

**CURRICULUM  
HANDBOOK**

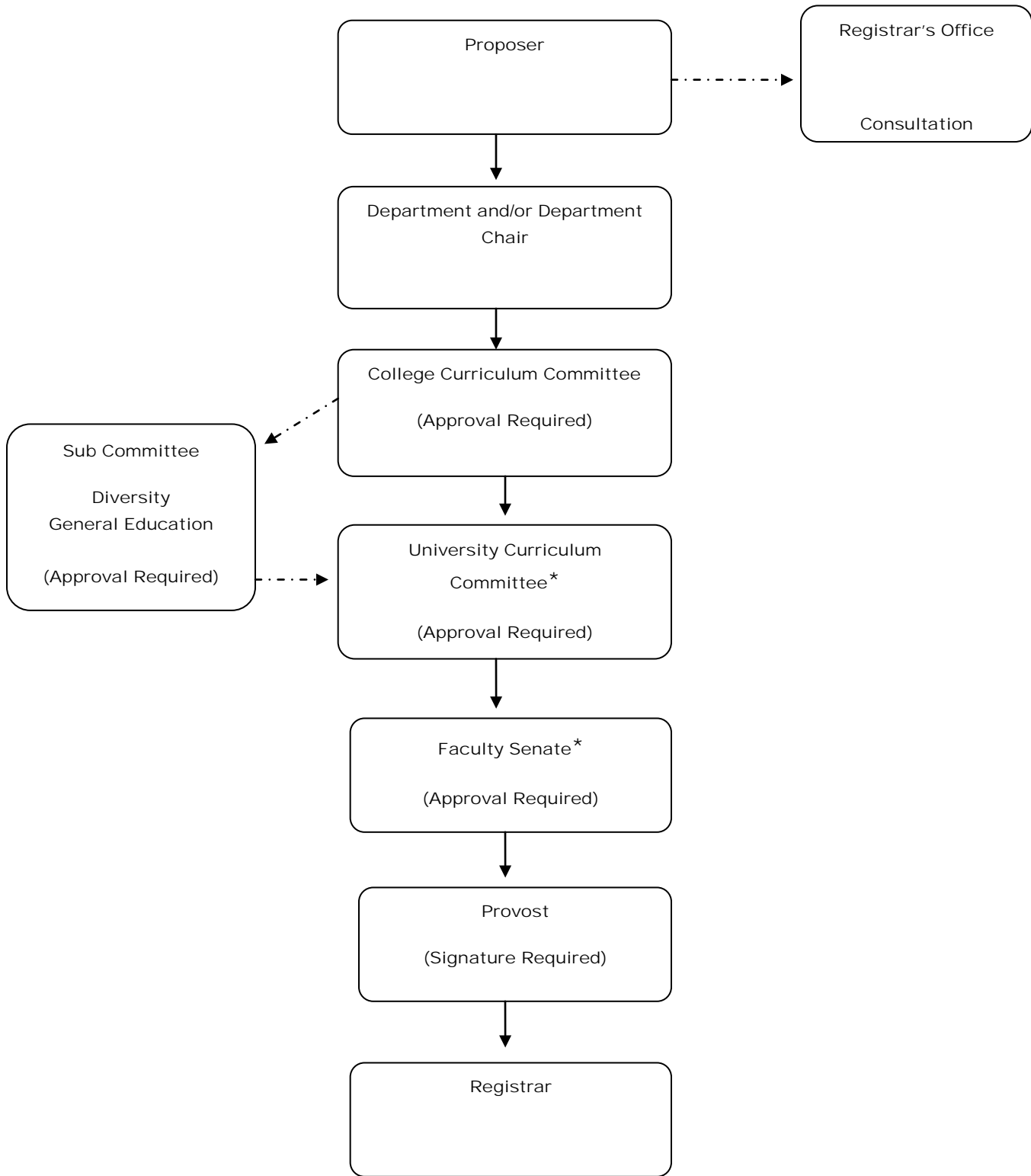
**2008-09**

# Curriculum Handbook

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# CURRICULUM FLOW CHART



(\*meeting dates are indicated on the [Curricular Schedule](#))

## Undergraduate Curriculum Approval Procedures Matrix

All undergraduate curriculum approval procedures not mandated by UW System or the Board of Regents are determined by the University Curriculum Committee and the Faculty Senate.

Form	Action	Dept	CCC	Dean	DD/GE	UCC	Senate	UWS	Regent	Comments
1	New degree	r	x	x		x	x	x	i	A, B
1	New major	x	x	x		x	x	x	i	A, B
1	New submajor (e.g. minor)	x	x	x		x	x	i	i	C
2	Change in degree requirement(s)	r	x	x		x	x	(x)	(i)	D, E, G
2	Change in major	x	x	x		x	x	(x)	(i)	D, E, G
2	Change in submajor	x	x	x		x	x	(i)	(i)	G
2	Deletion of a major	x	x	x		x	x	(x)	(i)	D, E, G
2	Deletion of a submajor	x	x	x		x	x	(i)	(i)	G
3	New course	x	x	x		x	x			F, H, I
3	Dual-listing (grad #)	x	x	x						F, H
4A	Contact hour change	x	x	x		x	x			G, I
4A	Course revision (substantial)	x	x	x		x	x			G, H, I
4A	Credit change	x	x	x		x	x			G, I, N
4A	Diversity option	x	x	x	r	x	x			M, I
4A	Gen. Ed. Option	x	x	x	r	x	x			L, I
4A	Grade Basis	x	x	x		x	x			G
4A	Repeatability change	x	x	x		x	x			G
4R	Course deletion	x	x	x		i	i			G, I, J, K
4R	Number change/ cross-listing	x	x	x		i	i			G, I, O
4R	Prerequisites change	x	x	x		i	i			G, I
4R	Technology Literacy option	x	x	x		i	i			G
4R	Title change	x	x	x		i	i			G, I
4R	Writing requirement option	x	x	x		i	i			G
5	Course description change	x		x						G, I, P
6	Gen. Ed. Requirement		x	x	x	x	x			Q
6	License matters									R
7	Special courses	x		x		i	i			
7T	Travel study courses	x		x		i	i			
8	Administrative actions	r	i	x		i	i	(i)		S

### Heading Codes:

CCC = College Curriculum Committee  
 DD = Design for Diversity Committee  
 GE = General Education Review Committee  
 UCC = University Curriculum Committee  
 Senate = Faculty Senate  
 UWS = University of Wisconsin System  
 Regent = Board of Regents

### Matrix Codes:

x = Action item  
 i = Information item\*  
 r = Response or recommendation, but not formal approval/disapproval  
 ( ) = Provost determines whether the specific change requires submission to UW System

**Note:** Curriculum items identified as “i” are to be listed on an agenda with the indication (information only). Such items are to be included in the published agenda for purposes of receiving and recording. However, it must be understood that, upon request, any item (except an administrative action) may be removed from the list of information items and be subject to individual approval or rejection.

(see comment key on page 5)

**Graduate Curriculum  
Approval Procedures Matrix**

All graduate curriculum approval procedures not mandated by UW System or the Board of Regents are determined by the Graduate Council.

