Programs Committee Meeting Minutes
Friday, December 19, 2014

Attending: Berland (for Ellis), Gaskew, Hamm (ex officio), McShane-Hellenbrand, P. Miller, Posey (for Baldridge), Rosenthal (ex officio), Sanchez, Stauffer, Ward

Absent: Gerloff (ex officio), D. Miller, Puntambekar

Approval of the Minutes: November 21, 2014 - Approved unanimously with no changes
Adoption of the Agenda: December 19, 2004 - Adopted unanimously with no changes (modified from previously posted version)

Consent Agenda
1. New Course: HDFS 516 Family Stress and Coping
2. Course Change: CURRIC 900 Seminar in Educational Technology (title change)

Both consent agenda items were approved unanimously, without changes.

Regular Business
Graduate Attributes project. In fall, 2013, the Graduate Faculty Executive Committee (GFEC) and the University Academic Planning Council (UAPC) approved a policy requiring that only courses specifically designed for graduate students could count toward the 50% of the total credits required for a graduate degree. All courses numbered 700 and above are automatically counted for graduate work. Courses numbered 300-699 must (1) be specifically designed for graduate students in a graduate program or (2) assess graduate students separately from undergraduates. Departments were asked to review their 300-699 offerings and determine if these courses were undergraduate only, graduate only, or available to both groups with separate assessments. Deadline for final submission of the completed lists to the University Curriculum Committee is February 1, 2015. Jeff Hamm worked to resolve the discrepancies between departments when courses were crosslisted and designations differed. These discrepancies were nearly all resolved. He and David Rosenthal asked the group to endorse the current lists, with the understanding that some changes may still be forthcoming. Motion was PASSED unanimously.

Before addressing the next courses on the agenda, Rosenthal read an email from Educational Psychology department representative Sadhana Puntambekar. She indicated that she was abroad and could not attend the meeting, but noted, "I see that there are C&I courses on the agenda. I would like to run these by the Learning Sciences area before they are approved. We haven't had a chance to review these yet. I would like to table these for now pending discussion in Ed Psych." One member asked whether this applied equally to all proposals from C&I, regardless of their relationship to learning science, and others agreed that it was not clear. The chair expressed concern about this unilateral request and there was a question raised whether Roberts Rules even permitted such an action by a member who was not present. The consensus of the group seemed to be to move forward with each individual course proposal, keeping Educational Psychology's concern prominent for each.

New Course: CURRIC 560 Mentorship in Digital Media Environments. Several concerns were raised about this course, all of which are expected to be addressed. The syllabus lacks a grading scale and UW-Madison School of Education identifier. Apparently the course is primarily for graduate students, but is at the 500-level and has no prerequisites. The desire is also to attract upper-level undergraduates, which will require that the syllabus reflect separate assessments for the graduate students and undergraduates. Finally, the time justification for credits is not adequate—students must have two hours of outside classroom work for every hour in class, not for every week of class. Matthew Berland, the C&I Department member, indicated that these issues would be corrected. With this assurance, and the understanding that the course would be reviewed by Educational Psychology, the committee PASSED the course proposal.

New Course: CURRIC 605 Design of Digital Media for Education. Berland noted that this course should have been numbered at the 700 and above level, making it explicitly a graduate course. There were a few issues with the syllabus: it should reflect 15 weeks of instruction, the grading scale was not entirely clear, and the UW-Madison School of Education identifier was absent. Berland will work with Hamm on the grading scale issue. The outside of class hours under "Justifications" also needed to be adjusted. With the assumption of a review by Educational Psychology and these issues being addressed, the course proposal was PASSED.

New Course: CURRIC 721 Research in Computing Education. The outside of class hours must be corrected. The syllabus needs the campus/school identifier and a review of the grading scale. With these changes the course was PASSED.

New Course: CURRIC 803 Computational Research Methods. The course title will be modified to read "Computational Research Methods in Education." Similar issues with the syllabus were identified: the need for 15 weeks of instruction, a modified grading scale, and a campus/School identifier. Outside of classroom work hours needed to be increased. Berland shared an email suggested that Educational Psychology faculty had reviewed and approved the course, but the approval was not yet indicated in the course system. Also waiting for review by Library and Information Studies. With these provisos and corrections, the course proposal was PASSED.

New Course: CURRIC 835 Assessment in Digital Learning Environments. Syllabus needs a grading scale, campus/School identifier, and 15 weeks of instruction (cannot include "AERA no class"). Outside of classroom hours must be corrected. Waiting on review by Educational Psychology. With these changes/conditions, the course is PASSED.

Minutes submitted by J Hamm and T Pekkala-Matthews