

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

**LETTERS AND SCIENCE  
FACULTY SENATE**

**20 April 2009**

Materials are available online in the L&S Handbook

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

# COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

**3:30 p.m., 20 April 2009**  
**Room 272 Bascom Hall**  
**Agenda**

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Doc. No.

1. Announcements and Questions
  - a. The Madison Initiative for Undergraduates (<http://madisoninitiative.wisc.edu/>)
  - b. Budget Issues
  - c. Higher Learning Commission Comprehensive Visit for Institutional Accreditation, April 27 – 29, 2009  
(see <http://greatu.wisc.edu>)
  - d. Strategic Planning in L&S
  - e. Provost's call for departments to review course lists by August 3, 2009
  - f. Call for nominations to serve on L&S Academic Planning Council  
(<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-2.htm>)
2. Approval of minutes of the L&S Faculty Senate meeting held 14 April 2008
3. Annual Report of the Faculty Honors Committee, 2007-2008 277
4. Annual Report of the Academic Planning Council, 2008-2009 278
5. Annual Report of the Curriculum Committee, 2008-2009 279

**COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING**  
**3:30 p.m., Monday, 14 April 2008**  
**2241 Chamberlin Hall**

1. Announcements and Questions
  - a. Dean Sandefur invited nominations for faculty to serve on the L&S Academic Planning Council. Dean Sandefur provided an overview of the council's work, which is discussed in greater detail in the report provided as L&S FacDoc 275.
  - b. The dean asked members of the Senate to participate in a discussion with the Classified staff Issues Committee regarding the relationship between faculty and staff.
  - c. Dean Sandefur extended congratulations to faculty members who had recently won awards, including:
    - Chancellor's Distinguished Teaching Awards:
      - David T. Canon (Political Science)
      - Edward Friedman (Political Science)
      - Anthony R. Ives (Zoology)
      - M. Lou Roberts (History)
      - Robert L. Wilson (Mathematics)
    - William H. Kiekhofers Distinguished Teaching Award
      - Kelley Conway (Communication Arts)
    - Van Hise Outreach Teaching Award
      - Diane C. Gooding (Psychology)
    - Hilldale Award in the Arts and Humanities
      - Bob Skloot (Theatre & Drama and Jewish Studies)
    - Kellett Mid Career Awards:
      - Ken Goldstein (Political Science)
      - Harry Brighthouse (Philosophy)
      - Mark Ediger (Chemistry)
    - Romnes Faculty Fellowships:
      - Laura Schwendinger (Music)
      - Alexander Inoescu (Mathematics)
      - Michel Guillot (Sociology)
      - Jeremi Suri (History)
      - Emily Stanley (Zoology)
    - L&S Academic Advising Award:
      - Gloria Mari Beffa (Mathematics)
    - Guggenheim awards:
      - Laura L. Kiessling (Chemistry)
      - Laura Elise Schwendinger (Music)
      - Gary Shiu (Physics)
      - Barbara (Bobbi) Wolfe (Economics, LaFollette, Public Health)

The dean also noted that two L&S programs had been ranked highly in the annual *US News and World Report* (LaFollette School of Public Affairs was 14<sup>th</sup> out of 261, and the School of Library and Information Studies was 11<sup>th</sup> out of 50). He concluded by noting the successes of our alumni and students, reporting that two UW alumni (David Umhoefer and Walt Bogdanich) have won Pulitzer prizes, and that Jeffrey Wright, a senior political science and international studies major, had been awarded a Truman Scholarship.

There were no questions.

2. Minutes of the last L&S Faculty Senate meeting, which was held on November 12 of last year were approved.
3. Professor Snowden (Psychology) presented the Annual Report of the Faculty Honors Committee, 2005-2006 (L&S Faculty Document 274-rev). Highlights of the report include: the program's upcoming 50<sup>th</sup> anniversary; the move into the remodeled Washburn Observatory; and changes to the curriculum and to advising. Most significantly, the Faculty Honors Committee has approved a plan to "rethink what it means to be an Honors student", particularly as the quality of students admitted to UW-Madison continues to improve. Under the new system, every admitted student will be invited to consider joining the program; admission decisions will be based on student essays, with admission based on the extent to which the student demonstrates intellectual curiosity, a desire to use his or her intellect to help the world, creativity, passion, social awareness, etc. An additional feature of this process will be to recruit a more diverse group of students than have been recruited using ACT scores. Senators had no questions regarding the report, which was unanimously approved.
4. Dean Sandefur presented the Annual Report of the L&S Academic Planning Council has been circulated as L&S Faculty Document 275, noting that the council had completed several program reviews and had approved several new academic programs in the past year. There were no questions regarding the report, acceptance of which was unanimously approved.
5. Professor Frantzen (Spanish and Portuguese) presented the Annual Report of the Curriculum Committee, 2007-2008 is presented as L&S Faculty Document 276. In addition to the committee's usual business related to approval of courses and changes to existing academic programs, the report addressed implementation of the changes to the L&S baccalaureate degree requirements, which went into effect for students admitted after May 21, 2007. Decisions related to implementation included consideration of courses offered outside L&S to be approved as "Liberal Arts and Science (LAS)" courses and changes to the calculations used to determine eligibility for the L&S Dean's list.

The Curriculum Committee also conducted an in-depth study of several questions related to the use of Directed Study courses. The full report and recommendations to the dean are appended to the committee's annual report. The committee considered such

questions as whether or not limits should be placed on credits earned in Directed Study courses and if the College should “standardize” expectations regarding the type and quantity of work performed for these courses. In addition to endorsing existing L&S academic policy related to Directed Study, the committee determined that since a very small number of students take more than 3 directed study courses (and those who take more may have good reason to do so), there is justification for imposing limits at this time. Furthermore, since the range or opportunities pursued in these courses varies widely, the committee endorsed a principle that encourages development of commonly-held expectations for courses at the departmental level; at most, the college should share the results of the committee’s survey and provide more information about what might be done, if only to encourage more faculty to participate in offering Directed Study. Finally, the committee enthusiastically supports the principles of offering intensive, mentored learning experiences to students, who attain lifelong learning skills in the course of working directly with members of the faculty to pursue projects focused on issues they find important.

In discussion, senators asked whether there are students who take “too much” directed study. Assistant Dean Elaine Klein extracted data from the report to reiterate that this does not seem to be a problem; however, L&S Student Academic Affairs is examining more closely the records of a few students in the sample who earned more than 10% of their credits in these courses. Professor Oliver observed that, to the contrary, there seem to be too few opportunities to pursue this sort of experience, and that more members of the faculty should be encouraged to accept students in these courses. Dean Sandefur concurred, but acknowledged that good projects take a lot of time for students and faculty. Professor Cowell asked if incentives might encourage more faculty to accept directed study students; the dean wondered if the rewards of participating might be enough.

The senate approved the committee’s report, and recommended to the dean acceptance of the committee’s recommendations regarding improved communication on this topic. Dean Sandefur noted that the college will work to develop resources to share information about the use of directed study. He thanked Professor Frantzen and the committee for their efforts to understand this issue and to make useful recommendations; he also thanked the faculty for having responded so well to the committee’s survey about their practices.

The meeting adjourned at 4:00 p.m.

Submitted by,

Elaine M. Klein, Ph.D.

Assistant Dean and Director, Academic Planning, Program Review, and Assessment of Student Learning  
Secretary, L&S Senate

## 2007-2008 REPORT OF THE FACULTY HONORS COMMITTEE AND HONORS PROGRAM

The Letters and Science Honors program currently enrolls approximately 1600 students. 250 students matriculated as first-year honors students in the fall of 2008-09. 247 honors degrees were awarded in 2007-08 with 90 students receiving Honors in the Liberal Arts, 90 receiving Honors in the Major and 67 receiving Comprehensive Honors (completing requirements for both Honors in the Liberal Arts and Honors in the Major).

The period from fall 2007 through the end of the fall semester 2008 was significant in several ways for the L&S Honors Program. Chief among these were the development of a new admissions philosophy and the implementation of a new admissions process for first-year student admission to the program to pursue the Honors in the Liberal Arts degree, and the development of two new courses on Diversity Dialogues- one a junior year course to prepare honors fellows as facilitators and the second a first-year course to be taught by Honors staff with Honors fellows as student facilitators. The outcomes of the first offerings of these courses have been very positive. Ten Honors Fellows completed Honors 480 and subsequently served as facilitators in small discussion sections for the 38 first-year students in Honors 180. Student feedback has been uniformly positive both from first-year students who appreciated a small intense class and from the Honors Fellows who felt they had experienced considerable personal growth. We used the creativity of our peer advisers to develop a series of meetings to inform incoming students about how to decide on majors, find internships and make connections with faculty for research opportunities.

