I. Introduction
The Course and Curriculum Committee is charged by the UWM faculty with responsibility for reviewing the over-all educational goals of UWM and acting on the development of new and existing instructional units, programs, courses, and curricular matters. It is the primary faculty-based agency that has specific responsibility in these areas, drawing its powers from and being accountable to the UWM Faculty as a whole. It is a formidable responsibility, particularly during a period of dramatic growth and change.

This is an elective committee, representing the various schools and colleges of UWM. It was established by faculty action on April 23, 1964 (Faculty Document 268), activated in September of 1964, and has been in operation only about a year and a half. During this time the committee has faced the necessity of meeting its most urgent duties while at the same time seeking to formulate its approach to long-range issues of educational policy.

The committee has been increasingly impressed with the fact that development of curriculum and shaping of educational policy are among the most important and firmly established faculty responsibilities in the University of Wisconsin. These powers of the faculty are rooted in the Wisconsin statutes, in University regulations, and in long established custom. The Course and Curriculum Committee sees itself as an agency of the faculty in seeking to give current effectiveness to these parts of the faculty role in the University.

This report is an accounting of what the committee has done thus far; but beyond this, the committee can now make some fundamental suggestions concerning faculty guidance of educational policy.

II. Powers and General Functioning of the Committee
The UWM Course and Curriculum Committee consists of ten elected members of professorial rank, representing the several colleges and schools of UWM, with staggered three-year terms of office. Four members are elected from the College of Letters and Science, one from the College of Applied Science and Engineering and one each from the Schools of Education, Fine Arts, Social Welfare, and Business Administration. One member is appointed by the committee chairman to represent the developing areas at UWM. Each newly created school or college is entitled to a representative and for every two such additions, L & S is entitled to one more representative.

Faculty Document 268, which established the committee, contains a statement of underlying principles upon which the formation of the committee was predicated. The first three of these are as follows:
1. Questions concerning education in the liberal arts and questions concerning professional specialization should continue to be perceived as parts of a unified educational process.

2. There is need for continuing open communication based on mutual trust among all instructional units of the University.

3. The purposes of open communication among instructional units may best be served by an All-UWM Course and Curriculum Committee which is composed of representatives from those instructional units or groups of units.

Document 268 further defines the specific functions and duties of the Course and Curriculum Committee as follows:

It shall be the duty of the All-UWM Course and Curriculum Committee to initiate as well as to review questions of educational policy and curriculum and make recommendations concerning any contemplated changes to the appropriate administrative level in the UWM. Educational policy shall include such matters as:

1. Formation of new instructional units.
2. New credit course proposals (undergraduate and graduate).
3. Joint majors.
4. Interdisciplinary course offerings.
5. Proposals for changes in credit hours.
6. Encouragement of discontinuance of duplicating and unessential courses.

The committee has set a schedule of regular meetings -- monthly during the first year and a half of its operations and now twice monthly -- with extra meetings as necessary. It held twelve meetings in the first year and nine in the first semester of this year. Ten subcommittees have been formed to handle specific issues and the burden of work has been inevitably heavy each year, particularly on the chairman, the secretary and the other two or three most active members.

III. Actions on Courses
The most voluminous and pressing obligation of the committee has been action on proposals for the creation of new courses and for changes in existing courses. This function was exercised for UWM by the Divisional Executive Committees based in Madison prior to the fall of 1964. The UWM Course and Curriculum Committee has tried to handle departmental proposals rapidly, while giving them careful attention. It has not only consistently given department chairmen advance notice of forthcoming deadlines that would affect timetable listing of new or changed courses, but has held several special sessions as necessary to handle the heavy flow of course and program proposals.

The response of the committee to departmental requests to introduce or to change courses has in general been favorable: in 243 proposals there have been no outright rejections, although on almost 20% of the proposals (45 cases) approval has been delayed or has been made contingent upon further action by the originating unit and in one or two cases proposals have been withdrawn by the originating unit. Last year, there were a few cases of granting a restricted approval, good for a trial semester, to avoid delays
or embarrassment following a departmental commitment, on the understanding that resubmission or at least reconsideration by the committee would be necessary for incorporation of the courses into the regular curriculum. Such actions are always brought to the attention of pertinent department chairmen and administrative personnel through special letters as well as through the committee's minutes in order to avoid improper entries in timetables and catalogs. This and the other work of the committee have entailed a large volume of communication, primarily between the chairman of the committee and the various departments.

