

# REPORT: Trend of Curricular Exceptions in L&S Academic Programs

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## Introduction

The number of exceptions to L&S academic programs – degrees, majors and certificates – has been trending upward for the past five years. The purpose of this analysis is to quantify this trend and explore its underlying causes in greater depth.

## Summary of Findings

- The number of curricular exceptions has been increasing, especially in the last five years. This increase is strongly associated with the increase in awards granted to L&S students at graduation.
- On average, each L&S graduate received 1.73 exceptions in 2012.
- Exceptions to basic degree requirements dropped slightly while exceptions to major requirements rose dramatically. In 2009-2012, Exceptions to major and certificate requirements accounted for 80% of total exceptions.
- Certificate requirement exceptions have increased dramatically and accounted for 11.2% of total exceptions in 2009-2012.
- Interdisciplinary and individualized programs tend to produce more exceptions per award.

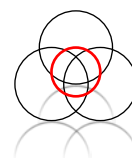
## Remarks

Curriculum exceptions are an indication how effectively academic programs are meeting their objectives and student needs. Exceptions are high effort and low yield – each exception involves the time and effort of several people to override established policies in order to accommodate the needs of a single student. They are also reactive – they require the student to highlight a gap in the curriculum that an exception fills, for that student. The need for exceptions and their administrative challenges was great enough that L&S developed an online process (DARS-X) to meet these challenges, at a cost of nearly \$100,000 to L&S over several years.

There has recently been more attention given to the administrative cost of academic programs at UW-Madison. The trend in curriculum exceptions indicates these costs are rising at the same rate as student awards per degree. As pressure mounts to graduate more students, we should be discussing how to meet the growing demand as efficiently as possible while retaining quality. This report intends to aid that discussion by presenting evidence that the increase in student awards appears to be a cause for increasing administrative costs associated with some academic programs.

## Suggested Next Steps

- Ensure that new and revised academic program requirements are thoroughly assessed for their potential impact on student degree attainment and administrative cost.
- Incorporate an analysis of exception trends into the Program Review process.
- Adequately resource offices that manage the exception processes.





## Background

L&S offers 9 degrees, 79 major options and 40 certificates. L&S Academic Information Management (AIM) maintains 625 production degree audits (in DARS) that are used by students, academic advisors, degree auditors, academic deans, departments, and other UW offices and systems, including UW System. Nearly all L&S degree audits are *Document of Record* for L&S degrees and majors, and have been used to validate over 70,000 L&S awards for over 50,000 students since 1993.

The requirements of every L&S program are coded in the degree audit by trained AIM staff. This activity requires expertise in DARS, in curriculum, student enrollment patterns, academic policy, university governance, and information management. After academic programs and requirements are approved by faculty committees, an AIM representative meets with the department to discuss implementation in DARS, in the Undergraduate Catalog, and in some respects the management of courses in the Integrated Student Information System (ISIS).<sup>1</sup> A DARS is coded, tested, deployed according to effective dates and the requirements and approved courses maintained over time. As programs change, multiple DARS audits for a single program may co-exist as different cohorts of students are pursuing different iterations of the requirements based on their declaration or matriculation into the program.

Students may request that alternative course work be used to meet requirements in their academic programs. This is known as a curricular exception. It is literally a modification of the curriculum for an individual student, in order to accommodate their enrollment history. Typical reasons why a student may ask for an exception include:

- A transfer course is processed as a general elective and the student believes it could apply to a basic degree requirement (e.g. Literature).
- A professor goes on sabbatical and a key course in the student's major will not be offered until after the student plans to graduate. An alternate course is found that will substitute for the not-offered course.
- A student needs 3 credits to complete her degree over the summer, but has a job opportunity in New York City and cannot complete the requirement in residence. By arrangement with an L&S academic dean, the student is granted a reduction in the number of required credits in Residence, and will complete a course at Manhattan College that transfers back to meet their final credit requirements.

Processes differ by program, but the general pattern is that students who need or want exceptions present course materials to an official of the academic program who evaluates its quality and relevance to the program requirement in question. If approved, the program official submits an exception to AIM, where a trained specialist codes the request in DARS so that it will impact only that student, and have the desired impact on the student's completion of requirements. Since 2012, most requests are submitted electronically via DARS-X. Each semester, AIM spends significant time and effort in exception processing as programs typically submit these at the end of a student's undergraduate career. Communication with the program is often necessary to clarify intent. A typical exception may take

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<sup>1</sup> Faculty committees that approve programs and requirements include: University Academic Planning Council (UAPC), L&S Academic Planning Council(LSAPC), and L&S Curriculum Committee (LSCC)



minutes to process, test and document. Some require extensive clarification with the program official and are more difficult to code effectively, and take longer.

On average, we have determined that each exception consumes 45 minutes of academic staff or faculty time and 15 minutes of AIM staff time. Multiplied by a nominal hourly rate of pay of \$25/hour, each exception costs L&S \$25, for an annual cost in 2012 of over \$145,000. This cost does not include the time spent coding and testing DARS or providing an exception process.

## Glossary of Terms

*AIM (Academic Information Management):* a unit within L&S Student Academic Affairs responsible for curriculum implementation (especially in DARS), curriculum maintenance and updates, exception processing, analysis and reporting, and policy regulation in the L&S degrees.

*Award:* An academic credential. For purposes of this report, award is associated with undergraduate majors and certificate programs posted to the final student record at the time of graduation. In a few cases, this is synonymous with the degree of the student (e.g., Applied Math, Engineering & Physics).

*BABS07:* The revisions to L&S liberal arts degree requirements taking effect for students entering Summer 2007 and later.

*CURRIC71:* The L&S liberal arts degree requirements in effect prior to BABS07.

*DARS (Degree Audit Reporting System):* The degree audit system used on campus to validate students met degree, major and certificate requirements before awarding any of these credentials. It is a critical system in academic advising, in student degree selection, student course planning, UW System transfer student planning, for curriculum implementation and assessment, and for statistical analysis.

*Exception:* A Curriculum modification for an individual student.

*RWI (Relative Workload Impact):* a measure of a program's number of exceptions relative to awards given. The formula used to arrive at this score is:

$$\left( \frac{n \text{ Program Awards}}{n \text{ Total Awards}} \right) - \left( \frac{n \text{ Program Exceptions}}{n \text{ Total Exceptions}} \right)$$

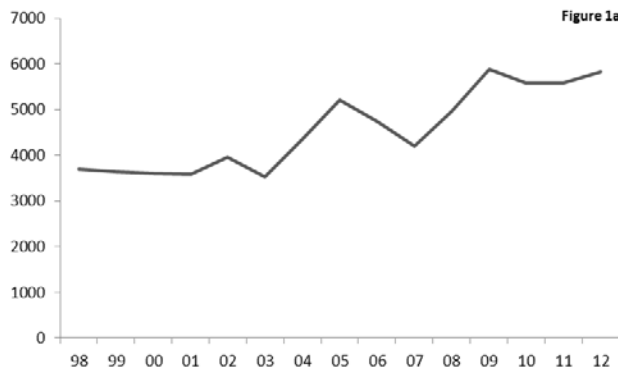
## Data Sources and Student Sample

For this analysis we queried DARS exception data from 1998 to 2012 and manually mapped each exception to the degree, major or certificate program it affected. We also queried InfoAccess for student degrees, majors, and certificates awarded. Our analysis includes all students for whom an exception was processed, regardless of whether or not the student eventually received the respective award for which the exception was requested. Overall, 66,893 total exceptions over the fifteen-year period were included in the analysis.

