

**UW-MADISON
UNIVERSITY ACADEMIC PLANNING COUNCIL
ANNUAL REPORT TO THE FACULTY SENATE
2005-2006**

I. Functions

The University Academic Planning Council (UAPC) meets regularly to advise the chancellor and provost on major program decisions, long-term academic plans, and related developments. It addresses university academic policy issues and provides for faculty, staff and student participation in academic planning; assures that appropriate review and consideration are given to proposals for new majors, degrees, or certificates; makes recommendations on proposals to establish, change, or discontinue departments, centers, and center-like units; makes recommendations concerning the evaluation and review of academic programs; makes recommendations for policy related to new program development, program review, program array, and related issues; and provides oversight for the general education requirements.

The UAPC meets once per month during the academic year and as needed during the summer months. Both outgoing members and new members attend summer meetings to provide continuity and facilitate the transition. In 2005-06, the UAPC met nine times: September 15, October 20, November 18, December 15, February 16, March 2, April 20, May 18, and June 22. Minutes for UAPC meetings are available from the Office of Academic Planning and Analysis.

II. UAPC Policy and Planning Discussions, Including Recommendations Developed or Adopted

A. Entrance Requirements for Undergraduate Majors

The UAPC received a report from Virginia Sapiro, associate vice chancellor for teaching and learning, about a project to collect and review information on entrance requirements for all undergraduate majors. For the first time, starting in fall 2005, information on entrance requirements for all undergraduate majors are compiled and available to students in one place. This information is provided on-line and as part of the Undergraduate Catalog. In addition to compiling the entrance requirements, the project also allowed an overall review of requirements for the range of majors and highlighted some academic policy implications and consequent recommendations. For example; efforts should be made to ensure that entrance requirements relate to the major itself and are not simply a measure for “gate-keeping”; students should be informed about their acceptance into majors at a reasonable time of the year; and deadlines and requirements for different majors should not conflict with each other and should be made early enough so that students can plan their subsequent semester. This project was also discussed by the Deans’ Council and the Council of Associate Deans.

B. Guidelines for Establishing, Renaming, Reorganizing or Discontinuing Timetable Subject Listings

The UAPC considered the report and recommendations of a working group and adopted new “Guidelines for Establishing, Renaming, Reorganizing or Discontinuing Timetable Subject Listings”. The working group was convened at the request of the 2004-05 UAPC. The 2005 guidelines replace the previous guidelines that were established in 1979. The revised guidelines focus on making decisions and planning for Timetable subject listings with an emphasis on serving student interests. The revised guidelines clarify the criteria for approval of new Timetable subject listings (sometimes referred to as Timetable departments); address issues associated with the organization of subjects within the published Timetable; describe criteria for approving new subject listings and reorganizing and discontinuing existing subjects; and outline the resources necessary for academic units to appropriately support a Timetable subject listing. The guidelines are posted online at <http://apa.wisc.edu/uapcdepartments.htm>.

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C. Health Professions Programs Task Force Final Report

In the spring of 2004, the Health Professions Programs Task Force was charged by then-provost Peter Spear to address how the health professions programs fit with the teaching, research and service/outreach missions of the university. The work of the task force focused on the university's experience with a sub-set of health professions programs: physician assistant, audiology, occupational therapy, and physical therapy. Kathryn May, dean of the School of Nursing and chair of the task force, reported to the UAPC. The task force reached several conclusions, two of which were of special interest to the UAPC: 1) the need for a balance between instructional academic staff and faculty in the health professions programs and 2) the challenges presented by the lack of an overarching structure that ties the health professions together. In addition, the task force observed that UW-Madison, as the only single university in Wisconsin with an academic health sciences center, has a significant obligation to the public trust to train a full range of health professionals and to expose students to a rich research environment and interdisciplinary training environments. The report of the task force will inform upcoming discussions as the UAPC reviews upcoming proposals related to health professions programs.

The task force report is posted online at: <http://provost.wisc.edu/memos/#2> .

D. Program Review and Low-Enrollment Majors

The UAPC reviewed the annual report on program review and low-enrollment majors. The report included a review of the program review process, the UAPC policy document on program review and low-enrollment programs, a list of programs that have not been reviewed in the past ten years, and portions of UW-Madison's annual program review report to UW System Administration. All UW-Madison programs have been reviewed in the past 10 years or are in review. All of the low-enrollment majors have been reviewed and deans and program faculty have elected to continue those programs.