Form	Action	Dept	CCC	College Dean	Grad Council	UWS	Regent	Comment
1	New Degree	r	x	x	x	x	i	A, B
1	New Major	x	x	x	x	x	i	A, B
1	New submajor (e.g. minor)	x	x	x	x	I	i	C
2	Change in degree requirement	r	x	x	x	(x)	(i)	D, E, G
2	Change in major	x	x	x	x	(x)	(i)	D, E, G
2	Change in submajor	x	x	x	x	(i)	(i)	G
2	Deletion of a majorX	x	x	x	x	(X)	(I)	D, E, G
2	Deletion of a submajor	x	x	x	x	(i)	(i)	G
3	New course	x	x	x	x			F, H, I
3	Add graduate component to an existing undergraduate course	x	x	x	x			I
4A	Substantial revision of course	x	x	x	x			G, H
4A	Contact hour change	x	x	x	x			G
4A	Credit change	x	x	x	x			G, L
4A	Grade Basis	x	x	x	x			G
4A	Repeatability change	x	x	x	x			G
4R	Course deletion	x	x	x	i			G, I, J, K
4R	Number change/ cross-listing	x	x	x	i			G, M4
4R	Prerequisite/restrict change	x	x	x	i			G
4R	Title change	x	x	x	i			G
5	Course description change	x		x				G, N
6	License matters							O
7	Special courses	x		x	i			
7T	Travel study courses	x		x				
8	Administrative actions	r	i	x	i	(i)		P

**Dual-listed courses:**

Approval for, and changes in, dual-listed courses (those offered for both graduate and undergraduate level credit) must be obtained at both the undergraduate and the graduate level. Sponsors must first seek approval at the undergraduate level for the undergraduate course and/or course changes. Following the undergraduate level (signed by the Faculty Senate chair), the proposal should be forwarded to the Graduate Council.

To add a graduate level component to an existing undergraduate course (add a dual-listing), a **new course proposal (form #3)** must be submitted for the graduate course only and sent directly to the Graduate Council, following the procedures for graduate courses.

**Heading Codes:**

CCC = College Curriculum Committee  
 UWS = University of Wisconsin System  
 Regent = Board of Regents

**Matrix Codes:**

x = Action item  
 I = Information item  
 r = Response or recommendation but not formal approval/disapproval  
 ( ) = Provost determines whether the specific changes requires submission to UW System

(see comment key on page 5)

## Comment Key for the Approval Procedures Undergraduate and Graduate Matrices

- A. During planning and priority-setting stages of long range planning, the several curriculum committees should be kept informed of proposed new programs and priorities.
- B. Appropriate ACIS-1 procedures are to be coordinated with the Associate Vice Chancellor.
- C. A submajor is a program of study that consists of fewer credits than a major, but that is officially recorded on the transcript, including minors, emphases, tracks, certificates, and modules. Submajors require only campus approval, but must be reported as an information item to UW System.
- D. A college degree requirement is defined as a requirement common to all students pursuing a common degree within a college. All college degree proposals that are complete and have been approved by a college are to be forwarded to the deans of the other colleges for special attention concerning cross-college and university-wide impacts.
- E. If a proposal to change a degree or major involves a “substantive redirection” as determined by the Associate Vice Chancellor, it requires System action subsequent to campus approval. A change in the name of a submajor must be reported to System as an information item.
- F. When a department plans to offer a new course, it needs to consider if the course will affect other programs, i.e. offered as an option in another program or if content of the course is similar to a course in another department. If so, a consultation needs to take place with the departments involved. After the consultation takes place, a signed consultation page needs to be submitted with the curriculum proposal for a **new course** ([form #3](#)). If the course will be required in a major or submajor, or included as an option within a category of required courses, a **change of major/submajor** ([form #2](#)) must be submitted in order to implement inclusion of the course; if the course will simply be a general elective in the program, no further action is necessary.
- G. **Program changes, course changes**, and some “**other**” actions (forms #2, #4A, #4R, and #6 respectively) are to be reviewed by the sponsoring department before submitting the proposal to the CCC. Any other program affected by a proposal must be consulted before the proposal is submitted to the CCC and a consultation page with approval signatures should accompany the curriculum proposal. (“*Undergraduate Consultation Procedure*”).
- H. In dual-listed courses there should be a clear distinction between undergraduate and graduate course prerequisites and restrictions, as well as an inclusion of the unique expectations regarding content, intensity, and self-direction (“*Graduate Level Requirements in Dual-Listed Courses*”) To add a graduate component (dual-listing) to an existing undergraduate course, a **new course proposal** ([form #3](#)) must be submitted for the graduate course only, following the procedures for graduate courses. To delete the graduate component of a dual-listed course, a **change in or deletion of an existing course proposal** ([form #4R](#)) must be submitted for the graduate course only, following the procedures for graduate courses.
- I. All proposals relating to non-departmentally based university-wide courses (INTRAUNV prefixes except General Education Core courses and those offered through specific departments) are to be sent directly to the UCC. Before consideration by the UCC, the Associate Vice Chancellor sends copies of proposals to the deans of all four colleges; the deans have five class days to request consultation (“*Undergraduate Consultation Procedure*”). Consultation must be completed prior to consideration by the UCC. If concerns are not resolved, a written statement of concerns will be presented to the UCC for consideration together with the proposal. All proposals relating to non-departmentally based college-

wide courses are to be sent by the proposer(s) directly to the appropriate CCC, then to the dean and the UCC for approval.

- J. Courses, other than those numbered in the 490's, 690s, and 790s, that have not been taught for the four calendar years immediately preceding the issuance of a new catalog will be dropped from the list of approved courses. Exceptions to this policy must be approved by the Associate Vice Chancellor by using [form #9](#), **Continuation of an Inactive Course**. Specific information is sent out during each Currency of Bulletin exercise prior to the publication of each new catalog.
- K. ALL course deletions require consultation with any other program(s) affected.
- L. All courses proposed for inclusion in general education must be forwarded to the General Education Review committee after approval by the CCC and **before** being sent to the UCC. Each course proposal must identify specifically only one appropriate General Education category. All inclusions and exclusions of courses from General Education must specify the academic term, which will determine whether the course is or is not credited as a General Education course on a student's record. The proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and/or gender. Courses should be broadly based rather than technical or narrowly focused.
- M. If a department wishes to have a course meet the diversity requirement, it must channel proposals through the Diversity Committee for consideration after the course has been approved by the CCC and **before** submission to the UCC. The Diversity Committee forwards its written recommendation to the UCC, which considers the recommendation but acts independently. All inclusions and exclusions of courses from the list of diversity options must specify the first academic term that the proposed change will take effect, which will determine whether the course is or is not credited as a diversity course on a student's record. For a course to be considered for Diversity, at least 70% of its content must relate to American minorities. For the specific purpose of course approval and developing diversity programming, please use the following objectives as guidelines:
1. Understanding that American society has been and continues to be shaped by the interaction of diverse groups
  2. Understanding or knowledge of cultures other than one's own.
  3. Ability to reflect on one's own perspectives and how these relate to others who we perceive as different from ourselves.
  4. Understanding of how group differences are expressed, including cultural practices as well as differences in power or access.
  5. Skill/facility/experience working with people who are different from oneself (for example: travel study, guest speakers, experiential learning).
- N. A **change of credit** implies a substantive revision of a course ([form #4A](#)) and should be proposed as such.
- O. **Course number change** guidelines include:
1. If two or more courses are combined into one, a different number must be used for the new course.
  2. If one course is subdivided into two or more courses, a new number must be assigned to each.
  3. If a course is deleted or re-numbered, the former course number cannot be used for at least ten years.
- P. **Course description changes** are excused from the curricular process if the change does not reflect a substantive change in the course. Requests for description changes are submitted on [form #5](#) by the departments, through their college dean, and sent to the Associate Vice Chancellor for approval. If the proposed change appears to involve substantive changes in the course, the Associate Vice Chancellor

rejects the change and asks the sponsoring department to proceed with a course revision action ([form #4A](#)). Course descriptions are limited to 400 characters including spaces (approximately fifty words).