We worked closely with Isthmus Architects on the design and construction of the historically restored Washburn Observatory that will become the new home of the Honors Program in May, 2009. The administrative structure of the program remains the same as last year. Professor Charles Snowdon (Psychology) continues as Director. The full-time staff consists of Jeffrey Shokler continuing to serve as the Program's Associate Director, Mary Czyszczak-Lyne as its Office Administrator, and Molly McGlone as Assistant Director with oversight of the program's advising and curricular operations (see the attached organizational chart- Appendix 1).

### Innovations

#### *Admissions*

Two problems facing the program over the past several years were the increasing number of students entering the program as first-year students and the overall increasing academic profile undergraduate students entering the college. In the current (Fall 2008) first-year class more than 60% of the students would have qualified for invitation to apply to the program to pursue Honors in the Liberal Arts based on our past, quantitative criteria for eligibility (top 10% of the high school class *or* a minimum 3.6 core GPA from high school). We became concerned that our ability to serve students well, not just serve them, would be negatively impacted by the steadily increasing numbers of honors students entering the program and by a reduction in FTEs in the program staff. At the CIC Honors Conference in May 2007, we learned that many of our peer institutions were facing similar challenges. To cope with these issues two institutions increased their minimum criterion for admission to their programs to scores of 34 or better on the ACT. Since ACT scores (and other standardized test scores) correlate strongly with family income and since we found through exit surveys that a significant proportion of our Honors students were pursuing the honors degree only as a resume builder (a motivation that often turned out not to be strong enough for students to actually graduate with an honors degree – many were withdrawing having not fulfilled the requirements by graduation), we looked for another option.

Our solution to reduce the number of students entering the program as incoming first-year students and to *increase* the likelihood that those students who did apply and were admitted were doing so for the “right” or “healthier” reasons (e.g. not credentialing), was somewhat counter-intuitive. We decided to invite *all* students admitted to the college to consider applying to pursue HLA and to no longer utilize high school academic performance criteria in either the invitation or admissions process. By doing this, we hoped to appeal to a new type of Honors student, one who would pursue an honors degree due to strong internal motivations beyond simple credentialing, one who would exemplify the spirit and be drawn to the goals of a liberal arts education as well as to the Wisconsin Idea's ideal of using one's intelligence for the betterment of society. Our new admissions philosophy emphasizes student motivation and, significantly, no longer views high academic achievement in high school as a necessary *prerequisite* for admission to pursue an honors degree; rather, it views high academic achievement as a *desired learning outcome* of pursuing an honors degree in the college.

To affect these changes we crafted a new letter of invitation that more fully explained the intent behind the program and its curricula – a letter that was also designed to make students consider what their motivations are for pursuing an honors degree. In stark contrast to past practice, this new invitation letter is now sent to *all* students admitted into the College (Appendix 2). We also crafted a new application consisting of a series of four essays (to tap personal growth, social involvement, creativity and passion, Appendix 3) and fields that allow applicants to let us know about their activities and engagement in high school. Associate Director Shokler created an on-line application for applicants which feeds directly into a database through which the entire admissions process is managed (including invitations, application review, and admission decisions). We developed a set of common criteria so that each staff member can evaluate applications. Admission decisions are now based on the essay responses and high school profile (activities, leadership, service, honors and awards, and employment). We achieved our goals with the 2008 entering class. We have fewer students but a greater range of high school GPA, class rank, and standardized test scores than in the past. Notably, we had markedly fewer of our new first-year students in academic trouble at the midterm point of their first semester and we also had a smaller proportion of students on academic probation after their first semester than in previous years. We have increased diversity and performance together. We have made some minor modifications (reducing to three questions and adding a category for students to tell us about employment) to the application and are currently evaluating the 2009-10 entering class.

### ***Evaluation***

Evaluation is critical to understanding the success of our new admissions program and in evaluating the performance of our staff, including peer advisors. We sent an on-line survey to all current Honors in the Liberal Arts students so that we have a baseline against which to evaluate the attributes and experiences of students admitted under the new system.

We have collectively developed a Performance Review form which we use along with a narrative provided by the person under review to evaluate several attributes in categories relating to: job knowledge; team work, accountability and judgment; communication skills; leadership; supervisor and supervisee responsibility; and diversity and climate. We instituted the use of these forms last year with all staff members, including the Director, and have found this process to be very successful in guiding the evaluations for all of us.

### ***Evaluation of Honors in the Major***

It has been ten years since the establishment of the “new” honors curriculum that created the Honors in the Major, Honors in the Liberal Arts, and Comprehensive Honors degree options for students in the college. We have noticed considerable variation among departments in what is required for Honors in the Major. While we recognize the value of diversity across different disciplines, we started to review programs and develop a set of best practices drawn from the curricula and experiences of different departments. Assistant Director McGlone and Director Snowden had meetings with several departments to find out what aspects of Honors in the Major are working and which are not and to compile a series of success stories that can be shared with all departments. The effort continued with the preparation of the new 2009-2011 Undergraduate Catalog where the L&S Honors Program contacted departments to encourage them to update their Honors in the Major programs. Out of that effort, the Faculty Honors Committee reviewed proposals to changes and updates to HM programs from departments and units including: Languages and Cultures of Asia, English, Jewish Studies, Hebrew and Semitic Studies, Economics, Communicative Disorders, and from the previous year Psychology. Other departments made minor changes in response to our suggestions, including Biology and Botany. L&S Honors Program staff continues to work with other departments on developing Honors in the Major such as Religious Studies.

### ***Honors 480 and 180 Diversity Dialogues***

As a part of our reconceptualization of Honors in the Liberal Arts Assistant Director McGlone and PA Jennifer Kaufmann-Buhler formulated two new courses designed to develop leadership and facilitation skills among upper level students and to help incoming students begin to think about issues of identity and diversity in all its forms: racial, gender, ethnic, health, class, religion, environment, class, etc. and explore these issues through the lenses of the Humanities, Social Sciences and Natural Sciences. The broad goal is to show first-year students how each of the broad disciplines can be used interactively to examine major issues and also as they begin their experience at Madison to think seriously and compassionately about the diversity they represent and the diversity they will encounter here. The courses were approved by the College Curriculum Committee and the inter-divisional review committee. We (Director, Associate and Assistant Director and PA) taught Honors 480 and Ms. McGlone and Ms.

Kaufmann-Buhler along with the facilitators piloted Honors 180 in the fall of 2008. The second group of Honors Fellows is currently taking Honors 480.

### ***Improved Communication with Other Units***

We have been working over the last two years to improve our communication with other advising and administrative units in the College. Molly McGlone has become a member of the L and S Advisor Consortium, and is an *ex-officio* member of the College Curriculum Committee and the Council on Academic Advising. We have begun regular meetings with the staff of L&S Student Academic Affairs to discuss common issues. We have added advising hours at LSSAA in Bascom Hall and at Chadbourne Residence Hall to our advising in South Hall. Honors have begun to closely collaborate with both Cross-College Advising and L&S Assistant Deans with the hiring and training of SOAR student advisors. Director Snowdon is a member of the FIGS Advisory Committee, the Faculty Advisory Board to LSSAA and the University Bookstore Awards Committee.

### **50<sup>th</sup> Anniversary:**

In May 1958 a group of 172 students presented the Dean of Letters and Science with a petition requesting that the university create opportunities that would provide greater academic challenge and engagement for students. The College's response was to establish an Honors Program. The fall semester of 1960 marked the term of the first Honors course offerings at the university. These two anniversary dates span the planned opening of Washburn Observatory (see below). We have created an Honors Advisory Committee made up of petition signers, local alumni, some former Directors and current students to help the Honors Program prepare a series of celebrations and create a development program to coincide with these celebrations.

### **Physical Space – Washburn Observatory**

The Honors Program has been represented on the planning team for the renovation of Washburn Observatory by Professor Snowdon, and Associate Director Shokler. We attended numerous meetings with the architects and members of the campus planning team. The construction began in the fall of 2008 and we plan to move into the new facility in May, 2009. We are very pleased with the way in which the existing space will be reconfigured, without harming its historic appearance, to allow access to persons with disabilities.