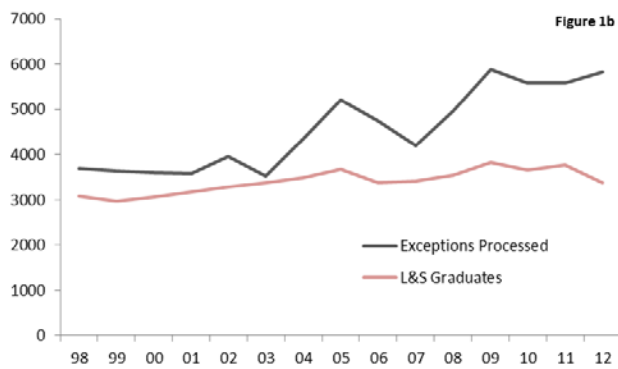


### Total Curricular Exceptions Processed per Year

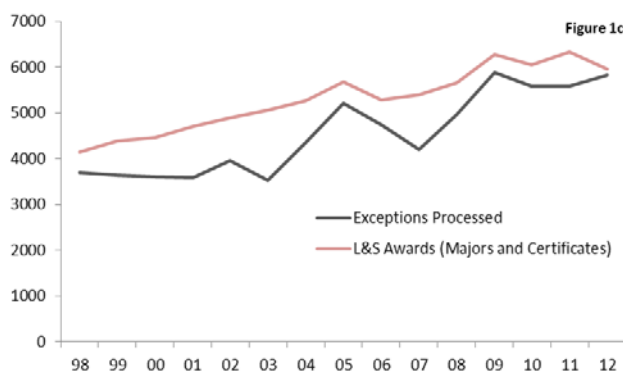
We analyzed the exceptions processed in each calendar year from 1993 to 2012. We tallied total exceptions, and not distinct students as some students receive multiple curricular exceptions. Also, because some exceptions use multiple courses to satisfy a requirement we counted these as distinct exceptions because each approved course requires AIM staff to code it, verify its correct function on the degree audit, and document its application and approval.



The total number of exceptions per year is illustrated in *Figure 1a* and shows an increasing trend in the number of exceptions processed. In 1998, there were 3,700 processed exceptions; in 2012 there were 5,824 exceptions representing an annual growth rate of 3.8%. The years 2009 through 2012 saw the largest annual totals of the fifteen year period we analyzed.



*Figure 1b* shows the increasing trend of exceptions compared to the number of L&S degrees awarded (graduating students), per calendar year. The two variables are strongly associated (population correlation of .82). While the number of graduates per year has been increasing, the number of exceptions has been increasing at a higher rate. In 2012, there were 3,377 degrees conferred for a ratio of 1.73 exceptions per L&S graduate.



As illustrated in *Figure 1c*, the number of L&S awards (degree + majors and certificates) granted each year is an even stronger association with exceptions processed (population correlation of .93). The results strongly suggest that as more L&S majors and/or certificates were granted, more curricular exceptions were processed.

**Figure 1a-c: (1a) Increasing Total Exceptions Processed per Year (1b) Compared with Total L&S Graduates (1c) Compared with Total L&S Awards Granted**

To examine the trend more specifically, we evaluated the exceptions data and classified each according to one of three requirement categories: exceptions to L&S degree requirements, exceptions to L&S major requirements, and exceptions to L&S certificate program requirements. In addition we quantified the impact of BABS07 catalog year exceptions on overall curricular exception totals.



### Trends for Curricular Categories

We considered each of the exception categories individually to determine trends over the last 15 years.

#### L&S Degree Requirement Exceptions

This category includes exceptions to any L&S degree requirement or University General Education Requirement.<sup>2</sup> Figure 2a shows the number of degree requirement exceptions each year out of total exceptions processed. Exceptions to degree requirements have been slightly decreasing over the last 15 years, remaining relatively steady around 675 per year after the BABS07 curriculum was implemented.

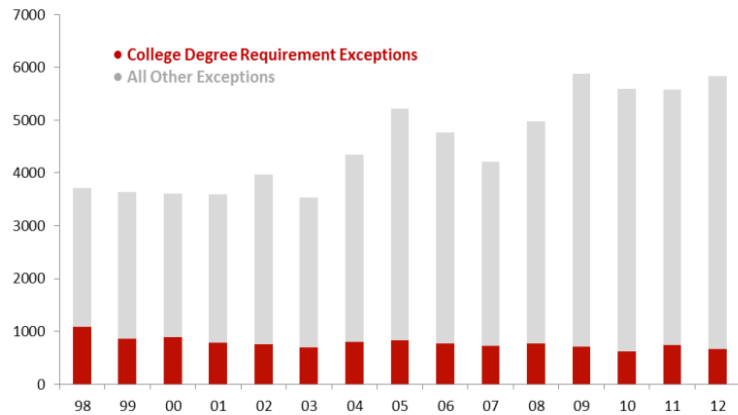


Figure 2a – Slightly Decreasing and Steadying Number of College Degree Requirement Exceptions, 1998-2012

#### Major Requirement Exceptions

Figure 2b shows the number of exceptions taken to L&S major requirements each year out of the total exceptions processed. Major requirement exceptions account for the large majority of the exceptions processed each year and show an annual growth percentage of 5.2% (2,588 to 4,596). In 2009, 2010, 2011 and 2012, the numbers of major requirement exceptions outnumbered the total numbers of exceptions processed in the years 1998, 1999, 2000, 2001, 2002 and 2003. Put another way, L&S AIM is now doing more exceptions to students’ majors in any given year than used to be necessary for all academic requirement categories in past years.



