L&S College Curriculum Committee

AGENDA

Thursday, December 4, 2014 at 2:00 PM

Madison Conference Room, LT 4120

1. Approval of November 13, 2014 Minutes (handout at meeting)

2. Announcements
    a. Note new location for CCC meetings for the Spring - LT 4012

3. **Biology**
    a. Change in Existing Course- BIOLOGY 370 Aquatic Biology
    b. Changes in Existing Course- BIOLOGY 412 Immunology
    c. Changes in Existing Course- BIOLOGY 446 Organic Evolution
    d. Change in Submajor in 5 different emphases
    e. Pre-Req Change-BIOLOGY 448 Bioinformatics
    f. New Minor –Bioinformatics

4. **Computer Science**
    a. Changes in Existing Course-COMPSCI 220 Concepts of Programming

5. **Economics**
    a. Change in Major-Economics

6. **Geography and Geology**
    a. Administrative Action – Change department name to Geography, Geology, and Environmental Science

7. **Integrated Science/Business**
    a. New Course – SCIBUS 185 Intro to Integrated Science and Business
    b. Change in Major-Integrated Science/Business BS
    c. Change in Submajor–Integrated Science/BusinessWater Emphasis BS

8. **Languages and Literature**
    a. Change in Minor – Film Studies

9. Political Science

a. New Course-INTRNAR 200 Issues in International Studies: Inquiry and Writing in the Major
b. Change in Major – Political Science BA/BS
c. Change in Minor –Political Science BA/BS
d. Change in Major – Political Science Education BSE
e. Change in Major – Public Policy and Administration Major BS
f. Change in Major -Political Science Legal Studies Emphasis BA/BS
g. Change in Major – Political Science Honors Emphasis BA/BS

10.Sociology

a. Disability Studies Seminar-Interdisciplinary 484

11. Old Business

12. Adjournment

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A

Change in an Existing Course

Type of Action (check all that apply)

☐ Course Revision (*include course description & former and new syllabus)*
☒ Contact Hour Change and or Credit Change
☐ Diversity Option
☐ General Education Option
area: Select one: *
☐ Grade Basis
☐ Repeatability Change
☐ Other:

* Note: For the Gen Ed option, 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 gender.

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): Biology 370

Current Course Title: Aquatic Biology

Sponsor(s): Elisabeth Harrahy & Ellen Davis

Department(s): Biological Sciences

College(s): Letters and Sciences

List all programs that are affected by this change:
Biology major (all emphases), Environmental Science major (all tracks), and Integrated Science and Business major (water resources emphasis)

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4A***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM:
3 units of credit
2 hours of lecture and 3 hours of lab per week = 80 hours per semester

TO:
4 units of credit
3 hours of lecture and 3 hours of lab per week = **96** hours per semester

II. **Justification for action**

We propose an increase in credit and contact hours to better accomplish the goals/student learning outcomes of this course. Aquatic Biology is an upper level course with substantial writing requirements, but it is also a survey course that covers many different areas of aquatic biology (water chemistry, limnology, wetland ecology, stream ecology, and marine biology), any of which could be taught as a semester-long course alone. Because the class currently meets only two days (two 50-minute lectures) per week, only select key concepts in each area are covered. An additional 16 lectures would allow these concepts to be covered in greater depth, and for additional concepts in each of these areas to be covered as well.

Many students in biology are interested in the Marine and Freshwater Ecology emphasis, but choose the Ecology, Evolution and Behavior emphasis (formerly known as the Ecology and Field Biology emphasis) because they cannot afford to spend a year at Deakin University in Australia (required for all Marine and Freshwater Ecology students). The proposed changes would allow us to spend more time on marine biology topics at the end of the semester, and this would benefit those students (as well as provide a better foundation for the Marine and Freshwater Ecology students going to Deakin University).

With respect to budgeting the proposed change, it should be noted the Department of Biological Sciences recently hired an aquatic biologist (Dr. Brian O'Neill; 2014) who will share in the responsibility of teaching this course.

III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

The proposed changes in credit and contact hours does not involve a major change in content; rather, it will allow content to be covered more thoroughly and in greater depth. Thus, the syllabus below for a fall, 2015 four-credit version of this course is essentially the same as the current (fall, 2014) three-credit version. Please see proposed 2015 syllabus below.

BIOLOGY 370- AQUATIC BIOLOGY
Fall 2015

Instructor

Dr. Elisabeth Harrahy
Office: Upham 305
Phone: 472-1086
E-mail: harrahye@uww.edu
Office Hours:

Mondays:	9:30-10:00
Wednesdays	9:30-10:00 and 12:00-1:00
Fridays	12:00-2:00

Lecture

Section 01C	Monday, Wednesday	10:00-10:50	Hyland 1311

Lab

Section 01	Monday	2:00-4:50	UH 360 and/or Field (vans)

Pre-requisites

BIOL 257 and CHEM 102 with a grade of "C" or better, or equivalents.

Learning Outcomes (LOs)

Upon completion of this course, students should be able to:

LO1 use critical thinking skills to address complex aquatic ecological issues
LO2 use writing skills to synthesize, and demonstrate information learned
LO3 demonstrate a deeper understanding of the scientific method, including the ability to design a sound scientific experiment that incorporates controls, replication, and randomization
LO4 use presentation-making and speaking skills to present aquatic ecological and experimental design information to others
LO5 prepare a research proposal
LO6 demonstrate knowledge and understanding of:
- a. basic water chemistry parameters
- b. the diversity and complexity of aquatic organisms
- c. key concepts in aquatic biology (e.g., vertical stratification, river continuum)
- d. methods of sampling various aquatic organisms from various habitats
- e. impacts man has had on lakes, wetlands, streams, and oceans

Required Texts

Introduction to Limnology, S.I. Dodson. 2005. McGraw-Hill Publishers. ISBN 0-07-287935-1. (Available through the Department of Biological Sciences. I will pass these out in class.)

Stream Ecology: Structure and Function of Running Waters. 2nd Edition. J.D.

Allan and M.M. Castillo. 2007. Springer Publishers. ISBN 978-1-4020-5582-9. (Available through textbook rental at the book store.)

Web

Desire2Learn (http://www.uww.edu/desire2learn)
The Biology 370 D2L site will contain course announcements, syllabus, and any web resource or supplementary material that may become available.

E-mail

All class and lab e-mail will be sent to your UWW account.

Attendance Policy

Regular attendance of both lecture and lab is mandatory. Provisions can be made for occasional conflicts, but students are expected to bring such conflicts to the attention of the instructor *prior* to missing class. In case of conflicts, illness, or other unavoidable reason for missing lecture, it is the responsibility of the *student* to find out what announcements may have been made, and to obtain copies of lecture notes and any handouts. Many of the labs will take place in the field, and it will not be possible to make up these labs.

Other Expectations

-You are expected to do the assigned reading listed for each day *prior* to coming to class. You should be spending about nine hours per week outside of class on this course.

-You are expected to be punctual in arriving to lecture and lab.

-You are expected to be courteous to your fellow classmates and not hold private conversations, send text messages, or do any other activities that are distracting. **Keep all electronic devices turned OFF during class, unless you are anticipating an emergency call.** Also, please do not pack up books or leave early unless you have good reason for doing so and tell me in advance.

-You are expected to participate in class discussions and answer questions based on readings. Some of the reading may be from sources other than your textbook. I will provide you with copies of such readings, or with instructions on how to access them. All readings (for lecture and lab), and all material presented in lecture and lab may be used as a basis for exam questions.

Grading

Lab Reports (LO1, LO2, LO6; 3 reports x 25 pts)	75
Research Proposal (LO1, LO2, LO3, LO5, LO6)	100
(first draft worth 60 pts)	
(second draft worth 40 pts)	
Proposal Presentation (LO1, LO2, LO3, LO4, LO6)	25
Exam I (LO1, LO2, LO3, LO6)	100
Exam II (LO1, LO2, LO3, LO6)	100
Final Exam (LO1, LO2, LO3, LO6)	150
Total	550 (100%)

A = 100-92.6%; A- = 92.5-89.6%; B+ = 89.5-87.6%; B = 87.5-82.6%; B- = 82.5-79.6%; C+ = 79.5-77.6%; C = 77.5-72.6%; C- = 72.5-69.6%; D+ = 69.5-67.6%; D = 67.5-62.6%; D- = 62.5-59.6%; F = <59.6%

Field/Lab Notebook: You will need to purchase a notebook (a "Rite in the Rain"-type field notebook) in which you can take notes in the field and laboratory. Typically, professionals use pencil in the field (pencils still work in the rain) and indelible ink in the laboratory (as evidence that raw data has not been tampered with). Please leave a blank page up front for a table of contents. Number all pages of the notebook if your notebook does not come with pages numbered. You will want to record notes and raw data in your notebook, and also drawings of any specimens we examine in the lab.

Lab Reports: There will be three laboratory reports; each is worth 25 points. Reports will consist of short descriptions of field and/or laboratory methods employed, summaries of data collected (in tables or graphs), and answers to questions. Lab reports are due at the start of the laboratory period on which the report due date is listed on the schedule.

Research Proposal: You will write a research proposal on a topic (related to aquatic biology) of your choice (to be approved by me first). We will discuss proposal requirements in class. I will grade your first draft, make lots of comments, and get it back to you for revision. Write your first draft as though it is your final. You must turn in your first draft (with my markings on it) with your final draft.

Proposal Presentation: You are required to give a 15-minute oral (12-minute talk with 3 minutes for questions) PowerPoint presentation on your proposal. Presentations will be given (due) during lab at the end of the semester. More detail on what should be included in your presentation will be provided in class.

Exams: Exams will include mostly short answer questions. Exams will be based on lecture material, lab material, and assigned readings. The final exam will be comprehensive (i.e., will cover material from the whole semester). Make-up exams will only be given in cases of emergency, when sufficient documentation of the emergency is provided.

Administrative Statements

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Special Needs Statement: Students with special needs should contact the instructor to make appropriate arrangements.

Religious Beliefs Accomodation: Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling of all examinations and other academic requirements. Students must notify the instructor *within the first three weeks* of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section of the *University Bulletin* and the *Timetable* titled, "Accomodations of Religious Beliefs".

Academic Misconduct Statement: The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity, and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies the procedures to be followed when a student is accused of academic misconduct. For additional information, refer to the *Student Handbook* section "Student Academic Disciplinary Procedures".

Absence for University-Sponsored Events: University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in University-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a University-sanctioned event will not be counted as an absence. A University-sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining Provost's prior approval of an event as being University-sanctioned and for providing a list of participants. Students are responsible for notifying their instructors *in advance* of their participation in such events.

Summary of Important Dates

September 23 (Wed)	Tentative research proposal topic due
September 30 (Wed)	EXAM 1
October 12 (Mon)	Limnology lab report due
October 28 (Wed)	First draft research proposal due
November 9 (Mon)	EXAM 2
November 11 (Wed)	Stream ecology lab report due
November 23 (Mon)	Aquatic toxicology lab report due
November 30 (Mon)	Proposal presentations during lab
December 7 (Mon)	Proposal presentations during lab
December 9 (Wed)	Final research proposals due
December XX	FINAL EXAM

Fall Deadlines

September xx, 2015: last day to drop this course without a "W"
October xx, 2015: last day to withdraw from this course with a grade of "W"

TENTATIVE LECTURE SCHEDULE

Week Starting	Topics	Readings
Aug 31 (No class Mon)	-Syllabus, discussion of research proposal format **INTRO TO AQUATIC BIOLOGY**	-Syllabus
Sep 7	**SCI METHOD/ EXPERIMENTAL DESIGN** -Scientific methods/Hypothesis testing -Experimental design in aquatic biology	-Dodson, CH 1
Sep 14	-Pseudoreplication, bias, and other issues w/exp. design in aquatic biology **WATER CHEMISTRY** -Major parameters	 -Dodson, CH 10
Sep 21	-Influence on biota **LIMNOLOGY** -Formation, types of lakes	-Allan, CH 4 -Dodson, CH 11
Sep 28	-Stratification; vertical profiles of temp. and DO **EXAM 1- WEDNESDAY, SEP 30**	-Dodson, CH 2
Oct 5	-Vertical profiles of light and organisms -Biology and ecology of single-celled and colonial organisms	 -Dodson, CH 3
Oct 12	-Biology and ecology of multi-celled organisms -Key issues/impacts: exotic species, eutrophication, biomanipulation	-Dodson, CH 4 -Dodson, CH 8

Oct 19	**WETLANDS** -Types, adaptations -Values and functions	-Mitsch, CH 4
Oct 26	-Loss of wetlands; human impacts; wetland regulation; mitigation **STREAM ECOLOGY** -Fluvial geomorphology: inputs, hyporheic zone, floodplains, riparian zones; channel morphology	-Mitsch, CH 17 -Allan, CH 1
Nov 2	-Energy sources; trophic relationships	-Allan, CH 6 (Summary only; p. 133-134) -Allan, CH 7 (Summary only; p. 160-161) -Allan, CH 8
Nov 9	**EXAM 2- MONDAY, NOV. 9** **Break down acute toxicity test Wed.**	
Nov 16	-Most important abiotic factors affecting stream organisms; adaptations -Key concepts: invertebrate drift, river continuum concept, nutrient spiraling	-Allan, CH 5 -Allan, CH 11 (p. 265-268, and Summary, p. 284-285)
Nov 23	-Key concepts continued -Key issues/impacts: a) physical (e.g., dams) and b) chemical (e.g., point sources of contaminants)	-Allan, CH 13
Nov 30	-Key impacts continued **MARINE BIOLOGY** *(continued fr/Nov 24 lab)* -Biology and ecology of select habitats: -coral reefs -ocean depths	-TBD
Dec 7	-Key issues/impacts: climate change, HABs, over-harvest, oil spills	-TBD

TBD	**FINAL EXAM**	

TBD = To be determined.
Dodson = Limnology book
Allan = Stream Ecology book

Additional Sources

Mitsch, W. J. and J. G. Gosselink. 2001. Wetlands. (3rd ed.) Van Nostrand Reinhold Publishers. Chapters as assigned.

What to Bring in the Field

-field notebook, number 2 pencil
-knee boots or hip waders (provided for you if you don't have your own) for some trips (also a good idea to bring a change of clothes in case you fall in the water)
-hiking boots or tennis shoes you don't mind mucking up for other trips ☺
-high, warm sox to go with waders
-sunglasses, sunscreen, bug spray if necessary
-raincoat with hood if forecast calls for it

TENTATIVE LAB SCHEDULE

Date	Topics	Field or Upham 360
Aug 31	**No lab**	
Sep 7	**How to Conduct a Literature Search:** Martha Stephenson; work on literature search for proposal	Anderson Library
Sep 14	**Limnology I**: Shorelands and shallows, shoreland restoration, the littoral zone, water quality parameters, water, sediment, and plankton sampling	Field- Whitewater and Rice Lakes
Sep 21	**Stream Ecology I:** Aquatic macroinvertebrate sampling, fish habitat sampling, fish communities	Field- Bluff Creek
Sep 28	**Wetlands:** Wetland communities, values and functions, impacts, wetland delineation.	Field- Natureland Park
Oct 5	**Limnology II (Indoors)**: Microscopic examination of phytoplankton (including blue-green algae) and zooplankton, and of other	Upham 360

	live specimens.	
Oct 12	**Stream Ecology II:** Water quality indicators, collection of aquatic macroinvertebrates, macroinvertebrate drift, comparison of two small streams	Field- Allan Creek
Oct 19	**Stream Ecology III:** The watershed and the river continuum.	Field- Bark River
Oct 26	**Biomonitoring/Analytical Chemistry:** Tour of WI State Laboratory of Hygiene (Water Microbiology, Biomonitoring, Organic Chemistry Units)	Field Trip- WI SLOH
Nov 2	**Indoor Stream Ecology:** Identification of macroinvertebrates. Discussion of biomonitoring indices (EPT, etc.), and endpoints at the population, community, and ecosystem levels.	Upham 360
Nov 9	**Aquatic Toxicology:** Discussion of acute versus chronic, measurement endpoints. Gammarus amphipod or Daphnia water flea acute toxicity test.	Upham 360
Nov 16	Discussion of dose-response curves, toxicity test data analysis. **Limnology III:** Vernal pools and suspended animation	Upham 360
Nov 23	**Marine Biology:** Ocean provinces, unique properties of sea water, circulation & waves (lecture)	Upham 360
Nov 30	**PROPOSAL PRESENTATIONS**	Upham 360
Dec 7	**PROPOSAL PRESENTATIONS**	Upham 360

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A

Change in an Existing Course

Type of Action (check all that apply)

☒ Course Revision (*include course description & former and new syllabus)*
☒ Contact Hour Change and or Credit Change
☐ Diversity Option
☐ General Education Option
area: Select one: *
☐ Grade Basis
☐ Repeatability Change
☐ Other:

* Note: For the Gen Ed option, 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 gender.

