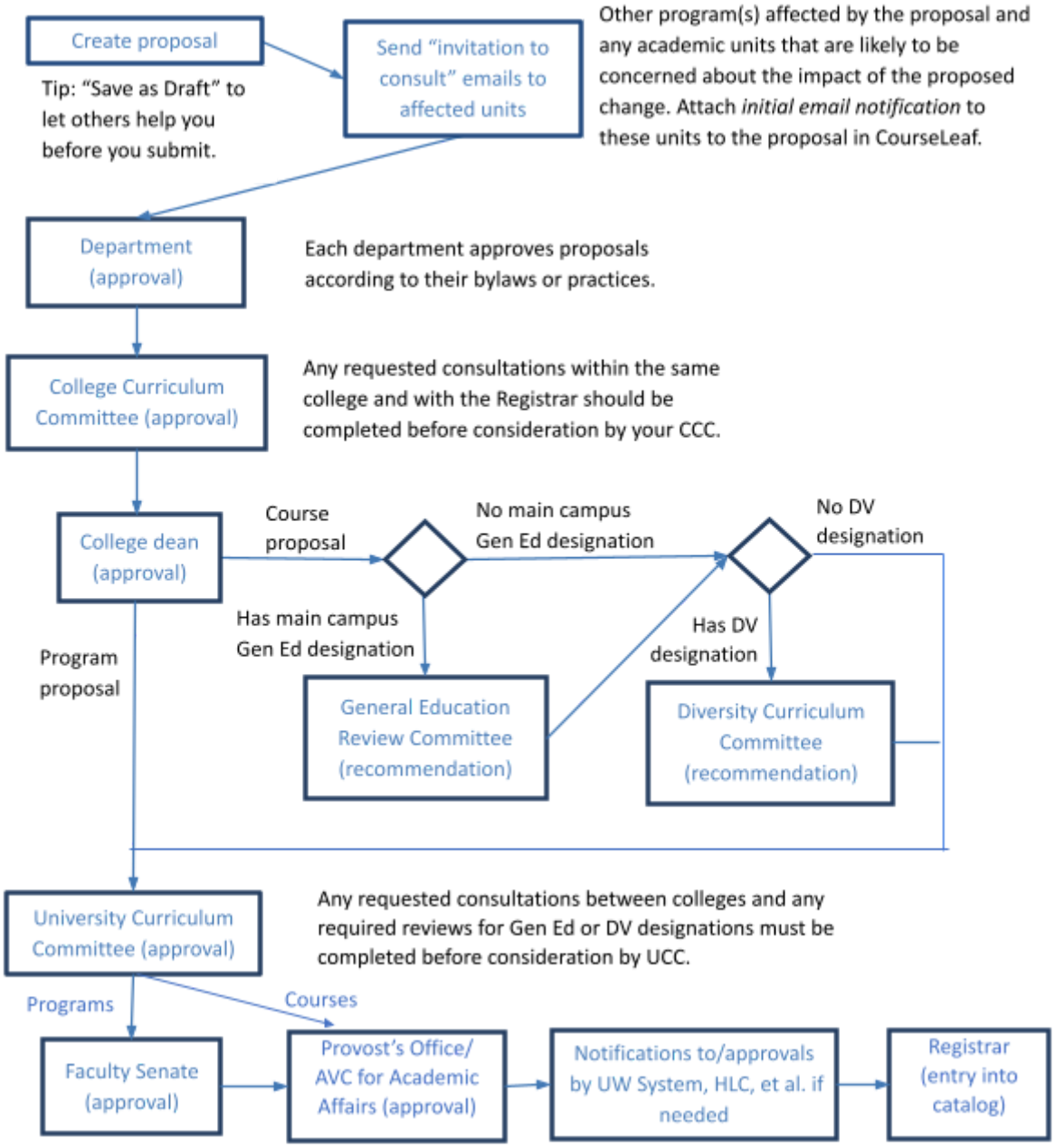
Curriculum Handbook – Part 1 Undergraduate

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Undergraduate Curriculum Flow Chart

Note. This flowchart shows a sample workflow. Proposals that affect multiple departments (e.g., cross-listed courses) or multiple colleges (e.g., BSE or cross-college majors) must be approved by all relevant units. It is wise to allow enough time to handle requests for revisions at one or two of these steps. The Curricular Schedule includes meeting dates, including deadline date, for all committees shown in this flowchart. The date of UCC approval determines the earliest term the change becomes effective.