E. Revised Guidelines for Joint Reviews

The "joint review" of academic programs is conducted five years after the implementation of a new academic degree program, jointly between UW-Madison and UW System Administration as mandated by the Board of Regents. In March 2006 UW System Administration and the Board of Regents modified the requirements of the joint review process and in response the UAPC approved changes to the UW-Madison process. The modifications are designed to introduce more flexibility into the timing of when the review is scheduled, expand the ways in which the self-study requirement for external review may be met, expand the membership of the joint review committee, and allow review committees to proceed with a review without the participation of a UW System academic planner if necessary. The new process will be implemented with the joint reviews that were initiated in the fall of 2005.

F. UW System Proposed General Education Core Curriculum

The UAPC discussed a UW System Administration proposal to create a common core of general education requirements that would transfer among all UW institution. The intended goal of the proposal was to standardize general education requirements across the UW System so that they would be 100% transferable among UW System institutions. UW-Madison concerns about the proposal included: 1) UW System Administration's proposal puts UWSA in the position of creating curriculum, a role historically reserved for the faculty of each UW institution; 2) the proposal would be costly to implement, benefit a small group of students, and require considerable employee resources at a time when we are facing severe budget constraints; 3) there is not a consensus among UW institutions that the proposal would actually make the transfer process easier; 4) there is not a consensus among UW institutions that general

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education is something that should be standardized across UW institutions. The terminology of “general education” is not used the same across the UW System and at many institutions is a term that really means breadth requirements. Some UW institutions have institution-specific general education requirements, for example service learning, which could not readily be replicated at every UW. The UAPC recommended that UW-Madison not support standardized general education requirements and asked to be kept updated on developments on this initiative. Furthermore, the UAPC asserted that any changes that impact the UW-Madison general education requirements must go through all appropriate levels of governance.

G. Annual Report of the University General Education Committee – Assessment Report

The UAPC has formal responsibility for oversight of general education and has delegated this effort to the campus-wide University General Education Committee (UGEC). Annually, the UGEC reports to the UAPC on its activities and on recent and ongoing assessment projects. One recently completed assessment study examined the Communication Part B course array, how and when students fulfill the Communication Part B requirement, and the sequencing of Communication Part B courses. Another study looked at students’ awareness of and attitudes towards general education requirements. The results of this study are being used to consider the extent to which course instructors or general education courses communicate the course objectives and how students might gain a better understanding of the overall objectives of general education. Two other studies assessed the Quantitative Reasoning Part A requirement. One of these studies examined the learning outcomes of the QRA course by comparing students’ quantitative reasoning abilities before and after they took a course that met the QRA requirement. The other study examined students’ perceptions of their own quantitative reasoning skills. The results of these studies provide substantial evidence that the QRA requirement is effective and that the math skills of students are improved by QRA coursework.

H. Annual Report of the University General Education Committee – Activity Report and Action Items

The annual report of the University General Education Committee (UGEC) requested UAPC endorsement of several recommendations. Detailed reports and studies are available from the UGEC.

The first issue addressed the policy that only allows degree credit for one Communication Part A (Comm A) course. Since the Comm A courses were designed to be similar in content, granting degree credit for multiple Comm A courses didn’t make sense. When this policy was implemented, it had the unintended and negative consequence of denying transfer and Advanced Placement credit for students who take more than one course (with differing content) that meets the Comm A requirement before coming to UW-Madison. In order to remedy this unintended situation, the UGEC recommended and the UAPC agreed to add the words “in residence” to the current policy. With this change, students would be prevented from receiving credit for more than one Comm A course taken at UW-Madison but would be eligible to receive full credits for courses completed at other institutions or while in high school. The policy will now read “Students may receive degree credits for only one Communication A course taken in residence”.

The second issue addressed the nomenclature and rhetorical framework for discussing UW-Madison’s general education requirements. The UGEC recommended changes to the way general education requirements are explained but no change to the requirements themselves. UW-Madison’s general education requirements are distinctive from what is referred to as general education at other institutions and a change in language will help reduce confusion associated with this distinctiveness. UW-Madison’s campus-wide general education requirements are more limited than at many other universities. Also, the

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campus-wide general education requirements include Communication Part B and Quantitative Reasoning Part B, which are requirements that are usually completed at a level higher than the first year. Typically at other institutions, general education is first-year work and is more like the breadth components of our general education requirements. Thus, our references to “general education” often mean something substantially different to external audiences – prospective students, parents, UW System Administration staff, and others – than they do within the university community. The change in nomenclature would refer to the general education requirements in a bifurcated structure that refers to general education breadth requirements (ethnic studies, humanities/literature, natural science and social studies) and general education core proficiencies (Communication A and B and Quantitative Reasoning A and B), both under the general education umbrella. UAPC members supported the change in language only, with no consequent change to the actual requirements themselves. This recommendation was referred to the University Committee for additional consideration.

