

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

**LETTERS AND SCIENCE
FACULTY SENATE AGENDA MATERIALS
for
23 April 2007**

These materials are also available online at:
<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-4materials.htm>

COLLEGE OF LETTERS AND SCIENCE
FACULTY SENATE MEETING
Monday, 23 April 2007 - 3:30 p.m.
165 Bascom Hall

A G E N D A

	Doc. No.
1. Announcements and Questions.	
2. Approval of Minutes of 10 April 2006 L&S Faculty Senate Meeting.	
3. Annual Report of the Curriculum Committee, 2005–2006 and 2006–2007.	270
4. Annual Report of the Academic Planning Council, 2005–2006 and 2006–2007.	271
5. Annual Report of the Faculty Honors Committee, 2005–2006.	272
6. Discussion Item: UW-Madison Reaccreditation Project.	

<p><i>What will it mean to be a great public university in a changing world?</i> <i>How will UW Madison uniquely embody this greatness?</i></p>

Accreditation Reference materials:

Higher Learning Commission:

Overview of Accreditation (<http://www.ncahlc.org/download/2003Overview.pdf>)

UW-Madison Strategic Planning: (<http://www.provost.wisc.edu/planning.html>):

New Directions (<http://www.provost.wisc.edu/reaccreditation/>)

Targeting Tomorrow (<http://www.news.wisc.edu/tomorrow/>)

Connecting Ideas (<http://www.chancellor.wisc.edu/strategicplan/>)

This agenda and supporting materials are also available online at:
<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-4materials.htm>

Questions: Elaine M. Klein (klein@ls.admin.wisc.edu) or 265-8484

**COLLEGE OF LETTERS AND SCIENCE
FACULTY SENATE MEETING
Monday, 10 April 2006 - 3:30 p.m.
5208 Social Science Building**

MINUTES

1. Announcements and Questions.

The meeting was called to order at 3:30 p.m. Dean Sandefur announced that he was seeking nominations to elect a member of the faculty to the L&S APC, to fill one of the two seats designated for the Social Sciences, and asked that nominations be directed to himself or to Associate Dean Chuck Halaby.

2. A motion to approve the minutes of the L&S Faculty Senate meeting held 11 April 2005 was approved.

3. A motion to file the Annual Report of the Academic Planning Council, 2004-2005 was approved.

4. Annual Report of the Faculty Honors Committee, 2004-2005

Professor Chris Kleinhenz (French & Italian), Faculty Director of the Honors Program, presented the report of the Faculty Honors Committee. He noted a few items of particular interest. The program hopes to find a new home at the Washburn Observatory. The program, which sponsors two highly-regarded undergraduate journals, also recently sponsored a conference on political trauma and restoration. Finally, he noted that the Honors Program sponsors an honors-level study-abroad program in Florence, which is a unique opportunity for students to continue their participation in Honors while they are abroad. A motion to accept the report passed.

5. Annual Report of the Curriculum Committee, 2004-2005

Professor Russell Shafer-Landau (Philosophy), the 2005-2006 Chair of the Committee presented the report. He noted that, in addition to the committee's usual pursuits as they relate to course approvals and approval of revisions to existing academic programs, the committee spent considerable time and attention on matters related to the implementation of revisions to the L&S BA/BS degree requirements which were approved last year. In addition, the committee formally installed the Disability Curricular Accommodation Committee as a subcommittee of the L&S Curriculum Committee. A motion to accept the report passed.

6. Discussion Item: Supporting Education in the Liberal Arts and Sciences

Dean Sandefur noted that the topic of promoting liberal education in the arts and sciences has been receiving a lot of national attention. UW-Madison and UW System institutions are participating in a ten-year effort sponsored by the American Association of Colleges and Universities (AAC&U) called "Liberal Education: America's Promise". Professor Jolanda Vanderwal-Taylor (German), who serves as one of UW-Madison's representatives to the UW System project, led a discussion of LEAP, noting the following:

(continued)

While L&S is clearly the leader in this initiative, liberal education can and should appear across all UW-Madison schools and colleges.

- The role and value of liberal education seems to be poorly understood; however, AAC&U evidence suggests that employers want employees to have critical thinking, oral and written communication, problem solving, and other skills fostered by liberal education.
- Students confuse “studying a major” with job training; LEAP seeks to change that.
- Although the term “liberal education” as an educational philosophy has a long history, more recently that term is misunderstood as one that espouses a particular political view. LEAP seeks to emphasize that “liberal” education refers to a broad education, with subjects of study freely chosen from among a wide variety of materials.
- LEAP-related projects are under way in the UW System. UW-Oshkosh asks instructors to include statements about courses’ contributions to liberal education on the syllabus, which emphasizes that courses do not merely convey particular content, but that the content itself resides participates in a broader disciplinary perspective.

Several issues were discussed:

- In reaching out to students, UW-Madison should reach out particularly to first-year students (e.g., by working with First-Year Interest Groups). Advisors should be encouraged to communicate with students about liberal education.
- L&S Career Services and similar units could help students gauge the skills they’ve acquired, and how broad learning in the classroom applies to their work lives.
- The value of liberal education may be particularly challenging for students who are resistant to the completion of breadth beyond the major.
- The liberal education students attain in L&S may not always be a choice explicitly made by students who enter the college after attempting other programs. L&S may need to work to develop a “certain esprit” for seeking a degree in the Liberal Arts and Sciences.
- Lew Friedland (Journalism) noted that students who complete portfolio projects accumulate a record of experience that reflects what they have learned and provides opportunities for students to “see the utility of the experience, and give them something literally that they could carry forward” as evidence of the connections they have made.
- Statements on syllabi help professors articulate their understanding of what a particular course contributes to the broader discipline. One senator noted that this type of “branding” marks explicitly what it is that a particular course offers. When asked whether members of the faculty might consider adding such statements to their syllabi, several indicated that they would be willing to do so.

Dean Sandefur and the members present thanked Professor Taylor for her efforts, and invited her to return to provide updates on LEAP activity. In conclusion, Dean Sandefur noted that L&S must play a role in this important work, and that the faculty in the college do this work well. Although the college only has 33% of the faculty, L&S confers more than half the degrees awarded by UW-Madison, and L&S departments and programs teach over 60% of all the student credit hours. He noted the excellence of the faculty, citing the prominence of L&S faculty and staff in winning Hillebrand awards, Chancellor’s teaching awards, Sloan Fellowships, and Kellett Mid Career awards; in addition, he cited well ranked departments both in our national ranking systems (*US News*) as well as in the newly-developed Chinese survey of 100 best world universities, in which UW-Madison is ranked the 16th best university in the world.

The meeting adjourned at 4:40 p.m.

Submitted by:

Elaine M. Klein, Ph.D (English ’97)

Assistant Dean

Academic Planning, Program Review, and Assessment of Student Learning

Secretary, L&S Faculty Senate

**COLLEGE OF LETTERS AND SCIENCE CURRICULUM COMMITTEE
REPORT TO L&S FACULTY SENATE
CONCERNING ACADEMIC YEARS 2005-2006 AND 2006-2007 (to March 26, 2007)**

Curriculum Committee Members and Chairs

2005-2006

Robert Bleiweiss (Zoology)
John Coleman (Political Science)
Diana Frantzen (Spanish & Portuguese)
Lew Friedland (Journalism)
Ellen Jacobson (Sociology)
Paul Milewski (Mathematics)
Michael Morgan (AOS)
Teju Olaniyan (African Lang & Lit)
Russ Shafer-Landau (Philosophy, Chair)

Students:

Elijah Lewien
Hope Wallace

2006-2007

Robert Bleiweiss (Zoology)
John Coleman (Political Science, Chair)
Greg Downey (Journalism)
Diana Frantzen (Spanish & Portuguese)
Ellen Jacobson (Sociology)
Paul Milewski (Mathematics)
Michael Morgan (AOS)
Teju Olaniyan (African Lang & Lit)
Norma Saldivar (Theatre & Drama)
Students:
Brittany Bice (appointed observer)
Connor Ewing (appointed observer)
Kerry Gabrielson (appointed observer)
Jeremy Goldstein (appointed member, active)
Elijah Lewien (appointed observer)
Hillary Minor (appointed observer)
Michael Nemmetz (appointed observer, active)
Colleene Thomas (appointed member, active)

Ex Officio:

Anthony E. Garcia (Assistant Dean, L&S Student Academic Affairs)
Elaine M. Klein (Assistant Dean, Academic Planning, Program Review & Assessment)
Michael J. Pflieger (Assistant Dean, L&S Student Academic Affairs)
Geoffrey Thompson (Assistant Dean, L&S Student Academic Affairs – 2005-2006)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education & Academic Administration)

Proposals to Add, Change or Delete Courses

The L&S Curriculum Committee (LSCC) is responsible for college-level review of proposals to add, change, or delete courses listed within *Timetable* or *Catalog* subject listings managed by L&S departments and programs. All proposals are approved by the department faculty prior to submission to the LSCC. L&S Administration staff conduct a technical review to ensure that proposals conform to college- and campus-level expectations articulated in the Divisional Executive Committee guidelines for course proposals (<http://www.secfac.wisc.edu/divcomm/courses/CourseProposals.htm>). The committee chair reviews all proposals and determines when they are ready for committee consideration. Approved proposals are forwarded to the Divisional Executive Committee. Since May 2005, the LSCC has processed an annual average of 245 proposals to add, change, or delete courses.

