University Curriculum Committee
Minutes
May 22, 2015

Members Present: Fadl, Green, Howard, Ingham, Smith, Taylor, Weimer, Wilkerson

Members Absent: Brighouse, Brown, Murphy

The meeting began at: 9:30 am

Summary of actions:
- Proposals 1-12, 14-53, 55-62, 64, 68, 72, 73 were approved
- Proposals 54, 63, 69-71 were conditionally approved
- Proposals 13, 65, 66, 67 were deferred

I. Consent item – Minutes of the May 8, 2015 meeting
Motion by Weimer to approve, unanimously approved.

II. Discussion
A. Graduate Course Attribute
Weimer made a motion to approve sending the attached letter to all department chairs. Ingham seconded and the committee voted unanimously to approve.

B. Prerequisites
The committee reviewed the memo requesting administrative authority to approve changes to prerequisites. Weimer suggested that broader authority be granted that would give subject owners one time “amnesty” to reformulate their prerequisites, all such updates may be approved by Young without formal UCC review.
Motion by Weimer, Howard seconded. Unanimously approved.

C. Policy
The committee reviewed revised language for the course component type definitions (attached). Note: Updates to the course proposal system have been halted for budget reasons. The updated language will appear on the KB page that complements the online course proposal system but not in the system itself.
Motion by Ingham to approve the revised language, Fadl seconded. Unanimously approved.

D. UCC meeting time for 2015-2016
The current UCC schedule overlaps with 3 class sessions, making it difficult for any faculty member who teaches in the mornings on MWF to join the committee. The chair of the Committee on Committees asked if the meeting time could be moved up or back half an hour to overlap with only 2 sessions instead of the current 3 sessions. The committee also discussed the possibility of changing the day of the week and the time of day entirely. A poll will be distributed to the committee to determine if a different meeting time would work well for all members.

III. Course proposal review
A. Consent Agenda
Ingham moved; Fadl seconded. All course changes on the consent agenda were approved unanimously.

Course Change Proposals

Arts & Humanities
1. Art History 241 Introduction to African Art and Architecture
Type: Change description

2. Hebrew (Hebrew And Semitic St) 332 Prophets of the Bible
Type: Change subject, prerequisite

3. Hebrew (Hebrew And Semitic St) 346 Jewish Literature of the Greco-Roman Period
Type: Change subject, prerequisite

4. Integrated Liberal Studies 200 Critical Thinking and Expression
Type: Change prerequisite

Biological Sciences
5. Biostatistics & Med Informatic 576 Introduction to Bioinformatics
Type: Change breadth

Type: Change title, description

7. Pharmaceutical Sciences 521 Pharmacology I
Type: Change grad attribute, crosslist

8. Pharmaceutical Sciences 522 Pharmacology II
Type: Change grad attribute, crosslist

9. Zoology 153 Introductory Biology
Type: Change prerequisite, course description. The prerequisite is horrible.

Physical Sciences
10. Civil and Environmental Engr 909 Seminar-Water Chemistry Research
Type: Change title
11. Industrial & Systems Engr 349  Introduction to Human Factors  
Type: Change description, prerequisite

12. Industrial & Systems Engr 425  Introduction to Combinatorial Optimization  
Type: Change description, prerequisite

**Social Studies**
14. Human Devel & Family Studies 362  Development of the Young Child  
Type: Change prerequisite, breadth, level, LAS

15. Human Devel & Family Studies 363  Development from Adolescence to Old Age  
Type: Change prerequisite, breadth, level, LAS

Type: Change credits

17. Social Work 861  Recent Developments in Social Work  
Type: Change credits

**Discontinuation**
18. Envir St - Gaylord Nelson Inst 710  Field Investigations in Wetland Ecology  
Type: Discontinuation

19. Envir St - Gaylord Nelson Inst 922  Special Topics in Land Resources  
Type: Discontinuation

20. Hebrew (Hebrew And Semitic St) 351  Religions of the Ancient Near East  
Type: Discontinuation

21. Hebrew (Hebrew And Semitic St) 417  History-telling in the Bible  
Type: Discontinuation

22. Psychology 315  Industrial Psychology  
Type: Discontinuation

23. Psychology 402  Literacy, Brain and Behavior  
Type: Discontinuation

24. Psychology 416  Introduction to Mathematical Models of Psychological Processes  
Type: Discontinuation

25. Psychology 417  Thinking and Problem Solving  
Type: Discontinuation

26. Psychology 421  Psychology of Language  
Type: Discontinuation

27. Psychology 451  Laboratory in Animal Behavior  
Type: Discontinuation
28. Psychology 514  Neurodevelopmental Disorders
   Type: Discontinuation

