1. Welcome, introductions, opening announcements.


Jocelyn Milner gave an overview of UAPC membership and charges as described in Faculty Policy & Procedures Chapter 6. UAPC is one of two faculty committees chaired by the provost (the other is the Campus Planning Committee). Two UAPC members, Seth Blair and Jim Skinner, also serve on the Campus Planning Committee. Jocelyn Milner described the structure of the agenda including why items are consent, approval, or discussion. Referring to the summary tallies, she noted that there is a net loss of programs in all categories except certificates. In referencing the UAPC annual report, she observed that the action volume has been very high in recent years.


The annual report represents a summary taken from the minutes of UAPC meetings.

CONSENT AGENDA

4. Automatic Consent – Minutes of the June 18, 2015, meeting. UAPC Doc 2015.09.17.05

5. Change the academic home for the graduate/professional-level Certificate in Prevention and Intervention Science from School of Nursing to Department of Educational Psychology, School of Education. The program review report was submitted in August 2015 with the proposal to move the program. This action was approved at the September 11, 2015, Graduate Faculty Executive Committee Meeting (GFEC) meeting. UAPC Doc 2015.09.17.06

In response to questions, Bill Karpus gave a short summary of the GFEC discussion and a description of the rationale for moving the graduate/professional Certificate in Prevention and Intervention Science from the School of Nursing to the Department of Educational Psychology. The School of Education has been providing the majority of services for students in the certificate.

Approved unanimously.
APPROVAL ITEMS

6. Full proposal to authorize a new degree named Doctor of Occupational Therapy (OTD), Department of Kinesiology, School of Education. The Notice of Intent for this full program proposal was approved by UAPC on January 16, 2014. After UAPC approval, proposals for new degrees go to the Board of Regents for final approval. Programs in the Department of Kinesiology are up to date for program review, except for the BS Kinesiology review (due 2014-15) which is in progress and expected to be completed in Fall 2015. This program will be a non-pooled tuition program developed under Educational Innovation and delivered as an online distance education program. The proposal was approved by GFEC on September 11, 2015. Presenters: Ruth Benedict, Occupational Therapy Program Faculty Director, Kinesiology; Dorothy Farrar-Edwards, chair, Kinesiology; and David Rosenthal, associate dean, School of Education. Diana Hess, dean of the School of Education also attended the UAPC meeting. UAPC Doc 2015.09.17.07; appendices available online (UAPC Doc 2015.09.17.08).

David Rosenthal and Ruth Benedict gave an overview of the planning for the OTD program including procuring Educational Innovation funding and market surveys. Occupational therapists are currently educated at the master’s level. The proposed doctorate program is designed for masters-prepared occupational therapy practitioners as a form of continuing education and will emphasize leadership and evidence-building skills. This will be the first Doctor of Occupational Therapy program at a public university in Wisconsin. The American Occupational Therapy Association, which accredits occupational therapy programs, has encouraged, but not mandated move to doctorate-level preparation.

The name of the program will be Doctor of Occupational Therapy, not Doctorate of Occupational Therapy as was originally recorded in the agenda.

Motion to authorize a new degree named Doctor of Occupational Therapy (OTD). Motion by Karpus, seconded by Miller. The motion was approved.

7. Approve the following changes to the MS-Medical Genetics, Department of Pediatrics, School of Medicine and Public Health. These actions will go into effect for Fall 2016. The program was last reviewed in 2010-11. This action was approved at the September 11, 2015, GFEC meeting. Presenters: Elizabeth Petty, associate dean, SMPH; Catherine (Casey) Reiser, Genetic Counselor Program Director. UAPC Doc 2015.09.17.09

a. Transfer all academic and administrative oversight of the program from the Graduate School to the School of Medicine and Public Health. In technical parlance, this will change the “career” of the program and its students from GRAD to MED and shift the admissions office from the Graduate School to the School of Medicine and Public Health. The School of Medicine and Public Health will provide all dean’s office services to students.

b. Rename the degree to Master of Genetic Counselor Studies and the major to Genetic Counselor Studies. The name change will be turnkey; all new and continuing students will take the new name for enrollment and degrees effective fall 2016.