Proposal Type	Summer 05	AY 05-06	Summer 06	AY 06-07 (to March 26)	Total
New	21	89	16	52	178
Change	35	106	15	75	231
Delete	1	31	8	40	80
Totals	57	226	39	167	489

Proposals to Change Requirements for Academic Programs

The LSCC reviews and approves substantial changes to the L&S undergraduate curriculum, to L&S undergraduate majors, and to university-approved undergraduate certificate programs managed within L&S departments and programs. The LSCC also reviews substantial programmatic changes to L&S graduate programs in cases where there is no Graduate School oversight (e.g., for graduate program tracks or certificate programs). “Substantial” revisions include, but are not limited to, changes in requirements for admission to the major; course changes that affect the flow of resources between departments; increasing or decreasing the number of credits in the major; adding or removing requirements related to course sequence in the program; and adding or changing prerequisites related to courses taught in other departments. Guidelines for curricular change, developed in AY 00-01 and revised in AY 04-05, help departments consider changing the requirements for academic programs; the current guidelines are available online at <http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3ccpol.htm>.

In AY 06-07, colleagues in the School of Education sought a stronger connection with the LSCC regarding curricular changes. The Associate Dean of Education Academic Services now receives copies of all materials related to curricular changes, and is informed when changes to L&S academic programs are approved by the committee.

Since the time of the last LSCC report, the following departments and programs sought and received permission to change their academic programs. Requested changes included technical corrections; the addition of Honors tracks to existing degree programs; reconfigurations of courses required for admission to or to complete degree programs; and updates to program goals and requirements for meeting them. Most of the changes to the programs listed below were approved in time to meet publication deadlines for the *2007-2009 Undergraduate Catalog*.

2005-2006

- American Indian Studies (Certificate) – program restructuring to increase coherence of student course experience
- Computer Sciences (BA/BS) – change in GPA required for admission
- French (BA/BS) – increase in course options for completion of requirements
- Spanish (BA/BS) – clarification of requirements to complete minimum number of credits on UW-Madison campus

2006-2007

- Botany (BA/BS) – streamlining of requirements
- Classics (Classical Humanities Certificate) – program reorganization to simplify requirements
- Communicative Disorders (MS) – curriculum updates and alignment with accreditation requirements
- Hebrew and Semitic Studies (BA/BS) – change in “Biblical Studies” track
- Music – (BM) deletion of required course from track

(continued)

- Social Work (BSW) – change in requirements for admission
- Scandinavian Studies (PhD) – creation of “Folklore” track
- Statistics (BA/BS) – change in courses required
- Theatre & Drama (BA/BS) – change in core studies required for completion of major

In addition to these substantive changes to existing degree programs, the LSCC ratified decisions recommended by the Faculty Honors Committee regarding the creation of or changes to Honors in the Major. Finally, the LSCC Chair approved several technical corrections to facilitate implementation of substantive changes approved in prior years. Art History, English, French & Italian, Linguistics and Music received permission to adjust *Catalog* language to more clearly communicate with students about their requirements.

Other Curricular Issues

Although most of the LSCC’s energies were focused on implementing changes to the baccalaureate degree requirements, the committee also continued to provide oversight for two key areas.

- The committee accepted the report of the Disabilities Curricular Accommodations Committee, which continues to serve as the body authorized to provide accommodation for students with certain disabilities who seek substitutions to fulfill the L&S foreign language requirement. In April 2006, the DCAC submitted a report indicating that it had made two changes in policy, in response to LSCC suggestions: first, the number of credits required in course substitutions were aligned with the number of credits required for the BA/BS language requirement, and second, the writing requirement was restructured in light of the existence of University General Education Requirements. This report, dated April 17, 2006, is on file with the LSCC, and these changes have been incorporated into the next edition of the *Undergraduate Catalog*.
- On March 26, 2007, the committee accepted the report of L&S/International Academic Programs Study Abroad *Timetable* subject listing (STDYABRD). This “virtual” listing was created for the purpose of facilitating transfer of credits into the UW-Madison transcript from courses taken abroad in UW-Madison-approved programs. (Although the first route for transferring credit is to consult with departments to seek equivalent course credit, the existence of this listing helps to ensure that students get credit for courses that lack equivalents, and that non-UW-Madison students who participate in our study abroad programs earn credit that transfers to their home universities.) In general, this entity is functioning as intended.

Implementing Revisions to the L&S Baccalaureate Degree Requirements

For both 2005-2006 and 2006-2007, the LSCC’s energies focused on implementing changes to the L&S baccalaureate degree requirements. As noted in prior reports to the L&S Senate, these efforts are the result of a long-term project to evaluate and revise the undergraduate degree requirements, which culminated in L&S Senate approval (April 11, 2005).

Since that time, the LSCC has been working to implement the revisions in anticipation of a Fall 2007 implementation of the requirements. (Students admitted after May 21, 2007, are subject to these requirements.) To that end, the committee has:

(continued)

- Articulated criteria to determine “Liberal Arts and Science” (LAS) credit for non-L&S coursework (attached), developed procedures for review of non-L&S liberal arts and science courses, and has shared those criteria with units across UW-Madison to encourage review of courses appropriate to carry LAS designation;
- Resolved issues raised by the Office of the Registrar regarding implementation of 2007 L&S baccalaureate curriculum, ensured that communications about the L&S and LAS designations are current and accurate, and arranged for courses to be properly designated in future *Timetable* publications;
- With L&S Student Academic Affairs, identified the need for policy to address details related to implementation, developed policy where needed, and communicated with advisors and deans about new and revised policy;
- Revised the *Undergraduate Catalog* discussion of the L&S baccalaureate requirements;
- Established a communication plan and began development of a variety of tools (e.g., presentations, summary documents, DARS degree-level “what if?” capability) to reach out to advisors and students (see www.ls.wisc.edu/curriculum); and
- Overseen efforts to communicate with faculty and staff advisors, both within and external to L&S, regarding the new curriculum, including, when necessary, meeting with other campus units (administrative and school/college) to discuss the curricular changes.

Details about the revisions to the new curriculum can be found in the attached document, entitled “Overview of Curricular Changes”. This overview describes, in detail, differences between the 1971 and 2007 requirements, supplemented by information about how some elements should be interpreted. Because many people affected by the curriculum do not need this level of detail, an additional document, “Five Things L&S Departments and Programs Need to Know...” is also provided. Individuals with questions about the revisions are encouraged to contact L&S Student Academic Affairs (Dial-A-Dean – 262-2644). The committee anticipates that work to implement the revised degree requirements will continue for some time, as students and advisors work with the requirements. Questions and concerns about the requirements should be brought to the attention of the committee, which will work to resolve them.

The L&S Curriculum Committee approved this report on March 26, 2007.

Submitted by

John Coleman, Chair, L&S Curriculum Committee
Professor of Political Science

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

Attachments:

- A. Criteria for Liberal Arts and Science Courses
- B. Overview of Curricular Changes

(continued)

Appendix A

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.

(continued)

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.

