

UNIVERSITY ACADEMIC PLANNING COUNCIL
ANNUAL REPORT FOR 2011-2012

I. Functions

The University Academic Planning Council (UAPC) advises the provost on major academic program decisions, long-term academic plans, and related developments (*Faculty Policies and Procedures* 6.52.).

The council:

- provides for faculty, staff, and student participation in academic planning;
- assures that appropriate review is given to proposals for new academic programs (majors, degrees, or certificates) and changes to academic programs;
- makes recommendations on proposals associated with the creation, reorganization, or discontinuation of academic structures (centers/institutes, departments, schools/colleges);
- makes recommendations concerning the evaluation and review of academic programs; and
- provides governance oversight for the general education requirements and for assessment of student learning.

The council also makes recommendations on policy related to all of these areas.

The UAPC meets as often as once per month during the academic year, typically on the third Thursday of the month from 3:30 p.m. to 5:00 p.m., and as needed during the summer months. In 2011-2012, the UAPC met seven times on the following dates: September 15, 2011; November 17, 2011; December 15, 2011; February 16, 2012; April 19, 2012; May 17, 2012; June 25, 2012.

Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and on-line at <http://apir.wisc.edu/uapc.htm>.

II. UAPC Policy and Planning Discussions

A. Educational Innovations

Aaron Brower, vice provost for teaching and learning, and Jeff Russell, dean of the Division of Continuing Studies, presented information for discussion on the Educational Innovations initiative. Chancellor Ward has discussed the funding gap that exists at UW-Madison and at public universities in a number of venues. The Educational Innovations initiative is a response to that gap and a strategy to leverage new approaches to using our academic resources. Professor Brower described examples of policy changes or innovations, such as alternative course delivery methods or curricular redesign and new academic programs, which may arise out of this initiative.

B. Policy Guidelines for Certificates

Over the course of the 2010-2011 and 2011-2012 academic years, a working group developed revised policy guidelines for new certificate programs. These revised guidelines represent changes that reflect the current needs and landscape of certificate offerings and replace guidelines from 1997 (undergraduate certificates) and 2001 (graduate certificates). Three of the most important changes associated with the guidelines are: 1) the consolidation of several disparately located policy and guideline documents into a single set of materials; 2) automatically extending graduate certificates to include professional students and vice versa; and 3) inclusion of specifications for offering undergraduate certificates to special (non-degree seeking) students. The comprehensive policy also includes guidelines for program review of certificates, which is to take place at least once every ten years. The guidelines underwent several rounds of review,

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comment and revision from the working group, school/college deans' offices, student and academic support staff, student governance groups, and the UAPC. The new policy guidelines went into effect when adopted unanimously by council at its May 2012 meeting. The policy is posted at <http://apir.wisc.edu/certificates.htm>.

C. Policy Guidelines for Suspending or Discontinuing Degree/Major Programs

There has been an increase in issues associated with active degree/major programs that have had admissions suspended or been discontinued by program faculty without appropriate planning and notice. To address these issues, Provost DeLuca appointed a UAPC subcommittee to develop guidelines for suspending or discontinuing programs. Draft guidelines were circulated for review, comment and revision to school/college deans' offices, student and academic support staff, student governance groups, and the UAPC. The policy defines circumstances under which programs typically suspend admissions or are discontinued, the necessary content for proposals, elements of a teach-out plan, and other considerations for this process. The UAPC adopted the guidelines at its May 2012 meeting, and they went into effect at that time. The guidelines are available at <http://apir.wisc.edu/degreesmajorsoptions.htm>.

D. Regalia for Bachelor's Degree Recipients Designated "Graduate with Distinction"

The council considered a proposal for a new policy related to regalia for bachelor's degree recipients designated "Graduate with Distinction." Graduates who finish in August have not been eligible to wear the stole awarded for being a "Graduate with Distinction" at the May graduation despite being eligible to participate in commencement ceremonies. Under the proposal, August graduates would be eligible to wear the stole if their cumulative GPA through their last semester completed would place them within the top 20% of the population expecting to graduate. Data from the past year shows that 583 August graduates participated in the May commencement ceremony, and among those, 63 would have been eligible for the distinguished stole. UAPC members expressed their appreciation for this proposal and unanimously approved the following motion and adopted it as policy:

August graduates participating in May commencement will be eligible to wear a distinction stole if their cumulative GPA through their last semester completed places them within the top 20% of the population expecting degrees.