The Course and Curriculum Committee has sought to maintain a reasonable uniformity of format and freedom from ambiguity in course numbers, titles, descriptions, statement of prerequisites, number of credits, etc. More important, it has devoted substantial effort to encouraging departments to consult with related departments to insure that course offerings do not needlessly overlap or duplicate and to encourage scholarly cooperation. With the possible exception of one honors seminar, however, no interdisciplinary courses were proposed; this may reflect administrative impediments to making suitable budgetary arrangements for interdisciplinary offerings, a subject that deserves exploration. Cross-listing of courses was requested in less than six percent of the cases. There were 18 requests for modification in course number, 4 in the title or course description, 5 changes in number of credits (all but 1 being credit increases), one each in prerequisites or in the allocation of lecture versus laboratory time, and a single request to drop a course. These requests posed no special problems. They were approved with little need for question and in all cases within three weeks of their being initiated -- indeed, within one week for a third of them (14 cases).

The proposals for new courses or modifications of old ones have been in large part evidence of the growth of knowledge in general and of the development of UWM in particular. Originating units have usually justified each proposed new course either as a necessary expansion of courses in existing departmental fields (about 68 cases), an entry into a necessary new field (about 34 cases), a necessary component in a graduate program (49 cases), or as a contribution to the Honors program (6 cases). Fifteen proposals were based on curriculum reorganization: a new course replacing an old one in ten of these, resulting from a bifurcation of an old course in four, and arising from the coalescence of two old courses in one case.

While engaged in examining individual courses the committee has been aware that each course fits into the larger patterns of majors and curricula and has encouraged departments to communicate to the committee their broader patterns that are pertinent to specific course proposals. This concern has been especially strong when substantial blocks of courses, which obviously constitute some kind of curriculum revision, have been submitted together. Proposals for extensive curriculum revision and for new total programs are sufficiently distinctive and important to warrant treatment in more detail in later sections of this report.

The volume of work the committee has performed in course actions is indicated by the fact that some 38 departments made an average of 6 course proposals each. Departmental initiative varied from one proposal to 26, without any relation to department size -- e.g., French furnished 26 proposals, Comparative Literature 18. Of interest is the fact that about one quarter of the total number were Graduate standing courses and about 60% were upper division undergraduate courses for which graduate credit was sought in almost all cases.

UWM Faculty Document 338, March 10, 1966
About 60% were courses not previously authorized at Madison. The persons initially scheduled to give the course had an almost equal likelihood of being brand new to this campus (48), on campus for between one and three years (55) or here for longer than that (50). Two were visiting staff members. The initial teacher's rank has rather rarely been that of Instructor (11 cases), but beyond that no readily apparent pattern emerges. Facilities have usually been believed to be adequate (over three-fourths of the proposals) and where not, they have been affirmed to be in process of improvement. Of course, there was one case where the originating department stated flatly that facilities were inadequate and let it go at that.

Steps have been set up for the routing of proposals from initiating departments to the Course and Curriculum Committee and thence to the appropriate administrative officials, including the Administrative Committee of the Graduate School in the case of proposed graduate credit courses (see copy of current edition of course approval form). Processing of new course proposals has ranged from one week (one-third of the cases) to one month (all but 14%) and in only three cases has consultation and eventual approval taken more than one and a half months. The appropriate Dean's approval has followed within a week in all but 14 of the ascertainable cases.

One of the recurrent problems which the committee has faced is that of overlap and duplication of courses proposed or offered in different departments. Examination of overlap has always been a factor in new course consideration by the Divisional Executive Committees in Madison and is, in fact, one of the mandates given the committee at its creation. The committee has repeatedly urged consultation where it was aware of possible overlap and in some cases the committee has withheld approval pending such consultation and mutual accommodation. It has been the committee's hope that if imaginative interdisciplinary offerings are not stimulated by interdepartmental consultation, at least a greater degree of scholarly cooperation -- a more systematic division of intellectual labor -- may emerge wherever this may have been lacking and may result in mutual use of one another's courses, e.g., as electives, as core courses, as prerequisites, etc. While the prevention of waste in the use of the University's resources is clearly an important goal, achievement of the goal requires consideration of a variety of factors. In order to deal adequately with this problem a subcommittee was created and assigned to make a special study of overlap and duplication in course content.

