## UW-Madison University Academic Planning Council
## Annual Report to the Faculty Senate, 2016-2017

### 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 2016-17, the UAPC met nine times on the following dates: September 15, 2016; October 20, 2016; December 15, 2016; January 19, 2017; February 16, 2017; March 16, 2017; April 20, 2017; May 18, 2017; and June 15, 2017. The January and May meetings were conducted via email, with confirmation of actions at the subsequent face-to-face meeting. 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.  Program Review Policy and Procedure*

The 2015-16 annual report on program review was discussed at the September 2016 meeting.

UW-Madison has approximately 500 programs, so 50 need to be reviewed each year. In 2015-16, 54 reviews covering 83 programs were completed. At the current rate, all program review will be up to date by 2017-18.

In addition, new academic programs are reviewed five years after implementation. The provost's office directs five-year reviews of degree-majors. UAPC discusses and endorses five-year reviews for degree-majors. In 2015-16, UAPC endorsed the five-year reviews for the MS/PhD – Clinical Investigations, BS-Community and Nonprofit Leadership, BS-Personal Finance, and Master of Physician Assistant Studies.

In 2014-15, a working group revised the program review guidelines and the impact of those revisions was discussed again at the September 2016 UAPC meeting. The revised guidelines emphasize that reviews must be completed within 10 years. To aid in timely completion, reviews will be charged by October 1st of year 8 in the cycle. The transition to this pattern will be phased in over the next few years. The policy also asserts that requests for approval for new academic programs or changes to academic programs may be delayed in units that do not have up-to-date program reviews. UAPC agenda items include notation about program review status to facilitate this policy point. Better supporting documentation is being developed for schools, colleges, and departments including templates, data resources, and training sessions. UAPC discussed the importance of program review follow up and the role of program review in motivating improvements to academic programs.

B. *Student Learning Outcomes Assessment Report*

Associate Vice Provost Mo Bischof made the annual presentation on student learning assessment at the December 15, 2016 UAPC meeting. She provided an update on implementation of the institutional plan for assessment, which was endorsed by the UAPC in 2015. The plan specified requirements for academic programs to have learning outcomes, assessment plans, and assessment reports. As of December 2016, 95% of degree/major programs had submitted learning outcomes and 68% of degree/major programs had submitted assessment plans. They are available on the assessment website. Degree/major program assessment reports will be routinely collected starting in November 2017.

Program faculty are using an array of assessment activities including exit surveys, dissertation or thesis review, and institutional data resources. Direct assessment is a required component at least once in a three-year assessment cycle. As part of her assessment report, Bischof also described planning and implementation of a campus-wide transition to an online course evaluation system that will also be useful in supporting assessment of student learning.

C. *Review of Ethnic Studies Courses*

At the June 2016 meeting, Provost Mangelsdorf initiated a discussion of the ethnic studies requirement (ESR) with a reminder to the UAPC that Chancellor Blank is interested in a review of ESR as part of a campus-wide response to climate issues. The UAPC discussed the purpose of the ethnic studies requirement and 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 of the review conducted by the Ethnic Studies Subcommittee of the University General Education Committee during the 2016-17 academic year. At the February 2017 UAPC meeting, Elaine Klein, associate dean, Letters & Science, and Cindy I-Fen Cheng, chair, Ethnic Studies Subcommittee, provided a progress update on the review.

During the fall 2016 semester, syllabi were gathered and a questionnaire was fielded to instructors of courses with the ethnic studies designation. A total of 225 syllabi were collected for the 178 active ethnic studies courses under consideration. At the time of the February 2017 update, preliminary results of the syllabus review showed that most ethnic studies courses were aligned with the ethnic studies requirements and learning outcomes. A small number of courses appear to not be meeting standards. Professor Cheng plans to meet with the instructors and department leaders for these courses to better understand the structure of these courses and how they can demonstrate that they meet the requirements for ethnic studies.

The response rate to the questionnaire, which was sent to 110 instructors of ethnic studies courses, was 69%. Preliminary findings show that faculty perceive courses to be successful at meeting the learning outcomes. Instructors also think that small group discussions with TAs are the best teaching format. Results show faculty of color are disproportionately teaching ethnic studies courses. The Ethnic Studies Subcommittee report was to be completed by the end of the 2016-17 academic year with a discussion expected by UAPC in Fall 2017.