29. Psychology 515  Development of Memory in Children
   Type: Discontinuation

30. Psychology 532  Psychology and Law
   Type: Discontinuation

31. Psychology 534  Industrial Social Psychology
   Type: Discontinuation

32. Psychology 535  Psychology of Attitudes and Public Opinion
   Type: Discontinuation

33. Psychology 538  Group Dynamics
   Type: Discontinuation

34. Psychology 554  Advanced Topics in Behavioral Neuroscience
   Type: Discontinuation

35. Psychology 555  Psychochemistry
   Type: Discontinuation

36. Psychology 563  Development in Infancy
   Type: Discontinuation

37. Psychology 615  Quantitative Methods in Psychology
   Type: Discontinuation

38. Psychology 617  Measurement Choice and Decision-Making
   Type: Discontinuation

39. Psychology 618  Research Topics
   Type: Discontinuation

40. Psychology 678  Experimental Psychology of Perception
   Type: Discontinuation

41. Psychology 690  Research Topics in Psychology
   Type: Discontinuation

42. Slavic 362  Second Semester Intensive Hungarian
   Type: Discontinuation

43. Transportation and Public Util 325  Public Utilities
   Type: Discontinuation

44. Transportation and Public Util 478  Urban Transport Economics
   Type: Discontinuation
45. Transportation and Public Util 630  Public Utility Problems  
   Type: Discontinuation

46. Transportation and Public Util 641  Transportation in Economic Development  
   Type: Discontinuation

47. Transportation and Public Util 725  Public Utilities  
   Type: Discontinuation

48. Transportation and Public Util 731  The Economics of Regulation  
   Type: Discontinuation

49. Transportation and Public Util 870  Transportation Policy  
   Type: Discontinuation

50. Transportation and Public Util 876  Seminar-Transportation and Public Utilities  
   Type: Discontinuation

51. Transportation and Public Util 877  Seminar-Transportation and Public Utilities  
   Type: Discontinuation

B. Review Agenda

Motion by Green, second by Fadl to approve all course proposals. Votes are recorded following each agenda item.

Moved from Consent Agenda
13. Mathematics 570  Naive Set Theory  
   Type: Change title, description, prerequisite  
   Action: Deferred – Given the extensive revisions requested for this course which has not been taught in 35 years the committee determined that a new course proposal was needed.

Deferred from previous meeting
52. English 543  Discourses of Disability, Antiquity to 1800  
   Type: New Course  
   Action: Unanimously Approved

53. English 544  Modern Discourses of Disability  
   Type: New Course  
   Action: Unanimously Approved

54. Social Work 100  So You Want to Change the World?  
   Type: New Course  
   Reviewer: Green  
   Action: Conditionally Approved - The proposer will be asked to add a class session to bring the total to 15 and remove the word “optional” from the description of the homework assignments.

55. Statistics 679  Special Topics in Statistics  
   Type: New Course  
   Reviewer: Brown  
   Action: Unanimously Approved
New Proposals

56. African Languages & Literature 212  Introduction to African Popular Culture
Type: New Course
Reviewer: Howard
Action: Unanimously Approved

57. Art History 373  Great Cities of Islam
Type: New Course
Reviewer: Howard
Action: Unanimously Approved

58. Art History 731  Topics in Early Modern Art
Type: New Course
Reviewer: Taylor
Action: Unanimously Approved

59. Biomedical Engineering 415  Biomechanics of Human Movement
Type: New Course
Reviewer: Ingham
Action: Unanimously Approved

60. Chemistry 509  Senior Seminar
Type: New Course
Reviewer: Ingham
Action: Unanimously Approved

61. Consumer Science 273  Finances & Families
Type: New Course
Reviewer: Wilkerson
Action: Unanimously Approved

62. Counseling Psychology 777  Crisis and Trauma Counseling
Type: New Course
Reviewer: Wilkerson
Action: Unanimously Approved

63. Curriculum and Instruction 803  Computational Research Methods
Type: New Course
Reviewer: Wilkerson
Action: Conditionally Approved - The proposer will be asked to clarify the relationship between the assignment evaluation and the overall grading rubric. They may wish to consider having separate rubrics for each type of assignment. Clarification is also needed about the relationship of percentages to the calculation of the overall grade including why the grades of A/B and B/C not included. Please also correct references to the number of hours required for outside the classroom work, it should be 2 hours per credit hour.

