

TO: Programs Committee Members
FROM: David Rosenthal, Chair
RE: Welcome to the Programs Committee

Welcome to the School of Education Programs Committee for the 2014-15 academic year. Your name has been submitted by your Department Chairperson as your Department's representative to the Committee. We greatly appreciate your willingness to serve.

MEETING SCHEDULE

Programs Committee meetings are held once a month, usually on the third Friday afternoon of the month from September through May (with an optional June policy meeting). Please see the attached schedule for this year's meeting dates/time/place and agenda deadlines. Meetings begin promptly at 12:30 p.m. and adjourn when business is concluded, usually by 2:00 p.m., but occasionally we may need to extend that time.

POLICY DOCUMENTS

Attached are several policy documents concerning the Programs Committee. In addition, the Office of Academic Planning and Institutional Research course proposal instructions/forms used by the Programs Committee will be a helpful reference when reviewing course proposals throughout the year. Forms and instructions are available at <http://apir.wisc.edu/courses.htm> Please share this information with others in your Department, as appropriate. If you have questions, contact Jeff Hamm at 5-2745; if you have problems with the attachments contact Tammi PM at 2-1763.

Handbook Attachments:

- A. Welcome memo
- B. 2014-15 Programs Committee Meeting Schedule
- C. UCC Committee Schedule, 2014-15
- D. 2014-15 Programs Committee Membership
- E. Procedures for Programs Committee
- F. Policy and Charge to the Programs Committee
- G. Approval Flowchart
- H. Contact Information
- I. Programs Committee Departmental Office Contact List
- J. Consent Agenda
- K. Course Change Proposal Checklist, Fall 2013
- L. New Course Proposal Checklist, Fall 2013
- M. Topics course policy proposal, April 2013

SoE PROGRAMS COMMITTEE

2014-2015 MEETING SCHEDULE

COMMITTEE MEETINGS

Fridays (3rd if possible) 12:30-2:00PM
198 Ed Bldg.

Fall Semester

September 19th, 2014

October 17th, 2014

November 21st, 2014

December 19th, 2014

Spring Semester

January 16th, 2015

February 20th, 2015

March 20th, 2015

April 17th, 2015

May 8th or 22nd, 2015

June 19th 2015

AGENDA DEADLINES*

Fridays by 4:30PM (electronic)
3 weeks prior to the meeting date

Fall Semester

August 29th, 2014

September 26th, 2014

October 31st, 2014

November 21st, 2014

Spring Semester

December 19th, 2014

January 30th, 2015

February 27th, 2015

March 27th, 2015

April 24th, 2015

TBD

*Notification of course proposals (new, discontinued or changed) must be received via online submission by 4:30PM on the Friday three weeks prior to the meeting dates. For further information on the online process please see the Divisional committee website:

<http://www.secfac.wisc.edu/divcomm/courses/CourseProposals.htm>

Program, Degree or Major (new, discontinued, or changed) must also be received 3 weeks prior to the meeting date. See the Programs committee website for a submission form and guidelines. See the APIR website for more information on campus Program requirements.

UCC Meeting Schedule 2014-15

September 12, 2014	Submission deadline: August 29
September 26, 2014	Submission deadline: September 12 Course changes for the Spring 2015 Schedule of Classes must be approved no later than this meeting. New courses can be added at any time.
October 10, 2014	Submission deadline: September 26
October 24, 2014	Submission deadline: October 10
November 14, 2014	Submission deadline: October 31
December 12, 2014	Submission deadline: November 28 Course changes for the Summer 2015 Schedule of Classes must be approved no later than the December meeting. New courses can be added at any time.
January 9, 2015	Submission deadline: December 26
January 23, 2015	Submission deadline: January 9
February 13, 2015	Submission deadline: January 23
February 27, 2015	Submission deadline: February 13 Course changes for the Fall 2016 Schedule of Classes must be approved no later than this meeting. New courses can be added at any time.
March 13, 2015	Submission deadline: February 27
March 27, 2015	Submission deadline: March 13
April 10, 2015	Submission deadline: March 27
April 24, 2015	Submission deadline: April 10
May 8, 2015	Submission deadline: April 24
May 22, 2015	Submission deadline: May 8

**School of Education Programs
Committee Membership – 2014-15**

(Undergraduate Student) OPEN

Ashley Gaskew (Graduate Student) gaskew@wisc.edu

Bianca Baldrige (EPS) 209 Education Building bbaldrige@wisc.edu

Amy Ellis (C & I) 210 Teacher Education aellis1@education.wisc.edu

Karen McShane-Hellenbrand (Dance) B125 Lathrop kmhellen@education.wisc.edu
Alt: Chris Walker (Dance)

Dennis Miller (Art) 6241 Humanities Bldg. dmiller3@wisc.edu

Pete Miller (ELPA) 270b Ed Bldg pmmiller2@wisc.edu

Sadhana Puntambekar (Ed Psych) 1071 Educational Sciences puntambekar@education.wisc.edu

David Rosenthal, Chair (Associate Dean) 377 Ed Bldg drosenthal@education.wisc.edu

Cisco Sanchez (Couns Psych) 311 Ed Bldg fsanchez3@wisc.edu

Susan Smedema (RPSE) 431 Education Building ssmedema@wisc.edu

Jim Stauffer (Theatre & Drama) 6160 Vilas Hall jbstauffer@wisc.edu

Ann Ward (Kinesiology) 1007 Gymnasium-Natatorium award@education.wisc.edu

Ex Officio

Barbara Gerloff (EAS) 139 Ed Bldg gerloff@education.wisc.edu

Jeff Hamm (Associate Dean) 139 Ed Bldg hamm@education.wisc.edu

David Rosenthal (Associate Dean) 377 Ed Bldg drosenthal@education.wisc.edu

Support

Tammi Pekkala Matthews (SoEd Deans Office) 262-1763 pekkalamatth@wisc.edu



Procedures for the School of Education Programs Committee

MEETING SCHEDULE

Programs Committee meetings are held once a month, usually on the third Friday afternoon of the month from September through May. See the attached schedule for this year's meeting dates, time, and location, as well as agenda item submission deadlines. Meetings begin at 12:30 p.m. and adjourn when business is concluded, usually by 2:00 p.m.