Liz Petty and Casey Reiser gave a short overview of the requested changes. Logistical and financial oversight and support for the MS-Medical Genetics has been provided by School of Medicine and Public Health (SMPH) is recent years, while the Graduate School has been handling admissions. The Genetic Counseling curriculum fits well with the program array in SMPH. Only 34 accredited programs exist in North America. Some programs, including this one, have been in
existence for twenty or more years and began primarily in basic science departments. Newer programs are beginning in schools of Medicine or Public Health, so the placement of the program within SMPH is consistent with the evolution of the profession. The program is subject to national accreditation and annual reporting. 6 of 167 applicants were accepted last year (about 4%). Graduates have jobs within 6 weeks of graduation and some have jobs as soon as winter break. Growth is inhibited by a lack of accreditor-approved clinical sites.

Council raised questions about the proposed program name. This is believed to be the only program that will be titled Genetic Counselor Studies rather than Genetic Counseling; grammatically this is potentially confusing as it may imply the study of genetic counselors, not genetic counseling. Casey Reiser described how the chosen name conveys the breadth of activities and sites that graduates will work in. Genetic Counseling Studies would be considered too narrow and would encompass only students in clinical settings. The Council had additional discussion on the program title after the presentation. The Council expressed reservations about the argument that the use of counselor instead of counseling conveyed a broader program. These same issues were discussed by the SMPH APC. UAPC members were concerned that prospective students will have difficulty finding the program under the new name.

The council inquired about diversity of the MS-Medical Genetics student body, observing that no underrepresented minority students have enrolled since 2007. The presenters confirmed that is a national issue for genetic counseling programs that program directors and the profession are working on. The SMPH Office of Multicultural Affairs has resources that can help with broader recruiting and this is expected to be more productive in the new arrangement.

Motion to transfer all academic and administrative oversight of the MS-Medical Genetics program from the Graduate School to the School of Medicine and Public Health and to rename the degree to Master of Genetic Counselor Studies and the major to Genetic Counselor Studies. Motion by Middlecamp, seconded by Karpus. Approved unanimously.

FOR DISCUSSION

8. Professional Leadership Course sequence and capstone certificate planning. Katy Duren, associate dean, Continuing Studies; Christine Nicometo, Engineering Professional Development. UAPC Doc 2015.09.17.10

The Division of Continuing Studies (DCS) mission is to serve new non-traditional audiences. DCS helps build new programs through investment, development, and marketing. Many new programs have been added to the UW-Madison program array at the professional level for working adults at early-mid career. As these programs were developed, DCS developers found that faculty and instructional staff were confident in teaching their discipline, but not in teaching business management and other professional skills. This professional leadership course suite originated from Engineering Professional Development (EPD). The course suite originally served Master of Engineering programs. In collaboration with DCS, the EPD courses have been restructured to be a set of one-credit courses, all offered in an online, eight-week format. The courses are online purposefully to teach distributed online management and to encourage inter-professional work. Courses are high-quality, instructor lead with synchronous and asynchronous elements. Courses are currently for a graduate, working adult audience. They are not designed to serve an undergraduate audience. The restructured courses are currently in the approval process. The professional leadership course suite currently contains 13 one-credit courses with at least one additional course being planned. Professional programs often require just a few courses from the suite. In the future, a larger selection of courses from the professional leadership course suite may
be packaged as a capstone certificate or available to graduate students. There was additional discussion about the possibility of making the course suite available to traditional graduate students. The presenters explained that discussions have been started about how to make that possible. Currently the courses are funded in the context of non-traditional graduate programs that recover their tuition revenue; making the courses available to traditional graduate students will be possible if a funding model can be worked out.


The university assessment plan was reviewed and revised last year. The roles and responsibilities of faculty in assessment were better defined. The role of the Office of the Provost and central campus was emphasized in carrying out the assessment plan. All academic programs have been asked to submit and articulate learning goals. Over 380 academic programs out of a total 401 academic programs have submitted learning goals to date. All graduate programs have submitted learning goals or agreed to adopt graduate level learning goals. In the next few weeks, a request will go out to all academic programs asking them to submit assessment plans by July 1, 2016. Many programs already have assessment plans and so this will be straightforward for them. For others, Mo Bischof’s office is creating tools for documentation and a series of workshops to better support programs in creating assessment plans. This is a part of telling our story through the reaccreditation process. We are pursuing procurement of a catalog and curriculum management system and one of the uses of that system will be to allow us to systematically track learning goals and assessment activities.


The annual program review report was postponed to the October meeting.

Adjourned: 4:59 PM