

**University of Wisconsin-Madison
College of Letters and Science
Office of the Dean
105 South Hall**

**LETTERS AND SCIENCE
FACULTY SENATE**

**15 March 2010
272 Bascom Hall
3:30 p.m.**

Materials are available online in the L&S Handbook

<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-4materials.htm>

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COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

3:30 p.m., 15 March 2010
272 Bascom Hall
Agenda

	<u>Doc. No.</u>
1. Announcements, Questions, and Updates	
2. Approval of minutes of the L&S Faculty Senate meeting held 9 November 2009	
3. Report of the L&S Academic Planning Council	281
4. Report of the L&S Curriculum Committee	282

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LETTERS AND SCIENCE
FACULTY SENATE
9 November 2009
to be considered for approval 15 March 2010

Dean Sandefur (Chair)

1. Announcements, Questions, and Updates. Dean Sandefur welcomed members to the meeting, reviewed the agenda, and invited conversation on the following:
 - a. In a brief overview of recent budget discussions, Sandefur noted that L&S had not been asked to take additional budget reductions in the biennium, but that cuts would be likely in the next biennium.
 - b. The administration of the state-mandated furloughs is complicated by the number of employee groups. One senator observed that requirement that all employees take furloughs is illogical for employees paid on grant and other funds. GS noted that this view had been shared with the state, but that state leaders insisted on the need for all employees to take furlough.
 - c. Associate Dean Nancy Westphal-Johnson provided an update on university preparations to manage a possible pandemic. She thanked Senators and their departments for the excellent cooperation in preparing departmental plans, and noted that the illness seems to be most evident in “rolling absences”, but absenteeism had not caused significant problems.
 - d. The outcome of the April 2009 Higher Learning Commission Comprehensive Visit for Institutional Accreditation was successful. The university easily satisfied the criteria for accreditation, and Sandefur thanked the many L&S Faculty and Staff who worked on the self-study and on elements related to the criteria.
 - e. Sandefur noted that he is currently undergoing his regular five-year dean’s review. He expressed appreciation for the opportunity to reflect on his tenure as Dean, as well as to plan for the future.
2. Minutes of the L&S Faculty Senate meeting held 20 April 2009 were approved.
3. The L&S Strategic Framework was shared with you as L&S Faculty Document #280. Sandefur noted that the L&S Academic Planning Council and L&S Senate, had recommended that the College develop an “L&S specific” strategic framework.. To that end, a retreat involving the L&S APC, the L&S Curriculum Committee, a group of department chairs and several others who had expressed interest participated in a half-day planning retreat that focused specifically on the distinct role of L&S at UW-Madison. Those discussions were developed into a set of guiding principles and goals that will serve us in the coming years. Sandefur asked for Senators' responses to the document, for ideas about how best to realize goals expressed in it, and how also to know those goals are being achieved. The following points were raised:
 - Departments’ ability to meet the needs of many students will be increasingly constrained by limited resources. Those limits also affect the ability to offer competitive graduate stipends. Addressing these issues will be important to maintaining the quality of education.
 - Campus priorities should address the need to recruit and retain faculty; it will be important to avoid relying too heavily on non-faculty instructors. This is particularly challenging since the largest proportion of the L&S budget is in instructional salaries. The college hopes to benefit from the Madison Initiative for Undergraduates, which will allow reinvestment in new faculty. It was noted that continuing faculty will also require some investment, to retain the best faculty and staff.
 - Language instruction plays an important role in supporting various campus priorities (e.g. diversity and global education); pressures to meet minimum enrollments may make this difficult. Departments work hard to balance balance teaching small and large enrollment courses. Language instruction in less-commonly-taken languages is essential to globalization, which was described as “a glory of the great University of Wisconsin”.
4. Madison Initiative for Undergraduates. Sandefur provided an overview of the L&S process that was

under way for reviewing and providing recommendations to the central campus regarding the 80 L&S MIU proposals received. That process was designed to ensure that every proposal was read and discussed by the dean's senior staff as well as by the Academic Planning Council.

