



## PROGRAMS COMMITTEE MEETING

Friday, November 16, 2012

### MINUTES

Approval of the Minutes: October 19, 2012 - **Approved**

Adoption of the Agenda: November 16, 2012 - **Adopted with the deletion of WLE Certificate and the addition of “Directed/Independent Study Issues” and “Undergraduates in Graduate Level Courses.”**

#### **L&S Assistant Dean Elaine Klein regarding Liberal Arts and Sciences (LAS) designation**

Dean Klein described the history of course designations in the College of Letters and Science. She noted that courses outside of the College have been routinely reviewed to determine whether they would meet certain requirements and thus be permitted to count for College degree credit. A somewhat complicated system (“T” and “C” course designations) was replaced in 2007 by new L&S degree programs and new rules for degree credits. Dean Klein explained that courses outside the College are reviewed by the L&S Curriculum Committee in light of the “[Criteria for Liberal Arts and Science Courses](#)” to determine whether L&S undergraduates may count the courses toward the minimum number of Liberal Arts and Sciences (LAS) credits required for a degree.

School of Education departments may wish to have their courses considered for this designation to increase interest and enrollment among L&S students. It can also be helpful to students who start in Education and then leave to pursue an L&S degree. The L&S review process includes

- A cover letter outlining the courses contribution to liberal education.
- Course level: Elementary, Intermediate, or Advanced (Intermediate and Advanced must have prerequisites)
- A detailed syllabus (including lecture topics and subjects, student evaluation method and the items that illustrate the courses ability to meet LAS {and/or breadth} expectations.

Courses get “automatic” LAS designation by being cross-listed with an L&S department or required as part of an L&S major. The approval process for L&S (as well as breadth) runs parallel to the Divisional Committee course approval process.

“Practice,” “technical,” and “pre-professional” courses are generally excluded from LAS designation. This led to a vigorous discussion about the arts, the relationship between “theory” and “practice,” the status of language education classes (LAS courses that seem to have the learning of technical skills and practice at their core), and other topics. Our thanks to Elaine for sharing a wealth of information with us. To contact her with questions please email her at [emklein@ls.wisc.edu](mailto:emklein@ls.wisc.edu)

#### **New Course: Kines 355 Socio-Cultural Aspects of Physical Activity**

Kreg Gruben explained this course addresses the history and place in society of physical education and was formerly offered as a workshop. The question was raised regarding overlap

with Kines 351 Principals and Philosophy of Physical Education. Discussion followed and that overlap was addressed. With the “friendly” request that the department consider seeking LAS designation, this item is **PASSED**.

### **Course Change: Curric 676 Bilingualism and Biliteracy in Schools**

Other courses in this sequence were repackaged by changing credit load to make this sequence workable for different levels of students (e.g., practicing teachers and graduate students). In that process this course was missed. The course is still offered for six credits but should be offered for three to four credits. The question of what constituted the difference between three and four credits was raised. Maggie Hawkins addressed it by saying that the four-credit level was designed for students who are practicing teachers so that they can apply the course work to the practices in their classrooms. The three-credit course would be taken by graduate students. The committee requested that the explicit components of the difference be outlined in the syllabi, as well as adding specific assignments. With those requested changes this item is **PASSED**.

### **Directed/Independent Study Courses**

Jeff Hamm shared a request for information from the Provost’s Office regarding these courses. He reported that the Provost has asked staff to review the use of Directed/Independent study courses. Andrea Poehling requested the School’s policy on these courses and then, specifically, an explanation of how our school/college "has assigned credit in the past, or examples of specific projects, including the number of credits earned." Jeff wanted to highlight this issue briefly for the Committee and hand out our published policy (which does not address number of credits). He expects to receive further communications from the Provost on this and will pass them on to the Committee as they come. PC members may wish to talk about this further—for example, collect some data on use of these courses in our School, look at policies from other schools/colleges, modify our policy in some ways, etc. See the committee website for a copy of the current School policy.

### **Undergraduates in Graduate Courses**

Jeff shared that it is campus practice to limit the number of undergraduate students in graduate-level courses (700+) to ensure the integrity of those courses. We have had a couple instances lately in which graduate courses have been heavily enrolled by undergraduate students. Bascom has noticed this trend. He requested that committee members please help the Dean's Office by discouraging this practice in their individual departments.

### **Adjourned**

**Next Meeting December 14<sup>th</sup> 12:30-2 pm in Education Building 198**

**Minutes submitted by Tammi PM**