Figure 2b – Increasing Number of Major Requirement Exceptions, 1998-2012

#### Certificate Requirement Exceptions

Both the numbers of certificate programs and the numbers of students awarded certificates have increased over the last

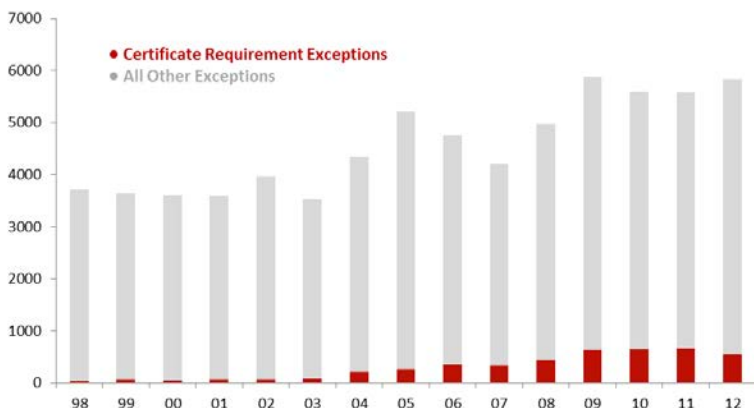


Figure 2c –Increasing Number of Certificate Requirement Exceptions, 1998-2012

<sup>2</sup> UGER Requirements include: Comm A/B, QR A/B, Ethnic Studies, UGER Breadth.

L&S degree requirements include: 108 credits in LAS, 60 I/A, Residence, Breadth, Foreign Language, Math for the B.S.



decade.<sup>3</sup> While university guidelines for certificate programs stipulate that exceptions should rarely be required, *Figure 2c* illustrates that the number of exceptions processed for L&S certificate programs has been increasing (from 84 exceptions in 2003 to 538 in 2012, a 54% annual rate of growth).<sup>4</sup> From 2009 through 2012, the numbers of exceptions to certificate requirements have reached levels similar to, and in 2010 even surpassing, those for exceptions to L&S degree requirements.

*Catalog Year Exceptions*

Students who matriculated prior to the adoption of the BABS07 revisions to the L&S degree were allowed to declare BABS07. This was processed using a catalog Year exception in DARS. We sought to assess whether this process, which served students primarily from 2008 to 2011, could be a cause of the upward trend in exceptions processed.

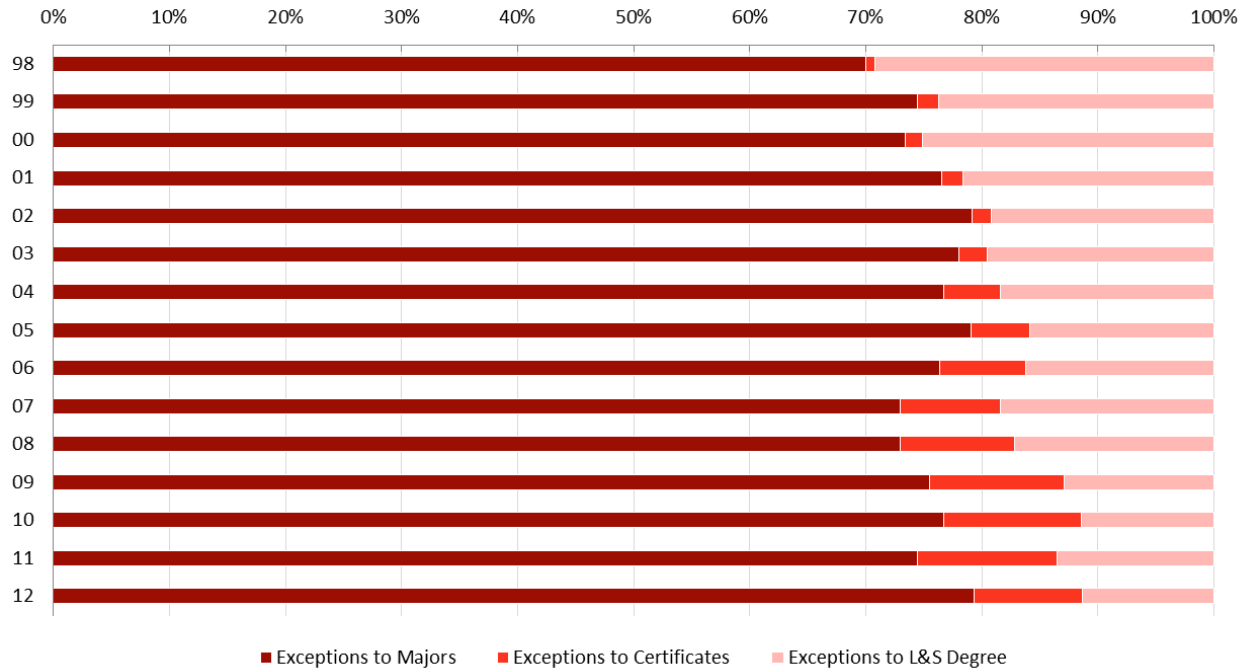


**Figure 2d – Catalog Year Exceptions Processed**

*Figure 2d* shows the catalog year exceptions in red that were processed in context of total exceptions processed. The catalog year exceptions marginally affected the total number processed in 2007 through 2010 (1,317 were processed in those years). However, these exceptions not considered, 2009 to 2012 remained the 4 years with the largest number of annual exceptions processed. Thus, the impact of BABS07 catalog year exceptions does not account the upward trend in total exceptions processed, especially considering that catalog year exceptions are a non-factor (only 30 processed) in 2012, the year with the second highest total in our analysis and the highest on record when not adding catalog year exceptions.

Excluding catalog year exceptions, it appears that increases in exceptions to majors and certificates best explains upward trend in total exceptions processed over the last 15 years. *Figure 3* represents these increases. Certificate requirement exceptions showed the largest increases as a percentage of total exceptions processed. Note that in the last 10 years, exceptions to certificate requirements as a percentage of total increased from 2.4% in 2003 to 9.3% in 2012, with 2011 the highest percentage at 12%. Exceptions to major requirements in the last 10 years have ranged from accounting for 73% to 79% of total exceptions, with these exceptions making up 79.3% of total exceptions in 2012. Conversely, exceptions to L&S degree requirements have been decreasing as a percentage of total exceptions, making up nearly 20% of total exceptions in 2003 down to 11.4% in 2012.

<sup>3</sup> *UW-Madison Trends in Certificates*, Academic Planning and Institutional Research, 2012 <sup>4</sup> *Guidelines for For-Credit Certificate programs*, University Academic Planning Council, 2012, 2014



**Figure 3 – Exceptions by Category as Percentage of Total Exceptions Processed for 1998-2012, excluding Catalog Year Exceptions. Certificate requirement exceptions show the largest increase as percentage of total exceptions in last 10 years.**

Given the increases in percentages and in raw counts of exceptions in the major requirements and certificate requirements, the focus of the following sections is to study these increases in more depth.