E. Annual Report of the Undergraduate General Education Committee (UGEC)

The UAPC receives an annual report from the UGEC because the UAPC authority for oversight of general education is delegated to this committee. Elaine Klein, chair of the UGEC and assistant dean in the College of Letters and Science, and Jim Wollack, professor of educational psychology and research director for assessment of general education, presented the annual report of the UGEC.

The work of the UGEC focused on a number of issues in 2011-2012, including implementation of the policy endorsed by the UAPC in 2011 to require that general education courses be taken for a letter grade, and resolution of some issues related to transfer of credit for course work and transfer of credit for the Communication B requirement. Assessment of the writing literacy component of the Communication A requirement was a major focus of the year; that study is described below. In addition, the UGEC and the ethnic studies subcommittee initiated a three-part assessment of the ethnic studies requirement, which will be completed by the end of 2012.

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The Communication A study focused on evaluating the writing literacy component of the Communication A requirement. Artifacts of student work were collected from a freshman course, “A Wisconsin Experience Seminar.” Writing samples collected from students at the beginning and the end of the semester were collected and then scored using a common rubric. The findings were mixed and limited by the nature of the study. However, overall the findings suggest that efforts to identify students who are exempted from Communication A are working and that the Communication A course requirement has a positive effect on student learning with respect to improved writing literacy. Lessons learned from the study will be useful in the design of subsequent rubric-based assessments.

In addition to written and oral communication skills, the development of information literacy is a learning goal of the Communication A requirement. The language associated with the information literacy learning goals dates from 1994 and no longer represents a contemporary view of information literacy. Thus, the UGEC sought the support of the UAPC to make the following change to the Communication A requirement in relation to information literacy. UAPC members unanimously approved the following motion:

Replace the 1994 language:

Information Seeking Skills and Strategies

- A. Identifying and retrieving source materials needed to evaluate, organize, and select information from print and electronic sources*
- B. Acquiring basic critical, technical, and mechanical skills needed to find relevant information*

With the following updated language:

Information Seeking Skills and Strategies

- A. Develop and adapt information seeking strategies in order to access information effectively*
- B. Evaluate information retrieved and select information sources appropriate to the particular research needed*

F. Annual Report on Program Review and Low Enrollment Majors

The annual report on program review referenced the UAPC policy on program review and low-enrollment programs, which requires that all academic programs be reviewed at least once in a ten-year period. Low-enrollment programs are defined as those that award five or fewer degrees in a five-year period. The core of the report was the 2011 annual report to UW System administration on program review and program planning, as required by regent policy. In 2010-2011, 22 reviews covering 37 programs were completed. A large number of reviews are ongoing, including four joint reviews (reviews conducted jointly with UW System administration five years after implementation of a new program). Detailed program review guidelines and annual reports are available on line at <http://apir.wisc.edu/programreview.htm>.

In addition, the council discussed a “Balance Sheet” of implementations, eliminations, and consolidations of academic programs, departments and centers that is maintained by Academic Planning and Analysis. Between 1994 and 2011, UW-Madison has had a large number of changes in the program array resulting in a decreased number of degree/major programs by 49: in aggregate, 25 new programs have been added, 54 programs were eliminated, and 29 programs have been merged or reorganized into a total of 9 programs. Over the same time period, UW-Madison added 48 certificate programs. This level of activity is a reason that the UAPC gives attention to keeping guidelines for these changes current.