64. Design Studies 101  Introduction to Textile Design
Type: New Course
Reviewer: Taylor
Action: Unanimously Approved
65. General Business 306  Business Analytics I  
Type: New Course  
Reviewer: Smith  
Action: Deferred

66. General Business 307  Business Analytics II  
Type: New Course  
Reviewer: Smith  
Action: Deferred

The two courses listed above are a course sequence that will be part of the general School of Business curriculum. As these are to be foundational courses for all BBA students the committee feels that it is extremely important to have solid, explicit proposals for both courses. A number of issues were raised that apply to both courses:

1. The prerequisite statement in the sample syllabus contradicts the prerequisite listed in the proposal.
2. More information is needed about the out of class work. From the syllabi it is unclear how much reading there is (also what is the nature of the reading, is it just the textbook? There are no required texts). What are the assignments? Keep in mind that for each credit hour there should be 2-3 hours of work outside of class. It appears that GEN BUS 307 covers only 4 chapters of the text, this doesn’t seem like a lot of content for a full course (solving the other stated problems may at least help to solve this one).
3. What is the grading scale? How are students evaluated?
4. Make sure there is enough instructional time (i.e. don’t cancel discussions or lectures).

67. History 213  Jews and American Popular Culture  
Type: New Course  
Reviewer: Green  
Action: Deferred  - There are 4 weeks where they are just showing a film or cancel class, the proposer will be asked to include more instructional time in the course.

68. Literature In Translation 272  French Pop Culture  
Type: New Course  
Reviewer: Green  
Action: Unanimously Approved

69. Mathematics 471  Mathematics for Secondary School Teachers  
Type: New Course  
Reviewer: Fadl  
Action: Conditionally Approved  - The proposer will be asked to revise the justification of credit hours and syllabus to reflect the outside the course workload.

70. Nursing 525  Nursing Leadership for Global Health  
Type: New Course  
Reviewer: Fadl  
Action: Conditionally Approved  - The proposer will be asked to clarify the out of class activities. Also, for the 3 credit option the proposal and syllabus need to show an additional instructional contact hour each week (or additional 15 total hours) and 2 outside hours per week.

71. Risk Management And Insurance 645  Commercial Insurance
Type: New Course
Reviewer: Weimer
Action: Conditionally Approved - The proposer will be asked for clarification of the grading scale.

72. Risk Management And Insurance 660  Risk Analytics and Behavioral Science
Type: New Course
Reviewer: Weimer
Action: Unanimously Approved

73. Social Work 890  Thesis-Research
Type: New Course
Reviewer: Weimer
Action: Unanimously Approved

Meeting adjourned at 11:30 am.
Subject: Category “B” courses must have differentiated syllabus

Dear Department Chair,

The University Curriculum Committee has received the lists of courses that departments have proposed should carry the graduate course attribute, as forwarded to the committee by school/college curriculum committees.

Courses in the “A” category are courses intended for graduate students only. Courses in the “B” category are those that enroll both undergraduate and graduate students. It is imperative that students and faculty, especially those from outside the department who may consider counting a “B” course toward a graduate degree, understand the status of the course. Please recall that the policy was formulated in response to accreditation requirements. Therefore, syllabi for “B” courses must state the differences in expectations for graduate and undergraduate students, and how the graduate and undergraduate students’ work will be assessed in the course. These syllabi must be available upon request to comply with federal and other accreditation requirements.

Please verify that all “B” courses that are currently listed by your department as carrying the graduate attribute comply with this policy, and that they provide a significantly different learning experience for graduate and undergraduate students, which is documented in the course syllabus. As you do so, please keep in mind that the policy states that only 50% of courses that are counted toward a graduate program need be courses that qualify for the graduate attribute. In other words, courses without the graduate attribute can be counted toward graduate programs. If, in light of this, you decide to strike any “B” category courses from your request to be listed with the graduate attribute, you may communicate this by emailing Michelle Young, michelle.young@wisc.edu by June 19, 2015.

Sincerely, for the University Curriculum Committee,

Jolanda Vanderwal Taylor
Chair
Text for the course proposal system to assist proposers as they select LEC, DIS, LAB, FLD, IND, or SEM in a course proposal, and to assign credit:

**Lecture (LEC)**
In accordance with the Federal Credit Hour Definition, one 50-minute hour of in-class activities in LEC plus two hours of student work outside of class (reading, studying, writing, doing homework sets, rehearsing/practicing, memorizing) in the aggregate, and including time spent in DIS (if applicable), correspond to one credit hour.

**Discussion (DIS)**
A learning activity in which the instructor and students engage in a carefully planned, explicitly interactive, manner, in a way that affords an effective opportunity for active learning. The marker DIS refers to student groups of a size small enough to permit meaningful ongoing discussion; DIS sections only complement learning activities marked as LEC. One hour of DIS plus two hours of work outside of class (see LEC above) correspond to one credit hour. The work in aggregate (in a LEC + DIS) should comply with the Federal Credit Hour Definition, according to which one 50-minute hour of in-class activities plus two hours of work outside of class correspond to one academic credit.