### Major Requirement Exceptions

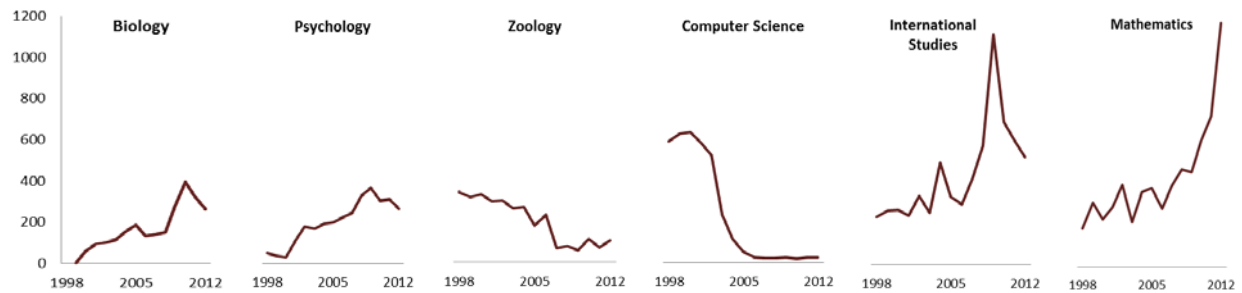
Complete annual major requirement exceptions and major awards data is presented in *Appendix I*. This section focuses on our findings from data related to the major requirement and certificate requirement categories. We studied the trends in major exceptions relative to major awards and applied a formula to measure the relative workload created by the exceptions processed for those programs.

#### *Exception Trends by Major, 1998-2012*

The six majors with the most exceptions processed in the thirteen year period from 1998 to 2012 were:

1. Mathematics-Option II (6,948)
2. International Studies (6,706)
3. Computer Sciences (3,574)
4. Zoology (3,085)
5. Psychology (3,054)
6. Biology (2,398)

Trends for each of these six majors are presented in *Figure 4*. Note that in 1998 that Computer Sciences and Zoology required the most exceptions of any major, but have trended downward relative to other majors, such as Mathematics-Option II and International Studies.



**Figure 4 – Exceptions Trends for Majors with Largest Number of Exceptions Processed, 1998-2012. Computer Science once produced the most exceptions of any program, but in recent years produces very few. Exceptions for the International Studies and Mathematics-Option II majors have increased exponentially in recent years.**

The decrease in exceptions for the Computer Sciences major provides an example when the combination of data analyses, outreach to departments, and codification of electives in the major resulted in fewer exceptions requested. Prior to 2003, the Computer Sciences major required that two courses be approved by exception for every student in the major. The thought was that this process added value to the student's program through interaction with their academic advisor, and that the courses approved comprised a sort of concentration in the major. In 2003, current AIM staff presented data to the Computer Sciences faculty that showed consistent patterns in the courses approved. While interaction with the advisor may add value, the data did not show that requiring two exceptions was a necessary feature of that experience for students. As a result, the program changed its requirements to allow for any course in a given range (COMP SCI500 and above) to apply as electives in the major, and the number of exceptions was reduced by more than half.

#### *Major Exceptions, 2008-2012*

Because majors undergo continual changes to their curricula and because of the recent upward surge in exceptions processed to majors, we focused our inquiries on those exceptions processed from 2008 through 2012. The majors with the largest numbers of exceptions in those years were:

1. Mathematics-Option II (3,666)
2. International Studies (3,549)
3. Psychology (1,603)
4. Biology (1,410)
5. Applied Mathematics, Engineering, and Physics (AMEP, 785)
6. Journalism (707)

For each major, we related the number of exceptions processed with the number of awards granted in that major in the same time period to arrive at a ratio of *exceptions per award* (EPA). The ten majors with highest EPA are shown in *Table 1*. Note these ratios are exceptions per award and not exceptions per student, as they include exceptions processed for students who have not yet earned or will never earn the respective major award.





**Table 1 – Exceptions per Awards Granted for 2008-2012, Ten Majors with the Highest Ratios**

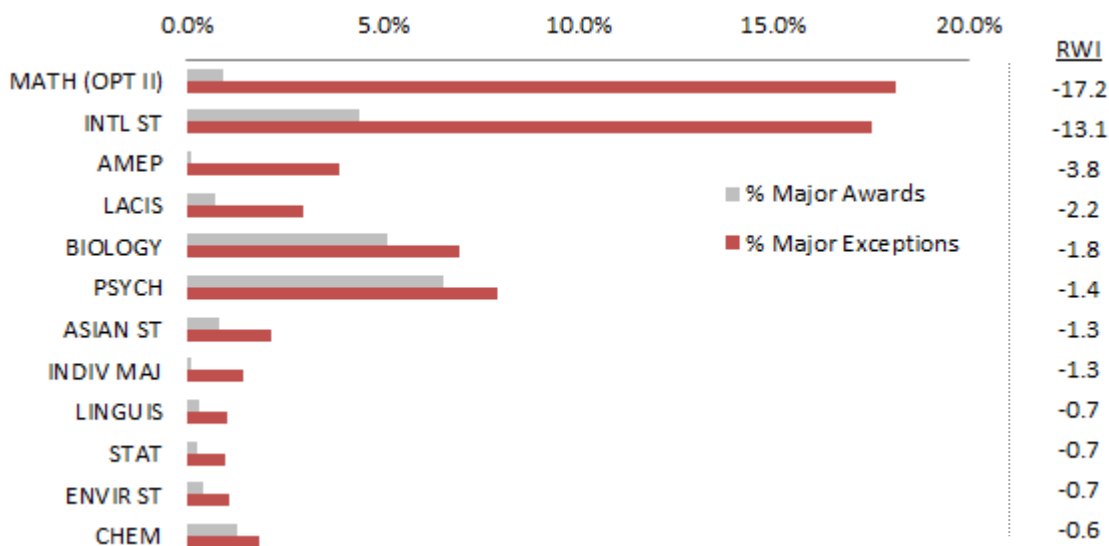
Major	Exceptions/Award
1. AMEP	27.1
2. Mathematics (Option II)	15.7
3. Individual Major	11.9
4. LACIS	3.3
5. Polish	3.3
6. International Studies	3.1
7. Comparative Literature	2.7
8. Statistics	2.7
9. Linguistics	2.7
10. Jewish Studies	2.4

It is important to note that while these majors have high EPA scores, some of these majors produced very few awards (e.g., Polish, 24 awards 1998-2012), making their sample rather small. In addition, though they would appear to require several exceptions per award, the EPA alone is not adequate to measure the workload impact of the program. The size of the major, as represented by the number of awards granted is an equally important measure to consider.

In addition to the ratio of exceptions processed per award granted for each major, we measured exceptions processed in a particular major as a percentage of total major exceptions as well as major awards granted as a percentage of total major awards. In order to measure the practical impact of a major’s EPA, we then calculated the difference between these percentages for each major to establish the *relative workload impact* (RWI) for exceptions in each program.

