

[Full Report]

Proposal to Revise the Baccalaureate Degree Requirements

UW-Madison College of Letters and Science

Approved 11 April 2005

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Notes on Revisions to the April 2005 document

The Chair of the L&S Curriculum Committee first presented this proposal to revise the L&S Baccalaureate Degree Requirements to the L&S Senate on 8 November 2004. This presentation opened a period of formal comment, during which time representatives of the committee presented the proposal to various campus and college committees deemed to have a particular interest in this work. These groups included the L&S Dean's Senior Staff, the L&S Faculty Senate, the L&S Department Chairs and Associate Chairs, the L&S Advisors' Consortium, the L&S Academic Planning Council, the University Academic Planning Council, and the university-wide Council of Associate Deans. We estimate that representatives of the committee presented the proposal in person to more than 200 people; in most of these presentations, discussion was lively, and our notes reflect active participation with substantive discussion on several topics. In addition, materials were sent to all members of the L&S Faculty to notify them of the proposal's existence; these materials directed them to the Curriculum Committee website where they could review the full proposal and supporting documentation, and submit comments if desired. The period for open comment ended on 1 February 2005; however, several comments were accepted after that date. The volume of submitted comments was low: only nine individuals shared their questions, concerns, or observations about the proposal with the committee.

Over the next two months, the committee discussed the comments extensively. The document below contains the original proposal as well as the revisions, clarifications, and explanations warranted by the comments received. Areas where revisions have been made are indicated in three ways:

- *strikeout (proposed deletion);*
- *underlining (proposed addition); and*
- *italics (paragraphs highlighting comments and the committee response).*

We encourage our readers to review these revisions and the committee's determinations to retain, revise, or rephrase its recommendations for change.

Executive Summary

In September 2000, Dean Phillip R. Certain asked the Letters and Science Curriculum Committee to reconsider the L&S baccalaureate curriculum and degree requirements, which had not been subject to a thorough review since 1971. In fulfilling its charge over the next several years, the committee considered not only the goals of study in the liberal arts and sciences, but also changes in the nature of courses at UW-Madison as those courses had come to reflect new areas and trends in scholarship in the liberal arts and sciences, as well as how those goals and scholarly areas intersect with the needs of students, advisers, the college, the institution, and the University of

Wisconsin System. The scope of the committee's deliberations was broad, with the committee utilizing assessment strategies from targeted inquiries to peer institutions regarding specific requirements; to focused discussions with faculty, staff, and students; to in-depth discussions with campus experts in key areas; to surveying L&S graduates about their perceptions of the curricular goals and the degree requirements by which those goals are met.

After much deliberation and debate, the committee reaffirmed several core principles of the 1971 L&S Curriculum, including the fundamental principle that the College of Letters and Science has a distinct mission, summarized by four pillars of a liberal arts education: education for the complete person, for citizenship, for productive life, and for the love of learning. Students so educated demonstrate habits of mind that include:

- skilled written and verbal communication, excelling in formulating and expressing a point of view, reflecting and questioning current knowledge through reading, research and consideration of the views of others;
- the ability to draw flexibly upon the modes of thought characteristic of the major areas of knowledge and to apply them to individual and community problems;
- knowledge of our basic cultural heritage as a multifaceted and often contested history;
- deep understanding at least one subject area as a coherent body of knowledge with identifiable methodologies, and as a historical process of knowledge-formation; and
- the experience of oneself as a part of a community within which these values are negotiated with respect and are cultivated as durable qualities of personal and social life.

Thus the values expressed so clearly in 1971 continue to resonate today, despite substantial changes in the nature of higher education at UW-Madison. Today's curriculum must accommodate: a more accomplished group of matriculating freshmen, who often enter the university with eligibility for various types of advanced credit; a blurring of disciplinary boundaries, with attendant increases in the cross-listing of courses, and of programs (and students) calling upon those courses for multiple purposes; the fact that students often pursue studies off-campus, in study-abroad programs, or nearer to home, transferring credit from other institutions. This latter point is of particular concern to UW-Madison, given its unique role in the UW System. Since UW-Madison is often the only institution to offer certain programs, access and service to potential and matriculated transfer students are especially important.

The committee sought to affirm the principles of liberal education at UW-Madison in the context of changes cited above, to clarify and simplify language that explains the educational goals of the curriculum, and to better serve students and ease academic advising. To that end, the committee proposes the following curricular requirements, to be implemented in 2007.

- **Quantity of Work:** A course of study in the liberal arts and sciences demands a substantial amount of time and energy be expended in pursuit of skills, breadth, and depth. Students must complete at least 120 degree credits, which will allow students to pursue a range of courses for all requirements, at both introductory and advanced levels, with sufficient time to reflect upon, absorb, and place information into context within a field and within the context of cumulative knowledge, across disciplines.
- **Liberal Arts and Science work:** A degree from the College of Letters and Science should be comprised of a sufficient portion of credit in the liberal arts and sciences. We require 108 credits (90% of degree credit) to be in L&S courses or those in other schools and colleges designated as liberal arts and science credit. This leaves room within the degree for 12 free electives of any UW-Madison or acceptable college work, further expanding the options for students seeking a broad educational experience.
- **Quality of Work:** Students must demonstrate sufficient understanding and effort by earning a 2.0 overall Grade Point Average, a 2.0 in intermediate and advanced level work, a 2.0 in major [department] courses and a 2.0 in courses designated upper level in the major.¹
- **General Education:** Like other UW-Madison students, L&S students must demonstrate minimum competency in written and verbal communication and quantitative analysis. Additionally, an understanding of social forces and their effect on ethnic groups traditionally marginalized in society is valued. Thus, L&S students must complete the General Education Requirements (GER) of Communication Parts A and B, Quantitative Reasoning Parts A and B, and Ethnic Studies.²
- **Mathematics:** All students should possess a command of mathematical reasoning and calculation. For Bachelor of Arts students, these proficiencies are demonstrated by the Admissions requirements (3 units of high school math, including algebra and geometry) combined with the GER Quantitative Reasoning requirements. Bachelor of Science students must demonstrate the additional mathematical skill necessary to carry out deeper study in the sciences by completing at least two intermediate courses in Math, Computer Science or Statistics.³
- **Foreign Language:** Knowledge of a foreign language helps students understand the structure and complexities of their native language and is a useful instrument through which students gain an appreciation of other cultures. In the current curriculum, foreign language can be satisfied by mastering a sufficient level of instruction. A level is defined as one year of high school or one semester of college-level language instruction. Bachelor of Arts students must complete either the fourth level, or the third level of one language combined with the second level of another language. Bachelor of Science students must complete the third level of one language.

¹ Some of these requirements represent minimum standards that most L&S students will exceed.

² L&S requirements for breadth, articulated as Exploration of the Liberal Arts and Sciences, exceed GER minimums; they do not appear here as part of the campus general education requirements.

³ No more than 1 course in either COMP SCI and/or STAT may apply to this requirement

- **Exploration of the Liberal Arts and Sciences:** At the heart of a liberal arts degree is the variety of scholarly approaches to knowing the world. Students will undoubtedly pursue more work in fields they are attracted to; the minimum requirements ensure students are exposed to modes of thinking they are not inclined to explore. L&S students are required to complete 36 Breadth credits, 12 credits each in Humanities, Social Sciences, and Natural Sciences, with subdivisions in these areas clarified below.
- **Mastery of Intermediate and Advanced Work:** Students should engage information at levels that challenge their skills in critical thinking, research, analysis and communication, and which build upon prior knowledge. To facilitate the maturation of our student-scholars, L&S requires that at least half—60 —of the minimum number of degree credits be completed at the intermediate or advanced level.
- **Understanding of a Field of Study (Major):** An important feature of education in the liberal arts and sciences is membership in a community of scholars, achieved by pursuing a specific methodology or subject at sufficiently deep levels in a major. L&S requires declaration and completion of at least one major area of study with a 2.0 GPA in major courses and a 2.0 GPA in upper level major courses, per the Quality of Work requirements above.
- **Residency:** A UW-Madison degree distinguishes itself by the quality of its instruction as embodied by its excellent faculty and the character of its courses. In order to ensure a distinct educational experience, students are required to complete the majority of their senior study in residence. (Residence credit is defined as degree credit taken in UW-Madison courses, including credit earned in UW-Madison sponsored study abroad programs, but excluding exam credit, AP credit, transfer credit, credit by departmental authorization and/or retroactive foreign language credit.) In cases where students have completed all of their first 90 credits “in residence”, completion of an additional 22 degree credits “in residence” is sufficient. All other students must complete at least 30 degree credits in residence after the first 90. In addition to the general residency requirement, 15 credits of upper level work in the major must be taken in residence. Because residence credit may include courses taken on a UW-Madison Study Abroad program and to ensure students experience Madison instruction, 15 credits in the major must be completed on the Madison campus.

These curricular goals are expressed in a series of degree requirements that appear at the end of the document. These, too, represent a series of proposed changes intended to clarify and simplify implementation of the curriculum. Although the content and structure of the degree requirements are similar to those that arose from the 1971 Curriculum, the rules that govern how a student can customize his or her program have been liberalized to allow for more flexibility, to increase options for students, to remove barriers to academic progress, and to facilitate meaningful academic advising. Among the most significant recommendations are to:

1. Rename the requirements to reflect their educational intent

2. Increase the required 100 credits in liberal arts and science courses to 108, while also increasing opportunities to explore other areas of instruction
3. Eliminate the 10-credit maximum in a single department for breadth
4. Eliminate the 80-credit rule outside a single department
5. Align credit requirements across the three divisional areas of knowledge

We firmly believe the curriculum and changes we are proposing preserve the integrity of a liberal arts and science degree and enrich the educational opportunities for the increasingly able and interested students in the College of Letters and Science.

I. Introduction

The Letters and Science Curriculum Committee advises the Dean on the integrity of the undergraduate degree requirements, major requirements, and special programs with an emphasis on sustaining the principles of a liberal arts degree program. Composed of faculty, academic staff, and students, it is one of the two principal academic policy bodies in the College, the other being the Academic Planning Council.