### **Program Administration**

We continue to develop and expand the Honors Program's website which now comprises well over 200 pages of content, active web forms, a live calendar, and searchable Honors course lists. The site has received over 3,000,000 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). Thanks to generous support from the College, the Forensics Team Coach position is now funded and will likely remain so for the foreseeable future. We also met with alumni of the Forensics Team to establish a connection with current students and an anonymous donor has created an endowment fund to support Forensics. This will help ensure the long-term viability and success of the UW Forensics Team – a team that remains highly competitive at both the state and national levels.

We have initiated annual strategic planning sessions with the assistance of the Office of Quality Improvement, involving all staff- undergraduates through director- to develop ideas for improving our services and programs.

### **Program Grants and Awards**

The Program annually awards approximately \$150,000 to departments in support of their Honors courses (either small stand-alone honors courses or faculty taught sections of larger 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, Mark Mensink Honors Research Award, and the Abraham S. Burack Travel Award. In academic year 2007-08 the Program awarded 32 Sophomore Summer Research Apprenticeships and 18 grants for Senior Honors Thesis Research, for a total of ca. \$94,000.



### *National Scholarships*

The last two Truman Scholars from the University, Julie Curti and Jeffrey Wright also happen to have been honors students serving as student representatives on the Faculty Honors Committee. All UW students who received nationally competitive scholarship awards in 2007-08 were students in the L and S Honors Program.

### *Leadership Trust Awards*

We have received a generous grant from a donor who wishes to remain anonymous to pay two semesters of tuition and a \$3,000 supply allowance for student initiated programs that provide services and benefits to the University community and beyond. Since 2003, we have awarded funds for 10 different projects, most of which are still being continued by subsequent generations of students. In 2003-04 awards went to fund the Journal of Undergraduate International Studies and the UW Natural Areas Restoration Project that brings Madison children from low income and highly diverse schools to campus to learn about ecology and restoration. In 2004-05 the award was for an Action Dialogues project to engage students in increasing awareness, empathy, and understanding among members of the University community of issues pertaining to diversity, privilege, and inequality both on campus, and in the broader American culture and society. This program has been incorporated by the Housing office for use in all dorms. In 2005-06 awards were given to initiate a Wisconsin Journal of Science for undergraduates and for a project on EnviroActivism: Inspiring Youth through Film and Experience. In 2006-07 for a project on Physical fitness, accessibility, and opportunity for persons with disabilities: The open gym project that provides supervised training on newly purchased equipment for people with disabilities. In 2007-08 we funded two projects, one on training students in emergency medical skills with a goal of having EMS trained students at every dorm and at every major event, and the First Gear Project, designed to help first generation students become more comfortable on campus. In 2008-09 we made two awards, one for the development of a *Wiscipedia*- a student generated wiki designed to provide up to date information about how to navigate the campus. The Chief Information Officer and Director of LSSAA were both excited by this project. The other project is developing a resource data base on the problems of refugees and how agencies and individuals in Wisconsin can be more effective in helping refugees. These awards have stimulated some outstanding ideas among our students and have allowed the recipient to develop important leadership and service skills.

## **Program Enhancements**

### *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 (about fifteen from each institution). 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) and our first student returned from this abroad experience in December of 2008. The student reported having a very rich learning experience at Utrecht and another two students are abroad during the spring 2009 term. Another partnership has been forged with the CIC institutions for a one-semester program (spring) in Beijing, but no students have yet to participate from UW-Madison

### *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 in 2001. 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 Honors Program has also subsidized the part-time 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 sixth in the nation at national competition and they took second in state competition. Nationals will take place next month and the team is expected, once again, to be quite competitive.

### *Common Book Program*

We were successful in securing continuing support for the Common Book Program for First-year Students. Friends of the UW-Library has agreed to provide funding for the Common Books and help in sponsoring the dinner and meeting with the author. The 2008 Common Book was *Breathing Spaces: How Allergies Change our Lives and*

*Landscapes* by Greg Mitman (History of Science and Medicine) and the 2009 book will be *Human Goodness* by Yi-Fu Tuan of Geography

#### *Student Retreats*

On July 23, 2008, 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 Pyle Center on September 13, 2008.

#### *Collaboration with the UW Admissions Office*

The Program is a regular participant at special events for prospective students sponsored by the Office of Admissions, including the very successful Wisconsin Real program.

#### **Advising**

During the 2006-2007 academic year, the L&S Honors Program 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. We hold a session known as “Honors 181” for students in the first week of the semester and another around enrollment time in October known as “Honors 182.” These sessions help us to efficiently advise our first year population in small groups and to give them the assurance that they will meet with an advisor at least twice in their first semester. We have found that the first session is best given before the add/drop deadline, giving students the chance to adjust their schedules if their courses are not a good fit. Similarly, the second session occurs after the timetable is released but before the final drop deadline (where students will receive a DR on their transcripts), which allows the advising contact to include a discussion of academic progress and future planning in the same session.

##### *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 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.*

The L&S Honors Program website publicizes our Advising Syllabus, provides advisor profiles, answers to frequently asked questions, and provides information about the various advising options offered through our office. New this year are podcasts and webcasts (using both video and audio content) by staff members covering some of the most common advising issues. 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. We continue to partner with Chadbourne to provide collaborative advising for Honors and CRC students. A new instant messaging chat advising program has been initiated that is available two hours a day (Monday through Thursday), including evening hours that has proven very popular among our students studying abroad.

##### *Advising data base*

Associate Director Jeff Shokler developed an advising database several years ago that allows advisors to review the past history of advising with each student in preparation for advising appointments and to be more efficient in using appointment time for the issues at hand. In the past few months Shokler has provided demonstrations of the database to advisors and administrators involved with advising across campus and there appears to be strong support for a campus wide database that could be shared as students move from general advising in their first-years into their major (s) or as they transfer from one college to another.

##### *Internal Process Improvements*

Assistant Director Molly McGlone has built upon our Advisor Development Program to successfully provide new and continuing Honors advisors (both professional and peer 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. The advising team meets weekly to enhance their skills and discuss any particularly difficult issues that have arisen. As part of the evaluation process McGlone sits in on an advising appointment with each advisor to provide feedback.

### **Challenges:**

Like all units of the College our main challenges concern resources. We have a staff of 2 full-time academic staff, a full time classified staff member, a half time director and two half time Project Assistants plus 5 students hired as student hourly. This is the smallest FTE to student ratio of any of the CIC Honors Programs/Colleges. Nonetheless, by working hard and working smart, we are able to meet most of our mission. We utilize the intelligence and motivation of our students as Peer Advisors.

However, with the opening of Washburn Observatory we may need more resources to simply maintain access to the facility for student meetings and to allow students to have a common meeting place. The Assistant Director position to supervise Curriculum and Advising has become so involved with curricular and administrative issues that it is hard to meet the advising components of the position.

Some of our peer Honors programs have large endowments (\$45 million at Penn State) mostly dedicated to providing merit based scholarships to improve their campus academic profiles. At Wisconsin, we do not have to worry about the academic profile of our undergraduates and, philosophically, we in Honors prefer need based scholarships over merit based awards. However, many of our signature programs- Sophomore Summer Honors Research Apprenticeships, support of Forensics, support of community service activities, etc. are based on annual proposals to a variety of funding sources that are also in demand to fund other programs as well. With the economic crisis these funding agencies are cutting back on their support of our programs. We are in need of long term continuous support (endowments or bequests) to support our most successful programs. We hope to use the occasions of the Washburn renovation and the 50<sup>th</sup> anniversary to develop a successful fund raising program so that we can provide firm financial support for our future.

Finally, with cut-backs all across the College, we are finding that it is increasingly difficult for departments to be able to collaborate with us in offering honors level courses. Although we can provide lecturer replacement funds for several courses, many departments cannot afford to have their faculty diverted from their regular teaching needs to teach honors courses. Some wonderful faculty are actually doing overloads in order to be able to teach an honors class, but we should not count on faculty volunteering to have an overload in order to sustain an honors program.

**With our new vision of Honors that is consistent with intellectual curiosity and the goals of the Wisconsin Idea, we hope to maintain an exciting and vibrant program with diverse students who will be the future of our state, our nation and our world.**

### **Mission Statement**

The Faculty Honors Committee reviewed, commented on, and approved this 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.