In addition to the ratio of exceptions processed per award granted for each major, we measured exceptions processed in a particular major as a

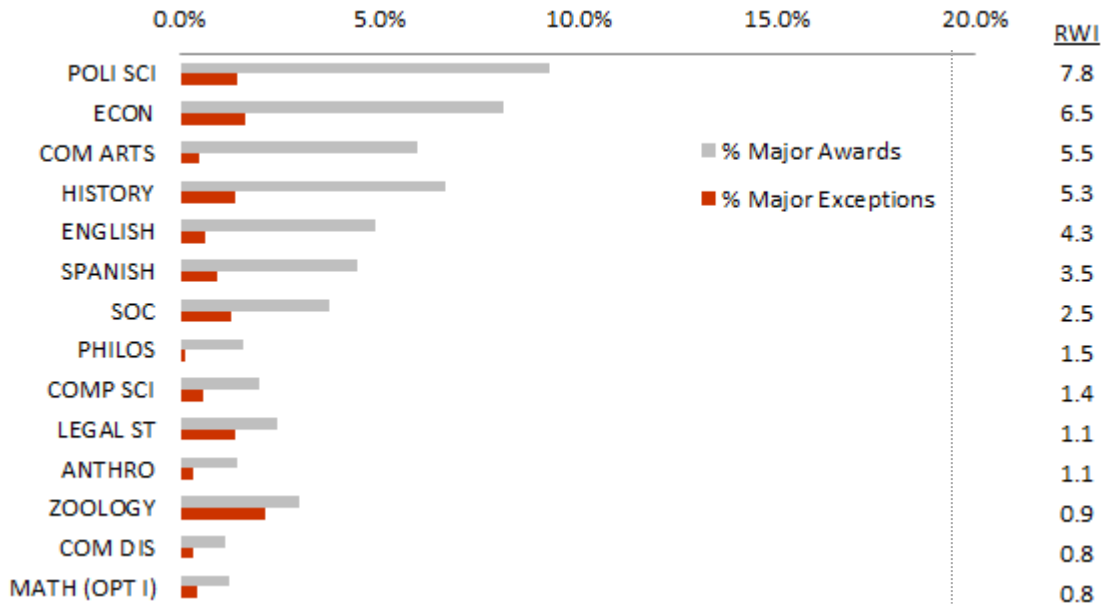
Figure 5a illustrates the RWI for those majors having the largest negative score (i.e., the biggest workload impact). For example, from 2008 to 2012, the Mathematics-Option II major accounted for 0.9% of all majors awarded, but produced 18.1% of the major exceptions processed for an RWI of -17.2. The three majors atop the chart (Mathematics-Option II, International Studies, and AMEP) awarded 5.4% of the majors between 2008 and 2012, and required 39.5% of major exceptions processed in that time. These three majors account for nearly 30% of the *total* exceptions processed from 2008 to 2012.



**Figure 5a – Majors with the Largest Negative Difference in Percentage of Major Exceptions from Percentage of Major Awards, 2008-2012.**



Conversely, *Figure 5b* shows those majors having the largest positive RWI. For instance, the Political Science major accounted for 9.3% of the majors awarded, and produced just 1.4% of the major exceptions. Note that the Computer Sciences major, which at one time produced the largest numbers of exceptions per year (see above), in the last five years now produces a percentage of major awards (2.0% of all major awards) greater than its percentage of major exceptions (0.6% of exceptions). A second point of interest is that within the Mathematics major, Option II ranks at the top of all majors for the largest negative difference when subtracting percent of exceptions from percent of awards while Option I ranks in the top majors for largest positive difference between the two percentages.



**Figure 5b – Majors with the Largest Positive Difference in Percentage of Major Exceptions from Percentage of Major Awards, 2008-2012.**

*Common Characteristics of Majors with High Negative RWI*

Considering the majors listed in *Figure 5a*, we identified two characteristics of these majors which likely account for their high exception totals and high RWI scores: interdisciplinary programs and individualized majors.

*Interdisciplinary* majors are those that draw from many academic fields to complete the major. Prominent examples of interdisciplinary majors are: Biology, Biological Aspects of Conservation, Environmental Science, Environmental Studies, Latin American Caribbean and Iberian Studies, Legal Studies, International Studies, and Religious Studies.

International Studies, for example, accepts over 1,000 courses from 78 different academic subjects (SUBJECT codes) to meet the requirements of the major. Yet, the International Studies majors tops our list of high-exception programs because – we believe – many students study abroad and courses taken abroad (or in transfer) are approved on a case-by-case basis. Environmental Studies is a newer interdisciplinary major with an increasing trend in exceptions. Students receive many exceptions for course substitutions as well. In addition, every student requires an exception as an advisor “check” to



ensure for a primary major (because Environmental Studies cannot be a student's only major), and to ensure there is not significant overlap between the student's two majors.

*Individualized* majors are programs where a portion of the requirements for completion are undefined. Instead, students negotiate which courses will be used in the major with an advisor for the program. The advisor then communicates the individualized requirements to AIM staff as exception requests, coded to DARS for that student only. Prominent majors with individualized requirements include: Applied Math, Engineering and Physics (AMEP), Mathematics-Option II, the Individual Major, and features of the new Women's Studies major.

Applied Math, Engineering and Physics, for example, require that 20 courses be entered by exception for each student. These courses are often submitted upon declaration of the major, and revised several times prior to graduation. Each revision requires an update by AIM staff in order to accurately track the student's degree progress; these revisions are not accounted for in the exception totals reported in this document. For individualized majors, it is questionable whether it is worth the effort to produce a DARS for these programs

The Mathematics-Option II major (also called the *Applied Math option*) provides an example of a program with both interdisciplinary and individualized requirements. Every student works with their advisor to identify 10 courses that are entered in DARS as exceptions for that student only. Four of these courses constitute an applied concentration in a non-mathematics subject (e.g., Actuarial Science). Consequently, as the number of students pursuing Option II as a major has increased (annual growth rate of 15.2% in the past decade), the number of exceptions increased exponentially. Interestingly, about one-third (31.4%) of the students that completed Option II earned their degree in another school or college, with the L&S Math-Option II major as an additional award.

### **Certificate Requirement Exceptions**

The number of certificate programs offered has been increasing and likewise, the number of exceptions to certificate programs has increased.<sup>5</sup> In 2003, certificate exceptions represented a total of eight L&S programs. By 2012, exceptions were processed for 29 L&S certificates. Presumably, even handfuls of exceptions in a growing number of programs will increase the number of total exceptions for the group. However, similar to major requirement exceptions, certain certificate programs yielded a disproportionately higher percentage of exceptions than awards granted over the last five years. Complete annual exceptions data is presented in Appendix II.

The three certificate programs yielding the largest numbers of exceptions from 2008-2012 are: European Studies (857 exceptions processed), African Studies (357), and LGBT Studies (198). Of particular note, the 857 exceptions for the European Studies certificate ranked fifth across both majors and certificates for total exceptions processed. Combined, these three programs produced 48.3% of certificate program exceptions while accounting for 31.7% of certificates awarded during this time.

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<sup>5</sup> *UW-Madison Trends in Certificates*, Academic Planning and Institutional Research, SL, Oct 2012



As with major requirement exceptions, Figure 6 identifies certificate programs by *relative workload impact* (RWI).