(continued)

General Considerations		Details	Refer to:
Students affected	Students who matriculate to any post-secondary institution on or after May 22, 2007.	<p>Students matriculate to any post-secondary institution prior to May 22, 2007 will be allowed to "opt into" the new curriculum. A system will be set up to facilitate this by simple selection on a website.</p> <p>Students matriculate to any post-secondary institution prior to May 22, 2007, who opt in and later decide to revert to previous rules must seek a dean's exception</p> <p>To facilitate student choice, both curricula will be available to students in DARS.</p>	Memo#4: Fall 2007 Implementation of Revisions to the L&S Baccalaureate Degree Requirements
Requirement	2007 Curriculum	Changes from Previous Curriculum:	Refer to:
Minimum Credits for Degree	A <i>minimum</i> of 120 degree credits is required for L&S baccalaureate degrees. Please note that credit requirements for some programs may exceed 120 degree credits. The college allows some degree and placement credit as demonstrated by appropriate tests.	No change from previous requirements. However, more course options are available to achieve the 120 credit minimum.	Faculty Document 264a (final)
Liberal Arts and Sciences Coursework	<ul style="list-style-type: none"> A minimum of 108 credits in courses approved by the college as liberal arts and science courses. Liberal Arts and Science courses may satisfy breadth and level requirements, and where appropriate, may count as part of the major. Up to 12 credits from any other UW-Madison Divisional Executive Committee approved coursework may be counted as "free electives in the degree". 	<ul style="list-style-type: none"> Name change (formerly "100 credit rule") All Liberal Arts and Science courses will be designated in the Timetable. "C" courses "Count" as "Liberal Arts and Science" (or, LAS) courses. Most L&S courses will be designated LAS courses; however, since some will not be so designated, it will be possible for departments to create credit-bearing L&S courses that don't count toward the LAS degree requirement (e.g., Internship courses) 20-credit rule eliminated. "T" courses will be reviewed on request of offering department for consideration of conversion to LAS courses with "C" designation. Required LAS credits increased to 108 with more options for achieving the minimum 	<p>Faculty Document 264a (final)</p> <p>Memo#4: Fall 2007 Implementation of Revisions to the L&S Baccalaureate Degree Requirements</p>
	<p>Implementation Details:</p> <ul style="list-style-type: none"> Free electives in the degree <ul style="list-style-type: none"> Up to 12 credits may be counted toward the degree. Courses must be approved by UW-Madison Divisional Executive Committee. Free electives may not be used to satisfy level requirements. Free electives may not be used to satisfy breadth requirements. Transition period to accommodate students in 1971 curriculum <ul style="list-style-type: none"> "T" designation will be retained for a five-year transition period to serve students in 1971 and prior curricula. When "T" course designations are eliminated, related breadth designations will be eliminated. 		<p>Faculty Document 264a (final)</p> <p>Level restriction: Memo#4: Breadth restriction: Memo#5</p> <p>Memo #4 Memo #5</p>

Please note: This overview is not intended to be an exhaustive summary of the requirements. Some details have been omitted for sake of clarity. Refer to the 2007 Undergraduate Catalog for a more comprehensive discussion of the requirements.

Tools for Learning and Communication	<p>General Education Requirements 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. Quantitative Reasoning: QRA: May be exempted by approved college work while in high school, AP scores, or placement testing. QRB: 3 credits of more advanced course work for students who have completed or are exempt from QRA. Ethnic Studies: one 3 credit course required (many Ethnic Studies courses also carry breadth designations)</p> <p>Additional L&S Requirements 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. Mathematics: For BA, QRA & QRB satisfy Math requirements. The L&S BS requirements require two 3 credit intermediate level MATH, COMP SCI or STAT courses. At most, only one course in Comp Sci and Stat may be counted for this requirement.</p>	<p>No change</p> <p>No change</p> <p>No change</p> <p>No change</p> <p>QR-A and B satisfy L&S BA Math requirements.</p>	<p>University Gen Ed Requirements are set by University Faculty Document 1065a. See www.ls.wisc.edu/gened for more information on background policies.</p> <p>Faculty Document 264a (final)</p>
Breadth: Exploring the Liberal Arts and Sciences	<p>The L&S breadth requirements exceed (and therefore satisfy) the campus-wide Gen Ed Breadth Requirements. 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 one course of at least three credits must be taken in each of the biological and physical sciences; for the BS, at least 6 credits must be taken in the biological and in the physical sciences. 	<p>Name change BA and BS breadth requirements aligned (BA and BS both call for a minimum of 36 credits). Rule changes related to breadth credits:</p> <ul style="list-style-type: none"> ▪ 10 credit rule deleted (which limited amount of breadth credits earned in any one department) ▪ 80 credit rule deleted (which limited total number of credits earned in any one department) <p>NOTE: To address concerns regarding enrollment pressure in particular departments, departments may, in consultation with the L&S CC as part of a request to change the major, impose department-level limits on the number of credits earned in the department.</p>	Faculty Document 264a (final)
	<p>Implementation issues: Several policies persist from previous curriculum, as they relate to <i>Breadth: Exploring the Liberal Arts and Sciences</i></p> <ul style="list-style-type: none"> • Work in the major counts toward breadth requirements. • Courses that do <u>not</u> meet breadth 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 exceed the 36 credit minimum. • If a course is approved by more than one division, DARS selects which breadth requirement student needs to satisfy, according to type of breadth student needs. • Cross-listed courses may only be counted once. 		

Please note: This overview is not intended to be an exhaustive summary of the requirements. Some details have been omitted for sake of clarity. Refer to the 2007 Undergraduate Catalog for a more comprehensive discussion of the requirements.

(continued)

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, interdisciplinary, 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"> • Major should be declared 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 credits in the major can be in the major department. 	<p>No change; students <u>must</u> 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 that may be required in the major department (40), and the number of credits a major can dictate via required courses or prerequisites (60).</p>	<p>Faculty Document 264a (final)</p> <p>L&S Catalog, Policy Book</p>
Mastery of Intermediate and Advanced Work	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.	Name change	Faculty Document 264a (final)
Residency	<p>In order to receive a degree from L&S, all students must earn a minimum number of credits (30) in residence as they near completion of their UW-Madison degrees. Credits are "in residence" if they are earned in UW-Madison course work, including courses taken on study abroad programs administered by UW-Madison. Courses that do not count as "in residence" include: UW-Extension and other transfer courses, AP credit, credit by examination, and retroactive credits.</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> <ol style="list-style-type: none"> (3) At least 15 credits at any level in the major or major department in courses completed on the UW-Madison campus (not abroad). (4) At least 15 credits of upper-level work in the major or major department must be completed in residence. Credits earned in UW-Madison study abroad programs count as credits earned in residence. 	<p>Proposed change informs students meeting certain conditions that flexibility in the Residence Requirement may be "automatically" available to them.</p> <p>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. Distinction is drawn between "the Residency Rule" (minimum of 30 credits in residence) and the "Senior Residency Rule" (minimum number of credits earned in residence after first 90).</p> <p>No change</p> <p>No change</p>	<p>Faculty Document 264a (final)</p> <p>Memo#3</p> <p>Memo#1</p> <p>Memo#2 (clarifies that there is no change to study abroad stipulation)</p>
	Note: For purposes of residency, not more than 72 credits may be carried at 2-year degree-granting accredited institutions	No change	
Study Load	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.	No change	

Quality of Work	Students must earn a minimum 2.0 GPA on all courses carried at UW-Madison on a graded basis (A, AB, B, BC, C, D, F) whether passed or not, in four areas: 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. Refresher courses are excluded from 1-3; repeating failed courses does not remove the failure from the record or the GPA.	No change	
Additional Changes			
Undergraduates in Graduate-level courses	Undergraduate students who receive passing grades in graduate courses may be awarded undergraduate degree credit. Implementation issues: <ul style="list-style-type: none"> Courses numbered 700 and above are graduate courses and considered to be advanced (A). Grades earned by undergraduates who complete graduate courses will be included in all relevant grade point average calculations (see "Quality of Work Requirements" for the list of areas in which these averages are calculated). Graduate courses taken in other schools/colleges may be taken as "free electives in the degree". Graduate courses do not carry breadth. 	Undergraduates formerly could not receive credit for graduate courses unless certain requirements were met. Departments wishing to restrict access should enforce "Grad only" enrollment controls. No change No change Extension of policy, per L&S CC Extension of policy, per L&S CC	Policy change approved by L&S CC, Feb 13, 2006 L&S Catalog

For more information:

- L&S Section of the *2007-2009 Undergraduate Catalog*
- www.ls.wisc.edu/curriculum
- L&S Student Academic Affairs Dial-a-Dean: 262-2644
- L&S Student Academic Affairs General Dean's Staff e-mail: gdsinfo@lssaa.wisc.edu

**COLLEGE OF LETTERS AND SCIENCE ACADEMIC PLANNING COUNCIL
ANNUAL REPORT TO L&S FACULTY SENATE, AY 2005–2006, AY 2006–2007**

Chair

Gary Sandefur, Dean

Elected Council Members

Jim Burt (Geography, 05-06)	Anthony (Tony) Ives (Zoology, 06-07)
Maria Cancian, (Social Work and LaFollette, 05-06, 06-07)	Carla Love (German, 05-06, 06-07)
David Canon (Political Science, 06-07)	Michael Redmond (Statistics, 05-06, 06-07)
Linda Graham (Botany, 05-06)	Robert Skloot (Theatre and Drama, and Jewish Studies, 05-06, 06-07)
Dan Hausman (Philosophy, 05-06, 06-07)	John Wright (Chemistry, 05-06, 06-07)

***Ex-Officio* Members**

Margaret (Maggie) Brandenburg (Anthropology; Classified Staff Issues Committee; 05-06, 06-07)
John Coleman (Political Science; Chair, L&S Curriculum Committee; 06-07)
Russell Shafer-Landau (Philosophy; Chair, L&S Curriculum Committee; 05-06)

***Ex-Officio* Observers**

Susan Ellis-Weismer (Communicative Disorders; Associate Dean for Research Services;
September '06 to date)
Ann Groves-Lloyd (Associate Dean for L&S Student Academic Affairs, January '06 to date)
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)
Jon Miller (Communicative Disorders; Interim Associate Dean for Research and Outreach Services,
through August '06)
Joan Raducha (Associate Dean, International Studies)
Judi Roller (Associate Dean for Diversity and Cross-College Initiatives)
Maggie Roth (Associate Dean for Budget and Finance)
Herb Wang (Geology and Geophysics; Associate Dean for the Natural Sciences)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education and Academic Administration)

Overview

The L&S Academic Planning Council advises the dean on program, curricular and fiscal matters. (The council's formal operating procedures are attached to this report.) Academic initiatives considered by the council include program review, expansion, reorganization, and deletion. A list of matters considered by the council since September 2005 appears below.