Effective Term: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number*): Biology 412

Current Course Title: Immunology

Sponsor(s): Pete Mesner, Ellen Davis

Department(s): Biological Sciences

College(s): Letters and Sciences

List all programs that are affected by this change:
all biology emphases

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4A***)

I. **Detailed explanation of changes** (use FROM/TO format)

FROM: ~~Immunity to infectious diseases related to changes in the constituents of the blood is explored. Transplantation of tissues, allergies, and autoimmune diseases are discussed. Two hours of lecture and two hours of laboratory per week.~~

Credits: 3
2 hours of lecture and 2 hours of lab per week = 64 hours per semester

TO: **Study of the function of cells and tissues of the vertebrate immune system. Topics include biology of critical molecules and cells, principles of innate, acquired, and adoptive immunity, immunogenetics, allergy, inflammation, autoimmunity, vaccines, and transplantation. The lab provides experience with modern serological and immunological laboratory techniques and instrumentation.**

Credits: 4
3 hours of lecture and 3 hours of lab per week = 96 hours per semester

II. **Justification for action**

1) Feedback from UW-W alumni attending graduate/professional/medical schools and working in lab settings indicates that thorough prior training in Immunology greatly improves the competitiveness and future success of our students in the technical job market and in professional programs.
2) Comments from course evaluations indicate that the great majority of students perceive the class as important, desirable, and beneficial, but feel that it requires far more time and effort than other three credit courses.
3) Immunology requires a time and effort commitment (by both students AND instructor) that is *at least* equivalent to other upper division 4 credit biological science courses with a lab (e.g. *Microbiology* (Bio. 311), *Human Anatomy & Physiology I & II* (Bio. 361/362), *Developmental Biology* (Bio 341), *General Ecology* (Bio. 457)).
4) Immunology has one of the most rapidly expanding knowledge bases in all of life science. The textbook used in the course (*Immunology*, 7th ed. (Kuby, et al., 2012), which is widely recognized as *THE* preeminent undergraduate text in the field, has added more than 100 pages (a 20% content increase) since its 6th ed. Much of this relates to innate immunity and new research methods, subjects NOT covered in previous versions the course.
5) Since the course was last taught in 2012, Biological Sciences has acquired nearly $100,000 in capital equipment that will facilitate a very significant expansion of the range of modern and sophisticated laboratory techniques that immunology students will have the opportunity to learn and practice in the course.
6) Because of recent faculty reassignments and new tenure-track hires in Biological Sciences, I am no longer the sole instructor for our very popular, multi-section 4cr *Human Anatomy & Physiology I* (Bio. 361) course. I will therefore be able to offer *Immunology* at least once every other year (possibly once a year). Over the last 3-4 years, student interest in and demand for the course have been steadily growing, suggesting that the course is a very desirable elective for our ever-expanding population of majors.

III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

OLD SYLLABUS

Instructor: Dr. Pete Mesner **Office:** 207 Upham Hall
Office Phone: (262) 472-5139 **Research Lab:** 207A Upham Hall
E-mail: mesnerp@uww.edu **Office Hours:** M: 9:55am, T&Th: 9:30am & 2:15 pm

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Lectures: M,W 8:50-9:40 PM 206UH **Lab:** Monday 1:10-4:10 PM 206 UH

Prerequisites: C or better in *Intro. to Cell Biology* (Biology 253) & ***Intro. to Genetics*** (Biology 251)

Textbook: Kuby, J., et al., ***Immunology, 6th*** Edition, W.H Freeman & Co. (UW-W textbook rental).

Course Objectives

Successful students will be able to *demonstrate knowledge and understanding* by describing and/or explaining...

1) The principles governing the function of adaptive & adoptive immunity in higher vertebrates.
2) The principles of organization/function of the humoral and cell-mediated arms of the immune response.
3) The principles governing the structure and function of immunocritical molecules such as antibodies, etc.
4) The principles and processes that underlie development, instruction and activation of B & T lymphocytes.
5) Important principles governing immune responses such as inflammation, allergy, etc.
6) Familiarity with important laboratory methods based on serological and immunological principles.

TO INSURE THEIR SUCCESS GOOD STUDENTS WILL ……..

- *ACTUALLY* READ THE TEXTBOOK!! (lectures focus attention/provide for *interactive* learning).
- ATTEND LECTURE faithfully (while remaining alert, attentive and mentally engaged).
- COME TO CLASS PREPARED (i.e. assignment & lecture outline read, notebook, pen and mind!!)
- THINK, ASK & ANSWER QUESTIONS (Are the principles/ideas clear? Do things make sense?)
- STUDY/REVIEW CONSISTENTLY and OFTEN. (**CRAMMING IS NOT LEARNING**).
- ACTIVELY SEEK TO UNDERSTAND & ACTIVELY SEEK HELP IF YOU DON'T.

Emphasis: Gaining a thorough understanding (not a superficial memory) of the subject matter.

Course Policies

- Class attendance is **MANDATORY**, though attendance will NOT be recorded or rewarded.

- **NO EXTRA CREDIT (i.e. NONE!)** will be available in this course. Don't bother asking.

- Unexcused exam/quiz absences **CANNOT** be made-up and will receive a grade of zero.
  (Excuses MUST be provided BEFORE the exam is given and must be accompanied by proof.)
  Make-up exams will be essay style and are likely to be more difficult that the original exam.

- Grade appeals MUST be in writing and will be only considered OUTSIDE of class time.
  Frivolous/excessive requests for re-grading will be penalized 20% of exam value.
  Appeals must be submitted to Dr. Mesner by 4 PM of the day the exam is handed back. *Entire exam* will be re-graded. NO VERBAL DECISIONS WILL BE GIVEN.
  No score adjustments (e.g. fixing addition errors) are possible after one week from the exam return date.

- If you don't use your UWW student e-mail account you MUST check that account daily.

- All communication devices (cell phones, pagers, etc.) must be turned OFF during class time.
  If your cell phone rings I will stop class and make a scene.

- Letter of Recommendation Policy: A letter of recommendation is a favor. If you wish to have me consider writing a letter on your behalf the following criteria must be met:

    1) You must earn an A in the course.

    2) I must know you well enough to write about you as a person as well as a student.

    3) I must agree to write the letter and be given ample time (≥ 2 weeks) to do so.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]). These required syllabus contents were agreed upon by the actions of the Whitewater Student Government (S95- 96:09), Academic Staff Assembly, Faculty Senate (FS956-13 and FS989-11), Provost Prior, and Chancellor Greenhill (approved Nov. 17, 1998).

Special Needs Students: If you have special needs please let me know as soon as possible. UWW is well equipped to facilitate access to higher education by all members of the university community, but I have to be notified in order to know who needs help.

Religious Beliefs Accommodation: Board of Regents policy states that a students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Timetable titled Accommodation of Religious Beliefs.

Absence for University Sponsored Events: University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing classes in order to participate in university-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university-sponsored event will not be counted as an absence. A university-sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

Academic Misconduct: Academic misconduct (cheating, copying, and plagiarism) will not be tolerated and will be dealt with according to UWS Chapter 14. The university believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote

academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic Disciplinary Procedures.

Planned Lecture Schedule:

Week of	Topic(s) covered (Monday / Wednesday)	Kuby Readings (Mon. / Wed.)
1/15	**No Class** / Course Introduction, Immune System Overview	pp.1-22
1/22	Immune System Tissues & Organs (*all week*)	pp. 23-40
1/29	Immune System Tissues & Organs (*all week*) **(Quiz #1, 2/1/12)**	pp. 40-49
2/5	Antigens & Antibodies (*all week*) **(Term Paper TOPIC due, 2/8/12)**	pp. 76-95
2/12	Antibody Structure & Function / **(EXAM I -- Wednesday 2/15/12)**	pp.95-106 / --
2/19	Ig Gene Organization	pp. 111-122 / 122-136
2/26	TCR Gene Organization	pp. 223-235 / 235-242
3/4	The Major Histocompatibility Complex (MHC) **(Quiz #2, 3/7/12)**	pp. 189-201
3/11	The MHC (*all week*) **(Term Paper OUTLINE due, 3/14/12)**	pp. 201-207
3/18	Antigen Processing & Presentation / **(EXAM II – Wednesday 3/21/12)**	pp. 207-218 / --
3/25	---------- ***SPRING BREAK*** ----------	--
4/1	T Cell Biology (*all week*)	pp. 223-239 / 245-264
4/8	B Cell Biology (*all week*) **(Term Paper DRAFT due. 4/11/12)**	pp. 271-283 / 283-298
4/15	The Complement System **(Quiz #3 4/18/12)**	pp. 168-176 / 176-185
4/22	Infections and Immunity	pp. 447-467
4/29	Advanced topics **(If time permits)** **(Term PAPER due, 5/2/12)**	TBA
	CUMULATIVE FINAL EXAM Wed. 5/7/12 7:45-9:45 am	--

Planned Lab Activities Schedule:

Monday	Topic(s) / Exercise / *Report Due*
1/23	**No lab this week**
1/30	Blood smears prep. and analysis, / Blood smear/ID exercise / no report due
2/6	Blood typing / Blood typing exercise / no report due
2/13	Cell Culture I / Hybridoma propagation & growth curve / *Blood Smear, ID & Typing report due*
2/20	Cell Culture II / Hybridoma exercise continued/ no report due
2/27	Immunoglobulin Purification / Protein purification exercise / *Hybridoma execrice report due*
3/5	Immunoglobulin Purification (*continued*) / IgG purification by ion-exchange chromatography / no report due
3/12	Polyacrylamide Gel Electrophoresis (PAGE) / PAGE analysis of proteins / no report due
3/19	Polyacrylamide Gel Electrophoresis (PAGE) / PAGE analysis of proteins / *IgG purification report*

3/26	---------- ***SPRING BREAK*** ----------
4/2	Immunoblotting / Western blotting analysis of α-Tubulin expression / no report due
4/9	Immunoblotting / Western blotting analysis of α-Tubulin expression / no report due
4/16	Fluorescence Microscopy / Immunofluorescence exercise / *Western blotting report due*
4/23	Fluorescence Microscopy / Immunofluorescence exercise / no report due
4/30	**No lab this week** / *Immunofluorescence report due*

Course Grading

3 Quizzes (20 points each)…….…….....60 points
2 Midterm Exams (100 points each)……...…..200 points
Final Exam……....200 points
5 Lab Reports (20 points each)…….……100 points
Lab participation grade (subjective) …….…….40 points
Term Paper……100 points
Total points scored = 700 points

Grade Scale

A….89.5-100%
B….79.5-89.4%
C…70.5-79.4%
D…60.5 –70.4%
F < 60.4 %

NEW SYLLABUS

Instructor: Dr. Pete Mesner
Office Phone: (262) 472-5139
E-mail: mesnerp@uww.edu
Office: 207 Upham Hall
Research Lab: 207A Upham Hall
Office Hours: ***TBD***

Lectures: ***TBD*** 206UH **Lab:** ***TBD*** 206 UH

Prerequisites: C or better in *Intro. to Cell Biology* (Biology 253) & ***Intro. to Genetics*** (Biology 251)

IV.

Textbook: Kuby, J., et al., ***Immunology, 7th*** (possibly 8th) Edition, W.H Freeman & Co. (UW-W textbook rental).

Course Objectives

Successful students will be able to *demonstrate knowledge and understanding* by describing and/or explaining...

7) The principles governing the function of innate, adaptive & adoptive immunity in higher vertebrates.
8) The principles of organization and function of the humoral and cell-mediated arms of the immune response.
9) The principles governing the structure, organization, and molecular biology of immunocritical genes.
10) The principles governing the structure and function of key immunological molecules (e.g. antibodies, receptors, etc.
11) The principles and processes that underlie development, instruction and activation of B & T lymphocytes.
12) The principles governing signaling pathways important in normal immune responses.
13) The principles of inflammation, allergy, vaccine design/development, and transplantation biology.
14) Purpose, choice, and interpretation of results from important analytical methods including serological, molecular, biochemical, microscopical, and instrumental techniques.

TO INSURE THEIR SUCCESS GOOD STUDENTS WILL ……..

- READ THE TEXTBOOK!! (lectures focus attention/provide for *interactive* learning).
- ATTEND LECTURE faithfully (while remaining alert, attentive and mentally engaged).
- COME TO CLASS PREPARED (i.e. assignment(s) read, notebook, pen and mind ready!!)
- THINK, ASK & ANSWER QUESTIONS (Are principles/ideas clear? Do things make sense?)
- STUDY/REVIEW CONSISTENTLY and OFTEN. (**CRAMMING IS NOT LEARNING**).
- ACTIVELY SEEK TO UNDERSTAND & ACTIVELY SEEK HELP IF YOU DON'T.

Emphasis: Gaining a thorough understanding (not a superficial memory) of the subject matter.

Course Policies

- Class attendance is **MANDATORY**, though attendance will NOT be recorded or rewarded.
- **NO EXTRA CREDIT (i.e. NONE!)** will be available in this course. Don't bother asking.
- Unexcused exam/quiz absences **CANNOT** be made-up and will receive a grade of zero.
  (Excuses MUST be provided BEFORE the exam is given and must be accompanied by proof.
  Make-up exams will be essay style and are likely to be more difficult that the original exam.
- Grade appeals MUST be in writing and will be only considered OUTSIDE of class time.
  Frivolous/excessive requests for re-grading will be penalized 20% of exam value.
  Appeals must be submitted to Dr. Mesner by 4 PM of the day the exam is handed back. Entire exam will be re-graded. NO VERBAL DECISIONS WILL BE GIVEN.
  No score adjustments (e.g. fixing addition errors) are possible after one week from the exam return date.

Course Policies (continued)

- You MUST check your UWW e-mail account daily.

- All communication devices (cell phones, pagers, etc.) must be turned OFF during class time. If your cell phone rings I will stop class and make a scene.

- Letter of Recommendation Policy: A letter of recommendation is a favor. If you wish to have me consider writing a letter on your behalf the following criteria must be met:

    1) You must earn an A in the course.

    2) I must know you well enough to write about you as a person as well as a student.

    3) I must agree to write the letter and be given ample time (≥ 2 weeks) to do so.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]). These required syllabus contents were agreed upon by the actions of the Whitewater Student Government (S95- 96:09), Academic Staff Assembly, Faculty Senate (FS956-13 and FS989-11), Provost Prior, and Chancellor Greenhill (approved Nov. 17, 1998).

Special Needs Students: If you have special needs please let me know as soon as possible. UWW is well equipped to facilitate access to higher education by all members of the university community, but I have to be notified in order to know who needs help.

Religious Beliefs Accommodation: Board of Regents policy states that a students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Timetable titled Accommodation of Religious Beliefs.

Absence for University Sponsored Events: University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing classes in order to participate in university-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university-sponsored event will not be counted as an absence. A university-sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's

prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

Academic Misconduct: Academic misconduct (cheating, copying, and plagiarism) will not be tolerated and will be dealt with according to UWS Chapter 14. The university believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic Disciplinary Procedures.

Lecture Schedule:

Week	Topic(s) Monday / Wednesday	Kuby 7th Ed. Readings
1	Course Introduction, Immune System Overview	pp. 1-23
2	Immune System Tissues & Organs (*all week*)	pp. 27-40 / 40-59
3	**B&T Cell Receptors (*all week*)** / **(Quiz #2)**	pp. 65-80 / 80-101
4	**Cyto/Chemokines / Innate Immunity (Term Paper TOPIC due)**	pp. 105-15, 130-37 / 141-66
5	**Innate Immunity** / **(EXAM I)**	pp. 166-179 / --
6	**The Complement System** (*all week*)	pp. 187-201 / 201-219
7	**Lymphocyte Receptor Gene Organization** (*all week*)	pp. 225-242 / 242-255
8	The MHC (all week) **(Quiz #2)**	pp. 261-284 / 285-294
9	T Cell Biology (*all week*) **(Term Paper OUTLINE due)**	pp. 299-314 / 314-324
10	B Cell Biology / **(EXAM II)**	pp. 329-337 / --
	---------- ***SPRING BREAK*** ----------	--
11	B Cell Bio. (*cont.*) / **Lymphocyte Activation, Diff. & Memory**	pp. 337-354 / 357-381
12	**Lymph. Act., Diff. & Mem. (*cont.*) (Term Paper DRAFT due)**	pp. 385-394 / 394-413
13	Allergy (all week) / **(Quiz #3)**	pp. 485-501 / 501-513
14	**Autoimmunity & Transplantation Biology**	pp. 517-536 / 536-549
15	**Infectious diseases & Vaccines (Term PAPER due)**	pp. 553-565 / pp. 565-585
16	**CUMULATIVE FINAL EXAM (TBD)**	--

Lab Activities Schedule:

Week	Topic(s) / Exercise / *Report Due*
1	**No lab this week**
2	Blood smears, Differential WBC counting / Differential counting exercise / no report due
3	Blood typing & Cross-matching / Typing & Cross-matching exercise / no report due
4	Cell Culture I / Hybridoma propagation & ploidy analysis ex. / *Blood count/typing report due*

5	Cell Culture II / PBMC isolation & T cell population analysis/ no report due
6	Immunoglobulin Purification / IgG purification exercise / *Cell culture exercise report due*
7	Immunoglobulin Purification (*continued*) / Ion-exchange chromatography / no report due
8	Polyacrylamide Gel Electrophoresis (PAGE) / PAGE analysis: proteins / *IgG purification report due*
9	Immunoblotting / Western blotting analysis of α-Tubulin expression / no report due
10	---------- ***SPRING BREAK*** ----------
	Enzyme-Linked ImmunoSorbent Assay / ELISA exercise / *PAGE/Western blotting report due*
11	Quantitative ELISA / Analytical ELISA / no report due
12	Immunofluorescence Confocal Microscopy / Immunofluorescence exercise / *ELISA report due*
13	Flow Cytometry I / ELISA exercise / no report due
14	Flow Cytometry II / *Immunofluorescence-Confocal report due*
15	Complete flow cytometric analyses
16	**No lab this week** / *Flow Cytometry report due*

Course Grading

3 Quizzes (20 points each)…….…....60 points
2 Midterm Exams (100 points each)……...…..200 points
Final Exam……....200 points
5 Lab Reports (20 points each)…….……100 points
Lab participation grade (subjective) …….…….40 points
Term Paper……100 points
Total points scored = 700 points

Grade Scale

A….89.5-100%
B….79.5-89.4%
C…70.5-79.4%
D…60.5 –70.4%
F < 60.4 %

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A

Change in an Existing Course

Type of Action (check all that apply)

☒ Course Revision (*include course description & former and new syllabus)*
☒ Contact Hour Change and or Credit Change
☐ Diversity Option
☐ General Education Option
area: Select one: *
☐ Grade Basis
☐ Repeatability Change
☒ Other: prerequiste change

* Note: For the Gen Ed option, 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 gender.