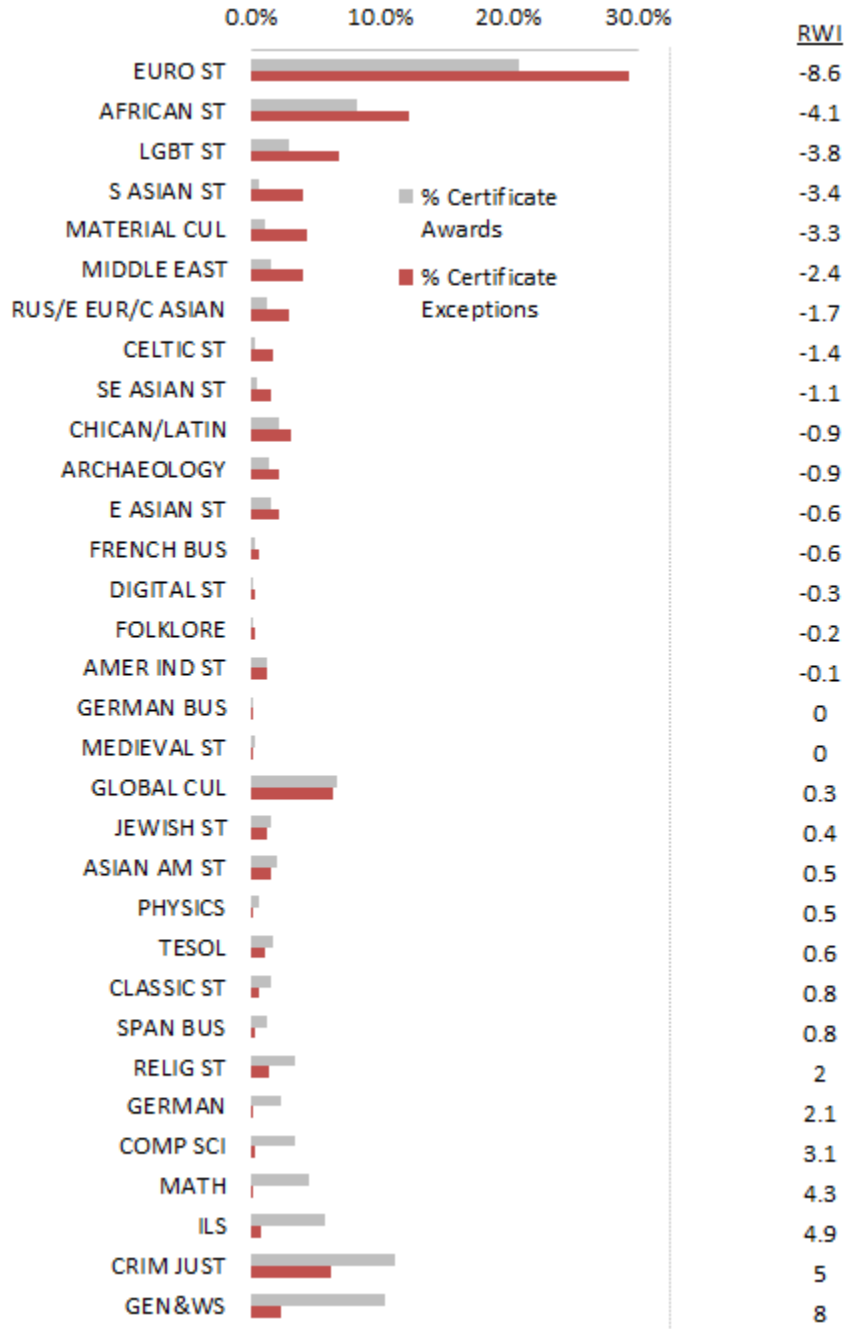


Figure 6 –Differences Between Percentage of Certificates Awarded and Percentage of Certificate Exceptions, 2008-2012. European Studies, African Studies, and LGBT Studies showed the largest negative difference when subtracting percent of total exceptions from percent of total awards.



## Observations and Comment

AIM produced this report in order to quantify the increased workload associated with managing the curriculum and its implementation for students, as well as to shed light on features of the L&S curriculum that present challenges to students, advising, and administration. After analyzing the data, it is clear that complexity in the curriculum – represented by individualized and interdisciplinary programs and the uptrend in the number of students achieving multiple academic awards – is having a measurable impact on the College and its ability to administer its academic programs and requirements.

We hope readers of this report will find it useful and will engage in productive discussions that result in more effective administration of academic requirements, in L&S or on campus. This analysis is not exhaustive and we invite questions and commentary from all readers.

### *Scope*

In developing our methods, we considered other possible factors for the rise in curriculum exceptions, such increases or decreases in advising and administrative staff, the facility of DARS-X, the unavailability of certain courses, and transfer credit practices. Certainly, there are a variety of possible causal factors that manifest as increased or decreased curriculum exceptions. For purposes of this study, we found these others to be interesting but beyond the scope of an initial report on the subject.

### *Method and the data*

Exceptions entered in DARS are stored in an Oracle table. Each row of the table has a *last modified* date stamp. Our query of DARS exception data over time retrieves the date each exception was most recently modified, not necessarily the date it was originally processed. This phenomenon is fairly rare, except in a few individualized programs (e.g., Mathematics-Option II) where course plans may be submitted multiple times per student and exceptions updated accordingly. As such, the counts of exceptions detailed in this report do not fairly reflect the effort involved in processing, testing and documenting exceptions. At the same time, because DARS does not provide a history of modification dates, results may be shifted slightly toward the present. We do not consider this to be statistically relevant since our timeline and samples are fairly large.

### *About Academic Information Management (AIM)*

AIM is a division within L&S Student Academic Affairs charged with supporting the degree audit (including exceptions), analysis and reporting, and student records management. We currently have two full-time staff. The L&S DARS is an essential advising and graduation document that is produced more than 350,000 times annually, mostly by students through their MyUW portal.

For more information about this report, for further inquiry on this subject, or about AIM services, please contact:

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MAJOR REQUIREMENT EXCEPTIONS