In the realm of L&S programs, most endeavors during the period of this report have focused on the review of existing programs, refinements to existing curricula, reconfiguring programs, or augmenting existing strengths within the college. With respect to requests to expand academic offerings and research areas, the council has considered several initiatives in which departments and programs have made creative use of scarce resources, as when existing research areas have been formally designated as "research centers," or when certificate and other programs have been created by delineating pathways through the existing course array. In some cases, these efforts are expected to result in modest savings of time and effort for students and advisors (e.g., students in a formally designated certificate program take fewer courses more deliberately instead of taking many courses randomly). Overall, program expansion within the college during this period has been limited.

As is the case elsewhere on the UW-Madison campus, resource constraints continue to be a concern for the college, and the council's discussions frequently included reports on and responses to campus- and college-level strategies for resolving various budget shortfalls (as in the case of the technology fee, or the "tax" levied on graduate project assistantships). The dean has apprized the council regarding the state's biennial budget agreements and on the university's capital campaign. Dean Sandefur has also consulted the council on matters related to the future of the college and strategic planning, an area in which discussions will continue.

Academic Program Review

Recent academic program review activity has been slower than the expected pace of about seven reviews conducted annually. Although this is primarily due to the ten-year anniversary of a hiatus in program reviews during the "Quality Reinvestment" exercise (ca. 1993-1995), another factor in slowing the pace of review has been the few resources that can be devoted to the process. Nonetheless, in 2005-2006 and in 2006-2007, L&S completed reviews of two departments and five other academic structures. The units reviewed are responsible for five degree and two certificate programs offered at the undergraduate and/or graduate levels.

- **Art History** (completed Spring 2006)
- **Computer Sciences** (completed Spring 2006)
- The undergraduate major in **Legal Studies** and the **Criminal Justice Certificate Program** were reviewed in the context of a review of the Center for Law, Society and Justice, the interdisciplinary center that oversees these programs.
- In cooperation with the Institute for Cross-college Biology Education, the college also completed a review of a key introductory biology course sequence, **Botany/Zoology/Biology 151/152** (completed Spring 2006).

Two college-level reviews stimulated by the UW System/UW-Madison joint review process were completed in Spring 2007. The council recommended continuation of the **MA in Russian, East European and Central Asian Studies**, and of the **Master of Professional French Studies**. (The latter review included, by extension, a review of the Capstone Certificate in French Studies at the Graduate Level.) Recommendations to continue these programs have been forwarded to the Provost, to be discussed by the University Academic Planning Council.

(continued)

A number of reviews are in progress. These include reviews of the departments of Economics, Mathematics, and Languages and Cultures of Asia, and of the LaFollette School of Public Affairs. Two of these reviews (Math and LaFollette) are on track for completion in Spring 2007.

Other Academic Decisions

The list of APC business provided below indicates, in summary, a number of matters considered or actions taken by the council. A few of these items warrant additional discussion here.

In Fall 2005, the council approved deletion of the graduate program in Industrial Relations, to which no new students have been admitted for several years. (Currently, there are five students enrolled in the IR Ph.D. program.) Consistent with long-standing UW-Madison practice, students enrolled in that program will be able to complete the program and have the degree conferred, despite the deletion of the program from the program array. The IR *Timetable* subject listing will persist until such time as ongoing students have completed formal course work. The Department of Sociology provides academic and administrative support for the program, and Associate Dean and Professor of Sociology Chuck Halaby serves as the program director.

In Fall 2006, the council approved a request to reorganize and streamline graduate degrees and program combinations offered in the School of Music. All School of Music students enrolled in these programs continue to be served by the remaining degree/major combinations, which are more sensibly arranged and easier for potential students, continuing students, and faculty advisors to navigate.

Also in Fall 2006, the council held a series of discussions about a narrow question raised by the Graduate School regarding graduate admissions to the program in Comparative Literature. The question focused on whether or not admissions to the graduate program had outpaced the small faculty size (2.25 tenured FTE). One factor in the discussions was the dean's decision not to allocate any of the college's few authorizations to hire to Comparative Literature. Consistent with procedures outlined in *Faculty Policies and Procedures* 3.08.B.3.b., faculty representatives of the Comparative Literature Executive Committee were present for all discussions, were allowed to present information to the council, and contributed to the council's discussions. In addition, Comparative Literature faculty (tenured and untenured), staff (visiting professor), students (graduate and undergraduate), and alumni participated in three of these discussions, in which representatives of the department expressed concern that APC discussions were intended to eliminate the program.

Council discussion ranged from plans to limit or suspend admissions, to consideration of graduate student experiences and program design, to strategies that might encourage the participation of other comparatists in the program. After several long and detailed discussions, the council approved a motion to suspend graduate admissions to the program pending its reorganization (APC 10/18/2006). In consultation with the department chair and members present for the discussion, the council agreed that this reorganization might proceed absent the usual process of program review (self-study, committee review, APC discussion and recommendation), in the interest of a timely and efficient reorganization of the academic program and its administrative structures. The council anticipates that it will consider a proposal to reorganize the program in Fall 2007; when a proposal is approved, graduate students may again be admitted to the program.

(continued)

Summary of APC Business

Requests for Comment on Non-L&S Programs:

- UW-Madison:
 - Creation of a new Certificate in Humans and the Global Environment (GNIES)
 - Creation of a new Center for Global Legal Studies (Law)
- Other UW System Institutions:
 - UW-Green Bay Bachelor of Applied Studies
 - UW-Green Bay Bachelor in First Nation Studies
 - UW-Milwaukee MA in Women's Studies
 - UW-Milwaukee PhD in "Africology"
 - UW-Milwaukee PhD in Information Studies
 - UW-Oshkosh Bachelor of Applied Studies
 - UW-Stevens Point BS Biochemistry
 - UW-Stout BS in Information and Communications Technology
 - UW-Stout MS in Science and Technical Communication

Academic Policy and Planning Discussions:

- Strategic planning in L&S and development of criteria for budgetary allocation
- Trends in Degrees, Majors and Certificates (http://apa.wisc.edu/enrollments_majors.html)
- Trends in UW-Madison Academic Program Array (http://apa.wisc.edu/acad_plng_ProgramArray.html)
- Creation of Policy on Review of Certificate Programs (<http://www.ls.wisc.edu/handbook/ChapterFive/chV-4-CertificateReview.htm>)
- L&S Academic Planning Council Operating Procedures

Other Academic Actions:

2005-2006

- Request to re-name a portion of a building (Chemistry)
- Request to create a new center: Early Modern Studies
- Request to delete an academic program: Industrial Relations
- Request to create a new undergraduate certificate program: Middle East Studies
- Request to establish a new center: Liberal Democracy
- Request to offer an existing degree program via distance delivery methods: MA in Library and Information Studies
- Request to rename existing degree programs: MSSW, BA/BS Social work (to MSW and BSW)
- Request to name a portion of a building (Theatre and Drama)

2006-2007

- Suspension of Graduate Admissions in Comparative Literature
- Request to rename jointly offered undergraduate major in Bacteriology (to Microbiology)
- Request to approve a new dual degree program: MPA (LaFollette) and MPH (Med Pub Health)
- Reformulation of existing social science research support units
- Reorganization of School of Music graduate degree array
- Request to approve a new Center of Rapid Evolution (Zoology)
- The following items are currently under or scheduled for council consideration:
 - Request to approve a new PhD minor in Chican@ and Latin@ Studies
 - Request to create a new *Timetable* subject listing: Latin American, Caribbean, and Iberian Studies
 - Request to create a new center for the Study of Visual Cultures

(continued)

This report was approved by the L&S Academic Planning Council on March 21, 2007.