- Q. Any revision of General Education ([form #6](#)) must follow these guidelines:
1. Proposals to change General Education requirements should be initiated through the General Education Review committee.
  2. Proposed changes must be presented to each CCC for recommendations (not approval or disapproval).
  3. A revision of General Education requires an affirmative vote from a minimum of two members of the UCC from each of the four colleges. Inclusion/exclusion of individual breadth courses in General Education does not constitute a revision of the program and requires only a majority vote.
- R. To effectively involve the University Licensure Officer with those university curricular actions dealing with DPI and other state licensure provisions, the University Licensure Officer:
1. Serves as a non-voting resource person on the UCC for Undergraduate Programs or on the Graduate Council for Graduate Programs and as such receives copies of all agendas, all proposals being submitted for action, and all records of the UCC actions (undergraduate) or Graduate Council actions (graduate).
  2. Addresses all licensure-related actions originating within the University and coming before the UCC or Graduate Council (whichever is appropriate). It is understood that originating bodies will seek consultation with the Licensure Officer consistent with general consultation practices.
    - a. In matters of minor significance, the Licensure Officer notes approval directly to the UCC and/or Graduate Council (whichever is appropriate) and the action of the UCC and/or Graduate Council is forwarded to the Faculty Senate.
    - b. In matters regarded to be of major importance to the Licensure Officer and requiring further study, the Licensure Officer can request the UCC or the Graduate Council (whichever is appropriate) to refer action to a third body for purposes of recommendation. The matter is subsequently returned to the UCC or Graduate Council for formal action.
  3. Presents curricular matters originating outside the University, such as DPI or legislative mandates, to the UCC or Graduate Council (whichever is appropriate) with a recommendation for approval, further development, or referral. Subsequently, all matters are returned to the UCC or Graduate Council for formal action.
- S. Administrative actions ([form #8](#)) are those that concern primarily the fiscal, personnel, and/or record-keeping aspects of program delivery, although they may impact curriculum secondarily. Examples include, but are not limited to, restructuring, or renaming of departments; change of course prefix; and establishment or change of college/program admission or graduation requirements. GPA and other such requirements that are intended primarily to control enrollment in a program are considered administrative matters; GPA and other similar requirements that are intended primarily to assure a certain level of student competence or achievement are considered curricular and are processed through the normal curricular procedure. Administrative actions should be disseminated to appropriate bodies for information.
- T. Curricular approval/disapproval decisions by College Curriculum Committees or college deans may be appealed to the UCC. These appeals may be made by resubmitting the proposal along with a cover letter explaining the rationale for the appeal to the UCC and, if unsuccessful with the UCC, to the Faculty Senate.



## Undergraduate/Graduate Consultation Procedure

1. Consultation with interested parties prior to formal curriculum review reduces points of conflict and misunderstandings. Often, an absence of prior consultation results in procedural delays.
2. During planning and priority-setting stages of new program development, the several curriculum committees should be kept informed of developments.
3. All college degree proposals approved by a college are to be forwarded to the deans of the other colleges for special attention concerning college-wide and university-wide impacts.
4. **Program changes, course changes, and some “other” actions** (form #2, #4, and #6 respectively) require a curriculum impact review. Any other program(s) affected by the proposal must be consulted before the proposal is submitted to your CCC.
5. The sponsoring department should send a copy of the complete curriculum proposal to those academic units that are likely to be concerned about the impact of the new course.
6. In addition, the sponsoring department must send a copy of the first page of the new course to deans of the non-sponsoring colleges for informational purposes. The dean’s office is then responsible for notifying any college department that may be concerned.
7. Any college or department not receiving the full proposal may request a copy of the full proposal form through the sponsoring department within five class days of receipt of the first page of the proposal in the college dean’s office.
8. Any department or college may request consultation with the sponsoring department in writing within five class days of receiving the complete proposal.
9. Any consultation requested by a department must be concluded within ten class days of the receipt of the request for consultation. Consultation requested by a college must be concluded within twenty days of such receipt. The results of each consultation must be recorded (approval, no contest, disapproval) on the [consultation signature page](#). Any academic unit indicating disapproval should simultaneously provide a written statement of rationale to be attached to the proposal by the sponsoring department prior to submitting the proposal for its CCC’s consideration.
10. Consultation, not necessarily agreement, must be completed between departments prior to consideration by the CCC of the sponsoring department. Consultation with the other colleges must be completed before consideration by the UCC or the Graduate Council for graduate courses
11. If the concerns have not been resolved and the CCC of the sponsoring department approves the proposal, it will be forwarded together with the statement of rationale of opposition to the UCC or the Graduate Council for graduate courses. The chair of the UCC/Graduate Council will make every effort to resolve the issues before consideration by the UCC/Graduate Council. Failing resolution, the proposal together with the rationale of opposition will be forwarded for consideration to the UCC/Graduate Council. A final appeal may be made at the Faculty Senate level.

**Curriculum Proposal Forms**  
**(downloadable)**

**If you have any questions regarding the forms or procedures, or if you would like a consultation before completing any forms, please feel free to contact the Associate Vice Chancellor's Office at x 1055.**

(Note: Failure to complete forms properly may result in the proposal being returned for resubmission)

[Signature page](#) (signature page for forms 1, 2, 3, 4A, 4R, 6, and 8)

[Form #1](#) - (New degree, major, or submajor)

[Procedures for form #1](#)

[Form #2](#) - (Change in degree, major, or submajor)

[Procedures for form #2](#)

[Form #3](#) - (New Course)

[Procedures for form #3](#)

[Form #4A](#) - (course revision, contact/credit hour change, diversity option, gen ed option, grade basis, repeatability change, other)

[Procedures for form #4A](#)

[Form #4R](#) - (add cross-listing, course deletion, number change, pre-requisite change, technological literacy, title change, writing requirement)

[Procedures for form #4R](#)

[Form #5](#) - (course description change)

[Procedures for form #5](#)

(Signature page is included in the proposal)

[Form #6](#) - (Other curricular action)

[Procedures for form #6](#)

[Form #7](#) - (special courses – workshops, seminars, special studies)

[Procedures for form #7](#)

(Signature page is included in the proposal)

[Form #7T](#) - (Travel study courses)

[Procedures for form #7T](#)

(Signature page is included in the proposal)

[Form #8](#) - (Administrative action)

[Procedures for form #8](#)

[Form #9](#) - (currency of bulletin)

[Procedures for form #9](#)

[Consultation Signature Page \(page 2\)](#) (when needed)

## Signature procedures and paperwork flow

### Department/College procedures:

- A. The chair of the department signs the curriculum proposal signature page indicating departmental support/approval.
- B. All sponsors should sign on sponsor line **if** the degree/program/course is sponsored by more than one department. **For approval of cross-college programs/courses, the proposals must go through BOTH colleges; therefore, two signature pages may be needed – one for each college).**
- C. The curriculum impact review and consultation take place **if** required.
- D. The chair of the College Curriculum Committee(s) signs to indicate committee approval. If a college has separate undergraduate and graduate curriculum committees, both chairs sign for dual-listed courses.
- E. The College dean(s) signs to indicated college support/approval.
- F. If the course is to be considered for the diversity requirement, the proposal must be forwarded to the chair of the Diversity Committee requesting a recommendation after the course has been approval by the CCC and **before** submission to the UCC. The Diversity Committee forwards its written recommendation to the UCC, which considers the recommendation but acts independently. All inclusions and exclusions of courses from the list of diversity options must specify the first academic term that the proposed change will take effect, which will determine whether the course is or is not credited as a diversity course on a student's record. For a course to be considered for Diversity, at least 70% of its content must relate to American minorities. For the specific purpose of course approval and developing diversity programming, please use the following objectives as guidelines:
  1. Understanding that American society has been and continues to be shaped by the interaction of diverse groups.
  2. Understanding or knowledge of cultures other than one's own.
  3. Ability to reflect on one's own perspectives and how these relate to others who we perceive as different from ourselves.
  4. Understanding of how group differences are expressed, including cultural practices as well as differences in power or access.
  5. Skill/facility/experience working with people who are different from oneself (for example: travel study, guest speakers, experiential learning).
- G. If the course is to be considered for General Education credit, the proposal must be forwarded to the chair of the General Education Review committee requesting a recommendation after approval by the CCC and **before** being sent to the UCC. Each course proposal must identify specifically only one appropriate General Education category. All inclusions and exclusions of courses from General Education must specify the academic term, which will determine whether the course is or is not credited as a General Education course on a student's record. The proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and/or gender. Courses should be broadly based rather than technical or narrowly focused.
- H. Once the proposal has been approved by the chair of the department, the chair of the College Curriculum Committee, the dean of the college, the chair of the Diversity Committee **if** it is to be considered for the diversity option, and the chair of the General Education Review committee **if** it is to be considered for the general education option, the proposal is submitted to the Associate Vice Chancellor's Office to be included on the next UCC agenda for UCC approval.