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): Biology 446

Current Course Title: Organic Evolution

Sponsor(s): Bob Kuzoff and Anneke Lisberg

Department(s): Biological Sciences

College(s): Letters and Sciences

List all programs that are affected by this change:
All biology emphases are affected, but it will not require a form 2.

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4A***)

I. **Detailed explanation of changes** (use FROM/TO format)

FROM:
~~3 units – three thours of lecture~~
History of evolutionary thought, evidences of evolution and analysis of evolutionary mechanisms and processes.
PREREQ: BIOLOGY 251 WITH A GRADE OF C OR BETTER

TO:
4 units – three hours of lecture and one hour of discussion
History of evolutionary thought, evidences of evolution and analysis of evolutionary mechanisms and processes.
PREREQ: BIOLOGY 251 WITH A GRADE OF C OR BETTER**, AND either (BIOLOGY 303, PSYCH 215, MATH 230 OR MATH 342) with a grade of C or better**

II. **Justification for action**

Evolution is considered one of the most fundamental concepts underlying all of biology, and it is simultaneously widely and (sadly) inaccurately portrayed in common usage. Our department has therefore highlighted student understanding of evolution as a core concept that we integrate into all of our courses. Along with understanding and being able to apply the scientific method, evolutionary biology is the only other specific field or concept identified in our program learning objectives:

> "Integrate knowledge from multiple fields and disciplines
>
> i. Synthesize chemical and physical laws with biological phenomena
> ii. Synthesize suborganismal, organismal and superorganismal biological concepts
> **iii. <u>Synthesize basic evolutionary principles with all biological fields"</u>**

Both instructors currently teaching the course have therefore approached the Bio 446 as a capstone course that ties concepts in from introductory biology & genetics (current pre-requisites for the course) with a broad discipline of biological fields. We both heavily integrate primary literature analysis and discussion, which again helps to create a true "capstone" experience, tying the lecture concepts to applications and experiments in a range of biological fields. We also both emphasize writing and critical reading, asking students to articulate and critique the underlying logic of statements.

Both instructors have also noted several obstacles that we feel are hindering our students' ability to fully explore, integrate and apply evolutionary principles:

1) Students often struggle with the quantitative aspects of the field (modeling equations and statistical analyses).
2) Students often struggle with higher-level concept application, particularly transference of concepts between models and articulation/analysis of underlying logic.
3) Part of students' challenges with higher-level applications seems tied to common misconceptions about basic evolutionary principles that are ubiquitous in our culture and that students struggle to override & identify. For example, **natural selection** and **evolution** are commonly combined and/or used interchangeably. Although students are able to define these terms, they often revert to common useage during application.

We feel that the proposed changes would greatly enhance our ability to address these obstacles:

1) **Adding a statistical course (already required for the major) as a pre-req** would ensure that our students were better (and more uniformly) prepared to tackle the highly quantitative content of the field.
2) **Adding an online discussion section** (and credit) would provide:
    a. Additional time & emphasis for in-depth primary literature discussions (currently carved out of lecture time).
    b. Time available for active learning experiences, allowing students to work through more application scenarios that help correct misconceptions they frequently bring with them from pre-collegiate experiences.
    c. Time available to work through quantitative problems & discuss implications of equations with more individualized feedback regardless of incoming comfort and ability with mathematical principles.

INSTRUCTOR AVAILABILITY: Both instructors have also conferred with the department chair and given the semesters in which we teach evolutionary biology we are both able to add this credit with minor scheduling shifts. For example, Bio 345 has reduced offerings beginning in 2015-2016 with 1 lecture and lab offered per year instead of per semester, and those students are primarily shifting into Bio 361 & 362 which has already added the requisite sections to compensate. The 4th credit added to Evolution will mean that 1 credit (and 1 contact hour) of our current teaching load per semester will be redistributed among faculty that are now in need of an additional credit.

III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

Sample current and revised syllabi attached. Course goals and learning objectives remain unchanged but lecture and discussion components are created and distributed to better address these learning objectives. Current and proposed revised syllabi are attached.

OLD SYLLABUS

Bio 446 Organic Evolution, Fall 2014

Dr. Anneke Lisberg lisberga@uww.edu **Lectures**: UH142: MWF 9:00-9:50
Office: 203 Upham Hall **Ph:** 262-472-5138 **Office hours**: M / W 10-12
Text: Evolution: Making Sense of Life (Zimmer & Emlen)
Pre-req's: Bio 251 Intro Genetics (C or better)

"Main Ideas" of this course: In this course we will explore the following concepts in (wonderful! fascinating! I am not at all biased here!) depth:

- All living organisms are linked through relatedness and common descent
- Ongoing processes (random & selective) create diversity and drive evolution
- Many scientific disciplines test hypotheses about evolutionary history & processes or use evolutionary principles to test other hypotheses

Learning Objectives: Through this course, students will:

- Explain & critique current primary literature on varied evolutionary topics
- Create and interpret phylogenetic trees to weigh alternate hypotheses about evolutionary history & relatedness of extant organisms
- Explain processes that contribute to evolution, from proximal sources of phenotypic variation through microevolution and macroevolution
- Interpret data about extant organisms to form and assess validity of hypotheses about ongoing evolutionary processes: what can living organisms tell us about how and why various traits evolve?

Course structure:

- Lectures/in-class activities M & W
- Fridays: bring paper summary, discuss a paper (student-led discussion)
    - 8 papers 32 students, so 8 groups of 4 to lead discussions
    - Instructions & sample outline for leading discussion in D2L handouts
- "Special Topic": we'll vote on format & topic as a class when it gets closer.

- Exams: Short answer & Multiple Choice, basic calculators OK but no phones/smart calcs for math problems.
- Catch-up/review days: time permitting, I've scheduled reviews for the first 2 exams. To prepare, complete the practice questions in advance.
- Readings: provided on D2L ("Evo Course Readings"): complete them prior to syllabus date! If a term or example is pointed out in lecture or reading goals, then know the details, otherwise focus on concepts that tie to lecture.

Grades:

- Group paper presentation= **30 points**
- Paper summaries & responses: 8 pts x 7 = **56 points**
- Three exams: 100 + 100 + 120 = **320 points**
- Take-home questions (Thanksgiving break)…**4 pts**
- **TOTAL: 410 pts**

A 93-100%	A- 90-92.9%	B+ 88-89.9%	B 83-87.9%	B- 80-82.9%
C+ 78-79.9%	C 73-77.9%	C- 70-72.9%	D+ 68-69.9%	D 60-67.9%

PART 1: THE TOOLS: BUILDING & USING PHYLOGENIES

W Sept 3 Intro to course, building & using phylogenies
F Sept 5 Building & using phylogenies (**Reading 1**)

M Sept 8 Building & using phylogenies
W Sept 10 Building & using phylogenies
F Sept 12 **PAPER 1 presentation**: Byrne & Corp 2004

PART 2: VARIATION: WHERE DO NOVEL TRAITS COME FROM?

M Sept 15 Genetic variation & trait heritability (**Reading 2**) *
W Sept 17 Genetic variation & trait heritability
F Sept 19 **PAPER 2 presentation**: Carter et al. 2012

M Sept 22 Complex adaptations & deep homology (**Reading 3**)
W Sept 24 Complex adaptations & deep homology
F Sept 26 **PAPER 3 presentation**: deWaal & Ferrari 2010

PART 3: DRIVING FREQ CHANGES (↑or ↓or stability) OF TRAITS

M Sept 29 Drift vs. selection (**Reading 4**)
W Oct 01 Drift vs. selection
F Oct 03 *CATCH-UP DAY/REVIEW*

M Oct 06 **EXAM I: 80 pts**

W Oct 08 Drift vs. selection
F Oct 10 Drift vs. selection continued: NO PAPER **

M Oct 13 Natural selection (**Reading 5**)
W Oct 15 Natural selection
F Oct 17 Natural Selection continued: NO PAPER

M Oct 20 Natural selection
W Oct 22 Sexual selection (**Reading 6**)
F Oct 24 **PAPER 4 presentation:** Dawidowicz & Predki 2013

M Oct 27 Sexual selection
W Oct 29 Sexual selection
F Oct 31 **PAPER 5 presentation:** Albo et al. 2011

M Nov 03 Sociality & Kin selection (**Reading 7**)
W Nov 05 Sociality & Kin selection
F Nov 07 **PAPER 6 presentation:** Dobson et al. 2012

PART 4: BRANCHING & DIVERGENCE: SPECIATION & BEYOND

M Nov 10 Co-evolution (**Reading 8**)
W Nov 12 Co-evolution
F Nov 14 *C A T C H - U P D A Y / R E V I E W*

M Nov 17 **EXAM II: 100 pts**
W Nov 19 Speciation (**Reading 9**)
F Nov 21 **PAPER 7 presentation:** Peer et al. 2011

M Nov 24 Speciation
W Nov 26 Take home qs on EvoMed talk ONLINE: HAPPY THANKSGIVING!
F Nov 28 *No Classes: Thanksgiving break*

PART 5: BIOLOGY THROUGH THE LENS OF EVOLUTION

M Dec 01 Macroevolution (**Reading 10**)
W Dec 03 Macroevolution
F Dec 05 **PAPER 8 presentation:** Benkman 2003

M Dec 08 *SPECIAL TOPICS* ***
W Dec 10 *SPECIAL TOPICS*

FINAL EXAM: Wednesday Dec 17, 7:45-9:45 (120 pts)

**last day: drop-no W: Sep 16*
***last day to drop-with W: Oct 10*

***SOME options for "special topics": Human Evolution, Evolutionary Medicine, Game theory, Antibiotic/pesticide resistance, Evo of Parental care, Evo of altruism & cooperation, Evo of communication. SOME options for treatment of "special topics": read papers, focus on a key debate, maintain chapter-lecture-lecture-paper format.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures" (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Planned absences (see above) should be reported in the first 2 weeks of class or within 1 week of notification. Last-minute unforeseeable emergency absences should be reported within 24 hours.

Full citations for papers:

Paper 1: SEPT 12 (building & using phylogenies)

- Byrne, R. W. and Corp, N. 2004. Neocortex size predicts deception rate in primates. Proceedings of the Royal Society of London 271: 1693-1699.

Paper 2: SEPT 19 (Genetic variation & trait heritability)

- Carter, A., Goldizen, A., Heinsohn, R. 2012. Personality and plasticity: temporal behavioural reaction norms in a lizard, the Namibian rock agama. Animal Behaviour, 84: 471-477.

Paper 3: SEPT 26 (Complex adaptations & deep homology)

- de Waal, F. B. M. & Ferrari, P. F. 2010. Towards a bottom-up perspective on animal and human cognition. Trends in Cognitive Science, 14: 201-207.

Paper 4: OCT 24 (Natural selection)

- Dawidowicz, P. and Predki, P. 2013. Depth-selection behavior and longevity in *Daphnia*: an evolutionary test for the predation-avoidance hypothesis. Hydrobiologia, 715: 87-91.

Paper 5: OCT 31 (Sexual selection)

- Albo, M. J., Winther, G., Tuni, C., Toft, S. and Bilde, T. 2011. Worthless donations: male deception and female counter play in a nuptial gift-giving spider. Evolutionary Biology 11: 329.

Paper 6: NOV 07 (Sociality & kin selection)

- Dobson, F. S., Viblanc, V. A., Arnaud, C. M., and Murie, J. O. 2012. Kin selection in Columbian ground squirrels: direct and indirect fitness benefits. Molecular Ecology 21: 524-531.

Paper 7: NOV 21 (Co-evolution)

- Peer, B. D., Kuehn, M. J., Rothstein, S. I., and Fleischer, R. C. 2011. Persistence of host defence behavior in the absence of avian brood parasitism. Biology Letters 7: 670-673.

Paper 8: DEC 05 (Speciation & macroevolution)

- Benkman, C. W. 2003. Divergent selection drives the adaptive radiation of crossbills. Evolution 57: 1176-1181.

NEW SYLLABUS

Bio 446 Organic Evolution, Fall 2015

Dr. Anneke Lisberg lisberga@uww.edu **Lectures**: UH142:
Office: 203 Upham Hall **Ph:** 262-472-5138 **Office hours**:
Text: Evolution: Making Sense of Life (Zimmer & Emlen)
Pre-req's: Bio 251 (Intro Genetics) with a grade of C or better, AND either (BIOLOGY 303, PSYCH 215, MATH 230 OR MATH 342) with a grade of C or better

"Main Ideas" of this course: In this course we will explore the following concepts in (wonderful! fascinating! I am not at all biased here!) depth:

- All living organisms are linked through relatedness and common descent
- Ongoing processes (random & selective) create diversity and drive evolution
- Many scientific disciplines test hypotheses about evolutionary history & processes or use evolutionary principles to test other hypotheses

Learning Objectives: Through this course, students will:

- Explain & critique current primary literature on varied evolutionary topics
- Create and interpret phylogenetic trees to weigh alternate hypotheses about evolutionary history & relatedness of extant organisms
- Explain processes that contribute to evolution, from proximal sources of phenotypic variation through microevolution and macroevolution
- Interpret data about extant organisms to form and assess validity of hypotheses about ongoing evolutionary processes: what can living organisms tell us about how and why various traits evolve?

Course structure:

- Lectures & active in-class activities MWF
- Weekly online discussions:
  - Student-led paper discussions (one group in charge of directing each paper discussion)
    - 8 papers 32 students, so 8 groups of 4 to lead discussions
    - Instructions & guidelines for leading discussion in D2L handouts: all students must submit a paper summary prior to discussion AND participate in discussion (posing & answering meaningful questions etc.)
    - Grades based on participation quality (all), active leadership (lead group)
  - Other weekly online discussions will include activities such as problem sets with open workshop time with instructor, topical discussions alongside short readings or videos on current breakthroughs and events, small-group activities and discussion of common misconceptions about evolutionary concepts
- "Special Topic": we'll vote on format & topic as a class when it gets closer.
- Exams: Short answer & Multiple Choice, basic calculators OK but no phones/smart calculators for math problems.

- Catch-up/review days: if time permits, I've scheduled reviews for the first 2 exams. To prepare, complete the practice questions in advance.
- Readings: provided on D2L ("Evo Course Readings"): complete them prior to syllabus date! If a term or example is pointed out in lecture or reading goals, then know the details, otherwise focus on concepts that tie to lecture.

Grades:

- Group paper discussion leadership (one paper): **30 points**
- Paper summaries, questions & participation: 8 pts x 7 papers = **56 points**
- Discussion activities: 8 pts x 6 discussions= **48 points**
- Three exams: 100 + 100 + 120 = **320 points**
- **TOTAL: 454 pts**

A 93-100%	A- 90-92.9%	B+ 88-89.9%	B 83-87.9%	B- 80-82.9%
C+ 78-79.9%	C 73-77.9%	C- 70-72.9%	D+ 68-69.9%	D 60-67.9%

PART 1: THE TOOLS: BUILDING & USING PHYLOGENIES

Week 1: Intro to course, building & using phylogenies
Reading: **Reading 1**
Discussion: Sample/practice paper discussion, Common misconceptions I

Week 2: Building & using phylogenies (continued)
Reading: **Reading 1**
Discussion: Practice with trees & independent contrasts

PART 2: VARIATION: WHERE DO NOVEL TRAITS COME FROM?