In this study the committee solicited the cooperation of all UWM departments in a study of the extent of possible overlap within and between departments. Reports, varying in comprehensiveness, have been received from most departments and others have promised that work will soon be completed. The evaluation of these reports has begun. When this preliminary evaluation is complete, a report will be made to the faculty, at which time suggestions will be solicited as to future procedure. A rapid check of the replies received would seem to indicate that this is an area for profitable contact and cooperation between departments, true to the concept of a community of scholars. Recently, when your committee was requested by the UWM administration to take cognizance of the problem of overlapping and duplication in course content, the committee called attention to the survey now in progress and indicated that the administrative officials as well as the faculty would receive copies of any report that ensues.
As a result of its work the committee has established various more or less technical guide-lines. For example, at first it was assumed that courses authorized on the Madison campus could be given here without further approval. Later it was decided that the UWM Course and Curriculum Committee should receive proposals on such courses "for information only" and a question about Madison authorization was added to course approval form. More recently, however, the committee has decided to ignore the question of Madison authorization and to consider all courses newly being offered at UWM on their merits alone. Another example related to honors seminars and other seminars or courses with content that varies from semester to semester. Though some departments prefer to designate such diverse content by a different number and perhaps title, it was decided that in these situations it would be appropriate for course numbers and general titles to remain unchanged, provided that varying content be clearly indicated by specific subtitle entries on timetables and on student transcripts. Thus, the committee would need to act only once. Still another example was the committee's decision not to require consideration of new methods in the teaching of a course (e.g., certain AIM courses) if the content remains substantially the same -- that is, consistent with its approved title and description.

In view of the accumulation of decisions of these kinds and of the growth of a series of procedures designed to expedite consideration and routing of course proposals, the committee is developing a guide-sheet for departments and faculty which will codify the procedures designed to expedite consideration and routing of course and curriculum proposals. The committee is developing a master card index file covering all UWM courses, giving their numbers, titles, and descriptions; their date of origin (if it is since the committee's formation); their status with regard to graduate credit; their service to other departments; and their date of discontinuance. Other entries may subsequently prove to be useful.

Throughout most of its first year and a half, the committee acted as a COMMITTEE OF THE WHOLE in transacting its business but with accumulated experience, increasing use is being made of subcommittees. It is our intention that this trend will be extended in considering specific kinds of courses and programs, and moreover, that members of the faculty outside the committee itself will participate in subcommittee review of courses prior to full committee action. Indeed, it is probable that the most fruitful approach through stimulation of mutual consideration of them by representatives of the departments concerned.

The committee has explored a number of problem areas closely related to the processing of course proposals. Through the efforts of one subcommittee and subsequent endorsement by the full committee, the matter of joint Madison-Milwaukee listings on the IBM print-outs and the rather one-sided application of inter-campus mutual consultation were investigated. This culminated in a widely disseminated report and in subsequent review of the situation by the UWM administration. A decision to abandon the joint IBM list seems to be imminent and the committee hopes that all departments will seize this opportunity to review and revamp their curricula, giving new proposals and possible course deletions careful attention despite the strain that these would impose on us.
The committee has up to now withheld approval of a suggestion from the Associate Administrative Council to totally discontinue the cross-listing of courses at UWM in order to simplify computer processing. At the same time, the committee has suggested standardized methods for reporting cross-listed courses, for entering them in timetables and for processing them at registration, as well as suggesting the use of identical course (not curriculum area) numbers for cross-listings wherever possible.

The committee has agreed with the Associate Administrative Council on the desirability of having summer session courses, both day and night, correspond closely in class hours per credit with those of regular semesters. In a related action, it has decided to review the relation between the allocation of lecture, laboratory and discussion time and the assignment of credits with the possibility that it may be desirable to propose reasonable limits as guidelines to departments. The committee has initiated discussions on behalf of the whole faculty in instances that came to its attention of high-level or off-campus administrative decisions to change credits in courses whose instructors or sponsoring departments had apparently not been consulted.

The committee has suggested to the Administrative Committee of the Graduate School that it might discuss whether it is desirable to have a ceiling on the number of credit hours in independent reading and research courses that are acceptable for graduate residence requirements at the master's level.

The course numbering system as it pertains to "Graduate Standing" courses and graduate programs may be in need of investigation, sharpened definition, and some sort of campus-wide consensus.

Finally, the committee also has offered to represent the entire faculty in cases of discrepancy between the views of a department and those of administrative officials regarding the dropping of courses.