MEETING QUORUM

A simple majority (more than 50 percent) of the voting members must be present at Programs Committee meetings to vote on proposals; this is usually 6 members. Department representatives who are unable to attend should identify a substitute from her/his department and notify Tammi Pekkala Matthews at 262-1763 or pekkalamatth@wisc.edu prior to the meeting.

AGENDA ITEMS

Departments should submit all agenda items **at least three weeks before the scheduled meeting date**. Programs Committee staff will review materials in advance and will confer with the author if proposals are incomplete or require correction. (See attachment for meeting dates and item submission deadlines.) Materials received after the submission deadline will be held over for the next meeting. The meeting agenda, proposals, and accompanying materials will be distributed to members at least one week before the meeting date both by email and on Box.

Programs Committee members expect that someone knowledgeable about the course or program proposal will be present at the Committee meeting to address questions. Occasionally a change is so minor or the Department representative so knowledgeable that no additional individual need be present. Note that, in cases where important questions cannot be addressed; proposals are likely to be tabled and taken up at the next meeting.

A "Consent Agenda" for Committee Business

In March 2012 the committee adopted the right of a "consent agenda." Robert's Rules permits use of a "consent calendar," now usually referred to as a "consent agenda." This is a tool to facilitate rapid disposition of "routine" or "non-controversial" matters. These agenda items are considered as a group, without debate or amendment. Any item may be brought back to the regular agenda at any member's request.

COURSE PROPOSALS

1. **Proposer:** Anyone with access to the online course proposal process system can initiate a course proposal, course changes and course deletions through the url <https://courseproposals.wisc.edu/proposals/>. Once the proposal is finalized, submit the proposal and it will advance in the workflow. (Consult the [link to knowledgebase doc 25126](#) for training on the online process).
2. **Review by the subject owner:** Once the proposer submits the course proposal, the department/program that houses the course's subject listing (that is, the "subject owner") will receive email notification of the proposal. The subject owner's chief academic officer (that is, the department/program chair) or designee will shepherd the proposal through the review by the subject owner's governance body (or bodies). If there are questions, the subject owner will contact the proposer, either by using the comments feature within the online course proposal

School of Education Office of the Dean

process system or by communicating outside the system. The subject owner may choose to put a hold on the proposal until questions are resolved. Once the subject owner approves the proposal, it will advance in the workflow. This constitutes departmental approval and no transmittal letter is required.

3. **Review by the school/college:** Once the subject owner approves the proposal, the school/college will receive email notification of the proposal. The proposal will be reviewed by the Programs Committee. If there are questions, the school/college will typically use the comments feature within the online course proposal process system, which will generate an email to the proposer and the subject owner. Communication may also happen outside the system. The school/college may choose to put a hold on the proposal (proposal is tabled) until questions are resolved. Once the school/college approves the proposal, it will advance in the workflow. This constitutes Deans Office approval, and no transmittal letter is required.
4. **University Curriculum Committee (thereafter UCC) -level review:** Once the school/college approves the proposal, the UCC will review the proposal. If there are questions, the UCC will typically use the comments feature within the online course proposal process system, which will generate an email to the proposer, the subject owner, and the school/college. Communication may also happen outside the system. The UCC may choose to put a hold on the proposal until questions are resolved. When the UCC approves the proposal, it will advance in the workflow.

Processing by the Registrar's Office: After the UCC approves the proposal, the Registrar's Office will input the course information to ISIS. This is the final step in the course proposal process.

Proposers may wish to review these websites for guidance on syllabus construction:

<https://tle.wisc.edu/solutions/course-management/creating-exemplari-syllabi>;

http://www.theideacenter.org/sites/default/files/Idea_Paper_27.pdf;

<http://teaching.berkeley.edu/bgd/syllabus.html>; <http://mendota.english.wisc.edu/~WAC/category.jsp?id=8>.

Associate Dean Jeffrey Hamm is available for consultation if there are questions about a course proposal.

PROGRAM PROPOSALS

All program proposals—that is, new programs, program changes, and program deletions—must be approved by the Department and then by the Programs Committee, but are not reviewed by the UCC. Occasionally program proposals may require additional approvals or notifications—e.g., by the School of Education Academic Planning Council, the University Academic Planning Council (UAPC), Graduate Faculty Executive Committee (GFEC), Faculty Senate, University of Wisconsin System, and even the Regents. When such additional approvals are required, David Rosenthal or Jeff Hamm will work with departments to ensure that proposals are submitted according to established University procedures and formats and within deadlines.