Week 3: Genetic variation & trait heritability *
Reading: **Reading 2**
Discussion: **PAPER 1**: Byrne & Corp 2004

Week 4: Genetic var & trait heritability, Complex adaptations & deep homology
Reading: **Reading 2, Reading 3**
Discussion: **PAPER 2**: Carter et al. 2012

PART 3: DRIVING FREQ CHANGES (↑or ↓or stability) OF TRAITS

Week 5: Complex adaptations & deep homology, CATCH-UP/ REVIEW (Friday)
Reading: **Reading 3**
Discussion: **PAPER 3**: deWaal & Ferrari 2010

Week 6: **MONDAY: EXAM I: 100 pts,** W/F: Drift vs. selection
Reading: **Reading 4**

Discussion: Drift vs. selection: scenario predictions

Week 7: Natural selection
Reading: **Reading 5**
Discussion: Common misconceptions II

Week 8: Natural selection
Reading: **Reading 5**
Discussion: **PAPER 4:** Dawidowicz & Predki 2013

Week 9: Sexual selection
Reading: **Reading 6**
Discussion: **PAPER 5 presentation:** Albo et al. 2011
Week 10: Sociality & Kin selection
Reading: **Reading 7**
Discussion: **PAPER 6:** Dobson et al. 2012

PART 4: BRANCHING & DIVERGENCE: SPECIATION & BEYOND

Week 11: Co-evolution
Reading: **Reading 8**
Discussion: Coevolution & symbiosis videos & discussion

Week 12: **Monday: EXAM II: 100 pts,** W/F: Speciation
Reading: **Reading 9**
Discussion: **PAPER 7:** Peer et al. 2011

Week 13 Speciation (continued) & THANKSGIVING!
Reading: EvoMed talk online (& guided qs)
Discussion: No discussion

PART 5: BIOLOGY THROUGH THE LENS OF EVOLUTION

Week 14: Macroevolution
Reading: **Reading 10**
Discussion: **PAPER 8:** Benkman 2003

Week 15: *SPECIAL TOPICS* ***
Discussion: *TBA*

FINAL EXAM: Wednesday Dec 17, 7:45-9:45 (120 pts)

**last day: drop-no W: Sep 16*
***last day to drop-with W: Oct 10*

***SOME options for "special topics": Human Evolution, Evolutionary Medicine, Game theory, Antibiotic/pesticide resistance, Evo of Parental care, Evo of altruism & cooperation, Evo of

communication. SOME options for treatment of “special topics”: read papers, focus on a key debate, maintain chapter-lecture-lecture-paper format.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17).

Planned absences (see above) should be reported in the first 2 weeks of class or within 1 week of notification. Last-minute unforeseeable emergency absences should be reported within 24 hours.

Full citations for papers:

Paper 1: Topic: building & using phylogenies

- Byrne, R. W. and Corp, N. 2004. Neocortex size predicts deception rate in primates. Proceedings of the Royal Society of London 271: 1693-1699.

Paper 2: Topic: Genetic variation & trait heritability

- Carter, A., Goldizen, A., Heinsohn, R. 2012. Personality and plasticity: temporal behavioural reaction norms in a lizard, the Namibian rock agama. Animal Behaviour, 84: 471-477.

Paper 3: Topic: Complex adaptations & deep homology

- de Waal, F. B. M. & Ferrari, P. F. 2010. Towards a bottom-up perspective on animal and human cognition. Trends in Cognitive Science, 14: 201-207.

Paper 4: Topic: Natural selection

- Dawidowicz, P. and Predki, P. 2013. Depth-selection behavior and longevity in *Daphnia*: an evolutionary test for the predation-avoidance hypothesis. Hydrobiologia, 715: 87-91.

Paper 5: Topic: Sexual selection

- Albo, M. J., Winther, G., Tuni, C., Toft, S. and Bilde, T. 2011. Worthless donations: male deception and female counter play in a nuptial gift-giving spider. Evolutionary Biology 11: 329.

Paper 6: Topic: Sociality & kin selection

- Dobson, F. S., Viblanc, V. A., Arnaud, C. M., and Murie, J. O. 2012. Kin selection in Columbian ground squirrels: direct and indirect fitness benefits. Molecular Ecology 21: 524-531.

Paper 7: Topic: Co-evolution

- Peer, B. D., Kuehn, M. J., Rothstein, S. I., and Fleischer, R. C. 2011. Persistence of host defence behavior in the absence of avian brood parasitism. Biology Letters 7: 670-673.

Paper 8: Topic: Speciation & macroevolution

- Benkman, C. W. 2003. Divergent selection drives the adaptive radiation of crossbills. Evolution 57: 1176-1181.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Submajor

Degree: BA/BS

Program Title: All of the following emphases

Cell/Physiology

Ecology, Evolution and Behavior

Honors Emphasis

Marine Biology and Freshwater Ecology

Pre-Biomedical Professions Emphasis

GPA Requirement for the Major/Submajor: 2.0, except Honors Emphasis, which is 3.4

Sponsor(s): Ellen Davis

Department(s): Biological Sciences

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 40 or 54 After change no changes (40 or 54, depending on the emphasis)

1. **Exact description of request:**
   Summary
   We are proposing to replace English 372 (Scientific and Technical Writing) with the new course English 371 (Writing in the Sciences)

   From (as listed in catalog and on AR)
   Unique and Writing Requirements

   BIOLOGY 200 or ~~ENGLISH 372~~

   To (to be listed in catalog and on AR)
   Unique and Writing Requirements

   BIOLOGY 200 or **ENGLISH 371**

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**
   Two of the departmental outcomes for our students in the category of cognitive development are:
   - CD2 Students will present effective oral and written persuasive arguments; and
   - CD3 Students will read and understand scientific articles and texts.

   As explained in the rationale below, by switching from English 372 to English 371, our students will have a better opportunity of attaining theses goals.

3. **Rationale:** According to the justification for the new course, English 371, put forward by Languages and Literatures,

   > Currently, science majors from many departments take English 372, "Technical and Scientific Writing, "to satisfy a writing requirement for their degree. Professional Writing and Publishing (PWP) majors also take 372 to complete their degree. While the variety of students can yield productive and enlightening discussions, the course requires a balancing act that might not be most beneficial to either group: science students could benefit from more sustained focus on scientific texts, while PWP students and those from other non-science majors could benefit from a broader focus on non-scientific texts, ones from the wider world of technical and professional writing.
   >
   > We [the Languages & Literatures department] propose that English 371, "Writing in the Sciences," be taught primarily to students from the sciences who wish to fulfill a writing requirement, while PWP majors be given the option of taking 371 or 372 to fulfill their requirement. Pending approval of this course and other changes to the Professional Writing program, we will soon contact all departments that currently offer English 372 as an option for fulfilling a requirement. We will consult with them about a course title change (to “Technical Writing”) and about making changes to the course that

might make it better serve their programs, given the splitting - off of scientific material into 371. At that time, we will also make a full, updated list of upper-level writing courses in Languages and Literatures available to all departments, in order that they can revisit any writing requirements they currently have and evaluate which among these courses will best serve them.

Thus, the department of Languages and Literatures, in consultation with various departments including Biological Sciences, developed English 371 to better meet the needs of science students, and is expecting that we will change our emphases accordingly.

4. **Cost Implications:** None. The new demand for English 371 by our majors will be balanced by the concomitant decrease in demand for English 372. Thus, sections of English 371 will replace sections of English 372.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- ☐ Add Cross-listing *
- ☐ Course Deletion
- ☐ Number Change
- ☐ (other)
- ☒ Pre-requisite Change
- ☐ Technological Literacy
- ☐ Title Change
- ☐ Writing Requirement

Effective Term: 2161 (Spring 2016)

Current Course Number (*subject area and 3-digit course number)*: Biology 448

Cross-listing *(if applicable)*:

New Course Number (*subject area and 3-digit course number*)**:**

Cross-listing *(if applicable)*:

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Bioinformatics

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Bob Kuzoff

Department(s): Biological Sciences

College(s): Letters and Sciences

List all programs that are affected by this change:

none

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM:
Prereq: BIOLOGY 141, ~~BIOLOGY 142 and BIOLOGY 251~~ with a grade of "C" or better ~~or equivalents~~

TO:
Prereq: BIOLOGY 141 with a grade of "C" or **better, AND one of the following with a grade of "C" or better: BIOLOGY 303, PSYCH 215, MATH 230 OR MATH 342**

II. **Justification for action**

The removal of BIOLOGY 142 and BIOLOGY 251 will make the course more accessible to students who have majors outside of BIOLOGY.

The additional requirement of a course in statistics will help to ensure that enrolled students are adequately prepared for rigorous discussion of quantitative methods used in bioinformatics.

University of Wisconsin-Whitewater
Curriculum Proposal Form #1

New Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Degree: Minor

Program Title: Bioinformatics

GPA Required in the Major/Submajor: 2.0

Spo**nsor(s):** Robert Kuzoff and Zachary Oster

Department(s): Biological Sciences & Computer Science

College(s): Letters and Sciences

Consultation took place: ☐ NA ☒ Yes (list departments and attach consultation sheet)

Departments: Mathematics, Chemistry, Psychology

Check if:

- ☐ New Degree: Intent to Plan *
- ☐ New Degree: Final Proposal
- ☐ New Major: Intent to Plan *
- ☐ New Major: Final Proposal
- ☒ New Submajor: Minor
- ☐ New Submajor: Emphasis/Track
- ☐ New Submajor: Certificate Program
- ☐ Module: Intent to Plan
- ☐ Module: Final Proposal
- ☐ Other (list):

Proposal Information:
(Procedures for form #1)

* *Note:* You must receive approval from System to plan a new Degree or Major (submajors not included)

For System requirements see ACIS-1guidelines at http://www.uwsa.edu/acadaff/acis/index.htm

Catalog description of the program
The bioinformatics minor provides students with marketable skills that are required to solve computational problems in biological, biochemical, biomedical, and psychological research and in related fields. The curriculum of the bioinformatics minor is firmly rooted in interdisciplinary education, applying coursework from several disciplines to introduce conceptual, computational, and quantitative methods used in this rapidly growing field. Through coursework, hands-on training, and experiential learning, including independent study and undergraduate research, students will become aware of the challenges and opportunities inherent in interdisciplinary bioinformatic research. Beyond the core requirements for the minor, students will develop an in-depth understanding of one or more areas of their own choosing, including but not limited to biology, biochemistry, computer science, health science, mathematical biology, and psychology.

- **Student Learning Objectives of the program**
  Students who successfully complete the minor will:
  - *Demonstrate knowledge of the role of high-throughput, large-scale research projects in contemporary inquiry in biology and biology-related fields, the range of problems that are under active investigation, and the need for continual learning and skill development.*
  - *Demonstrate knowledge of database construction and manipulation and the role of large-scale databases in analysis of biological and biology-related research problems*
  - *Competently implement algorithms and statistical strategies used in analysis of biological and biology-related research problems*
  - *Be proficient in the use of Python, an interpreted programming language, to implement computational solutions to biological and biology-related research problems*
  - *Be proficient in the use of a compiled programming language (e.g., Java or C++) to implement computational solutions to biological and biology-related research problems*
  - *Integrate these skills in the design of effective strategies for use in biological, biochemical, medical, and psychological research*

- 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.

Unique requirements:
BIOLOGY 141 – Introductory Biology I (*5 Cr*)
MATH 152 – Elementary Functions (*5 Cr*)
BIOLOGY 303 or MATH 230 or MATH 342 or PSYCH 215 (*3-4 Cr*)
Recommended – CHEM 102

The unique requirements for the minor provide a necessary, minimal foundation for further study in this subdiscipline and comprise courses that are already popular among Biology, Chemistry, Computer Science, Mathematics, and Psychology majors.

Core minor requirements (9 credits; *prerequisites beyond unique requirements are in parentheses*):
COMPSCI 170 – Introduction to Python (*3 Cr, new GM course*)
COMPSCI 181 – Introduction to Database and Web (*3 Cr*)
BIOLOGY 448 – Bioinformatics (*3 Cr, new pre-reqs are BIOLOGY 141 and a statistics course*)

The above three courses constitute core coursework in bioinformatics. They require students to develop a working knowledge of Python, the most widely used programming langauge in bioinformatics and many other scientific disciplines. Because bioinformatic analysis generally entails use of extraordinarily large data sets, a familiarity with database construction and manipulation is critical. Lastly, an understanding of the range of problems actively researched in bioinformatics and strategies used to confront these problems is introduced in a core course in bioinformatics. The collection of skills that will be acquired through successful completion of the core is highly marketable and foundational for research in this field.

Additional intermediate-level minor requirements for the *biological focus emphasis* (intended for students who are majoring in computer science and related majors) – complete the following (8-9 credits; *pre-requisites beyond unique requirements are in parentheses*):
BIOLOGY 142 – Introductory Biology II
BIOLOGY 225 – Science of Forensic Analysis (*any 2 GL courses*)
– or – BIOLOGY 251 – Genetics (*BIOLOGY 142, CHEM 102*)
– or – BIOLOGY 446 – Evolution (*BIOLOGY 142*)

Completion of BIOLOGY 142 and one of the three additional courses that are germane to the field (totaling 8-9 credits) by computer science majors will provide intermediate-level cross-training in biology that is critical for advancing to upper division coursework in biology, chemistry, and psychology (see below). Because courses (other than those that fulfill unique requirements) cannot be counted toward both one's major and minor, we do not anticipate that this emphasis would be attractive to students majoring in Biology or related majors.

Additional intermediate-level minor requirements for the *computational focus emphasis* (intended for students who are majoring in natural science or related majors) - complete the following (9 credits; *pre-requisites beyond unique requirements are in parentheses*):
COMPSCI 172 – Introduction to Java
– or – COMPSCI 174 – Introduction to C++
COMPSCI 220 – Intermediate Java (*COMPSCI 172*)
– or – COMPSCI 222 – Intermediate C++ (*COMPSCI 174*)
COMPSCI 215 – Discrete Structures (*3 Cr*)

Completion of the above courses (totaling 9 credits) by non-computer-science majors will provide intermediate-level cross-training in computer science, including training in a compiled, object-oriented programming language, that is critical for advancing to upper division coursework in computer science (see below). We do not anticipate that this emphasis would be attractive to computer science majors.

Advanced bioinformatics-related courses - select 6 credits of coursework from the following to total at least 23 credits (*pre-requisites beyond unique requirements are shown in parentheses*):
BIOLOGY/PSYCH 301 – Introduction to Behavioral Neuroscience (*BIOLOGY 142*)
BIOLOGY 363 – Molecular Biology (*BIOLOGY 251, BIOLOGY 253, CHEM 251 - corequisite*)
BIOLOGY/PSYCH 416 – Advanced and Multivariate Data Analysis for the Life Sciences
BIOLOGY 421 – Biological Nanotechnology (*BIOLOGY 251*)
BIOLOGY 446 – Evolution (*BIOLOGY 142*)
BIOLOGY 456 – Biochemistry (*BIOLOGY 251, BIOLOGY 253, CHEM 251, or consent of instructor*)

BIOLOGY 498R – Independent Study – Undergraduate Research (*BIOLOGY 142, 2.75 GPA*)
CHEM 454 – Introduction to Macromolecules (*CHEM 251, or consent of instructor*)
CHEM 458 – Research in Biochem. (*CHEM 251, co-req. CHEM 454 or BIOLOGY/CHEM 456*)
CHEM 498R – Independent Study – Undergraduate Research
COMPSCI 223 – Data Structures (*COMPSCI 220/222*)
COMPSCI 332 – Intro. to Artificial Intelligence (*COMPSCI 220/222*)
COMPSCI 366 – Database Management Systems (*COMPSCI 223*)
COMPSCI 347 – Scientific Computing (*MATH 253*)
COMPSCI 433 – Theory of Algorithms (*COMPSCI 223 & either COMPSCI 215 or MATH 280*)
COMPSCI 498 – Independent Study in Computer Science (*department consent*)
MATH 342 – Applied Statistics (*MATH 250 or MATH 253*)
PSYCH 498 – Independent Study in Psychology (*9 credits of PSYCH and 2.75 GPA*)

Along with the requirement of BIOLOGY 448, upper-division coursework required for the minor will total at least 9 credits (6 credits if COMPSCI 223 is selected) and will give students an opportunity to expand their understanding of problems in bioinformatics and related subdisciplines and to cultivate an in-depth understanding of one or more closely related areas. Flexibility is given so that students may opt to either pursue coursework that is closely related to their major or to emphasize cross-disciplinary training.