On September 25, 2000, Dean Phillip Certain asked the Curriculum Committee to undertake a comprehensive review of the undergraduate BA and BS degree requirements. Noting that thirty years had passed since the last formal review of the Letters and Sciences curriculum, in 1970-71, the dean asked the committee to focus its attention not at the level of specific courses, but at the level of the liberal arts mission of the college. The specific charge was two-fold: to assess the coherence of the current BA/BS degree requirements as an expression of the ongoing mission of the College, and to examine whether that mission remains the appropriate one for the liberal arts on the state's flagship campus.

This charge emphasized the dual nature of the curriculum. More than simply a set of administrative requirements, it is also inescapably a statement of educational philosophy, a meditation on the world we live in and an argument about the kinds of individuals who will be able to negotiate that world successfully. For the College of Letters and Sciences, that argument is summarized in four broad goals:

- Education of the complete person (critical reasoning, writing and speaking)
- Education for citizenship (leadership and public service)
- Education for a productive life (the world of work and the world outside of work)
- Education for the love of learning (being prepared for the world of tomorrow)

Thus, Dean Certain's charge to the committee was to examine whether or not the BA/BS requirements made sense in terms of these goals, and whether these goals continue to make sense at the beginning of the twenty-first century.

The year 2000 offered an apt moment for the College of Letters and Sciences to undertake such a process of formal review, not simply because we stood at the beginning of a new millennium but because a full thirty years had passed since the College last carried out such a review. Those three decades produced such profound changes in our lives as students, staff, faculty, and as members of local, state, national and global communities as to defy brief summary. Geopolitical restructuring, massive populations movements, war, genocide, pandemics, questions over the environmental sustainability of life, and the advent of informational technologies so fast and so capacious in their reach as to call into question fundamental notions of privacy, of political authority, and of the processes of thought itself—these are only a few of the global transformations of the last third of the twentieth century.

We have conducted this review through a multifaceted process. The backdrop for our deliberations has been the vehement, sometimes vitriolic, public discussion over the ends and means of undergraduate education that has occupied scholars and laypeople for the last decade or more. We have also, however, looked to resources in our own community, not only consulting broadly across campus administrative units and among the faculty, staff and students who must grapple with this curriculum each day, but also surveying our graduates to better understand their opinions of the curriculum's strengths and weaknesses.

Finally, the committee has examined the current curriculum itself as an important source of information and insight. A curriculum is not merely a written set of goals and guidelines. It is also an unwritten, organic thing—an ongoing series of negotiations between the written requirements of the college and the world as we experience and understand it. In response to new scholarship or changes in the social context of that scholarship, members of the faculty alter existing courses and offer new ones. In the way they satisfy requirements or seek exceptions to them, students imbue both the requirements themselves and the goals they represent with new potential meanings. As they respond to those requests, faculty and staff remap the territory of learning. Some of these changes become formal amendments to existing requirements, but most reside as interpretations and adjustments within the boundaries of the official curriculum—important if almost imperceptible indications of the strength and appropriateness of our current mission and the ways we seek to carry it out.

This committee has not sought entirely to revamp either the most basic mission or the requirements taken as a list of particular prescriptions. Except where doing so made the mission of the university more transparent, we have eschewed attention to specific requirements. Rather, we have sought to understand and reaffirm those aspects of our undergraduate curriculum that represent the best wisdom of our collective community and that work, to elaborate those qualities of our mission that may be strengthened, and to recognize formally those changes over time that seem wisest

and most enduring. Stated in its broadest educational goals, the report that follows:

- Affirms that the liberal arts and sciences bear a distinctive mission in higher education.

As students, as staff, as faculty, and as members of this committee, we remain committed to the education of critical thinkers who can take their places not merely as productive individuals but also as creative, caring and engaged members of local, national, and global communities. At no time has this mission been more appropriate, or more necessary.

- Affirms that this mission requires the cultivation of certain broad proficiencies, probably best understood not simply as specific *skills* but as habits of *mind* and of *community*.

Among these we include:

- (1) The ability to communicate with ease and pleasure, including adeptness not only in writing and talking—that is, in formulating and expressing one’s own point of view—but also in reading, in asking questions and in listening to the views of others. This aptitude seems to the committee to include not only critical, but also creative, modes of thought, and to include the capacity to communicate and to understand culture beyond one’s own language community;
 - (2) The ability to draw flexibly upon the modes of thought characteristic of the major areas of knowledge and to use these in daily problem-solving and in one’s engagement with larger communities;
 - (3) A knowledge of our basic cultural heritage as a multifaceted and often contested history;
 - (4) A thorough understanding of at least one subject area, understood both as a coherent body of information with identifiable methodologies and as a part of a dynamic and historical process of knowledge-formation;
 - (5) The experience of oneself as a part of a community within which these values are negotiated with respect and are cultivated as durable qualities of personal and social life.
- Gives official recognition to a significant and ongoing transformation of the traditional liberal arts disciplines.

Once defined as distinct areas of inquiry, the traditional liberal arts disciplines now encompass within themselves a growing range of methodologies and subject matters and attach increased importance to the development of methodological and content expertise in related disciplines and even across

college designations. Paralleling this transformation *within* the disciplines has been the growth of stand-alone *interdisciplinary* programs, which seek to represent within their own work the growing inter-relatedness of previously distinct subject matters and methodologies.

- Recognizes the distinctive obligations of UW-Madison as part of a statewide system of institutions of higher education.

At the time of the last formal review of the curriculum of the College of Letters and Sciences, UW-Madison was one of many more or less autonomous state colleges and universities in Wisconsin. In the interval, it has become the flagship research university of a statewide system of campuses and research centers. In that new position the Madison campus bears a number of new responsibilities toward the students on other state campuses and in high schools across the state.

- Recognizes the importance of transparency and periodic assessment in the structure of the liberal arts curriculum.

In our process, we have attempted to model the importance of wide involvement in the periodic formal assessment of the liberal arts curriculum and in the larger philosophical discussions raised by that assessment. In some of our more mundane revisions, we have tried to make the relationship between specific requirements of the curriculum and the educational philosophy it is intended to embody more transparent.

II. The Letters and Science Curriculum Review

Any effort to investigate the L&S Curriculum should begin with a consideration of these four overarching goals of liberal arts education, as embraced by the College of Letters and Science:⁴

1. **Education of the complete person.** This hallmark of an education in the liberal arts and sciences is the breadth of study spanning the humanities, arts, social sciences, biological sciences, and physical sciences. Accompanying this is the ability to receive new information and place it in an understandable context, to distinguish fact from fiction—in short, the capacity to think critically.
2. **Education for citizenship.** A liberal arts and science education prepares

⁴ The goals of liberal arts education at UW-Madison have been articulated and are conveyed to students in the College of Letters and Science in print (e.g., *The Undergraduate Catalog*) and in conversation with advisors throughout students' careers; in addition, they have been discussed by faculty in various fora, from departmental and college-level curriculum meetings to the Dean's meetings with Department Chairs and Administrators.

students to understand both a technological world and a world with rapidly changing economic, physical, and national boundaries. Calling upon the Wisconsin Idea, education in service to the state, the education offered by the College of Letters and Science helps its graduates play influential roles in this world of transformation.

3. **Education for a productive life.** The liberal arts and sciences provide skills and tools used for the practical aspirations of students—attaining jobs and pursuing meaningful career paths upon graduation. Because these paths may change over time, education must prepare students for their third job, as well as their first. In addition, the liberal arts and sciences prepare students to learn about the importance of meaningful aspects of life outside a formal work setting, with activities ranging from participating in the arts to volunteering in community service settings.
4. **Education for the love of learning.** The cornerstone of liberal arts and sciences, this aspect refers to the joy of learning to satisfy human curiosity. Although this may appear to go against the practical, bottom-line grain that is often so prevalent, in truth, the practical world is shaped by ideas and devices whose origins were in the love of learning for its own sake. The students of the liberal arts benefit from, and pass on, this legacy.

Today, these overarching values are enacted for students via a complex series of rules and requirements governing students' course of study. These rules delineate minimum requirements and upper bounds, creating a middle ground within which students are free to partake of the university's many resources and opportunities. The question before the committee has been whether the curricular rules that bind the students allow them to realize these goals.

The present review of the L&S curricular requirements has been prompted by a number of important considerations. The obvious one—namely, that over thirty years had passed since these requirements as a whole had been last discussed and ratified—provided the impetus to identify and consider the major changes in education and educational philosophy that have occurred during that period.

The L&S Curriculum Committee noted that foremost among these changes in the academy is the advent of new fields of study (such as Women's Studies, and ethnic studies), and new approaches in academic inquiry. Most prominent among such new approaches is the increased emphasis on interdisciplinary investigations. The 1971 curricular requirements were based on assumptions of sharp disciplinary boundaries; the gradual erasure of these boundaries in many cases left us with the question of how well the old curricular requirements accommodate this new phenomenon.

There are a number of other salient factors that have contributed to the felt need for a re-assessment of the 1971 requirements. These all represent different kinds of environmental changes that affect the curriculum. Such factors include significant

changes in student demographics over the past thirty years; the great increase in cross-listed courses available at the university; the increased efforts to encourage enrollment in study abroad programs; and the status of transfer students to a Madison campus designated as the flagship institution when the state merged Madison's University of Wisconsin with the Wisconsin State University System in 1971. Another, more general consideration that has prompted our review is the expectation of greater accountability on the part of those who are responsible for determining the content of higher education policies. We seek in this document to supply clear and publicly accessible justifications for the recommendations we are advancing—both those that counsel retention of sound requirements dating from the 1971 guidelines, and those that call for change.

A. *The 1971 Curriculum Review Committee Report*

Working against a backdrop of general campus and social unrest and change, the committee was compelled to re-think the educational objectives and curriculum of the liberal arts . The current BA/BS degree requirements were developed by the Curriculum Review Committee chaired by Professor David Cronon (who later served as Dean of the College); the revised curriculum was approved by the L&S Faculty Senate in April 1971 (Appendix A). That review committee's work was not restricted to the curriculum, but included recommendations related to structures that support it. For example, at the time of the review, the College had no standing curriculum committee; one recommendation was that such a committee be established. Much of the committee's report focused on providing both depth and breadth in the undergraduate experience with the objective of "introducing more flexibility into the curriculum while retaining the College's traditional high academic standards" (p. 1).