Submitted by:

Elaine M. Klein, PhD

Assistant Dean, Academic Planning, Program Review and Assessment

Attachment: College of Letters and Science Academic Planning Council Operating Procedures

(continued)

College of Letters and Science Academic Planning Council
Operating Procedures
Approved by the L&S Academic Planning Council, 25 November 2006

Consistent with *Faculty Policies and Procedures* 3.08., the College of Letters and Science Academic Planning Council articulates the following operating procedures that facilitate its work for the college.

A. **Membership** consists of *ex officio* and term members. In addition, a number of *ex officio* observers serve as advisors to the council.

1. *Ex officio members* include the dean and the chair of the L&S Curriculum Committee. The dean also appoints a member of the Classified Staff Issues Committee to serve *ex officio*.
2. *Term members* include both faculty and academic staff.
 - a. Two members of the faculty from each of the college's three divisions are elected by the faculty to serve three-year terms.
 - i. Elections are held in the Spring term and are overseen by the dean's office. (*Currently, anonymous balloting is conducted in paper-and-pencil format; when technology permits the use of an anonymous electronic balloting procedure, it may be used.*)
 - ii. Nominations are solicited from the L&S Senate, from current and former members of the Council, and from Chairs and Directors of all L&S departments and programs. Any current member of the faculty may nominate herself/himself for any open seat.
 - iii. Results are tabulated at the end of the Spring term, so winners can factor this college service into her/his responsibilities for the subsequent academic year.
 - b. Two members of the academic staff are elected by the academic staff to serve three-year terms. One seat is reserved for a member whose duties are primarily (but not necessarily exclusively) instructional; the other is reserved for a member whose duties are primarily (but not necessarily exclusively) focused on research.
 - i. Elections are held in the Spring term and are overseen by the L&S Committee on Academic Staff Issues (CASI).
 - ii. The CASI invites nominations from all members of the L&S academic staff. In addition, nominations are sought from chairs and directors of all L&S departments and programs.
 - iii. Results are tabulated at the end of the Spring term, so winners can factor this college service into her/his responsibilities for the subsequent academic year.

To the extent possible, terms are staggered to ensure continuity of membership over the years.
3. *Ex-officio observers* include, but are not limited to, the academic, research, and administrative associate deans of the college; the director of college relations, a representative from the International Institute, and the APC staff liaison. Additional observers may be added to this group at the discretion of the chair, in consultation with the council and the associate deans. These observers are available to answer questions and may participate in discussion, but do not vote on matters before the council.
4. *Additional or interim members* may be appointed at the dean's discretion (e.g., to expand the council so it can address special questions, to complete elected members' terms).

B. **Operating procedures** are as follows:

1. **Meetings.** The council meets from 3:30 – 5:00 p.m., every Wednesday (business permitting) during the first and second semesters of the academic year. Additional meetings may be scheduled within a reasonable time upon request of one-third of the council members, or by the dean.

(continued)

2. **Chair.** The dean serves as chair of the council. In the event that the dean is unable to serve as chair, one of the academic associate deans may be asked to serve as chair, providing that no item under discussion pertains to a department or program that reports to that associate dean. In the event that such discussion is unavoidable, the acting chair may appoint a substitute for purposes of participating in discussion, and will not participate in any formal vote that might be taken as a result of that discussion.
3. **Business.** The business of the council includes review of academic programs and departments; review of plans to assess student learning; issues related to creation, contraction, or reorganization of academic programs and centers within the college; strategic planning and questions affecting the broadly conceived mission of the college; consultation regarding university matters upon which the dean is asked to comment on behalf of the college; and other questions as they arise.
 - a. Items for APC consideration may be submitted to the council by contacting the dean, the associate deans, or the dean's staff liaison to the council.
 - b. Council members may add items to the agenda in advance of the meeting by contacting the dean, or by requesting an addition during a meeting, with the proviso that to provide adequate notice to the public of the discussion, the item may not be discussed until the next meeting.
 - c. Materials submitted for APC discussion are reviewed by the dean, the relevant associate deans (and/or the dean's senior staff), and the APC staff liaison to ensure that technical questions are addressed prior to their presentation to the council (e.g., proposals to create new centers, institutes, or certificate programs must address all elements required for council approval; proposals involving budget or personnel resources are reviewed as to the college's capacity to enact those changes if approved).
 - d. For tracking purposes, each item is assigned a reference number consisting of the final two digits of the academic year and a number reflecting the order in which it was received (e.g., APC 07.10 indicates the tenth item discussed in the 06-07 academic year). A record of items discussed and reference numbers is maintained by the staff liaison; when complete, materials are filed in the dean's official department/program files, located in 102 South Hall.
 - e. The dean prepares the agenda in consultation with the associate deans and staff liaison. Agendas reflect items that are for discussion only and items that require council approval.
4. **Meeting agendas** are circulated by e-mail approximately one week in advance of each meeting. This message includes a hypertext link to the meeting materials, which are posted online in the Academic Planning Council WebSpace.
5. **Notice of the open meeting** and a copy of each meeting's agenda is provided by posting hard copies outside room 108 South Hall.
6. **Meetings are conducted** by following the agenda. The chair may, with the consent of council members, change the order of items to address last-minute conflicts in scheduling or to accommodate guests of the council. The chair will invite *ex-officio* observers or guests to lead discussion of items in which those individuals are most expert; generally, academic associate deans will lead discussion of items pertaining to any department or program for which that associate dean is responsible. In the event that the academic associate dean would be in the position of leading discussion of an item regarding her/his own department, the dean may lead discussion instead.
7. **General public observers**, if present, may contribute to the discussion if recognized by the chair.

(continued)

8. **Voting.** The chair will request a vote on any item requiring formal approval by the council before it can be forwarded to another entity (e.g., the University Academic Planning Council, the Graduate Faculty Executive Committee). These items include, but are not limited to, requests for permission to plan or implement new academic programs (majors); requests to substantially redirect or alter academic programs; requests to establish new certificate programs or formal options within a program; renaming a program; discontinuation of a certificate, program or degree; establishing a dual degree program; establish, rename, restructure, or eliminate a department; establish or eliminate a center or institute; establish or eliminate a Timetable Subject Listing. The council may also vote as a means to direct the dean or associate deans to take a particular course of action, or to formally indicate the council's perspective on an issue under discussion.
9. **Notes.** Notes are taken by the APC staff liaison. These notes are circulated in draft form to council members, and may be revised or amended by members prior to adoption as approved by the council. Notes are available to anyone upon request.
10. **Annual Report.** Each Fall, the dean submits a formal report of APC activity to the L&S Faculty Senate. These reports are prepared from the notes of each meeting, consist of formal actions taken by the council, as well as a brief summary of issues discussed but not acted upon.
11. **General information** about the council, its members and procedures is made available to the college via the *L&S Handbook*, an online compendium of policies, procedures, and guidelines for most business conducted in the college. A list of sections pertaining to council business is provided as Attachment 1.
12. **Contact Information:** For information about the L&S APC, please contact the L&S Dean's Office or the L&S APC Staff liaison, a position currently held by Assistant Dean Elaine M. Klein (kleine@ls.admin.wisc.edu or 265-8484).

2005-2006 REPORT OF THE FACULTY HONORS COMMITTEE

The period from fall 2005 through fall 2006 was significant in several ways for the L&S Honors Program. Chief among those developments was the announcement by the College and the Facilities Planning and Management Unit that the L&S Honors Program will be the new tenant of Washburn Observatory following its historic renovation scheduled to be completed in the spring of 2009. The administrative structure of the program was slightly modified: the second position of Associate Director was changed to Assistant Director in order to clarify the line of command. The Assistant Director is responsible for the advising mission of the Honors Program and for curriculum development with L&S departments. Professor Christopher Kleinhenz (Italian) completed his first year as Director and served one additional year, 2006-07. Professor Charles Snowden (Psychology) will assume the Directorship in late August of 2007 for a three-year term. The full-time staff within the program has stabilized with Jeffrey Shokler continuing to serve as the Program's Associate Director, Mary Czyszczak-Lyne as its Office Administrator, and Molly Todd as Assistant Director with oversight of the program's advising and curricular operations (see the attached organizational chart). For information about the various policy issues discussed and approved by the Faculty Honors Committee, please see the Executive Summary of Decisions Fall 2005-Fall 2006 at the end of this report.

Physical Space – Washburn Observatory

The Honors Program has been represented on the planning team for the renovation of Washburn Observatory by Professors Kleinhenz and Snowden, and Associate Director Shokler, who have attended numerous meetings with the architects and members of the campus planning team. We are very pleased with the way in which the existing space will be reconfigured and with the new addition, which will allow handicap access to the building without harming its historic appearance.