5. Dean Sandefur led discussion of changes proposed in the Graduate School research enterprise. (Members of the University Committee attended this portion of the meeting.) He noted that this discussion was provoked by his interest in hearing “an L&S perspective” regarding concerns expressed about research administration, which had been discussed at several in public forums as well as in the university Senate. In addition, the Department of Sociology had presented a motion in the November 2, 2009 Senate meeting to endorse a plan to study the question more formally. In response to a request for observations that should be shared with the UC, several points were made:

- While the proposed changes may be appropriate for some departments, more study is needed to ensure that *all* departments and areas of study are served well by the proposal. Similarly, it is unknown how the change would affect the integration of research and graduate-level training, the extent to which new faculty members in all areas would be supported. Specific problems need to be identified so that they may be addressed.
- Current problems might be more easily addressed if the existing structure (RSP) had adequate resources and good management. There is broad recognition that there are problems (e.g., with respect to grant support), but the only solution proposed has not been presented with a compelling case that those problems would be resolved.
- An issue that seems not to have been addressed is support for research in the humanities, which seems not to have been well understood or represented by the first proposal presented. Serious concerns were expressed for the lack of support for (and education about) research in the humanities, and that establishing a structure that favors one of the divisions more than the others will be harmful.
- Ideas for what should happen with respect for research support: effective grants administration (finding opportunities, creating budgets, submitting proposals, administering funds); more orientation, acculturation, and transparency about the process; more information about research-related support (summer support); information appropriate to the variation in research and creative activity. Finally, it was noted that this issue came to the fore in response to urgent matters related to compliance with rules related to oversight of federal funding (which has become increasingly complex). Any solution must satisfy that requirements.

Ad hoc committees have been convened by both the Faculty Senate as well as by the Academic Staff Assembly. Those entities will study the issues raised and will develop recommendations for future consideration.

Dean Sandefur thanked members for participating in these important discussions.

The meeting adjourned at 4:36 p.m.

Submitted by Elaine M. Klein, Ph.D.

Secretary, L&S Senate

Assistant Dean for Academic Planning, Program Review, and Assessment of Student Learning

College of Letters and Science Academic Planning Council
Annual Report to L&S Faculty Senate, AY 2009-2010 (to date)

Chair

Gary Sandefur, Dean

Elected and Appointed Members

William Aylward (Classics)*	Rick Nordheim (Statistics)
Barbara Clayton (Theatre and Drama)	Seth Pollak (Psychology, LaFollette)
Ilia Guzei (Chemistry)	Aliko Songolo (African Languages and Literature, French and Italian)**
Melanie Manion (Political Science and LaFollette)	Don Waller (Botany and Biological Aspects of Conservation)

* Appointed to serve while Professor Leary is on sabbatical.

** Appointed to complete term vacated by Professor Dubrow.

***Ex-Officio* Members**

Debby Bush y (L&S Student Academic Affairs; Classified Staff Issues Committee)
Michael Morgan (Atmospheric and Oceanic Sciences; Chair, L&S Curriculum Committee)

***Ex-Officio* Observers**

Bill Barker (Acting Associate Dean for Research Services)
Ann Groves Lloyd (Associate Dean for L&S Student Academic Affairs)
Anne Gunther (Associate Dean for Budget and Finance)
Charles N. Halaby (Sociology; Associate Dean for the Social Sciences)
Magdalena Hauner (African Languages and Literature; Associate Dean for the Humanities)
Elaine M. Klein (Assistant Dean, Academic Planning, Program Review, and Assessment)
Lucy Mathiak (Director, Communications and College Relations)
Guido Podest  (Associate Dean, International Studies)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education and Academic Administration)
Eric Wilcots (Astronomy; Associate Dean for the Natural Sciences)

L&S Academic Planning Council Activity

The L&S Academic Planning Council advises the dean on strategic planning, as well as on programmatic (program review, expansion, alteration, and deletion) and fiscal matters. The council's formal operating procedures appear online in the *L&S Handbook*, at: <http://www.ls.wisc.edu/handbook/ChapterOne/APC%20Governance%20Rules.pdf>.

Strategic Planning. Throughout 2009-2010, Dean Sandefur has consulted the council on issues related to college and university concerns, including budgetary issues and strategic planning initiatives. Topics included:

