
University Academic Planning Committee Annual Report for 2015-2016

I. Functions

The University Academic Planning Council (UAPC) advises the provost on major academic program decisions, long-term academic plans, and related developments. The Council:

- Provides for faculty, staff, and student participation in academic planning,
- Assures that appropriate review is given to proposals for new academic programs (majors, degrees, or certificates) and changes to academic programs,
- Makes recommendations on proposals associated with the creation, reorganization, or discontinuation of academic structures (centers/institutes, departments, schools/colleges),
- Makes recommendations concerning the evaluation and review of academic programs, and
- Provides governance oversight for the general education requirements and for assessment of student learning.

The Council also makes recommendations on policy related to all of these areas (FPP Ch. 6.52).

The UAPC meets once per month during the academic year, typically on the third Thursday of the month from 3:30pm to 5:00pm, and as needed during the summer months. In 2015-16 the UAPC met eight times on the following dates: September 17, 2015; November 19, 2015; December 17, 2015; January 21, 2016; March 17, 2016; April 21, 2016; May 19, 2016; and June 16, 2016. Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at <http://apir.wisc.edu/uapc.htm>.

II. UAPC Policy and Planning Discussions

A. *Annual Program Review Report*

Program review was discussed by UAPC at two Council meetings in the 2015-16 academic year. The 2014-15 annual report was discussed at the January meeting. Revised program review guidelines were approved at the June meeting.

Degree/majors, named options, and certificate programs are subject to program review. All academic programs must be reviewed at least once in a 10 year period, and new programs must be reviewed at the five-year mark. Deans are at the center of the program review process. The provost's office plays a coordinating and supporting role. The Graduate Faculty Executive Committee (GFEC) considers every review at the graduate level. With approximately 500 programs and a 10 year review cycle, about 50 programs must be reviewed every year.

The revised set of guidelines that were approved at the June UAPC meeting had the following features.

Most of the major components of program review remain unchanged:

- The provost's office provides a notice to deans annually requesting a report on program review and notifying dean's offices which reviews are due to be initiated.
- Dean's offices charge program faculty to prepare and submit to the dean a self-study.
- Dean's offices convene the program review committee; a Graduate Faculty Executive Committee member is assigned to review committees for graduate programs.
- After the review is completed, the dean's office sends the provost the dean's summary, the review committee report, and the self-study.

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Major changes:

- The policy has been streamlined and the document reduced from 21 pages to 13 pages.
- The revised guidelines are clearer and more specific about what is required.
- The review cycle is still 10 years but initiation of program review will now be required in year 8, so they can be completed by no later than the end of the tenth year.
- A requirement has been added that program reviews must be up-to-date in academic units that are submitting proposals for new academic programs or major changes. This is a policy that has been in place for about three years but has not previously been integrated into the program review policy.

New templates and data resources accompany the revised guidelines. The ability to align program review with accreditation is more clearly described in the revised guidelines.

Program review guidelines and supporting materials are posted here:

<http://apir.wisc.edu/programreview.htm>

B. Policy on Low Award Producing Programs

Revisions to the Policy on Low Enrollment Programs (later renamed Low Award Producing Academic Programs) were considered at two UAPC meetings.

The Council reviewed the data on award production in recent years at UW-Madison. In general, the average size (number of awards) in undergraduate programs is larger than graduate programs. PhD programs are small, and this is expected because of their specialized nature. The Council also discussed small degree/major and certificate programs and the administrative burden they place on deans' offices, the provost's office, and other academic administrative units without benefiting students.

The Council recommended inclusion of a sunset provision allowing that certificates with no awards in a five year period be discontinued. They also recommended increasing the low-award standard for certificates from five to 10 or fewer awards in five years. They did not recommend changing the low-award standard of five awards in five years for degree/major programs.

UAPC approved a revised low-award policy. There are two major changes to low award status for certificates. Certificates will be in low award status with 10 or fewer awards in 5 years. This change will put half of all certificates in low award status. Certificates with no awards in 5 years will be automatically discontinued after a courtesy check-in with the programs and dean's offices.