Proposers of new programs or substantial program changes are encouraged to submit draft proposals to the Programs Committee for initial review and feedback in the planning stage, when potential issues can be identified and proposals strengthened. **Most recent Programs Committee practice has been to review new programs or major program changes at two separate meetings; departments should anticipate this as they consider schedules and time lines.**

Note the instructions below regarding the format to be used and questions to be addressed for program proposals. This format facilitates discussion by the Committee. Remember that most members reading a proposal will not necessarily be familiar with Department programs, so proposals should be clear and complete. Program proposals must

- (1) indicate, through a side-by-side comparison (two separate documents may be used), the current program and the proposed program;
- (2) highlight the major changes, explain and justify the changes, link the changes to the mission of the department/program and the School of Education, and indicate the effective date of the changes and the student population affected;
- (3) describe the anticipated impact of changes on students, staff, overall resources, and other departments or schools/colleges;
- (4) indicate any possible disproportionate effects on a particular group of students (e.g., low income

students, women, students of color, returning adults) and, if such a group is affected, provide a rationale or plan for insuring equity;

- (5) note issues that were raised at the departmental level that might also be appropriately considered by the committee.

UCC-COMMITTEE DEADLINES

See the attached schedule for UCC submission deadlines. Please note that UCC deadlines in the spring may preclude review of course proposals approved at the April and May Programs Committee meetings. Plan on these proposals being considered at the fall UCC Committee meetings.

TIMETABLE DEADLINES

Following UCC meetings, approved course actions will be reported to the Timetable and Classroom Scheduling (TACS) Office to be included in the campus Course Schedule. To meet the Department's requested effective date, this communication must occur no later than the deadline for final Course Schedule updates as established by TACS. Approved course actions for spring will be published in late October, actions for summer will be published in January, and approved course actions for next fall will be published in March.



The School of Education Programs Committee: Policy and Charge

The School of Education faculty as a whole has delegated the responsibility for the review of all proposed new courses, new programs, and revisions of existing courses and programs to the School's *Programs Committee*. The Committee may initiate proposals for change that are then referred to another appropriate department or committee for further action, or the Committee itself may elect to pursue a particular course of action. In fulfilling these functions, Committee members serve as liaisons with departments and provide feedback between departments and the Committee. Other review bodies, including the faculty, the Chancellor's Office, and System Administration, assume that the actions of the Programs Committee represent informed professional judgment in accordance with School and University policy. Actions taken by the Programs Committee are subject to faculty and administrative review at all levels.

The Committee specifically has the responsibility to

1. review and approve all proposed new courses, course changes, or course deletions;
2. review and approve development, revision, and suspension or deletion of academic programs, including programs of advanced studies;
3. review and approve changes in criteria, policies, and procedures for admission to School of Education programs;
4. review and approve all school-wide academic policies and initiatives significant to the academic life of students under the purview of the faculty of the School of Education; these include, but are not restricted to, policies concerning degree requirements, academic standing, graduation with honors, satisfactory progress, and grievance and appeal procedures;
5. consider impacts of Wisconsin Department of Public Instruction and Wisconsin Department of Regulation and Licensing regulations and legislative initiatives and, as necessary, review and approve changes in criteria and procedures for recommending professional certification or licensing;
6. oversee student advising policies, procedures, and structures;
7. monitor field experiences, including practica, student teaching, internship assignments, and all clinical experiences of the various professions.

Voting membership of the Committee includes one faculty member from each department, one undergraduate student, and one graduate student. The Dean selects the Committee chair. Any changes that significantly alter the content or standards of existing courses or programs must be reviewed by the Programs Committee. The Divisional Committee provides guidelines and documents for new course, course change, or course deletion proposals. Proposals for new programs or degrees are reviewed by the Programs Committee following System approval to plan. The Committee advises the Dean whether such proposals shall be forwarded for campus review and approval. Programs Committee members consider proposals in light of clarity of purpose and expression; potential overlap with existing courses or programs; anticipated impact on students; conformity with certification and licensing requirements; and compatibility with the mission of the School.

(Last revised September 2006)