Exceptions Per Calendar Year

Major	Exceptions Per Calendar Year															98-12		% Total	% Total	Exceptions	
	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	Total	08-12	Exceptions, 08-12	Awards, 08-12	per Award, 08-12	
Mathematics (Option II)	201	338	250	317	430	237	395	415	272	427	508	482	648	770	1258	6948	3666	18.1%	233	0.9%	15.7
International Studies					1	42	412	320	295	422	581	1131	699	610	528	5041	3549	17.5%	1142	4.4%	3.1
Psychology	50	36	29	109	180	171	194	204	229	249	334	374	310	315	270	3054	1603	7.9%	1697	6.5%	0.9
Biology		2	60	94	102	117	155	185	133	140	151	277	394	323	265	2398	1410	7.0%	1333	5.1%	1.1
Applied Mathematics, Engineering and Physics	95	159	32	20	45	38	139	105	218	161	114	134	92	154	291	1797	785	3.9%	29	0.1%	27.1
Journalism	27	48	53	71	84	45	59	95	124	103	85	163	108	133	218	1416	707	3.5%	1025	4.0%	0.7
Latin American, Caribbean and Iberian Studies		1	47	19	27	40	34	199	121	50	115	148	131	113	91	1136	598	3.0%	184	0.7%	3.3
Zoology	347	324	339	304	306	268	273	184	234	70	79	60	115	74	108	3085	436	2.2%	782	3.0%	0.6
Asian Studies	14	22	21	16	16	20	52	53	46	61	46	75	82	136	95	755	434	2.1%	209	0.8%	2.1
Chemistry	16	22	8	36	4	99	188	112	124	72	53	53	152	89	27	1055	374	1.8%	327	1.3%	1.1
Economics	15	31	50	58	64	70	58	59	86	88	67	92	74	42	56	910	331	1.6%	2115	8.2%	0.2
Political Science	22	24	45	50	84	76	120	78	95	69	51	66	79	50	46	955	292	1.4%	2405	9.3%	0.1
Individual Major	191	78	98	67	25	15	61	69	10	51	47	31	18	88	102	951	286	1.4%	24	0.1%	11.9
Legal Studies		2		29	44	63	101	108	75	69	63	79	47	41	50	771	280	1.4%	635	2.4%	0.4
History	91	42	25	59	96	123	131	164	274	63	59	67	62	47	42	1345	277	1.4%	1728	6.7%	0.2
Biological Aspects of Conservation	30	38	31	64	25	36	39	49	41	8	25	14	110	74	53	637	276	1.4%	303	1.2%	0.9
Sociology	9	18	9	9	8	14	34	45	39	35	31	59	60	58	49	477	257	1.3%	973	3.7%	0.3
French	17	5	12	6	18	8	6	13	16	12	54	30	41	52	61	351	238	1.2%	405	1.6%	0.6
Biochemistry	5	9	9		4	3	1	295	61	21	34	64	52	47	33	638	230	1.1%	241	0.9%	1.0
Art History		13	8	3	2	6	3	104	330	44	55	73	41	30	30	742	229	1.1%	266	1.0%	0.9
Medical Microbiology and Immunology	24	36	43	13	15	38	35	27	34	43	33	31	58	63	41	534	226	1.1%	269	1.0%	0.8
Environmental Studies														50	165	215	215	1.1%	105	0.4%	2.0
Linguistics	4	10	7	12	20	5	22	9	8	6	28	20	53	48	58	310	207	1.0%	78	0.3%	2.7
Statistics				1	22	24	44	34	36	9	28	42	35	61	27	363	193	1.0%	72	0.3%	2.7
Spanish		7	27	72	116	195	19	45	59	40	47	46	21	46	31	771	191	0.9%	1161	4.5%	0.2
Religious Studies				6	8	18	20	13	9	26	21	31	26	56	50	284	184	0.9%	124	0.5%	1.5
German	80	29	39	54	56	58	58	49	38	39	44	31	19	43	26	663	163	0.8%	152	0.6%	1.1
Molecular Biology	24	25	19	30	42	67	45	49	66	65	34	28	22	31	48	595	163	0.8%	178	0.7%	0.9
Chinese	14	1	1	14	15	18	14	19	6	8	13	1	90	21	30	265	155	0.8%	171	0.7%	0.9
Gender and Women's Studies	35	47	48	28	40	49	64	40	48	19	21	31	35	18	41	564	146	0.7%	250	1.0%	0.6
Theatre and Drama	21	23	24	29	40	26	46	62	45	35	35	39	29	15	16	485	134	0.7%	157	0.6%	0.9
Geography	15	24	18	27	27	24	11	10	15	18	28	11	45	34	16	323	134	0.7%	273	1.1%	0.5
English	18	38	42	30	47	53	82	86	97	85	68	23	9	10	17	705	127	0.6%	1277	4.9%	0.1
Computer Sciences	599	639	645	594	530	239	115	52	27	21	22	24	18	25	24	3574	113	0.6%	516	2.0%	0.2
Geology and Geophysics					7	22	17	7	3	15	11	11	26	48		167	111	0.5%	105	0.4%	1.1
Social Welfare	11	3	13	16	20	3	14	14	7	1	17	4	13	20	53	209	107	0.5%	276	1.1%	0.4
Communication Arts	8	10	5	47	77			201	18	15	25	15	20	17	15	473	92	0.5%	1551	6.0%	0.1
Afro-American Studies	15	6	2	2	9	14	14	36	30	15	22	31	17	13	1	227	84	0.4%	57	0.2%	1.5
Mathematics (Option I)	2	1	1		2	1			38	3	5	17	17	23	22	132	84	0.4%	315	1.2%	0.3
Physics	11	14	9	7	15	10	9	24	29	11	22	15	16	9	11	212	73	0.4%	172	0.7%	0.4

