distance education are essential for expanding and improving the student learning experience for all students on campus and returning adults. The underlying goal is to use these tools to develop an enhanced student-centered learning environment and to remove time and place as barriers to

learning." The UW System set out to realize this vision through such initiatives as Learning Innovations, Web-based learning utilities, and The Pyle Center. Similarly, the WTCS began developing distributed learning curricula through creation of distributed learning objects and implementation of its Virtual Campus. Higher Education also ran up against proprietary roadblocks in development and reusability of curricular content in the new distributed learning environment.

The immediate payoff for the ADL Co-Lab partnership is the development of standards. The Defense Department has taken a lead in bringing all the standards organizations together to agree on a set of simplified core standards for distributed learning, and a draft currently is waiting to be tested and applied to courseware.

Standards, Mr. Meachen noted, are rules that make the job easier for faculty, curricular designers and others. If faculty found the technology easy to use, they would be more willing to experiment with it. Standards make distributed learning cheaper, easier to use and allow movement of content from system to system as the technology changes. The Co-Lab also brings to the table the corporate sector, supplier of many of the tools used to create and manage network-based learning. Vendors realize it is in their best interests to supply customers with standards compliant products or risk loss of business.

Mr. Meachen introduced Judy Brown, Emerging Technology Analyst, who welcomed by distance appearance Mike Parmentier, Director of Readiness and Training Policy and Programs, in the Department of Defense. Mr. Parmentier noted that the ADL initiative is a collaboration across government, industry and academia. There are three Co-Labs - two in the Department of Defense and one in the UW System. Ms. Brown noted that on January 10, 2000 the UW and WTCS entered into a partnership agreement with the Department of Defense to locate the ADL Co-Laboratory in Madison. Because the Co-Lab is virtual as well as physical, all UW and WTCS campuses, as well as government and corporate partners will have access. Mr. Parmentier added that, because there are so few Co-Labs, the Madison Co-Lab could expect to do business with a very large number of people who will be anxious to share in what is produced - knowledge, specialized skill training, etc.

Ms. Brown noted that, to date, a Leadership Team has been formed, and working committees based upon current projects are starting work. The physical lab is under development with donations being sought. Current Co-Lab projects are: 1) Research and development of learning technologies; 2) testing of ADL compliant tools to enhance teaching and learning; 3) compliance testing for learning objects; 4) intelligent tutors; 5) assessment tools; and 6) learning management system exploration. To date, WTCS has received at no cost three intelligent tutoring systems to assist in teaching basic skills. The tutor allows students to work and get feedback directly from the tutor. Instruction is tailored for each student, including remedial instruction. WTCS has tested the tutors in two districts, with positive reviews from faculty and students. Mr. Parmentier added that collaboration is at the heart of the project. All ADL participants operate in their own self interest, but each will receive added benefit from participation of the others. He

predicted that this type of effort will lay the foundation for the learning environment of the future.

Mr. Meachen identified benefits to Wisconsin as development of standards, easy access to experts, access to testing and evaluation of distance learning, maintaining Wisconsin's leadership in distance learning, and the UW/WTCS partnership. The Co-Lab partnerships will serve students and will help Wisconsin become an exporter of education.

### **Examples of Cooperative Efforts: Chippewa Valley Technical College, UW-Eau Claire, UW-Stout**

UW-Eau Claire Chancellor Donald Mash began the presentation by noting that the partnership involves three institutions in the same geographical region that bring unique strengths to serving the needs of the area. The partnership among the institutions serves an area known as Wisconsin's Technology Valley, because of the large number of technology-based companies in the area. Each institution complements the other in pursuing a regional agenda for development.

UW-Stout Chancellor Charles Sorensen reported that on March 29, the heads of the three institutions had signed a document pledging to work together to meet the needs of the Chippewa Valley. This includes developing collaborative, state-of-the-art curricula to meet the education and training needs of the Chippewa Valley workforce; pursuing enhanced transfer of credit among the three institutions; and addressing and refining cooperative, complementary partnerships and procedures in order to advance workforce development.

Among topics being considered are a masters degree in engineering to meet the needs of the valley and requesting funding for a presence in all area technology parks to identify needs in training and to collaborate to meet those needs.

William Ihlenfeldt, President of Chippewa Valley Technical College (CVTC) predicted that workers of the future in the Chippewa Valley area will attend all three institutions at different times in their careers, making high quality, seamless education very important to them. Due to partnerships with UW-Eau Claire and UW-Stout, Chippewa Valley Technical College is the third largest transfer institution in the system.

Each of the three institutions has a distinct mission, yet all are committing to support of business in the Technology Valley. Through a partnership with UW-Stout, CVTC has a presence in the Stout Technology Park, and through a partnership with UW-Eau Claire, a presence in Gateway Park in Eau Claire. Other projects involve focused learning centers which expose area high school students to CVTC's state of the art equipment and technology. Today, Mr. Ihlenfeldt remarked, businesses come to the valley and stay due to the quality of the workforce.