School of Education Office of the Dean

377 Education Building

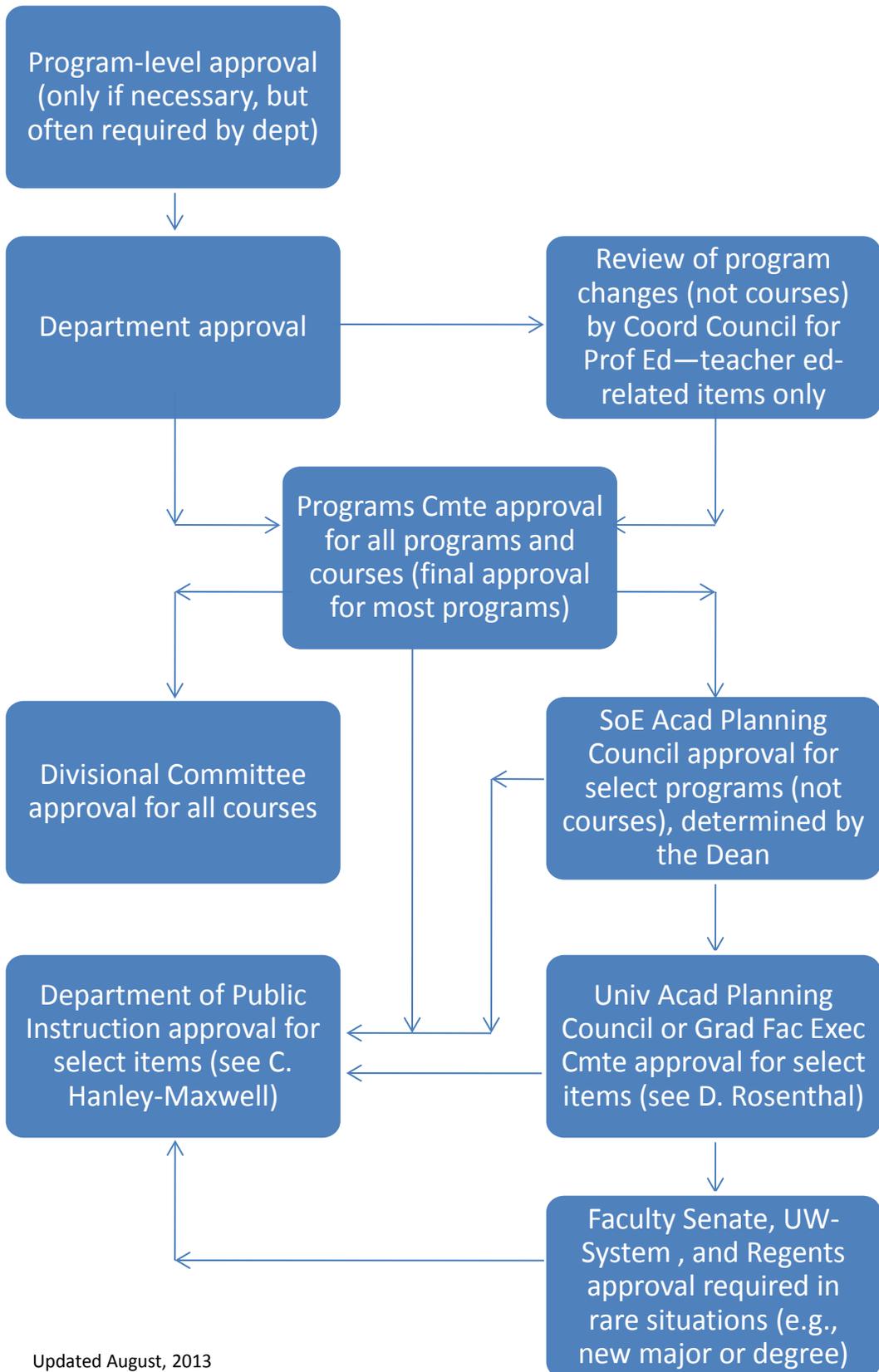
University of Wisconsin–Madison

1000 Bascom Mall

Madison, Wisconsin 53706-1398

608/262-1763 Fax: 608/265-2512

SoE Course and Program Approval Flowchart



Programs Committee Contacts

David Rosenthal, Chair
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Tammi Pekkala Matthews, Support
377 Education Building
262-1763
pekkalamatth@wisc.edu

Academic Planning and Institutional Research
Contact: Jocelyn Milner
150 Bascom Hall
500 Lincoln Drive
Madison, WI 53706

UCC Website
Contains forms and instructions and training schedules
[UCC Website Link here](#)

Programs Committee Office contacts* 2014-15

Department	Department Contact Name	Email Address	Phone
Art	Julie Ganser	ganser@education.wisc.edu	2-8831/ 2-1660
Couns Psych	Sue Thideman	thideman@wisc.edu	2-4807
C & I	Joyce Zander	jzander@education.wisc.edu	3-4602
Dance	Sally Roedl	sjroedl@education.wisc.edu	2-1961
ELPA	Sue Reis	sreis@education.wisc.edu	3-2730
EPS	Joe Hammes Mary Jo Gessler	jbhammes@wisc.edu gessler@education.wisc.edu	5-5956 2-1761/ 2-1760
Ed Psych	Heidi Udelhoven	hudelhoven@wisc.edu	2-3435
Kinesiology	Ann Ward Stephanie Quinn	award@education.wisc.edu squinn3@wisc.edu	3-2609 2-1690
Kinesiology/OT	Ruth Benedict	rbenedict@education.wisc.edu	2-0543
RP & SE	John Loeffelholz	jloeffelholz@wisc.edu	3-5860

*Chairs will be notified/copied on all communications as well.

Consent Agenda and Other Procedural Changes in SoE Programs Committee Procedures (Final)

March, 2012

1. It is proposed that the School's Programs Committee establish a *consent agenda* of items for Committee approval without discussion. The primary goals for using a consent agenda are to reduce the amount of time spent by the Committee considering routine items and to facilitate discussion on substantive course and program proposals. We believe that the early review of items will also promote excellence in the proposals and increase the chance for immediate approval by the University Curriculum Committee (UCC). The consent agenda is used by the University Academic Planning Council, the Divisional Committees, and the College of Letters and Science Curriculum Committee.

Items to be considered for the consent agenda would include subject change, course number change, title change, crosslist status change, course description change, prerequisites change, and minor program changes, including courses added to meet an already existing requirement and course requirement changes driven by course changes or deletions in other departments.

All agenda items would be reviewed in advance by the Programs Committee chair and staff, at which time items would be selected for the consent agenda. Issues or concerns would be negotiated with the proposal author and department. Consent agenda items would be included in the materials for Committee member review. Consent agenda items can be brought to the full agenda for discussion at the request of any voting member. The Committee assumes that departmental representatives will be briefed about each consent item sufficiently to respond to questions that arise if one is placed on the full agenda.

The following items will nearly always be reviewed by the full Programs Committee: new programs; most program changes, excluding those indicated above; new course proposals; course deletions; credit changes; grading system changes; Liberal Arts and Sciences designation; course level change; L&S breadth or literature requirement designation or change; General Education requirement designation or change. We ask that proposal authors be present at the Committee meeting to respond to questions or concerns. When issues cannot be addressed, the Committee will likely table the proposal.