The Policy on Low-Award Producing Academic Programs and supporting information is posted here: <https://kb.wisc.edu/vesta/page.php?id=24079>

C. Learning Goals Collection and Assessment Planning Update

Associate Vice Provost Mo Bischof presented an update on assessment planning and learning goals collection. The university assessment plan was reviewed and revised in 2014-15. All academic degree/major programs had been asked to submit and articulate learning goals by July 1, 2015 and almost all programs had complied with the request. A request was sent to all academic programs asking them to submit assessment plans by July 1, 2016. A report on progress on that collection will be provided in Fall 2016. The Provost's Office continues to work on a more robust set of tools and documentation to support student learning assessment and has delivered a series of workshops for the 2015-16 academic year.

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Information about the assessment program: <http://provost.wisc.edu/assessment/>

D. Reducing Undergraduate Time to Degree Work Plan

Steve Cramer, vice provost for Teaching and Learning, provided an update on the work plan for supporting undergraduate progress to degree at the November 2015 meeting as an update to the report on this topic at the January 2015 meeting. For 2014-15 bachelor's degree graduates the modal time to degree was 3.7 elapsed calendar years and an average of 4.13 elapsed calendar years. The four year graduation rate has improved to 60%, up from 55% the prior year, and the six-year graduation rate has also improved marginally to 85%, up from 84% the prior year.

The goal of the work plan is to identify and attempt to reduce or remove barriers that students encounter in the course of trying to make timely progress. Some students take longer than four years for good reasons, including high-value academic experiences such as internships or study abroad, and the necessity to work to pay for college.

The work plan lists a number of actions including development and implementation of a major declaration policy, exploration of recording an expected graduation date in the student information system, providing better information to students and advisors about the curricular requirements for academic programs, enforcing prerequisites, increased messaging to support four year graduation, limiting multiple admission attempts to limited enrollment majors, early intervention for students who are academically at risk, linking behavioral issues such as excessive alcohol consumption and academic success, encouraging students to enroll for 15-16 credits per semester, and strengthening financial aid.

E. Policy on Major Declaration for Schools/Colleges that Enroll Undergraduates

UAPC approved a university-wide policy that schools/colleges with undergraduate programs must require that students declare a major by the end of the semester in which the student earns 86 credits with an exception for students in their first two semesters on campus.

This policy was developed as part of an effort to support timely progress to degree for undergraduates. A review of school/college policies showed that each school/college that enrolls undergraduates already has a policy on major declaration that is consistent with this university-wide policy. The policy supports discussions among advisors and student services/student affairs staff about timely progress to degree.

The full policy and supporting information is posted here:

<https://kb.wisc.edu/vesta/page.php?id=58465>

F. Policy Guidelines for Named Options within Academic Majors

The UAPC approved a new policy to govern the approval of Named Options within academic majors. Prior to policy approval, a set of practices associated with named options had developed but there was no faculty policy on record.

The new policy requires a proposal for named options that includes information on the curriculum, student advising and student support, assessment and program review, and any special features of the named option. The policy includes provisions for phasing out informal tracks in the student information system with a shift to named options for all sub-majors that are included in the student information system.

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The policy also makes provisions for a type of named option that can be used to identify honors in the major. This portion of the policy is a response to a 2014 request of the UAPC for a working group to be formed to establish a systematic and streamlined mechanism to identify students in honors programs in the student information system.

The full policy and supporting information is posted here:

<https://kb.wisc.edu/vesta/page.php?id=24548>

G. Undergraduate General Education Committee (UGEC) report, including the learning goals for general education requirements

Elaine Klein, associate dean in the College of Letters and Science, and chair of the Undergraduate General Education Committee (UGEC) provided the annual report of the UGEC to the UAPC. In 2014-15 UGEC activities included approving several new ethnic studies courses which improved the ability of students to complete the ethnic studies requirement early in their undergraduate careers. The other major activity was drafting learning goals for each of the four domains of general education. The report included an analytical report on trends in general education course offerings.

The University General Education Committee will be developing a corresponding assessment plan. Likely elements of that plan would be inclusion of information from the post-graduation plans survey (of graduating seniors), NSSE data, and strategically designed studies such as those done for the Communications A and B requirements, or rubric-based assessments.

The learning outcomes for the four domains of General Education (Breadth, Communication, Ethnic Studies, and Quantitative Reasoning) as proposed by UGEC and approved by UAPC are:

Breadth

Students acquire critical and creative thinking skills as well as enhance their problem-solving skills through a breadth of study across the humanities and arts, social studies, biological sciences and physical sciences.