- I. When submitting a proposal(s) to the Associate Vice Chancellor's Office for consideration by the UCC, submit the proposal(s) electronically and forward the original signature page to the Associate Vice Chancellor's Office. **(Multiple proposals from an academic unit require a separate signature page for each proposal.)**
  1. If the proposal is not approved, it is returned to the sponsor with an explanation of the reasons for disapproval. If the course is still desired, a revised or new proposal will have to be resubmitted.
  2. If the proposal is approved, it is forwarded to the Faculty Senate. The chair of the Faculty Senate will sign the original signature page and indicate the appropriate action taken on each of the proposals. The original signature page and proposal is returned to the Associate Vice Chancellor's Office where it permanently resides.
- J. **If the course is dual-listed:** Following approval by the UCC, the Associate Vice Chancellor's Office will notify the Graduate Council and will forward the proposal electronically. The chair of the Graduate Council will sign the original signature page and indicate the appropriate action taken on the proposal. The original signature sheet and a copy of the proposal are returned to the Associate Vice Chancellor's Office.
- K. The Associate Vice Chancellor forwards the proposal(s) to the Provost for signature indicating receipt.
- L. If it is determined the proposal needs UW-System approval and/or Board of Regents approval, the Associate Vice Chancellor's Office will:
  1. Check the format used.
  2. Prepare the transmittal that the Provost will forward to the Senior Vice President of Academic Affairs of UW System.
  3. Notify the Registrar, deans and/or the appropriate chairs when the transmittals are sent and when responses are received.
- M. Once all signatures have been obtained, the Associate Vice Chancellor's Office will send a copy of the signature page to the appropriate dean, chair of the appropriate CCC, the Registrar, Admissions, and dean of Graduate Studies when applicable, and then file the original signature page and a copy of the proposal.

## **Criteria for Graduate-Level Coursework At UW-Whitewater**

1. Graduate coursework requires greater depth of study than does UW-Whitewater undergraduate coursework.
2. Graduate coursework involves more intense study than UW-Whitewater undergraduate coursework.
3. Graduate coursework is more specialized than UW-Whitewater undergraduate coursework.
4. Graduate coursework has a higher level of academic/intellectual rigor than that in UW-Whitewater undergraduate coursework.
5. Graduate coursework involves both theory and practice. While some courses within a master's program may place more emphasis on theory and some may place more emphasis on practice, the total program must emphasize both.
6. The methods of instruction in graduate courses reflect a high level of personal interaction between the instructor and the individual students. This requires small graduate course sections, regular and personalized advising, and interactive teaching methods.
7. Graduate coursework requires more self-directed learning on the part of students than found in UW-Whitewater undergraduate coursework.
8. Graduate coursework requires extensive use of campus learning resources, including, but not limited to library resources. Other campus learning resources include laboratories and computer facilities.
9. Graduate coursework focuses on advanced disciplinary content, usually as an extension of disciplinary content presented at the undergraduate level. When graduate work serves an introductory function, it typically introduces disciplinary content that is not offered at the undergraduate level. However, introductory graduate coursework may also be accelerated to create a basic background for an individual with an undergraduate degree in another field or who lacks background from undergraduate preparation.
10. All graduate coursework should contribute to degree program goals.
11. Grades assigned in graduate courses serve to distinguish between levels of student achievement at the graduate level.
12. Graduate courses (all course numbers 500 or above) shall only be taught by graduate faculty or those with similar qualifications on an exceptional basis as determined by the graduate faculty within a department.
13. Graduate courses shall be taught in formats that allow adequate reflection and integration of learning, including meeting the UW system requirements of (1) no more than one credit per week (7 consecutive days), (2) at least 800 contact minutes per credit, and (3) at least 1600 minutes of out-of-class work per credit.

## **Graduate Level Requirements In Dual-Listed Courses**

All graduate-level courses must specify the following unique expectations of graduate students:

### **Content** (Breadth & Depth)

How does the course content distinguish the course as having depth and more specialized coverage of advanced disciplinary issues relevant to theory and its application than UW-Whitewater undergraduate coursework? The description here might address, but need not necessarily restrict itself to, such issues as:

- What are additional presentation/project requirements?
- How many additional hours will graduate students spend on specific issues?
- How are students encouraged to examine/practice/witness the application of theory?

### **Intensity**

How do the course requirements reflect a more intensive level of study and greater academic/intellectual rigor than UW-Whitewater undergraduate coursework? The description here might address, but need not necessarily restrict itself to, such issues as:

- How are the graduate-level assignments different than their undergraduate counterparts?
- How does the complexity of the material differ from that of the undergraduates?
- How are the processes and standards of evaluation different for graduates and undergraduates?

### **Process** (Pedagogical Design)

How does the course design promote more individual interaction with the professor(s), more self-directed learning, and greater use of campus learning resources than UW-Whitewater undergraduate coursework? The description here might address, but need not necessarily restrict itself to, such issues as:

- What is the nature of outside-of-class activities required of graduate students? How do research expectations differ for graduate and undergraduates?

## List of Subject Areas by College

Interdisciplinary	Arts & Communication	Business & Economics	Education	Letters & Sciences
DEVLPED	ACINDP	ACCOUNT	CIFLD	AFRIAMR
GENED	ARTHIST	BEINDP	CIGENRL	AMERIND
INTRAUNV	ARTMULTI	ECON	COACHING	ANTHROPL
MCS	ARTSTDIO	FNBSLW	COMDIS	ASAINSTD
SCIBUS	DANCE	ITBE	COUNSED	ASTRONMY
	JOURNLISM	MANGEMNT	EARLYCHD	BIOLOGY
	MUSC	MARKETNG	EDFNDPRC	CHEM
	SPEECH	SCHBUSMG	EDFOUND	CHICANO
	THEATRE		EDUNIDP	COMPSCI
			ELEMMID	CRIMJUS
			HEALTHED	ENGLISH
			LDRSHP	ESL
			LIBMEDIA	FORNLANG
			PEFIELD	FRENCH
			PEGNRL	GEOGRPY
			PEPROF	GEOLOGY
			READING	GERMAN
			RECREATN	HISTRY
			SECNDED	INTRNAR
			SAFETY	LSINDP
			SPECED	MATH
			SPECFLD	PHILSPHY
				PHYSCS
				POLISCI
				PSYCH
				RACEETH
				RELISGST
				SOCIOLGY
				SOCWORK
				SPANISH
				WOMENST

## Undergraduate Special Course Definitions and Descriptions

### Definition:

Courses numbered in the 490s are “special” courses. Special courses include those not offered on a regular basis: those whose themes/contents vary significantly with each offering; those whose scheduling requires flexibility beyond normal curriculum procedures; those involving applied or practical experiences that vary student-to-student and/or term-by-term; and those pursued on an individual or independent schedule.