- A 4-year plan of course offerings
  - *All courses in the minor are offered at least once every two years.*
  - *Courses listed under unique requirements are offered every Fall and Spring semester.*
  - *Courses in the core minor requirements are or will be offered every Fall and Spring semester, except for BIOLOGY 448, which is offered every Spring.*
  - *Additional coursework to complete 24 credits is offered either every or every other semester.*
  - *New courses are indicated with an asterisk "*".*

Course Number	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
Biology courses				
BIOLOGY 141	X	X	X	X
BIOLOGY 142	X	X	X	X
BIOLOGY 225		X		X
BIOLOGY 251	X	X	X	X
BIOLOGY 301	X	X	X	X
BIOLOGY 363	X	X	X	X
BIOLOGY 416 *	X		X	
BIOLOGY 421	X		X	
BIOLOGY 446	X	X	X	X
BIOLOGY 448		X		X
BIOLOGY 456		X		X
BIOLOGY 498R	X	X	X	X
Chemistry courses				
CHEM 454	X		X	
CHEM 458		X		X
CHEM 498R	X	X	X	X
Computer Science courses				
COMPSCI 170 *	X	X	X	X
COMPSCI 172	X	X	X	X
COMPSCI 174	X	X	X	X
COMPSCI 181	X	X	X	X
COMPSCI 215	X	X	X	X
COMPSCI 220	X	X	X	X
COMPSCI 222	X	X	X	X

COMPSCI 223	X	X	X	X
COMPSCI 332	X		X	
COMPSCI 347				X
COMPSCI 366	X		X	
COMPSCI 433	X	X	X	X
COMPSCI 498	X	X	X	X
Math courses				
MATH 152	X	X	X	X
MATH 230	X	X	X	X
MATH 342	X		X	
Psychology courses				
PSYCH 498	X	X	X	X

- List of the required courses in a format appropriate for the catalog and advising report

  UNIQUE REQUIREMENTS FOR BIOINFORMATICS MINOR (13-14 UNITS)
  1. BIOLOGY 141
  2. MATH 152
  3. SELECT ONE COURSE FROM: BIOLOGY 303, MATH 230, MATH 342, PSYCH 215
  RECOMMENDED: CHEM 102

  BIOINFORMATICS MINOR (23-24 UNITS)
  1. BIOLOGY 448, COMPSCI 170, COMPSCI 181
  2. COMPLETE ONE OF THE FOLLOWING FOCUS AREAS:
     A. BIOLOGICAL FOCUS (FOR COMPUTER SCIENCE AND RELATED MAJORS – 8-9 UNITS)
        1. BIOLOGY 142
        2. BIOLOGY 225 OR BIOLOGY 251 OR BIOLOGY 446
     B. COMPUTATIONAL FOCUS (FOR NATURAL SCIENCE AND OTHER MAJORS – 9 UNITS)
        1. COMPSCI 172 OR COMPSCI 174
        2. COMPSCI 220 OR COMPSCI 222
        3. COMPSCI 215
  3. SELECT 6 UNITS FROM THE FOLLOWING COURSES: BIOLOGY/PSYCH 301, BIOLOGY 363, BIOLOGY/PSYCH 416, BIOLOGY 421, BIOLOGY 446, BIOLOGY 456, BIOLOGY 498R, CHEM 454, CHEM 458, CHEM 498R, COMPSCI 223, COMPSCI 332, COMPSCI 347, COMPSCI 366, COMPSCI 433, COMPSCI 498, MATH 342, PSYCH 498

- 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)
  - *Assessment will be incorporated into ongoing departmental assessment plans for both the Departments of Biological Sciences and Computer Science and partitioned between these units according to our stated learning objectives, with learning objectives 1, 3, and 6 assessed by Biological Sciences and 2, 4, and 5 by Computer Science. Representatives from each department will confer on an ongoing basis to optimize the effectiveness of the minor.*

- Resources needed to support the program (staffing, equipment, library materials, etc.)
  - *No additional staffing or materials will be required beyond the new courses already being proposed (COMPSCI 170 and BIOLOGY/PSYCH 416) independently of this minor. This interdisciplinary minor incorporates existing courses, and enrollment in the minor is expected to be modest.*

Student need/demand for the program

- *Students majoring in Biology, Chemistry, Computer Science, Mathematics, Psychology, and a variety of other subject areas would benefit greatly from an opportunity to pursue rigorous cross-disciplinary training in bioinformatics.*
- *The minor provides students with an opportunity to gain highly marketable skills that are required to solve problems in biological, biochemical, medical, and psychological research and in related fields.*
- *Skills acquired through completion of this minor greatly increase the probability of securing positions in the public or private sectors upon graduation as well as positions in a wide variety of post-graduate programs.*

Relation of the program to other programs on campus, in the UW System, and in the region

- *No other campuses in the UW-System offer a minor in Bioinformatics, though UW-Parkside does offer a Bioinformatics major, and UW-Madison and Marquette University offer advanced degrees in Bioinformatics.*
- *Some other campuses in the U.S offer a minor in Bioinformatics, including The University of Connecticut, Drexel University, and Miami University (Ohio), among others.*
- *If adopted, UW-Whitewater would be the first school in the UW-System to offer a minor in this highly marketable and rapidly developing field.*
- *We feel, strongly, that this minor would help to attract students planning on majoring in Biology, Chemistry, Computer Science, Math, and Psychology, among other majors, to select UW-Whitewater over other comparable schools in the UW-System.*

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- ☐ Add Cross-listing *
- ☐ Course Deletion
- ☐ Number Change
- ☐ (other)
- ☒ Pre-requisite Change
- ☐ Technological Literacy
- ☒ Title Change
- ☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number)*: COMPSCI 220

Cross-listing *(if applicable)*: MCS 220

New Course Number (*subject area and 3-digit course number*)**:**

Cross-listing *(if applicable)*:

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Concepts of Programming

New Course Title: **Intermediate Java**

25-Character Abbreviation *(if new title)*: Intermediate Java

Sponsor(s): Zachary Oster, Hien Nguyen, Jiazhen Zhou

Department(s): Computer Science

College(s): Letters and Sciences

List all programs that are affected by this change:

Computer Science majors and minor, Web Site Development and Administration minor, Information Technology major - Business Application Development emphasis, Management Computer Systems major

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
Change the title (see proposal page 1), remove the 2.50 GPA prerequisite, and add an instructor consent requirement if COMPSCI 174 is used as the prerequisite course.

FROM:
PREREQ: COMPSCI 172 OR COMPSCI 174 AND A COMBINED CUMULATIVE GPA OF 2.50

TO:
PREREQ: COMPSCI 172 OR (COMPSCI 174 AND CONSENT OF INSTRUCTOR) ~~A COMBINED CUMULATIVE GPA OF 2.50~~

II. **Justification for action**
The Department of Computer Science teaches two sequences of programming courses that prepare students for a major or minor in Computer Science and related areas. Students majoring or minoring in Computer Science generally complete one of these two sequences:

1. A Java sequence, comprising COMPSCI 172 (Introduction to Java) followed by COMPSCI/MCS 220 (Concepts of Programming, to be renamed Intermediate Java).
2. A C++ sequence, comprising COMPSCI 174 (Introduction to C++) followed by COMPSCI 222 (Intermediate C++).

The current COMPSCI/MCS 220 title, “Concepts of Programming”, was chosen when this was the primary course at UW-Whitewater for teaching intermediate programming concepts. The proposed title, “Intermediate Java”, better describes the course’s content and indicates its parallels with COMPSCI 222 (Intermediate C++).

The proposed new COMPSCI/MCS 220 prerequisites mirror those for COMPSCI 222: “COMPSCI 174 OR (COMPSCI 172 AND CONSENT OF INSTRUCTOR)”. Most students take COMPSCI/MCS 220 as part of the Java sequence, after taking COMPSCI 172. Some students who begin with C++ in COMPSCI 174 “cross over” to take COMPSCI/MCS 220 instead of COMPSCI 222, but we have found that many of these students are not prepared for the extra work needed to learn both the Java language and the concepts taught in 220. The instructor consent requirement would allow us to ensure that students who are “crossing

over" from the C++ sequence are aware of and prepared for the challenge they will face. Alternatively, these students could take COMPSCI 222 without needing consent.

The GPA prerequisite was imposed when this course was taught by the Management Computer Systems (MCS) program, which required a 2.50 combined GPA to enroll in most of its courses. No other regular COMPSCI course has a minimum GPA prerequisite.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Economics

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Jeff Heinrich

Department(s): Economics

College(s): Business and Economics

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 27 After change 30

1. **Exact description of request:**
   Summary

   The specific requirements for the major are increased to include the mandatory completion of a new course, the Economics Capstone ECON 489. This course is to have a central role in programmatic assessment in addition to being a capstone experience for econ students.

   Also, the unique requirement of ITBE 353 (3cr) is being replaced by the new course BEINDP

290 (2cr) as the former course is to be deleted and replaced by the latter in the CoBE curriculum. Both are business writing courses. Credits in the unique requirement updated to reflect the change in credits between the two courses.

From (as listed in catalog and on AR)

ECONOMICS (BA/BS)

Students in the College of Letters and Sciences are required to have:

1. a minimum overall GPA of 2.0.
2. a minimum grade point of 2.0 in their major.

MAJOR - **27 UNITS** & 2.00 GPA

1. ECON 201 (GS), ECON 245, ECON 301, ECON 302 AND ECON 345
2. SELECT 12 ELECTIVE UNITS (300 AND 400) IN ECONOMICS

UNIQUE MAJOR AND WRITING REQ. - **9-11 UNITS**

1. ECON 202 (GS) AND **ITBE 353**
2. MATH 243 (GM) OR MATH 250 (GM)

AN APPROVED MINOR IS REQUIRED FOR THIS MAJOR

To (to be listed in catalog and on AR)

ECONOMICS (BA/BS)

Students in the College of Letters and Sciences are required to have:

1. a minimum overall GPA of 2.0.
2. a minimum grade point of 2.0 in their major.

MAJOR - **30 UNITS** & 2.00 GPA

1. ECON 201 (GS), ECON 245, ECON 301, ECON 302, ECON 345 **AND ECON 489**
2. SELECT 12 ELECTIVE UNITS (300 AND 400) IN ECONOMICS

UNIQUE MAJOR AND WRITING REQ. – **8-10 UNITS**

1. ECON 202 (GS) AND **BEINDP 290**
2. MATH 243 (GM) OR MATH 250 (GM)

AN APPROVED MINOR IS REQUIRED FOR THIS MAJOR

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

Adding a capstone requirement furthers student achievement of the UWW Value of 'Development of the Individual' and strengthens this undergraduate program by giving students the space to engage in and concentrate a self-chosen thesis project where they will demonstrate and polish the skills and attributes emphasized by the program. This may be the only time in the program where many Econ majors dedicate a large and focused effort on a substantial research/creative endeavor.

3. Rationale:

ECON 489 is a new thesis-centered course which is intended to provide both a capstone

experience for the Economics majors where they reflect on their coursework and polish their intellectual skills, and a forum in which to assess student progress in attaining programmatic learning goals.

4. Cost Implications:

The department has gained a few new faculty lines over the past several years. While most of these additional resources will be supporting the new MS Econ program, they will also enable the department to offer at least one additional undergraduate course section every semester, being this course. We do not expect to reduce the frequency of other course offerings.

University of Wisconsin-Whitewater
Curriculum Proposal Form #8

Administrative Action

Description of Action: Change department name from Geography and Geology to Geography, Geology, and Environmental Science

Initiator of Action: Peter Jacobs

Department(s) Affected: Geography & Geology

College(s) Affected: Letters and Sciences

Other Programs Affected: Biological Sciences

Proposal Information: (***Procedures for form#8***)

Reasons for Action (include whether the action was recommended by any review body, if appropriate):

The interdisciplinary Environmental Science major was created to fill a niche recommended by the Science Alliance Advisory Board of the College of Letters and Science. Since its initiation in 2012, the major has grown faster than anticipated and now has more than 90 majors enrolled in three tracks. Administratively, the major is housed in the L&S Dean's office in Laurentide Hall, while faculty and most classes associated with the major are housed in Upham Hall. In an effort to provide a home for and administration of the major in close proximity to classes and faculty, an Advisory Board has been formalized to administer the major, with administrative housing being in the Department of Geography & Geology. Assessment objectives of current programs in the Department of Geography & Geology will not be affected by the name change. Assessment of the Environmental Science major will be conducted by the interdisciplinary Advisory Board. The requested name change is to provide a named home that majors can easily identify, seek information, and complete administrative tasks such as advisor assignments and track changes.

The proposed new name is: Department of Geography, Geology, & Environmental Science. The amalgamated name is proposed to reflect the three major programs housed in the department. Retaining the full names of each program is important to the identity of each program and to not marginalize faculty specifically associated with each program.

This change will be effective March 1, 2015.

Staffing and Budgetary Impacts:

Budget of the Department of Geography & Geology will be marginally affected. A new budget will be created to directly fund consumable costs associated with the two Environmental Science core courses (ENVSCI 200 & 400). Currently consumable costs are being absorbed by the department loaning faculty to teach the core courses. The new budget will also pay for faculty replacements (probably academic staff) in the home department (Bio or Geo) when faculty have a change of status for teaching the ENVSCI courses. Service and supply will be affected only through continued growth of the major leading to increased enrollment in geography and geology courses that support the major.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **SCIBUS 185** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Intro to Integrated Science and Business

25-Character Abbreviation: Intro to ISB

Sponsor(s): John Ejnik

Department(s): Chemistry

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments: Integrated Science and Business

Programs Affected: **Integrated Science and Business**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☒ Yes ☐ will be at future meeting

Prerequisites: Declared Major in ISB or ISB water emphasis with BS or BBA

Grade Basis: ☒ Conventional Letter ☐ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):**

Instructor:

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:

Note: For the Gen Ed option, 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 gender.

Credit/Contact Hours: (per semester)

Total lab hours:	0	Total lecture hours:	16
Number of credits:	1	Total contact hours:	16

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification: This course introduces students to the major of Integrated Science and Business. Students need to become aware of academic tracks within the major, advising support, and related student organizations because the major does not have a home department. Students will become familiar with ISB projects from SCIBUS 485 that integrated science and business aspects. Finally, students will explore career opportunities related to the major. Required of all majors at earliest opportunity and can be waived case by case.

Relationship to program assessment objectives: From student exit surveys the program realized that ISB students have difficult' s becoming familiar with the major, connecting with other students within the major, and always want to know more about career paths. In addition, the major does not have a department to call home or lower level ISB specific courses resulting in freshman and sophomore students not having any mentors (class peers). This course will give our students an additional opportunity to learn about the curriculum within the major, meet both lower and upper class peers, and exposure to career opportunities within the field. Furthermore, this course will also give an early exposure to ISB senior projects and will engage our students vocationally through required reading, writing, presentations and team activities. When combined with the ISB capstone course, SCIBUS 485 (Senior Project) it will allow for the program to assess change in each student's vocational commitment.

Budgetary impact: This course will be part of the faculty regular load and be taught in rotation by the faculty and academic staff members from various science departments within the College of Letters and Science and College of Business and Economics. One credit load per semester will be required from faculty or staff members.

Course description: (50 word limit) An introduction to the ISB program, career tracks and career opportunities. This course will feature a program overview plus seminars and readings on different senior level projects integrating science and business. Professional skills, identification of career tracks, and scientific and business communication will be emphasized. One hour lecture per week.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus: The course is designed to provide a broad introduction to the interdisciplinary field of Integrated Science and Business. The field of Integrated Science and Business, career opportunities, teamwork skills, senior projects, communication skills and professional ethics will be presented in one lecture per week.

Bibliography:

1) Choosing College Classes: Important Tips For Incoming Freshmen
http://www.huffingtonpost.com/2012/07/24/how-to-choose-college-cla_n_1698400.html

2) Indeed.com (job search engine)
http://www.indeed.com/jobs?q=Integrated+Science+and+business&l=

3) Integrated Science and Business program UWW
http://www.uww.edu/academics/departments-and-majors/integrated-science-business

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

SCIBUS 185

Intro to Integrated Science and Business

Instructor: Dr. John Ejnik, Upham Hall 253, 472-1083, ejnikj@uww.edu

Office hours: 11:00 – 12:00 a.m. M, T, W; 9:00 – 11:00 a.m. Thursday or by appointment

Overview of Course
This course will give our students an additional opportunity to learn about the curriculum within the major, meet both lower and upper class peers, and exposure to career opportunities within the field. Furthermore, this course will also give an early exposure to ISB senior projects and will engage our students vocationally through required reading, writing, presentations and team activities. When combined with the ISB capstone course, SCIBUS 485 (Senior Project) it will allow for the program to introduce student's to integrating science and business aspects.

Course Objectives

1. Understand the career options available for students obtaining an ISBM.
2. Gain a basic understanding of some key points about integrating science and business aspects.
3. Gain a familiarity with the program, program's advisors, students within the program and student organizations related to the program.
4. Be aware of a variety of study skills, problem solving techniques, critical thinking techniques, brainstorming skills, and teamwork skills.
5. Get an introduction to integrated science and business topics through peer projects.

Required text: No required text. Students will be required to read three senior integrated science and business topics.

Grading

Homework Assignments (300 points): Students will be required to read, critique, and summarize three senior project papers, specifically describing how science and business was integrated within the topic. Your assignment should be ***neat and organized***, be liberal in your use of paper and space. At the top of your homework you should include your name, the assignment number, the assigned date. The assignments are due in class on the specified date. Late homework penalties are as follows: for each class day late 10% of the original value will be subtracted.

1. Presentation (100 points): You need to give one presentation related to the senior topic covered in this course.
2. Attendance (160 points): Attendance at each class period will be worth 10 points.

Attendance Policy and Defined Excuses
Attendance is expected. Students are expected to participate fully in class discussions and in-group assignments. Show the instructor documentation for missing class for a university sponsored event as soon as possible in advance of the absence so that arrangements may be made for makeup. In case of illness or other unavoidable reason for missing, it is the responsibility of the student to contact the instructor within 24 hours and be able to document the reason for being

absent. Absences for university-sponsored events will not count as an absence in recording grades. In the case of illness and other unavoidable absences, only the first three verifiable ones that are reported to the instructor within 24 hours will be excused. Missing a class is not a legitimate excuse for turning in assignments late. Attendance at each class or discussion period will count ten points and each absence that is not excused will count zero points.

Religious Beliefs Accommodation
Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section of the University Bulletin and the Timetable titled, Accommodation of Religious Beliefs.

Absence for University Sponsored Events
University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university event will not be counted as an absence. A university event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

Additional Notes
Special Needs: Students should contact the instructor to make appropriate arrangements.