- L&S activities as they relate to the campus-level “strategic framework”, *For Wisconsin and the World: A Great Public University*. After the Fall 2009 L&S Senate endorsement of the L&S Strategic Framework (L&S FacDoc 280), the council engaged in discussions with Dean Sandefur about how to promote activities that support those initiatives and to identify how best to represent to external audiences the wide range of research, scholarly, and outreach areas undertaken in the college. In 2009-2010, the focus on undergraduate education included the review of proposals for Madison Initiative funds (see below). Discussions about graduate student support are on the schedule. The Senate will review a progress report in Fall 2010.
- The council reviewed more than 80 proposals submitted in the second round of the Madison Initiative for Undergraduates competition. Using criteria established when the initiative was approved (i.e., increasing access to high-demand courses and programs, addressing curricular bottlenecks that increase time-to-degree, adding curricular elements that might enrich students’ “Wisconsin Experience”), members offered counsel about those proposals that seem most likely to achieve the greatest impact for the greatest number of students.
- Dean Sandefur sought advice concerning how L&S departments, programs, and interdisciplinary activities might best be allocated among the academic associate deans to balance the work required of these deans and to provide better service to departments. After extensive discussion with the APC, with department chairs, and with departments that would be most affected by the change, a proposal to change the arrangement of departments under the largest area (Arts and Humanities) and to create a new position to share these responsibilities was rejected in favor of retaining the current structure but considering how to provide better support for the associate deans.
- The council also participated in an extensive review, convened by the Provost, of the Cluster Hiring Initiative (CHI). Members reviewed documents produced by each cluster and evaluated whether or not each is achieving its mission as well as the extent to which each contributes to meeting the goals of the Initiative. In nearly every case, council members found that clusters are meeting (and often exceeding) their original goals. The council debated what might be done to continue to support the program, which was deemed to be an effective way for the university to explore new endeavors. Unfortunately, however, the university cannot afford to invest new resources in the CHI, so it must be restructured if it is to continue. To this end, the APC distinguished among the CHI groups, some of which rely more on the “cluster” mechanism than others do. The council recommended preserving as clusters those groups for which the scholarly endeavor would not persist without the ongoing commitment to the “cluster” strategy; other groups may better survive incorporation into departmental and other hiring plans. Recommendations were forwarded to the Provost’s office outlining the council’s complicated assessment of the twenty-four clusters for which L&S serves as the lead college. Professor Nordheim is also serving on the campus-level CHI review committee.

Program Changes. A brief list of other matters considered by the council since the Council’s last report to the L&S Senate is attached to this report (see **Attachment A**). As noted in previous APC reports, the slower pace of new program development and program changes may be related

to restricted resources. Planning efforts emphasize that resources must be available (or will be reallocated from existing programs) before new programs are approved.

- The council approved a request submitted by the Gaylord Nelson Institute for Environmental Studies (GNIES) to develop a new L&S major in Environmental Studies. When this request was initially tendered in Spring 2008, it received a substantial amount of feedback and suggestions offered from across the college, which Dean Sandefur conveyed to the Institute. The council found that GNIES addressed all previously stated concerns. Council members were enthusiastic in supporting the proposed program, noting that it will offer students an opportunity to pursue a unique major in the liberal arts and sciences that will allow students to pursue a coherent yet broad range of study from the perspective of Environmental Studies.
- The council met with representatives from the College of Agricultural and Life Sciences to discuss proposed revisions to the degree structure for their “non-professional” undergraduate degrees. Information about this proposal has been made available to the university community (<http://www.cals.wisc.edu/students/majors/BSDegreeProposal.php>). CALS currently offers eight undergraduate degree programs, including four “primary” and four “professional” degrees. Within these programs, 24 majors can be pursued. This results in approximately 70 different curricular combinations. The college has proposed streamlining this system, to offer one general Bachelor of Science degree instead of the four “primary” degrees. The structure will be much more like the L&S system, in which majors are added to General Education and other degree requirements to complete a program of study in the college. Although L&S is not required to approve or comment on this proposal, the council commended CALS for taking this bold step, which promises to simplify and clarify requirements for their students. Council also advised the Dean that, if this proposal is approved, L&S and CALS should consider seeking changes to the degree names that appear on students’ diplomas (e.g., “Bachelor of Science [or, Arts] – Letters and Science” and “Bachelor of Science – College of Agricultural and Life Sciences”).

Program Review Activity

Several regular academic program reviews are under way (**Attachment B**); for a summary of reviews completed in 2008-2009, please refer to the Dean’s Annual Report on Program Review (July 2009, at <http://www.ls.wisc.edu/handbook/ChapterOne/L&SAnnualReportonProgramReview08-09-Final.pdf>.)

Last year, Dean Sandefur and the Council recommended that L&S guidelines for program be realigned with the university’s Strategic Framework. That work was delayed while the University Academic Planning Council revised the campus-level guidelines to achieve a similar alignment. In Spring 2010, Assistant Dean Elaine Klein, who facilitates this process for the college, will present a proposal to the APC regarding this process.