Students will:

- articulate examples of significant contributions to human understanding achieved through various “ways of knowing” found in the arts and humanities, social and behavioral sciences, and quantitative, physical, and mathematical sciences.
- recognize and articulate the ways in which different disciplines approach questions that call upon different tools of inquiry, understanding, and creative enterprise.
- identify ways in which multiple tools of inquiry and understanding can be used to achieve greater insight into resolving “big” questions (e.g., climate change, poverty, global health etc.), evaluating the strengths and weaknesses of those approaches, and understanding which complementary approaches will help achieve meaningful change.
- evaluate different modes of inquiry across the humanities and arts, social studies, biological sciences and physical sciences and identify strengths and weaknesses of those approaches across disciplines when approaching a question.

Communication

Students apply skills for effective communication (planning, information seeking, drafting, and revising) to communication tasks, both in and out of the classroom.

Student’s written and spoken work will:

- make effective use of information retrieved, organized, and synthesized from appropriate sources.
- present ideas and information clearly and logically to achieve a specific purpose.

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- make effective use of communicative forms appropriate to a specific discipline, and adapted to the intended audience.
- use appropriate style and conventions associated with particular communicative forms, genres, or disciplines.

Ethnic Studies

Students draw connections between historical and present day circumstances, and consider perceptions and cultural assumptions when examining questions and making decisions.

Students will:

- articulate some of the effects the past has had on present day circumstances, perceptions of, and disparities in, race in the U.S.
- recognize and question cultural assumptions, rules, biases, and knowledge claims as they relate to race and ethnicity.
- examine questions and make decisions with consideration for the cultural perspectives and worldviews of others.

Quantitative Reasoning

Students utilize mathematical models for scientific or real life problems to set up, analyze, interpret, make judgments and draw appropriate conclusions based on quantitative analysis of data.

Students will:

- set up an abstract mathematical model or hypothesis for a given scientific or real life problem.
- interpret, handle and manipulate quantitative data sets for scientific or real life problems.
- quantitatively analyze data to obtain relevant insight about a given problem.
- make judgments and draw appropriate conclusions based on the quantitative analysis of data.

The Undergraduate General Education Committee (UGEC) report, including the learning goals for general education requirements was approved unanimously.

H. Review of the Ethnic Studies Requirement

UAPC discussed the ethnic studies requirement (ESR) at the June UAPC meeting. Provost Mangelsdorf led the discussion and reminded the Council that Chancellor Blank is interested in a review of ESR as part of a campus-wide response to climate issues. Among other considerations, it may be appropriate to reconsider the recommendation from 2014 that the ethnic studies requirement be completed fairly early in a students' time as an undergraduate, for example within the first 60 credits.

The UAPC discussed a range of issues related to ESR course offerings, including trends and the purpose of the ethnic studies requirement. The UAPC supported a review of the ESR courses, as well as a review of the criteria for the ethnic studies course designation and the language describing the requirement. The UAPC was interested in periodic updates on progress on the review, and was hopeful that the review could be completed by the end of the coming academic year. This work will be undertaken by the Undergraduate General Education Committee.

I. Policy on Minimum Qualifications for Instructional Staff

Vice Provost Michael Bernard-Donals presented the Policy on Minimum Qualifications for Instructional Staff for discussion at the January meeting and for approval at the March UAPC meeting. A committee met in fall 2015 to review instructor qualification policies at peer institutions and draft a policy for UW-Madison that would meet the standards and requirements of the Higher Learning Commission. In general, instructors must have degree one level higher than the level of the

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students, and information about instructor qualifications must be available to the students and the public. The policy includes provisions for minimum qualifications to be met in two ways. Most UW-Madison instructors will meet the qualifications “by credential”, that is, they have an appropriate academic degree to be qualified for instruction. This will apply to almost all faculty and most instructional academic staff. The other way to meet minimum qualifications is through “tested experience”, that is, a well-established and distinguished record or substantial graduate work past the bachelor’s degree.

Drafts of the policy were shared widely before UAPC consideration including to the Academic Staff Executive Committee, University Committee, University Curriculum Committee, academic deans and associate deans. The Policy on Minimum Qualifications for Instructional Staff was approved unanimously.