D. *The Wisconsin Experience*

In 2007, the term Wisconsin Experience was formalized as a way to describe the undergraduate experience at UW-Madison. Starting in Fall 2015, Steve Cramer, vice provost for teaching and learning, Lori Berquam, vice provost for student life, provided leadership for a broadly consultative process to revise and update Wisconsin Experience language. Cramer and Berquam introduced the new language at the October 2016 UAPC meeting.

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The UAPC formally endorsed the values statement and the four components articulated for the Wisconsin Experience as follows:

**Institutional Values**
As a public land-grant university and prolific research institution, our students, faculty and staff have contributed to a campus culture that values a deep commitment to the truth, broad participation in decision-making processes and a commitment to serving our local and global communities. These institutional values, highlighted below, have served as a catalyst for success and have been reinforced in specific ways throughout history.

- Integrity: **Academic Freedom**
  - "...fearless sifting and winnowing by which alone the truth can be found"
- Inclusive Engagement: **Shared Governance**
  - Keeping real power in the hands of as many people as possible
- Connection and Community: **Wisconsin Idea**
  - "Education should influence people's lives beyond the boundaries of the classroom"

**Wisconsin Experience**
The "Wisconsin Experience" (WI Ex) was articulated in 2007 to describe what students might expect, and then pursue, during their time at UW-Madison. From the beginning, the WI Experience had ties to the Wisconsin Idea, co-curricular activities and certain inquiry-based high impact practices. The original articulation referred to that ineffable "something" that is unique to UW-Madison. This revised and enhanced articulation of the Wisconsin Experience highlights four dimensions that emerge from our unique institutional values.

- Empathy and Humility
  - Develop and demonstrate cultural understanding of self and others
  - Engage locally, nationally, and globally in respectful and civil manner
  - Appreciate and celebrate one another's abilities, views, and accomplishments
- Relentless Curiosity
  - Actively learn with expert teachers, scholars, and peers
  - Engage in creative inquire, scholarship, and research
  - Develop resilience and foster courage in life and learning
- Intellectual Confidence
  - Develop competence, depth and expertise in a field of study
  - Integrate ideas and synthesize knowledge across multiple contexts
  - Exercise critical thinking and effective communication
- Purposeful Action
  - Apply knowledge and skills to solve problems
  - Engage in public service, partner with others, and contribute to community
  - Lead for positive change

E. *Credit Hour Policy*

The draft Credit Hour Policy was first discussed at the April 2017 UAPC meeting, and revised and provided for information at the May 2017 meeting. The policy was formally endorsed in its final version by the UAPC at the June 2017 meeting.

In 2011, the federal government established a credit hour definition. Staring in 2013, the Higher Learning

Commission was charged with checking on institutional compliance with the federal definition at the time of the ten-year accreditation review. The expectation is that institutions have a credit hour policy that complies with the federal policy and that institutions can provide clear evidence, typically through a review of syllabi, that the credit hour policy is being applied. UW-Madison has followed the traditional Carnegie definition of the credit hour and has not formally documented a credit hour policy. With these changing requirements and, more importantly, with changing pedagogical approaches that do not fit as well with the traditional credit expectations, there has been a need to establish a credit hour policy.

At the April 2017 and June 2017 meetings Jocelyn Milner, vice provost for academic affairs; Steve Cramer, vice provost for Teaching and Learning; Leslie Smith, professor, Mathematics, and chair, University Curriculum Committee; and Michelle Young, senior academic planner, Academic Planning and Institutional Research, described a proposed credit hour policy for UW-Madison. The policy was circulated widely for feedback and input. This included discussions with the University Curriculum Committee, the University Committee, and school/college representatives. In summary, the policy provides three ways to define a credit hour: first, the status quo, which is based on the Carnegie unit (15 hours in class and 30 hours out of class for the average student); secondly, 45 hours of total effort in learning work; and thirdly, a definition based on the same amount of learning as takes place in a 45 hour credit. In all cases, credit instruction must involve substantive and regular instructor-student interaction. Learning outcomes are at the center of this policy. A feature of implementation will be the need to include information about how the credit hour is met on the syllabus. Milner explained that the HLC reviewers base their review on a random collection of syllabi and are instructed to look for specific information that reflects implementation of the credit hour policy.