**2008-2009 Faculty Honors Committee Members:**

Suzanne Desan (History)  
Sabine Gross (German)  
Jia Luo (Student Member, Economics and Biochemistry)  
Alexander Nagel (Mathematics)  
Mario Ortiz-Robles (English)  
Byron Schaefer (Political Science)  
Sissel Schroeder (Anthropology)  
Charles Snowden (Psychology, Chair)  
Karen Steudel (Zoology)  
Peter Timbie (Physics)  
Jeffrey Wright (Student Member, Political Science and International Studies, Truman Scholar)

*Ex Officio:*

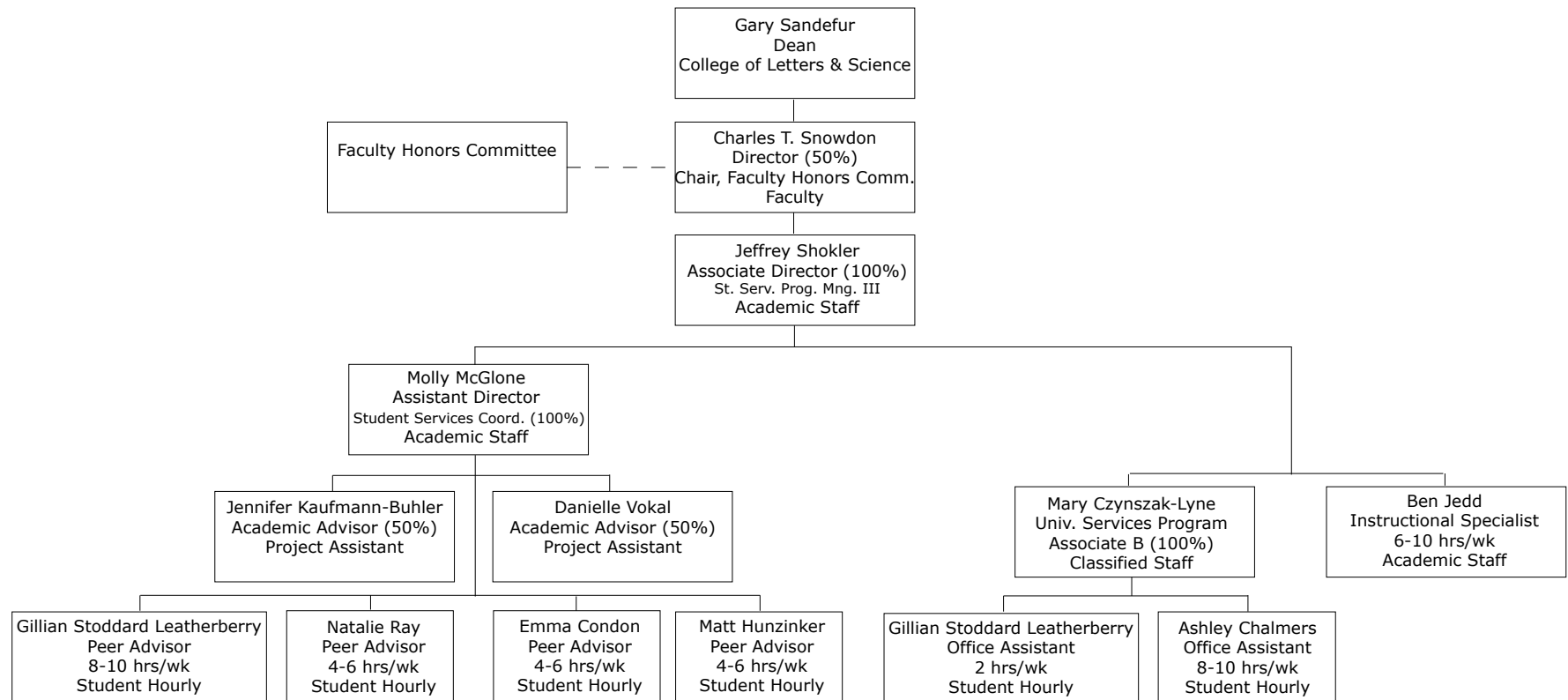
Mary Czyszczak-Lyne, Office Administrator  
Jeffrey Shokler, Associate Director  
Molly McGlone, Assistant Director

Attachments

L&S Honors Program Organizational Chart (PDF File)  
Letter of Invitation to Honors  
Honors Application



## COLLEGE OF LETTERS & SCIENCE HONORS PROGRAM



## APPENDIX 2

### Invitation Letter to All Students Accepted to College of Letters and Science

Dear [First Name],

Do you love learning? Are you eager to get the most from your undergraduate career at the UW? Are you willing to go beyond minimum requirements and to confront new challenges in your effort to learn and to grow both academically and as a person? Do you seek to help build a better society by further developing, improving and applying your knowledge and leadership capacities? If so, I encourage you to think about applying to the L&S Honors Program to be considered for admission to pursue Honors in the Liberal Arts.

The Honors Program seeks students who desire to be active learners and who also want to expand their leadership and service capacities beyond the classroom. Honors at the university level is not about “being” an honors student or adding to your resume. Rather, honors is about going beyond what a student might otherwise do by challenging yourself to obtain the best possible education you can during your undergraduate career – one centered on the goals of a liberal arts education. Explicitly stated, these goals include:

- developing knowledge of human behavior, human cultures, and of the physical and natural world we live in through study in sciences and mathematics, social sciences, and humanities;
- building a robust set of intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving;
- increasing personal and social responsibility by expanding civic knowledge and engagement, developing greater intercultural knowledge and competence, and expanding capacity for ethical reasoning and action;
- achieving a high level of integrative learning – a synthesis of knowledge and understanding across areas of both generalized and specialized study that can be applied in new ways to address real-world problems and issues.

The Honors in the Liberal Arts degree requires taking honors courses in a wide variety of disciplines. By doing so, you will become familiar with the diverse ways disciplines in the humanities, the social sciences, and the natural sciences explore the frontiers of knowledge. While all students who pursue an honors degree in the College of Letters and Science are strong academically, many are also engaged in a wide array of service and volunteer activities. They seek out co-curricular opportunities, and they take on leadership roles both at the university and in the broader community. Thus, in addition to our curriculum, we offer professional advising services; grants, scholarships, and awards, particularly for introductory and Senior Honors Thesis research; study abroad opportunities, and numerous academic, social, and service opportunities through the Honors Student Organization.

If you would like to be considered for admission to the Honors Program to pursue the Honors in the Liberal Arts degree, you can apply via our on-line application form on our website at [honorsfyapp.honors.ls.wisc.edu](http://honorsfyapp.honors.ls.wisc.edu). If you do not have internet access, please contact our office by phone at (608) 262-2984 to request a hard copy application. Full consideration will be given to your application if you submit it by the end of the day (11:59 p.m.) on Saturday, March 14, 2009. Admission to the program is competitive, and space is limited. We regret that not everyone who applies at this first opportunity will be accepted. If you apply prior to the deadline noted above your application will still receive full consideration during review, and it is our intention to mail an admission status letter to you within about three weeks of your application should you choose to apply.

Please note, this is not your only opportunity to apply for admission to the Honors Program – it is just the first such opportunity. We offer rolling admissions for continuing students in the college who have a minimum cumulative grade point average (GPA) of 3.3. You can also consider pursuing Honors in the Major at a later date. If you decide that you are not ready or do not wish to apply now, please remember that you will have the opportunity to pursue an honors degree throughout your undergraduate career in the college.

About 10% of the undergraduate students in the College of Letters and Science pursue honors degrees – Honors in the Liberal Arts, Honors in the Major, or Comprehensive Honors. To learn more about the curricula for each of these honors degrees please visit our website at [www.honors.ls.wisc.edu](http://www.honors.ls.wisc.edu). To remain in good standing an honors student needs to maintain a minimum cumulative GPA of 3.3 and make satisfactory progress toward their honors degree. Each year about 300 students graduate from the College of Letters and Science with honors degrees.

If the idea of joining the Honors Program seems intriguing to you, then I encourage you to follow through with your on-line application.

Cordially,

Chuck Snowdon  
Director, L&S Honors Program  
Hilldale Professor of Psychology and Zoology

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L&S Honors Program, University of Wisconsin-Madison 420 South Hall, 1055 Bascom Mall, Madison, WI 53704  
(608) 262-2984 [honors@honors.ls.wisc.edu](mailto:honors@honors.ls.wisc.edu) [www.honors.ls.wisc.edu](http://www.honors.ls.wisc.edu)

**APPENDIX 3**  
**Essay Questions and Description of High School Activities**

**Q1:** What is the role of conflict and diversity of ideas in shaping one's conclusions? How can one remain intellectually open to opposing ideas while still retaining one's own identity and/or beliefs?