The full policy is posted here: <https://kb.wisc.edu/vesta/page.php?id=47764>

J. REACH Project

Vice Provost Steve Cramer presented the REdesign for ACtive learning in High-enrollment courses (REACH) project, which will serve as UW-Madison’s quality initiative project required for Higher Learning Commission (HLC) reaccreditation. Potential impact is 10,000’s students over the 5 years of the project. Among the projects goals are for active learning to comprise 50 to 90% of what are now lecture courses by the conclusion of the project. Introductory Chemistry (Chem 103 and Chem 104), Introductory Calculus (Math 221) and Introductory Physics (Physics 103) are the first courses participating in REACH. The goal is to work with nine or more courses during the life of the project.

Information on the REACH project: <https://edinnovation.wisc.edu/reach/>

K. Professional Development Course Sequence and Capstone Certificate Planning

Christine Nicometo, Director of the Foundations of Professional Development program, presented a discussion of professional development course sequence, which was originally designed for Master of Engineering programs. Examples of the courses including management, marketing, program management, and communications. In collaboration with the Division of Continuing Studies, these professional foundations courses have been restructured to be a set of 13 one-credit courses, all offered in an online, eight-week format that can be integrated into any graduate-level academic program that would benefit from coursework in professional foundations. Courses are high-quality, instructor lead with synchronous and asynchronous elements. Students can enroll in the capstone Certificate in Foundations of Professional Development which is comprised of just these courses. Discussions and planning are underway to consider how to make these courses available to wider audiences, including undergraduates.

L. Revision of Low-Level/Pre-College Math Courses

Gloria Mari-Beffa, chair of the Department of Math, and Nancy Westphal-Johnson, associate dean in Letters & Science, provided a for-information discussion on the revision of low-level/pre-college math courses. Changes to the math sequence have broad impacts. This plan to combine Math 095 and Math 101 into one new course, Math 096, directly effects about 150 students per year who now place into Math 095 or 101. Students completing Math 096 will need an additional math course to meet their Quantitative Reasoning A requirement. The Council requested an update report on the impact of this change in 2018.

M. CIP Codes

UAPC received a briefing on changes in federal regulations that were impacting the interest in and

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use of CIP codes in conjunction with a number of program proposals for changes in CIP codes. In late March 2016, the Department of Homeland Security updated their regulations regarding CIP codes. CIP codes (Classification of Instructional Programs) are a federal taxonomy for academic programs. They are assigned when a program is created, in conjunction with the authorization for the program. CIP codes are assigned based on the program curriculum, and are the basis for peer comparisons because they are applied nationwide. CIP codes are now also used by the Department of Homeland Security in relation to the visa status of international students when they graduate. Students in programs with CIP codes that are deemed to be science, technology, engineering or math (STEM) are eligible for a visa that allows them to stay and work in the USA for up to three years after graduation through STEM Optional Practical Training (STEM OPT) program.

More detailed information is available here:

<https://public.tableau.com/profile/clare.huhn#!/vizhome/UW-MadisonProgramArraywithCIPCodes/UW-MadisonCIPCodes>

N. Madison Academic Repository for Curriculum (MARC)

UAPC discussed a plan for a “single source” of information for academic policy and for academic program requirements to better support students and advisors that has been in planning since 2013. A vendor solution has been identified and implementation planning began in Fall 2015 as a joint effort of the Registrar’s Office and Academic Planning and Institutional Research (APIR). CourseLeaf from Leapfrog Technologies was selected as the tool for the Madison Academic Repository for Curriculum (MARC). This tool is widely used already in higher education both at other UWs and by other major research universities (Cal-Berkeley, Brown University, UW-Eau Claire, for example). The Registrar’s Office will house the catalog and class scheduling functions, and will oversee application setup and maintenance. Academic Planning and Institutional Research will oversee the governance workflow side of the system, referred to as CIM (curriculum inventory management). A website and formal communications will be available by fall 2016.

O. Wisconsin Experience

Vice Provost Steve Cramer and Vice Provost Lori Berquam lead a discussion of an effort to update the language of the Wisconsin Experience first set in 2008. The Wisconsin Experience is designed to reflect what our undergraduate students are experiencing and to be aspirational to describe where we are going. The draft language of Wisconsin Experience core concepts and expectations have had input and review from a multitude of campus groups which will continue over the summer of 2016. The four core concepts are intended as a basis for messaging. They encapsulate the curricular and co-curricular experience magnified by our institutional values.