The third issue addressed the alignment of UW-Madison admission requirements and the integrated math (i.e. Core Plus) curriculum offered by an increasing number of high schools. Current minimum admission policy requires 3 years of high school math based on the traditional math curriculum of algebra, geometry and advanced algebra. Rather than separating these subjects into discrete years, the integrated math curriculum addresses each of these subjects in each high school year (with increasing depth and complexity). In 2000, several high schools that moved to this curriculum expressed concern that their students would be disadvantaged in the UW-Madison admissions process. Then-provost John Wiley established an interim practice making 3 years of sequential integrated math equivalent to 3 years of “traditional” math for the purposes of admission to UW-Madison. A subcommittee of the UGEC studied this issue and submitted a report in May 2005. The subcommittee recommended several changes to how and where math requirements are explained to prospective students. These recommendations were adopted by the UGEC and have been endorsed by both the Office of Admissions and the Department of Mathematics. The specific recommendations are:

1. Three-year integrated curricula like Core Plus and the three-year traditional curriculum (i.e., algebra 1, geometry, and advanced algebra) should be treated as equivalent for the purpose of satisfying the UW-Madison minimum admission requirement of three years of college preparatory mathematics.
2. The Office of Admissions should state in its printed and Internet documents that the three-year traditional and integrated curricula both satisfy the minimum requirement.
3. The Office of Admissions should state explicitly in its public documents that four or more years of high school mathematics, including a precalculus course, is recommended for an applicant to be competitive for admission.
4. The Office of Admissions should include at its internet site a link to the Department of Mathematics’ statement for incoming freshmen (<http://www.math.wisc.edu/~maribeff/highschool.html>).
5. For the purpose of ranking applicants with respect to their preparation for college mathematics, the Office of Admissions may use as a rough guide the following order: 1) two or more years of (AP) calculus; 2) one year of (AP) calculus; 3) four years of mathematics, including a fourth year of precalculus within a traditional or (supplemented) integrated curriculum; 4) three years of mathematics within either a traditional or integrated curriculum.”

The UAPC endorsed the recommendation and referred the report to the University Committee for further consideration.

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I. Evening Exams for Daytime Classes

The UAPC received a report on issues associated with scheduling evening exams for daytime classes. This report, prepared under the leadership of Virginia Sapiro, associate vice chancellor for teaching and learning, and Joanne Berg, registrar and associate vice chancellor for enrollment management, addressed issues associated with increasing conflicts between evening exams for daytime classes and other commitments of students. The UAPC discussed the report and recommendations and will continue to consider this issue in September 2006.

III. Academic Program Changes Approved, July 2005 through June 2006

The University Academic Planning Council considered and recommended the formal academic actions listed below. Frequently, the UAPC considers these formal academic actions in the context of broader academic planning discussions. For example, several changes in academic units in prior years resulted in the review of the guidelines for Timetable subject listings and the formulation of updated guidelines. The Health Professions Programs Task Force findings are relevant to the proposal for a Doctor of Physical Therapy.

A. Majors and Degrees

Preliminary Entitlement to Plan

Doctor of Physical Therapy, Department of Orthopedics and Rehabilitation, School of Medicine and Public Health

Authorization to Implement

Master of Science-Agroecology, School of Natural Resources, College of Agricultural and Life Sciences (approved by Board of Regents, March 2006)

Discontinuations

Graduate major (MS, MA, PhD) in Industrial Relations, Department of Sociology, College of Letters and Science

Undergraduate major Business: Diversified, School of Business

Renamed/Restructured

BS-Nursing program offered at the Western Campus removed from pilot status and approved on an on-going basis, School of Nursing

Extended the MA-Library and Information Studies to be offered in a distance delivery format to the Prairie Area Library System (SLIS-PALS) in Illinois, School of Library and Information Studies, College of Letters and Science

Extended the Master of Fine Arts degree to the graduate major (MS and PhD) in Human Ecology, option Design Studies, School of Human Ecology

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Renamed the degree associated with the master's level major Social Work from Master of Science - Social Work to Master of Social Work, School of Social Work, College of Letters and Science

Renamed the degree associated with the bachelor's level major Social Work from Bachelor of Arts or Bachelor of Science to Bachelor of Social Work, School of Social Work, College of Letters and Science

Transferred the administrative home of the graduate program (MS and PhD) in Endocrinology-Reproductive Physiology from the Graduate School to the Department of Obstetrics and Gynecology, School of Medicine and Public Health

Transferred the administrative home of the graduate program and major in Comparative Biomedical Sciences (MS and PhD) from the department of Animal Health and Biomedical Sciences to the Department of Pathobiological Sciences, all within the School of Veterinary Medicine

Renamed the graduate major program (MS and PhD degrees) in Pathology to Molecular and Cellular Pathology, Department of Pathology and Laboratory Medicine, School of Medicine and Public Health