Courses offered in the 490s and considered “special” include:

- 490 Workshop (group activity)
- 491 Travel Study (group activity)
- 492 Field Study (individual focus)
- 493 Internship (individual focus)
- 494 Seminar (group activity)
- 496 Special Study (group activity)
- 498 Independent Study (individual focus)
- 499 Senior Thesis/Senior Project (individual focus)

### Descriptions:

**291 Travel Study for Gen Ed:** A planned group excursion involving extensive academically-focused travel (primarily, though not exclusively, foreign) for which credit is generated. **This course is to be offered as S/NC only.**

**490 Workshop:** Group activity oriented presentations emphasizing “hands on” and participatory instructional techniques. Workshops have as their primary goal the imparting of either a specialized knowledge base regarding an instructional strategy or method or a specific skill. Presentations that are more broadly based in content or that emphasize intensive study and/or research procedures are not to be offered under a workshop number or title.

**491 Travel Study:** Group activity. A planned group excursion involving extensive academically-focused travel (primarily, though not exclusively, foreign) for which credit is generated.

**492 Field Study:** Individual activity. Focuses on gathering of information and data from sources broader than a classroom or laboratory, often involving off-campus investigation and study.

**493 Internship:** Individual activity. Provides planned practical experience in a prescribed area with an agency and under the supervision and cooperative direction of a faculty and agency person.

**494 Seminar:** Group activity. An advanced course of study in a defined-subject area emphasizing small groups in intense study with a faculty member.

**496 Special Studies:** Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings.

**498 Independent Study:** Individual activity. Pursued in an area of special interest for a variable number of credits under the sponsorship of an interested faculty member and with a minimum of external guidance.

**NOTE:** Regular courses offered on an independent study basis or one or two students in a given term must be listed as 498. The title of the 498 may indicate the content/title from the regular course.



**498R Independent Study:** Individual activity. Provides an option for the Undergraduate Research Program or as recommended by faculty requiring a strong research plan or project in which the student has an independent/leadership role. Departments are charged with determining what activities do and do not meet the spirit of 498R activities for their majors.

**499 Senior Thesis/Senior Project:** Individual activity. Guided investigation of an approved senior or major honors level topic or project planned in conjunction with department advisers.

\*\*\*\*\*

For 490, 494, and 496 courses, the [form #7](#) must be completed and approved each time one of these courses is offered.

For 491 courses, the [form #7T](#) must be completed and approved each time these courses are offered. The following 490 courses exist for all departments: 492, 493, 498, and 499. If changes are to be made to these courses, the department would use a [form 4A](#) or [form 4R](#).

\*\*\*\*\*

To implement the course 497:

This is an individual course taken in connection with study abroad. The course requires advanced approval by the department and submission to the Registrar's Office prior to going abroad. **\*\*for use only in specific circumstances**

To implement the courses 498, 499:

These are individual courses of study or research, the nature and conditions of which are determined by the department of the course.

## Graduate Special Course Definitions and Descriptions

### Definition:

Courses numbered in the 690s and 790s are “special” courses. Special courses include those not offered on a regular basis: those whose themes/contents vary significantly with each offering; those whose scheduling requires flexibility beyond normal curriculum procedures; those involving applied or practical experiences that vary student-to-student and/or term-by-term; and those pursued on an individual or independent schedule.

Courses offered in the 690s and 790s and considered “special” include:

- 690 Workshop (group activity)
- 691 Travel Study (group activity)
- 694 Seminar (group activity)
- 696 Special Study (group activity)
- 790 Workshop (group activity)
- 793 Practicum (individual focus)
- 796 Special Studies (group activity)
- 798 Independent Study (individual focus)
- 799 Senior Thesis/Senior Project (individual focus)

### Descriptions:

**690 and 790 Workshop:** Group activity oriented presentations emphasizing “hands on” and participatory instructional techniques. Workshops have as their primary goal the imparting of either a specialized knowledge base regarding an instructional strategy or method or a specific skill. Presentations that are more broadly based in content or that emphasize intensive study and/or research procedures are not to be offered under a workshop number or title.

**691 Travel Study:** Group activity. A planned group excursion involving extensive academically-focused travel (primarily, though not exclusively, foreign) for which credit is generated.

**694 Seminar:** Group activity. An advanced course of study in a defined-subject area emphasizing small groups in intense study with a faculty member.

**496 and 796 Special Studies:** Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings.

**793 Practicum:** Individual activity. Provides planned practical experience in a prescribed area with an agency and under the supervision and cooperative direction of a faculty and agency person.

**798 Individual Studies:** Individual activity. Pursued in an area of special interest for a variable number of credits under the sponsorship of an interested faculty member and with a minimum of external guidance.

**NOTE:** Regular courses offered on an independent study basis or one or two students in a given term must be listed as 498. The title of the 498 may indicate the content/title from the regular course

**799 Thesis Research:** Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisers and leading to the completion of a master’s degree.

\*\*\*\*\*

For 690 and 790, 694, and 696 and 796 courses, the [form #7](#) must be completed and approved each time one of these courses is offered.

For 691 courses, the [form #7T](#) must be completed and approved each time these courses are offered.

The following 790 courses exist for all departments: 793, 798, and 799. If changes are to be made to these courses, the department would use a form #4.

### **Other Special Courses**

#### **Course which DO NOT require form 7 action:**

To implement the courses 798:

These are individual courses of study or research, the nature and conditions of which are determined by the department of the course.

To implement the course 799:

This course is a guided investigation of an approved thesis topic. Departments may have special eligibility rules for thesis work.

## Travel Study Courses

### TRAVEL STUDY PROGRAM POLICY STATEMENT

The University of Wisconsin-Whitewater affirms the vital role of travel study courses in the total UW-Whitewater education abroad experience. It recognizes that the academic content and quality of travel study programs are primarily the purview of the faculty members who teach and lead the courses.

The role of the Office of International Education and Programs (OIEP) in travel study programs is to coordinate limited resources in an efficient manner, particularly as it relates to travel study program fiscal oversight. The Office of International Education and Programs provides logistical, budgetary, and program management support for all UW-W travel study programs. Travel study programs are self-supporting activities that require continuous budgetary planning and fiscal oversight.

**Travel Study Program Delivery Periods:** Travel study courses may be offered in any of the following semesters: Fall, Spring, Winterim and Summer. Most UW-Whitewater travel study courses are offered in either Fall or Spring term with travel abroad in December-January and May-June, respectively.

Travel study courses offered on-load in either the Winterim or Summer term may result in additional program costs associated with travel study faculty compensation rates.

**Travel Study Faculty Compensation:** UW-Whitewater has adopted a travel study compensation policy so as to equitably and fairly compensate teaching faculty and instructional academic staff who offer travel study courses off-load in either the Fall or Spring terms. For more information about this policy, please contact the Office of International Education & Programs.

**Credit Programs:** A minimum twelve to fifteen month planning period and a draft budget are recommended when planning all new travel study programs. Marketing and implementation of travel study courses requires significantly more lead time than most traditional or special courses taught on campus.

Travel study courses are expected to meet the same academic rigor as all UW-Whitewater credit-bearing courses. Special course curriculum proposals are to be submitted in the prior academic year to allow for review and approval according to the following deadlines.

Proposal deadlines for all travel study courses are as follows:

<b><u>TERM</u></b>	<b><u>APPROVAL DEADLINE</u></b>
Fall/Winterim	September 15 (prior academic year)
Spring	March 15 (prior academic year)
Summer	June 15 (prior academic year)

**Non-Credit Programs:** UW-Whitewater no longer supports non-credit travel study courses within the travel study program.