The 1971 Curriculum Review Committee identified four goals of a liberal education: "(1) competency in communication; (2) competency in utilizing the modes of thought characteristic of the major areas of knowledge; (3) a knowledge of one's basic cultural heritage; and (4) a thorough understanding of at least one subject area" (p.3). Within this framework, the current requirements such as those delineating the number of credits required for breadth, the limits on elementary credits required, the minimum amount of upper level work in the degree and in the major, etc., were crafted. The committee completed its work in the period from January of 1970 to spring of 1971 and included public meetings for feedback from faculty and students.

B. *Curricular Work Since 1971*

Although it has been thirty years since the basic degree requirements were last reconsidered, the College has been far from inactive in the curricular area during this period. Indeed, the University curriculum has changed markedly since 1971, and ideas central to the liberal arts and sciences, as well as the work of the L&S faculty, have

been at the forefront of these innovations.

1. Ethnic Studies Requirement

In 1988, the Letters and Science Faculty Senate adopted a three-credit ethnic studies requirement; one year later, this requirement was adopted by all undergraduate schools and colleges on the UW-Madison campus. Most recently, the campus completed a comprehensive review of the ethnic studies requirement. One of several recommendations called for the revision of criteria for courses meeting the requirement, which has led to a careful review (currently under way) of syllabi for all courses that meet the requirement. The Ethnic Studies Implementation Committee, appointed by Dean Certain and headed by Professor Francisco Scarano of the History Department, has been working to implement these changes.

2. Communication and Foreign Language

The 1993-94 Curriculum Committee proposed two significant changes to the L&S degree requirements which, unfortunately, could not be implemented. First, anticipating the establishment of campus-wide general education requirements, the committee recommended that the College establish a four-course writing requirement that would have required students to complete the anticipated Communication A and B courses, as well as writing-intensive work in the junior and senior years. Second, the committee proposed that the foreign language requirement become a proficiency-based requirement rather than granting students credit for work completed in high school without proof of their level of proficiency in the language. Both measures were passed by the L&S Faculty Senate (Appendix B) with a verbal caveat citing the need to consider fiscal feasibility.

While the campus implemented campus-wide general education requirements that included the first two levels of writing and communication courses, the implementation of the second level requirement proved not only to be more of a struggle, but also more costly than initially envisioned. As a result, the College was unable to proceed with the third and fourth levels of the requirement (Appendix C). Nonetheless, the Writing Across the Curriculum Program has continued to thrive, both in the College and throughout the campus, providing students access to writing intensive courses in their fields of study.

Later work by the committee on the Implementation of the New L&S Foreign Language Graduation Requirement included an update to the Faculty Senate and analysis of foreign language placement scores for all students in the 1998 summer SOAR Program. These data showed that implementation of the new requirements would mean a 50% increase in enrollment in first-semester levels classes in Spanish,

French, and German, with similar increases in the second and third-semester levels. Such increases would cause unresolvable budget and staffing issues. At that time, the committee recommended postponing implementation of the new requirement for an unspecified period of time and notified high schools of this decision (Appendix D).

Several factors necessarily contribute to the current Curriculum Committee's understanding of the foreign language requirement: the intense study of the requirement both prior to and since 1994, the inability of the College to implement a "proficiency standard," the recognition of the complex inter-relationship between high school and college-level instruction, the rise in and demand for instruction in Spanish, and the desire to have more students undertake study in the "less commonly taken" foreign languages. Given the complexity of these issues, the current Curriculum Committee decided at the outset not to revise the foreign language requirement as part of the current review of the curriculum for three reasons. First, the committee as a whole reaffirmed the concept of the role of foreign language learning in a liberal arts curriculum. Second, leadership in this curricular area needs to arise from the foreign language departments and communities on campus. Third, the intense level of effort necessary to consider such change would almost inevitably have meant that the committee could not focus on streamlining other requirements in need of reconsideration. Over the past several years, a series of Foreign Language Advisory Committees have been convened by the Dean and the Associate Dean for the Humanities. In 2003, the College founded the University of Wisconsin-Madison Language Institute; in years to come, leadership on these issues will likely come from that quarter.

3. Campus-Wide General Education Requirements

Perhaps of most direct impact on the University community as a whole was the implementation of the university-wide general education requirements, which first went into effect with the group of students who matriculated to college in Summer 1996. One impetus behind the adoption of these requirements was a widespread feeling on the part of faculty and campus administrative leaders that UW-Madison's undergraduate requirements, particularly in the areas of communication and quantitative reasoning, were lacking; indeed, with the exception of the ethnic studies requirement, there were no requirements common to all undergraduates at UW-Madison. The general education requirements assist in achieving both the goals of minimum competency in communication and quantitative reasoning skills, as well as minimum familiarity with modes of thought characteristic of the major areas of knowledge.

The new general education requirements affected the L&S degree requirements in several ways. Although the breadth components of the new general education requirements were but a subset of existing L&S degree breadth requirements, the quantitative reasoning requirements (QR-A, QR-B) exceeded the L&S BA math requirement, rendering the L&S requirement moot. In addition, by identifying courses

emphasizing quantitative reasoning skills across the curriculum, the QR-B requirement enriched the minimum mathematical experience for these students. The communication requirements restored, albeit in a different fashion, the freshman level writing/communication/information literacy requirement (Comm A); however, the general education requirements also added a second level course experience as a required element (Comm B). As a result, the L&S requirement that departments certify competency in English in the major was discontinued (Appendix C).

Letters and Science faculty and staff were deeply involved in and provided leadership on all aspects of implementing these changes to the UW-Madison undergraduate curriculum, and to this day, L&S serves as the campus “trustee” for the campus requirements. Detailed information on all aspects of the campus general education requirements is available at www.ls.wisc.edu/gened.

4. New Fields of Study and New Approaches

The thirty years since the last reconsideration of the degree requirements have been witness to the enrichment of the curriculum in ways not previously envisioned and which reflect the changing definitions of “cultural heritage” in post-millennial North America. The establishment and growth of programs such as the various ethnic studies programs, and geographical and topical area studies programs have provided students with new opportunities and new lenses with which to approach undergraduate education. Interdisciplinary study has become a common theme and has added to the academic possibilities of traditional disciplines, as reflected by the development and introduction of new undergraduate major and certificate programs that foster interdisciplinary approaches to a single subject.

The list of changes to and enhancements of the curriculum could be even longer, were we to include the many initiatives that encourage undergraduate research programs, service learning courses, First-Year Interest Groups, and other attempts to enrich the undergraduate experience. While important and worthy of discussion, these efforts did not bear directly on the committee’s reconsideration of the curriculum.

C. Environmental Changes Affecting the Curriculum

Dean Certain’s charge to the Curriculum Committee was to undertake a comprehensive review of the requirements to ascertain whether they continue to provide our students with the best framework for undergraduate work in the liberal arts. While the 1971 curriculum still appeared to be working, there have been many changes in the University population and organization since that time that point to the need to reexamine the requirements. These changes, and their impact on the curriculum, are outlined below.

- Changing student demographics: The profile of the undergraduate student body and the experiences of those students before entering college have changed a great deal in the past thirty years. Gaining admission to UW-Madison has become increasingly competitive with the result that the quality and academic preparation of our undergraduates is perhaps higher than it has been at any other point in the University's history. For example, the average high school percentile ranking of students admitted in 1993 was 83.4, in 2003 it was 88.6; in those same years, the average ACT scores were 25.7 and 27.2, respectively ([The UW-Madison Data Digest 2003-2003](#), p. 18). Students today also have opportunities while still in high school to earn college credit—or, thanks to the UW-Madison “Retroactive Credit” system, conduct work that can be counted later among their college credits. Interest in such opportunities has mushroomed in recent years: in 1986 fewer than 10% of students admitted as first-year students arrived with AP or were eligible for Retroactive Credits; by 2000, nearly 50% of students enrolled were awarded credit through these programs ([Beck 2001](#), p.7). In 1986, AP credits accounted for less than .5%, on average, of undergraduate credits awarded; by 2000, they accounted for more than 3% ([Beck 2001](#), p.6). Today, in stark contrast to 1971, many of our students have a significant number of college credits on their transcripts before or in their first year. While it does not appear that these students necessarily graduate in less than the “standard” four (or five) years, they do have more opportunities to pursue advanced level work, participate in study abroad, and complete multiple majors and/or certificate programs.
- Cross-listing of courses: In the last thirty years, conceptions of traditional academic fields have changed markedly. “Interdisciplinarity” has become a common approach to academic inquiry and teaching. On the curricular level, we have seen an increasing number of courses cross-listed between departments, as the curriculum reflects faculty interest in reaching across disciplinary boundaries. Yet the current degree requirements were put in place at a time when cross-listing was quite limited, and the concept of courses offered on topics contained within the rigid boundaries of departments was used to delineate rules concerning breadth. The committee was therefore concerned that the current degree requirements have a negative impact on students’ experience of a more “interdisciplinary” curriculum of courses offered by departments with permeable boundaries.
- Faculty and interdisciplinary study: As noted above, our conception of the boundaries of the traditional academic fields has blurred. Indeed, the concept of “cluster hiring” is founded on the principle that the teaching and research interests of our faculty are sometimes such that courses touching on a broad array of academic areas may be offered in a given department and program. Again, since the current requirements were predicated on the assumption that work inside a given academic department is inconsistent with breadth, the curriculum may limit students’ opportunities to explore highly varied areas of inquiry simply because they appear to exist within a single academic “home.”