The core policy reads as follows:

> *Generally, UW-Madison will follow the federal credit hour definition: one credit hour is defined as one hour (i.e. 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent engagement over a different time-period.*

> *Alternatively, a credit hour is defined as the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in-person or online, laboratories, examinations, presentations, tutorials, preparation, reading, studying, hands-on experiences, and other learning activities; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.*

> *In all cases, learning in for-credit courses is guided by a qualified instructor and includes regular and substantive student-instructor interaction.*

The full policy is available at https://kb.wisc.edu/vesta/page.php?id=24558

*F. HLC Accreditation Update*

Vice Provost Jocelyn Milner provided an update on the Higher Learning Commission (HLC) Accreditation process at the October 2016 UAPC meeting regarding preparations for UW-Madison's HLC visit in March 2019. Preparations started in January 2013 when HLC launched a new set of criteria and a new system called Pathways. There are four major components of the accreditation process:
1. Federal compliance – HLC added these requirements in 2013 at the behest of the US Department of Education. The HLC accreditation visit provides an opportunity for HLC reviewers to check that each institution is in compliance with a number of federal regulations.
2. Assumed Practices – These are practices that are generally assumed to be in place in higher education. They are not reviewed *per se* at the time of the visit, but reviewers may ask questions

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**UW-Madison Fac Doc 2698 — 2 October 2017**

about the assumed practices if they see gaps in related criteria and core components. The preparations for HLC accreditation readiness will include a full internal review of the assumed practices.

3.  Criteria and Core Components – Institutions prepare an assurance argument that addresses each of five criteria with a total of 19 core components. The assurance argument and the accompanying evidence file plus the information gathered during their two-day visit provide the HLC review team with the information they need to render a judgment as to whether an institution meets the criteria.

4.  Quality initiative – Each institution must undertake one project focused on improving learning or the student experience. Our quality initiative is the REACH project with was presented at the November 19, 2015 UAPC meeting. The University's report to HLC is due in November 2017.

The UW-Madison HLC accreditation project is being led by a core team, which meets every three to four weeks. An HLC federal compliance team started meeting in August 2016. An HLC Advisory Team, chaired by Steve Cramer, vice provost for teaching and learning, and Anja Wanner, professor of English and University Committee appointee to the UAPC, began meeting in December 2016.

UAPC members raised questions about how accreditation works and discussed features of the project plan. UAPC will get regular updates throughout this preparation period.

### G. Honors

Provost Mangelsdorf initiated a general discussion about undergraduate honors programs at UW-Madison to get reactions and general feedback from UAPC members. Recent survey data (see item H) has highlighted that our undergraduate honors offerings are not transparent to prospective students and their families and a higher profile may help attract high-achieving students. Council members agreed about the value of making honors options more clear to prospective and new undergraduates and noted the value of the research experience, residential learning communities, and other distinctive experiences.

### H. Admissions Marketing Survey

Steve Hahn, vice provost for enrollment management, presented information about the Admissions Marketing Survey that was conducted in spring of 2016. The survey population was limited to prospective students and applicants from Wisconsin, and included prospects who applied and who did not apply, as well as applicants who were admitted and were not admitted. In part, the survey was motivated by the requirements set by the Board of Regents that UW-Madison attract more high achieving Wisconsin residents.

Some of the key reasons students identified for not enrolling included they thought UW-Madison was too large, that they wouldn't get personal attention, that they wouldn't get good financial aid or scholarships, or that it was too close to home. Reasons that students did enroll included low cost of attendance, good career advising, strong reputation and ranking, close to home, and lots of academic opportunities. Interestingly, some of the same reasons given for choosing to enroll were the same as those given for choosing not to enroll.

