Minutes
University Senate Academic Policies Committee
Volume 50, Number 5
November 5, 2013


Chair Pratt called the meeting to order 2:02 PM

1.0 Meeting minutes

Approved 10/08/13 meetings as distributed

2.0 AA & AS degrees from WTCS and MnSCU institutions

Consider AA and AS degrees for the fulfillment of general education requirements. A review of program requirements by associate deans at UWEC suggests that program requirements above are comparable to UW system requirements. WTCS programs meet completion of cultural diversity requirements but is not automatically met/assumed complete with an AA/AS degree from these institutions.

D. Mowry - question about Fox Valley Technical College - issue of 800 level courses and problem with 500 level courses for social sciences. H. Pearson - we would need to seek approval of those 500 level courses for social sciences, which is certainly possible. See list of current programs with an agreement (WTCS) - Madison Area Technical College...

N. Gannon - point of clarification about other requirements (i.e., writing requirement, math/stats competency, foreign language). Not automatically met either.

D. Mowry - question about meeting requirements of the major - meet university requirements but not necessarily requirements of the major.

J. Markgraf - this is under the current GE requirements - what happens when we shift to the new LE program requirements? H. Pearson - not sure just yet. Discussion ensued about when we will know and the procedure for evaluating this process. Reviewed by APC?

L. Bica - on the record, APC should have the opportunity to review it again once we shift to the new LE program requirements.

A motion was put forth by D. Dunham and seconded by J. Markgraf that UWEC shall accept the motions:

1. UW-Eau Claire shall accept the liberal arts Associate of Arts (AA) and Associate of Science (AS) degrees from Wisconsin Technical College System (WTCS) institutions as fulfilling all requirements of the General Education program at UW-Eau Claire, and
2. UW-Eau Claire shall accept the liberal arts Associate in Arts (AA) degrees from institutions in the Minnesota State Colleges and Universities (MnSCU) system as fulfilling all requirements of the General Education program at UW-Eau Claire.

The motions passed 9-0-0.

3.0 APC role in LE process

J. Pratt led discussion of spreadsheet for LE outcomes. M. Carney's spreadsheet - 43% of LE core meet one outcome. This is in opposition to the original APC intent to get the most effective and intentional overlapping between courses and outcomes. What can we do? Do we need to provide more education regarding requirements and outcomes? M. Goulet is updating the ULEC website to include more factual information rather than historical record.

S. Duckworth-Lawton - found some errors in outcomes for certain history classes - where learning outcomes did not show up, also some classes where there were as many as five learning outcomes that were showing up. (e.g., History 124, 125). It shows up on the experiences sorted page but not in the experience drop-down menu. It appears that there may be some cell corruption issues.

L. Bica - Psychology also proposed some classes for integrative learning outcomes that were not indicated on the excel spreadsheet.

N. Gannon - conversation with M. Goulet about the prescriptive nature of this formula and how students need to take a course just to meet some requirement, rather than being purposeful and intentional about those choices. Some 'skills' requirements moved from 2 to 1 learning outcomes. Second question about courses achieving multiple versus one outcome. When completing the excel sheet exercise, the credit numbers were reasonable but the flexibility in course choices was very limited. Certain 300 level courses which were formerly listed as achieving requirements were no longer listed for learning outcomes. Wondering how widespread this issue is.

S. Duckworth-Lawton - our department was discouraged from proposing 300 level courses. She suspects that this will change in the second round mapping of outcomes. N. Gannon - several art history courses that could be listed are not listed. We were told that this was a first round and we would have more opportunities to add 300 level courses later. The issue of pre-requisites was also discussed.

M. Cassidy - correct, the initial emphasis was on the 100 and 200 level programs but that we would revisit other courses in a second round.

S. Duckworth-Lawton - there is some confusion and lack of knowledge that it is possible to have more than one outcome. Discussed issue that rubrics are still in flux and potential for revisions.

M. Carney - M. Goulet's message to chairs is that the rubrics are flexible and in progress, also that there can be more than one outcome per course.

S. Duckworth-Lawton - this is a communication issue - still some miscommunications.
J. Pratt - maybe by having things in print (i.e., the liberal education website updates); people will have a better understanding of the requirements and options, also that the rubrics are in flux.

N. Gannon - there may be some unwillingness to be assessed on an outcome biannually despite the fact that they believe they meet that requirement.

J. Pratt - I think we need to take a proactive stance - we need more experiences that meet 'skills 3' outcomes.

S. Fish - when did the discussion for the S3 requirements to change occur? Response - it didn't - it was an informal suggestion.

J. Pratt - more faculty should be encouraged to identify assignments and experiences to meet outcomes.

J. Fager - addressing the assessment piece. We are not going to assess every course every semester or every time it is taught. Courses will be assessed on a regular schedule. We will assess outcomes 2 cycle/twice over a 10 year period. It's not a huge burden - in fact, we're already doing it.

S. Duckworth-Lawton - for the second round - we need to have something written in the proposal request. Be more explicit about number of learning outcomes that can be met and other requirements. We need to be more explicit. That would have to come from M. Goulet. Also, a note reiterating that the rubrics are still in flux.

J. Pratt - perhaps a reference to the ULEC website re: rubrics?

L. Bica - what is APC's role in leadership. There is wide variability across departments in their knowledge of LE reform and the rubrics. For the average faculty member, having to digest all of this new information is a lot to request. The average faculty member knows very little about the rubrics and what they entail.

J. Pratt - referred to D. Gough's advisor supplement that maps courses to cultural diversity and foreign language requirements. We could map outcomes in reverse - (i.e., here's the requirement - mapped with list of classes). Or - we can list the classes and what they meet (i.e., the outcomes spreadsheet), which accomplishes the same thing. Staff should take advantage of CETL supports for preparing classes to meet requirements. Steps for getting this (spreadsheet) published in the catalog.

S. Duckworth - What's the date for the November submission. - November 15th

L. Bica - is there something we can do to help? J. Pratt - I'll take our suggestions (above) to M. Goulet. Anything else?

J. Markgraf - examining courses that meet S1 - there are dozens of classes that she works with that haven't checked S1. They're doing it but aren't listed. Addressed issue of the 'and/or' language in the S1 description. Is that a barrier?
S. Duckworth-Lawton - reiterated active discouragement of submitting more than 2 outcomes. It may be this active discouragement that has led to fewer S1 outcome submissions.

M. Carney - the point of the exercise was to identify deficiencies and to encourage others to propose courses for specific outcomes.

J. Pratt - our goal is to encourage faculty to submit courses that meet outcomes, included discussions of 300 level courses, etc.

D. Mowry - discussion of 'what we should submit?' Questions were raised about courses that are for majors only. They meet requirements but do we open our courses for the whole university? How do we manage this because if we don't submit them, we burden A&S.

J. Bica - that's the true definition of LE - every course addresses some of these outcomes but it's different than LE, which systematically addresses those goals and outcomes for all.

N. Gannon - can we have some specific wordage to pass along to our departments? L. Bica - can we take that to the senate meeting? J. Pratt - to the chairs?

S. Duckworth-Lawton - need this on paper!

4.0 – Upcoming items.

Upcoming items will be coming from A&S later this afternoon. Also items from CoEHS for next Tuesday.

Meeting adjourned at 2:59.

Respectfully submitted
Jerry K. Hoepner
Secretary for the meeting