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	DV/GE	UCC	Senate	UWS	Regent	Comments
PF	New degree	r	x	x		x	x	x	i	A, B
PF	New major	x	x	x		x	x	i	x	A, B, C
PF	New submajor (e.g. minor)	x	x	x		x	x	(i)		B
PF	Change in degree requirement(s)	r	x	x		x	x	(x)	(i)	D, E, G
PF	Change in major	x	x	x		x	x	(x)	(i)	E, G, C
PF	Change in submajor	x	x	x		x	x	(i)	(i)	G
PF	Deactivation of a major	x	x	x		x	x	(x)	(i)	E, G
PF	Deactivation of a submajor	x	x	x		x	x	(i)	(i)	G
PF	Change in Mode of Delivery	x	x	x		x	x	i		G, C
CF	New course	x	x	x		x	x			F, H, I, S
CF	Course revision	x	x	x		x	x			G, H, I, N
CF	Diversity Option	x	x	x	x	x	x			M, I
CF	Gen. Ed. Option	x	x	x	x	x	x			I, L, O
CF	Course deactivation	x	x	x		x	x			G, I, J, K
	License matters									P
CF/SF	Special courses	x		x		i	i			Q
OF	Administrative actions	r	i	x		**i**	**i**	(i)		R

Approval of Matrix by UCC on April 15, 2022

Heading Codes:

CCC	College Curriculum Committee
DV	Diversity Curriculum Committee
GE	General Education Review Committee
UCC	University Curriculum Committee
Senate	Faculty Senate
UWS	Universities of Wisconsin
Regent	Board of Regents

Matrix Codes:

x	Action item
i	Information item*
r	Response or recommendation, but no approval
( )	AVC/UWS Program Liaison determines whether submission to UWS is required by policy
i	Action or information item, depending on the content of the proposal
PF	Program Form
CF	Course Form
SF	Special Topics Form
OF	Other Request Form

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.

Comment Key

All actions involving programs are submitted via the Program form, and all actions involving courses are submitted via the Course form.

A. During planning and priority-setting stages, the several curriculum committees should be kept informed of proposed new programs and priorities. College deans and department chairs will consult the Provost's Office for the proper procedures and format for requesting approval of a new degree or major. The Provost's Office will advise consultation across colleges where applicable, ahead of submissions to UW System.

B. Appropriate UW System Administrative Policy 102 procedures are to be coordinated with the Provost's Office.

C. Fully online programs must offer a consultation to all relevant colleges, programs and general education before the proposal is submitted to the UCC. (See ***Consultation Procedure*** on page 11.)

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 shared with 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 Provost's Office, it requires System action subsequent to campus approval.

F. When a department plans to offer a new course, it needs to consider whether the course will affect other programs, i.e. offered as an option in another program, content is similar to a course in another department. If so, a consultation with the departments involved must be offered. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf. (See ***Consultation Procedure*** on page 11.)
If a new course will be required in a major or submajor, or included as an option within a category of required courses, a program change proposal must be submitted in CourseLeaf 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 are to be reviewed by the sponsoring department before submitting the proposal to the CCC. Any other program affected by a proposal must be offered a consultation before the proposal is submitted to the CCC. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf. (See ***Consultation Procedure*** on page 11.)

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 (See ***Graduate Level Requirements in Dual-Listed Courses*** on page 13.) To add a graduate component (dual-listing) to an existing undergraduate course, a **new course proposal** 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 proposal to deactivate the graduate course must be submitted, following the procedures for graduate courses. (See ***Graduate Curriculum Handbook***.)

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 Provost's Office notifies all college deans of the proposals; the deans have five class days to request consultation (See ***Consultation Procedure*** on page 11.) 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 (ACINDP, BEINDP, EDUINDP, and LSINDP) are to be sent by the proposer(s) directly to the appropriate CCC, and then to the dean and the UCC for approval.

J. Courses, other than those numbered in the 290s and 490s, that have not been offered 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 Provost's Office. Exception requests are submitted through the

Course Form by indicating “Currency of Catalog” in the summary of changes. Specific information is sent out during each Currency of Catalog exercise prior to the publication of each new catalog by the Registrar’s Office.

K. ALL course deactivations require consultation with any other program(s) affected.

L. All courses proposed for inclusion in general education are submitted 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.

M. All courses proposed for diversity designation are submitted to the Diversity Curriculum Committee after approval by the CCC and before submission to the UCC. All inclusions and exclusions of courses from Diversity must specify the academic term, which will determine whether the course is or is not credited as a Diversity course on a student’s record.

N. Substantive revisions require the attachment of two syllabi: an old syllabus (prior to the revision) and a new syllabus (reflecting the revision). The following course revisions are considered substantive change: change of credit, course number change and/or substantive course description changes.

Guidelines for a course number change: If two or more courses are combined into one, a different number must be used for the new course. If one course is subdivided into two or more courses, a new number must be assigned to each. If a course is deleted or re-numbered, the former course number cannot be used for a different course for at least ten years.

O. A revision of General Education requires an affirmative vote from a minimum of two members of the UCC from each of the colleges. Inclusion/exclusion of individual breadth courses in General Education does not constitute a revision of the program and requires only a majority vote.