Council discussed some findings in depth, including the observations that UW-Madison could do more to explain ways of making the large campus smaller, and more to promote and explain the honors programs and undergraduate research. The survey results indicate that prospective students don't learn much about honors and it is not being used as a recruiting tool the way it is at our peers and other universities who are competing for the same high-achieving students. Vice Provost Cramer, who chairs the University Honors Committee, and Prof. Sabine Gross, who is director of the L&S Honors Program, both indicated the potential for improvement and that planning is in progress. UAPC also discussed opportunities around financial aid and scholarships as a way to attract students.

### I. Guide Implementation Updates and Demonstration

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Over the 2016-17 academic year, the UAPC undertook a number of actions and had discussions related to the efforts of the University to move to a new academic catalog, called the Guide, and in preparation for an electronic/digital workflow system for academic actions.

To facilitate movement to the new digital environment, UAPC approved several actions to cleanup plan codes – the codes in the student information system (SIS) that represent academic degree/major programs and certificates. These actions including adding, deleting, and rearranging codes, and reassigning codes to appropriate academic owners. With the implementation of these actions, plan codes more consistently conform to a set pattern, and thus more accurately and efficiently represent the academic structure of the University.

As part of this effort, Academic Planning and Institutional Research conducted a comprehensive review of governance procedures for actions related to academic programs (as displayed in the Academic Program Approval Overview, https://apir.wisc.edu/academicplanning.htm). This revision was both responsive to revisions in UW-System academic planning policy and supported preparations for a future transition to the digital environment for academic program changes.

In June 2017, the Guide replaced the standalone Undergraduate Catalog and Graduate Catalogs. Associate Registrar Beth Warner provided the UAPC with an update and demonstration of the Guide. The Guide is interactive and searchable. The Guide does not require students to understand the academic structure of the university; rather students can navigate through search or areas of interest. Content is presented consistently for all majors. In this first year of publication, Guide updates focused on undergraduate programs. Graduate program content was migrated into the new Guide from the old Catalog. In the coming academic year, the graduate programs will go through the full update and transition process. Going forward, all Guide material will be updated on an annual cycle rather than the two-year cycle used historically. One other improvement is that courses are dynamically linked with course information throughout the Guide. Course changes and cross lists will be displayed and updated automatically. They will not need to be updated in manually at each occurrence. UAPC members expressed appreciation for the work leading to the new Guide.

*J. The Future of the Dissertation*

Daniel Kleinman, senior associate dean in the Graduate School, presented a report on the Future of the Dissertation at the December 2016 UAPC meeting. This report was a product of a Graduate School committee that included two people from each of the four disciplinary divisions. The report was reviewed and discussed widely. There is support for reducing the minimum size of the dissertation committees from five to four. There was support for clear and explicit specification of dissertation criteria. There was less consensus on the value of public performance to be required across all the disciplines. While a public seminar is commonly associated with the defense in the sciences, this practice is not uniform and is not appropriate in some disciplines. Another topic explored is the role of co-authored work. It is common in the sciences for co-authored papers to form the basis of a dissertation. It would be valuable to have clear guidelines and agreements for co-authorship of papers or dissertation chapters. A co-authored dissertation was not reviewed favorably either among UW-Madison faculty or nationally. GFEC discussed the idea of a "lay abstract" directed to the public but that also did not have widespread support as a requirement. Updates to the Graduate School's Policy on Committees (Doctoral/Master's), the Graduate School's Policy on Dissertation, and the Graduate School's Policy on Advisors were approved at the February 10, 2017 GFEC meeting.

### III. Academic Program Changes Approved, September 2016 through June 2017

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

*A. Majors and Degrees*

Authorization to Implement

BS-Education Studies, Education Policy Studies, School of Education. Planned implementation Fall 2017. (UAPC October 2016)

PhD Biomedical Data Science, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. Planned implementation Fall 2018. (UAPC April 2017)

Renamed/Restructured

Rename the PhD in Rehabilitation Psychology to Rehabilitation Counselor Education, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Summer 2017 for all new PhD students. All students currently enrolled under PhD Rehabilitation Psychology will have the option to switch to Rehabilitation Counselor Education until August 2018 conferral of degrees. The PhD in Rehabilitation Psychology will be unavailable for enrollment and degrees in Fall 2018. (UAPC December 2016)