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G. Accreditation Policy Regarding Credit Hours

UAPC members discussed information that explained the federal definition of a credit hour and the expectations of the Higher Learning Commission (HLC) related to accreditation and meeting the federal standard. The federal credit hour definition was adopted in Fall 2010 when several new regulations were announced under the Program Integrity provisions of the 2008 Higher Education Opportunity Act. The federal requirement for a credit hour is very similar to the Carnegie definition (one 50-minute session of class work once per week, over 15 weeks, equals one credit). As an alternative, an institution can establish policies related to student-learning outcomes as a basis for awarding credit. The HLC is required to audit institutions for compliance and report non-compliance to the U.S. Department of Education. UAPC members discussed how blended delivery and other modes of course delivery might not readily fit these guidelines and how UW-Madison's guidelines might have to change over time to reflect new technologies and modes of course delivery.

H. State Authorization for Distance Education

Under the 2010 Program Integrity requirements, all universities are required to comply with requirements for distance education that are established in other states, referred to as "state authorization." UW-Madison currently has a team working on these compliance issues (includes staff members in Academic Planning, Division of Continuing Studies, and Legal Services). These requirements are creating controversy nationally, and there are ongoing efforts to reverse the requirements or reduce the burden of compliance. In order for UW-Madison to make more readily a good-faith effort at compliance, all distance education programs will be required to be structured so that students enrolled in those programs will be identifiable in a distinct program, for example in a distinct degree/major program or a distinct named option of a degree/major program. Distance education programs must be reported to the Office of Academic Planning and Analysis for the purpose of assuring compliance with these state laws and also for compliance with UW System policy and Higher Learning Commission requirements. In addition, the Office of the Registrar will need to take steps to assure that the address where students live while they are enrolled is accurately collected and available in the student information system so that compliance can be monitored. This is an evolving situation, and the work group will monitor and adjust the campus response according to the changing policy environment. UAPC members expressed their opinions that these requirements will have a potential chilling effect on the future of distance learning and alternate modes of course delivery.

I. Discussion of a Proposal for a College of the Arts

Norma Saldivar, professor of theater and drama and director of the Arts Institute, and Darin Harris, consultant from the Office of Quality Improvement, presented a proposal for a new College of the Arts. Professor Saldivar described the background and history of the proposal, the extent of discussions that had taken place, and provided an overview of which departments would potentially participate in the College of the Arts.

UAPC members expressed a range of views. Some members expressed that they were impressed by the depth of the proposal and that not having a College of the Arts was a missed opportunity. UAPC members expressed concerns and raised questions about numerous considerations including the administrative costs of a new college, student issues such as transition of programs and transfer of credit, fundraising issues, and tenure homes. The status of various departments in the decision making process was discussed at some length. Linda Graham, the representative of the University Committee to the UAPC, offered an invitation from the University Committee to Professor Saldivar and colleagues to work with the University

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Committee over the summer on aspects of the proposal as a forum to address more fully the issues that are being raised. In summary, the will of the council was that the College of the Arts connect with the University Committee to facilitate further discussions that will help prepare the proposal for consideration at a future UAPC meeting, perhaps as early as September 2012.

III. Academic Program Changes Approved, July 2011 through June 2012

The UAPC 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. In 2011-2012, those broader discussions included discussions about considerations associated with suspending admissions and discontinuing programs, guidelines for certificate programs, discussion of distance education considerations, and long-term patterns in adding and discontinuing academic programs.

A. Majors and Degrees

Authorization to Implement

MS and PhD in Epidemiology, Department of Population Health Sciences, School of Medicine and Public Health (Regent Approval, February 2012)

BS-Athletic Training, Department of Kinesiology, School of Education (Regent approval August 2012)

Joint Reviews Completed

MS-Occupational Therapy, Department of Kinesiology, School of Education

Doctor of Audiology, Department of Communicative Disorders, College of Letters and Science

MA-Gender and Women's Studies, Department of Gender and Women's Studies, College of Letters and Science

Renamed/Restructured

MS/PhD in Geophysics and the MS/PhD in Geology, merged into MS/PhD in Geoscience. Department of Geoscience, College of Letters and Science

Dual degree in Law (JD) and Master of Public Health (MPH); Law School and the School of Medicine and Public Health (SMPH)

Undergraduate major Communicative Disorders (major code 216) renamed Communication Sciences and Disorders, Department of Communicative Disorders, College of Letters and Science. This major is associated with the Bachelor of Science degree, Bachelor of Arts degree, and the Bachelor of Science-Education degree.