**Audit Status:** Travel study program opportunities are facilitated primarily for degree-seeking UW-Whitewater students. The Office of International Education and Programs will consider participation by community members on a case-by-case audit basis only (read: not for credit option). At no time will a UW-Whitewater travel study participant be displaced because of the participation of a community member. Students enrolled at other colleges and universities but who wish to participate in a UW-Whitewater travel study course will not be accepted in a travel study course on an audit basis. UW-Whitewater faculty and academic staff may participate in the travel study program under the audit guidelines noted above.

**Other Programs:** Regular UW-Whitewater courses or other campus offerings which involve travel abroad but that do not fall under the umbrella of the traditional travel study program will not be subject to the same approval procedures noted above; however, these other activities should be brought to the attention of the Office of International Education and Programs well in advance of implementation or travel abroad. Student exchanges and semester or year abroad programs are administered by the Office of International Education and Programs and are not covered by the above policy.

**Health Insurance:** All travel study program participants must purchase UW-System mandated health insurance via the Office of International Education and Programs. UW-Whitewater faculty and staff who participate in a travel study program will be covered under the UW-System MEDEX comprehensive health insurance policy for travel abroad.

**For information about general travel study program guidelines, please contact:**

Harlan L. Smith, Director  
Office of International Education and Programs

Ext. 5178

**For information about travel study curricular requirements, please contact:**

Dr. Barbara Monfils, Associate Vice Chancellor for Academic Affairs

Ext. 1055

The travel study course proposal is to be submitted on a [form #7T](#).

## **Philosophy of General Education**

General Education is the foundation for all university degrees. It gives breadth and balance to a university degree and defines an educated person. General Education:

1. Provides students with the skills and proficiencies needed to succeed academically;
2. Exposes students to core knowledge and concepts of the Arts, Humanities, Mathematics, and Natural and Social Sciences;
3. Provides a diversity of viewpoints, ensuring that students gain familiarity with the art, literature, philosophy, and institution of our own and other cultures;
4. Hones the students' thinking and communication skills as they confront the complex issues of historical and contemporary times and attempt to understand trends and problem; and
5. Encourages students to cultivate new interest so as to engage in lifelong learning.

Education for the professions needs to be built upon this base. University graduates need to see the social and historical context of their chosen profession to help them understand the reciprocal interaction of profession, society and daily lives. Career opportunities now and in the future will require individuals who can actively respond to changing work environments, continue to learn and grow, and work cooperatively with the people of diverse backgrounds. The broad exposure provided by the general education program facilitates informed career decisions in college and better equips individuals to respond to evolving personal aspirations and changing career opportunities.

## **Goals of General Education-UW-Whitewater**

The goals of general education are to enable students to:

1. Think critically and analytically, integrate and synthesize knowledge, and draw conclusions from complex information.
2. Make sound ethical and value judgments based on the development of a personal value system, an understanding of the cultural heritage students share, and a knowledge of past successes, failures, and consequences of individual roles and societal choices.
3. Understand and appreciate the cultures of the U.S.A. and other countries, both contemporary and historical; appreciate cultural diversity; and live responsibly in an interdependent world.
4. Acquire a base of knowledge common to educated persons, the capacity to expand that base over their lifetime by understanding the way that knowledge is generated, organized, tested, and modified, while recognizing the past and current limits to understanding.
5. Communicate effectively in written, oral, and symbolic form with an appreciation of aesthetic and logical considerations in conveying ideas.
6. Understand the natural and physical world; the process by which scientific concepts are developed, tested, and modified, and the reliability and limitations of scientific knowledge.
7. Appreciate the importance of the fine and performing arts.
8. Develop the mathematical and quantitative skills necessary for calculation, analysis, and problem solving and the ability to use a computer when appropriate.
9. Understand the factors and habits that are essential for continual mental and physical health and well being, and evaluate the information and advice offered on these topics.

**Proficiency Requirements:** 12-13 credits or appropriate waivers required

English 101	Freshman English	3 credits or credits by exam
English 102	Freshman English	3 credits
Speech 110	Intro To Human Communication	3 credits or waiver
Math 140*	Mathematical Ideas	3 credits or waiver
<b>(or)</b> Math 141	Intermediate Algebra	4 credits or waiver

(\* Math 140 is intended only for students who will not have to take additional math for their major, minor, or degree requirements.)

### **General Education Requirements (beginning Fall 1994)**

32 units required

#### **University Requirements:**

A. Quantitative and Technical Reasoning

1. Select a 4-5 unit lab science designated GL
2. Select 3-6 units of science, math, or computer science designated as GL or GM from at least one discipline other than the lab science used in area A 1 (astronomy, biology, chemistry, computer science, geology, LSINDP, physical geography, math, physics)

B. Cultural Heritage (6 units)

1. GENED 110 World of the Arts
2. GENED 390 World of Ideas (requires junior standing)

C. Communities

1. GENED 130 Individual and Society
2. GENED 140 Global Perspectives or GENED 120 Historical Perspectives

D. Physical Health and Well-Being

1. PEGNRL 192 Personal Health and Fitness for Life

E. Electives (7-12 units to bring total to 32 units)

1. Additional electives designated GA, GE, GH, GI, or GS; no more than one course from any one academic area may be counted.

**For Pre-1994 University General Education Requirements, please contact the Office of the Assistant Dean of the College of Letters & Sciences or the Office of the Associate Vice Chancellor for Academic Affairs**

**All courses proposed for inclusion in general education** must be forwarded to the General Education Review committee after approval by the CCC and **before** being sent to the UCC. Each course proposal must identify specifically only one appropriate General Education category. All inclusions and exclusions of courses from General Education must specify the academic term, which will determine whether the course is or is not credited as a General Education course on a student's record. The proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and/or gender. Courses should be broadly based rather than technical or narrowly focused.

**If a department wishes to have a course meet the diversity requirement**, it must channel proposals through the Diversity Committee for consideration after the course has been approved by the CCC and **before** submission to the UCC. The Diversity Committee forwards its written recommendation to the UCC, which considers the recommendation but acts independently. All inclusions and exclusions of courses from the list of diversity options must specify the first academic term that the proposed change will take effect, which will determine whether the course is or is not credited as a diversity course on a student's record. For a course to be considered for Diversity, at least 70% of its content must relate to American minorities. For the specific purpose of course approval and developing diversity programming, please use the following objectives as guidelines:

1. Understanding that American society has been and continues to be shaped by the interaction of diverse groups.
2. Understanding or knowledge of cultures other than one's own.
3. Ability to reflect on one's own perspectives and how these relate to others who we perceive as different from ourselves.
4. Understanding of how group differences are expressed, including cultural practices as well as differences in power or access.
5. Skill/facility/experience working with people who are different from oneself (for example: travel study, guest speakers, experiential learning).



## Course Advertising

No course of instruction shall be advertised, listed, or offered for student registration, nor shall any contractual obligations pertaining to such courses be made prior to the complete and final approval of the **Provost and Vice Chancellor for Academic Affairs**. Any course which has not received complete and final approval by the Faculty Senate by one week prior to the beginning date of registration for the succeeding semester cannot be offered in the succeeding semester except by special approval of the **Registrar**.

In the case of special courses (e.g., workshops, seminars, special studies), student registrations may not occur until such time as the special course proposal has been recorded officially by the **Provost and Vice Chancellor for Academic Affairs** and has completed the prescribed special courses implementations procedures. For approval deadlines, please use the [Curricular Schedule](#).

## Course Cancellation

Once student registrations have been accepted for a section of a university course and upon a subsequent cancellation of that course section by the University prior to the first scheduled meeting, it is the policy of the University of Wisconsin-Whitewater to attempt to notify each registered student of such cancellation. It shall be the responsibility of the primary instructional unit (department) of the course to attempt such notification.