Rename the BA/BS, MA, PhD African Languages and Literature to African Cultural Studies, Department of African Cultural Studies, College of Letters and Science. Effective Fall 2018. (UAPC December 2016)

Rename the BA/BS, MA, PhD in Languages and Cultures of Asia to Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. This action is effective Fall 2018. (UAPC February 2017)

Create student information system plan code PED 770 for School of Education pre-Physical Education. Effective Fall 2017. (UAPC January 2017)

Un-suspend the M.S. in Medical Microbiology and Immunology, Department of Medical Microbiology and Immunology, School of Medicine and Public Health. This action is effective Fall 2017. (UAPC January 2017)

Rename the M.S. in Medical Microbiology and Immunology to MS in Microbiology, Department of Medical Microbiology and Immunology, School of Medicine and Public Health. This action is effective Fall 2017. (UAPC January 2017)

Establish the MS-Microbiology as a non-admitting terminal degree for the Microbiology Ph.D. This action is effective Fall 2017. (UAPC January 2017)

Admissions Suspended or Reinstated

Reinstate admissions to BA/BS, MA, PhD Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. This action is effective Fall 2018. (UAPC February 2017)

Suspend admissions to the MA Art Education, Department of Art, School of Education. This action is effective Spring 2017. (UAPC January 2017)

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Suspend admissions to BA/BS Asian Studies, Institute for Regional and International Studies, College of Letters and Science. This action is effective Fall 2018. (UAPC February 2017)

Suspend admissions to BA/BS History of Science, Medicine, and Technology, Department of History of Science, College of Letters and Science. This action is effective Fall 2017. (UAPC February 2017)

Suspend admissions to BA/BS History and History of Science, Medicine, and Technology, Department of History of Science, College of Letters and Science. This action is effective Fall 2017. (UAPC February 2017)

Suspend admissions to the major in Landscape Architecture offered under the CALS Bachelor of Science degree, Department of Landscape Architecture, College of Agricultural and Life Sciences. This action is effective Spring 2018. (UAPC May 2017)

Suspend admissions to MFA Theatre and Drama, Department of Theatre and Drama, School of Education. This action is effective Fall 2017. (UAPC June 2017)

Suspend admissions to the additional major in Theatre and Drama (MAJ 971), College of Letters and Science. This action is effective Summer 2017. (UAPC June 2017)

Discontinued

MA/PhD in Hebrew and Semitic Studies, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Effective Spring 2017. (UAPC December 2016)

School of Education pre-Physical Education student information system plan code PED 768. Effective Fall 2017. (UAPC January 2017)

School of Education Physical Education student information system plan code PEC 768. Effective Spring 2017. (UAPC January 2017)

School of Education student information system plan code KNM 768. Effective Spring 2017. (UAPC January 2017)

School of Education student information system plan code KNX 768. Effective Spring 2017. (UAPC January 2017)

School of Education student information system plan code PDAN 248. Effective Spring 2017. (UAPC January 2017)

BSE Biology, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Chemistry, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Earth Science, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Economics, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE English, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Geography, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE History, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Mathematics, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Natural Science, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Physics, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Political Science, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Social Studies, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Sociology, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

MA Landscape Architecture, Department of Landscape Architecture, College of Agricultural and Life Sciences. Effective Summer 2017. (UAPC May 2017)

Additional major in Theatre and Drama (MAJ 971), College of Letters and Science. Effective Spring 2018. (UAPC June 2017)

*B. Options*

Established

Construction Engineering and Management associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Environmental Science and Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Geological/Geotechnical Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Structural Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Transportation Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Water Resources Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Systems Engineering and Analytics associated with M.S. in Industrial Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Human Factors and Health Systems Engineering associated with M.S. in Industrial Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Signal Processing and Machine Learning associated with M.S. in Electrical Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Automotive Engineering associated with M.S. in Mechanical Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Environmental Observation and Informatics associated with M.S. in Environmental Conservation, Nelson Institute for Environmental Studies. Effective Summer 2018. (UAPC February 2017)