Membership Changes

The council wishes to thank three departing members for their service on the council. Professor Songolo, who stepped in for Professor Dubrow when she left the university, will be completing one of the two faculty terms representing the Arts and Humanities. Dr. Clayton will complete her term as one of the council's elected Academic Staff representatives. (Nominations are being sought to fill these positions on the council.) Professor Aylward's one-year *ad hoc* appointment to the council will end when Professor Leary returns from sabbatical.

Questions and Comments

Questions about this report or the Council's activities may be submitted to Dean Sandefur, to the Associate Dean responsible for the department or program involved, or to Assistant Dean Elaine M. Klein (kleine@ls.admin.wisc.edu).

Submitted by Elaine M. Klein, Ph.D.
Assistant Dean, L&S Academic Planning, Program Review and Assessment

L&S Program Reviews in Progress

Department/Program (Major Code)	Self Study	Committee Review	Committee Report	APC Discussion
Asian Studies (092) Concentrations: East Asian, Southeast Asian. MA Southeast Asian Studies (935) Cert. in East Asian	Charged Fall 2007; Received	Committees Convened; interviews complete	Complete; responses from centers and related departments received	Spring 2010 East Asian concentration complete, memo to center in process
Communicative Disorders (216) ¹	Charged Fall 2008; Received	Committee visit Fall 2009	Finished; department response received	Spring 2010
Economics (261)	Charged Fall 2007; Received	Committee visit Fall 2009	Finished; department response received	Spring 2010
English (405)	Charged Fall 2008 Received	Committee visit Jan 27-29, 2010	In progress	
Capstone Certificate: Geographical Info. Systems (358)	Charged Fall 2008 Received	Committee work conducted Summer & Fall 2009	Finished; department response received	Spring 2010
Geoscience (468, 470, 472)	Charged Fall 2007 Received	Committee visit Feb 4-5, 2010	In progress	
Journalism (PhD Mass Communication – 630)	Charged Fall 2009	In progress		
Languages and Cultures of Asia (596)	Resumed Fall 2008 Received	Committee visit Fall 2009	In progress	
Linguistics (621)	Received	Committee visit Spring 2009	Received; department response late	Fall 2009
Medical Microbiology and Immunology (652) ²	Pending discussion with SMPH			
Political Science (805)	Charged Fall 2008 Received	Committee visit Fall 2009	Finished; department response received	
Psychology (832; non- accredited programs only)	Charged Spring 2009; Extension to Spring 2010			
Spanish & Portuguese (936, 810; Cert Spanish for Bus Majors)	Charged Fall 2008 Received	Committee convened; scheduling site visit		
Statistics (949)	Charged Fall 2008 Received	Committee visit Feb 18 & 19, 2010	In progress	

¹ Several programs in Communicative Disorders (216) are accredited by the American Speech-Language and Hearing Association (ASHA). Programs not under accreditation should be reviewed.

² L&S-sponsored program housed in School of Medicine and Public Health; coordinate with SMPH

OTHER REVIEWS

Joint Reviews (Major Code)	Self Study	APC Discussion	Committee Review	Committee Report	UAPC Action
Creative Writing (243)	Charged Fall 2008; Received	Completed Spring 2009 - Continuation Recommended Transmitted to Provost	Completed	Completed	Discussion scheduled for March 2010
Second Language Acquisition (908)	Charged Spring 2008	Completed Spring 2009 - Continuation Recommended Transmitted to Provost	Committee convened	In progress	
Certificate Program Reviews	Review convened	APC Discussion			APC Action
Archaeology	July 2008				
LGBT	July 2008	Fall 2009	n/a	n/a	Continuation recommended
South Asian Studies	July 2008	Spring 2009	n/a	n/a	Continuation recommended
Other	Review convened	Committee work	APC Discussion	Next Steps	
UW Marching Band	February 2009	Interviews complete	In progress		
Center for World Affairs and the Global Economy	February 2009	Completed	Committee convened; review underway		

L&S Academic Planning Council, April 2009-March 2010

Changes to existing programs

- Request to rename options, International Studies Major
- Request to rename program names, from Women's Studies to Gender and Women's Studies

Requests to create new programs

- Request to create a new PhD Minor (Global Studies), Global Studies Program and the Center for World Affairs and the Global Economy
- Request to create a new center (J. F. Crow Center for the Study of Evolutionary Biology), with the College of Agricultural and Life Sciences
- Request to create a new major (Environmental Studies), with Gaylord Nelson Institute for Environmental Studies