**Q2:** Imagine that you are editor of a magazine or journal in the fall of 2029. What would be the name of the magazine or journal? Draft the opening paragraphs of the lead article for that month.

**Q3:** Describe and discuss something (an aspect of nature, music, art, an interpersonal interaction or something from the manufactured world) that excited your passion. Why did you react strongly to this particular experience or object and how has this affected or shaped you in the long run?

Activities

Leadership

Service

Awards & Honors

Employment



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**College of Letters and Science Academic Planning Council  
Annual Report to L&S Faculty Senate, AY 2008-2009**

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**Chair**

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Gary Sandefur, Dean

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**Elected Council Members**

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David Canon (Political Science)	Rick Nordheim (Statistics) – Sem II
Barbara Clayton (Theatre and Drama)	Seth Pollak (Psychology, LaFollette)
Ilia Guzei (Chemistry)	Aliko Songolo (African Languages and Literature, French and Italian)
Anthony (Tony) Ives (Zoology)	John Wright (Chemistry) – Sem I.
Jim Leary (Scandinavian Studies, Folklore Program)	

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***Ex-Officio* Members**

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Debby Bush  y (L&S Student Academic Affairs; Classified Staff Issues Committee)–Sem II  
Janet Lucchesi (L&S Student Academic Affairs; Classified Staff Issues Committee)–Sem I  
Greg Downey (Journalism and Mass Communication and Library and Information Studies; Chair, L&S Curriculum Committee)

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***Ex-Officio* Observers**

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Susan Ellis Weismer (Communicative Disorders; Associate Dean for Research Services)  
Ann Groves Lloyd (Associate Dean for L&S Student Academic Affairs)  
Ann 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)

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**L&S Academic Planning Council Activity**

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The L&S Academic Planning Council advises the dean on program, curricular and fiscal matters. Academic initiatives considered by the council include program review, expansion, alteration, and deletion. 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.* In addition to the Council's discussions of academic programs, during this period, Dean Sandefur frequently consulted the committee on issues related to larger college and

university concerns, concentrating attention on budgetary issues and strategic planning initiatives. Attention to the latter issue was stimulated, in part, by the development of a campus-level “strategic framework” arising from the decennial reaccreditation project, *For Wisconsin and the World: A Great Public University*. Dean Sandefur presented various iterations of the university framework to the council, which recommended that L&S work to develop its own version. Council members observed that a lengthy planning process would not be likely to lead to a radical change in the overall mission of the college; however, L&S efforts might be better spent identifying intersections between the college and the university framework, the better to assist the dean in college-level decision-making. On March 11, 2009, Dean Sandefur hosted his own advisory session on college-level strategic planning. The council, department chairs, representatives of the Classified Staff Issues Committee and Committee on Academic Staff Issues, and members of L&S Administration participated in a tightly focused discussion of L&S planning priorities. Results of this discussion will be analyzed and presented for further discussion in Fall 2009.

*Academic Program Development.* An annotated 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**). The pace of program development has slowed in recent years as programs and faculty adjust to restricted resources, and as planning processes have become more vigilant about ensuring that resources will be available before new programs are approved. Those programs that have developed make use of existing resources or leverage non-GPR funding sources. A few items on that list warrant additional mention here.

- New certificate programs were developed in German, Southeast Asian Studies, and in Integrated Studies in Science, Engineering, and Society. These programs were established as “resource neutral” programs, using existing courses and advising resources. The council noted, however, that while certificates generally seem not to weigh too heavily on the units that host them, some certificates that are not frequently awarded, leading members to question the viability of offering programs that are not serving students. “Low enrollment” certificate programs will be reviewed in the future.
- The School of Library and Information Studies has offered a Master of Arts in Library Studies to a specific cohort of students enrolled through the Prairie Area Library System in Northwestern Illinois. This program has been supported by 104 funding as well as “in-kind” support from PALS. When the program was established, a portion of the program was provided by UW-Madison on site in Illinois, and arrangement that required special authorization by (and annual reporting to) the UW System, the Higher Learning Commission, and the Illinois Board of Higher Education. In February 2009, the School sought and received permission to modify the program and eliminate the delivery of instruction to this site. This modification reduces the need for oversight by HLC and IBHE, while also allowing the program to be offered to a wider audience.
- The School of Social Work received permission to create a part-time Master of Social Work program that will be delivered to non-traditional, place-bound students in two locations, locally and at UW-Eau Claire. The collaboration with UW-Eau Claire brings

Master's Level Social Work education to an under-served region, and was strongly supported by faculty at both institutions. The program allows students who attend MSW classes at UW-Eau Claire to receive the UW-Madison degree; if the collaboration is successful, the program faculty will pursue creation of a joint-degree authorization. Planning for this distinctive arrangement has been under way for several years, involving not only the program faculty, but also representatives from each institution's graduate program administration, registrar's office (e.g. bursar, financial aid, student information system and identity management), and Offices of the Dean and of the Provost. The program will be supported by a mixture of funding, including 104 funds, tuition revenue, special course fees, and one-time funds provided by the Division of Continuing Studies and the State of Wisconsin Department of Children and Families. The first cohort will be admitted in Fall 2009.

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### **Program Review Activity**

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The completion of regular academic program reviews has been slower than the expected rate of about seven reviews completed per year. (Constraints on staff and faculty time seem to affect the pace.) Concerns about maintaining the quality of the review process, and the need to align this work with institutional strategic planning, have led Dean Sandefur to ask Assistant Dean Elaine Klein (who facilitates this process for the college) to work with the APC to consider how the process might be streamlined and enhanced. The goal of this reexamination of the L&S review process will be to ensure the best possible return on the investment of faculty and staff time and effort to conduct reviews, which are mandated by Board of Regents policy.

Despite the slower pace, several reviews are under way (**Attachment B**) and others were completed. "Joint reviews" of the doctoral program in Second Language Acquisition, and the MFA program in Creative Writing resulted in APC recommendations to continue both programs. "Joint reviews" are mandated by the UW System as the final step of the new program implementation process. The next step for each of these programs will be to participate in a joint University Academic Planning Council/UW System evaluation; the UAPC will act on the recommendation of those committees regarding program continuation.

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### **Questions and Comments**

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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](mailto:kleine@ls.admin.wisc.edu)).

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

## *Supplement to Annual Report to the Letters and Science Senate Academic Planning Council Activity, 2008-2009*

### *Academic Program Review*

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-09.10</i>
Wisconsin Emerging Scholars	10/15/2008	discussion		
	12/10/2008	discussion	Recommendation: support committee recommendations.	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-09.23</i>
Second Language Acquisition Program	2/4/2009	continuation approved	Five-year mandated joint review required for program continuation.	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-09.28</i>
MFA Creative Writing (English)	3/4/2009	continuation approved	Five-year mandated joint review required for program continuation.	

### *Annual Report of the UW-Madison Language Institute*

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-09.11</i>
UWLI	10/15/2008	discussion	Recommendation: commend program on overall success.	

### *Annual Report on Academic Program Review*

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-09.06</i>
L&S Administration	9/17/2008	adopt		

### *Annual Report on Assessment of Student Learning*

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-09.12</i>
L&S Administration	10/15/2008	adopt	Recommendation: Continue to work with departments/programs to incorporate assessment of student learning in to regular academic processes.	

### *Annual Report: First-year Interest Groups*

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.44</i>
Dean Sandefur	4/23/2008		Commend program on remarkable success in improving student performance and retention rates.	

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***Consultations of the Dean - Certificate Programs***


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<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.25</i></b>
Dean Sandefur	2/18/2009	discussion	Low-enrollment certificate programs may tax limited resources; L&S will initiate review of all programs from which fewer than 2 awards have been granted in five years. L&S will advise departments that they bear responsibility for informing RO about completions.	

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***Consultations of the Dean - Directed Study Issues***


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<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.29</i></b>
Curriculum Committee	3/4/2009	discussion	L&S Handbook Chapter V.18 has been revised to provide better counsel to departments about directed study courses.	

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***Consultations of the Dean: Comparative Literature Graduate Admissions***


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<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.09</i></b>
Dean Sandefur	10/8/2008	approved	A recommendation was approved to allow CL to proceed with admission and recruiting for graduate program, to enroll 2-3 students each year for foreseeable future.	

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***Consultations of the Dean: Leaves of Absence for Departing Faculty***


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<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.14</i></b>
Dean Sandefur	10/22/2008	discussion	Current L&S policy allows departments to grant up to 2 years LOA to faculty who have accepted offers from other institutions; since individuals seldom return after accepting outside offers, and since university policy allow departments to petition for their return w/o resubmitting to tenure process, this practice may be unnecessary.	

