SUBJECT: APC Meeting No. 2 (Vol. 51)

The University Senate Academic Policies Committee met on Tuesday, September 23, 2014 at 2 p.m. in Council Oak Room (Davies 260).

APC - September 23, 2014

APC called to order at 2:02 PM.

Present:

Lori Bica
Jerry Hoepner
Bob Nowlan
Selika Ducksworth-Lawton
Michael Carney representing Provost Patricia Kleine
Stephanie Wical
Doug Dunham
Cheryl Lapp
Abigail Kielman, Student Senator
Ned Gannon
Don Mowry

Guests: Margaret Cassidy, Jill Prushiek, Jennifer Fager, Debra Jansen, Alex Smith, Chris Hlas, Debbie Gough, Marc Goulet, Heather Kretz, Tessa Perchinsky, Shellie Patwell

Meeting called to order at 2:02pm.

I. Approval of the minutes postponed until next week.
II. Establish a Mathematics Teaching Emphasis motion
   1. proposal came from the Math Department
   2. instead of a 36 credit major; create an comprehensive emphasis- pull together the content and professional sequence in a unified way
   3. no longer have to take a minor, and integrate the professional content within the major
   highlight: decrease in credits to degree, allows students to take more pedagogy courses that are not currently in the major
   4. Questions: why are we keeping the standard major? It has an audience; especially Spanish majors. Some choose minoring learning disabilities as well. some will want the comprehensive and a minor.
   5. Is the Math 373 4 credit course being taught? Plans to do so. the regular teaching major can take this course as well leading to about 12 per year, offered once a year. History of Math might be impacted. Staffing in Math is complex. Staffing not seen as being an issue.
   6. Will two majors be problematic? The Provost will have concerns about the existence of two programs for a small student audience? Needs to be a compelling case that students who pursue the 36 credit option will not cannibalize the other major. English has the same combination successfully. The Math Department sees this as an emphasis, not a major. By creating an emphasis, the department does not have to go to System.
7. How small is too small? Discussion ensued. Math says are really taking the same courses, not fragmented; not new courses.

8. D. Mowry moved that the APC approve the Department of Mathematics' motion to create a new emphasis named Comprehensive Major: Mathematics, Mathematics Teaching Code Passed unanimously.

III. Change in Special Student Policy:
1. Need a number for credits; Campus Solutions can not handle some combinations (six credits or two courses). Special students simply take courses, not degree seeking. Impacts dual enrollment, etc. If it was old language, or if it's policy change, needs to come here. The associate deans discussed. Twelve credits is the number from the deans. They are full pay, no financial aids. UW System schools generally cap special students at 18 credits per semester.
2. May find some move towards a degree.
3. There is one student who has come here under this policy.
4. Early admission of exceedingly bright students.
5. Multiple sources for special students: high school, students home on leave, community members, senior auditors.
6. Few go on to degree. Students as financial fillers. It is challenging because they have to wait. Community Registration Day was a problem.
7. Ethical dilemma: do we allow special students in, removing space from degree seeking students. Policy is meant to be a compromise.
8. Disability requirements- special paperwork must be provided through Disability Services
9. Jean Pratt moved that we approve the catalog updates and modifications to the special student policy as represented in the attached document. Passed unanimously

IV. Process for moving forward with Liberal Education Modifications:
1. To Marc Goulet: Pilot faculty coordinated through CETL. M. Goulet said that 62 participated in the pilot. The Pilot faculty made changes to the rubrics as they used them. APC now not the most informed. Provost Office wants a way to allow people to provide input and know status; the Provost Office is leading an initiative to have a one stop place for latest information on liberal education.
2. Do the rubrics determine the classes that can be in LE? Jennifer Fager- no, the rubrics are dynamic. Having a dynamic process seems to be the national trend, sees precedent for the process being described.
3. What is the negative side to the flexibility? ULEC is enforcing the principles of the process. The Provost's Office has tried to have transparency. Some people disagree. Carney-It is a work in progress. How can it be written from one authoritative source?

V. May not have a meeting next week

VI.

Adjourned at 3:03pm.

Respectfully

Selika Duckworth-Lawton

Sent from my iPad