Requests for Comment or Consultation

UW System requests:

- UW-Oshkosh, Major in Interactive Web Technology Management
- UW-Stout, MS in Gerontology
- UW-Platteville, Major in Sustainable and Renewable Energy Systems
- UW-Oshkosh, Major in Environmental Science
- UW-Milwaukee, MS and PhD in Freshwater Science
- UW-Colleges, Bachelor of Applied Arts and Science

UW Madison requests:

- Proposal to restructure baccalaureate degrees in CALS
- Annual report of the Development Studies PhD program
- Proposal to create a new research center (Marsh Center for Research in Phys. Activity), School of Education
- Proposal to create a new certificate (International Certificate), CALS

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College of Letters and Science Curriculum Committee
Report to L&S Faculty Senate
Academic Year 2009 (to date)

Curriculum Committee Members and Chair

Rob Asen (Communication Arts)	Kristopher Olds (Geography)
Marc Fink (Music)	Ned Sibert (Chemistry)
Diane Gooding (Psychology)	Jeremi Suri (History)
Liane Kosaki (Political Science)	Ken Sytsma (Botany)
Venkat Mani (German)	
Naomi McGloin (East Asian Languages and Literature)	<i>Student:</i> Emily Kesner
Michael Morgan (Atmospheric & Oceanic Sciences, Chair)	

Ex Officio members:

Elaine M. Klein (Assistant Dean, Academic Planning, Program Review & Assessment)
Christopher F. Lee (Assistant Dean, L&S Student Academic Affairs)
Molly McGlone (Assistant Director for Curriculum, L&S Honors Program)
Michael J. Pflieger (Assistant Dean, L&S Student Academic Affairs)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education & Academic Administration)
Tammy Weisensel (Assistant to the Associate Dean for Undergraduate Education & Academic Administration)

Overview

The L&S Curriculum Committee (LSCC) advises the Dean on the curricular integrity of the undergraduate degree requirements, major requirements, and special programs. The committee also reviews proposals to add, change, or delete courses from the L&S subject listings prior to submitting these requests for final approval to the Divisional Executive Committees. As part of its work to maintain the integrity of the Liberal Arts curriculum, the committee considers requests to allow non-L&S courses to count toward L&S degree requirements by awarding them the designation of "Liberal Arts and Science" courses. This work is described in greater detail online, at <http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3.htm>. At the Dean's request, the committee considers a variety of issues related to undergraduate education for purposes of advising him, the faculty and L&S departments and programs, and the division of Student Academic Affairs.

Proposals to Add, Change or Delete Courses

The LSCC is responsible for college-level review of proposals to add, change, or delete courses listed in the *Course Guide* subject listings that are managed by L&S departments and programs.

Proposals approved by department faculty are sent to the LSCC. A technical review is conducted to evaluate whether they conform to technical requirements for entry into the course database. The LSCC chair reviews all proposals to determine if they are ready for committee consideration, and committee members review all proposals online prior to the meeting. At any of these levels, questions may be asked of the units submitting the proposals; L&S staff work hard to resolve questions that come up before proposals are submitted to the Divisional Executive Committee. (See **Attachment A** for a diagram illustrating this process.) Since the committee's last report to the L&S Senate (April 9, 2009), the LSCC approved proposals to create 44 new courses, to change 64 existing courses, and to delete 7 courses. 32 proposals are awaiting department responses to questions raised in the approval process (and, most of these questions relate to requests to cross-list or alter cross-listed courses).

Obsolete Courses: The last LSCC report to the Senate included information about a Fall 2008 request made of L&S departments and programs to undertake the task of reviewing and trimming their courselists, which was prompted by the transition from a print *Catalog* to an online version that links to the online course database known as the "*Course Guide*". That review was conducted on recommendation of the LSCC, in light of the fact that the *Course Guide* presents publicly all courses that exist. Concerned by data indicating that 32 percent of the 13,600 courses on UW-Madison's books had not been taught in 6 years, and 25 percent had not been taught in the past 10 years, Interim Provost Julie Underwood initiated a review of courses that might be considered "obsolete" by virtue of not having been taught in ten or more years, with the goal of retiring from the list courses that students cannot realistically hope to see taught during their time at UW-Madison. Assistant Dean Elaine Klein worked with colleagues in the Provost's and Registrar's Office to develop a streamlined process for conducting this review; she also served as the L&S contact for departments conducting the review of their course lists. L&S departments and programs recommended for retirement from the active course array:

- 378 of 699 (or, 54.08%) courses for which there was no record of ever having been taught;
- 588 of 1061 (or, 55.41%) courses which had not been taught in ten or more years; and
- 243 of 660 (or, 36.82%) courses which had not been taught in six to ten years.