Changes to Options and Classifications

New Option: Epidemiology, added to the graduate major (MS and PhD) in Population Health, Department of Population Health Sciences, School of Medicine and Public Health

New Option: Entrepreneurship, added to the undergraduate level major Business: Management and Human Resources, School of Business

Discontinued options in the undergraduate German major - Option: German Culture, Option: German Literature, College of Letters and Science

Discontinued the undergraduate "Pre-Physician Assistant" classification, School of Medicine and Public Health

B. Certificates

New Certificates

Capstone and graduate certificates in Global Health, School of Medicine and Public Health (approved in Spring 2005; implementation after approval of the Center for Global Health in fall 2005)

Graduate certificate in Patient Safety, Department of Industrial and Systems Engineering, College of Engineering

Undergraduate certificate in Middle East Studies, Middle East Studies Program, College of Letters and Science

Undergraduate certificate in Educational Policy Studies, Department of Educational Policy Studies, School of Education

Undergraduate certificate in Computer Sciences, Department of Computer Sciences, College of Letters and Science

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Discontinued Certificates

Undergraduate certificate in International Business, School of Business

Undergraduate specialization in International Business, School of Business

C. Timetable Subject Listings

New Timetable Subject Listings

Agroecology, to accompany the new MS-Agroecology, Department of Rural Sociology, College of Agricultural and Life Sciences

Occupational Therapy, to accompany the MS in Occupational Therapy, Department of Kinesiology, School of Education

D. Schools/Colleges

Renamed/Restructured

Medical School to be renamed School of Medicine and Public Health (Also reviewed by the University Committee and the Faculty Senate, and approved by the UW Board of Regents.)

E. Centers and Institutes

New Centers

Center for Global Health, School of Medicine and Public Health

Center for Plasmas in the Laboratory and in Astrophysics, Department of Physics, College of Letters and Science

University of Wisconsin-Madison Energy Institute, College of Engineering

Center for High Throughput Computing, Department of Computer Sciences, College of Letters and Science

Center for the Study of Liberal Democracy, Department of Political Science, College of Letters and Science

Renamed/Restructured

Transferred the administrative home of the Molecular and Environmental Toxicology Center from the College of Agricultural and Life Sciences to the School of Medicine and Public Health

IV. Future Issues

The UAPC will continue to address issues relevant to its mission of advising the chancellor and provost on university academic program issues. These issues are expected to continue to include overseeing program review policies and the general education requirements; monitoring enrollment management and enrollment projections; and reviewing academic policies. In the fall of 2006 the UAPC will continue a discussion started late in the 2005-06 academic year on evening exams for daytime classes.

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V. Summary

In 2005-06 the UAPC addressed academic issues relevant to many aspects of its mission as defined by Faculty Policy and Procedures. Those issues included guidelines governing Timetable subject listings, the report of the Ad Hoc Committee on the Health Professions Programs, oversight of general education, consideration of the impact of a UW System Administration proposal to implement uniform general education requirements, program review and revised guidelines for the joint review process. As part of its responsibility for “appropriate review and consideration of requests for new programs”, the UAPC acted on a large number of academic program proposals as listed above.

VI. University Academic Planning Council Membership 2005-2006

Standing Members

John Wiley (Chancellor)

Peter D. Spear, Chair (Provost, to October 2005)

Virginia Sapiro, Chair (Interim Provost, November 2005 to March 2006)

Patrick V. Farrell, Chair (Provost, from April 2006)

Martin Cadwallader (Dean, Graduate School)

Administrative Member Appointed by the Provost

Gary Sandefur, Dean of the College of Letters and Science

University Committee Representative

Steven Cramer, Civil and Environmental Engineering

University Committee - Chair Budget, Planning and Analysis Joint Subcommittee

Cyrena Pondrom, Professor of English (through March 2006)

Academic Staff Executive Committee Appointee

Robin Kurtz, Bacteriology

Divisional Committee Appointees (Term Expires)

Mark Cook, Biological Sciences Division (2009)

Alda Blanco, Spanish and Portuguese, Arts and Humanities Division (2006)

Heinz Klug, Law School, Social Studies Division (2008)

John Moore, Chemistry, Physical Sciences Division (2007)

University Committee Faculty Appointees (Term Expires)(*Also a member of the Campus Planning Committee)

*Donna McCarthy, School of Nursing (2009)

Richard Amasino, Biochemistry (2006) (completing Joy Dohr's term)

*Mary Behan, Veterinary Medicine (2007)

Stephen Robinson, Industrial Engineering (2008)

ASM Student Appointee (nonvoting, one-year appointment)

Jennifer Klippel