IV. New Programs and New Instructional Units

Document 268 specifies that one of the responsibilities of the Committee is consideration of the "Formation of new instructional units." During the period of its operation the committee has acted on approximately nine newly developed academic programs, graduate and undergraduate, but probably a greater number of instructional units and programs have been created without having been referred to the committee.

There have been exploratory contacts with the UWM administration concerning the committee's function in this area but no firm working arrangements have yet emerged. It should be recognized in this connection that the planning of new programs frequently extends over several years, and that some programs recently completed may actually have passed the point for faculty appraisal before the Course and Curriculum Committee was created. However, the committee feels that this will be less true in the future and that several instances have occurred where this has not been the case.

The Course and Curriculum Committee does believe strongly that adequate consideration of new programs by the faculty and its representatives is imperative. Only in this way can the faculty make its contribution to assuring the adequacy and coherence of UWM as an educational institution. The committee recognizes that we must strengthen our policies to fully effectuate this at the present time.
An essential first step is to draw up a plan of procedure which will provide a better basis for action. This should entail definition of the types of developments that do come under the heading of "new instructional units," and "new programs." It should also identify when, in the sequence of planning, they should be brought in for consideration. In preliminary discussion about the matter of timing the committee has agreed that any meaningful faculty action must precede presentation of a new program or instructional unit to a funding agency or to the Board of Regents.

Certainly, also, the most decisive issues require action by the faculty itself rather than by this or any other committee. In such cases the committee should expect to do no more than to carry out preliminary work upon which faculty action could be based.

As a consequence of these considerations the committee is undertaking formulation of desirable procedures in this field. It will expect to discuss these with the faculty and with the administration so that clear understandings can be reached as to how the faculty is to perform its educational policy-making functions.

V. Curriculum Changes
The committee has had opportunity to examine the curricula of some seven new programs. Aside from this, its contact with curricula as such has been oblique, through consideration of individual courses. Consequently, comment here is confined to policy questions concerning which expression of faculty thinking is needed.

It is clear that the faculty mandate to the committee authorizes concern with curriculum matters. The committee feels that in its concern "to initiate as well as to review questions of educational policy and curriculum" it should be guided primarily by the goal of "open communication based on mutual trust," among those concerned. That is, each constituent faculty group within UWM must be regarded as the best and ultimate judge of its own program. Yet the need for communication and for development of consensus about problems of concern to all seems apparent also. To illustrate, we reiterate again from Document 268: "questions concerning education in the liberal arts and questions concerning professional specializations should continue to be perceived as parts of a unified educational process."

In addressing itself to this area of responsibility the committee has several lines of action in mind. One is simply to gather information more systematically about existing curricula and about changes in them. Another is to extend our study of policies and precedents to clarify how the committee can serve the UWM faculty in the faculty's responsibility relative to curriculum change. Finally, and as a concomitant to all this, the committee needs and desires extensive communication with the faculty about both procedures and substantive issues.

VI. Student Consultation
The committee has taken preliminary steps to open up communication with students concerning matters of mutual interest. This was done in view of the current general concern of students with how universities can best serve them, and with the long-standing policy of the University of Wisconsin faculty to encourage student participation in the work of faculty committees (see the Laws and Regulations Governing the University of Wisconsin, p. 31, 1960 edition.)

UWM Faculty Document 338, March 10, 1966
The student government is currently engaged in selecting representatives to meet with this committee, and as a guide for these contacts the committee has adopted the following resolution:

...that the UWM Course and Curriculum Committee welcomes a consultative relationship with the students through the mechanism of a five student committee as proposed by the University Student Legislature's action. The purpose of this consultation should be to foster communication and sharing of thinking about curricular topics. The UWM Course and Curriculum proposes occasional joint meetings at the request of either the faculty committee or the student consultative group. It is anticipated that agenda items will be worked out through experience and mutual consideration (December 9, 1965).

VII. Relationships with Other Faculty Committees
It has become apparent to the committee that its own area of concern, broad though it is, comprises only part of the perspective which must be taken into account if the faculty voice in program development at UWM is to be effective. The committee sees potential need for working jointly with various other faculty agencies. One matter in particular is the UWM structure now being developed for handling tenure and personnel, where we observe close relations between course development and faculty expansion and between possible overlapping or duplication of courses and the selection of substantially overlapping personnel.