Academic Misconduct Statement
Engaging in plagiarism, cheating or any other form of academic misconduct in this course will result in an appropriate penalty as identified in UWS Chapter 14 (see the UWW Student Handbook). This applies to all portions of the course. In the lab this means that unless otherwise directed each person must complete the lab on their own. In order to learn how to operate in the lab you must practice the techniques described. Unless specifically directed otherwise, all work is to be individual effort. If you have any questions about academic misconduct, please feel free to discuss the matter with the instructor.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

TENTATIVE TOPICS TO BE COVERED

1. ISB curriculum.
2. An introduction to ISB senior projects.
3. Creative and analytical problem solving/critical thinking and brainstorming strategies
4. Careers in ISB.
5. In depth analysis of ISB senior project.
6. Teamwork skills, leadership, how effectively a team can work.
7. Past students Internship experiences. How to get the most of your internship.
8. Technical communications – written and oral communications via senior projects.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BS

Program Title: Integrated Science/Business

GPA Requirement for the Major/Submajor: 2.5

Sponsor(s): John Ejnik

Department(s): Interdisciplinary

College(s): Interdisciplinary

Consultation took place: ☐ NA ☒ Yes (list departments and attach consultation sheet)

Departments: Biology, Chemistry, Geography/Geology, Physics

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 47-52 After change 50-53

1. Exact description of request:

Addition of SCIBUS 185-Introduction to Integrated Science-Business (1 unit).

Minimum Science credits will change from 32 units to 36 units. The science requirements will change from science core and science emphasis credits to fulfilling a minor in a specific area of science plus 12-15 additional units.

Delete ITBE 353 and replace with BEINDP 288 AND BEINDP 290

Change MANAGEMENT 306 TO ITSCM 306

From (as listed in catalog and on AR)

Note: To declare an Integrated Science-Business major, students must have an overall combined GPA of at least 2.50. Students must maintain an overall combined GPA of 2.50 to remain enrolled in the major.

MAJOR REQUIREMENTS - 30 UNITS

1. ACCOUNT 244 AND ECON 245 AND ITBE 280

2. ACCOUNT 249 OR ACCOUNT 261

3. MANGEMNT 301 AND MANGEMNT 306

4. FNBSLW 341 AND FNBSLW 344 AND MARKETNG 311

5. ITBE 353

MAJOR - 47-52 UNITS

1. SELECT 6 UNITS OF UPPER DIVISION BUSINESS COURSES FROM ONE OF THE FOLLOWING AREAS: ACCOUNTING, INFORMATION TECHNOLOGY AND BUSINESS EDUCATION, ECONOMICS, FINANCE AND BUSINESS LAW, MANAGEMENT, MANAGEMENT COMPUTER SYSTEMS OR MARKETING.

2. SELECT 15-20 UNITS FROM AT LEAST TWO OR MORE OF THE FOLLOWING AREAS:

a. BIOLOGY 141, BIOLOGY 142

b. CHEM 102, CHEM 104

c. GEOLGY 100 OR GEOGPRY 210

d. PHYSCS 140, PHYSCS 141 OR PHYSCS 180, PHYSCS 181

3.. Select any Biology, Chemistry, Geology, or Physics course which has one of the above as a prerequisite or is an advanced majors course [1]

Select 12-17 units, all from at most two of the science areas: Biology, Chemistry, Geology, Physics [2]

[1]Students taking Physics courses, as part of the science core or science emphasis, that require MATH 254 as a prerequisite may use MATH 254 as part of their science core 20 unit requirement.

[2]Each course must have one of the courses listed in 2. a-d as a prerequisite or must be an advanced course in the major (Biology 200-level and above, except BIOLOGY 200, BIOLOGY 214; CHEMISTRY: 200- level and above; PHYSCS: 200-level and above, except PHYSCS 212, PHYSCS 240; GEOLOGY: 200-level and above, GEOGRPY 252, GEOGRPY 300, GEOGRPY 320, GEOGRPY 323).

4. A MINIMUM OF 32 SCIENCE UNITS MUST BE COMPLETED

5. MANGEMNT 489

6. SCIBUS 485

7. SCIBUS 493

DEGREE - UNIQUE REQ

1. ECON 201, ECON 202

2. MATH 152

3. MATH 253 OR MATH 250

Overall combined GPA of 2.50 required to graduate. Major GPA of 2.50 required to graduate

To (to be listed in catalog and on AR):

Note: To declare an Integrated Science-Business major, students must have an overall combined GPA of at least 2.50. Students must maintain an overall combined GPA of 2.50 to remain enrolled in the major.

MAJOR REQUIREMENTS - 30 UNITS

1. ACCOUNT 244 AND ECON 245 AND ITSCM 280

2. ACCOUNT 249 OR ACCOUNT 261

3. MANGEMNT 301 AND ITSCM 306

4. FNBSLW 341 AND FNBSLW 344 AND MARKETNG 311

5. BEINDP 288 AND BEINDP 290

MAJOR - **52-55 UNITS**

1. **SCIBUS 185**

2. SELECT 6 UNITS OF UPPER DIVISION BUSINESS COURSES FROM ONE OF THE FOLLOWING AREAS: ACCOUNTING, INFORMATION TECHNOLOGY AND BUSINESS EDUCATION, ECONOMICS, FINANCE AND BUSINESS LAW, MANAGEMENT, MANAGEMENT COMPUTER SYSTEMS OR MARKETING.

3. Complete the course requirements for one of the following minors; Biology, Chemistry, Environmental Studies, Geology, GIS, Physical Science, or Physics.

4. Select 12-15[1] additional units beyond minor requirements from Biology[2], Chemistry[2], Physics[2], and courses listed as options for the following minors: Environmental Studies, Geology, and GIS.

[1]MATH 254 can be used within the 12-15 additional units beyond minor requirements.

[2]Biology courses except: Biology 110, Biology 120, Biology 200, Biology 214; Chemistry courses except: Chemistry 100, Chemistry 150, Chemistry 184; Physics courses except: Physics 100, Physics 120, Physics 130, Physics 150, Physics 212, Physics 240.

5. A MINIMUM OF 36 SCIENCE UNITS MUST BE COMPLETED

6. MANGEMNT 489

7. SCIBUS 485

8. SCIBUS 493

DEGREE - UNIQUE REQ

1. ECON 201, ECON 202

2. MATH 152

3. MATH 253

Overall combined GPA of 2.50 required to graduate. Major GPA of 2.50 required to graduate

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**

   These changes to the ISB program directly aligned with the University's values and mission to develop individuals and the pursuit of knowledge. The science requirements will guide students on academic tracks to obtain in depth science knowledge and career paths. The SCIBUS 185 course introduces students to the major of Integrated Science and Business. Students will become aware of academic tracks within the major, advising support, and related student organizations. Students will become familiar with ISB projects from SCIBUS 485 that integrated science and business.

3. **Rationale:**

The changes to the programs science requirements was determined based on assessment data from company's sponsoring internship's for the ISB students, the program's External Advisory board, and the programs Steering committee. Based on survey information from employers, the ISB program needs to have student's science requirements go more in depth and have more lab experience. This will be accomplished by requiring students to fulfill the requirements of a

minor in Biology, Chemistry, Environmental Studies, Geology, GIS, Physical Science, or Physics plus 10-13 additional sciences credits to add additional breath and/or depth.

The addition of SCIBUS 185 is based on student assessment survey data. The student survey data indicated students do not connect with other students within the major, lack of understanding of the curriculum, wanting a better understanding of career paths, and a need to have a lower level course directly related to integrating science and business.

Cost Implications: Minimal. All courses expect SCIBUS 185 are currently being offered within the various departments. The instructors welcome additional students. Any costs related to SCIBUS 185 should be recovered via student tuition fees. This course will be part of the faculty regular load and be taught in rotation by the faculty and academic staff members from various science departments within the College of Letters and Science and College of Business and Economics. One credit load per semester will be required from faculty or staff members.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Submajor

Degree: BS

Program Title: Integrated Science/Business Water Emphasis

GPA Requirement for the Major/Submajor: 2.5

Sponsor(s): Linda Reid, John Ejnik, and Donna Vosburgh

Department(s): Chemistry, and Safety

College(s): Interdisciplinary

Consultation took place: ☐ NA ☒ Yes (list departments and attach consultation sheet)

Departments: Safety and Chemistry

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 47-52 After change 47-49

1. **Exact description of request:**
   Add SCIBUS 185-Introduction to Integrated Science-Business (1 unit).
   Add SAFETY 474 - Facility Water Management to the Water Emphasis
   Add CHEM 112 - Chemistry for Occupational and Environmental Applications
   All these changes are because of curriculum changes within other departments.
   Change Biology 370-Aquatic Biology from 3 credits to 4 credits
   Replace ITBE 353-Business Communications (3 units) with BEINDP 288 and 290

   From (as listed in catalog and on AR)

INTEGRATED SCIENCE-BUSINESS WATER RESOURCES EMPHASIS (BS)

BUSINESS REQUIREMENTS - 30 UNITS

1. ACCOUNT 244 AND ECON 245 AND ITBE 280

2. ACCOUNT 249 OR ACCOUNT 261

3. MANGEMNT 301 AND MANGEMNT 306 AND ITBE 353

4. FNBSLW 341 AND FNBSLW 344 AND MARKETNG 311

MAJOR - 47-52 UNITS

1. SELECT 6 UNITS OF UPPER DIVISION BUSINESS COURSES FROM ONE OF THE FOLLOWING: ECON 471, FNBSLW 440, MANGEMNT 366

2. SELECT 20 UNITS FROM THE FOLLOWING:

a. BIOLOGY 141, BIOLOGY 142

b. CHEM 102

c. CHEM 104 OR GEOGRPY 210

3. BIOLOGY 257, BIOLOGY 370, GEOGRPY 323

4. SELECT 3 UNITS FROM THE FOLLOWING:

a. GEOGRPY 252

b. 491/496 COURSES AS APPROVED BY ISBM COORDINATOR

5. A MINIMUM OF 32 SCIENCE UNITS MUST BE COMPLETED

6. SCIBUS 481 OR MANGEMNT 489

7. SCIBUS 485

8. SCIBUS 493

DEGREE UNIQUE REQUIREMENT

1. ECON 201, ECON 202

2. MATH 152, MATH 253 OR MATH 250

Overall combined GPA of 2.50 required to graduate. Major GPA of 2.50 required to graduate

Note: to declare an Integrated Science-Business major, students must have an overall GPA of at least 2.50. Students must maintain an overall combined GPA of 2.50 to remain enrolled in the major.

To (to be listed in catalog and on AR):

INTEGRATED SCIENCE-BUSINESS WATER RESOURCES EMPHASIS (BS)

BUSINESS REQUIREMENTS – 30 UNITS

1. ACCOUNT 244 AND ECON 245 AND ~~ITBE~~ **ITSCM** 280

2. ACCOUNT 249 OR ACCOUNT 261

3. MANGEMNT 301 AND ~~MANAGEMENT~~ **ITSCM** 306 ~~AND ITBE 353~~

4. FNBSLW 341 AND FNBSLW 344 AND MARKETNG 311

5. BEINDP 288 AND BEINDP 290

MAJOR - **47-49 UNITS**

1. SCIBUS 185

2. SELECT 6 UNITS OF UPPER DIVISION BUSINESS COURSES FROM ONE OF THE FOLLOWING: ECON 471, FNBSLW 440, MANGEMNT 366, **SAFETY 474**

3. SELECT **18-20** UNITS FROM THE FOLLOWING:

a. BIOLOGY 141, BIOLOGY 142

b. CHEM 102

c. CHEM 104 **OR CHEM 112** OR GEOGRPY 210

4. BIOLOGY 257, **BIOLOGY 370**, GEOGRPY 323

5. SELECT 3 UNITS FROM THE FOLLOWING:

a. GEOGRPY 252

b. 491/496 COURSES AS APPROVED BY ISBM COORDINATOR

6. **A MINIMUM OF 31 SCIENCE UNITS MUST BE COMPLETED**

7. ~~SCIBUS 481 OR~~ MANGEMNT 489

8. SCIBUS 485

9. SCIBUS 493

DEGREE UNIQUE REQUIREMENT

1. ECON 201, ECON 202

2. MATH 152, MATH 253 OR MATH 250

Overall combined GPA of 2.50 required to graduate. Major GPA of 2.50 required to graduate

Note: to declare an Integrated Science-Business major, students must have an overall GPA of at least 2.50. Students must maintain an overall combined GPA of 2.50 to remain enrolled in the major.

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**
   These changes to the ISB program directly aligned with the University's values and mission to develop individuals and the pursuit of knowledge. SCIBUS 185 course introduces students to the major of Integrated Science and Business. Students will become aware of academic tracks within the major, advising support, and related student organizations. Students will become familiar with ISB projects from SCIBUS 485 that integrated science and business.

   The addition of a SAFETY 474 course to ISB-Water is directly aligned with the Water Emphasis in the Integrated Science/Business Major's focus on educating students to understand the value of water. SAFETY 474 focuses on water issues of facilities from the facility's point of view. By focusing on how a facility uses water, the student will gain an understanding to the costs, legal concerns, and public health impacts of that use.

   The addition of CHEM 112 to ISB-Water is directly aligned with the Water Emphasis in the Integrated Science/Business Major by including: acid/base, equilibrium, kinetics, solution, and organic chemistry as key fundamental knowledge within water chemistry topics.

3. **Rationale:**
   The addition of SCIBUS 185 is based on student assessment survey data. The student survey data indicated students do not connect with other students within the major, lack of understanding of the curriculum, wanting a better understanding of career paths, and a need to have a lower level course directly related to integrating science and business.

   When SAFETY 474 was developed, a consultation was conducted with the Geography and Geology Department to verify that those issues are not covered with a facility level emphasis in their classes.

   CHEM 112 - This course is designed for students that are not taking any chemistry courses beyond General chemistry. Specifically, CH112 introduces students to organic chemistry and is a terminal chemistry course. CH104 does not introduce students to organic chemistry because CH104 is a prerequisite to "Organic Chemistry I and II". Therefore, students that do not plan to take any chemistry beyond General Chemistry should take CH112 and students that plan to take at least a full semester of Organic Chemistry are required to take CH104.

Cost Implications: Minimal. All courses expect SCIBUS 185 are currently being offered within the various departments. The instructors welcome additional students. Any costs related to SCIBUS 185 should be recovered via student tuition fees. This course will be part of the faculty regular load and be taught in rotation by the faculty and academic staff members from various science departments within the College of Letters and Science and College of Business and Economics. One credit load per semester will be required from faculty or staff members. CHEM 112 and SAFETY 474 are currently being offered with relatively low enrollments. The

instructors welcome additional students.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Minor

Degree: Minor

Program Title: Film Studies

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Donald Jellerson

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: ☐ NA ☒ Yes (list departments and attach consultation sheet)

Departments: Languages and Literatures, Sociology

NOTE on CONSULTATIONS:

1. The proposed changes here have been vetted and approved by the Film Studies faculty (those teaching in Film Studies). This faculty body approved and proposed FILM 483 *Cinema Auteurs*, which was then vetted and approved by the Languages and Literatures Department Chair, Marilyn Durham, and then the College Curriculum Committee.

2. Because FILM 272 affects the English program of Languages and Literatures, the proposal was put forward at a faculty meeting and approved before it went to the College Curriculum Committee for approval.

3. I consulted with Chandra Waring about her new course on *Race, Ethnicity and Film*, and I provided a consultation form for the CCC signed by me and Marilyn Durham.

Thank you,
Donald Jellerson

Proposal Information:
(*Procedures for Form #2*)

Total number of credit units in program:

Before change 24 After change 24

1. Exact description of request:

a. Add FILM 272 *Critical Writing in Multimedia Contexts* to Film Studies Minor.
b. Add FILM 483 *Cinema Auteurs* to Film Studies Minor.
c. Add SOCIOLGY 344 *Race, Ethnicity and Film* to Film Studies Minor.
d. Change GPA Requirement for Film Studies Minor from 2.5 to 2.0.
e. Change course requirement structure for Film Studies Minor.

From (as listed in catalog and on AR)

- GPA: 2.500 required

NOTE: NO COURSE CAN FULFILL MORE THAN ONE REQUIREMENT IN THE MINOR WITH THE EXCEPTION OF FILM 350 AND FILM 352, WHICH MAY BE REPEATED AS ELECTIVES WITH A CHANGE IN TOPIC.

MINOR - 24 UNITS
1. PREP: HISTRY 110, ARTHIST 203, OR FILM 110
2. INTRO: COMM 236 OR COMM 249
3. CULTURE: ENGLISH 266 OR FILM 352
4. GENRE: FILM 350 OR FILM 354
5. SELECT 9 UNITS ELECTIVES FROM:
   COMM 236, 249, 346; ENGLISH 266, 376; FILM 350, 352, 354, 356
6. FILM 485

To (to be listed in catalog and on AR) Deletions struck through and **additions highlighted and in bold**.

- ~~GPA: 2.500 required~~ **GPA: 2.000 required**

NOTE: NO COURSE CAN FULFILL MORE THAN ONE REQUIREMENT IN THE MINOR WITH THE EXCEPTION OF FILM 350 AND FILM 352, WHICH MAY BE REPEATED AS ELECTIVES WITH A CHANGE IN TOPIC.