2. To insure sufficient time to review submissions and determine the consent agenda, we propose changing the deadline for submitting Programs Committee items to *three weeks in advance of the Programs Committee meeting*. (Currently items must be submitted two weeks before the meeting.) Items that come too late for review will be placed on the next meeting agenda.
3. The Committee agenda will include estimated times for addressing each agenda item. These times will be determined by the chair in consultation with Committee staff and the proposer, and may be modified by the full Committee when the agenda is approved. The hope is that including specific times for items will focus discussion, highlight when concerns seem to be substantial enough to warrant tabling a proposal, help insure that all agenda items can be addressed within the meeting time, and give some guidance to visitors regarding when they should attend.
4. Recent Committee practice suggests that new programs or major program changes will likely be reviewed twice, to include an initial discussion about the main outlines of the proposal, so authors can gather feedback and questions from Committee members, and a follow-up discussion during which Committee questions and concerns are addressed.

Guidelines for Review of Course Change Proposals

Based on University Curriculum Committee information; last update: December, 2013

Course number change	<ul style="list-style-type: none"> • Courses numbered 100-299 may be taken for credit by undergraduates only; generally for first and second year undergraduates. Usually considered elementary level, but may be intermediate. Courses numbered below 100 not for degree credit. • Courses in 300-699 range may be taken for credit by both undergraduate and graduate students. Courses in 300-499 range generally considered intermediate level; 500-699 range generally considered advanced level. Graduate students taking 300-699 courses are expected to do graduate-level work. 300-699 range not for undergraduate-only, elementary level courses. • Courses in 700-999 range open only to graduate students • Middle digit “8” reserved for honors; middle digit “9” reserved for individual instruction (e.g., directed study, independent study, research, etc.). • Course number re-use rule: OK if previous course has been discontinued for at least 8 years OR is still active but has not had student enrollment for at least 8 years. In the latter case, existing course must be deleted using “course deletion” form.
Course title change	<ul style="list-style-type: none"> • Check against course title on syllabus for consistency (often an issue) • Check transcript title for clarity and consistency with full course title • Check for transcript title length (30 character limit)
Crosslist status	Number, title, credits, prereqs, L&S attributes must be the same in all crosslisted subjects.
Repeatability	Rarely “yes” except for individual instruction courses.
Credit change	<p>Critical issue for UCC because of federal requirement: "One hour [which equals 50 minutes for campus] of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit." Campus credit policy defines the following components:</p> <ul style="list-style-type: none"> • Lecture: Instructional method in which qualified instructor presents data and little discussion occurs. One credit for 15 hours (750 minutes). • Discussion: Attention of all members is directed to one performance but group interaction occurs frequently. One credit for 15-30 hours (750-1500 minutes). • Laboratory: Independent activity by a student within a group under supervision of instructor in room with special equipment. One credit for 30-45 hours (1500-2250 minutes). • Field Study: Instruction generally occurs in non-classroom setting. Examples include student teaching, internship, clinical experience, field work. Number of credits awarded should be consistent with federal credit hour definition. • Seminar: Group of advanced students at undergraduate or graduate level studying with qualified instructor and exchanging the results of their research through discussion, reports, etc. Credits awarded should be consistent with federal credit hour definition. • Independent Study: All course sections have an enrollment of one and a section number is determined by the qualified instructor’s conference section number. These may be type of instruction C (Conference) or type of

	<p>instruction F (Field), depending on the individualized teaching experience. Number of credits awarded should be consistent with federal credit hour definition.</p> <p>Additional notes:</p> <ul style="list-style-type: none"> • A research paper on its own will not normally be considered the equivalent of an hour of instructor-student interaction. • Online courses will be considered by same standards as face-to-face courses. Instructor-student contact hours must be consistent with number of course credits. • Scheduled instructional hours must be consistent with number of credits. • Independent work by student with no instructional contact will not suffice.
Variable credit?	Must include a rationale for offering the course variable credit as well as a clear and relatively detailed explanation of the differences between the credit options, especially as the different options relate to instructional contact time.
Grading system	Usually change from A-F to Credit/No Credit or the opposite.
Course description	Brief summary of the course content. Previously, length of description was limited to 40 words. No limit to the length of the description now, but Univ Curric Cmte recommends that it be “concise.” Do not repeat title, credits, planned offering, or prerequisites in description. Do not begin with "This course" and a verb; complete sentences not necessary.
Prerequisites	<p>Prerequisites should be specified when completion is necessary for course success. These are requirements for students and will be enforced at the time of course enrollment as possible. When previous coursework is required, supply subject as well as number (e.g., Art 100, not just 100). No need to state "Graduate Standing" for courses numbered 700 or higher (enrollment system prohibits undergraduates from enrolling in these courses). Not necessary to abbreviate prerequisites; e.g., spell out "consent of instructor."</p> <p>Prerequisites must be specific. Avoid using "or equivalent" unless it is included in the standardized language for commonly used prerequisites. When a specific course is listed as a prerequisite, it is assumed that equivalent transfer courses, advanced placement test scores, and other test scores also meet the prerequisite.</p>
L&S “LAS” designation(s)	This request will be reviewed by the L&S Curriculum Committee. L&S policy denies LAS credit for “practical and skill courses,” “courses that are highly specialized or narrowly pre-professional in nature,” and field experiences or individual instruction. The full rationale for “LAS” designation should be at least 300 words and submitted separately. Please consult with Jeff Hamm.
Gen Ed Req	Very rarely requested. Must be reviewed and approved separately by Gen Ed committee.
Relationship to other courses and potential content overlap	One of the most important issues for the Univ Curric Cmte. Response should reflect an attempt by author to determine possible course content overlaps across campus. Generally preferred that other departments be given the chance to weigh in on potential overlap, rather than allowing the author to determine degree of overlap. Enter names of “outside affected subject(s)” where indicated. A proposal may advance through the approval process while review is underway concurrently. SoE Programs Cmte reserves the right to withhold approval of a course until the potential overlap is addressed.
Rationale for change	Should be as clear and as detailed as necessary to educate individuals without specific expertise in the subject matter.