- Interdisciplinary study and re-envisioned majors: Also as mentioned above, several new degree programs have been created since the 1971 curriculum was developed. All of the new programs developed at the undergraduate level (Jewish Studies, Religious Studies, and Biology) are in interdisciplinary areas that don't fit neatly into a single departmental home. Furthermore, student interest in such programs is growing, as may be seen in the remarkable growth of the Biology major: in Fall 2003-04—only a few years after the major was established—over 700 students were declared biology majors, completing their degree requirements either through the College of Letters and Science or the College of Agricultural and Life Sciences (see “Biology,” [Registrar's Enrollment Reports](#), “Degree Tabulation by Degree Level and Gender within Degree Major and Fiscal Year,” p.32). Thus, the Curriculum Committee was concerned about the “fit” of these majors with the current degree requirements, and the extent to which the degree requirements could, conceivably, impede students' progress toward degree.
- Cross-College Endeavors: Accompanying the rise of interdisciplinary approaches has been the increase of cooperation and teaching across the constituent undergraduate schools and colleges on campus. This leads to a concern as to whether the current degree requirements hamper students' ability to pursue study in other schools and colleges that would benefit them in meeting their academic goals and would fit well within the values expressed for education in the liberal arts and sciences.
- Internal consistency and alignment: Introduction of a campus-wide quantitative reasoning requirement that goes beyond the BA math requirement provoked a reconsideration of whether to retain the latter. In the same vein, the Curriculum Committee wondered whether the apparently more extensive science requirement for the BS degree over the BA degree was real, or only a repetition of the BS math requirements in another form.
- Concerns about meeting transfer students' needs: UW-Madison is the flagship campus of a state-wide system that did not exist in 1971; when the last curriculum was developed, the question of transfer students and articulation within such a system (which is, even now, beginning to turn attention to transfer students arriving from the state's technical college system) had not been fully imagined. This fact has implications for the question of “residency,” or the amount of coursework conducted on the UW-Madison campus, and the extent to which our campus is expected to fit within a framework that serves students statewide, in an environment that requires us to honor our dual identities as a world-renowned public research university, and as an institution that has a special mission (and special responsibilities) within a larger system.
- Globalization and Study Abroad: There has been an increased focus on globalization throughout the University in the past thirty years. On the student level, this has been marked by a steady increase in the number of students participating in study abroad programs, both those offered through UW-Madison and those offered

by other institutions (see Office of International Studies and Programs' 2001-2002 "[Campus-Wide Study Abroad Report](#)"). Here, the concern was that current degree requirements may discourage students from including such an important experience in their undergraduate careers.

- Greater calls for accountability and assessment: While the members of the 1971 Curriculum Review Committee consulted faculty in their reconsideration of the curriculum, their decisions were largely the basis of considered discussion and deliberation. A key change in higher education since the early 1970s is a much greater demand that the academy be accountable for decisions made, and that institutions should be able to show that curricular decisions are made for demonstrably sound reasons. In the current environment, it is not possible to simply assume that degree requirements in effect for over thirty years meet this standard without employing a variety of measures (both qualitative and quantitative) of the extent to which the curricular goals have been met.

D. The 2000-2004 Curriculum Review Process

Since 2000-01, the Curriculum Committee has met approximately two times per month during the academic year.¹ In addition to regular meetings at which the degree requirements were considered, the committee also established subcommittees for specific purposes and consulted with offices and staff on specific issues related to the curriculum. L&S Administration and L&S Student Academic Affairs provided staff time to research a variety of questions posed by the committee. Thus, the current recommendations are the result of hundreds of hours of faculty, staff, and student time and effort.

Under the leadership of Professor Judith Croxdale, Botany, the Curriculum Committee decided at the outset that our consideration of the degree requirements should focus on the following elements:

- ◆ Articulation of the content and goals of the requirements rather than having the requirements appear as a series of numbered rules without reference to an educational goal or purpose.
- ◆ Particular review of requirements that appear to be arbitrary, out-dated, or that create obstacles to students' attainment of academic goals.
- ◆ "Streamlining" rules so they are more easily understood by students, faculty, and instructional/advising staff.

¹During this time, the Curriculum Committee also undertook two other major projects: a clarification of guidelines to be used by departments proposing changes to academic programs; and a standardization of the course proposal process within the College.

- ◆ Realization that the role of L&S in the overall UW-Madison undergraduate experience is such that changes in the L&S curriculum can ripple throughout the University.

Tragically, Professor Croxdale died in the summer of 2002; the resultant void in the project and in leadership was filled when Dean Certain assumed the role of Chair of the Committee in the 2002-03 academic year. He was succeeded in 2003-04 by Professor Denise Solomon of the Communication Arts Department. Professor Solomon went on leave in the spring semester of 2003-04 (and subsequently accepted a position with Pennsylvania State University); 2004-05 incoming Chair, Professor Jolanda Vanderwal Taylor, Department of German, was unable to immediately assume the chair position due to previous commitments and Deputy Dean Mary Anne Fitzpatrick took on the role of interim chair in spring semester, 2003-04. Rosters of the Curriculum Committees are found in Appendix E.

Under the leaders named above, committee members reviewed a number of documents and pursued a number of activities as they considered the need to change the undergraduate degree requirements of the College:

2000-01

- ◆ Structured review and discussion of the 1971 Curriculum Review Committee Report and implementation documents related to implementation of the current degree requirements (Appendix A)
- ◆ Review and discussion of concepts of liberal education, including “Only Connect...” by Professor William Cronon (American Scholar; Washington, Autumn 1998; article available on [ProQuest.](#))
- ◆ Presentation and discussion of strategies for assessing student learning outcomes by Dr. Elaine Klein
- ◆ Overview and discussion of curricular models at CIC and other peer institutions by Dr. Nancy Westphal-Johnson
- ◆ Structured discussion of curricular goals and the rationale of the degree requirements
- ◆ Feedback session held with L&S advisers (both professional and faculty) regarding the degree requirements and students’ understanding of them (Appendix F)

2001-02

- ◆ Student Listening Session held with junior-level students to elicit feedback on curriculum (Appendix G)
- ◆ Initial review of degree deficiency warnings (Appendix H)
- ◆ Review of the number of cross-listed courses from the Timetable and Classroom Scheduling Office (Appendix I)
- ◆ Continued structured discussion of the various “rule” requirements and proposed changes
- ◆ Discussion and development of Provost’s Office Assessment Grant Proposal for funding of an alumni survey (Appendix J)

2002-03

- ◆ Discussion with International Studies and Programs Associate Dean Joan Raducha concerning study abroad and its impact on L&S degree requirements
- ◆ Discussion with Dr. Jocelyn Milner of the Provost’s Office regarding the experiences of transfer students vis-a-vis L&S degree requirements
- ◆ Brainstorming sessions on curricular change
- ◆ Discussion of survey and report on liberal arts and sciences colleges of CIC institutions concerning their undergraduate residency requirements (Appendix K)
- ◆ Discussion, design, and fielding of UW Survey Center alumni survey (conducted February to April, 2003; Appendix L)
- ◆ Report and discussion of residence exceptions granted by L&S Student Academic Affairs Office (Appendix M).

2003-04

- ◆ Discussion and analysis of alumni survey results (Appendix N)
- ◆ Presentation about the alumni survey to L&S Academic Planning Council for feedback by Chair Denise Solomon.
- ◆ Additional review of degree deficiency warnings (Appendix O)
- ◆ “Brainstorming” session on the curriculum in response to budget situation.

- ◆ Review of UW-Madison responses to the 2001 National Survey of Student Engagement (Appendix P).
- ◆ Structured discussion and multiple “straw votes” on possible changes.
- ◆ Final deliberation and decisions on changes to recommend.
- ◆ Review of UW-Madison student satisfaction surveys (available at <http://www.wisc.edu/uwsc/ssportal.htm>).

Throughout the four years of this study, these activities, investigations and reports were discussed extensively by the Curriculum Committee. These efforts culminated in a series of focused discussions in which committee members summarized their perspectives on “pressure points” in the curriculum, debated priorities and strategies for resolving those issues, and finally developed a series of actions to revise the degree requirements through which the goals of the L&S Curriculum are expressed. The work of the whole committee has been drawn together in this summary report, which was prepared by a subcommittee of faculty and staff. This report has been approved by the whole 2003-2004 L&S Curriculum Committee, and was presented to the Dean and the Faculty for consideration and approval.

Representatives of the Curriculum Committee brought this report to the L&S Faculty Senate on November 8, 2004. This presentation opened a formal period of comment and discussion about the proposal. Additional presentations to College and campus-level groups included those to:

- The L&S Dean’s Senior Staff
- The L&S Department Chairs and Associate Chairs
- The L&S Advisors’ Consortium
- The L&S Academic Planning Council
- The Council of Associate Deans
- The University Academic Planning Council

The committee also created a website (<http://www.ls.wisc.edu/curriculum>) for the purpose of sharing comments and observations offered in presentations or submitted by e-mail. Although the formal period for comment ended on February 1, 2005 (to allow time for committee members to consider comments received, and to revise this report), several comments were submitted late, and the committee tried to consider those comments in its discussion.

This document, revised in light of all comments received, was presented to the L&S Faculty Senate for consideration on April 11, 2005, and the L&S Faculty Senate approved the changes proposed.

III. Updating the L&S Degree Requirements

After considerable discussion of the evidence cited above, the L&S Curriculum Committee agreed to recommend a series of changes to the undergraduate degree requirements. Although a number of elements remain unchanged in the proposal that follows, these elements did not go unexamined. Indeed, decisions to retain specific aspects of the curriculum came after much reflection and discussion; their continuing presence signifies their lasting value as features of undergraduate study in the liberal arts and sciences at UW-Madison. Hence we find a continued commitment to requiring that students complete a minimum number of credits with a minimum degree of competence; that they undertake their studies in such a manner that they pursue an education that reflects the breadth of the liberal arts and sciences by taking courses in the natural and social sciences and in the humanities; that, concomitant with the value we place on breadth of study across these areas, we value depth of study, and require students to major in at least one area with the goal of attaining a degree of mastery of concepts and skills essential to that field; that they challenge themselves by conducting high-level work (particularly within their majors); that they have experience with the intellectual challenge of studying a foreign language and culture; and that they undertake a portion of their studies in residence at UW-Madison.

A. *Recommended Changes to the L&S Undergraduate Degree Requirements*

The following changes are proposed with an eye toward reducing confusion in implementing the curriculum, as well as to better align the requirements with the values implicit in liberal arts and science education.