Environmental Conservation associated with M.S. in Environmental Conservation, Nelson Institute for Environmental Studies. Effective Summer 2018. (UAPC February 2017)

East Asian Studies associated with BA/BS Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (February 2017)

South Asian Studies associated with BA/BS Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (February 2017)

Southeast Asian Studies associated with BA/BS Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (February 2017)

Middle Childhood through Early Adolescence/English as a Second Language associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Early Childhood/English as a Second Language associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Middle Childhood through Early Adolescence/Content-focused Minor associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Middle Childhood through Early Adolescence associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Middle Childhood through Early Adolescence associated with the BS Special Education, Department of Rehabilitation Psychology and Special Education, School of Education. Effective Fall 2017. (UAPC March 2017)

Renamed/Restructured

Delay the enrollment of students into the named option Applied Computing & Engineering Data Analytics within the Master of Engineering, Engineering major from Fall 2016 until Fall 2017. (UAPC September 2016)

Delay the enrollment of students into the named option Manufacturing Systems Engineering within the Master of Engineering, Engineering major from Fall 2016 until Fall 2017. (UAPC September 2016)

Rename the named option Applied Computing and Engineering Data Analytics to Engineering Data Analytics within the Master of Engineering, Engineering major. Effective Fall 2016. (UAPC October 2016)

Admissions Suspended

Suspend admissions to the named option Technical Japanese associated with the Master of Engineering, Engineering Major, School of Engineering. Effective Fall 2017. (UAPC May 2017)

Suspend admissions to the named option Architectural History associated with the PhD Art History, Department of Art History, College of Letters and Science. Effective Fall 2018. (UAPC June 2017)

Discontinued

Civilizations and Cultures associated with the MA/PhD in Languages and Cultures of Asia, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (UAPC February 2017)

Languages and Literatures associated with the MA/PhD in Languages and Cultures of Asia, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (UAPC February 2017)

Religious Studies associated with the MA/PhD in Languages and Cultures of Asia, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (UAPC February 2017)

*C. Certificates*

Established

Undergraduate-level Certificate in East Central European Languages, Literatures, and Cultures, Department of German, Nordic, and Slavic, College of Letters and Science. Effective Fall 2017. (UAPC December 2016)

Undergraduate-level Certificate in Health and the Humanities, Department of English, College of Letters and Science. Effective Fall 2017. (UAPC February 2017)

Undergraduate-level Certificate in Political Economy, Philosophy, and Politics, Department of Political Science, College of Letters and Science. Effective Fall 2017. (UAPC March 2017)

Undergraduate-level Certificate in The Science of Fermented Food and Beverages, Department of Food Science, College of Agricultural and Life Sciences. Effective Fall 2017. (UAPC June 2017)

Capstone Certificate in User Experience Design, School of Library and Information Studies, College of Letters and Science. Effective Fall 2017. (UAPC December 2016)

Capstone Certificate in Clinical Nurse Specialist – Adult/Gerontology, School of Nursing. Effective Fall 2017. (UAPC March 2017)

Renamed/Restructured

Rename the undergraduate-level Certificate in Lesbian, Gay, Bisexual, Transgender Studies to Certificate in LGBTQ+ Studies, Department of Gender and Women's Studies, College of Letters and Science. Effective Fall 2017. (UAPC February 2017)

Admissions Suspended

Capstone in French Studies, Department of French and Italian, College of Letters and Science. Effective Fall 2016. (UAPC October 2016)

Undergraduate-level Certificate of Specialist in Gerontology, Institute on Aging, School of Medicine and Public Health. Effective Summer 2017. (UAPC March 2017)

Graduate-level Certificate in Material Cultures, Department of Art History, College of Letters and Science. Effective Fall 2017. (UAPC June 2017)

Discontinued

Artist Certificate in Music, Mead Witter School of Music, College of Letters and Science. Effective Fall 2016. (UAPC October 2016)

Undergraduate-level Certificate of Specialist in Gerontology, Institute on Aging, School of Medicine and Public Health. Effective Spring 2020. (UAPC March 2017)