P. To ensure that all proposals for programs leading to Department of Public Instruction (DPI) licensure meet requirements, all undergraduate (majors, minors, and certificates) and master’s DPI licensure programs must be approved by College of Education and Professional Studies (COEPS) Curriculum Committee. Consultations must be sent to the COEPS Associate Dean for graduate certificates and Ed.S. programs leading to DPI licensure.

Q. Special Courses are those numbered in the 290s and 490s. Proposals for the general courses are submitted using the Course form. A special topics can be defined and proposed through the Special Topic form, accessed from that course in the Course Form, using the “Add Special Topics Button” in CourseLeaf. (See ***Special Course Definitions and Descriptions*** beginning on page 16.)

R. Administrative actions (submitted using the Other Request form) 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, creation of a new prefix, and establishment or change of college/program admission or graduation requirements. GPA and other similar 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.

S. Undergraduate 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.

Program Definitions and Descriptions

Guidelines:

Deactivation of a program

- Should be used if not expecting to offer the program again in the future
- Students will no longer be able to enroll in the program and the program will be unpublished in electronic publications (My Majors, eApp, course catalog)
- In CourseLeaf, use the deactivate button and add in justification.
    - In other documents, include a teach-out plan.

Reactivation of a program

- Programs can be reactivated by using the Reactivate button to create a proposal. Appropriate UW System Administrative Policy 102 procedures are to be coordinated with the Provost's Office.

Suspending Admission to a program

- Should be used if temporarily stopping enrollment in a program, but the program may be reactivated.
- Students will no longer be able to enroll in the program and the program will be unpublished in electronic publications (My Majors, eApp, course catalog)
- Make the proposal to suspend admissions by editing the program in CourseLeaf, state the request in the Summary of Changes, Other Comments AND add "SUSPENSION" to the end of program title
    - In other documents, include a teach-out plan.

Reinstating Admission to a Program

- Enrollment is reopened for the program.
- Students will be able to enroll in the program and the program will be published in electronic publications (My Majors, eApp, course catalog) beginning in the effective term of the proposal.
- Make the proposal to reinstate admission by editing the program in CourseLeaf to remove "SUSPENSION" from the title and answer all prompts.

GPA: Grade point average is determined by dividing the total number of grade points (credits x grade point value) by the total number of GPA credits (graded courses). There are multiple possible GPA calculations.

- GPA Credits: determined by the number of course credits that were graded.
- Term GPA: the GPA determined by the courses taken in a specific term (semester).
- UW-W Cumulative (Institutional) GPA: the total GPA of all courses taken at the UW-Whitewater. This is the official GPA of the university, which is used to determine academic standards, graduation, and academic honors.
- Transfer GPA: the total GPA of courses accepted by UW-Whitewater after being taken at other institution(s).
- Combined Cumulative GPA: represents the total number of credits from UW-Whitewater and transfer institutions. The Combined GPA is not an official GPA used for academic standards, university honors, or graduation.
- Major/Minor/Certificate GPA: GPA subset of courses for major, minor, or certificate requirements. The Major/Minor/Certificate GPA calculated on the AAR does not include unique requirements.

Associate Degree. Lower division undergraduate degree typically representing about two years (60 credits minimum) of college study.

Associate of Arts – This degree is primarily intended to provide a broad liberal arts background and is designed to satisfy general education requirements and to be the foundation for most bachelor degree programs s. May include a specific major or emphasis.

Bachelor Degrees: A bachelor's degree is an undergraduate degree awarded upon completion of an integrated program of study in a chosen discipline, preparing graduates with the learning outcomes expected for broad career preparation and/or graduate study. New: A bachelor's degree typically requires at minimum 120 credits; lower minimums would require additional scrutiny per UW System Administrative Policy 102. UW-Whitewater is currently authorized to offer Bachelor of Arts (BA), Bachelor of Science (BS); Bachelor of Business Administration (BBA); Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science in Education (BSE), Bachelor of Applied Arts and Sciences (BAAS). Each bachelor degree may have requirements specific to the degree and college.

Major: A principal field of academic specialization that typically accounts for 25 to 50 percent of the total degree requirements. Majors are coded with a PeopleSoft Plan code. A given course may fulfill a requirement in exactly one major or one minor. A typical UWW baccalaureate comprehensive major (minor not required) is 51-60 credits. All COBE BBA degrees are considered a major without a required minor due to the breadth of knowledge included in the BBA degree requirements. A typical UWW major (minor required) is 30-42 credits. UWW majors that require a minor should indicate that requirement by the use of a footnote in the Catalog Description of the Program in CourseLeaf.

Emphasis: One or more alternatives within the same major. The differences between the emphases amount to 20 to 49 percent of the requirements of the major. Emphases are coded with a PeopleSoft Sub-plan code.