Although the Program's current space continues to be problematic, immediate relief is unlikely. The program consists of 14 staff totaling 6.25 FTE. Eight workstations are available in the four spaces comprising the current Honors office suite (Room 420 South Hall). The very cramped work environment, a fourth-floor setting lacking handicap access, inadequate reception/waiting space particularly during peak advising periods, and lack of confidential space for student advising and personnel meetings make the conditions very challenging for program operations. The Honors Director and staff are in communication with Dean Gary Sandefur and Assistant Dean Chris Bruhn about these issues, and it is hoped some relief may be found prior to the move to Washburn some two years from now.

Program Administration

We continue to develop and expand the Honors Program's website which now comprises almost 200 pages of content, active web forms, a live calendar, and searchable Honors course lists. The site has received over 2,000,000 requests since it went live in November of 2004. It currently averages between 4,000 – 5,000 requests per day. The Program also continues to sponsor the UW Forensics Team and three peer-reviewed undergraduate research journals: the *Wisconsin Undergraduate Journal of Science (WISCI)*, the *Journal of Undergraduate International Studies (JUIS)*, and *Illumination: The Undergraduate Journal of Humanities*.

One of the remaining challenges from the past year was securing on-going funding for the part-time (ca. 20%) Forensics Team Coach (Instructional Specialist), which was formerly funded on finite gift funds. Thanks to generous support from the College, the Forensics Team Coach position is now funded and will likely remain so for the foreseeable future. This will ensure the long-term viability and success of the UW Forensics Team - a team that remains competitive at both the state and national levels.

(continued)

Program Grants and Awards

The Program annually awards approximately \$150,000 to departments in support of their Honors courses and Honors curriculum development. In addition, the Program provides grants and awards to students in several categories: Sophomore Summer Research Apprenticeships, Senior Honors Thesis Research, Leadership Trust Awards, F. Chandler Young Distinguished Senior Honors Student Award, F. Chandler Young Travel Award, Mark Mensink Honors Research Award, Ann J. Haney Infinite Boundaries Scholarship, Tricia Nordby Hamrin Award, and the Abraham S. Burack Travel Award. In academic year 2005-06 the Program awarded 34 Sophomore Summer Research Apprenticeships and 32 grants for Senior Honors Thesis Research, for a total of ca. \$104,000.

The Program has designed and struck special medals to be awarded to the students who graduate with Comprehensive Honors. About 50 students per year graduate with the Comprehensive Honors degree.

Program Initiatives and Enhancements

Political Trauma and Restoration Conference

The L&S Honors Program planned and sponsored the very successful interdisciplinary conference on the topic of "Political Trauma and Restoration," which was held March 31 – April 1, 2006. Support was obtained for the conference through the Center for the Humanities, the Wisconsin Union Directorate Spotlight Series, and the Anonymous Fund. Twenty-two undergraduate students, graduate students, and faculty from UW-Madison, CIC institutions, and from other institutions across the country presented papers in seven different panels. The conference's keynote address was given by Marjorie Agosin – an award winning poet, human rights activist, and the Luella LaMer Professor in Latin American Studies at Wellesley College. We hope that selected papers will appear in the *Journal of Undergraduate International Studies*.

Honors Programs Abroad

In conjunction with the University of Michigan Honors Program and the UW's International Academic Programs, the Program offers an honors study-abroad opportunity in Florence, Italy, for thirty Honors students (fifteen from each institution). Students participating in the program receive a total of six Honors credits. Two credits are earned during a preparatory seminar in the spring, and four credits are received for the four-week experience abroad in Florence.

In the summer of 2006, the third year of its existence, the Summer Honors Program in Florence concentrated on modern Italy in light of its Renaissance heritage. The two classes offered were "National Identity in Modern Italian Art: The Macchiaioli & Giorgio Morandi" taught by Prof. Barbara Buenger (Dept. of Art History, UW-Madison) and "European Integration: Economic Unity and Cultural 'Output'" taught by Prof. William Adams (Dept. of Economics, University of Michigan). In addition, a series of lectures and site visits were designed to introduce students to the rich cultural and artistic heritage of Florence and Tuscany.

For the summer of 2007 the program will focus on Renaissance Florence, and the two courses are "The Mercantile Culture of Renaissance Florence" taught by Professor Maureen Mazzaoui (History, UW-Madison), and "The Material World: Italian Ceramics, 1400-1600" taught by Professor Susan Crowell (School of Art and Design, University of Michigan).

(continued)

The Honors Program is collaborating with the Office of International Academic Programs on an honors program at University College Utrecht in the Netherlands (one or two semesters). Another partnership has been forged with the CIC institutions for a one-semester program (spring) in Beijing.

UW Forensics Team

The L&S Honors Program assumed sponsorship of the UW Forensics Team about two years ago. Forensics had effectively died at the UW in 1992 but was resurrected by a core of active students three years ago. These students, on their own initiative, began training and competing in local and regional forensics meets and, shortly thereafter, began seeking official sponsorship at the university. The Honors Program agreed to sponsor the Forensics Team and has obtained grant funding through the Pathways to Excellence Project to support their attendance at enough meets to allow qualification for competitions at the state and national levels. The program has also subsidized the salary of a coach for the team, Ben Jedd, who has been able to make great strides in making the team competitive at all levels. Last year the team placed eighth in the nation at national competition and this year they took second in state competition. Nationals will take place next month and the team is expected, once again, to be quite competitive.

WISCI, JUIS, and Illumination

As noted above, the Program has become the sponsor for three undergraduate research journals, two of which were initiated through our Leadership Trust Awards: The *Wisconsin Undergraduate Journal of Science (WISCI)* and the *Journal of Undergraduate International Studies (JUIS)*. Both of these journals were entirely honors student initiatives (*WISCI* by Mustafa Hyder and *JUIS* by David Coddon), and these have since become institutionalized and will continue beyond the initial period of support provided by the Leadership Trust Awards through generous gifts. Sufficient financial support has been obtained to ensure publication of *JUIS* over the next five issues; to date two issues of *JUIS* have appeared, and a third number is in preparation. The first volume of *WISCI* was distributed in March 2006, and support for future issues, including an on-line number, has been secured. The third journal, *Illumination: The Undergraduate Journal of Humanities*, is now in its third year.

Common Book Program

We were successful in securing continuing support for the Common Book Program. Last year's program was very successful with Tim Tyson (Afro-American Studies), whose book, *Blood Done Sign My Name*, was presented and discussed. We collaborated with the Friends of the UW-Library in sponsoring this event. The 2007 event will feature the book, *The Last Day of the War*, by Judith Claire Mitchell (English).

Annual meeting of the Wisconsin Collegiate Honors Council

The Honors Program hosted the annual meeting of the Wisconsin Collegiate Honors Council (WCHC) on Friday, September 29, 2006, in the Pyle Center.

Student Retreats

On July 26, 2006, the Program sponsored the annual summer retreat at Hilltop Farm in Spring Green for those students working on the Sophomore Research Apprenticeships and for their faculty mentors. The annual fall retreat for our first-year Honors students was held at the Friedrich Center on September 16, 2006.

(continued)

Collaboration with the UW Admissions Office

The Program was regularly represented at special events for prospective students sponsored by the Office of Admissions, including the very successful Wisconsin Real program.

Advising

Improvements in Student Services

During the 2006-2007 academic year, the L&S Honors Program Advising Committee continued to expand its proactive advising efforts.

Advising for first-year students. Honors advisors thoroughly revised our processes for both Summer Orientation, Advising and Registration (SOAR) and first-year orientation sessions. The two are now much better integrated and shape, in essence, two parts of a whole.

The first-year orientation sessions underwent an especially major renovation. Based on student feedback from the previous two years, we restructured the sessions for a more engaging and creative environment, and revised the content to more accurately address new students' concerns. The changes made to these orientation sessions, now known as "Honors 181", have prompted more students to attend: more than 450 students attended in fall 2006 (compared to just 229 in fall 2004). Moreover, Honors 181 has been much more positively received by students, as is clear from student satisfaction surveys: whereas only 79% of attendees in fall 2004 would have recommended the session to other new honors students, by fall 2006 86% would do so.

Additional improvements are already underway for SOAR 2007, as Honors has begun to closely collaborate with both Cross-College Advising and L&S Assistant Deans with the hiring and training of SOAR student advisors.

Advising for continuing students. Honors advisors have formalized procedures for the regular review each semester of Honors candidates' progress toward the degree in terms of cumulative grade point average as well as course sequencing and completion of honors degree requirements. As part of each semester's review, advisors contact each and every student who does not meet the minimum required grade point average. Advisors offer recommendations based on the severity of each student's situation, and usually recommend or require that they meet with an advisor.