Vice Provost Cramer and Vice Provost Berquam will bring a final version to the UAPC in Fall 2016 for formal endorsement.

III. Academic Program Changes Approved, September 2015 through June 2016

The University Academic Planning Council considered and recommended the formal academic actions listed below.

A. Majors and Degrees

Notice of Intent

PhD Biomedical Data Science, Biostatistics and Medical Informatics, School of Medicine and Public Health. (UAPC March 2016)

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BS Education Studies, Education Policy Studies, School of Education. (UAPC April 2016)

BS Nursing Accelerated Program for Second-Degree Candidates, School of Nursing. (UAPC April 2016)

MS Clinical Nutrition, Department of Nutritional Sciences, College of Agricultural and Life Sciences. (UAPC May 2016)

Authorization to Implement

Doctor of Occupational Therapy, Occupational Therapy Program, Department of Kinesiology, School of Education. Planned implementation Summer 2016. Distance education, non-pooled tuition, EI program, Advance Your Career. (UAPC September 2015)

BS Nursing Accelerated Program for Second-Degree Candidates, School of Nursing. Planned implementation Summer 2018. Non-pooled tuition, EI program, Advance Your Career. (UAPC May 2016)

MS Clinical Nutrition, Department of Nutritional Sciences, College of Agricultural and Life Sciences. Planned implementation Fall 2017. Distance education, non-pooled tuition, EI program, Advance Your Career. (UAPC June 2016)

Renamed/Restructured

Master of Science-Medical Genetics renamed to Master of Genetic Counselor Studies. Moved from Graduate School to School of Medicine and Public Health. These actions are effective for all new and continuing students in the program as of Fall 2016. (UAPC September 2015)

Transfer of MS/PhD Freshwater and Marine Sciences from the College of Engineering to the Department of Zoology in the College of Letters & Science. This action will be effective Fall 2016. (UAPC December 2015)

Change the award level for the Doctor of Juridical Science (SJD) from professional (“P”) to doctoral (“D”). (UAPC March 2016)

Change the Master of Laws (LLM) and Master of Laws-Legal Institutions (LLM-LI) from professional (“P”) to masters (“M”). (UAPC March 2016)

Change CIP code for Master of Laws-Legal Institutions (LLM-LI) from 22.000-Legal Studies General to 22.0202-Programs for Foreign Lawyers. Effective Summer 2016. (UAPC March 2016)

Change CIP code for Law Specials from 24.0102-General Studies to 22.9999-Legal Professions and Studies, Other. Effective Summer 2016. (UAPC March 2016)

Change CIP code for MS/PhD-Economics from 45.0601-Economics to 45.0603-Econometrics and Quantitative Economics, Department of Economics, College of Letters and Science. Effective Fall 2016. (UAPC May 2016)

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Rename the MS-Biomedical Informatics to MS-Biomedical Data Science, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. Effective Fall 2016. (UAPC June 2016)

Change CIP code for MBA/MS-Business-Business: Operations and Technology Management from 52.0205 Operations Management and Supervision to – 52.1399 – Management Science and Quantitative Methods, Other, School of Business. Effective Fall 2016. (UAPC June 2016)

Change CIP code for MBA/MS-Business-Business: Supply Chain Management from 52.0203 Logistics, Materials, and Supply Chain Management to – 52.1301 – Management Science, School of Business. Effective Fall 2016. (UAPC June 2016)

Change CIP code for MS/PhD-Forestry from 03.0501 – Forestry, General to 03.0502 – Forest Sciences and Biology, Department of Forest and Wildlife Ecology, College of Agricultural and Life Sciences. Effective Fall 2016. (UAPC June 2016)

Discontinued

School of Nursing student information system plan code PRR 712. Effective Spring 2016. (UAPC April 2016)

School of Nursing student information system plan code NRN 712. Effective Spring 2016. (UAPC April 2016)

B. Options

New

ECUPL option associated with the Master of Laws-Legal Institutions, Law School effective Summer 2016. (UAPC March 2016)

DOSHI-S option associated with the Law Special career, Law School effective Summer 2016. (UAPC March 2016)

THAMM-S option associated with the Law Special career, Law School effective Summer 2016. (UAPC March 2016)