## Currency of Bulletin Offerings

SOURCE: *Office of the Provost and Vice Chancellor for Academic Affairs*

**Undergraduate courses** which have not been offered for the four calendar years immediately preceding the issuance of a new catalog shall be dropped from the list of approved courses. The term “offered” is defined as:

1. A course wherein there has been actual enrollment and wherein instruction has occurred: **(or)**
2. A course which during the semester immediately preceding bulletin issuance has been scheduled for registration. Exceptions to this undergraduate policy must be approved by the Associate Vice Chancellor. Requests for exceptions must be on a [form #9](#) and accompanied by an updated course outline and bibliography.

**Graduate courses** which have not been offered for the four calendar years immediately preceding the issuance of a new catalog shall be dropped from the list of approved courses. The term “offered” is defined as:

1. A course wherein there has been actual graduate enrollment and wherein instruction has occurred;  
**or**
2. A course which during the semester immediately preceding bulletin issuance has been scheduled for registration. Exceptions to this policy must be approved by the Associate Vice Chancellor for Academic Affairs. Requests for exceptions must be on a [form #9](#) and accompanied by an updated course outline and bibliography.

## **Policy on Teaching Formats**

Only dual and cross-listed courses may meet at the same time in the same place. Exceptions may be considered upon written request with sound rationale and must be approved by the dean(s) of the college(s) offering the courses and the Provost and Vice Chancellor for Academic Affairs. Exceptions involving a graduate level course also must be approved by the Dean of Graduate Studies. Legitimate exceptions include courses with primarily individualized instruction in a single and particular activity, provided class sizes are limited to assure quality. In general, a course at the graduate level will not be allowed to meet with one that is not offered for graduate credits unless the courses are dual-listed or there are a significant number of class sessions scheduled exclusively for graduate students. In no case shall a student be allowed to enroll simultaneously in more than one of the courses meeting at the same time in the same place.

Courses shall not be offered for more than one credit per week. There should be a minimum of sixteen (50 min) class hours per credit, plus the provision for at least 32 hours of preparation and other extra-classroom activity. Moreover, classes should be scheduled so that students have adequate out-of-class study time. As stated in System policy, “it is assumed that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation period of study.” Exceptions may be considered upon written request with sound rationale and must be approved by the dean of the college offering the course, the Dean of Graduate Studies if the course is a graduate course, and the Provost and Vice Chancellor for Academic Affairs.

## **Guidelines for Web-based Special Courses**

For special courses offered partially or completely as web-based courses, UW-Whitewater’s Policy on Teaching Formats stipulates that there should be a minimum of sixteen class hours per credit, plus the provision for at least 32 hours of preparation and other extra-classroom activity. Courses taught partially or completely on the Web are expected to demonstrate how they provide the opportunities for students to spend the equivalent of 48 hours engaged in learning activities per credit. Accordingly, course proposers should give an expected time allocation for the course activities. For example, a course might include some of the following:

- 30 hours of reviewing videos, lectures, and Power Point presentations on the Web
- 10 hours of required group discussions
- 50 hours reading course materials
- 50 hours writing papers
- 10 hours talking course examinations

## Credits and Contact Hours

The following is a definition of how many hours of in-class and out-of-class time is required per credit: A minimum of 800 minutes (16, 50-minute hours) in the classroom with the instructor equals one credit of class time. Out-of-class work must be included and must total a minimum of 1,600 minutes per credit. The credits/hours can be offered in a variety of formats.

However, courses offered in non-conventional time configurations must identify, in the course proposal, a time frame to accommodate a minimum of 800 minutes of direct contact and a minimum of 1,600 minutes of out-of-class work for each credit offered (*guidelines to web-based special courses*).

All laboratories should meet for a minimum of 1,600 minutes per credit within and without-of-class work totaling 2,400 minutes minimum per credit.

Tutorials, including private instruction, and independent study courses may vary in times of contact, but still require the minimum total time of 2,400 minutes per credit.

For internship credit, a minimum of 3 hours of “work” per week per unit, based on the definition that regular courses are figured at 800 minutes (16, 50-minute hours) of class time plus 1,600 minutes (32, 50-minute hours) of out-of-class work per unit. “Work”, in this case, can be a combination of the internship employment and class/homework (paper writing, etc.) time. The number of hours in this definition for internship is the same as the number required for hours of in-class and out-of-class time for courses.

## Intent to Plan

**Form #1** is used to request approval for an intent to plan a new degree or major, and to request final approval of a new degree, major or submajor.

New degrees and majors require UW System approval of an intent to plan and final approval before they may be implemented. See ACIS-1, most recent version, and consult the Associate Vice Chancellor for the proper procedures and format for requesting final approval of these programs. New submajors (except for modules) require a final proposal only. Note: There are special *procedures for modules*.

All college degree proposals approved by the College Curriculum Committee (CCC) are to be forwarded to the deans of the other colleges for special attention concerning cross-college and university-wide impact. New submajors do not require UW System approval and may be implemented following approval at the campus level. They must, however, be reported as information items to UW System.

### **New Degrees or Majors**

(see ACIS-1, most recent revision for additional requirements)

### **Intent to Plan Proposal**

(Degrees or Majors)

An Intent to Plan proposal should include the following:

- A. Description of the program, including
  - A tentative catalog description of the program
  - A tentative list of courses to be included in the program (use \* to indicate new courses)
  - Goals and learning objectives of the program.
- B. The need for the program, including information on student demand and market demand for graduates;
- C. An explanation of the relationship of the proposed program to institution mission, strategic plan, goals and objective;
- D. A discussion of the relationship of the proposed program to other academic programs in the UW System, the region and, if appropriate, the nation;
- E. The projected source of resources (reallocation, external funds, request for new dollars).

The intent to plan proposal is submitted directly to the Associate Vice Chancellor. The Associate Chancellor will inform the college deans.

The Associate Vice Chancellor for Academic Affairs sends a memo to the UW System Senior Vice President for Academic Affairs requesting an Entitlement to Plan a new degree program.

### **Final Proposal** (New Degrees or Majors)

A Final Proposal should include the information from the Intent to Plan proposal with the addition of the following information:

- A. Catalog Description of the program

- B. Student Learning Objective of the program (what a student should know/be able to do upon completing the program)
- C. List of courses to be included in the program (include course titles), with a brief rationale for each course; new courses must be submitted for approval prior to or together with the Final Proposal for the program
- D. A 4-year Plan of Course Offerings
- E. List of the required courses (do not include titles) in a format appropriate for the Catalog and Advising Report.
- F. An assessment plan for the program (to be submitted after program approval to the University Assessment Committee for review; not required if program assessment will be integrated into an existing departmental assessment plan)
- G. Resources needed to support the program (staffing, equipment, library materials, etc.)
- H. Student Need/Demand for the Program
- I. Relation of the program to other programs on campus, in the UW System, and in the region.

**New Submajors** (Final Proposals **ONLY**)

A Final Proposal should include the information from the Intent to Plan proposal with the addition of the following information:

- A. Catalog Description of the program
- B. Student Learning Objective of the program (what a student should know/be able to do upon completing the program)
- C. List of courses to be included in the program (include course titles), with a brief rationale for each course; new courses must be submitted for approval prior to or together with the Final Proposal for the program
- D. A 4-year Plan of Course Offerings
- E. List of the required courses (do not include titles) in a format appropriate for the Catalog and Advising Report.
- F. An assessment plan for the program (to be submitted after program approval to the University Assessment Committee for review; not required if program assessment will be integrated into an existing departmental assessment plan)
- G. Resources needed to support the program (staffing, equipment, library materials, etc.)
- H. Student Need/Demand for the Program
- I. Relation of the program to other programs on campus, in the UW System, and in the region.

## Module: Definition and Purpose

A module is a group of 9-12 credits of carefully selected, related coursework that receives specific transcript recognition. The basic purpose of modules is to allow students greater flexibility in designing their educational programs to meet their career and personal goals. Modules can be designed on a variety of principles for a variety of purposes, primarily to complement the major or to allow students to explore areas of interest in a coherent and structured fashion.