Sub-major: a program of study that consists of fewer credits than a major, but that is officially recorded on the transcript, including minors, emphases, and certificates.

Minor: A body of coursework that pertains to a secondary area of academic specialization. A minimum of 18 credits is required to complete a minor. A typical UWW minor is 21-24 credits. Minors are coded with a PeopleSoft Plan code.

Certificate: A credential awarded for completion of a coherent program of study consisting of nine (9) or more credits. Must be identified as an undergraduate or graduate certificate. A typical UWW certificate is 9-15 credits. Accredited or pre-professional certificates may be larger. Certificates are coded with a PeopleSoft Plan code.

Unique Requirement: A course or other experience that a student must complete as part of a program (major, minor, or certificate).

- Unique requirements are typically not counted toward the number of credits required for that program. Therefore, these courses can be waived, whereas a chairperson of the major or minor department may only substitute a course required of the major/minor.
- Unique requirements are often used to allow students to share courses between related programs. For example, a unique requirement in a major may also be used to satisfy a requirement in a certificate, minor, second major, or general education.

- Unique requirements can only be used to satisfy one additional major or one additional minor. For example, if a student has two minors, they cannot count the same unique requirement in both minors. A different unique requirement course will need to satisfy the second minor.

Helpful hints for formatting programs in Courseleaf

- Required courses are not indented
- Within the course picker, use the Sum button to add total credits rather than entering the total manually in text lines.

Course Definitions and Descriptions

Cross-listing: A single course is offered for registration under two or more subject codes. The course is identical for everyone participating and has the same information (e.g. title, description, prereqs etc.) in the catalog. It is strongly preferred for cross-listed courses to have the same course number. All cross listed courses are considered equivalent (see definition below).

Equivalency: A set of courses that, though not necessarily identical, serve the same purpose with respect to content, general education or program degree requirements. Equivalent courses are subject to the repeat policy, meaning they are treated as the same for repeats and grade replacement purposes.

Dual-listing: A course that is offered under the same subject code for registration at both the undergraduate level and at the graduate level. Three-hundred level courses are dual-listed with five-hundred level courses, and four-hundred with six-hundred level (e.g. 3XX/5XX or 4XX/6XX). Seven-hundred level courses are not dual-listed.

Requisites: Major/Minor/Certificate GPA is not calculated in WINS. If a course's requisites include Major/Minor/Certificate GPA or a GPA computed over some other set of courses, then enrollment for that course would be manually managed by the department through permissions.

- Coreq - Corequisite - A course which must be completed prior to, or concurrent with, registration for the specified course. In the catalog, language should be used to describe Coreqs as appropriate.
    - "Concurrent enrollment in XXXX ### and XXXX ###"
      OR
    - "Prior completion or concurrent enrollment in XXXX ###"
- Prereq - Prerequisite - A requirement that must be satisfied before registering for the course.
- Unreq - Unrequisite - A course for which credit cannot be earned because the content overlaps with the specified course. In the catalog, language should be used to describe Unreqs, e.g., "A student may earn credit for only one of … or …".

The catalog defines levels determined by the first digit of the 3-digit course number:

0xx: non-credit or remedial courses; no degree credit.
1xx, 2xx: lower division.
3xx, 4xx: upper division.
5xx, 6xx, 7xx: graduate.
8xx: doctoral.

<u>Credits, Contact Hour and Course Component</u>

A minimum of 750 minutes (15, 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 1,500 minutes per credit (30, 50-minute hours). The credits/hours can be offered in a variety of modalities. Classes should be scheduled so that students have adequate out-of-class study time. Courses offered in non-conventional time configurations must accommodate a minimum of 750 minutes of direct contact and a minimum of 1,500 minutes of out-of-class work for each credit offered. This applies to the following three course components.

LECTURE (LEC): Standard course type. Lecture courses are led and designed by the instructor and may include a variety of pedagogy types.

SEMINAR (SEM): A course offered to a group of advanced students studying under a professor with each doing in-depth study and discussion of the course material with the professor and other students.

DISCUSSION (DIS): Interactional meeting that can include activities such as demonstrations, hands-on engagements, case studies, field experiences. Can be used as a secondary component.

All laboratories should meet for a minimum of 1,500 minutes (30 50-minute hours) per credit; direct and indirect time must total a minimum of 2,250 minutes per credit (including student preparation and out-of-lab work or activity). This applies to the following course component.

LAB/STUDIO (LAB): Studio, laboratory or field experimentation, observation, or practice in a field of study or a course incorporating practical experience under guidance of an instructor. Can be used as a primary component.

All varieties of independent study courses may vary in times of contact, but still require the minimum total time of 2,250 minutes (45 50-minute hours) per credit. engagement can be a combination of the time spent in the field and class/homework, paper writing, etc. All of these hours can be listed in the "direct hours" area. This applies to the following five course components.