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***Consultations of the Dean: New Faculty Resignations from Previous Positions***


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<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.15</i></b>
Dean Sandefur	10/22/2008	discussion	Other CIC institutions require new faculty to provide evidence that they have resigned from previous positions before beginning employment at UW-Madison; current university policy holds that new faculty who fail to uphold teaching/research commitments must reimburse university. Further discussion was encouraged, but APC considers additional policy intervention in this area to be unnecessary.	

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***Request for Comment - UW System***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.03</i></b>
UW-Stout BS Cognitive Science	9/17/2008	support		
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.04</i></b>
UW-Stevens Point MS Leadership	9/17/2008	support		
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.27</i></b>
UWM PhD Sociology	3/4/2009	support		

***Request for Comment - UW-Madison***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-08.46</i></b>
CALS - Environmental Science	4/23/2008	approved	Accept CALS invitation to participate in planning if permission is granted; seek future extension of major to L&S students	
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-08.47</i></b>
GNIES - Environmental Studies	4/23/2008	declined	Questions about program support and intersection with L&S degree requirements were referred to GNIES; a working group has been convened to address these questions; GNIES representatives have met several times with L&S Admin to discuss progress.	
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-08.50</i></b>
SoHE - Community/Non-profit Leadership	5/7/2008	initially declined; support granted March 09	Original proposal elicited questions about overlap with SSW programs; authors were encouraged to work with SSW to address these concerns. Per statement on overlap (10/13/08) concerns were addressed and Dean Sandefur signalled support.	
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-08.51</i></b>
Education - Certificate in Global Perspectives	5/7/2008	support		
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.05</i></b>
CALS - Rural Sociology	9/17/2008	support	Change name of Department of Rural Sociology to "Department of Community and environmental Sociology"	
<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.17</i></b>

SoHE - BS Personal      12/3/2008      support  
Finance

### ***Request for Permission to Plan a New PhD (Visual Culture)***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-08.49</i></b>
Center for Visual Culture	5/7/2008	declined	Questions were referred to program for consideration and revision of proposal.	

### ***Request to Approve New Program: Certificate in SE Asian Studies***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.26</i></b>
Center for SE Asian Studies	2/18/2009	approved		

### ***Request to Change Name of Timetable Subject Listing***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.18</i></b>
Gender and Women's Studies	12/3/2008	approved	This change aligns the name of the subject listing (Timetable) with the department name.	

### ***Request to Create a New Program: Certificate in German***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.13</i></b>
German	10/22/2008	approved		

### ***Request to Create New Center: Center for Journalism Ethics***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.20</i></b>
Journalism and Mass Comm	12/10/2008	approved		

### ***Request to Create New Program: Cert - Integ. Studies in Science, Egr, Soc***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.16</i></b>
Holtz Center	12/3/2008	approved	New program focused on providing cohesive studies in social science, arts, and humanities breadth areas for student enrolled in Engineering and other majors focused in the physical sciences.	

### ***Request to Delete a Program - Capstone Certificate in Public Affairs***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.01</i></b>
LaFollette School for Public Affairs	9/17/2008	approved	Deletion of program recommended because enrollments by target audience were not achieved.	

***Request to Expand Program***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.08</i></b>
School of Social Work	10/8/2008	approved	Actions were approved to create a part time, distance-mediated variation of the full-time residential MSW program, and to operate the program at UW-Eau Claire. Creation of transcript options to track student enrollment were also approved.	

***Request to Modify Program***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.22</i></b>
Library and Information Studies	2/4/2009	approved	This action formally notified L&S and campus that LIS will no longer be offering instruction at a remote site in Illinois; this change had implications for relations with Higher Learning Commission and with Illinois Board of Higher Education (entities from which UW-Madison sought approval to offer this off-site instructional activity).	

***Request to Rename Department***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.19</i></b>
Geology and Geophysics	12/3/2008	approved	Change of name to "Geoscience" approved.	

***Request to rename existing center: COWS to John R Commons***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-08.48</i></b>
Center on Wisconsin Strategy	4/23/2008	approved		

***Request to Suspend Graduate Admissions - Chinese Linguistics Track***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.24</i></b>
East Asian Lang & Lit	2/18/2009	approved	Temporary suspension of admissions to linguistics track in graduate program in Chinese (no new students to be admitted to this track in Fall 2009).	

***UW-Madison Reaccreditation Project***

<b><i>Concerning or Requested by:</i></b>	<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>Notes</i></b>	<b><i>Reference Number: APC-09.07</i></b>
Campus	10/1/2008		Please note: HLC site visit will occur n April 27-29, 2009. Please review self-study materials located at <a href="http://greatu.wisc.edu/">http://greatu.wisc.edu/</a>	



## Attachment B: L&S Program Reviews in Progress

*emk – March 20, 2009*

Department/Program (Major Code)	Self Study	Committee Review Inquiries (site visit or other meetings)	Committee Report	APC Discussion
Asian Studies (092) - Concentration in East Asian Concentration in Southeast Asian (935) Master's degree in Southeast Asian Studies Certificate in East Asian	Charged Fall '07; Received	Committees Convened, have made contact with each other & deans		
Communicative Disorders (216) <sup>1</sup>	Charged Fall '08	EW working to develop committee		
Economics (261)	Charged Fall '07 No progress	Tentative committee (pending receipt of self study)		
English (405)	Charged Fall '08 Received	MH working to develop committee		
Capstone Certificate: Geographical Information Systems (358)	Charged Fall '08 Self-study received Feb '09 (connect to Geography Review due in 2010)	CH/SD working to develop committee		
Geology and Geophysics (468, 470, 472)	Charged Fall '07; self-study delayed (due Fall '08) Received	EW working to develop committee		
Languages and Cultures of Asia (596) <sup>2</sup>	Resumed Fall '08 Received	MH working to develop committee		
Linguistics (621)	✓ Received	✓ Received	Report awaiting departmental comment	
Medical Microbiology and Immunology (652) <sup>2</sup>	Pending discussion with SMPH			
Political Science (805)	Charged Fall '08 Received	CH working to develop committee		
Psychology (832; non- accredited programs only)	Charged Spring '09			
Spanish & Portuguese (936, 810; Cert Spanish for Bus Majors)	Charged Fall '08 (due Fall '09)			
Statistics (949)	Charged Fall '08 Received	EW working to develop committee		

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

<sup>2</sup> MMI is an L&S-sponsored undergraduate degree, but which is housed in the School of Medicine and Public Health. Review must be coordinated with SMPH.

## OTHER REVIEWS

<b>Joint Reviews (Major Code)</b>	<b>Self Study</b>	<b>APC Discussion</b>	<b>Joint Committee Review</b>	<b>Committee Report</b>	<b>UAPC Action</b>
Creative Writing (243)	Charged Fall '08 Received	Completed Spring '09 - Continuation Recommended Transmitted to Provost			
Jewish Studies (584)	✓	Completed Spring '08 - Continuation Recommended Transmitted to Provost	Convened		
Religious Studies (875)	✓	Completed Spring '09 - Continuation Recommended Transmitted to Provost	Completed	Completed	Continuation recommended
Second Language Acquisition (908)	Charged Spring '08	Completed Spring '09 - Continuation Recommended Transmitted to Provost			
<b>Certificate Program Reviews</b>	<b>Review convened</b>	<b>APC Discussion</b>			
Archaeology	July 2008				
LGBT	July 2008				
South Asian Studies	July 2008				
<b>Other</b>					
UW Marching Band	February 2009				
Center for World Affairs and the Global Economy	February 2009				

**College of Letters and Science Curriculum Committee  
Report to L&S Faculty Senate  
Concerning Academic Years 2008-2009 (to date)**

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**Curriculum Committee Members and Chair**

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Rob Asen (Communication Arts)	Kristopher Olds (Geography)
Greg Downey (School of Journalism & Mass Communication, School of Library & Information Studies), Chair	Pamela Potter (School of Music)
Liane Kosaki (Political Science)	Ned Sibert (Chemistry)
Naomi McGloin (East Asian Languages and Literature)	Jeremi Suri (History)
Michael Morgan (Atmospheric & Oceanic Sciences)	Ken Sytsma (Botany)
	<i>Students:</i>
	Alicia Gedan
	Kimberly Mueller

*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)  
Tori Richardson (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)

*Ad hoc Foreign Language Requirement Issues Working Group:*

Diana Frantzen (Spanish & Portuguese), Chair  
Dianna Murphy (UW-Madison Language Institute)  
Sally Magnan (UW-Madison Language Institute)  
As well as: Downey, Klein, Lee, McGloin, Pflieger, Richardson, Westphal-Johnson

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**Overview**

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The L&S Curriculum Committee 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. The committee's work is described in greater detail online, at <http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3.htm>. Finally, at the Dean's request, the committee engages in research and discussion of critical issues in the College, for purposes of advising him, the faculty and L&S departments and programs, and the division of Student Academic Affairs, all of whom work together to provide L&S students educational experiences appropriate to the liberal arts and sciences.