ECUPL-S option associated with the Law Special career, Law School effective Summer 2016. (UAPC March 2016)

Discontinued

Global Commons/Global Environment option in the International Studies major, Institute for Regional and International Studies, College of Letters and Science. This discontinuation is effective Spring 2016. (UAPC December 2015)

Neurobiology option in the Biology major, offered jointly by the College of Agricultural and Life Sciences and the College of Letters & Science. Admission to the option will be

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suspended effective Summer 2016. The option will be discontinued effective Fall 2019. (UAPC December 2015)

Structural Systems Engineering option in the Biological Systems Engineering degree/major, Biological Systems Engineering, College of Agricultural and Life Sciences. Admission to the option will be suspended effective Spring 2016. The option will be discontinued effective Summer 2018. (UAPC January 2016)

Quantitative Finance option associated with the M.S. in Business: Finance, Investment and Banking, School of Business. This discontinuation is effective Spring 2016. (UAPC March 2016)

Exercise Specialist option associated with the degree/major Kinesiology, Department of Kinesiology, School of Education. This discontinuation is effective Spring 2016. (UAPC March 2016)

Exercise Physiology option associated with the degree/major Kinesiology, Department of Kinesiology, School of Education. This discontinuation is effective Spring 2016. (UAPC March 2016)

Movement Science option associated with the degree/major Kinesiology, Department of Kinesiology, School of Education. This discontinuation is effective Spring 2016. (UAPC March 2016)

CHINA option associated with the Master of Laws-Legal Institutions, Law School. This discontinuation is effective Spring 2016. (UAPC March 2016)

C. Certificates

Established

Certificate in Foundations of Farm Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC March 2016)

Capstone Certificate in Foundations of Professional Development, Engineering Professional Development, College of Engineering. Distance education, non-pooled tuition, EI program, Advance Your Career. Effective Fall 2016. (UAPC April 2016)

Certificate in Management of Crops & Soils, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Certificate in Dairy Farm Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Certificate in Diversified Agricultural Operations, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Certificate in Farm and Equipment Operations, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

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Certificate in Meat Animal Farm Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Renamed/Restructured

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. Effective Fall 2015. (UAPC September 2015)

Rename the Certificate in Japanese for Engineers to Certificate in Technical Japanese Studies for Undergraduates, allow all undergraduates to enroll in the certificate, and reduce the number of required credits. Effective Fall 2016. (UAPC March 2016)

Admissions Suspended

Capstone Certificate in Geodesign, Department of Landscape Architecture, College of Agricultural and Life Sciences. Effective Spring 2016. (UAPC May 2016)

Undergraduate Certificate in Engineering Risk, Uncertainty and Decision Analysis, Industrial and Systems Engineering, College of Engineering. Effective Fall 2016. (UAPC May 2016)

Capstone Certificate in Bioinformatics, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. Effective Fall 2016. (UAPC June 2016)

Discontinued

Graduate-level Certificate of Specialist in Gerontology, Institute on Aging, School of Medicine. Effective Fall 2015. (UAPC November 2015)

Graduate/Professional Certificate in International Law and Business, School of Law.
Effective Fall 2016. (UAPC January 2016)

Graduate/Professional Certificate in Environmental Law and Policy, School of Law.
Effective Fall 2016. (UAPC January 2016)

Undergraduate Certificate in Engineering Risk, Uncertainty and Decision Analysis, Industrial and Systems Engineering, College of Engineering. Effective Spring 2017. (UAPC May 2016)

D. Academic Departments

Renamed/Restructured

Rename the Department of African Languages and Literature to the Department of African Cultural Studies (UDDS A4806), College of Letters and Science. This action is effective July 1, 2016. (UAPC December 2015)

Merger of Departments of German, Scandinavian Studies, and Slavic Languages & Literature propose to become the Department of German, Nordic, and Slavic (GNS). This action is effective July 1, 2016. (UAPC December 2015)

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Merger of the Department of East Asian Languages and Literature and the Department of Languages & Cultures of Asia, to become the Department of Asian Languages & Cultures. This action is effective July 1, 2016. (UAPC December 2015)

Rename the School of Music to the Mead Witter School of Music, College of Letters and Science. This action is effective July 1, 2016. (UAPC December 2015)