INDEPENDENT STUDY (IND)/THESIS (THE): One-on-one activity between instructor and student where the focus is on individual attention.

FIELD EXPERIENCE (FLD)/ INTERNSHIP (INT): Instruction generally occurring outside the classroom setting. Sections are determined by the span of supervision of a particular faculty member rather than the meeting time and place. Examples include student teaching, internship, clinical experience, and field work (where that represents the total contact of the course).

PRACTICUM (PRA): A practicum is a required experience(s) for students in certain applied fields such as Education, Social Work, and Communications Sciences and Disorders. Student competencies are fully developed and are supervised by approved employer partners.

Guidelines for Online Courses

For courses offered partially or completely as online courses, there should be a minimum of 750 minutes per credit, plus the provision for at least 1500 minutes of preparation and other extra-classroom activity. Courses taught partially or completely online may be expected to demonstrate how they provide the opportunities for students to spend the equivalent of 2500 minutes engaged in learning activities per credit. For example, a course might include some of the following:

- 1500 minutes of reviewing videos, lectures, and Power Point presentations online
- 500 minutes of required group discussions
- 2500 minutes reading course materials
- 2500 minutes writing papers
- 500 minutes taking course examinations

CourseLeaf Workflow for Undergraduate Proposals

A. The chair of the department approves the proposal, indicating that departmental support/approval has been confirmed according to the bylaws or regular practices of the department.

B. The curriculum impact review and consultation take place **if** required/requested. A PDF copy of the email notification to all affected departments or colleges (see Curriculum Consultation on page 12), as well as results from consultations that are completed before consideration by the sponsoring department's CCC, should be forwarded to the appropriate CCC chair. The CCC chair will attach these documents to the proposal.

C. The proposal is submitted to the sponsoring department's College Curriculum Committee(s). The chair of the CCC(s) approves the proposal to indicate committee approval.

D. For approval of cross-college programs/courses, the proposals must go through **all** impacted colleges. Each college will be listed in the workflow, and will be notified of the proposal upon its submission into the workflow. The current workflow may need to be updated. Please contact the Provost's Office at x1055 to have the workflow updated when necessary.

E. The College dean(s) approves the proposal to indicate college support/approval.

F. If a course is to be considered for General Education credit, the proposal is submitted to the chair of the General Education Review Committee after approval by the CCC and **before** submission to the UCC. If the General Education Review Committee recommends General Education designation, the chair of the General Education Review Committee approves the proposal. If the General Education Review Committee does not recommend general education designation, the chair of the committee:
   1. Rolls the proposal back to the sponsor to request additional information (such a request should be specific and detailed); or
   2. Attaches a statement to the proposal from the General Education Review Committee detailing why the committee does not recommend the course for General Education designation, and then approves the proposal.

For more information on the requirements for General Education designation, see page 18.

G. If a course is to be considered for the diversity requirement, the proposal is submitted to the chair of the Diversity Curriculum Committee after approval by the CCC and **before** submission to the UCC. If the Diversity Committee recommends Diversity designation, the chair of the Diversity Committee approves the proposal. If the Diversity committee does not recommend Diversity designation, the chair of the committee:
   1. Rolls the proposal back to the sponsor to request additional information (such a request should be specific and detailed); or
   2. Attaches a statement to the proposal from the Diversity Curriculum Committee detailing why the committee does not recommend the course for Diversity designation, and then approves the proposal.

For more information on the requirements for Diversity designation, see page 19.

H. The proposal is submitted to the University Curriculum Committee. Consultation results that are received after approval by CCC(s) but before consideration by the UCC are forwarded to the chair of the University Curriculum Committee, who will ensure that they are attached to the proposal. The chair of the UCC approves the proposal to indicate committee approval.

I. The proposal is submitted to the Faculty Senate as a part of the UCC transmittal, as appropriate. The chair of the Faculty Senate approves the proposal to indicate senate approval.

J. The proposal is submitted to the Provost's Office. The Provost's Office approves the proposal.

K. If it is determined the proposal needs UW-System approval and/or Board of Regents approval, the Provost's Office will follow the UW System Administrative Policy 102 guidelines and submit the necessary information. If it is determined the proposal needs HLC approval the Accreditation Liaison Officer will work with the department to create and submit the necessary information.

L. Once all approvals have been obtained, the proposal is submitted to the Registrar's office for implementation.

All college degree proposals approved by the College Curriculum Committee (CCC) are to be shared with 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.

Program proposals are prepared in collaboration with the UWS Liaison and in consultation with the college deans. When approved by the Provost, the Provost's Office submits proposals to the UW System Senior Vice President for Academic Affairs and supports programs through the revision process as needed.