RESPONSE TO COMMENTS RECEIVED: Many comments were offered in response to the committee's presentations to the groups cited above. Written responses were also submitted, and conversations were conducted by e-mail and posted online. Several comments alerted the committee to issues that may arise as the College implements the proposed revisions. These comments reminded members of the implementation process for the changes proposed in the 1971 revision of the curriculum. At that time, deans, administrators, and the newly convened L&S Curriculum Committee produced 35 implementation memoranda over a four-year period. These memoranda (which appear in Appendix A of this document) represent a necessary collaboration between the Curriculum Committee and L&S Student Academic Affairs.

The Curriculum Committee will continue to work in partnership with L&S Administration, with L&S Student Academic Affairs, and with the Departments, the Faculty, and Advisors of the College to help our students realize the goals of an education in the liberal arts and sciences. Doing so will require dialogue between these groups as the College implements these revisions. At the time of the last curricular revision, the College had no standing Curriculum Committee, nor were there clear

avenues for the necessary consultation and communication for addressing implementation issues and concerns about the curriculum. Today, departmental advisors and representatives of L&S SAA serve on the L&S Curriculum Committee, and together with the faculty and administrative staff of the College, consult on and interpret curricular policy. These conversations will undoubtedly continue, and committee members understand that the presentation of this document is not the end of their conversations about the changes proposed.

The discussions below include summaries of comments received and the committee's efforts to address them. Some comments address policy issues, some of which inspired revisions to this document. Other comments – those more closely related to implementation – will guide the process on which we will embark in the next two years (assuming the proposal is approved), as the College prepares to put these revisions into effect in Fall 2007.

1. Change Requirement Names to Reflect Curricular Goals

Early discussions by the Curriculum Committee reinforced the common view that many faculty and staff members (apart from formally designated advisers) shy away from becoming familiar with the undergraduate BA/BS requirements since they seem to exist only as a complex series of inter-related number requirements. This has the unfortunate effect of distancing much of the College community from the goals of the curriculum, making it seem unnecessarily abstract and unrelated to the academic enterprise as a whole. As a result, many members of the College community—faculty, staff, and students—seem to lack a shared understanding of the goals of the undergraduate degree requirements. Furthermore, these goals are not infrequently omitted from the overall discussion of department or course level goals. These views expressed by students, advisors and graduates were validated in discussion with the Academic Planning Council.

RECOMMENDATION: *To foster better communication about the degree requirements, which have, over time, become known simply as a series of numbers and rules, rename all of the requirements to reflect the intentions behind them. In addition, the College will increase efforts to communicate the goals of liberal arts and science education to students via a more integrated approach as administrators, faculty, advisors and other staff talk with students — and each other — about what we hope to achieve with each requirement.*

Commentary: It is our hope that, rather than passively completing a course of study delineated by seemingly senseless rules with cryptic, numeric names, our students will actively pursue a broad education outlined by our values for challenging intellectual inquiry that is both broad and deep.

RESPONSE TO COMMENTS RECEIVED: The groups consulted generally

regarded this recommendation positively. Although members of the Senate offered alternative suggestions and phrases, the Curriculum Committee decided that the spirit of the recommendation is sound, and it stands by its recommendation that the intention of our requirements should be expressed clearly, in the names of the requirements. That said, it has been observed that some members of the faculty and advising staff would like to maintain a nominal connection to terms with which they are most familiar. A compromise is therefore proposed, in which the substantive name is linked to the number of credits that serve the requirement.

2. Align and Streamline Math and General Education Requirements

In its discussions with other advisors and staff from college and campus administrative units, the committee learned that the BA Math requirement had been maintained long after the more stringent QR-A requirement was enacted primarily for technical reasons: the requirement prevented students admitted with a high school geometry deficiency from graduating without addressing that deficiency. In addition, the committee came to learn that the disparity between the number of breadth credits required by the BA and BS requirements creates an illusory distinction in that BS candidates seemed merely to complete *more* science credits than BA candidates; in fact, since BS students complete their natural science requirement as they complete their QR requirement, the distinction lies in the type (rather than number) of science credits completed.

RECOMMENDATION: *The L&S BA Math requirement should be eliminated. In addition, breadth requirements for the Bachelor of Science and Bachelor of Arts should be brought into alignment, so students earning these degrees will be required to complete the same number of credits in each breadth area.*

RESPONSE TO COMMENTS RECEIVED: First, the language of this recommendation has been simplified and clarified.

The committee was offered an alternate explanation for the retention of the BA Math requirement after QR-A was instituted. It was reported that the BA Math requirement ensures that L&S students meet the admission requirement for high school mathematics. Attaching this admission requirement to the BA Math requirement has the strange effect of transforming a requirement for admission into a requirement for graduation. The committee observed that this means of implementing an admission requirement creates an apparent disparity and a redundancy in the math requirements that confuses advisors and students. The committee recommendation therefore stands: the BA Math requirement should be eliminated. Completion of the QR requirements will suffice for L&S BA students. Committee members note that a more effective implementation strategy will need to be developed to ensure that admitted students have met all requirements for admission.

3. Delete the Ten-Credit Rule

The “Ten-Credit Rule” currently in place prevents students from earning more than ten credits of breadth in any one department. In its discussion with advisors and advising staff, the committee found strong support for eliminating this rule. A large proportion of advisers who participated in the listening session recommended deletion, citing the high value placed on interdisciplinarity, the increase in cross-listed courses, and the fact that this rule is applied negatively to students. The committee concluded that, at worst, this requirement represents an obstacle to students; at best, it is merely a “box on a check-off list” that does not serve as a useful way to conceptualize the goals of a liberal arts education.

RECOMMENDATION: *To facilitate interdisciplinary study, delete the rule limiting students’ pursuit of “breadth” to ten credits earned in a single department (i.e., the “Ten-Credit Rule”).*

Commentary: The Ten-Credit rule predates the increased emphasis on interdisciplinary study and the burgeoning list of cross-listed, inter-departmental courses which may be seen as a logical result of the campus’ emphasis on interdisciplinary studies. By deleting this rule, we recognize the potential for departments to offer courses that transcend the traditional boundaries between academic disciplines and reduce the negative impact this rule has had on students who seek out such courses.

RESPONSE TO COMMENTS RECEIVED: A few correspondents reported that “this rule is working” and that it is needed to ensure that students “don’t over-specialize”. Several comments offered by departments and programs that are highly interdisciplinary (and whose students are negatively affected by this rule) strongly supported this change, as did comments from advisors who must explain the variability in the way the college accounts for cross-listed courses. Although the College might retain the Ten-Credit Rule and develop a list of programs exempted from it, curricular trends suggest that the list of exemptions will grow considerably. Since implementing a rule in anticipation of broad exemptions does not serve to streamline and simplify the curriculum, the committee elected to retain its recommendation to delete the Ten-Credit rule.

4. Delete the Eighty-Credit Rule

As in discussions related to the elimination of the Ten-Credit Rule, the committee came to understand better the conceptual framework of course breadth as expressed in the Eighty-Credit Rule, which requires students to complete at least eighty credits outside of any one department. Traditionally, course “breadth” has been designated more or less automatically by the divisional area with which the academic department is most often associated. As the academy becomes increasingly interested in interdisciplinary

studies—loosely put, that many “ways of knowing” can be used to investigate a particular discipline—the traditional assignment of “breadth” may be compromised. In fact, “breadth” is assigned to (and conveyed by) the course; it may therefore be appropriate to reexamine the assignment of “breadth” and the criteria by which “breadth” is determined.

After much consideration, the Curriculum Committee voted unanimously to delete the Eighty-Credit Rule. Data supplied by the Registrar’s Office and validated by committee members representing L&S Student Academic Affairs suggest that few students encounter problems with the Eighty-Credit Rule. The goal of this rule — that students must not focus their studies too narrowly within one department — might be articulated as one that instead encourages students to sample widely. A variety of curricular rules, including the basic degree requirements in math, foreign language, communication, coupled with limits placed on departments’ exertion of control over their majors’ credits, should prevent students from focusing too narrowly.

Additionally, the elimination of both the Ten and Eighty Credit Rules is further intended to resolve the existing confusion about the goals and implementation of these rules, in that cross-listed courses will no longer be counted “for” a student’s record in interpreting the Eighty-Credit Rule, and “against” it in calculating the Ten-Credit Rule.

RECOMMENDATION: *To help students pursue studies in inter- or multi-disciplinary areas that fall within the bounds of a single department (whether or not that department is their major), or that might be complicated by the cross-listing of courses across multiple departments, eliminate the rule requiring students to accrue at least 80 credits outside a single department (i.e., the “Eighty-Credit Rule”).*

Commentary: As some fields become increasingly interdisciplinary, it may be possible (and perhaps necessary) for students to pursue a variety of conceptual approaches within a field. This is not inconsistent with the ideals of education in the liberal arts and sciences, particularly as those ideals concern the acquisition of skills in critical thinking, research, analysis and communication in general areas of thought rather than with the acquisition of skills from a variety of specific departments and fields. The revision of this approach to breadth will require the Curriculum Committee (which is responsible for assigning “breadth”) to work — in partnership with the General Education Committee and the L&S Faculty — to better articulate the goals of each breadth area; at the same time, faculty and departments will be encouraged to articulate how each course contributes to the major modes of inquiry, so students will better understand how skills (e.g., research methods) in one mode will differ from those of the others.

RESPONSE TO COMMENTS RECEIVED: Several respondents offered comments and suggestions concerning the deletion of the 80 credit rule. These were focused on two general areas: First, that students would create enrollment pressure in departments if they decided to complete many more credits in a given department (particularly, in their

majors); and second, that students would not be encouraged to seek out a broad range of educational experiences in a department or program that offers courses in two or more breadth designations. “Is it an acceptably ‘broad’ experience,” one participant asked, “for students to complete a range of breadth credits in courses that focus on a single topic or in a single field?”