**Laboratory (LAB)**
A learning activity in which students engage in a carefully planned, explicitly interactive, manner. Students may engage in more hands-on learning than in LEC or DIS, and they may have an opportunity to learn theoretical or practical knowledge by engaging in practices that are relevant to expert behavior associated with the subject (e.g. performing scientific experiments, practice of relevant skills). The learning experiences on which students work in LAB are typically planned and overseen by the instructor. A qualified instructor is present to guide students as needed. LAB sections may supplement one or more hours of LEC per week, or may stand alone. Typically 2-3 hours of LAB activities per week plus some work beyond the activities in the lab correspond to one credit hour. LAB activities typically take place in a space that contains special equipment, such as a science laboratory, a media production facility, a design laboratory, an art studio, etc.

**Field Study (FLD)**
A learning activity that is a primary component of a class, arranged by the instructor in which typically pre-professional students learn by practicing expert behavior on-site. The experience is carefully supervised by a preceptor, with whom the instructor maintains close contact. Credit is typically assigned by a formula appropriate to the academic or professional discipline. The class time is typically listed as TBA; the profession defines expectations for the number of credits earned. [See also: **Service Learning, LAB**]

**Directed/Independent Study (IND)**
Directed study is to be a high-quality mentored learning experience that includes regular instructional contact between the instructor and the student. Students become more self-directed learners while they work closely with faculty mentors who guide their research, provide feedback, and model scholarly and professional behavior. By their nature, these experiences are highly variable. Common expectations as defined in campus-wide guidelines are minimum standards that ensure the integrity of the student experience across the breadth of the university offerings. The instructor oversees the student’s learning experience. The instructor ensures that credit awarded is linked to instructional activity and to projects appropriate to the UW-Madison learning experience. According to the Federal Credit Definition, the amount of credit for regular group instruction is such that each credit should be equivalent to one hour of classroom instruction and a minimum of two hours of additional student work per week over 15 weeks, or the equivalent effort over a different time frame, or
an amount of academic work equivalent to what would be expected in other for-credit activity.

For directed study and other forms of independent study and one-on-one instruction, the amount of work and learning must be consistent with that required in a group instruction course of the same number of credits. Given this federal mandate and the ambiguity inherent in the wording, determining the appropriate equivalent effort of a directed study experience to group instruction requires judgment. For specific policies governing directed/independent studies and additional information please see: https://kb.wisc.edu/vesta/page.php?id=36263

Seminar (SEM)
A learning activity in which the instructor and students engage in intensive discussion, often on the basis of substantial independent work and in a small-group setting. Students are expected to take a particularly active role in their learning and in knowledge production. Unlike DIS sections, SEM classes typically do not complement learning activities marked as LEC. One hour of SEM plus at least two hours of work outside of class (see above) correspond to one credit hour. Occasional individual student consultation with the professor may substitute for group-based activity. Seminars graded on an A-F scale typically require regular attendance, group and individual interaction with the instructor, and extensive work outside of class. In some cases, one-credit seminars graded on the S/U scale weight attendance and participation most heavily in evaluating students.

Online/blended courses:
The determination of appropriate credit for online or blended courses uses the Federal Credit Hour definition as its touchstone. According to the Federal Credit Hour definition, the amount of credit for regular group instruction is such that each credit should be equivalent to one hour of classroom instruction and a minimum of two hours of additional student work per week over 15 weeks, or the equivalent effort over a different time frame, or an amount of academic work equivalent to what would be expected in other for-credit activity.

Online or blended courses, whether synchronous or asynchronous, must indicate how the requirements of the Federal Credit Definition are being met with respect to 1) the student work load as a whole (the work load must meet the minimum definition, but should also not be excessive), 2) the opportunity for the amount of student learning, which must be equal to that of an equivalent face-to-face course, 3) student contact with a qualified instructor. The course must provide 15 hours of meaningful interaction with a qualified instructor per credit, in a form that is consistent with typical expectations for face-to-face coursework in the discipline. Thus, contact time should take into account the student’s experience, rather than the time commitment of the instructor, and may include such activities as interaction with the instructor, watching recorded lectures (ideally including interactive elements), embedded quizzes, written assignments or practice tests, and guided discussion. Instructor time spent responding to student written communication (such as emails) or in online office hours typically does not correspond to traditional instructional contact hours. (After all, in the traditional face-to-face model activities such as holding office hours, commenting on homework, and marking exams do not count toward instructional contact hours). What matters in calculating the contact hours is the student’s opportunity to learn. Proposers of online courses or course components are urged to reflect on pedagogical best practices: how can students best learn each aspect of the course material, and how does each assigned activity meaningfully contribute to robust learning?

Service Learning
A service learning component of a course does not substitute for contact hours with the instructor, but rather the service experience along with structured opportunities for guided reflection such as writing assignments, presentations, or journals, counts as work outside of class, akin to homework. The amount of work and learning must be consistent with that required in a group instruction course of the same
number of credits. Determining the appropriate equivalent effort of a service learning assignment to other, more traditional work outside of class requires judgment. [See also: FLD]