In addition to the UWS program proposal documents, proposals for a new degree or new major should be completed in CourseLeaf using the Program Form.

Curriculum Consultation

Discussion with interested parties prior to formal curriculum review reduces points of conflict and misunderstandings. Often, an absence of prior consultation results in procedural delays. During planning and priority-setting stages of new program development, the several curriculum committees should be kept informed of developments.

Proposal

All college degree proposals approved by a college are to be shared with the deans of the other colleges for special attention concerning college-wide and university-wide impacts.

For new program proposals and substantial program changes, the registrar's office should be notified to review the ability to code proposed curriculum structures. A consultation may be necessary.

Notification

Program changes, course changes, new courses, and some **"other"** actions require a curriculum impact review. Any other program(s) affected by the proposal as well as any academic units that are likely to be concerned about the impact of the proposed change are to be notified by the sponsoring department that a curriculum proposal is available for review. *Initial email notification to the other relevant academic units should be attached in CourseLeaf by the proposer.*

Upon receipt of the email notification, any concerned academic unit may request a consultation with the sponsoring department. The request must be made in writing within five class days of receipt of the notification of the proposal.

Consultation

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 class days of receipt of the request.

Consultation, not necessarily agreement, must be completed between departments within the same college prior to consideration by the CCC of the sponsoring department. Consultation across colleges must be completed before consideration by the UCC.

The results of each consultation (support, oppose, no contest) via email exchange should be attached to the CourseLeaf proposal. Any academic unit indicating opposition should simultaneously provide a written statement or email of rationale to be attached to the proposal prior to consideration by the CCC/UCC as defined above.

If the concerns have not been resolved prior to submission to the CCC/UCC, the chair of the CCC/UCC will make every effort to resolve the issues before consideration by that committee. Failing resolution, the proposal together with the rationale of opposition will be submitted to the CCC/UCC for consideration. A final appeal for undergraduate courses may be made at the Faculty Senate level.

Graduate Level Requirements In Dual-Listed Courses

All undergraduate courses that are dual-listed with graduate-level course numbers 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?

Special Course Definitions and Descriptions

Courses numbered in the 290s and 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 290s or 490s and considered "special" include:

- 290 or 490 Workshop (group activity)
- 291 or 491 Travel Study (group activity)
- 492 Field Study (individual focus)
- 293 or 493 Internship (individual focus)
- 294 or 494 Seminar (group activity)
- 296 or 496 Special Study (group activity)
- 298 or 498 Independent Study (individual focus)
- 298R or 498R Undergraduate Research Independent Study (individual focus)
- 499 Senior Thesis/Senior Project (individual focus)

290 or 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.

291 or 491 Travel Study: Group activity. A course of study that includes or consists of a planned group excursion involving extensive academically- focused travel for which credit is generated. Courses are approved for each instance.

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.

293 or 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.

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

296 or 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 offerings. The same topic may be offered a maximum of three times under one of these numbers, after which the topic can only be offered by creating a regular course offering through the curriculum process.

298 or 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 to one or two students in a given term must be listed as 298 or 498. The title of the 498 may indicate the content/title from the regular course.

298R or 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.

Curricular Procedures

For 290, 291, 294, 296, 490, 491, 494, and 496 courses, a new Course Form must be completed and approved each time one of these courses is offered.

The following courses exist for all departments: 293, 298, 298R, 492, 493, 498, 498R, and 499. No curricular action is required to implement these courses. If changes are to be made to these courses, the department would change the shell of the course already in Course Inventory Management by using the Course Form. This change would go through as course revision.

Please contact the Provost's Office at x1055 with any questions.

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 Center for Global Education oversees all international faculty led travel study programs. Faculty-led travel study programs in the United States are the purview of the Office of Continuing Education.

The role of each of these units in travel study programs is to coordinate limited resources in an efficient manner, particularly as it relates to travel study program fiscal oversight. They provide logistical, budgetary, curriculum development, risk management oversight, and program management support for all UWW travel study programs.

Travel Study Definition and Development

Travel study courses are those in which the travel portion is a significant portion of the learning outcomes. The travel often occurs for a week or more and takes place in multiple locations. They are led by UWW faculty members. They are open to UWW students who meet the prerequisites. They are also open to students from other campuses who meet the prerequisites and have the permission of the lead instructor to enroll.

A minimum15-18 month planning period is recommended when planning all new travel study programs. Required draft documentation includes syllabus, logistics form (itinerary), and contact hour grid to be developed with the respective unit. 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 and contact hours 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 UCC approved curricular schedule. See the curriculum calendar for due dates.

Travel study courses may be offered in any of the following semesters: Fall, Spring, Winterim and Summer. Most international travel study courses are offered in either Fall or Spring term with travel abroad in December-January and May-June, respectively. Most domestic travel study courses take place during the summer term.