Departments are encouraged to monitor their courselists and to retire courses from the course array when they are no longer likely to be taught. They are also encouraged to develop "topics courses" at various levels (elementary, intermediate, and advanced) to take advantage of greater flexibility in offering new or infrequently taught courses. More information – including the LSCC's guidance regarding repetition of "topics" can be found in the *L&S Handbook*, at <http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3-topicscourses.htm>.

Liberal Arts and Science (LAS) Designation. The LSCC considered several requests from non-L&S programs to consider how their courses are found to meet College criteria for Liberal Arts

and Science courses. (Undergraduate students in L&S must complete a minimum number of credits in approved LAS courses; students completing the current BABS07 degree requirements must have at least 108 LAS credits, and students completing the 1971 requirements must have at least 100 “C” credits, and up to 20 “T” credits.) Applications for LAS have been standardized in recent years, requiring the program making the request to provide a detailed syllabus accompanied by a substantive memorandum explaining how the course contributes to students’ liberal education, and specifically, how the LAS criteria are met (**Attachment B**). Requests are usually reviewed by the full committee and discussed extensively in one or two meetings. Since the last LSCC report, five departments have submitted requests for LAS designation. Of these, one has been approved. (One is pending, one was withdrawn, and two are still under review.) In cases where it was possible and desirable to do so, the committee recommended that approvals be retroactive to the semesters reflected in the course syllabi reviewed. This allowance is intended to help students complete their degrees in a timely way.

In January 2010, a subcommittee was convened to review a request submitted by the Air Force ROTC program, which asked for six courses to be converted from “T” courses to LAS courses. Professor Jeremi Suri chaired that committee, which reviewed course readers, assignments, and examination materials associated with these courses. After careful consideration, the committee recommended that these courses be approved, and the LSCC accepted that recommendation.

Proposals to Change Requirements for Academic Programs

LSCC guidelines regarding changes to requirements the academic programs remain in effect (<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3ccpol.htm>). Since the last LSCC report, a few departments and programs sought changes to their academic programs; these appear in this report as **Attachment C**. The Committee and L&S Administrative staff continue to work with departments to articulate the connections between requests for curricular changes and efforts to assess student learning in academic programs, to link changes to evidence, and to demonstrate more clearly that learning is improving. As part of the approval process, implementation dates are established and plans are developed to ensure that students in the “old” programs are able still to complete those requirements, or that they may be transitioned into the new requirements without adversely affecting their progress.

Implementing Revisions to the L&S Baccalaureate Degree Requirements

The committee continues to make itself available to departments and to colleagues in L&S Student Academic Affairs to monitor issues arising from the implementation of changes to the L&S baccalaureate degree requirements, known as BABS07. At this time, no issues have been formally presented to the committee for consideration.

Other Curricular Issues

Course Overlap Issues

The Provost has asked Dean Sandefur and the LSCC to change L&S policy regarding course overlaps. Current policies, which were developed prior to the university's ability to conduct electronic degree audits of student transcripts, allow departments to limit the number of degree credits students are awarded for taking courses determined have closely related or overlapping content. The policy removes credit from students' transcripts after the course has been completed. The policy presents several problems:

- the list of overlapping courses has not been updated in many years;
- other schools and colleges routinely ignore these rules;
- removal of credit students have paid for and completed is an inappropriate adjustment of the transcript;
- the policy does not provide effective guidance to students at the time of enrollment, when they might better avoid overlapping courses;
- major requirements may force students to take overlapping courses when they change programs; and finally,
- other tools are used to audit student transcripts and determine "how courses count".

The Registrar's Office is seeking permission to stop enforcing overlap rules entirely, and the committee is inclined to agree that this should be done. Before the committee issues its recommendations about this policy, the LSCC needs more information from departments about this issue at the department level. The committee is contacting departments to learn more about whether restricting credit in this way serves departments' curricular goals.