<p>Syllabus considerations</p>	<p>The UCC is looking for the syllabus to include the following:</p> <ol style="list-style-type: none"> 1. Proposed course number (not an existing temporary one) that is consistent with the number on the course request form. 2. Proposed course title that is consistent with the course request form. 3. Indication of the time devoted to individual topics together with the hours of instructor-student instruction, discussion, laboratory work, etc. The time for this activity should be consistent with the time indicated on the course request form. 4. Learning objectives or outcomes. 5. Texts or references to be used. 6. Representative list of readings. 7. How students will be evaluated: <ul style="list-style-type: none"> o Assignments, papers, exams, etc., and the weight assigned to each; and o What constitutes an A, AB, B, BC, C, D, F. For example, A=93-100%, AB=88-92%, B=83-87%, BC=78-82%, C=70-77%, D=60-69%, F=0-59%. If course graded on curve, describe standards upon which curve will be set. <p>A syllabus must be provided for all course change proposals that request any of the following: change in credits, title, Liberal Arts and Sciences designations, and General Education Requirement designations.</p>
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Guidelines for Review of New Course Proposals

Based on University Curriculum Committee information; last updated: December, 2013

Course title	<ul style="list-style-type: none"> • Check against course title on syllabus for consistency (this is a common issue) • Check transcript title for clarity and for consistency with full course title • Check for transcript title length (30 character limit)
Course number	<ul style="list-style-type: none"> • Courses numbered 100-299 may be taken for credit by undergraduates only; generally for first and second year undergraduates. Usually considered elementary level, but may be intermediate. Courses numbered below 100 not for degree credit. • Courses in 300-699 range may be taken for credit by both undergraduate and graduate students. Courses in 300-499 range generally considered intermediate level; 500-699 range generally considered advanced level. Graduate students taking 300-699 courses are expected to do graduate-level work. 300-699 range not for undergraduate-only, elementary level courses. • Courses in 700-999 range open only to graduate students • Middle digit “8” reserved for honors; middle digit “9” reserved for individual instruction (e.g., directed study, independent study, research, etc.). • Course number re-use rule: OK if previous course has been discontinued for at least 8 years OR is still active but has not had student enrollment for at least 8 years. In the latter case, existing course must be deleted using “course deletion” form.
Crosslist status	Number, title, credits, prereqs, L&S attributes must be the same in all crosslisted subjects.
Topics course status	“Topics Course” is an umbrella designation used for courses that vary significantly from semester to semester within a particular area of study. Not commonly “yes.”
Repeatability	Rarely “yes” except for individual instruction courses. “Yes” requires rationale.
Grading system	Nearly always “A-F.” May wish to consult if different grading system.
Course description	Brief summary of the course content. Previously, length of description was limited to 40 words. No limit to the length of the description now, but UCC recommends that it be “concise.” Do not repeat title, credits, planned offering, or prerequisites in description. Do not begin with "This course" and a verb; complete sentences not necessary.
Prerequisites	<p>Prerequisites should be specified when completion is necessary for course success. These are requirements for students and will be enforced at the time of course enrollment as possible. When previous coursework is required, supply subject as well as number (e.g., Art 100, not just 100). No need to state "Graduate Standing" for courses numbered 700 or higher (enrollment system prohibits undergraduates from enrolling in these courses). Not necessary to abbreviate prerequisites; e.g., spell out "consent of instructor."</p> <p>Prerequisites must be specific. Avoid using "or equivalent" unless it is included in the standardized language for commonly used prerequisites. When a specific course is listed as a prerequisite, it is assumed that equivalent transfer courses, advanced placement test scores, and other test scores also meet the prerequisite.</p>
Components	Components must reflect both (1) primary type of course instruction and (2) amount of time designated for that type of instruction. For instance, “discussion” and