Both of these concerns touch upon issues considered by the Curriculum Committee in its deliberations. The committee offers the following observations:

- The L&S rule that limits the number of credits a major may require in the major department remains in effect: degree program requirements are not permitted to require more than forty credits taken in the major department.
- Individual departments have the ability to control enrollment pressure “locally”. For example, the major requirements might indicate that there is an upper limit on the number of courses that can be taken for credit within the major department, or that students can only take a specific number of courses offered in the department at particular levels (e.g., students in the major may only take five advanced-level courses). Or, departments might apply enrollment management to affected courses or areas of the curriculum experiencing excess enrollment pressure (e.g., by stating that a particular course may not be taken by students who have already completed XX credits in the department). Or, departments that place high value on specific types of educational experiences might impose specific requirements (within the 60 credit limit on credits controlled by major requirements) that encourage students to seek out courses in areas that complement learning in the department.
- The increasing numbers of students with multiple majors and certificate programs suggest that students are likely to complete credits in more than one academic program offered by more than one department. If, indeed, students may wish to complete multiple options of a major in a given department (e.g., Comm Arts), departments can impose restrictions on completion of a particular major “locally” – that is, the department can prohibit students from receiving credit for completion of more than one option.
- The level of cross-listing is such in some departments that the 80 credit rule is already irrelevant – that is, departments that cross-list courses widely are already exempt from this rule.
- Our data [Appendix S] show that nine L&S departments/timetable subject listings list courses in their catalog across all three divisions; six of these departments list only one to three courses outside their focal division. No department in the College offers courses in all required breadth areas (Literature, Humanities, Social, Physical, and Biological Sciences). Given the disparity between the All Course List, the practicalities of timetable planning, and the likely infrequency of offerings in non-focal areas, the prospect of students frequently fulfilling all (or even most) of their breadth requirements in one department is slim. Furthermore, the interdisciplinary nature of the remaining departments (History of Science, Women’s Studies, and Anthropology) is such that students are appropriately encouraged to approach studies in these fields from a variety of divisional breadth perspectives.

- Other curricular requirements (e.g., General Education Requirements) are such that most students are likely to sample broadly across the curriculum.

The committee's consensus is that the benefits accruing to the proposed changes in the 80 credit rule are such that it should be pursued and that the issues brought forward as concerns can be dealt with in ways that do not hamper those benefits. Finally, these changes will not take effect until Fall 2007; we hope to sort out questions such as these before students are admitted under the revised requirements.

5. Modify the T/C Credit System

The current "Twenty-Credit Rule" requires L&S students to earn a minimum of 100 credits in L&S courses; a maximum of twenty credits may be earned in approved non-L&S courses. This system draws a distinction between four types of courses:

- courses taught in L&S departments that may be used to satisfy L&S degree requirements;
- courses taught in other schools and colleges which, upon review and approval by the L&S Curriculum Committee, are viewed as similar to courses that might be found among the liberal arts and sciences; these courses may be counted as part of the 100 L&S credits (or, "C" courses);
- courses taught in other schools and colleges which, upon review and approval by the L&S Curriculum Committee, are determined to be unlike courses found among the liberal arts and sciences, but which nonetheless convey academic content worthy of the attention of L&S students; since students may take up to twenty credits of such courses, a "T" designation is assigned to these courses;
- courses that, for various reasons, cannot be used to meet L&S degree requirements (or, "no" courses).

Dissatisfaction and problems with the conceptualization and operation of the Twenty Credit Rule were brought up at length by advisers, by students in the listening session, and by student members of the Curriculum Committee. In addition, the Curriculum Committee has studied this matter in depth in the past few years, particularly through the work of a subcommittee convened to review the ROTC Program's request to be allowed "T" and "C" credit for its courses; the issue also arises when the committee is asked to assign appropriate designations for individual courses as requested by other schools and colleges on campus. The College has long recognized the role of appropriate coursework in other UW-Madison units as a component of the undergraduate experience for our students. The continued growth of interdisciplinary programs, many of which, such as Biology, overlap the traditional school/college boundaries on the campus, means that we must be open to reconsideration of how courses fit within our overall curricular goals.

As a result of this intensive study, the committee decided to recommend that, to further the L&S commitment to breadth of study, exploration of and engagement with broad areas of knowledge, barriers to pursuing studies in other UW-Madison schools and colleges would be reduced. Doing so will address a number of concerns: students find this rule confusing; advisors report that the assignment of the “T” designation to courses appears to be arbitrary; colleagues across campus find the process of seeking approval for “T” courses to be unclear and burdensome; and members of the L&S Curriculum Committee find the distinction to be antithetical to the pursuit of a truly broad education. As one adviser put it, “If you can’t explain a rule easily, it shouldn’t exist.”

RECOMMENDATION: *The committee proposes that L&S students must complete a minimum of 108 credits in L&S courses or courses approved by the college as liberal arts and science courses; L&S students may count up to 12 credits of any other UW-Madison approved course work as part of an L&S degree.*

Commentary: First, it must be recognized also that L&S does not bestow “T” or “C” credit to any course unless the department offering it actively requests such status; the current change does not alter this. Courses currently designated as “C” courses will continue to count as L&S approved courses, and will henceforth be known as “Liberal Arts and Science Courses.” (For information on the number of “T” and “C” courses, please refer to Appendix Q.) Courses currently designated as “T” courses will, upon request of the units responsible for the course, be reviewed and considered for approval as liberal arts and science courses. The committee and L&S staff will work to develop a more transparent process and clear criteria for seeking such approval.

This recommendation reflects the opinion of many members of the Curriculum Committee that even courses not ultimately deemed to be the equivalent of the liberal arts and science courses that comprise the L&S curriculum may serve an important role in the undergraduate experience of a given student; this is recognized by allowing up to 12 “freely chosen” credits. While members expressed some concern that some students might choose to use their freely chosen credits to pursue interests some may see as “non-academic”, others noted that such pursuits contribute to the College’s expressed value for both lifelong learning and for providing opportunities that enrich students’ lives outside of school and work.

RESPONSE TO COMMENTS RECEIVED: Not surprisingly, the committee received perhaps the most comments and questions on the proposal to abolish the 20 credit T/C rule and replace it with the recommendation cited above. Many comments favored abolishing the T/C designation and the 20 credit rule; some respondents felt that the change did not go far enough to accept courses taught in other UW-Madison schools and colleges, and one correspondent challenged the committee to identify those qualities of a course that signify its membership among courses in the “liberal arts and sciences” rather than among those that do not contribute to liberal education.

A few correspondents noted that L&S students working on non-L&S certificate programs must complete more than 12 credits of work in courses offered by other schools and colleges; unless these credits are already designated as “C” courses, these additional credits may not count toward degree completion. Thus, this change may not benefit the students enrolled in these non-L&S programs. Other correspondents asked whether transfer credits would be counted as L&S courses. Committee members noted that questions like these are implementation issues that focus on how the revisions will be achieved. The Curriculum Committee believes that these issues can be addressed, and has therefore elected to retain its recommendation for change. Members propose that the committee can address such questions of implementation in the following ways:

- The Curriculum Committee and L&S Administrative Staff will be proactive on these issues, and will work with departments in other schools and colleges to address this concern before the new curriculum goes into effect. We will identify, review, and approve courses required in non-L&S certificate programs, assuming the host department is willing and it is clear that the course is a liberal arts course. Furthermore, representatives of other undergraduate schools and colleges on the campus indicated that their units might welcome greater numbers of L&S students in their courses. Given these factors, we do not anticipate that L&S students pursuing non-L&S certificates will be disadvantaged by this change.
- The Curriculum Committee and L&S Administrative Staff will work with the Admissions Office and other units on campus about course transfer issues. Other undergraduate schools and colleges on campus already accept all university-approved courses; the proposed change would make L&S no different from them in this regard. Any course that is not considered currently acceptable to receive university credit will not count toward an L&S degree since no transfer credit would be granted.

A final, substantive issue was raised regarding this proposal. Several people noted that L&S does not currently accept all types of educational experiences for credit; one observed that it makes little sense to accept for degree credit courses in Physical Education when we do not do the same for internships or other life experiences. In response, the committee notes that when internship experiences are tied to an academic experience that includes reflection and access to instructional oversight (e.g, via a course like Women’s Studies 660, or in an independent study), credit for internships is allowed. Furthermore, the general question of how best to address a category of courses is an issue to be considered in its own right, not as part of this proposal. The Curriculum Committee would welcome a request from the faculty of the college to consider this question.

6. Clarify Residency Requirements

Currently, L&S students must complete a minimum of 30 degree credits “in residence” at UW-Madison. The Curriculum Committee discussed this requirement at length on many occasions; to contribute to those discussions, other CIC (academic Big 10)

institutions were asked to supply information about the conceptualization of this component in their liberal arts curricula (Appendix K), and Dr. Jocelyn Milner of the Provost's Office of Academic Planning and Analysis met with the committee and shared transfer student credit data. The committee debated the merits of several residency requirement models, with some members voicing strong opinions that a UW-Madison degree must carry a greater number of credits earned at UW-Madison, and others proposing various methods for calculating a "sufficient" amount of residence depending on when credits were earned. The data provided by the Provost's Office (Appendix R) suggests that only a very small number of students take fewer than 60 credits on the UW-Madison campus; far from suggesting that undergraduate transfer students do not obtain a "UW-Madison" experience, the data indicate that these students complete a considerable amount of coursework in residence.

Further, consideration of UW-Madison's role as the flagship campus of the UW System led the committee to recognize that the College of Letters and Science plays a special role in providing access to courses of study not available elsewhere in the UW System. We must therefore be cognizant that some students, for a variety of reasons, will be unable to pursue their interests at UW-Madison until they have achieved a more advanced point in their undergraduate work. In this vein, the College must also operate under UW System transfer articulation policies.

On the other hand, committee members were concerned that some students who had completed the bulk of their coursework at UW-Madison might encounter personal situations that would require them to complete a limited amount of coursework off campus during the senior year. In practice, students have obtained exceptions (up to 6 credits) for this purpose for some time; however, confusion about how and when students obtain the exception had to be cleared up by asking that written policies be brought in line with practice and the intended policy of allowing most students such an exception. Yet to obtain this exception, students would have to formally request it and meet once or twice with L&S Student Academic Affairs staff to obtain approval. Data from 2001-02 shows that 244 students received such exceptions in that year. Doubtless, more eligible students would have requested such an exception had they been aware that it was possible.

The committee's recommendation strives to balance all of these needs: to honor the "UW-Madison" quality of the degree, to accommodate the needs of transfer students, and to help students at the end of their undergraduate career.