E. Subject Listings (formerly Timetable Departments)

Established

FISC, Farm and Industry Short Course, College of Agricultural and Life Sciences. Available Spring 2017. (UAPC November 2015)

Integrated Arts, Arts Institute, School of Education. Available Fall 2016. (UAPC March 2016)

Integrated Science, WISCIENCE and School of Education. Available Fall 2016. (UAPC May 2016)

Renamed/Restructured

Change the short description of the subject listing for Life Sciences Communication, College of Agricultural and Life Sciences, from L SC Com to LSC. Effective Spring 2017. (UAPC November 2015)

Discontinued

Transportation and Public Utilities, School of Business. Discontinued Spring 2016. (UAPC December 2015)

Physical Education Activity, Kinesiology, School of Education. Discontinued Fall 2016. (UAPC January 2016)

F. Centers and Institutes

Established

Center for Healthy Minds, College of Letters and Science. Effective January 1, 2016. (UAPC December 2015)

Renamed/Restructured

Rename the Center on Wisconsin Strategy (COWS) to COWS, College of Letters & Science. Effective Fall 2015. (UAPC November 2015)

Rename the Lubar Institute for the Study of Abrahamic Religion to the Center for Religion

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and Global Citizenry, College of Letters & Science. Effective July 1, 2017. (UAPC April 2016)

Rename the Stephen L. Hawk Center for Applied Security Analysis to Hawk Center for Investment Analysis, School of Business. Effective July 1, 2016. (UAPC May 2016)

Rename the Center for Sleep Medicine and Sleep Research to Wisconsin Institute for Sleep and Consciousness (WISC), School of Medicine and Public Health. Effective July 1, 2016. (UAPC May 2016)

Discontinued

John R. Commons Center, College of Letters & Science. Effective Fall 2015. (UAPC November 2015)

LEAD Center, College of Letters & Science. Effective Fall 2015. (UAPC November 2015)

IV. Future Issues

The UAPC will continue to address issues relevant to its purpose of advising the chancellor and provost on university academic program issues. These issues are expected to continue to include overseeing program review policies, general education requirements, monitoring assessment of student learning, and reviewing a range academic policy matters. Agenda topics in 2016-17 may include additional discussion of program review and program assessment, strategies for improving timely progress to degree for undergraduates, the review of the ethnic studies requirement, the revised statement on the Wisconsin Experience, and progress on the Madison Academic Repository for Curriculum

V. Summary

In 2015-16 the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC adopted new policies including the Policy on Major Declaration for Schools/Colleges that Enroll Undergraduates, Policy on Minimum Qualifications for Instructional Staff, Policy Guidelines for Named Options within Academic Majors, and revisions to the Program Review Guidelines and Policy on Low Award Producing Academic Programs. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC acted on dozens of proposals and sixty actions related to changes in the status of academic programs and academic units as listed above.

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VI. University Academic Planning Council Membership 2015-16

Standing Members

Rebecca Blank (Chancellor)
Sarah Mangelsdorf, Chair (Provost)
William Karpus (Dean, Graduate School)

Administrative Member Appointed by the Provost
John Karl Scholz, Dean of the College of Letters and Science

University Committee Representative
Dorothy Farrar-Edwards, Kinesiology

Academic Staff Executive Committee Appointee
Debra Shapiro, Library and Information Studies

Classified Staff Executive Committee Appointee
Isaac Lee, History

Divisional Committee Appointees (Term Expires)
Ed Jackson, Medical Physics, Biological Sciences Division (2017)
Catherine Middlecamp, Environmental Studies, Physical Sciences Division (2019)
Dennis Miller, Art, Arts and Humanities Division (2018)
Mark Seidenberg, Psychology, Social Studies Division (2016)

University Committee Faculty Appointees (Term Expires)
* Also a member of the Campus Planning Committee.
Ramon Aldag, Business (2016)
*Seth Blair, Zoology (2017)
*James Skinner, Chemistry (2019)
Darryl Thelen, Mechanical Engineering (2018)

ASM Student Appointee (nonvoting, one-year appointment)
Kate Wiedel

Consultants and Staff to the UAPC
Jocelyn Milner, Vice Provost for Academic Affairs and Director of Academic Planning
and Institutional Research
Sarah Kuba, Academic Planner, Academic Planning and Institutional Research