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 Center for Global Education well in advance of implementation for travel abroad. Student exchanges and semester or year abroad programs are administered by the Center for Global Education and Programs and are not covered by the above policy. Field trips (local travel for a few days or less) are not covered by this policy.

For information about International travel study program guidelines, please contact:

The Study Abroad Coordinator at Ext. 5757

For information about Domestic travel study program guidelines, please contact:

The Domestic Travel Coordinator at Ext. 1003

For information about travel study curricular requirements, please contact: The Provost's Office at Ext. 1055

The travel study course proposal is to be submitted on the CourseLeaf Course Form.

General Education

General education exposes students to a common core of knowledge from a diversity of viewpoints, and hones their thinking and communication skills to better enable them to apply their knowledge. All students at UW-Whitewater must fulfill the general education requirements in order to complete their degree, meaning every student graduates from our university with the tools they need for success in the workplace and in all areas of their life ahead.

Education for the professions is built upon this base. University graduates need to understand the reciprocal interaction between profession, society and their 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 people of diverse backgrounds.

Exploring the General Education courses, usually done during the first few years of schooling, offers a unique opportunity to experience a wide range of subject areas. The broad exposure provided by the General Education program helps students to make better informed career decisions in college and better equips them to respond to evolving personal aspirations and changing career opportunities.

UW Whitewater General Education Philosophy

The UW-Whitewater General Education curriculum helps all students build a foundation for success in college, work, and life. The curriculum is designed to engage students with a common core of knowledge from multiple disciplinary perspectives and to hone critical thinking, communication, life-long learning and inquiry, knowledge application, and problem-solving skills. To this end, the General Education courses serve as the foundational learning experience for students throughout their college career. The General Education program provides the breadth of knowledge and skills which prepares students to actively respond to changing work environments, continue to learn and grow, and interact cooperatively in diverse contexts.

The goals of the general education program are to help students develop the skills and knowledge that are needed for success in our rapidly changing, increasingly diverse and interconnected world, including:

1. Knowledge of Human Cultures and the Natural World
2. Critical and Creative Thinking
3. Effective Communication Skills
4. Information Literacy
5. Quantitative Reasoning
6. Personal and Civic Responsibility
7. Foundations for Life-Long Learning

Details of these goals and additional details on all steps that need to be completed when requesting a general education designation for a course can be found on the GenEd page (https://www.uww.edu/gened).

U.S. Racial/Ethnic Diversity Course Guidelines

Many of the college degree requirements require a U.S. Racial/Ethnic Diversity requirement. Courses with this designation are expected to examine historically underrepresented U.S. racial/ethnic groups and are recommended through the Diversity Curriculum Committee.

For a course at UWW to be considered for a U.S. Racial/Ethnic Diversity designation, the course proposal must state how Course Objectives 1, 2, and 3 below are met. In addition, it must state how at least one additional Course Objective (4 and/or 5) is met. Each course syllabus would list the four to five Diversity Course Objectives that the course meets. In those cases where a course meets all five Diversity Course Objectives, the instructor would list all five objectives.
The syllabus would include the diversity content to be covered in the course, the diversity objectives addressed, a detailed list of course readings and evidence (i.e. assignments) of how diversity learning objectives are met, and when the content is covered in the course schedule.

The syllabus should be submitted with the initial course proposal. Applicable course proposals will be heard at monthly Committee meetings. Proposers will be invited to attend the meeting by the Chairperson at least seven business days before the diversity curriculum committee's meeting date. The committee meets the first Wednesday of every month.

Course Objectives:

1. Examines how the interactions and contributions of at least one historically underrepresented racial/ethnic group have shaped and continue to shape United States society.
2. Relates the core of the course content to at least one historically underrepresented racial/ethnic group within the United States.
3. Examines how the cultural practices of at least one historically underrepresented racial/ethnic group in the United States are expressed and how a group's differences in relation to the majority group and/or other minority groups evolve, overlap, and intersect in a variety of contexts, and how the key diversity concepts of power and privilege, and access, impact one's life and the lives of others.
4. Engages students to participate in multicultural activities (for example, travel study, guest speakers, experiential learning) of historically underrepresented racial/ethnic groups of the United States.
5. Fosters the skills and abilities of students which demonstrate intercultural competence. These may include the ability to reflect on one's own perspectives, to relate to and empathize with others whom we perceive as different from ourselves, and to use appropriate language and behavior while interacting across differences among historically underrepresented racial/ ethnic groups within the United States.

Historically underrepresented (see #1 above) refers to groups who have been denied equitable access to education, employment, housing, etc., and/or suffered past institutional discrimination in the United States. In addition, their contributions to United States history have not been fully or accurately included in mainstream school curricula. Historically underrepresented groups refer to African American, Latino/a American, Asian American, Native American.