Concluding the presentation, Chancellor Mash commented that the resolutions adopted at this meeting by the Board of Regents and the WTCS Board will create a platform to enhance partnerships such as 2+2 programs among the three Chippewa Valley institutions.

**Examples of Cooperative Efforts: UW-Parkside and Gateway Technical College**

Beginning the presentation, UW-Parkside Chancellor Jack Keating said that the overall purpose of cooperative efforts between Gateway Technical College and UW-Parkside is to work together for the benefit of students and to assist the region's economic prosperity. Of UW-Parkside's 12,000 graduates, he noted that 10,500 continue to live in the area.

Turning first to transfer of students between the two institutions, the Chancellor indicated that there are 10 program articulation agreements in place. Such agreement not only became more numerous over the years, they also encompassed transfer of more credits. For example, under former articulation agreements, only 15 credits in general education and 10 credits in business transferred to UW-Parkside's accounting or marketing programs. Under the current Bachelors Degree Completion model, the Gateway Associates Degree can transfer 48 to 51 credits to UW-Parkside's Bachelor's Degree in Business Management.

With the action taken at this meeting by the WTCS Board and the Board of Regents, degree completion programs will be expanded. Still to be accomplished, the Chancellor indicated, is concurrent enrollment at both institutions, for example in radio broadcasting at Gateway and the communication program at UW-Parkside.

Sam Borden, President of Gateway Technical College, spoke of partnership activities in regional workforce development and economic growth. The purpose in the short run is to understand the skills gap between the current workforce and the needs of employers in the region, particularly given the importance of manufacturing. In the long run, the purpose is to raise awareness of the steps needed to attract high-tech, high-wage industries to the region. Funding for these efforts will come from \$1 million provided by the Wisconsin Department of Commerce for training projects and their planning and from \$750,000 provided by the UW Department of Labor for consortium building, research and planning.

The goal is to encourage long-term thinking, in order to diversify the economic base and to put together a seamless K-16 education for the area, in part through "networked" centers of education and industry.

**Examples of Cooperative Efforts: Milwaukee Area Technical College and UW-Milwaukee Minority Teacher Program**

The presentation was made by Deryl Davis-Harrison, Assistant Dean, UW-Milwaukee School of Education, and by Willette Calvin, Milwaukee Area Technical College, Coordinator of the Cooperative Urban Teacher Education Program (CUTEP). The program which prepares students for teaching careers, allows students to complete the first two years of requirements at MATC and then transfer with junior-level standing to the school of education at a partner school. These include Alverno College, Cardinal Stritch University, Carroll College, Marquette University, UW-Madison, UW-Milwaukee, UW-Oshkosh, or UW-Whitewater.

Ms. Davis-Harrison explained that the program targets students of color and attracts them to the field of teaching. There is great need, she pointed out, for urban teachers and teachers of color. In this regard the partnership with MATC is very valuable. It allows students at UW-Milwaukee and other universities involved in the CUTEP program to get to know students before they transfer to the university and address their needs in advance where possible. Such needs might include financial assistance, an orientation program and introduction to people at the transfer site, mentoring, advising, etc. Remarking that this program has had a lot of success, she noted that the articulation agreement with MATC fits well with UW-Milwaukee's "Milwaukee Idea". The program provides opportunities for students who might not otherwise go into teaching.

Willette Calvin described the program, noting that it was begun in 1988 and is housed at MATC. The program has the following components: 1) Intrusive advising to make sure students fulfill requirements for transfer; 2) connecting activities with the 4-year institutions to ease the transition for students; 3) Minority Teacher Education Internship Program, in which CUTEP students are placed in Milwaukee Public Schools to work with a cooperating classroom teacher. This paid internship is an important retention effort; 4) Field placement experience, which is satisfied by completing an internship for entry into the School of Education; 5) cooperative courses, through which students take the "Introduction to Teaching" course on UWM's campus while still retaining their MATC student status; 6) preparation for the pre-professional skills test, which is a requirement for entry into the School of Education.

At this time, there are 105 students in the CUTEP program. There are placements in a number of Milwaukee Public Schools, including the Golda Meir School for the gifted and talented and the Forest Home Elementary School, with a bilingual program. Eleven students are serving as paraprofessionals, and seven CUTEP graduates have been part of the UWM Pathways program which funds 85% tuition for prospective educators.

In conclusion, Ms. Calvin expressed confidence that MATC's teacher education partnership with UW-Milwaukee and other institutions will continue to grow and flourish.

The meeting was adjourned at 5:30 p.m.

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Judith Temby, Secretary