Announcements/Additions to the Agenda: There were neither announcements nor additions to the agenda.

Approve Minutes for 24 March 2010 Meeting: Minutes of the 24 March 2010 APC meeting had not been put forward; therefore, a move to approve—or not approve—was not able to be made.

New Business: Cheryl Banachowski Fuller was introduced as the presenter for the Criminal Justice—CJ—MS Program Review. The following are highlights of her presentation:

- Two hundred students have been admitted since the program’s inception and 135 have graduated.
- Ninety-two percent of students are non-traditional professionals who currently work in various types of law enforcement, social and government agencies.
- Upon graduation, the majority (approximately 65%) of the graduates receive career promotions.
- It takes approximately 2.5 to 3 years to complete the program.
- The Mission Statement was summarized—to provide a quality education to those seeking advance knowledge so that they may advance in their fields and as a prerequisite for entry into more specialized CJ positions.
- CJ Theory, CJ Management and Victim and Offender Service are currently the three emphasis areas in the program.
- The UWP CJ MS Program is the only UW System graduate degree offered entirely online.
- Because students are required to do extensive online writing, it is recognized that student writing greatly improves over the course of completing the degree.
- A capstone research paper or thesis is required to graduate. The topic is tailored to the needs and interests of each student.
- A post-graduate questionnaire is administered to those who have completed the CJ MS Program. This is facilitated through the Distance Learning Center. The DLC provides tremendous support the CJ MS Program.
- There have been no significant changes in assessment since the program’s inception—1999—but the program leaders continue to be impressed with the numbers.
- As a result of assessment feedback, consideration for new course developments includes white collar and corporate crime, private and public security, juvenile justice and computer crime.
• The CJ MS Program would like more help in adding another emphasis in child abuse.

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NEW BUSINESS, CONT.
• It was noted that the CJ MS online program operates on 100% cost recovery—it pays for itself—and then some.

The CJ MS Program Review packet was not complete; therefore, the members of the APC were not able to take action concerning the future of the CJ MS Program immediately after the self-study presentation.

Next, Terri Burns was introduced as the presenter for the Women’s and Gender Studies (WGS) Program Review. The following are highlights of her presentation:

• The WGS Program was presented as a quasi-department housed in the College of Liberal Arts and Education, because it organizes courses and programs across all three colleges. There is no faculty and no classrooms uniquely assigned to WGS.
• The WGS Program employs a list of dynamic faculty; however, there is very little support staff. A .5 LTE employee serves Ethnic Studies, Speech, Counselor Ed., etc.
• There are no physical facilities offered to WGS—no classrooms, lack of high tech classrooms, a hand-me-down copy machine and a limited library budget. The WGS Program needs at least one smart classroom.
• Without the Women’s Center support, the WGS Program would be struggling even more than it is.
• Enrollment data show only a few minors over the past few years. Fall 2006 figures show five declared minors. The problem is traced to course demands—fueled by increased TSI enrollments. Since select, popular WGS courses are able to be double—and sometimes triple—counted within general education requirements, students in the declared minor category are simply not able to enroll in required course sequences. However, WGS faculty feels strongly that it is important to serve general education.
• Furthermore, there is no recording procedure for students seeking certificates in WGS areas. This contributes to seemingly low enrollment in the minor and certificate curricula.
• WGS faculty maintains an ambitious agenda for performing improvement of teaching and professional competence activities.
• The general education gender requirement assessment has not been extremely effective. More needs to be done to improve the assessment procedure.
• WGS students are visible within the community by performing coops with domestic violence groups and tri-state women organizations.
• WGS courses speak directly to the UW—Platteville Mission Statement.
• Changes in the WGS program since 2005 focus on dynamism of women in our popular culture, race and gender in films and exploring a course in gay and lesbian issues.

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NEW BUSINESS, CONT.

The WGS Program Review packet was not complete; therefore, the members of the APC were not able to take action concerning the future of the WGS Program immediately after the self-study presentation.

4. OLD BUSINESS: Business Administration (BSAD) Program Review

• John Tembei presented the summary of faculty responses to the APC for review.

The BSAD Program Review packet was not complete; therefore, the members of the APC were not able to take action concerning the future of the BSAD Program at the 14 April 2010 meeting.

5. ADJOURN: The 14 April 2010 Academic Planning Council meeting adjourned at 6:03 P.M.

SUBMITTED BY—Bernie Harris, 27 April 2010.