The LSCC discussion noted that students' needs and interests change as they move through the curriculum, and allowing overlaps in some cases represent advances in learning: it should be easy for students to take an "overlapping course" if the "overlap" serves to advance the student. On the other hand, it does not seem to make sense for students to reverse direction, for example, by taking "non-Calculus Physics" after having taken "calculus-based Physics". In nearly all of cases, "forward progress" could be implemented by using the existing course-prerequisite system in ISIS, which is enforced at the time of course enrollment. By enforcing course prerequisites, forward progress is addressed at the point of registration, when students are able to make other choices if they inadvertently select an overlapping course.

Recommendation:

Departments and programs seeking to control student progress through courses should do so by creating and enforcing course prerequisites. (For example, "Jurassic Studies 103: Not open to students who have taken Jurassic Studies 207, 247, or 352..." or "LitTrans XXX: Not open to students who have already taken Jurassic Studies XXX".)

Course prerequisites notices should not be used to make statements about program or

degree requirements. Rather, these requirements are more appropriately discussed in the catalog statement, and implemented through advising and Degree Audit processes.

This recommendation shifts responsibility for enforcement of this policy from the Registrar's Office to departments, which are more attuned to the course content and students' appropriate progress through their curricula, and where the concept of "overlap" may be most important. If adopted, departments will be responsible for considering whether "overlaps" in their curricula are important; and if so, identifying reasonable limits that can be enforced in course prerequisites, and enforcing those prerequisites.

Consultation Regarding CALS Degree Structure

Representatives from the College of Agricultural and Life Sciences met with the committee to discuss proposed revisions to the degree structure for CALS "non-professional" undergraduate degrees (see <http://www.cals.wisc.edu/students/majors/BSDegreeProposal.php>). The proposal suggests reducing the eight undergraduate degree programs to five, preserving the four "professional" degrees but consolidating the four "primary" programs into one general Bachelor of Science. Under the current system, students can pursue approximately 70 different curricular combinations; under the proposal, this would be streamlined significantly. The result would be similar to the L&S system, in which majors are coupled with degree requirements to complete the degree. L&S approval is not required; nevertheless, committee members expressed their support for this proposal, which will serve students well by simplifying and clarifying a confusing array of requirements.

Initial Discussion: General Bachelor of Liberal Studies Degree

Dean Sandefur has asked the LSCC to begin discussion of whether the College of Letters and Science should propose creation of a general degree in the Liberal Arts and Sciences. Such programs have been offered with increasing frequency at other University of Wisconsin institutions, and there is a general perception that having a broadly construed degree program may serve our students. The committee has not yet engaged in discussion of this topic, but would appreciate hearing Senators' initial impressions.

This report was approved by the L&S Curriculum Committee on February 22, 2010, and is submitted by:

Michael C. Morgan, Chair, L&S Curriculum Committee
Professor of Atmospheric and Oceanic Sciences

Elaine M. Klein, Assistant Dean
L&S Academic Planning, Program Review and Assessment

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L&S Course Proposal Process

Elaine Klein & Tammy Weisensel

Attachment A

L&S Curriculum Committee Annual Report, 2009-2010

Faculty member proposes course to department; course is approved per departmental process

Proposal sent to L&S Curriculum Committee

Revised proposal sent to Divisional Executive Committee Office

Proposals to add/change/delete courses are forwarded to Registrar's Office for entry into *Course Guide*.

Department processes vary; however, all proposals to add, change, or delete courses must include the appropriate course proposal form. See: <http://www.secfac.wisc.edu/divcomm/courses/CourseProposals.htm>

Depending on form used and nature of course proposed, proposals may include:

- Syllabus
- For Comm A/B, QR A/B, or Ethnic Studies, information about progress of (or request for) review
- Support from Cross-listing departments
- Discussion from affected departments (if any) regarding overlapping course content, if relevant and substantial

If cross-listing department is in a college other than L&S, those colleges must also approve the course. L&S can work with parallel routing of these requests; however, some colleges prefer sequential approval. Conflicts will be resolved at the divisional committee level.

Departments send:

Electronic copy (pdf preferred) *or* 3 hard copies to LSCC for Technical and Committee Review. *Please note:* these documents are reviewed as though they are "drafts", just in case they need revision prior to submission to college/campus committees.

Please include:

Cover letter from chair (one letter per set of proposals)

To:

L&S Curriculum Committee
c/o Tammy Weisensel
307 B South Hall
weisensel@ls.admin.wisc.edu

By:

Ten days prior to Curriculum Committee meeting that falls before Divisional Committee Deadline

- L&S CC staff & chair work with dept to resolve technical questions.
- L&S CC considers proposals when questions are resolved (may vote "approve pending resolution of minor questions").
- Notice of approval and revised proposals sent to Dept. and to Divisional Executive Committee Office.