MINOR - 24 UNITS
1. PREP: HISTRY 110, ARTHIST 203, OR FILM 110
2. INTRO: COMM 236, COMM 249, **OR FILM 272**
3. C~~ULTURE: ENGLISH 266 OR FILM 352~~ **SELECT 6 UNITS GENRE & CULTURE FROM:**
   ENGLISH 266; FILM 350, 352, 354; SOCIOLGY 344
4. ~~GENRE: FILM 350 OR FILM 354~~ **SEMINAR: FILM 483 OR FILM 485**
5. SELECT 9 UNITS ELECTIVES FROM: COMM 236, 249, 346; ENGLISH 266, 376;
   FILM **272**, 350, 352, 354, 356, **483, 485; SOCIOLGY 344**
~~6. FILM 485~~

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

FILM 272 *Critical Writing in Multimedia Contexts* (cross-listed as ENGLISH 272) serves institutional goals as expressed by *Writing Matters*, *Writing Across the Curriculum*, and *Writing Intensive Course* initiatives. While Languages and Literatures currently provides introductory writing instruction (in English 101, 102, 105, and so on) as well as an introduction to writing in literary studies (ENGLISH 271), the University of Wisconsin-Whitewater promotes the integration of writing courses into all programs. FILM / ENGLISH 272 is a more discipline-specific writing course that takes up where the Freshman English sequence leaves off, introducing students to critical writing in media saturated environments. It thus serves Professional Writing and Publishing as well as Film Studies as a writing course that better reflects the kinds of writing contexts students will encounter in these disciplines.

FILM 483 *Cinema Auteurs* introduces students to the global range of cinematic artifacts. Syllabi for FILM 483 use one of the following two paradigms:

a. Students examine key films from two directors (one in the U.S. and one abroad).
b. Students examine key films from a director who has worked both in the U.S. and abroad.

This international emphasis (in the comparative mode) is a crucial component of the analysis of film that is currently underemphasized in the Film Studies program. Introducing students to the interpretation of film in an international context responds to student learning in key areas of a well-rounded, liberal education. These areas are best expressed in the LEAP initiative in goals such as "knowledge of human cultures" and "intercultural knowledge and competence." We believe that film can be a remarkably effective way to enhance learning in such areas, and it is time to include such a course, especially given how it can advance institutional goals related to inclusion and intercultural awareness.

The other initiatives covered by this document (addition of SOCIOLGY 344, change in GPA requirement, and change in course requirement structures) are underwritten by a desire to make the Film Studies minor more inclusive and enhance opportunities for students to construct productive, individualized paths through the minor.

Rationale:

ADDITION OF ENGLISH / FILM 272 *CRITICAL WRITING IN MULTIMEDIA CONTEXTS*:
As the course proposal outlines, ENGLISH / FILM 272 responds to both the Professional Writing and Publishing and the Film Studies program goals and learning objectives. Professional Writing and Publishing currently relies on ENGLISH 271 *Critical Writing in the Field of English* to introduce students to writing in the discipline. Because ENGLISH 271 is a course based on instruction in writing about literature, however, it best serves the English Literature and English Education tracks. Students in Professional Writing and Publishing are better served by a critical writing course that offers instruction in critical writing in and about the kind of mediatized environments in which they are likely to work once they graduate. Film Studies as yet has no course specifically focused on critical writing about visual narratives. ENGLISH / FILM 272 would thus serve the needs of students in both Professional Writing and Film Studies.

ADDITION OF FILM 483 *CINEMA AUTEURS*:
As described above and in the course proposal document, *Cinema Auteurs* would provide a key component to the Film Studies program that would promote intercultural competencies and "knowledge of human cultures" in an interdisciplinary learning environment. This serves crucial Film Studies learning objectives such as the enhanced understanding of the "historical development and cultural impact of cinema as an art form" and enhanced engagement with "questions of ethics and social justice through representations of culture on film." Please see the course proposal for specific justifications and alignment with institution and program goals. FILM 483 would become an option at the 400-level with the current FILM 485 *Film Theory*.

ADDITION OF SOCIOLGY 344 *RACE, ETHNICITY AND FILM*:
This course complements the other courses in the Film Studies Minor by concentrating on race and ethnicity from a social scientific perspective. The course highlights the prominence of the mass media as a social institution in American society and it will encourage students to become active media consumers and to think critically about the images they are exposed to and how those images convey meanings about racial and ethnic inequality in American society. In particular, the course responds to the Film Studies learning objective prompting students to "engage with questions of ethics and social justice through representations of culture on film," encouraging them to do so in an environment in which they work side-by-side with sociology students and become aware of sociological methods they may not otherwise encounter in our Film Studies program.

CHANGE IN GPA REQUIREMENT:
After the first semester of Film Studies courses, it has become clear that there is little value in requiring a higher GPA for the Film Studies program than is required for students in the University as a whole. If Film Studies were to require a higher GPA, it might well become desirable to either put mechanisms in place whereby the program could assist at-risk students who may fall below the acceptable limit or to position the program as more exclusive than others. Because it has become clear that Film Studies is serving a wide range of students from a broad spectrum of majors, we do not anticipate developing a program for at-risk students, nor do we wish to build a program on exclusivity. We therefore prefer to lower the GPA requirement to the University's acceptable lower limit (2.0).

CHANGE IN COURSE REQUIREMENT CATEGORIES:
At our first annual assessment of Film Studies in May of 2014, we assessed papers from two of our new courses, FILM 350 *Film Genre* and FILM 352 *Literature on Film*. FILM 350 was planned to serve the "genre" category of the minor, while FILM 352 was planned to serve the "culture" category. After reading student papers and discussing the matter among Film Studies faculty members (Holly Wilson, Janine Tobeck, Anna Hajdik, and Donald Jellerson), we determined that separating out "genre" and "culture" was of limited use to students. In fact, courses ostensibly focused on film genre are no less interested in cultural representation than courses focusing on culture are interested in generic form. We determined that teaching the two foci together would be the most productive strategy for students—a strategy that promises to provide pedagogical opportunities that would improve student outcomes. We therefore determined to no longer require that students take one course in film "genre" and one in "culture." Instead, students would be required to take two courses in a combined "genre & culture" category.

Cost Implications:
Film Studies is a successful and growing program that promises a large return on investment. But in this case, no monetary investment is needed from the point of view of its host department, Languages and Literatures. The proposed new courses (ENGLISH / FILM 272 and FILM 483) would each be offered once a year, starting in 2015–2016. Since FILM 272 would replace ENGLISH 271 for the Professional Writing and Publishing program, Languages and Literatures can reduce the number of sections of 271 by one per year (e.g. running 4 instead of the current 5 sections per year), compensating for the addition of FILM 272. The addition of FILM 483 will be offset by reducing the number of times we offer FILM 350 *Film Genre* in L&S. (The Sociology Department has made its own arrangement for rotating SOCIOLGY 344 into their curriculum.) Administrative costs would be negligible, since we have already invested in the Film Studies infrastructure, which is currently running smoothly.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **INTRNAR 200** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Issues in International Studies: Inquiry and Writing in the Major

25-Character Abbreviation: ISSUES INTER STUDIES

Sponsor(s): Jolly Emrey, Anne Hamilton

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **International Studies**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☐ Yes ☒ will be at future meeting

Prerequisites: International Studies major/minor, GENED 140, or consent instructor

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Political Science/International Studies

Instructor: Anne Hamilton
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☒ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, 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 gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major:
No of times in degree:

No of credits in major:
No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification: This 3-credit course will replace a 1-credit "Orientation to the International Studies Major" course. The decision to replace the 1-credit course is a direct result of assessment exercises in summer 2012 and 2013, which revealed the need for more opportunities for majors to complete writing and critical thinking exercises before taking the capstone seminar (INTRNAR 488) their senior year. This course will make it more feasible for students to pursue Undergraduate Research Projects their junior and senior years. The Audit & Review Team's evaluation of the 2014 Self-Study of the major supported this change.

The number of credits in the major will not be increased, as the travcl requirement (3 credits) will be turned into a unique requirement. Credits gained through travel-study courses or study-abroad programs will satisfy requirements in the major. The paperwork for these changes to the major (inclusion of the new course, conversion of travel credits to unique requirement) will be submitted in early spring 2015.

Relationship to program assessment objectives:

The course will help meet the following program assessment objectives: (a) provide a broad interdisciplinary education in international areas through its core courses; (b) work with the Center for Global Education to provide and encourage maximum participation in international experience options; and (c) advise and mentor students in the development of career paths pertaining to international studies.

Budgetary impact:

The course will be taught by the major coordinator, as part of her regular course rotation. Therefore, the budgetary impact will be minimal.

Course description: (50 word limit):

Introduction to International Studies is the gateway course to the major. It is a writing-intensive course that will help students develop the communication and critical analysis skills necessary to succeed in higher-level courses in their emphases. It also introduces them to career options to students with International Studies degrees.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

1. Students will improve their writing competence through the development of research questions and proposals, perspective analysis assignments, position papers, and literature reviews.
2. Students will begin to develop intercultural competence through discussions and assignments related to education abroad and other international opportunities.
3. Students will learn about opportunities on and off-campus that will help them make informed decisions about their academic programs.
4. Students will meet and begin to form relationships with other International Studies students.
5. Students will learn about career options appropriate for the major.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Cressey, L.E., Helmer, B.J., and Steffensen, J.E., eds. (2014) *Careers in International Affairs*, 9th ed., Georgetown University Press.
Graff, G. and C. Birkenstein (2014). *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd ed. New York: W.W. Norton & Company, 2014.
Jurgensmeyer, M., ed. (2013). *Thinking Globally: A Global Studies Reader*. University of California Press.
Smallman, S. and K. Brown (2011). *Introduction to International and Global Studies*. University of North Carolina Press.
Steger, M.B. (2014). *The Global Studies Reader*, 2nd ed. Oxford University Press.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

ISSUES IN INTERNATIONAL STUDIES: INQUIRY AND WRITING IN THE MAJOR (INTRNAR 200)

Prof. Anne Hamilton
Laurentide 5108
262-472-1214 (office); 414-332-0548 (home)

e-mail: hamiltoa@uww.edu

Office hours: Monday 8:30-9:30; 11-noon; Wednesday 9-11 a.m., AND BY APPOINTMENT. Feel free to call me at home if you do not reach me in the office, but please call before 9 p.m. I am most easily available by e-mail.

Description:

Introduction to International Studies is the gateway course to the major. It is a writing-intensive course that will help students develop the communication and critical analysis skills necessary to succeed in higher-level courses in their emphases. It also introduces them to career options to students with International Studies degrees.

Course Objectives:

1. Students will improve their writing competence through the development of research questions and proposals, perspective analysis assignments, position papers, and literature reviews.
2. Students will begin to develop intercultural competence through discussions and assignments related to education abroad and other international opportunities.
3. Students will learn about opportunities on and off-campus that will help them make informed decisions about their academic programs.
4. Students will meet and begin to form relationships with other International Studies students.
5. Students will learn about career options appropriate for the major.

Course texts:

Graff, G. and C. Birkenstein (2014). *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd ed. New York: W.W. Norton & Company.
Jurgensmeyer, M., ed. (2013). *Thinking Globally: A Global Studies Reader*. University of California Press.

Course requirements:

Participation in class discussions – 10%
Attendance at 2 campus lectures on international issues; Global Experiences Fair, Global Pathway Session, 2 Global Cafés – 5%

Follow and report on major international story during the course of the semester – 10%

Written assignments:

Reaction paper on first-week reading/video – 10%
Perspective analysis paper (comparative) – 10%
Letter to the editor or blog posting on international issue – 10%
Career paper—10%
Research proposal and annotated bibliography (draft) – 15%
Research proposal and annotated bibliography (final) – 20%

Attendance:

Attendance is required at all classes. Late work will not be accepted.

Grading:

The final grade will be determined from the cumulative points achieved on class exercises. The grade scale is as follows:

A = 93 and above	A- = 90-92	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = 59 and below		

ACADEMIC HONESTY:

All written work submitted by students must be their own, written for this class, with appropriate citations and bibliography. In other words, it is unacceptable to take material from web sites or other sources without acknowledging those sources in citations and attributing direct quotations. All work must be original work for this course, not work handed in to fulfill the requirements for another course, unless specifically asked to adapt a prior assignment. Students who fail to abide by these policies will, at a minimum, receive 0s on the assignment and may be referred to the Assistant Dean of Student Affairs.

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"Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

COURSE OUTLINE

Week 1: Introductions, course information; emphases in the major and e-portfolio requirements.

Week 2: "Thinking Globally," Jurgensmeyer, chapter 1, pp. 3-27;

Assignment: Selection of major news story to follow. Reaction paper due (instructions on D2L)

Week 3: "Globalization over Time," Jurgensmeyer, chapter 2, pp. 30-48.
Information literacy: Library session on course guide, searching databases

Week 4: Jurgensmeyer, chapters 3 (Africa) and 4 (Middle East), pp. 53-96.
Perspective analysis (Readings: *They Say, I Say*, pp. 19-77)

Week 5: Jurgensmeyer, chapters 5 (South and Central Asia) and 6 (East Asia), pp. 99-130.

Comparative perspective analysis due (instructions on D2L)

Week 6: Jurgensmeyer, chapters 7 (South Asia and the Pacific) and 8 (Europe and Russia), pp. 133-172.
Writing to participate: Letters to the editor/ position papers / blog postings

Week 7: Jurgensmeyer, chapters 9 (The Americas and Development Strategies) and 10 ("Global Forces in the New World Order"), pp. 175-213.

Letter to the editor/blog posting due (instructions on D2L)

Week 8: Jurgensmeyer, chapters 11 ("Erosion of the Nation-State") and 12 ("Religious Politics and the New World Order"), pp. 216-253.

Week 9: Career paths: presentation by representative from the Career Development Office.
Reading from Cressey, L.E., Helmer, B.J., and Steffensen, J.E., eds. (2014) *Careers in International Affairs*, 9th ed., Georgetown University Press.

Week 10: Developing research questions. (Reading TBA)
Career paper due.

Week 11: Jurgensmeyer, chapters 13 ("Transnational Economy and Global Labor") and 14 ("Global Finance and Financial Inequality")
Writing a research proposal (Reading TBA)

Week 12: Jurgensmeyer, chapters 15 ("Development and the Role of Women in the Global Economy") and 16 ("The Hidden Global Economy of Sex and Drugs")
Writing an annotated bibliography

Week 13: Individual consultations on research proposals

Week 14: Jurgensmeyer, chapters 17 ("Global Environmental and Health Crises") and 18 ("Global Communication and the New Media"), pp. 336-370.
RESEARCH PROPOSALS DUE

Week 15: Jurgensmeyer, chapters 19 ("The Global Movement for Human Rights") and 20 ("The Future of Global Civil Society"), pp. 372-406.

Week 16: Revised research proposals due during exam period.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Political Science

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Jolly Emrey

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 34 After change 34

1. **Exact description of request:**
   Summary
   Add 342 - Science Policy and Human Health to AREA 2

   From (as listed in catalog and on AR)
   VII. POLITICAL SCIENCE MAJOR - MINOR REQUIRED
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00

1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

To (to be listed in catalog and on AR)
VII. POLITICAL SCIENCE MAJOR - MINOR REQUIRED
Requirement Not Satisfied -
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00
1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -

Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 342, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 410, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** POLISCI 342 will help meet the program objectives of the political science department by introducing students to the intersections between science, public policy, and human health as well as the public policy making process.

3. **Rationale:** POLISCI 342 will meet the objective of the public policy section of the major by serving as an upper division course in public policy section while focusing on substantive and relevant policy issue areas of the political science degree.

4. **Cost Implications:** This course will be taught as part of the proposing professor's rotation of courses and as such, the budetary impact will be minimal.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Minor

Degree: Minor

Program Title: Political Science

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Jolly Emrey

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 21 After change 21

Exact description of request: Add 342 - Science Policy and Human Health to AREA 2

From (as listed in catalog and on AR)
POLITICAL SCIENCE MINOR
Requirement Not Satisfied -
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 21.00/0.00/21.00
1. POLISCI 141

Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
2. SELECT 1 COURSE FROM EACH OF 3 GROUPS BELOW:
Requirement Not Satisfied -
Courses (required/actual/needed): 3.00/0.00/3.00
A. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
B. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
C. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
D. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS:POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
E. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY: POLISCI 365, POLISCI 411, POLISCI 412, AND POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 9 ELECTIVE POLITICAL SCIENCE UNITS EXCEPT GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 9.00/0.00/9.00

To (to be listed in catalog and on AR)
POLITICAL SCIENCE MINOR
Requirement Not Satisfied -
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 21.00/0.00/21.00
1. POLISCI 141
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
2. SELECT 1 COURSE FROM EACH OF 3 GROUPS BELOW:
Requirement Not Satisfied -
Courses (required/actual/needed): 3.00/0.00/3.00
A. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -

Units (required/actual/needed): 3.00/0.00/3.00
B. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 342, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
C. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
D. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS:POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
E. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY: POLISCI 365, POLISCI 410, POLISCI 411, POLISCI 412, AND POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 9 ELECTIVE POLITICAL SCIENCE UNITS EXCEPT GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 9.00/0.00/9.00

1. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** POLISCI 342 will help meet the program objectives of the political science department by introducing students to the intersections between science, public policy, and human health as well as the public policy making process.