	“laboratory” should never be indicated except when a separate discussion section or laboratory section will be required for students. “Lecture” and “seminar” are mutually exclusive instructional types/components. See valid instructional types under “Justify number of credits” below.
Beginning term	This date must be realistic given the need for the proposal to go to UCC. Semester designation will be changed if it is not in keeping with review and approval timeline.
New program?	Generally the response is “no,” although occasionally it is “yes.” Confer with Jeff Hamm if you have questions about this.
Course content	Often mirrors the information in the first couple paragraphs of the syllabus. This should be a longer explanation of the course, adding to the course description.
Relationship to other courses and potential content overlap	One of the most important issues for the UCC. Response should reflect an attempt by author to determine possible course content overlaps across campus. Generally preferred that other departments be given the chance to weigh in on potential overlap, rather than allowing the author to determine degree of overlap. Enter names of “outside affected subject(s)” where indicated. A proposal may advance through the approval process while review is underway concurrently. SoE Programs Cmte reserves the right to withhold approval of a course until the potential overlap is addressed.
Syllabus considerations	<p>The UCC is looking for the syllabus to include the following:</p> <ol style="list-style-type: none"> 1. Proposed course number (not an existing temporary one) that is consistent with the number on the course request form. 2. Proposed course title that is consistent with the course request form. 3. Indication of the time devoted to individual topics together with the hours of instructor-student instruction, discussion, laboratory work, etc. The time for this activity should be consistent with the time indicated on the course request form. 4. Learning objectives or outcomes. 5. Texts or references to be used. 6. Representative list of readings. 7. How students will be evaluated: <ul style="list-style-type: none"> o Assignments, papers, exams, etc., and the weight assigned to each; and o What constitutes an A, AB, B, BC, C, D, F. For example, A=93-100%, AB=88-92%, B=83-87%, BC=78-82%, C=70-77%, D=60-69%, F=0-59%. If course graded on curve, describe standards upon which curve will be set.
Justify number of credits	<p>Critical issue for UCC because of federal requirement: “One hour [which equals 50 minutes for campus] of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit.” Campus credit policy defines the following components:</p> <ul style="list-style-type: none"> • Lecture: Instructional method in which qualified instructor presents data and little discussion occurs. One credit for 15 hours (750 minutes). • Discussion: Attention of all members is directed to one performance but group interaction occurs frequently. One credit for 15-30 hours (750-1500 minutes). • Laboratory: Independent activity by a student within a group under supervision of instructor in room with special equipment. One credit for 30-45 hours (1500-2250 minutes).

	<ul style="list-style-type: none"> • Field Study: Instruction generally occurs in non-classroom setting. Examples include student teaching, internship, clinical experience, field work. Number of credits awarded should be consistent with federal credit hour definition. • Seminar: Group of advanced students at undergraduate or graduate level studying with qualified instructor and exchanging the results of their research through discussion, reports, etc. Credits awarded should be consistent with federal credit hour definition. • Independent Study: All course sections have an enrollment of one and a section number is determined by the qualified instructor's conference section number. These may be type of instruction C (Conference) or type of instruction F (Field), depending on the individualized teaching experience. Number of credits awarded should be consistent with federal credit hour definition. <p>Additional notes:</p> <ul style="list-style-type: none"> • A research paper on its own will not normally be considered the equivalent of an hour of instructor-student interaction. • Online courses will be considered by same standards as face-to-face courses. Instructor-student contact hours must be consistent with number of course credits. • Scheduled instructional hours must be consistent with number of credits. • Independent work by student with no instructional contact will not suffice.
Variable credit?	Must include a rationale for offering the course variable credit as well as a clear and relatively detailed explanation of the differences between the credit options, especially as the different options relate to instructional contact time.
L&S "LAS" designation(s)	Authors are encouraged to consider this option, especially if an L&S undergraduate student audience is sought. This request will be reviewed by the L&S Curriculum Committee. L&S policy denies LAS credit for "practical and skill courses," "courses that are highly specialized or narrowly pre-professional in nature," and field experiences or individual instruction. The full rationale for "LAS" designation should be at least 300 words and submitted separately. Please consult with Jeff Hamm.
Gen Ed Req	Very rarely requested. Must be reviewed and approved separately by Gen Ed committee.



April 1, 2013

TO: School of Education Programs Committee Members
Department Chairs

FROM: Jeffrey Hamm, Associate Dean

RE: Proposed policies and practices regarding topics courses in the School of Education

Topics courses—courses in which the content and instructors can vary significantly from semester to semester—are important vehicles for instructional experimentation and innovation, for gaining the benefits of visiting scholars’ expertise, and for providing a “holding place” while a course is awaiting review and approval. Topics courses allow subjects to be taught that are offered quite infrequently or even on a one-time basis, and that would be impractical or misleading to create as a permanent course.

School faculty and staff often cite the “three times” rule—i.e., topics course subjects taught three times should not be offered again except as a permanent course. We have not been able to locate the source of the “three times” rule, and it may reflect guidelines first established by one or more of the campus Divisional Committees. But we think that the rule is important for many reasons. The course approval process ensures that courses are reviewed by designated governance bodies and are in compliance with campus regulations and external agency requirements relative to credits, class meeting time, instructor qualifications, etc. Formal course review uncovers possible overlap with other campus offerings and assures that a course gains the visibility that comes with its own number and title. And it ends the serious tracking problems created when topics course sections are used occasionally to meet program requirements.

Divisional Committee guidelines advise that a topic taught “more than twice every five years” should have its own number and title. The College of Letters and Science specifies that a topic taught more than three times in a five-year period must be made permanent. Please see the attached documents for more details.

Provost’s Office staff members have recently raised questions about our use of topics courses in the School. Reviewing our own data, it is clear that some courses have been offered well beyond the three times specified by our “rule.” In fact, we see specific topics that have been offered 10, 15, and more times over the last ten years. While the use of these topics courses may be appropriate, we think it important to establish and publish clear guidelines with which departments can evaluate potential offerings of topics courses. We believe it important also that any guideline recognize unusual situations that warrant topics being offered more than three times.

The attached L&S guidelines indicate that departments should develop a process for approving and scheduling topics courses; establish eligibility to teach topics courses (L&S assumes that topics courses are “usually restricted to faculty and visiting professors”); and make sure that topics are associated with appropriate numbers relative to the students taking the course (e.g., a 600-level topics course section is not offered for freshmen). We trust that School of Education departments have clear topics course approval processes in place and will use these processes to address any issues related to topics courses.