Master of Science-Communicative Disorders (major code 216) renamed Master of Science-Communication Sciences and Disorders, Department of Communicative Disorders, College of Letters and Science

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PhD major in Communicative Disorders (major code 216) renamed Communication Sciences and Disorders, Department of Communicative Disorders, College of Letters and Science

New partner institution added to the MS in Business: Real Estate and Urban Land Economics, Option: Global Real Estate Masters (GREM), School of Business. The new partner is the Shanghai Advanced Institute of Finance (SAIF) at the Shanghai Jiao Tong University (SJTU).

Discontinuation of the School of Nursing “Western Campus” in LaCrosse, Wisconsin, which has acted as an instructional location for the BS-Nursing program

Admissions Suspended

BS-Consumer Affairs, School of Human Ecology (Status report due October 1, 2014)

BS-Family Consumer and Community Education, School of Human Ecology (Status report due October 1, 2014)

Secondary education teacher preparation programs in the School of Education associated with the BS-Education and the following majors: Biology, Mathematics, Chemistry, Natural Science*, Earth Science*, Physics, Economics, Political Science, English, Social Studies, Geography, Sociology, History.

*Majors are only in the School of Education, and all admissions are suspended. Otherwise, admissions are not closed in other colleges. A status report is due October 1, 2014.

Discontinued

MS-Education and Math, Department of Curriculum and Instruction, School of Education

MS-Science Education, Department of Curriculum and Instruction, School of Education

MS-Therapeutic Science, Department of Kinesiology, School of Education

BS-Medical Microbiology and Immunology, Department of Medical Microbiology and Immunology, School of Medicine and Public Health. The academic home for the degree program was the College of Letters and Science.

B. Options and Sub-majors

New

Master of Science-Mechanical Engineering, Major: Mechanical Engineering, Option: Controls, College of Engineering

Master of Science-Electrical Engineering, Major: Electrical Engineering, Option: Power Engineering, College of Engineering

Master of Arts-Library and Information Studies, Major: Library and Information Studies Option: Campus Delivered Program, School of Library and Information Studies, College of Letters and Science

Master of Arts-Library and Information Studies, Major: Library and Information Studies Option: Distance Delivered Program, School of Library and Information Studies, College of Letters and Science

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Master of Science-Educational Psychology, Major: Educational Psychology, Option: Professional Educator (MSPE), Department of Educational Psychology, School of Education

Master of Physician Assistant Studies, Major: Physician Assistant, Option: Community-Based PA Program, Physician Assistant Studies Program, School of Medicine and Public Health

PhD-Human Ecology, Option: Civil Society and Community Research, School of Human Ecology

MS in Curriculum and Instruction, Options: Secondary English Education, Secondary Mathematics Education, Secondary Science Education, Secondary Social Studies Education, Department of Curriculum and Instruction, School of Education. (An implementation status report is due October 1, 2014).

Master of Engineering, Major Engineering, Option: Sustainable Systems Engineering, Department of Engineering Professional Development, College of Engineering

Doctor of Audiology, major Audiology, Option: "Collaborative Program at UW-Madison" and Option: "Collaborative Program at UW-Stevens Point"

Phased-out

MA-Languages and Cultures of Asia, Options: "Languages and Literature" and "South Asian Studies," Department of Languages and Cultures of Asia, College of Letters and Science

PhD-Languages and Cultures of Asia, Option: "Buddhist Studies," Department of Languages and Cultures of Asia, College of Letters and Science

BS-Human Development and Family Studies, Option: "Pre-School Kindergarten Education," School of Human Ecology

C. Certificates

New

Certificate for Transdisciplinary Study of Visual Cultures, at the graduate level, Center for Visual Cultures, College of Letters and Science