RECOMMENDATION (REFLECTS REVISION DISCUSSED BELOW): All students must complete a minimum number of credits in residence as they near completion of their UW-Madison degrees. (Credits taken "in residence" are all and only those credits earned in UW-Madison course work, including courses taken on study abroad programs administered by UW-Madison; transfer, AP, credit by examination, and retroactive credits do not count as credits taken "in residence".) Two general cases apply: (1) Students whose first ninety credits are earned entirely in residence must complete a minimum of 22 additional degree

credits in residence. (2) Students whose first ninety credits are not earned entirely in residence must complete a minimum of 30 additional degree credits in residence. In the latter case, students who are making satisfactory progress may seek a dean's exception to this rule.

Students are encouraged to seek advising about the selection of courses to be transferred, since UW-Madison does not accept all courses transferred for degree credit.

Commentary: This change allows us to retain the requirement that students who transfer to UW-Madison complete a sufficient number of credits to earn a “UW-Madison brand” degree, while at the same time allowing flexibility for those students who have already obtained a rich UW-Madison experience and must—for various reasons—complete their degrees off-campus.

RESPONSE TO COMMENTS RECEIVED: The Curriculum Committee received a considerable amount of feedback about this proposed change. Most of the comments were submitted by our colleagues in L&S Student Academic Affairs. First, our colleagues observed that this revision does not, in fact, alter the existing rule; it merely removes the requirement that students seeking transfer credit after having achieved 90 credits obtain a dean's approval. They warned that removing this requirement may be a disservice to students, since many students seek transfer credit whether or not UW-Madison accepts those courses for transfer credit. The requirement that students seek a formal “dean's exception” provides an opportunity for the dean to advise the student about whether the credits will count toward completion of their degree. Representatives of L&S SAA reported that while requiring students to meet with deans might increase the SAA workload, students who do so make better transfer course selections. In addition, we learned that this policy allows up to 8 credits of transfer work for those cases in which students took two 4-credit courses (e.g., American Sign Language), and the committee was asked whether the 24 credit allowance would be adjusted to 22. Finally, a number of faculty members, deans, and advisors reported their confusion about the interpretation of phrases like “a substantial amount of course work at this university” and “90 credits...at UW-Madison”. Since very few students have no transfer or other non-UW-Madison credit work, the SAA representatives observed that a strict interpretation of these phrases would have little impact on students who might otherwise benefit from the rule; as such, some students who might have benefited under the current rule might not be eligible under the proposed terms.

The Curriculum Committee strongly reiterates its desire to reach out to students who might otherwise be unaware of the latitude offered in the existing policy. Committee members strongly encourage that students be informed of this opportunity, and that they also be encouraged – but not required – to consult with advising staff before taking courses elsewhere to ensure that courses will transfer. Even so, the committee concedes that the language above may be more confusing than illuminating,

and proposes the following revision:

REVISED RECOMMENDATION: *All students must complete a minimum number of credits in residence as they near completion of their UW-Madison degrees. (Credits taken “in residence” are all and only those credits earned in UW-Madison course work, including courses taken on study abroad programs administered by UW-Madison; transfer, AP, credit by examination, and retroactive credits do not count as credits taken “in residence”.) Two general cases apply: (1) Students whose first ninety credits are earned entirely in residence must complete a minimum of 22 additional degree credits in residence. (2) Students whose first ninety credits are not earned entirely in residence must complete a minimum of 30 additional degree credits in residence. In the latter case, students who are making satisfactory progress may seek a dean’s exception to this rule.*

Students are encouraged to seek advising about the selection of courses to be transferred, since UW-Madison does not accept all courses transferred for degree credit.

The first of these cases is intended to accommodate students who have already completed a substantial amount of course work at this university and who may, for various reasons, lack the final course or two needed to complete their degrees. The committee hopes this change will allow these students to complete their degrees and in so doing, serve our students while also improving the university’s degree completion rates.

The second of these cases is an expression of the existing rule, which allows L&S Student Academic Affairs to retain some flexibility in enforcing the 30-credit Residency Requirement.

The committee strongly encourages broad dissemination of this rule, using all means possible, (e.g., via DARS reports, in Catalog copy, and in publications referring to transfer credit); however, wherever this information appears, students should also be warned that some courses are not accepted for transfer credit, and that courses selected may not meet a particular requirement. Students should consult an advising dean before taking courses at another institution to ensure that the proposed transfer course will count, and that it will meet requirements.

IV. The L&S Curriculum

Having reviewed the rationale, substance and goals of the revisions to the curriculum above, the committee now presents an overview of the 2004 L&S baccalaureate curriculum and degree requirements. The curriculum is framed as a series of affirmative statements intended to support the goals of the liberal arts: by

requiring work that expresses mastery of a degree of competency in basic skills of communication and quantitative reasoning, that balances depth and breadth of study, that requires exposure to foreign language and to the world beyond the borders of Wisconsin and the United States, by challenging students to complete work at high levels, we hope to serve our fourfold educational purposes: for the complete person, for citizenship, for a productive life, and for life-long learning. The degree requirements that implement these goals appear as a succinct set of rules related to the curriculum.

RESPONSE TO COMMENTS RECEIVED: Several correspondents noted that the list that appears below omits details related to the degree requirements, and asked whether this should be taken to mean that those requirements no longer exist. The list below has been revised to include those issues cited as most essential to the curriculum; however, if an existing requirement has not been mentioned nor has it had a change proposed, readers should understand that the requirement continues as it is.

In the final section of this report, we provide a full and comprehensive list of the degree requirements and note, where appropriate, proposed changes.

- **Total Degree Credits:** A course of study in the liberal arts and sciences demands that a substantial amount of time and energy be expended in pursuit of both breadth and depth; to that end, the traditional minimum number of degree credits (120) has been retained. This requirement allows students to tackle a range of courses both within the major as well as in other fields, pursuing their studies at both introductory and advanced levels, with sufficient time to reflect upon and absorb what they have learned, and, ideally, to place information obtained in one field into context—and often, in dynamic tension—with information acquired in another.
- **Quality of Work Requirement:** All UW-Madison students must earn at least a 2.0 overall GPA.
- **General Education:** Like other UW-Madison students, L&S students must meet the campus-level requirements to complete courses designated as fulfilling the QR-A, QR-B, Comm A, Comm B and Ethnic Studies requirements. The L&S “Exploration of the Liberal Arts and Sciences” requirements enumerated below exceed the minimum breadth requirements of the Campus General Education Requirements.
- **Exploration of the Liberal Arts and Sciences – 36 Credits of Breadth:** The heart of an L&S degree is found in the variety of scholarly approaches to knowing the world around us; students in L&S will therefore continue to be required to complete 12 credits each in Humanities (including 6 credits of Literature), Social, and Natural Sciences (to include study in both the Biological and Physical Sciences). Students will undoubtedly pursue more work in those fields to which

they are naturally inclined; this minimum requirement ensures that they are exposed to modes of thinking to which they may not be naturally inclined, in an effort to provide a degree of intellectual literacy across the breadth of Liberal Arts and Sciences.

- **Foreign Language:** Knowledge of a foreign language not only helps students to understand the structure and complexities of their own native language, it is also an important means by which students learn to appreciate the global community via exposure to the culture(s) of peoples using that language. Students seeking BS degrees in L&S must complete the equivalent of third-semester college level work; students seeking BA degrees must complete the equivalent of either (1) the fourth semester/level of one language, or (2) the third semester/level of one language and the second semester/level of any other language. Current structures for implementing this requirement are to remain unchanged.
- **Mastery of Intermediate and Advanced Work – 60 Credits of I/A Courses:** Students seeking degrees in L&S should engage with information at levels that challenge their skills in critical thinking, research, analysis and communication. To facilitate the process of maturation of our student-scholars, the College will continue to require its students to earn at least half (60) of the minimum number of credits at the intermediate or advanced level.
- **Understanding of a Field of Study (Major) :** An important feature of education in the liberal arts and sciences is membership within a community of scholars. Such membership is achieved not merely by taking randomly-selected courses, but by actively pursuing a well-defined course of knowledge at advanced levels in a major. Of the advanced work pursued by L&S students, at least fifteen (15) credits must be taken as upper-level work in the major, which will help them achieve mastery of their area of specialty. Departments will continue to be responsible for designating appropriate courses that meet this requirement.
- **Residency Requirement:** Committee members felt strongly that, since UW-Madison is unique among institutions of higher education, the requirements for a UW-Madison degree should continue to reflect the unique UW-Madison experience. The existing rule requires that, after students have accumulated 90 credits (by any acceptable means), at least 30 more credits must be earned in residence on the UW-Madison campus. Although vigorous cases were made for increasing this minimal amount, an equally compelling case was made to allow students some flexibility, particularly if they have conducted most of their studies in residence. Students who have accumulated 90 credits “in residence” and who are making satisfactory progress to degree may be eligible for a reduction in the Residency Requirement, and may earn a minimum of only 22 additional credits “in residence”. Residence credit is defined as degree credit taken in UW-Madison courses, including credit earned in UW-Madison sponsored study abroad programs, but excluding exam credit, AP credit, transfer credit, credit by departmental authorization and/or retroactive foreign language credit. Residency

requirements must fit within the guidelines of the UW System articulation agreements, particularly with respect to UW-Madison's special mission as the flagship campus offering majors and programs not available elsewhere in the state.

- **Study-Abroad Stipulation:** Work conducted in UW-Madison approved study-abroad programs will continue to count as work pursued “in residence”, assuming the work meets criteria as required for courses actually taken on campus; however, students participating in such programs must complete at least 15 credits (at any level) in their major or major department on the UW-Madison campus (not to include retroactive credits or credits earned by department examination).

RESPONSE TO COMMENTS RECEIVED: Several respondents asked highly detailed questions (e.g, if requirements for credits taken in particular areas of breadth must be taken in one or two courses; whether currently enrolled students might have their transcripts audited to see which requirements favor timely completion of their degrees). If this proposal is approved, the College and Curriculum Committee will consider questions such as these while implementing the changes.

The Curriculum Committee is committed to addressing all issues and questions that arise. To do so, the committee will work in close partnership with faculty, advisors, L&S Student Academic Affairs, and our academic departments and programs. This partnership is – as it always has been – essential to the ongoing health of our curriculum.