Modules must be carefully constructed through collaboration among disciplines in selecting courses that most clearly develop a set of skills or thematic objective underlying the module. A clear rationale and goals statement must be provided for each module before approval through the curricular process. A module is intended not as a small scale version of a single discipline's program, but rather as a mean of relating skills and basic knowledge across disciplinary boundaries. Students might choose a particular module in order to receive an official "credential" for work in a skill area that complements major and minor combination, or perhaps combine two related modules in place of a minor, thus providing additional flexibility in preparing for careers or lifelong learning. (Departments offering a major will need to decide if that major may be paired with two modules instead of one minor.)

### For Modules Only

In the initial stages of planning a module, before the list of courses to be included has been finalized, proposers must complete an Intent to Plan ([\*Form 1\*](#)). The Intent to Plan proposal must be sent to the chair of the University Curriculum Committee (UCC), the deans of all four colleges, and the chairs of all departments in order to allow any interested department an opportunity to participate in the module as appropriate. The Intent to Plan proposal should include the following information:

- Rationale for creating the module (explain how it will provide students with exploration, skills, breadth, or enrichment)
- Competencies for the module. (what should a student know/be able to do upon completion of the module)

Respondents have two weeks to indicate interest or concern, following which time consultation should take place according to the standard *consultation procedures*. Proposers are responsible for keeping a record of responses to the Intent to Plan and completing appropriate consultation.

The Final Proposal for a module should include the following information:

- Catalog description of the module
- Rationale for creating the module (as in the Intent to Plan)
- Objectives and learning outcomes of the module
- List of courses to be included, with a rationale for each

The module must be approved by all of the departments participating in it and by their College Curriculum Committees (CCCs) before the proposal proceeds to the University Curriculum Committee (UCC).

## Modules Guidelines

1. A module should enrich, enhance, complement, provide exploration, or be a supplement to a student's major area of study
2. A module is either skill-based or knowledge-based.
3. A module must be developed by more than one discipline and include courses from more than one discipline.
4. Courses in the module cannot be counted in the major.
5. A module can be a required list of 3-4 courses or a list of a few required courses and then a few chosen from a carefully prepared list of related courses. A particular sequence for enrolling in the courses may be suggested or required.
6. Two modules could be taken in place of a minor, pending approval of the department of the major.
7. Students should not have to increase their credits—to-degree if they participate in a module; general education breadth elective and college degree requirements, for instance, can play a role when appropriate for inclusion in the module package.
8. The name of a module should not be the name of a department, a major, or a minor. A theme, skill area, or knowledge base outside of those terms is recommended.
9. A module is not a collection of courses that student would accumulate at random while satisfying any curricular requirements. It is a carefully planned package of related and approved courses in a set, a "module".
10. The chair of the University Curriculum Committee (UCC) would be the designated person to receive the "Intent to Propose" for a module; she/he will be the keeper of record about these joint activities. After departments have completed their consultation, a curricular proposal can be written and sent through the normal curricular process.
11. There can be skill or knowledge prerequisites for the module rather than course prerequisites.
12. The appropriate rigor of a module depends upon the theme and its rationale, together with student outcomes.
13. The "Intent to Propose" is designed to put out a call across all departments at the earliest stage of forming a module. The initial sponsoring departments provide such important information as the theme, rationale, and student outcomes. Interested departments may then respond and get involved in the development process before any grouping of departments moves too far along in the process to impede the inclusion of other potential participating departments.

An "Individually Designed" module is possible for a student to create, following procedures adopted by each college, similar to the existing Individually Designed majors and minors in the College of Letters and Sciences and the College of Arts and Communication.

## **Pre-Professional Curricula**

Changes mandated by the receiving institution to the pre-professional curricula should be submitted in a memo to the Associate Vice Chancellor using the From/To format. The changes may be approved by the Associate Vice Chancellor and then forwarded to the Registrar's Office.

### **Curricular Policies and Procedures for Post-Baccalaureate and Post-Master's Certificate Programs**

#### **Introduction**

The Office of Graduate School at the University of Wisconsin-Whitewater will provide an administrative structure to support graduate certificate programs at the post-baccalaureate and the post-master's levels. These programs are intended to complement the broad range of degree and licensure programs already available at the University of Whitewater-Wisconsin. Certificate programs will provide opportunities for practitioners to further specialize in areas of value to their respective fields. Certificates may represent stand-alone programs designed to provide specialties that enhance an undergraduate degree, they may be earned in the process of fulfilling graduate degree requirements, or they may symbolize specialties gained after the completion of a master's degree.

Graduate certificates are awarded by individual academic departments, and are not considered an academic degree by the University. As such, individuals completing graduate certificates are not eligible for participation in commencement activities.

#### **General Policy Requirements**

1. A graduate certificate program must require a student to complete no less than 9 graduate credits, and require no more than 18 graduate credits.
2. A maximum of 40% of the credit hours towards any certificate program may be accepted as transfer credits.
3. Students who are currently enrolled in the Graduate School and who wish to pursue approved graduate certificate programs must apply for admission to such programs before one-half of the required credits are completed.
4. Students pursuing a graduate certificate will be required to meet the same requirements as those defined for degree-seeking students (e.g. admitted to the Graduate School either in "good standing" or on "probationary basis"; to complete a certificate program, a student must be in "good standing").
5. Proposals for programs may be adopted for an indefinite time period, or for a period of a specific number of years (a sunset clause). If the program is approved for a fixed period, unless a program review specifically recommends its continuation (which may be for an indefinite period or for an additional fixed period).
6. All graduate certificate programs will be reviewed within the course of the regular graduate-level Audit & Review process.



## Curricular Approval Process for New Graduate Certificate Programs

1. Proposal of new graduate certificate programs are created and submitted by constituent graduate faculty in accordance with approval process of academic submajors ([form #1](#)). As such, the proposal must include:
  - A. A catalog description of the program and the designation of the graduate certificate program coordinator (for the purposes of communication with the Graduate School);
  - B. A set of clear and appropriate educational objectives at the post-baccalaureate level (what should a student know/be able to do upon completion of the program);
  - C. A proposed course sequence associated with the certificate, including titles and course descriptions for both existing courses and any new courses that may be developed (new courses must be submitted for approval prior to or together with the proposal), this should also include:
    - a) A brief rationale for each course;
    - b) An indication of which courses will be delivered using distance education;
    - c) A delineation of any requirements of the program that are in addition to coursework, including but not limited to laboratories, practica, internships, projects.
  - D. A 4-year Plan of Course Offerings;
  - E. A discussion of the extent to which the curriculum overlaps with the curriculum of existing degree/licensure programs;
  - F. An assessment plan for the program;
  - G. A statement of resources needed to support the program (staffing, equipment, library materials, etc.); and
  - H. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data.
2. Prior to forwarding the proposal to the Office of Graduate Studies for consideration by the Graduate Council, it must be shared with the deans of the other colleges, and the department heads of those academic units whose students or programs could be impacted by the creation of the new graduate certificate.
3. The final proposal appearing before the Graduate Council must be accompanied by responses (e.e. approve, no objection, disapprove) from the department heads and deans of the schools in which the contributing coursework is housed (e.g. [signature page](#), [form #1](#))

## **Useful web sites for the curricular process**

University Curriculum Committee

<http://acadaff.uww.edu/UCC/2008-09/index.html>

Undergraduate & Graduate Catalogs

<http://www.uww.edu/registrar/catalogs/index.html>

Registrar's Curriculum

<http://www.uww.edu/registrar/curriculum/index.html>

Sample ARs

<http://www.uww.edu/registrar/ars/index.html>