Advising for all students. In fall 2006, Honors advisors activated the advising pages on the L&S Honors Program website. These pages publicize our new Advising Syllabus, advisor profiles, answers to frequently asked questions, and provide information about the various advising options offered through our office. Beginning in Spring 2007, advisors began to link their advising profiles to the walk-in hours posted on the Web Calendar. This has facilitated meetings between students and their advisors of choice – particularly those with special strengths in the students' areas of interest or concern.

Internal Process Improvements

Assistant Director Molly Todd applied for and obtained a grant from the National Academic Advising Association (NACADA), Region V, for a pilot training effort, "Advisor Development Program." Todd developed the program during spring and summer 2006, in part with the help of colleagues at the NACADA 2006 Summer Institute, and carried out the pilot during the 2006-2007 academic year. The

(continued)

program successfully provided new and continuing Honors advisors an overview of the advising field, with particular emphasis on conceptual and relational issues of advising. Readings, group activities, role plays and discussions were used to explore the definitions and values of advising, to examine the commonalities and diversities of our target population of high-achieving students, and to build and enhance advising-related skills.

As part of the Advisor Development Program, Todd also put into practice a formal evaluation process for all advising staff. Using the Honors Program Guiding Principles and Mission Statement, advisors first prepare a self-evaluation, then meet with the Assistant Director for a performance review and broader conversation about advising in the office. This evaluation process has helped to identify the strengths and areas for improvement of individual advisors as well as the team as a whole. In part as a result of these regular reviews, individual advisors have made consistent strides in improving their skills in advising, inter-personal relations, and critical self-assessment.

Mission Statement

The Honors staff spent much of this past year developing a new mission statement and list of guiding principles for the Program. The Faculty Honors Committee reviewed, commented on, and approved these revisions at a meeting in the fall of 2006. Please see below for the updated mission statement.

In addition to supporting the missions of the College of Letters and Science and the University of Wisconsin-Madison of creating, integrating, transferring and applying knowledge, the Letters and Science Honors Program:

- enhances and enriches the undergraduate experience and provides students with opportunities to engage in professional level research and scholarship;
- encourages collaboration among highly motivated students, staff and faculty;
- strives to provide opportunities for students, staff and faculty to achieve both personal and academic excellence;
- promotes leadership, service, and citizenship through Liberal Arts education;
- provides students with high quality academic advising and opportunities for cross-cultural, interdisciplinary, and study abroad experiences;
- encourages and enables students, staff and faculty to pursue professional development opportunities; and
- fosters safe and respectful communities.

Please also see the attached “Guiding Principles Document.”

(continued)

2005-2006 Faculty Honors Committee Members:

Julie Curti (Student Representative, Geography and Political Science)
Christopher Kleinhenz (Chair, Italian)
Jon Pevehouse (Political Science)
Michael Shank (History of Science)
Charles Snowdon (Psychology)
Karen Steudel (Zoology)
Karen Strier (Anthropology)
Rebecca Walkowitz (English)
James Weisshaar (Chemistry)
Eric Wilcots (Astronomy)

Ex Officio:

Mary Czyszczak-Lyne, Office Administrator
Jeffrey Shokler, Associate Director
Molly Todd, Assistant Director

Attachments (hard copy only):

L&S Honors Program Organizational Chart
UW-Madison Forensics Team
Guiding Principles – L&S Honors Program

(continued)

Faculty Honors Committee Executive Summary of Decisions, Fall 2005 – Fall 2006

Undergraduate Initiative Funding proposals:

The Committee made significant changes in the UIF proposal form and accompanying documents.

Honors in the Major:

The Committee approved revised descriptions for Honors in the Major for the following areas: French, Journalism and Mass Communications, Polish, Portuguese, Russian, and Spanish.

Honors credit for study abroad in non-UW abroad programs

The Committee approved policies allowing students to receive honors credit for participation in any/all organized study abroad programs for which they are receiving degree credit – whether or not they are sponsored and run by the UW-Madison International Academic Programs. At departmental request only, an “H” may be appended to a specific study abroad course. Similarly, only at departmental request may the three honors credits/semester for study abroad be applied to a specific course.

Green Sheet policy:

Specific guidelines were established for green sheets: (1) No more than four green sheets may be submitted per student academic career; (2) No more than one green sheet can be attempted per semester; and (3) A student must complete one Honors course prior to submitting an Honors green sheet. Exceptions to these new policies are at the discretion of the L&S Honors Program Director and Advising Committee.

The Committee encourages departments that use green sheets heavily to use the % designation for a course instead of green sheet. A description of the difference between a % course and a green sheet course will be included on the Honors website.

Ten-credit rule:

Given that the College of Letters and Science is abolishing the ten-credit rule, the Honors Program has abolished the six-credit rule for the Honors in the Liberal Arts degree in keeping with College policy (effective Fall 2007).

3.3 GPA policy issue for the Honors Program:

To be eligible for any honors degree in the College of Letters and Sciences, a student must attain and maintain a minimum cumulative grade point average of 3.3.

Academic Departments and Programs may require a higher minimum *cumulative* GPA for students pursuing Honors in the Major degrees (e.g. cum 3.4 or 3.5). Departments may also require a higher minimum GPA for *courses taken in the major*. In all cases, departments must also publicize the required *cumulative* GPA (3.3 or higher) via DARS, the Undergraduate Catalogue and in other relevant print and online publications.

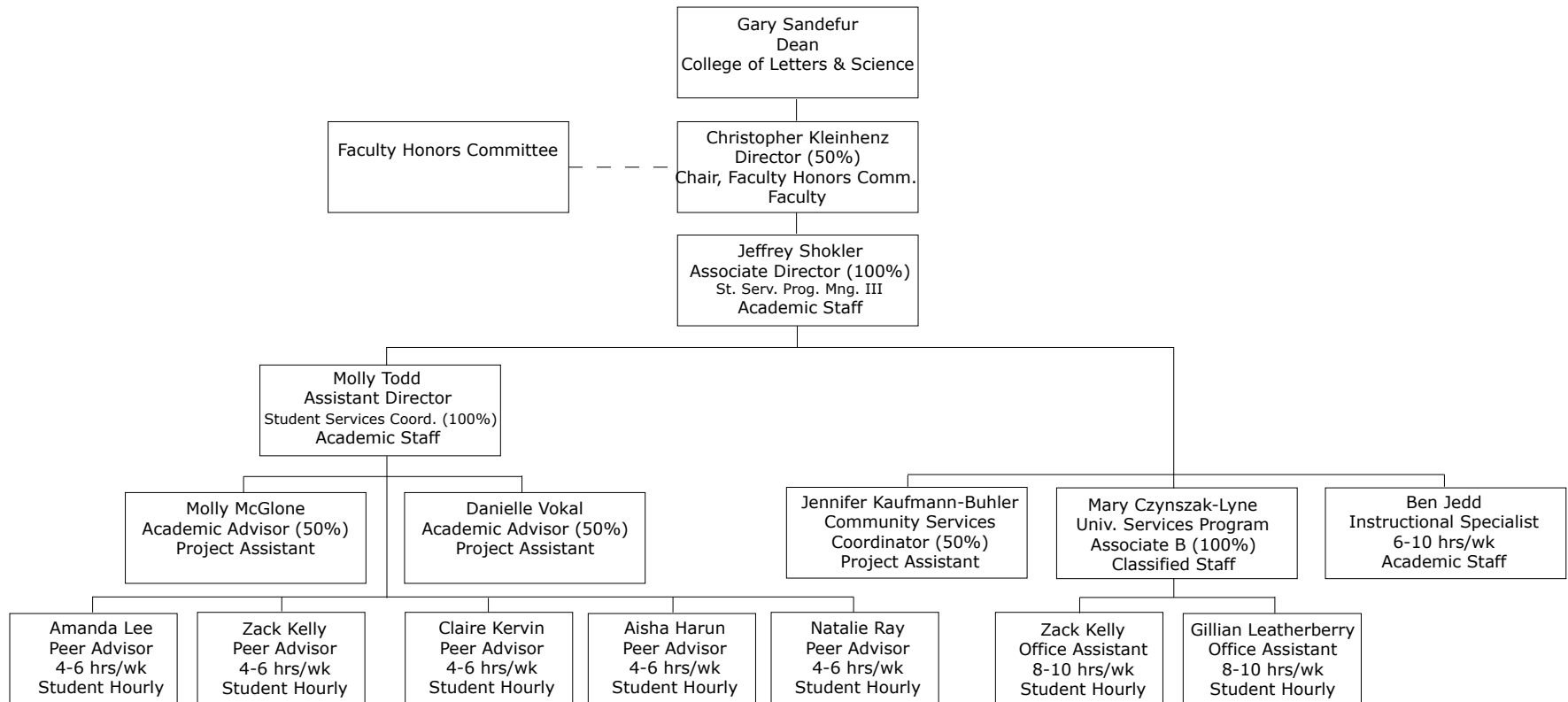
Departments may make exceptions (via DARS exception) to departmental rules requiring higher-than-3.3 GPAs (for cumulative GPA and/or GPA in courses toward the major), but in neither case may a student's cumulative GPA be below a 3.3.