April 11, 2005
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Revisions made:

- Redlining and strikeout used to indicate changed proposed to November 8 document accepted;
- Substantive revisions recommended in boxes used to highlight comments have been incorporated into the main text; and
- Minor (non-substantive) grammatical errors and typos have been repaired.

Appendices

- A. Report of the L&S Curriculum Committee, L&S Faculty Document 156, April 19, 1971; includes implementation memoranda 1-35, ca. 1971-75.
- B. Minutes of the L&S Faculty Senate Meeting, 25 April 1994.
- C. Report of the L&S Curriculum Committee, L&S Faculty Document 243, 27 April, 1998.
- D. Report of the Foreign Language Implementation Committee, L&S Faculty Document 247, 23 November, 1998.
- E. Rosters of Curriculum Committee 2000-01, 2001-02, 2002-03, 2003-04, and 2004-05.
- F. Klein, Elaine M. Report on L&S Advisors' Feedback Session, April 2, 2001.
- G. Klein, Elaine M. Report on L&S Curriculum Committee Assessment Exercise: Student Listening Session, February 6, 2002.
- H. UW Registrar, Deficiency Warning Data, Fall 2001
- I. Review of the number of cross-listed courses from TACS
- J. Proposal for University Assessment funds
- K. Survey of CIC institutions regarding undergraduate residency requirements
- L. UW Survey Center, 2003 College of Letters and Science Survey of Alumni, Final Analysis and Findings, Codebook of Raw Frequencies, and Summary of Open-ended Responses.
- M. Report and discussion of residence exceptions granted by L&S SAA
- N. Discussion and analysis of alumni survey results
- O. UW Registrar, Deficiency Warning Data
- P. National Survey of Student Engagement, UW-Madison Students (2001)
- Q. Curriculum Committee Background Document: T/C course list discussion
- R. Milner, Jocelyn L. Report on Transfer Student Credits to degree
- S. Breadth attribute distribution. Data from All Course List, Fall 2004-05. Compiled by Assistant Dean Michael J. Pflieger (L&S Student Academic Affairs), amended by Elaine M. Klein. This report reflects a numerical count of courses listed in Timetable Subject Listings in the Campus-Wide All Course List by breadth designations. The list is sorted in descending order of breadth designation represented; a department offering courses with the array of breadth necessary for an L&S degree (Literature, Humanities, Social Science, and Biological, Physical, and Natural Science) is represented as having "100%" breadth. Timetable Subject Listings that do not offer L&S baccalaureate degrees appear with gray shading.

L&S Degree Requirements

RESPONSE TO COMMENTS RECEIVED: The “Draft Degree Requirements Summary” was criticized as not reflecting all of the degree requirements students would be expected to satisfy; it was strongly recommended that the committee substitute a different summary document. The chart that appears below was prepared in response to that recommendation.

| | Proposed Curriculum 2004 | Changes from Previous Curriculum: |
|---|--|---|
| Minimum Credits for Degree | A minimum of 120 degree credits is required for most L&S degrees. The total credit requirements for some special programs is more than 120 degree credits. The college allows some degree and placement credit as demonstrated by appropriate tests. | More course options to achieve the 120 credit minimum. |
| Liberal Arts and Sciences Coursework | <ul style="list-style-type: none"> • A minimum of 108 credits in L&S Courses or courses approved by the college as liberal arts and science courses; up to 12 credits of any other UW-Madison Divisional Executive Committee approved coursework may be counted. • These courses may satisfy breadth requirements. • Where appropriate, these courses may count as part of the major. | Name change 20-credit rule eliminated in favor of a “liberal arts and sciences” course standard. “C” courses will count as LAS courses; “T” courses will be reviewed. Required LAS credits increased to 108 with more options for achieving the minimum |
| Tools for Learning and Communication | <p>Communication A and B: students may satisfy Part A by achieving appropriate scores on the English placement exam, English AP test or by passing a designated Comm A course. Comm B is satisfied by passing a Comm B course only.</p> <p>Quantitative Reasoning: Completion of QRA and QRB satisfy L&S BA requirements; QRA: May be exempted by approved college work while in high school, AP scores, or placement testing.</p> <ul style="list-style-type: none"> ▪ QRB: 3 credits of more advanced course work for students who have completed or are exempt from QRA. <p>Foreign Language: completion (by course or exam) of third unit (BS), or of fourth unit of one language or third unit and second unit of two languages (BA). High school and college work may be combined.</p> <p>Mathematics: For BA, QRA & QRB satisfy Math requirements, L&S BS requirements call for two 3 credit intermediate level MATH, COMP SCI or STAT courses.</p> <p>Ethnic Studies: one 3 credit course required (many Ethnic Studies courses also carry breadth designations)</p> | No change Delete BA Math requirement; Allow QR-A and B to satisfy L&S BA Math requirements No change Allow QR-A and B to satisfy L&S BA Math requirements No change |

L&S Degree Requirements

| | | |
|---|--|--|
| Breadth: Exploring the Liberal Arts and Sciences⁵ | <p>The L&S breadth requirements exceed (and therefore satisfy) the campus-wide Gen Ed Breadth Requirements.</p> <p>A minimum of 36 credits required:</p> <ul style="list-style-type: none"> • Humanities: 12 cr. minimum, with at least 6 cr. in Literature • Social Science: 12 cr. minimum • Natural Science: 12 cr. minimum: for the BA, at least 3 must be in each of the biological or physical sciences; for the BS, at least 6 must be in the biological and physical sciences. | <p>Name change</p> <p>The requirements for BA and BS are aligned.</p> <p>Rule changes related to breadth and credits pursued in various areas and departments:</p> <ul style="list-style-type: none"> ▪ Delete 10 credit limit (which limits amount of breadth credits earned in any one department) ▪ Delete 80 credit rule (which limits total number of credits earned in any one department) |
| Depth: Understanding a Field of Study (Major) | <p>Every candidate for an L&S Baccalaureate degree must satisfy a depth requirement in a specified and approved major field of study. A student may elect a department major, or a major in a recognized interdisciplinary program, or may develop an Individual Major (see below). Every major should include a sequential requirement of work moving from the elementary level through the intermediate level to advanced work in a pattern appropriate to the major. Students may satisfy the requirements for more than one major (either departmental or Individual) and it will be noted on their transcripts. No student may satisfy more than one Individual Major.</p> <ul style="list-style-type: none"> • The major should be selected and an advisor assigned at the beginning of the junior year. • Departments may specify prerequisites for acceptance in a major, such as GPA or completion of a particular course with a minimum grade. • No more than 40 of the 60 credits in the major can be in the major department. | <p>No change; students must complete a major.</p> <p>No change to existing rules governing L&S Major requirements. Departments continue to be restricted as to the number of credits required for the major (40), and the number of credits a major can dictate via required courses or prerequisites (60).</p> |
| Mastery of Intermediate and Advanced Work | <p>A minimum of 60 credits must be earned in courses designated as intermediate, advanced or intermediate/advanced, with a GPA of 2.0 on all courses carried whether passed or not. May include P/F courses.</p> | <p>Name change</p> |

⁵ Implementation questions for Breadth: Exploring the Liberal Arts and Sciences

- Work in the major counts toward these requirements.
- Courses that do not meet these requirements include: pre-calculus mathematics; elementary, intermediate, conversation, and language composition courses; English composition; practical and skill courses in journalism, public speaking, acting, theatre production; art courses; applied music courses.
- Students are encouraged to do more than this.
- If a course is approved by more than one division, DARS selects which breadth requirement student needs to satisfy.
- Cross-listed courses may only be counted once.
- Interdivisional courses generally count as electives only.

L&S Degree Requirements

| | | |
|---|---|--|
| <p>Residency⁶</p> | <p>All students must complete a minimum number of credits in residence as they near completion of their UW-Madison degree. Credits taken “in residence” are all and only those credits earned in UW-Madison course work, including courses taken on study abroad programs administered by UW-Madison; transfer, AP, credit by examination, and retroactive credits do not count as credits taken “in residence”.</p> <p>Two general cases apply:</p> <ol style="list-style-type: none"> (1) Students whose first ninety credits are earned entirely in residence must complete a minimum of 22 additional degree credits in residence. (2) Students whose first ninety credits are not earned entirely in residence must complete a minimum of 30 additional degree credits in residence. In the latter case, students who are making satisfactory progress may seek a dean’s exception to this rule. <p><i>Students are encouraged to seek advising about the selection of courses to be transferred, since UW-Madison does not accept all courses transferred for degree credit, nor do all credits transferred meet specific requirements.</i></p> <p>(2) At least 15 credits of upper-level work in the major or major department must be completed in residence.</p> | <p>Proposed change informs students meeting certain conditions that flexibility in the Residence Requirement may be “automatically” available to them. No change to the current rule, which allows all students to seek exceptions to the 30 credit residency requirement. SAA deans will continue to grant exceptions.</p> <p>All students should consult the dean’s office about whether transfer courses will count for degree credit.</p> <p>No change</p> |
| <p>Study Abroad Stipulations</p> | <p>Upper Level credits in the major earned during UW-Madison study abroad programs count as resident in the major (toward the 15 credit rule above). In addition, all students must also earn at least 15 credits at any level in their major or major department on the UW-Madison campus (not to include retroactive credits or credits earned by department exam).</p> | <p>No change</p> |
| <p>Study Load</p> | <p>The usual study load should be 15 credits per semester, within a range from 12 – 18. Students who want to take 19-20 credits may do so if they either earned a 3.0 in a preceding semester of at least 12 credits or are in the honors program.</p> | <p>No change</p> |
| <p>Quality of Work</p> | <p>Students must earn a minimum 2.0 GPA on all courses carried at UW-Madison, whether passed or not, in four areas:</p> <ol style="list-style-type: none"> 1. All courses in each major; 2. All upper-level courses in each major, as designated by the department(s) for the 15 credit rule; 3. All courses marked intermediate, advanced or intermediate/advanced; and 4. All courses carried for a grade at UW-Madison. <p>Refresher courses are excluded from 1-3; repeating failed courses does not remove the failure from the record or the GPA.</p> | <p>No change</p> |

⁶ For purposes of Residency Requirement, not more than 72 credits may be carried at 2-year degree-granting accredited institutions.