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### Proposals to Add, Change or Delete Courses

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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. Proposals are approved by the department faculty prior to submission to the LSCC. A technical review is conducted to evaluate whether proposals convey necessary technical information (for coding into the registrar's course database), and staff work with departments to resolve questions raised in this review. The committee chair reviews all proposals to determine if they are ready for committee consideration, and committee members review all proposals online prior to the meeting. When approved, proposals are forwarded 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 14, 2008), the LSCC has approved proposals to create 30 new courses, change 111 existing courses, and delete 54 courses.

In Fall 2008, we learned that the campus-wide "Course Guide Project" has progressed to the point that the 2009-2011 *Undergraduate Catalog* will no longer contain lists of courses sponsored by each department, and the "online only" *Catalog* will instead link directly to the course guide. This offers several advantages, the most important of which is that course lists (and course attributes) will be updated more frequently than was ever possible with the print publication. One significant disadvantage, however, is that all courses in a listing – even those that have not been offered for ten years or more – will appear. To help departments make decisions about whether they should keep moribund courses on their lists, the Office of the Registrar created a file of "All Courses Available" that included a "last time taught" field. Assistant Dean Elaine Klein contacted departments and advised them to review their course offerings and delete courses that are no longer offered; in addition, the Divisional Executive Committee Office has worked with L&S to streamline the deletion process.

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### Proposals to Change Requirements for Academic Programs

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LSCC guidelines regarding changes to requirements the academic programs remain in effect (<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3ccpol.htm>). In Fall 2008, L&S departments and programs were asked to review catalog information in the publication of the 2009-2011 *Undergraduate Catalog*. Several programs sought changes to their academic programs; these appear in this report as **Attachment B**. The Committee and L&S Administrative staff continue to work with departments to articulate the connections between these curricular changes and their efforts to assess student learning in our academic programs, to more clearly link changes made to evidence, and to demonstrate more clearly that learning is improving.

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### Implementing Revisions to the L&S Baccalaureate Degree Requirements

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The committee anticipated that it might need to address questions regarding implementation of changes to the L&S baccalaureate degree requirements, or BABS07. Once again, activity in this area centered on requests to allow courses offered outside L&S count as "Liberal Arts and Science" (LAS) credit for L&S students. (The Committee's *Criteria for Liberal Arts and Science Courses* appear as **Attachment C**.) The committee considered ten requests and approved eight. These newly approved courses can be found in the School of Business, the College of Agricultural and Life Sciences, the School of Human Ecology, and the Gaylord Nelson Institute for Environmental Studies.

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## Other Curricular Issues

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### *Directed Study – Follow up on 2007-2008 LSCC report*

In 2007-2008, the committee spent considerable time researching and discussing the role of Directed Study in the undergraduate curriculum; the report of the committee's work was included in the last report to the L&S Senate (L&S FacDoc 276). Acting on the Senate's recommendation to share the report more widely, the Committee recommended revisions to the chapter of the L&S Handbook that discusses Directed Study (<http://www.ls.wisc.edu/handbook/ChapterFive/chV-18.htm>). This revision conveys the following information:

- College-level procedures for faculty and students involved in directed study;
- The range of numbers available to departments/programs for directed study courses;
- Use of directed study for internship/service learning experiences;
- Departmental responsibility to determine who may teach directed study; and
- Responsibility for instructional activity in these courses.

A list of "best practices" is being developed and will be promoted to departments online, as resources permit redesign of the Committee's web-presence.

### *Undergraduate Catalog Text*

The LSCC discussed the "front matter" presented in the *Undergraduate Catalog*, the goal of which is to describe for students (and their parents) the purpose of a liberal arts degree. Taking a cue from the "Essential Learning Outcomes" articulated in the Association of American Colleges and Universities national project, "Liberal Education and America's Promise", the LSCC revised the L&S description to convey the broad goals of liberal education, emphasizing the range of study, appreciation for various disciplines discover, understand, and communicate about the world, and the stressing the powerful problem-solving skills developed through (or informed by) interdisciplinary studies. The committee also prepared brief statements summarizing the types of learning acquired in each area of "breadth" students are required to complete. The committee hopes that this revision (see **Attachment D**) will provide better guidance for parents, students, faculty, and advisors when considering the role of liberal education in the university, and the requirements by which that type of education is achieved in the College of Letters and Science at UW-Madison.

### *Foreign Language Requirement Issues Working Group*

A working group was convened to address specific questions related to the implementation of the foreign language requirement and retro-active credits awarded. All departments offering language instruction were surveyed to obtain information about courses that satisfy the levels of language of the L&S Foreign Language requirement, and about the number of retro-active credit awarded for completion of various courses. This information will be used to update DARS programming; it will also inform the group's discussions about policy recommendations that may arise in relation to this requirement.

### *Special Focus: Students Pursuing Multiple Undergraduate Majors*

On February 9, 2009, Dean Sandefur met with the committee to discuss the phenomenon of students in L&S who pursue completion of more than one undergraduate major, a practice that has increased from 24% of students to 34% in the past eight years. This trend may affect college advising and instructional resources, and may have implications for the curriculum, particularly in light of the goal that students

pursue breadth of study that is complemented by deep inquiry, as practiced in and demonstrated by completion of a major. The LSCC has sought (and is continuing to seek) information on this topic from a number of sources. The Office of Academic Planning and Analysis has provided data that show which majors are most frequently combined. To better understand why students seek to complete more than one major, the committee has met with the Dr. Leslie Kohlberg, Director of L&S Career Services. Her insights confirmed reports that students and employers may see the practice as lending some advantage when seeking employment; however, she observed that employers may value other types of learning experiences (e.g., internships or practica) more. The committee is also conducting two surveys. A survey of L&S departments and programs will help the committee understand whether they consider this phenomenon to enhance or detract from student learning, whether their resources can bear these “additional” majors, and if they would pursue other curricular innovations if they were to serve fewer majors. A survey of students will help the committee understand why they seek to complete more than one major. The committee has not yet made any recommendations on this topic; a follow-up report may be provided at the next L&S Senate meeting.

This report was approved by the L&S Curriculum Committee on \_\_\_\_\_, and is submitted by:

Greg Downey, Chair, L&S Curriculum Committee  
Professor of Journalism and Mass Communication, and of Library and Information Studies

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

# L&S Course Proposal Process

Elaine Klein & Tammy Weisensel

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

Additions, changes and deletions are forwarded to Registrar's Office for entry into *Timetable* and *Catalog* database.

Attachment A  
L&S Faculty Document 279  
20 April 2009

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:

3 Copies 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

## 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 votes when questions are resolved (may vote "pending resolution" of minor questions).
- Notice of approval and revised proposals are sent to Dept. and to Divisional Executive Committee Office.