Course content (in #2 above) refers to course readings; instructor, student, guest speaker and/or multimedia presentations; classroom and/or online discussions; and written, oral, and/or multimedia assignments. Power and privilege (in #3) refer to relationships that, in certain contexts, define the interactions between minority/majority subjects, where the majority subject often occupies a position of power and privilege over the minority subject. Access (in #3) refers to opportunities for educational, economic, political participation of historically underrepresented racial and ethnic groups within the United States.The concepts of group dynamics and power relations in #3 are drawn from the UWW's Diversity Learning and Intercultural Competence Rubric, 2014.

Policies on Course Offerings

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's Office. 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's Office 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 Catalog Offerings

SOURCE: *Office of the Provost and the Registrar's Office*

Courses which have not been offered for the four calendar years immediately preceding the issuance of a new catalog shall be deactivated. The term "offered" is defined as:

1. An undergraduate course wherein there has been actual enrollment and wherein instruction has occurred; **or**
2. A graduate course wherein there has been actual graduate enrollment and wherein instruction has occurred; **or**
3. A course which during the semester immediately preceding catalog issuance has been scheduled for registration.

Exceptions to this undergraduate policy must be approved by the Provost's Office. Requests for exceptions must be on the CourseLeaf Course Form and accompanied by an updated course syllabus.

Departments can deactivate any courses that are no longer needed at any time. Special courses (e.g. 496, 794, 291) in general are not deactivated.

Course Meeting Times

Courses shall not be offered for more than one credit per week. 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's Office. 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.CourseLeaf Curriculum Proposal Forms

Links to all forms, as well as the ***CourseLeaf End User Manual***, can be found on the UWW CourseLeaf webpage. If you have any questions regarding the CourseLeaf forms or procedures, or if you would like a consultation before completing any forms, please feel free to contact the Provost's Office at x1055.

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

Course Form (new course, course revision, general education, diversity, grade basis change, course deactivation, other)

Program Form (new degree, major, or submajor; change in degree, major, or submajor, deactivation of a major or submajor)

Special Course Form (special topics courses)

Other Request Form (other curricular action, administrative action)

At the bottom of the Program and Course Forms, there is a *Save Changes* button. Use it often!

Useful Websites for the Curricular Process

University Curriculum Committee	http://www.uww.edu/acadaff/facstaff/ucc
Undergraduate & Graduate Catalogs	https://www.uww.edu/registrar/course-catalogs
University Curricular Policies	https://www.uww.edu/registrar/policies
Curriculum Schedule	https://www.uww.edu/acadaff/facstaff/curricular-and-advising-calendar

List of Subject Areas by College

Interdisciplinary	Arts & Communication	Business & Economics	Education	Letters & Sciences	Integrated Studies
CORE	ACINDP	ACCOUNT	CAMINOS	ABT	AIS
DEVLPED	ARTHIST	BEINDP	CIBME	AFRIAMR	ANT
HONORS	ARTSTDIO	CYBER	CIFLD	AMERIND	ART
INTRAUNV	COMM	ECON	CIGENRL	ANTHROPL	AST
MISC	DANCE	FNBSLW	COACHING	ARABIC	BIO
SCIBUS	JOURNLSM	ITSCM	COMDIS	ASIANAM	BUS
STDYABRD	MAGD	MANGEMNT	COUNSED	ASIANSTD	CHE
	MUSC	MARKETNG	EARLYCHD	ASL	CHI
	THEATRE	SAFETY	EDFNDPRC	ASTRONMY	CPS
		SCHBUSMG	EDFOUND	BIOLOGY	CTA
			EDUNIDP	CHEM	ECO
			ELEMMID	CHINESE	EDU
			HEALTHED	COMPSCI	EGR
			IDLT	CRIMJUS	ENG
			LDRSHP	CYBER	FRE
			LIBMEDIA	ENGLISH	GEO
			MUSED	ENVSCI	GER
			PEFIELD	FILM	GLG
			PEGNRL	FIRSTNAT	GSW
			PEPROF	FRENCH	HES
			READING	GEOGRPY	HIS
			RECREATN	GEOLGY	INS
			SECNDED	GERMAN	INT
			SPECED	GERON	ITA
			SPECFLD	HISTRY	LEA
				HMONG	LEC
				INTRNAR	MAT
				JAPANESE	MED
				LATINX	MLG
				LEGALST	MUA
				LSINDP	MUS
				MATH	PHI
				PHILSPHY	PHY
				PHYSCS	POL
				POLISCI	PSY
				PWP	REL
				PSYCH	SOC
				PUBHLTH	SPA
				STAT	UWX
				RACEETH	
				RELIGST	
			Letters & Sciences	SOCIOLGY	
			WOMENST	SOCWORK	
Updated 04/2023			WRLDLANG	SPANISH	