Undergraduate-level Certificate in Global Cultures, Institute for Regional and International Studies, College of Letters and Science. Effective Summer 2018. (UAPC May 2017)

*D. Academic Departments*

Renamed/Restructured

Merge the Department of History of Science with the Department of History, College of Letters & Science. Effective July 1, 2017. (UAPC September 2016)

Merge the Department of Landscape Architecture in the College of Agricultural and Life Sciences and the Department of Urban and Regional Planning in the College of Letters and Science to create the Department of Planning and Landscape Architecture in the College of Letters and Science. Effective July 1, 2017. (UAPC April 20017)

Rename the School of Library and Information Studies to the Information School, College of Letters and Science. Effective July 1, 2017. (UAPC March 2017)

Rename the Department of Zoology to the Department of Integrative Biology, College of Letters and Science. Effective July 1, 2017. (UAPC April 2017)

*E. Subject Listings*

Established

Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Available for course proposals Fall 2017. (UAPC February 2017)

Asian Languages and Cultures: Languages, Department of Asian Languages and Cultures, College of Letters and Science. Available for course proposals Fall 2017. (UAPC February 2017)

German, Nordic, and Slavic, Department of German, Nordic, and Slavic, College of Letters and Science. Available for course proposals Fall 2017. (UAPC February 2017)

Renamed/Restructured

Rename the Subject listing African Languages and Literature (104) to African Cultural Studies, Department of African Cultural Studies, College of Letters and Science. Effective Fall 2018. (UAPC December 2016)

*F. Centers and Institutes*

Established

Juli Plant Grainger Institute for Economic Research, Department of Economics, College of Letters and Science. Effective January 1, 2017. (UAPC December 2016)

Wisconsin Institute for Healthcare Systems Engineering, College of Engineering. Effective July 1, 2017. (UAPC April 2017)

Center for Research on the Wisconsin Economy, Department of Economics, College of Letters and Science. Effective July 1, 2017. (UAPC June 2017)

Renamed/Restructured

Rename the Center for Integrative Design to the Center for Design and Material Culture, School of Human Ecology. Effective July 1, 2017. (UAPC June 2017)

Discontinued

Center for Restoration Ecology, UW-Madison Arboretum. Effective July 1, 2017. (UAPC December 2016)

Beers-Murphy Clinical Nutrition Center, School of Medicine and Public Health. Effective July 1, 2017. (UAPC June 2017)

**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 2017-18 may include reports on progress of preparations for the March 2019 HLC accreditation visit, discussions of academic implications of making the transition to a digital workflow for academic program changes actions, and the review of the ethnic studies requirement.

## V. Summary

In 2016-17, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC discussed the status of program review, assessment of student learning, and considerations related to the general education program including a discussion of the review of the ethnic studies requirement. The UAPC adopted a new Credit Hour Policy for the University and endorsed new language describing the Wisconsin Experience. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC approved 93 actions related to changes in the status of academic programs and academic units as listed above. These included a number of new programs representing new directions for academic work, many changes and transitions related to several departmental restructuring efforts, and a number of actions that were simply code clean-up activities.

## 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
Anja Wanner, English
Tom Broman, History of Science (substitute for A. Wanner for January to April)

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

Classified Staff Executive Committee Appointee
Carol Pope, Center for the First Year Experience

Divisional Committee Appointees (Term Expires)
Brian Gould, Agricultural and Applied Economics, Social Studies Division (2020)
Ed Jackson, Medical Physics, Biological Sciences Division (2017)
Catherine Middlecamp, Environmental Studies, Physical Sciences Division (2019)
Dennis Miller, Art, Arts and Humanities Division (2018)

University Committee Faculty Appointees (Term Expires)
* Also a member of the Campus Planning Committee.
*Seth Blair, Zoology (2017)
*Mark Eriksson, Physics (2019, completing J. Skinner's term)
*James Skinner, Chemistry (through December 2016)
Sarah Thal, History (2020)
Darryl Thelen, Mechanical Engineering (2018)

ASM Student Appointee (nonvoting, one-year appointment)
Matthew Zinsli

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

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**UW-Madison Fac Doc 2698 — 2 October 2017**