## Departments send:

20 Copies 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.

The Divisional Committee 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](http://www.ls.wisc.edu/handbook)

**Attachment B: Changes to Academic Programs**  
L&S Curriculum Committee Annual Report, April 20, 2009

- In **Afro-American Studies**, three areas of concentration were reorganized into two (Afro-American History and Society; and Black Women's Studies). This change was made in response to an ongoing assessment of student learning in the major, as well as to L&S administration's recommendation that programs focus on areas of strength rather than continuing to attempt to provide a comprehensive curriculum in the field.
- **Applied Math, Engineering, and Physics** corrected catalog language describing preparation for entry into the major, to improve communication with students.
- Upon recommendation of a committee convened to review the interdisciplinary major in **Biological Aspects of Conservation**, and based on observed differences in performance among students who may or may not have taken statistics, the program faculty added a requirement that all students take a statistics course in this program.
- The **Bacteriology** major was granted a technical approval to align total credits required with changes incurred through credit changes in the required courses.
- **East Asian Languages and Literature** adjusted the lists of courses students may use to meet requirements for the undergraduate major. These changes provide better advising pathways for students, since the program is more easily achieved and calls upon courses that are more regularly offered.
- Provisional approval was granted to changes in the English Language and Linguistics track of the **English** major; these changes consolidate two emphases and allow students more flexibility in selecting courses for the program. (Full approval will be granted after further discussion with the department.)
- Changes to the undergraduate majors in **Geography** and **Cartography/Global Information Systems (GIS)** were approved. These changes reduce the concentrations in the Geography major to three (Physical Geography; People, Environment, Interaction; and Human Geography) and adjust the list of courses that satisfy requirements for the Cartography/GIS major, removing courses that are no longer taught, and adding courses that are.
- Technical changes were approved for the Biblical Studies Track of the undergraduate major in **Hebrew and Semitic Studies**. These changes were needed to clarify language requirements and to remove an inconsistency in the lists of courses that meet requirements.
- The **International Studies** major was substantially streamlined, eliminating unnecessary requirements (e.g., an attempt to "force" breadth of study which occurred naturally via other requirements) and reducing confusion caused by having too many categories of courses from which students were forced to select. In addition, changes to courses and the identification of an appropriate "introductory" course will allow sequencing that allows students to progress through increasingly challenging stages of the program.
- The **Jewish Studies** major reorganized the areas of study within the major (and adjusted the list of courses that meet requirements); the changes will provide students with access to a wider range of topics within this area.



- The creation of a new track in “Asian Humanities” within the undergraduate major in **Languages and Cultures of Asia** was approved in Fall 2008; the new track will allow students who may not wish to pursue advance language studies to complete an interdisciplinary program focused on the history and culture of Asia.
- The number of courses required to complete the certificate program in **Medieval Studies** was reduced from eight to five (24 credits to 15). The program structure has been simplified (reduced from four categories of courses to two). The change lowers the number of credits required to a level appropriate to a certificate program, and creates a more easily completed program than will still complement the majors with which the certificate is usually combined.
- Changes to the requirements for the **Psychology** major were approved; the catalog statement will now include the acceptable the various means by which students satisfy the Introductory Psychology and Biology requirements. This change aligns communication about requirements with practice, so students may choose courses appropriately.

## **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 D:**

CATALOG TEXT - approved by L&S CC February 9, 2009.

**College of Letters and Science**

**Undergraduate Study in Letters and Science**

The College of Letters and Science (L&S) provides a broad and deep array of learning opportunities for undergraduate students. Situated at the heart of the University of Wisconsin-Madison, our courses not only provide students with basic tools for learning, but also help students acquire a thorough understanding of the many ways in which artists, scholars, scientists, and professionals create, understand, interpret, investigate, and communicate about the diverse and complex world around us. Whether in the classroom or in the laboratory, on the Web or in the workplace, our educational mission is to help students to actively develop their own sense of how they might best understand the world.

Understanding the world, communicating that understanding to others, and taking action based on what one knows, takes many forms. What we call the “liberal arts and sciences” includes a wide range of academic pursuits: creative production and performance in the printed and visual arts; the analysis of global history, foreign languages and world literatures; scientific inquiry into the physical and natural world; qualitative and quantitative investigation into political, economic, and social processes; and many, many more. No matter what the field, L&S classes and instructors emphasize critical thinking, analytical investigation, and effective communication. The learning experiences that L&S offers are invaluable for students in both their professional careers and their productive lives within the community — helping students develop flexible and transferable skills, both for “making a living” and “making a life.”

**The Wisconsin Experience: Essential Learning in Letters and Science**

The three elements of learning described below — tools, breadth, and depth — work together to create a broad and rich education in the liberal arts and sciences, and promote attainment of core areas of essential learning: knowledge of human cultures and the natural and physical world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning. These and countless other experiences comprise the Letters and Science approach to helping students obtain a distinctive “Wisconsin Experience.” (For more on the Wisconsin Experience, see <http://www.learning.wisc.edu/>.)

**Foundations: Tools for Learning**

For all UW undergraduates, these learning experiences begin with students satisfying the university's General Education Requirements — usually by taking courses taught within the College of Letters & Science. These common foundations cover key topics which are necessary for any undergraduate major and any prospective career: oral and written communication; mathematical and logical reasoning; and the diversity of cultures within global society. In addition to these university-wide requirements, all L&S students must attain knowledge of a foreign language, in work that combines training in both communication and culture, so students may better understand and participate in the global community of the twenty-first century. Together, these “tools for learning” may be acquired through many different courses taught by

many different Departments. The key is that they are never taught in isolation, but always considered together with broad exposure to various “ways of knowing” from the arts and humanities, the natural sciences, and the social sciences. (For more on the General Education Requirements, see [www.ls.wisc.edu/gened/](http://www.ls.wisc.edu/gened/); for more on the L&S requirements, see ... )

### **Breadth: Ways of Knowing**

At the heart of any degree in the liberal arts and sciences is an active understanding of the variety and breadth of the many scholarly approaches to knowing the world. Every student in the College of Letters and Science experiences significant exposure to three principal fields of knowledge: the arts and humanities, the social sciences, and the natural sciences. These broad fields of knowledge aren’t the same as the areas of depth that we call “Majors.” In fact, any particular Major — or even a particular course within a Major — might well involve more than one of these fields of knowledge. (For example, imagine a seminar on “people and the environment” that combines historical background, research on social patterns of energy use, and scientific understandings of climate.) Working together, each of these three fields of knowledge represents a particular “way of knowing” about the world around us.

Courses in the **arts and humanities** attempt to know the world through the production and analysis of artistic, literary, and scholarly work. Some courses examine the fine and performing arts, or literature, presenting students with opportunities to interpret and think critically about these creative expressions of the human condition. Other courses help students to understand and compare religious and philosophical conceptions of humankind. Still other courses take on historical subjects, focusing on moments of change and periods of continuity for the peoples and regions of the world. These courses all encourage students to analyze the range of creative and cultural artifacts, expressions, and ideas of human existence – history, literature, art, culture, folklore – and to use that information to better understand humanity and to cultivate civic and social responsibility.

Courses in the **social sciences** demonstrate ways of knowing the world through the systematic study of human society, interactions, and institutions. The social sciences explore these issues from a wide range of perspectives and research techniques, both quantitative and qualitative. Through these courses students learn how to formulate research questions and determine what techniques are best used to answer those questions — for example, exploring ideas and developing theories, conducting surveys and building models, or observing and participating in social life itself. Developing such analytical skills assists students as they approach complex problems and seek to solve them in both the workplace and the community.

Courses in the **natural sciences** involve knowing the world through scientific inquiry — assembling objective information that can be used to explain observed natural phenomena in a way that is thorough and verifiable. The natural sciences are often divided into the Physical Sciences (dealing with matter and energy, or the study of the earth, atmosphere, and oceans) and the Biological Sciences (dealing with life and living systems, like plants, animals, and environments). These courses often contain laboratory components that allow students to gain firsthand experience in scientific research methods. By completing this requirement, science and non-science majors alike will gain an appreciation for science as a way of systematically looking

at the natural world, understanding how this process can be used to inform decision-making in a wide range of political, economic, and social contexts.

Together, these broad “ways of knowing” give students a complementary set of tools for seeing, imagining, and asking questions about the world — tools that enhance creative problem solving no matter what the field. And, because twenty-first century knowledge is not neatly compartmentalized, it’s worth noting that these areas of study intersect and overlap; courses in some areas draw upon strategies used in the others. Experiences in “breadth” courses can be life-changing: we frequently hear that a course taken to fulfill a breadth requirement introduced someone to a subject that became a new Major, a new way of looking at a current Major, or a lifelong interest.

### **Depth: Practice and Understanding (Major)**

The process of declaring and completing a Major — often, but not always, attached to a particular university Department — provides students with an opportunity to concentrate on an in-depth investigation of at least one subject or issue, putting their tools for learning and ways of knowing to focused use. This intensive understanding of one topic helps students to appreciate the potential depth of the others. A students' work in the Major reflects a continuing progression of skills, knowledge, and values, where advanced learning opportunities in upper-level coursework grow from and expand upon earlier experiences, helping students build additional depth in writing, speaking, information literacy, and critical thinking skills from the perspective of a particular discipline. In senior capstone or independent research projects, students are frequently asked to synthesize what they’ve learned and apply it in a variety of new situations. By the conclusion of their studies, students in the Major are better able to understand themselves and their society, to develop their intellectual powers outside of a University setting, and to make productive contributions to the world around them. (For a list of Departments and Majors in L&S, see <link>. )