(continued)

On extremely rare occasions, exceptions to the minimum 3.3 cumulative GPA may be made with the approval of the Honors Program Advising and Faculty Honors Committees. Such exceptions will be determined on a case by case basis during the student's final semester on campus (the semester the student intends to graduate). The following procedure will apply: The major advisor and/or student will submit a formal petition to the Honors Program requesting an exception and providing relevant explanation and justification for the request. The petition must be accompanied by a minimum of two letters of support from faculty, advisors or other individuals familiar with the student's academic and personal situations; at least one of these letters must be from a faculty member. Additional supporting documentation may also be included. The Honors Program Advising Committee, in consultation with the Program's Faculty Director, will make an initial determination. If the Committee determines that an exception is justified, it will forward the request to the Faculty Honors Committee for final consideration. The decision of the Faculty Honors Committee is final.



COLLEGE OF LETTERS & SCIENCE HONORS PROGRAM



UW MADISON FORENSICS TEAM

About Collegiate Forensics:

- **About 160 college teams from around the country**
 - Most collegiate speech teams in the country have at least one full time coach (Director of Forensics) coaching their speech team.
 - Many teams have a Director and Assistant Director of the team. Some schools have Graduate Assistants coaching as well.
 - Many teams offer students some form of scholarship.
 - **Some of the top teams include:**
 - University of Texas-Austin
 - University of Nebraska Lincoln
 - University of Alabama
 - Arizona State University
 - Kansas
 - Seton Hall
 - Western Kentucky University
 - Bradley University
 - Illinois State University
 - Cal State Long Beach
 - UW-Eau Claire
 - George Mason University
- **Two National Tournaments**
 - American Forensics Association
 - National Forensics Association
- **11 different competitive events**
 - Impromptu Speaking
 - Informative Speaking
 - Prose Interpretation
 - Dramatic Duo
 - Extemporaneous Speaking
 - Persuasive Speaking
 - Program Oral Interpretation
 - After Dinner Speaking
 - Communication Analysis
 - Drama Interpretation
 - Poetry Interpretation
- **Wisconsin Forensics**
 - UW-Eau Claire has the largest team in the state.
 - They provide scholarships
 - Have two full time coaches
 - Typically place in the top ten at the national tournaments
 - Perennial State Champions
 - **Other teams in the state include:**
 - UW-Stout
 - UW-Platteville
 - UW-Whitewater
 - UW-River Falls
 - Ripon
 - MATC

About the UW-Madison Forensics Team

- UW-Madison has not had a speech team since the late 1980s/early 1990s. UW-Madison used to have a very competitive speech team (placed 2nd in the nation), but due to budget cuts, and lack of faculty support, the team was discontinued in 1991.
- Christopher Klundt, a high school competitor from Milwaukee WI, revived the team six years ago. He has worked with other interested students to get the team up and running. Chris found a sponsor in 2002 with the L&S Honors Department and a coach (Ben Jedd) in 2003. The team is now a registered student organization, with continued department sponsorship from the Honors Program in Letters & Science.
- The team has had a part-time coach since 2003, Ben Jedd. Ben was a competitor at Bradley University from 1996-2000, and then received his Masters from Ball State where he was the Assistant Director of Forensics. The team also receives coaching from Chris Klundt and Vishal Jain, both former collegiate competitors.
- The UW-Madison Forensics Team is a student run team in every sense of word. The coaches, coach the students on their speeches, provided competitive feedback, and help to produce the UW Badger Memorial Tournament (the UW hosted speech tournament). The students book tournaments, maintain the budget, book hotels and the transportation. Furthermore, the students work to hone their speaking, writing, research, critical thinking, critical listening and presentation skills.
- The UW Speech team has an average GPA of 3.7.

UW Madison Forensics Competitive Success

- **Wisconsin State Tournament**
 - 2002 – UW Madison finished 5th place in the state
 - 2003 – UW Madison finished 4th place in the state
 - 2004 – UW Madison finished 3rd place in the state
 - 2005 – UW Madison finished 3rd Place in the state
 - 2006 – UW Madison finished 2nd Place in the state by 68 points
 - 2 *Individual State Champions*
 - 2007 – UW Madison finished 2nd place in the state by 12 points
 - 5 *Individual State Champions*
- **National Tournaments**
 - 2005 Placed 28th at American Forensics Association National Tournament
 - Chris Klundt Quarterfinalist AFA: Dramatic Interpretation
 - 2005 Placed 8th in Presidents Division I at National Forensics Association National Tournament
 - Chris Klundt Quarterfinalist NFA: Informative Speaking
 - 2006 Placed 22nd at the American Forensics Association National Tournament
 - Dave Sargent: 6th place AFA: Dramatic Interpretation
 - Emily Barsness: 6th place AFA: Prose Interpretation
 - 2006 Placed 6th in Presidents Division I at National Forensics Association National Tournament
 - Anna-Lisa Dahlgren / Thom Rehwalder: Quarterfinalist: NFA: Duo
 - 2007 American Forensics Tournament (University of Minnesota, Mankato)
 - 2007 National Forensics Tournament (Berry College, Athens, Georgia)



Guiding Principles - L&S Honors Program

Showcase 2007 “Best Practice”

- ▶ **Process Improved:** General office functioning (and morale!) through the development of “Guiding Principles” and “Mission Statement”
- ▶ **Unit (s):** College of Letters and Science Honors Program
- ▶ **Customers of the Process and Their Needs:** L&S Honors Program office staff and students
- ▶ **Problem/Opportunity Statement:** The L&S Honors Program has gone through several transitions in recent years, including an organizational restructuring as well as various personnel changes. In addition, the Program continues to grow in terms of student and faculty involvement, as well as sponsorship of new educational and co-curricular opportunities. In light of all of the changes taking place, the staff recognized the need for a kind of “re-grouping” that would identify who we are, where we want to go, and how to get there.
- ▶ **Process:** In January 2006, we held a five-hour staff retreat, facilitated by the Office of Quality Improvement, at which we identified the strengths of our office, our areas for improvement, and began to develop our guiding principles. Following the retreat, staff members collaborated to synthesize the information and drive it through several different iterations, including list-like documents and visual representations. We held a follow-up retreat in August 2006, again facilitated by the Office of Quality Improvement. At this second retreat, we further defined what “success” means for our office, established goals for the year, and drew up a list of action items. Among those items was the creation of an office mission statement. Following this second retreat, staff members again collaborated to draft this statement, which was “finalized” by staff and the Faculty Honors Committee in January and February 2007.
- ▶ **Results:** This entire process has improved staff collaboration, collectivity and morale; and reaffirmed that horizontal working relations are possible within the hierarchical structure of the university. The more publicly visible results are the L&S Honors Program Guiding Principles and Mission Statement, as well as the integration of these materials into our interviewing and training for new staff, and evaluations of continuing staff.
- ▶ **Lessons Learned:** *The value of naming the problem:* By collectively identifying and discussing the issues and circumstances that negatively affected office functioning, we were also able to reach consensus on what we needed to do to move forward and improve. *The importance of outside facilitation:* Having an outside facilitator was crucial to our success because it allowed everyone to fully participate. *The necessity of having an individual or core group to keep the process moving along:* Without three or four individuals committed to seeing this process through, it would have fizzled long ago.
- ▶ **Next Steps:** *Keep the Guiding Principles and Mission Statement “alive” by further integrating them into the office culture and by reviewing them annually at a staff meeting/retreat in the late summer or early fall.* Students comprise the majority of our staff and, as a result, turnover is constant; each new staff member brings new qualities and perspectives to the Program; our changing nature needs to be reflected in these documents. For the documents – and, more specifically, the commitments outlined in them – to be truly alive, we need to ensure that they are present in all aspects of our operations. This entails tailoring our public personae (website, publications, etc.) to be in line with the principles and mission. *Develop a Strategic Plan for the L&S Honors Program.* This is particularly important in light of the Program’s growth and the fact that we will be moving to a new and larger space in the near future.



In this process, we will draw from our retreat experiences over the past year and utilize the Guiding Principles and Mission Statement as a foundation from which to build.

► **Contacts:**

Name: *Molly Todd and Mary Czynszak-Lyne*
Unit: *L&S Honors Program*
Address: *420 South Hall, 2055 Bascom Mall*
E-mail: *todd@honors.ls.wisc.edu AND mczynsza@wisc.edu*
Phone: *608/262-2984*
URL: *www.honors.ls.wisc.edu*

