



School of Education
UNIVERSITY OF WISCONSIN-MADISON

Programs Committee Minutes September 15, 2017

Attended: Gerloff (ex-officio, non-voting), Gruben, Hamm (ex-officio, non-voting), Harris, Hassett, Hillman, Kelley (chair), Miller, Petersen, Stauffer, Stern, Uttal, Vlach

- A. Approval of the Minutes: May 19, 2017 Minutes approved with a minor edit.
- B. Adoption of the Agenda: Sept. 15, 2017 Kelley suggested moving items 4 and 5 of “Regular Business” to top of agenda to accommodate guests. Revised agenda adopted.

C. Consent Agenda

1. Course Change: ED POL 505 Issues in Urban Education (Title and Description)
2. Course Deletion: ART 256 Intro to Typography
3. Course Change: ART 629 3D Digital Studio III (Prereq)
4. Course Change: ART 544 Advanced Art Metal I (Prereq)
5. Course Change: ART 521 Installations and Environments (Prereq)
6. Course Change: ART 511 Art Performance (Prereq)
7. Course Change: ART 344 Art Metal II (Prereq)
8. Course Change: ART 342 Watercolor II (Prereq)
9. Course Change: ART 316 Lithography (Prereq)
10. Course Change: ART 306 Relief Printmaking (Prereq)
11. Course Change: ART 222 Introduction to Painting (Prereq)
12. Course Change: ART 102 2-Dimensional Design (Prereq)
13. Course Change: ART 100 Intro to Art (Prereq)

Consent agenda items approved.

D. Old Business

E. Regular Business

1. **New Course: CURRIC 931 Foundations in Environmental and Sustainability Education.** Course was previously taught as a topics course and students are eager to take it. The syllabus needs a week-by-week breakdown of topics, assignments, and readings. Because more than 10% of the grade is based on participation, a participation rubric is also required. Committee members discussed whether to include Education Policy Studies in the proposal for formal review, given that department’s connection to the undergraduate course. Based on department discussions, the EPS representative, Professor Stern, was confident that EPS had no concerns about overlap. Approved with indicated changes.
2. **Course Change: KINES 227 Introduction to Clinical Anatomy of Human Movement.** Proposed changes included removal of current prerequisite and seeking of LAS designation. Gerloff pointed out that a breadth requirement designation for



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Biological Science should also be sought for the course. Gerloff also noted the increasing use of “requisite” instead of “prerequisite” across campus and pointed out typographical errors in the proposal. Kelley noted possible formatting problems within the “How Will I Be Assessed” text box in the syllabus (specifically, questions about the last written assignment). Approved with changes noted above.

3. **New Course: CURRIC 405 Education for Sustainable Communities.** Gerloff noted that Elementary Education students also have an environmental education requirement and, if this course meets the requirement for Secondary Education students, it would also meet the requirement for Elementary Education students. It was recommended that, under “Academic/Program Information,” the sentence that referred to the course as serving “as an elective credit for undergraduate majors in elementary education” be deleted and that Elementary Education be added to the sentence referencing Secondary Education. There were concerns expressed about references to the course meeting Education Studies major requirements, Kelley suggested replacing these references with a single statement that “EPS is also seeking approval to have this course serve as a breadth requirement for the Education Studies major.” Under “Course Content,” committee members recommended that the word “undergraduate” be inserted before the word “course” in the sentence beginning “In particular: no other course on campus...” Hamm noted that an “Intermediate” level L&S designation requires the course to have a prerequisite; he suggested adding “sophomore standing” as the simplest solution. Approved with changes.
4. **New Course: ED POL 274 Study Abroad/Global Education.** This course allows students to take Educational Policy Studies courses abroad and receive credit. It is modeled after similar courses in L&S departments (e.g., History 274). The course is expected to count toward the Education Studies major. There was concern over the request that this course be designated LAS, since this course could be equivalent to many different study abroad courses and there would be no way to assure that all would meet the LAS criteria. It was recommended that the course be forwarded at this time without the LAS request, knowing that could be added later. Approved with elimination of request for LAS attribute.
5. **New Course: INTEGART 112 The Studio Presents.** Several changes had been made to the proposal since it was made available to the committee. The course credit count was changed from variable 1-2 credits to 1 credit; the course meeting times were increased to 14; and the syllabus had a grading breakdown added indicating the weighting of assignments. With these changes the proposal was approved.
6. **Course Change: E ASIAN 277 Kendo: Integration of Martial Arts and Liberal Arts.** Proposed changes included the course subject, the course description, and the L&S level (from Intermediate to Elementary). Gerloff noted that the course description should probably not include the statement about limiting students who had taken Kines 277 prior to 2018. Approved with this recommendation to be noted in the course proposal system.



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- 7. Guidelines for Educator Certifications and Minors offered by the School of Education.** Kelley noted that the School offers educator preparation programs that result in certification (and a notation on the student's transcript) but that may not be associated with a major or degree program. Also, as a School we are alone in offering "minors" to our students based on certification requirements and licensure options. Because these credentials appear on students' transcripts but the programs behind the credentials are not part of the official academic program array, the Provost's Office has asked us to document (1) the requirements for these certification programs and minors and (2) the governance review processes used when we create, change, or delete them. These guidelines have implications for governance and could potentially impact how things get approved in the School. This document will go to APC pending Programs Committee approval and will become policy for the School of Education. After some discussion, Committee members decided to take it back to their departments if affected directly or to alert their departments if not affected. Gruben asked that a couple introductory paragraphs be written to orient readers to the larger issues that inform the development of these documents.