VIII. Proposals for the Future
This report is in large part a record of the processes by which we of the Course and Curriculum Committee have reached an assessment of the issues which need to be dealt with if the faculty of UWM is to play its appropriate role in educational policy in this University. We have also indicated the immediate things which we think the committee should do in fulfilling its mandate. In this concluding section we present a brief summary of steps we have proposed earlier, together with recommendations for strengthening the committee itself. We will welcome the thinking and direction of the faculty concerning both the committee's goals and the means of seeking them.

1. In the most firmly established part of our function, acting on new courses or changes in courses, we have built up policy and experience to the point where we believe this function can be improved by an increasing use of subcommittees. This we believe will expedite our business and facilitate liaison with departments concerned. The entire committee will, of course, retain responsibility for final actions.

2. In matters of action on new instructional units, new programs, and changes in existing programs and curricula the faculty of UWM assigned broad responsibilities to the Course and Curriculum Committee when the committee was established. Nevertheless, there is need for definition of how these responsibilities are to be carried out. We, therefore, intend to establish a subcommittee to develop a draft of appropriate policies and procedures. This will, of course, consist in large part of an organized reference to existing faculty legislation, but it may recommend changes and additions as they seem to be needed. We anticipate presenting this document to the faculty for information and for such action as may be required.
3. We expect to invite other members of the faculty to work along with our committee members in these subcommittees. This will both broaden the perspectives of the subcommittees and assist the Course and Curriculum Committee with its work load.

4. We believe that it will be essential to develop working relationships with other faculty committees which have concern with instructional matters. This is particularly the case with the emerging UWM structure for action on matters of faculty personnel and tenure, since educational program and faculty selection are closely correlated.

5. The responsibilities of the Course and Curriculum Committee are heavy and must become increasingly so if the committee is to be effective. We, therefore, intend to ask the administration to implement the provisions of Faculty Document 268 by releasing the chairman of the committee from his regular duties substantially (half time) for the year in which he serves as chairman. The cost of this released time should not come out of the funds of the department to which the chairman belongs. As the committee's program develops, we may need to request released time for other personnel in addition, as envisaged in Faculty Document 268.

6. The committee also will request implementation of the recommendation in Faculty Document 268 that the committee be provided with the full time services of a secretary and with an office.

7. The educational issues which the committee and the faculty should face as UWM continues to develop will be both large and complex. Adequate mastery of them is likely to require greater investments of time and research than can normally be expected of faculty members who carry committee assignments on an overload basis, or who may have limited amounts of released time. We believe that it may become necessary in the future for this committee to request the services of a full-time staff specialist or executive secretary. We recognize that other committees may have similar needs and that the faculty may wish such a specialist to serve more than one committee.

ALL-UWM COURSE AND CURRICULUM COMMITTEE

F. H. Cunningham
M. A. Burns
J. R. Hanson
L. F. Hillis
A. K. Kleimenhagen
J. M. Silverberg, Chrmn.
J. W. Teter
T. W. Walton, Secy.
E. D. Warner
P. B. Whitford

UWM Faculty Document 338, March 10, 1966
Course Approval Form  (Please submit 10 copies to the Committee)

UWM COURSE AND CURRICULUM COMMITTEE

Department__________________________________ School or College_____________________________

Course No.________________________________ Course Title____________________________________

(Instructor(s)________________________________ Title______________________________________

(From Secretary of Faculty) (as initially scheduled)

Catalog description (up to 30 words):

Credits________  Prerequisites_______________________________

Brief justification for offering course at UWM (Append documentation if desirable):

Check all pertinent boxes below:

Facilities at UWM  Area re: L & S degree requirements  Graduate credit
(e.g., library, lab.)  Humanities  Social  Natural  None  Approval being sought

Adequate  Being implemented

Which other departments have been consulted concerning possible course content overlap with their offerings?  What conclusions were reached? (Attach documentation as appropriate.)

If course is to be cross-listed, with what other Department(s)?

Department Chairman's signature________________________________________________________ Date____

* * * * * * * * * * * * * * * * * * * * * * * * * *

Approval indicated by signatures below:

Chmn., UWM Course and Curriculum Committee________________________ Date________

Dean or Director____________________________________________________________ Date________

Chmn., Administrative Committee, the Graduate School________________________ Date________

DISTRIBUTION AND ORDER OF ROUTING AS MARKED

Dean, Associate Dean or Director
Chairman, Administrative Committee, The Graduate School

Dean, the Graduate School

Secretary of the Faculty

Chairman, UWM Course and Curriculum Committee

Department Chairman

{ to be used only if graduate credit sought}