Departments send:

20 copies (hard copy only) of revised/final proposal

To:

Divisional Executive Committee Office
(134 Bascom Hall)

By:

Three weeks before Divisional Executive Committee meeting

L&S sends:

L&S CC Chair's notice of course approval to Divisional Executive Committee Office (e-mail and hard copy) *with* correspondence about revisions.

NOTE: Divisional Committees may have additional questions for department or for L&S Curriculum Committee.

For more information about the L&S Curriculum Committee, see section I.3 of the *L&S Handbook* www.ls.wisc.edu/handbook

L&S Curriculum Committee Annual Report, 2009-2010
Criteria for Liberal Arts and Science Courses

Approved by L&S Curriculum Committee December 5, 2005

Courses requested for Liberal Arts and Science (LAS) credit should encourage students in one or more of the three “habits of the mind” of liberal arts education, as specified by the College of Letters and Science. These include:

1. 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.

This criterion includes:

- a. fluency in reading, writing, and oral communication
 - b. ability to understand and use prose, analyze documents
 - c. ability to use quantitative information to understand, develop and respond to arguments
 - d. critical and reflective quantitative, reading, and communication skills
 - e. reasoned, well-organized, and sustained discussions of important issues or questions, including the ability to explain and evaluate different or opposing perspectives evenhandedly and dispassionately
2. The ability to draw flexibly upon and apply the modes of thought of the major areas of knowledge.

This criterion includes:

- a. understanding and application of the fundamental theory, methods of inquiry, and patterns of reasoning that characterize fields of knowledge within the arts, humanities, sciences, and social sciences, including the basic principles of logical, mathematical, and scientific reasoning
- b. recognizing and evaluating new information, integrating that information into existing frameworks of knowledge, and adapting those frameworks as necessary or appropriate, using standards of intellectual rigor or precision appropriate to different subject areas
- c. posing meaningful questions that advance knowledge and understanding
- d. analyzing arguments, evaluating the evidence supporting them, and framing reasonable and persuasive counter-arguments; similarly, constructing arguments, supporting them with relevant evidence, and anticipating likely counter-arguments
- e. connecting theory and application through analysis of research or conducting research
- f. making connections among diverse subject areas and modes of thinking
- g. applying the major areas of knowledge to the solution of individual and community problems

3. Knowledge of our basic cultural heritage as a multifaceted and often contested history.

This criterion includes:

- a. the ability to place key decisions and developments in broader social, cultural, and historical context
- b. self-critical appreciation of cultural and personal values.

Proposed courses, including those designed to convey technical skills or specialized pre-professional training, must have extensive coverage of these aspects of the liberal arts and sciences. Although no single course will cover all of these aspects, the Curriculum Committee will look for evidence that liberal arts aspects are woven throughout a course. Course design must clearly encourage and emphasize analytical, conceptual, and creative thinking. Liberal arts learning should be heavily represented in the course objectives, list of topics covered, requirements, and assessment. The syllabus must indicate in detail how and where the liberal arts aspects of the course are integrated into the course and specify how the assessment of students incorporates the liberal arts features of the course.

Attachment C: Changes to Academic Programs
L&S Curriculum Committee Annual Report, March 15, 2010

- **East Asian Languages and Literature** reduced the number of credits conveyed for several courses in Chinese and Japanese, which allowed changes in the major requirements that will allow students to take an additional course without changing the overall number of credits in these majors.
- **Geoscience** has requested changes to the major in Geology and Geophysics, defining an array of tracks that will guide students through the major in ways that best serve their post-graduation goals.
- **Physics** also adjusted the number of credits in several laboratory courses, which increased the overall number of credits required in the program. These changes brought the lab courses into better alignment with similar courses offered in other physical sciences departments. LSCC representatives and L&S Undergraduate Academic Services are working with the department to determine the optimal implementation strategy.
- Technical corrections were approved for:
 - ❖ Modern Hebrew Literature Track of the undergraduate major in **Hebrew and Semitic Studies**; these changes were needed to align the list of courses required with current course offerings.
 - ❖ Criminal Justice Certificate Program, to allow the award to be conferred upon completion of the program instead of upon completion of the degree. This addresses a problem non-degree students encountered when attempting to complete this award.