MAJOR REQUIREMENT EXCEPTIONS, continued

Major	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	98-12 Total	08-12 Total	% Total	08-12 Awards	% Total	Exceptions per Award,
																		Exceptions, 08-12		Awards, 08-12	
Russian	9	5	1	2	11	32	27	23	10	12	10	16	14	4	28	204	72	0.4%	69	0.3%	1.0
Microbiology											10	3	11	34	12	70	70	0.3%	103	0.4%	0.7
Social Work	15	2	6	5	15	8	4	15	7	19	27	8	15	19		165	69	0.3%	192	0.7%	0.4
Languages and Cultures of Asia				2	5	3	6	6	2	8	13	10	18	11	17	101	69	0.3%	85	0.3%	0.8
Anthropology	1	3	6	1			4	237	18	15	20	16	9	9	13	352	67	0.3%	371	1.4%	0.2
Japanese	4	8	7	9		2	4		17	18	9	19	16	16	6	135	66	0.3%	106	0.4%	0.6
Communicative Disorders	2		4	1	1	7	2	6	4	7	8	20	18	14	5	99	65	0.3%	289	1.1%	0.2
Comparative Literature		4	8	2	2		4	5	5	9	16	17	19	6	5	102	63	0.3%	23	0.1%	2.7
Scandinavian Studies	5	6	2	1	10	2		1	1	1	6	6	39	1	11	92	63	0.3%	56	0.2%	1.1
Music	66	82	59	36	4	29	1	29		11	9	11	22	19		378	61	0.3%	252	1.0%	0.2
African Languages and Literature								32	2	6	3	12	11	18	14	98	58	0.3%	31	0.1%	1.9
Cartography and Geographic Information Systems	14	15	5	7	4	2	4	1	17	12	3	14	11	15	10	134	53	0.3%	49	0.2%	1.1
Botany	7	10	6	9	4	6		4	5	2	13	4	5	13	5	93	40	0.2%	60	0.2%	0.7
Jewish Studies				10	5	14	24	12	17	18	11	11	11	3	2	138	38	0.2%	16	0.1%	2.4
Italian		1				4	6	8	5	5	4	15	6	4	7	65	36	0.2%	62	0.2%	0.6
Classical Humanities		2	1	1	5	3			8	4	2	7	11	9	7	60	36	0.2%	73	0.3%	0.5
Polish						17	8	6	5	6	5	4	1	13	3	68	26	0.1%	8	0.0%	3.3
Hebrew	6	13	17	17		36	24	8	24	5	9	4	6	5	1	175	25	0.1%	64	0.2%	0.4
Philosophy	14	32	6	4	1	12	4	13	3	4	8	4	3	6		114	21	0.1%	410	1.6%	0.1
History of Science, Medicine and Technology	57	31	4		4	1	10	3	2	3	3	1	4	1	8	132	17	0.1%	38	0.1%	0.4
Astronomy - Physics							2	26	7	5	2		4	1	7	54	14	0.1%	64	0.2%	0.2
Portuguese	1	2	3	1	4	6	6	1			3	1	8	1	1	38	14	0.1%	31	0.1%	0.5
History and History of Science, Medicine and Technology	1			1		5	6	2	4		1	2	5	3	2	32	13	0.1%	37	0.1%	0.4
Medical Science		1	4	5	2	4	4	4	4	14	7	1	1			51	9	0.0%	7	0.0%	1.3
Chemistry Course		4	1	3		2	2				1	1	5			19	7	0.0%	3	0.0%	2.3
Latin			1		1		1					1	1	5		10	7	0.0%	5	0.0%	1.4
Behavioral Science and Law	39	46	93	66	31	5	2			1		5				288	5	0.0%	1	0.0%	5.0
Classics		1			1				4	2		1	2	2		13	5	0.0%	36	0.1%	0.1
Atmospheric and Oceanic Sciences	3	6	3		2		3	15	3	1	1	1	1			39	3	0.0%	88	0.3%	0.0
International Relations	236	264	270	240	335	212	90	15	1		2					1665	2	0.0%	0	0.0%	
Bacteriology		5	2	10	2	4	2	2	7	4	1		1			40	2	0.0%	3	0.0%	0.7
South Asian Studies		11	2									1				14	1	0.0%	0	0.0%	
History of Culture	81	15														96	0	0.0%	0	0.0%	
Geology	16	18	25	2	10	1		4								76	0	0.0%	0	0.0%	
<b>Totals</b>	<b>2686</b>	<b>2811</b>	<b>2605</b>	<b>2748</b>	<b>3125</b>	<b>2757</b>	<b>3339</b>	<b>4121</b>	<b>3622</b>	<b>2869</b>	<b>3287</b>	<b>4139</b>	<b>4147</b>	<b>4099</b>	<b>4608</b>	<b>50743</b>	<b>20257</b>		<b>25947</b>		

CERTIFICATE EXCEPTIONS

Exceptions Per Calendar Year

Certificate	Exceptions Per Calendar Year															98-12 Total	08-12 Total	% Total Exceptions, 08-12	08-12 Awards	% Total Awards, 08-12	Exceptions per Award, 08-12
	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12						
European Studies								52	32	120	190	198	227	122	941	857	29.3%	784	20.7%	1.1	
African Studies				3			45	41	49	44	27	115	91	65	59	539	357	12.2%	308	8.1%	1.2
Lesbian, Gay, Bisexual and Transgender Studies							21	37	26	23	29	61	33	43	32	305	198	6.8%	111	2.9%	1.8
Global Cultures	13	32	10	2	3	6	19	23	69	55	37	32	55	34	28	418	186	6.4%	253	6.7%	0.7
Criminal Justice	6	10	3	10	10		1			1	101	18	12	32	16	220	179	6.1%	420	11.1%	0.4
Material Culture Studies									7	31	8	21	25	51	23	166	128	4.4%	40	1.1%	3.2
South Asian Studies								16	4	14	9	22	22	37	28	152	118	4.0%	23	0.6%	5.1
Middle East Studies										23	4	11	35	24	43	140	117	4.0%	60	1.6%	2.0
Chicano/a and Latina/o Studies		2	2	2			8	42	39	6	17	24	21	19	10	192	91	3.1%	82	2.2%	1.1
Russian, East European and Central Asian Studies			6	13	9	5	4	9	9	13	14	16	25	14	18	155	87	3.0%	48	1.3%	1.8
Gender and Women's Studies	1	5	14	20	27	45	82	61	29	17	14	13	19	14	8	369	68	2.3%	391	10.3%	0.2
Archaeology										1	4	23	22	10	6	66	65	2.2%	50	1.3%	1.3
East Asian Studies							9	17	27	16	11	18	9	7	7	114	61	2.1%	58	1.5%	1.1
Celtic Studies									2	1	10	20	7	7	6	53	50	1.7%	10	0.3%	5.0
Southeast Asian Studies							2						9	6	31	48	46	1.6%	17	0.4%	2.7
Asian American Studies									22	12	3	10	7	8	15	77	43	1.5%	76	2.0%	0.0
Religious Studies	2		2	4	8	5	7	5	3	8	6	5	3	14	13	85	41	1.4%	130	3.4%	0.3
American Indian Studies		1	3	1		1	15	6	5	3	3	15	7	6	7	73	38	1.3%	44	1.2%	0.9
Jewish Studies	3	17	4	9	4	7	5	6	13	5	2	9	2	13	9	108	35	1.2%	59	1.6%	0.6
Teaching English To Speakers of Other Languages										7	9	7	5	10	2	40	33	1.1%	66	1.7%	0.5
Integrated Liberal Studies			1	6				1	1	2			6	1	14	32	21	0.7%	214	5.7%	0.1
Classical Studies			4			13	2	3	3	4	4	3	9	2	2	49	20	0.7%	56	1.5%	0.4
French Studies for Business Students								1		4	2		8	6	3	24	19	0.7%	10	0.3%	1.9
Folklore							2	1	3				1	1	9	17	11	0.4%	6	0.2%	1.8
Computer Sciences												4	1	3	3	11	11	0.4%	130	3.4%	0.1
Digital Studies															11	11	11	0.4%	3	0.1%	3.7
Spanish Studies for Business Students									3			1			9	13	10	0.3%	45	1.2%	0.2
Medieval Studies	4		2		2	2		3	1	1	1	5				21	6	0.2%	9	0.2%	0.7
German														2	3	5	5	0.2%	86	2.3%	0.1
Mathematics													1	3	1	5	5	0.2%	168	4.4%	0.0
German Studies for Business Students										2	2					4	2	0.1%	3	0.1%	0.7
Physics												2				2	2	0.1%	23	0.6%	0.1
<b>Totals</b>	<b>29</b>	<b>67</b>	<b>51</b>	<b>67</b>	<b>66</b>	<b>84</b>	<b>211</b>	<b>265</b>	<b>355</b>	<b>339</b>	<b>442</b>	<b>638</b>	<b>642</b>	<b>661</b>	<b>538</b>	<b>4455</b>	<b>2921</b>		<b>3783</b>		