2. **Rationale:** POLISCI 342 will meet the objective of the public policy section of the major by serving as an upper division course in public policy section while focusing on substantive and relevant policy issue areas of the political science degree.

3. **Cost Implications:** This course will be taught as part of the proposing professor's rotation of courses and as such, the budetary impact will be minimal.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BSE

Program Title: Political Science Education

GPA Requirement for the Major/Submajor: 2.25

Sponsor(s): Jolly Emrey

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 34 After change 34

1. **Exact description of request:**
   Summary
   Add 342 - Science Policy and Human Health to AREA 2

   From (as listed in catalog and on AR)
   VII. POLITICAL SCIENCE MAJOR - MINOR REQUIRED
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00

1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

To (to be listed in catalog and on AR)
VII. POLITICAL SCIENCE MAJOR - MINOR REQUIRED
Requirement Not Satisfied -
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00
1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00

3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 342, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 410, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** POLISCI 342 will help meet the program objectives of the political science department by introducing students to the intersections between science, public policy, and human health as well as the public policy making process.

3. **Rationale:** POLISCI 342 will meet the objective of the public policy section of the major by serving as an upper division course in public policy section while focusing on substantive and relevant policy issue areas of the political science degree.

4. **Cost Implications:** This course will be taught as part of the proposing professor's rotation of courses and as such, the budetary impact will be minimal.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BS

Program Title: Public Policy and Administration Major

GPA Requirement for the Major/Submajor: 2.0 in major, 2.25 overall

Sponsor(s): Susan Johnson

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☐ NA ☒ Yes (list departments and attach consultation sheet)

Departments: Math, Economics, and Sociology, Criminology & Anthropology, Management

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Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 60 After change 60

1. **Exact description of request:**
   Summary
   1. Replace the Math 231 requirement listed in #2 with Math 230.
   2. Add Sociology 295 and Economics 245 as course options in #2.
   3. Replace ITBE 353 listed in #4 with BEINDP 290
   4. Change the elective credits in #7 from 0-6 to 0-7.

From (as listed in catalog and on AR)

MAJOR - 60 UNITS

1. ACCOUNT 244, ECON 202, POLISCI 141, PSYCH 211

2. **MATH 231** OR PSYCH 215

3. MANGEMNT 301, ITBE 280, POLISCI 344, POLISCI 320 AND POLISCI 330

4. **ITBE 353**, ENGLISH 370 OR ENGLISH 372

5. POLISCI 489

6. SELECT 3 - 9 UNITS FROM COURSE POLISCI 493 IN CONSULTATION WITH ADVISOR.

A 2.25 COMBINED UW-W & TRANSFER GPA IS REQUIRED TO TAKE THE COURSE.

7. IN CONSULTATION WITH ADVISOR **SELECT 0-6 UNITS** OF ELECTIVES IN LIBERAL ARTS OR BUSINESS COURSES

8. IN CONSULTATION WITH AN Advisor SELECT A 15 UNIT CONCENTRATION FROM PUBLIC POLICY, GENERAL MANAGEMENT, PERSONNEL, POLICE AND CRIMINAL JUSTICE ADMINISTRATION, PLANNING AND BUDGET ADMINISTRATION, URBAN AFFAIRS, AND LEGAL AFFAIRS; OR AN INDIVIDUALIZED PLAN.

To (to be listed in catalog and on AR)

MAJOR - 60 UNITS

1. ACCOUNT 244, ECON 202, POLISCI 141, PSYCH 211

2. **ECON 245 OR MATH 230 OR PSYCH 215 OR SOCIOLOGY 295**

3. MANGEMNT 301, ITBE 280, POLISCI 344, POLISCI 320 AND POLISCI 330

4. **BEINDP 290**, ENGLISH 370 OR ENGLISH 372

5. POLISCI 489

6. SELECT 3 - 9 UNITS FROM COURSE POLISCI 493 IN CONSULTATION WITH ADVISOR.

A 2.25 COMBINED UW-W & TRANSFER GPA IS REQUIRED TO TAKE THE COURSE.

7. IN CONSULTATION WITH ADVISOR **SELECT 0-7 UNITS** OF ELECTIVES IN LIBERAL ARTS OR BUSINESS COURSES

8. IN CONSULTATION WITH AN Advisor SELECT A 15 UNIT CONCENTRATION FROM PUBLIC POLICY, GENERAL MANAGEMENT, PERSONNEL, POLICE AND CRIMINAL JUSTICE ADMINISTRATION, PLANNING AND BUDGET ADMINISTRATION, URBAN AFFAIRS, AND LEGAL AFFAIRS; OR AN INDIVIDUALIZED PLAN.

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**
   The Public Policy and Administration program contributes to the core values, Mission and Strategic Plan of the university in a number of important ways. One of the university's missions is to offer interdisciplinary programs that provide a broad educational experience to students that will culminate in a professional specialization. As a program that draws courses from 11 different departments and multiple colleges it is truly an interdisciplinary program. Further, it bridges the gap between the "letters" experiences that students in the liberal arts receive and the pre-professional experiences that students in traditional business programs receive to combine for a pre-professional program that includes courses with a focus on writing, critical analysis and skill development. The program's internship requirement is representative of the university's commitment to regional engagement as well as its interest in serving as a resource for the surrounding region. Students complete internships in state and local governments, businesses and non-profits. This is not only a service to the region but also a showcasing of the university's role in the community.

3. **Rationale:**
   The Math Department used to offer two 200 – level statistics courses: Math 230 and Math 231. It has redesigned Math 230 and no longer offers Math 231. This change in the Public Policy and Administration major is necessitated by these Math Department changes. The addition of Economics 245 and Sociology 295 as options for students completing their statistics requirement is consistent with changes to the College of Letters and Sciences BS degree requirements that consider these four classes to be equivalent courses.

   COBE has replaced ITBE 353 with BEINDP 290 and ITBE 353 will no longer be offered. The majority of students in this program enrolled in the ITBE 353 course and we feel it is important to continue to provide an option from that College in the program.

   BEINDP 290 is a two unit course. ITBE 353 is a three unit course. The other writing courses in the program are three unit courses. Students who select BEINDP 290 will need an additional credit. This lead to the decision to expand the number of allowable elective units to seven. While most courses are three units and the program does not want to essentially require nine units in that elective area, students who do enroll in BEINDP 290 may choose to take the one unit career exploration courses for elective credit as well as complete a four unit internship. (Students have the option to complete 3-9 units of internship.)

4. **Cost Implications:**
   None

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Political Science Legal Studies Emphasis

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Jolly Emrey

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 58 After change 58

1. **Exact description of request:**
   Summary
   Add 342 - Science Policy and Human Health to AREA 2

   From (as listed in catalog and on AR)
   VII. POLITICAL SCIENCE MAJOR - NO MINOR REQUIRED
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00

1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

To (to be listed in catalog and on AR)
VII. POLITICAL SCIENCE MAJOR-NO MINOR REQUIRED
Requirement Not Satisfied -
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00
1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -

Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 342, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 410, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** POLISCI 342 will help meet the program objectives of the political science department by introducing students to the intersections between science, public policy, and human health as well as the public policy making process.

3. **Rationale:** POLISCI 342 will meet the objective of the public policy section of the major by serving as an upper division course in public policy section while focusing on substantive and relevant policy issue areas of the political science degree.

4. **Cost Implications:** This course will be taught as part of the proposing professor's rotation of courses and as such, the budetary impact will be minimal.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Political Science Honors Emphasis

GPA Requirement for the Major/Submajor: 3.5

Sponsor(s): Jolly Emrey

Department(s): Political Science

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 34 After change 34

1. **Exact description of request:**
   Summary
   Add 342 - Science Policy and Human Health to AREA 2

   From (as listed in catalog and on AR)
   VII. POLITICAL SCIENCE MAJOR - MINOR REQUIRED
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00

1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

To (to be listed in catalog and on AR)
VII. POLITICAL SCIENCE MAJOR - MINOR REQUIRED
Requirement Not Satisfied -
GPA (required/actual): 2.000/Unknown
Units (required/actual/needed): 34.00/0.00/34.00
1. POLISCI 101, POLISCI 141, POLISCI 301, AND POLISCI 302
Requirement Not Satisfied -
Units (required/actual/needed): 10.00/0.00/10.00
2. SELECT 3 UNITS FROM COURSES - AREA 1 - AMERICAN GOVERNMENT: POLISCI 314, POLISCI 315, POLISCI 317, POLISCI 318, POLISCI 319, POLISCI 321, POLISCI 344, POLISCI 357, POLISCI 413, POLISCI 414, POLISCI 415, POLISCI 416, POLISCI 419, AND POLISCI 446
Requirement Not Satisfied -

Units (required/actual/needed): 3.00/0.00/3.00
3. SELECT 3 UNITS FROM COURSES - AREA 2 - PUBLIC POLICY: POLISCI 316, POLISCI 320, POLISCI 330, POLISCI 331, POLISCI 342, POLISCI 343, POLISCI 421, POLISCI 430, POLISCI 440, AND POLISCI 489
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
4. SELECT 3 UNITS FROM COURSES - AREA 3- COMPARATIVE GOVERNMENT: POLISCI 345, POLISCI 352, POLISCI 456, POLISCI 460, POLISCI 461, POLISCI 471, POLISCI 472, AND POLISCI 480
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
5. SELECT 3 UNITS FROM COURSES - AREA 4 - INTERNATIONAL RELATIONS: POLISCI 340, POLISCI 348, POLISCI 350, POLISCI 351, POLISCI 457, POLISCI 463, AND POLISCI 464
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
6. SELECT 3 UNITS FROM COURSES - AREA 5 - POLITICAL THEORY POLISCI 365, POLISCI 410, POLISCI 411, POLISCI 412, OR POLISCI 420
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
7. SELECT 3 ELECTIVE 300 OR 400 LEVEL UNITS FROM THE POLITICAL SCIENCE DEPARTMENT
Requirement Not Satisfied -
Units (required/actual/needed): 3.00/0.00/3.00
8. SELECT 6 ELECTIVE UNITS FROM THE POLITICAL SCIENCE DEPARTMENT EXCLUDING GENED 140
Requirement Not Satisfied -
Units (required/actual/needed): 6.00/0.00/6.00

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** POLISCI 342 will help meet the program objectives of the political science department by introducing students to the intersections between science, public policy, and human health as well as the public policy making process.

3. **Rationale:** POLISCI 342 will meet the objective of the public policy section of the major by serving as an upper division course in public policy section while focusing on substantive and relevant policy issue areas of the political science degree.

4. **Cost Implications:** This course will be taught as part of the proposing professor's rotation of courses and as such, the budetary impact will be minimal.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **LSINDP 484** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Disability Studies Seminar

25-Character Abbreviation: Disability Studies Semina

Sponsor(s): Ronald Berger

Department(s): Sociology, Criminology and Anthropology

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Disability Studies Certficate**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☐ Yes ☒ will be at future meeting

Prerequisites: SPECED 201 and SOCIOLGY 315

Grade Basis: ☐ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☐ Part of Load ☒ Above Load
☐ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):**

Instructor: Ronald Berger
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, 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 gender.

Credit/Contact Hours: (per semester)

Total lab hours:	0	Total lecture hours:	16
Number of credits:	1	Total contact hours:	16

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification:
This is the required capstone course for the new Disability Studies Certificate, which was implemented in Fall 2013. This seminar will have been taught as a special studies in Fall 2014 and Spring 2015.

Relationship to program assessment objectives:
This course provides a capstone, cumulative learning experience in which a small group of students share and discuss their individualized intensive learning experiences (i.e., internship, independent study, undergraduate research, or service learning project) in Disability Studies. Each student will focus in-depth on one area of disability studies and make a presentation (poster, media, or written report) to the group that applies and demonstrates their substantive knowledge and organizational, presentational, and discussion skills.

Budgetary impact: This one-credit class will be taught above the regular teaching load by the Disabilities Certificate coordinator. Until such time as the seminar is fully enrolled (i.e., 12 or more students) s/he will be allowed to "bank" the student credit hours towards a three-credit course release based on the Sociology Department's standard policies governing independent studies and undergraduate research classes. Once the seminar is regularly enrolled with 12 or more students, the coordinator will receive a three-credit course release after three iterations of the one-credit class.

Course description: (50 word limit)
Students participating in the intensive individual learning stage of the Disability Studies Certificate (i.e., internship, independent study, undergraduate research, or service learning project) will discuss their learning experiences and disability and accessibility issues with other student participants. Each student will make a final presentation to the group.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

(1) Students will explore one area of Disability Studies in-depth and make a formal presentation to the group.
(2) Students will collectively read about and discuss key issues in the field of Disability Studies that are related to their particular experience and interests.
(3) Students will discuss, make suggestions, and evaluate the projects of other students in the course.

Syllabus is attached.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Attached

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

DISABILITIES STUDIES SEMINAR

Instructor: Ronald Berger

Introduction

This one credit seminar is a requirement for the Disabilities Studies Certificate. Students must enroll in an internship, independent study or undergraduate research project. During the seminar we will review general issues in Disabilities Studies, discuss and share progress and outcomes of projects, and learn about accessibility issues from other student participants. Each student will made a final presentation (a poster, media or written report) to the class.

Course Objectives:

1. Students will explore one area of Disability Studies in depth -through an approved Independent Study/directed readings, Service learning project, Internship, or undergraduate research project (separate course) and rep01t on their area of study in this seminar.
2. Students will collectively read about and discuss how key issues in the field of Disability Studies relate to their project and the projects of classmates.
3. Students will discuss, make suggestions, and evaluate the projects of otl1er students in the seminar.

Office Hours/Contact Information: TBA

Textbook: Andrew Potok. *A Matter of Dignity: Changing the World of the Disabled.* Random House (2003).

Classroom Etiquette: All students are expected to be considerate and polite to all class participants. This includes being attentive at all times, not interrupting others, not eating in class, and not talking while another class pa1ticipant is speaking. The use of cell phones, laptops, tablets, or similar devices during the class session is prohibited.

Attendance Policy: Attendance at all scheduled class is a requirement for a grade of S. An excused absence will only be granted for a documented medical condition or a documented serious family emergency (e.g., death in family). Arrival to class more than l 0 minutes late or departure from class more than 1 0 minutes early shall be considered an absence.

Grading; This seminar is graded Satisfactory/NC. To receive a grade of S students complete all of the following;

1. Attend all class sessions and participate in class discussions
2. Complete all assigned readings and participate in class discussions of them
3. Complete an approved project in Disability Studies
4. Make an acceptable oral presentation of the project, and provide a written outline of the presentation
5. Discuss the presentations made by other classmates and rate the presentations of classmates

Mandato1•y Information

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COURSE OUTLINE

Week of Semester: Topic & Assignment

Week I: Introductions and course overview of requirements and types of projects
Week 2: Topic: Models and Sources of Disability
Reading: Preface and Chapter 1 "Dogs"
Students will submit a project topic.
Week 3: Topic: Oppression and Impairment
Reading: Chapter 2 "Rights" and Chapter 3 "Bodies"
Progress repo1t from each student, discuss project objective and difficulties encountered
Week 4: Topic: Media Representations of Disability
Readings: Chapter 4 "Jaws" and Chapter 5 "Scholars"
Week 5: Topic: Identity Issues
Readings: Chapter 6 "Internal Music"
Week: 6: No class, students work independently on projects, consult individually as needed
Week 7: Topic: Social Relationships
Readings: Chapter 7 "Neighbors" and Chapter 8 "Brothers and Sons"
2nd progress report from each student.
Week 8: No class, students work independently on projects, consult individually as needed
Week: 9: No class, students work independently on projects, consult individually as needed
Week 10: General discussion and review final report presentation methods
Week 12: Student Presentations
Week 13: Student Presentations
Week 14: Student Presentations
Week 15: Student Presentations

Bibliographic Resources

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·Davis, Lennard J. (Ed,) 2006. Disability Studies: A Reader. New York: Routledge.

Garland-Thomson, Rosemarie. 2009. Starring: How We Look. New York: Oxford University Press. Good ley, Dan. 2010. Disability Studies: An Interdisciplinary Introduction. Thousand Oaks CA: Sage.

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Haller, Beth A. 2010. Representing Disability in an Ableist World; Essays on Mass Media/ Advocado Press.

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Mitchell, David T. 1997. The Body and Physical Difference: Discourses of Disability. Ann Arbor MI: University of Michigan Press.

Nielsen, Kim E. 2012. A disability history of tbe United States. Boston: Beac011Press.

. Priestley, Mark. 2001. Disability and the life course: global perspectives. New York: Cambridge University ' Press.

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Sharon L. Snyder, Bre11da Jo Brneggemann, & Rosemarie Garland-Thomson (Eds). 2002. Disability studies: enabling the humanities. New York: The Modern Languages Association.

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Snyder, Sharon L. & David T. Mitchell. 2006. Cultural Locations of Disability. Chicago: University of Chicago Press.

Stone, John H. 2004. Culture and Disability: Providing Culturally Competent Services. Thousand Oaks: Sage.

Vash, Carolyn L. & Nancy M. Crewe. 2004. Psychology of Disability: 2nd Ed. New York: Springer