



## PROGRAMS COMMITTEE MEETING MINUTES

April 19, 2016

Attended: Gerloff (ex-officio, non-voting), Gruben, Hamm (ex-officio, non-voting), Landon, McShane-Hellenbrand, Rosenthal (chair), Stauffer, Valdez, Vlach

Guests: Heather Dahl (RP&SE), Tim Tansey (RP&SE)

- A. Approval of the minutes: March 18, 2016. Minutes approved with no changes.
- B. Adoption of the agenda: April 19, 2016. Agenda adopted with no changes.
- C. Consent Agenda: None
- D. Old Business: None

### E. Regular Business

#### 1. *New Course: Kines 375 Advanced Practicum in Physical Education*

Professor Gruben shared a document that detailed additional changes in the course proposal. These included changes in the prerequisites (removed “and Kinesiology majors”); clarified the hours for field work, class work, and outside-of-classroom work relative to the credits; replaced “Physical Education Teacher Education program” with “BS-Physical Education”; updated the syllabus to reflect the change in contact hours. One committee member wondered why the course was called “Advanced Practicum,” given there is no previous practicum. It was agreed that the “Advanced” would likely be deleted. Suggested that course titles be removed from prerequisite list. Usual statements regarding academic misconduct, religious accommodations, and access and accommodations should be added to the syllabus. “UW-Madison” should be placed on the syllabus. Unanimously approved.

#### 2. *New Course: RP&SE 457 Elementary Student Teaching Seminar—Elementary/Special Education Dual Major*

New course for students in the dual Elementary Education/Special Education certification program. These students will take another one-credit course through Curriculum and Instruction. The current two-credit course will continue to be used by students in the Special Education program. The prerequisite needs to be changed to “admitted to the Elementary Education program” because the individual tracks are not visible and active in the student enrollment system. One member questioned the length of the course title, but no viable alternatives could be suggested. While a full final grade scale was included in the syllabus, the rubrics for the individual components only went to the BC grade, which some thought might be an issue. The course author agreed to expand the grading scale to include C, D, and F. Wording will also be added that if a student gets below a BC, other competency issues will need to be evaluated. Extended discussion about participation grade. Dean Hamm noted that this has been an issue taken up by the University Curriculum Committee in recent months. Members agreed that this might be a topic for further discussions. Noted that instructor CV document included an out-of-date and truncated syllabus; this will be corrected. The syllabus also needs a UW-Madison identifier and an indication of the number of credits. With changes, unanimously approved.

#### 3. *New Course: RP&SE 721 Addictions Counseling*

Course needed to meet State licensing requirements and national accreditation requirements. Syllabus should reflect proposed course number. Syllabus should be revised: (1) title on the syllabus should be consistent with the proposal (“addictions”); (2) add a UW-Madison identifier; (3) indicate the number of credits. Approved unanimously.

4. *Program Change: BS-Physical Education.*  
Update to replace Kines 300 in the Physical Education program with the new Kines 375. Approved unanimously.
5. *Proposed Syllabus Statement on Accommodations and Syllabus Statement Survey Results*  
Proposed language for a standard syllabus statement on course accommodations has come from Professor Morton Gernsbacher, chair of the campus Committee on Access and Accommodation in Instruction (CAAI). Unlike most of our peers, UW-Madison does not have a campus-wide standard statement on accommodations or a shared expectation that it would appear on syllabi. As a first step, CAAI hoped to develop a single standard statement that mirrors the language of the original Faculty Senate document from May, 1994. The committee hopes to encourage individual students with disabilities to share their need for accommodations and simultaneously to educate students without disabilities about the responsibility of instructors to make reasonable accommodations for students with disabilities.

The Programs Committee also reviewed a CAAI report from October, 2014, that addressed use of an accommodation statement. A large-scale (1000 participant) survey indicated that, across campus, only about half of all syllabi contain any statements regarding instructional accommodations. This survey also suggested that students with disabilities are much more likely to approach instructors for necessary (and reasonable) accommodations if a statement does appear.

The School of Education was approached because of our long history of attention to issues of access and accommodations for students with disabilities. The CAAI hope that the Programs Committee would consider endorsing this specific statement, continuing our advocacy for this statement to be included on syllabi we review, and encouraging all SoE instructors to include this statement on their course syllabi.

There was definite general support for the idea of a common syllabus statement and for the particular text proposed. Several committee members noted that the term “faculty” should be replaced with “instructor,” since “faculty” generally excludes instructional academic staff. A few members expressed concern about the length of the statement, with one person suggesting that the final paragraph alone might be sufficient. Another member pointed out that the early paragraphs might be an important part of the educational process for students without disabilities. A couple committee members expressed concern about how and when students approached instructors regarding accommodation needs. These conversations often occur before or after class, which affects confidentiality and privacy. But these same students often do not follow up with instructors via email or during office hours. The committee wondered what role the McBurney Center played in counseling students about approaching instructors. Another committee member asked about the possible impacts of recent Wisconsin statutes if requests from employers for information (legislature approved) could cause concerns with this. Would students revealing of a disability to a faculty member be released to a potential employer if asked. The statement is somewhat long. Could the syllabus statement just be the 3rd paragraph.

Submitted by J. Hamm