We request that the School adopt the following policy:

School of Education – Academic Services

University of Wisconsin-Madison 139 Education Building 1000 Bascom Mall Madison, Wisconsin 53706
608/262-1651 Fax: 608/265-3284 E-mail: eas_reception@education.wisc.edu www.education.wisc.edu

“Topics courses”—courses in which the content and instructors can vary significantly from semester to semester—are important vehicles for instructional experimentation and innovation, for gaining the benefits of visiting scholars’ expertise, and for providing a “holding place” while a course is awaiting review and approval. Topics courses allow subjects to be taught that are offered quite infrequently or even on a one-time basis, and that would be impractical or misleading to create as a permanent course.

To ensure that courses are appropriately reviewed by campus colleagues through governance and are in compliance with UW-Madison policies and accreditation mandates, topics courses should generally be reviewed for conversion to a permanent course after being offered three times in a five-year period. The department body or individual charged with approving course offerings will consider this policy when reviewing topics course teaching requests. Administrators will audit topics course offerings based on this guideline and will confer with chairs or instructors as necessary. Situations may arise that warrant somewhat more extended use of a particular topic; under this policy, accommodations can and will be made for these cases.

As part of this effort, we want to understand the obstacles that faculty face in converting topics courses to permanent courses and to assist with overcoming those obstacles. We would also like to consider creative ways to reduce the large number of topics within a single topics course number—perhaps by creating additional topics course numbers related to specific subjects or areas. Finally, we have identified and plan to address a handful of courses in the School that are listed as topics courses incorrectly or that were approved as topics courses but have never been offered with more than a single topic.

As School of Education Programs Committee members know, the Committee has discussed the policy above in two successive meetings (February and March). This is to request that Programs Committee members bring the proposed policy, as well as related issues noted in this memo, to their respective departments for deliberation, feedback, and possible endorsement. The Committee expects to address this policy before the end of the school year. Please note that any policy would require formal ratification by the Academic Planning Council. Thank you for your attention.

Cc: Dean Julie Underwood; Associate Dean David Rosenthal

Divisional Committee: Courses and Academic Programs—Policies and Guidelines

<https://kb.wisc.edu/vesta/page.php?id=24557>; February 16, 2013

Course Proposal - Topics Courses

A topics course is an umbrella designation used for courses that vary significantly from semester to semester within a particular area of study. The subject is usually offered one time only. The course may be used, for example, by a qualified visiting instructor to present a subject or by an academic unit to introduce a course on an experimental basis, before seeking permanent approval.

It is appropriate to use a topics number for a course taught so infrequently that it is impractical to have its own course number. (If a course is taught more than twice every five years, it should have its own number.)

Each semester the course is offered, the particular topic should be added to the title. The topic will appear on the student's transcript.

L&S Guidelines for Topics Courses

<https://kb.wisc.edu/lis/page.php?id=20119>; February 16, 2013

"Topics" courses provide departments and programs with a powerful and flexible tool for exploring new topics and emerging areas of study. They may also provide a mechanism for offering courses that are taught infrequently. This document discusses these considerations, and offers advice from the L&S Curriculum Committee concerning how best to use topics courses as part of a holistic curricular planning approach.

Overview

"Topics" courses are types of courses that have a general title (usually, "topics in...") and a variable subheading determined by the department. They serve as broad categories within a particular field, under which a range of more narrow subjects may be taught. For example, under the course topic "Women and Society", the Department of Gender and Women's Studies has taught such varied topics as "Political Economy and Gender", "Family and Community Life", "Gender and Welfare in Global Perspective", and more.

Topics courses allow flexibility in the curriculum, so the faculty can experiment with new courses, offer instruction in areas that are not part of the regular course array, take advantage of the expertise offered by visiting professors, or to provide a "holding" place while a course is awaiting approval. These are tools to use when departments want to offer courses that don't appear often enough, or that aren't broad enough, to justify creating a regular course.

Considerations When Developing Topics Courses

- The Divisional Executive Committee advises that topics courses are usually lecture courses taught by a professor or professors.
- The L&S Curriculum Committee has determined that topics may be repeated, however if a particular topic is repeated more than three times in a five-year period, the department should create a permanent course.
- For the greatest amount of flexibility, departments creating topics courses should consider level (elementary, intermediate, advanced) and breadth (e.g. Social Sciences, Humanities, Physical Science) for undergraduate topics courses. Note however, these attributes may be assigned to "topics" courses, if and only if courses taught within the topic will always convey that attribute.
- At least one topics course should be created with no attributes.
- Topics courses can carry variable credit (e.g., 1-4), which will allow flexibility in scheduling.

Department-Level Criteria to Ensure Topics Courses Are Used Appropriately Should Include:

- A process for approval and scheduling of topics courses. The decision to offer particular topics should be part of the regular process for establishing the department/program schedule of courses and should involve conversation with, and planning by, the department faculty members.
- Establish eligibility to teach topics courses. Since topics courses are usually restricted to faculty and visiting professors, departments may wish to note other instructors deemed acceptable to the faculty (e.g., permanent instructional staff) or define procedures to review instructor qualifications to determine qualification to teach topics.
- Appropriate assignment of topics course numbers. This is particularly important in cases where topics courses are associated with L&S “level” and “breadth” designations, to ensure that the subjects taught are appropriate to the level of difficulty and type of breadth assigned to the course. In cases where the determination of level or breadth is difficult to ascertain, it is strongly recommended that a topics course with no breadth or level be used. Since these designations are used by undergraduate students to earn various types of credit required for completion of their L&S degrees, it is the responsibility of all departments and programs carrying courses that convey level and breadth to assign topics appropriately.
- Protocols for determining when courses that are taught infrequently should be deleted and converted to topics, and when existing topics should be proposed for inclusion in the regular course array.