Certificate in Chinese Professional Communication, at the undergraduate level, Department of East Asian Languages and Literature, College of Letters and Science

Capstone Certificate in Communication Sciences and Disorders, Department of Communicative Disorders, College of Letters and Science

Capstone Certificate in Post-Graduate Psychiatric Nursing, School of Nursing

Certificate in Digital Studies, at the undergraduate level, Department of Communication Arts, College of Letters and Science

Certificate in Engineering Thermal Energy Systems, at the undergraduate level, Department of Mechanical Engineering, College of Engineering

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Renamed/Restructured

Certificate in Entrepreneurship, at the graduate level, extended to students in professional programs (careers MED, PHARM, VMED, LAW), School of Business

Certificate in Strategic Innovations, at the graduate level, extended to students in professional programs (careers MED, PHARM, VMED, LAW), School of Business

D. Academic Departments

Renamed/Restructured

Department of Communicative Disorders renamed Communication Sciences and Disorders, College of Letters and Science (approval pending reading at Faculty Senate Fall 2012)

Phased-out

Department of Pharmacology, School of Medicine and Public Health

E. Course Subject Listings (formerly Timetable Departments)

Renamed/Restructured

Communicative Disorders renamed Communication Sciences and Disorders, College of Letters and Science

Discontinued

Neurophysiology, School of Medicine and Public Health

F. Centers and Institutes

Established

Center for Health Enhancement Systems Studies (CHESS), Department of Industrial and Systems Engineering, College of Engineering

Renamed/Restructured

Center for Global Health and Global Health Initiative merged and renamed to the Global Health Institute.

Eye Research Institute renamed McPherson Eye Research Institute, School of Medicine and Public Health

IceCube Center renamed IceCube Particle Astrophysics Center, Graduate School

Helen Louise Allen Textile Collection renamed Center for Integrative Design, School of Human Ecology

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IV. Future Issues

The UAPC will continue to address issues relevant to its purpose of advising the chancellor and provost on university academic program issues. These issues are expected to continue to include overseeing program review policies, general education requirements, monitoring assessment of student learning, and reviewing academic policies. Topics anticipated for 2012-2013 include a review and restructuring of the policy and guidelines associated with new academic degree programs as a follow-up to UW System restructuring of the system-wide and board of regent policies.

V. Summary

In 2011-2012, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by *Faculty Policy and Procedures*: a report on program review activity; an update on general education, including an update on the definition of digital literacy; the adoption of revised guidelines governing certificate programs; the adoption of guidelines for suspending and discontinuing academic programs; and a discussion of the Educational Innovations initiative. 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 2011-2012

Standing Members

David Ward (Interim Chancellor)
Paul M. DeLuca, Jr., chair (Provost)
Martin Cadwallader (Dean, Graduate School)

Administrative Member Appointed by the Provost

Gary Sandefur, Dean of the College of Letters and Science

University Committee Representative

Ann Palmenberg, Biochemistry (through November 2011)
Linda Graham, Botany (from November 2011)

Academic Staff Executive Committee Appointee

Jim Steele, Office of the Registrar (through December 2011)
Jeff Shokler, L&S Honors Program (from January 2012)

Divisional Committee Appointees (term expires)

Gary Green, Community and Environmental Sociology, Social Studies Division (2012)
Stephen Hilyard, English, Arts and Humanities Division (2014) (through February 2012)
Lea Jacobs, Communication Arts, Arts and Humanities Division (2014) (from March 2012)
Ronald Kalil, Ophthalmology and Visual Sciences, Biological Sciences Division (2013)
Richard Straub, Biological Systems Engineering, Physical Sciences Division (2015)

University Committee Faculty Appointees (term expires)

Jacqueline Hitchon, Life Sciences Communication (2014)
Linda D. (LD) Oakley, Nursing (2015)
Kenneth Potter, Civil and Environmental Engineering and Nelson Institute (2013)
Daniel Schaefer, Animal Science (2012)

ASM Student Appointee (nonvoting, one-year appointment)

Laura Dunek, Educational Leadership and Policy Analysis