

**University Curriculum Committee
 Annual Report For 2015-2016**

I. Functions and Meetings

The functions of the University Curriculum Committee are specified in Chapter 6.53 of FPP as follows:

APPROVAL OF COURSES. Proposals for new credit courses, or for modifications of or discontinuation of existing credit courses, shall be approved by the department (or department-like body), then by the school or college, and finally by the University Curriculum Committee.

REVIEW OF COURSE OFFERINGS. The University Curriculum Committee may review and recommend the alteration or discontinuance of existing credit courses, and the establishment of new courses.

ADVICE ON EDUCATIONAL POLICY AND PLANNING. On its own initiative or on request, the University Curriculum Committee may advise the chancellor, provost, deans, or other administrative officers of the university on educational policy and planning and their implementation.

In 2015-2016 the committee met 14 times on the second and fourth Fridays of the month on the following dates: September 11, September 25, October 9, October 23, November 13, December 11, 2015, January 8, January 22, February 12, February 26, March 11, April 8, April 22, May 13, 2016.

Agendas and minutes for UCC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at <http://apir.wisc.edu/uccmeetings.htm> .

II. Approval of Courses

One of the major functions of the UCC is to review proposals to create new, change existing or discontinue courses. In 2015-2016 the UCC reviewed 721 course proposals, an increase of 10% from 2014-15.

- 241 were new course proposals
- 336 were course change proposals
- 144 were course discontinuation proposals

	Change	Discontinue	New	Total
Accounting and Info Systems	1			1
Actuarial Science	6			6
African Languages & Literature	12	16	15	43
Afro-American Studies	2			2
Anatomy	1			1

(continued)

	Change	Discontinue	New	Total
Anesthesiology			1	1
Animal Science	3			3
Anthropology			3	3
Art Department	6		5	11
Art History			1	1
Atmospheric & Oceanic Sciences	1			1
Biochemistry	5			5
Biocore			1	1
Biological Systems Engineering	5			5
Biomedical Engineering			1	1
Biomolecular Chemistry			1	1
Biostatistics & Med Informatic	3			3
Botany			1	1
Cellular and Regenerative Biology	1			1
Chemistry			8	8
Civil and Environmental Engr			2	2
Civil Engineering		1		1
Civil Soc & Community Studies			2	2
Communication Arts	15		5	20
Communication Sci. & Disorders	8	1		9
Community & Environmental Soc	1			1
Comparative Literature	1			1
Computer Science	4		2	6
Counseling Psychology	3		4	7
Curriculum and Instruction	6	8	4	18
Dairy Science	2		3	5
Dance			1	1
Design Studies	3		1	4
Economics	1			1
Ed Leadership & Policy Analysis			1	1
Educational Policy Studies	2		1	3
Educational Psychology	1		1	2
Electrical and Computer Engr	3	4		7
English	3		1	4
Engr Mechanics & Astronautics			1	1
Engr Professional Development	1		17	18
Entomology	1			1
Envir St - Gaylord Nelson Inst		2	1	3
Family Medicine			1	1
Farm & Industry Short Course			33	33
Finance, Investment & Banking	1			1

	Change	Discontinue	New	Total
Food Science	2		1	3
Forest And Wildlife Ecology	1		4	5
French (French And Italian)			3	3
Gender And Women's Studies	2			2
General Business	1		2	3
Genetics	3		3	6
Genetics		1		1
Geography	5		5	10
Geoscience			1	1
German	1			1
Hebrew - Biblical	1			1
Hebrew (Hebrew And Semitic St)		4		4
History	11		9	20
History	3	2		5
Horticulture	2		2	4
Human Devel & Family Studies			1	1
Industrial & Systems Engr	5		1	6
Integrated Liberal Studies	1			1
Interdis Courses (Engr)			2	2
Interdis Courses (L & S)	1			1
Jewish Studies		1		1
Journ And Mass Communication	17	5	7	29
Kinesiology	6		3	9
Landscape Architecture			1	1
Lang & Cultures Of Asia - Lang	4			4
Library & Information Studies	3	2	2	7
Life Sciences Communication	13			13
Linguistics	1			1
Literature In Translation		1	2	3
Management And Human Resources			2	2
Marketing	3	2	3	8
Materials Sci and Engineering	1			1
Mathematics	2	2	4	8
Mechanical Engineering	1		2	3
Medical Genetics	2			2
Medical History and Bioethics			1	1
Medical Microbiol & Immunology	1			1
Medical Sciences - Med School			8	8
Medicine		5	1	6
Microbiology	1			1
Music			3	3

	Change	Discontinue	New	Total
Naval Science	2			2
Neuroscience Training Program			1	1
Nuclear Engineering	6			6
Nursing	2	1	3	6
Nutritional Sciences	1		2	3
Occupational Ther (Dept-Kines)			1	1
Oncology			2	2
Pediatrics			1	1
Pharmaceutical Sciences	1			1
Pharmacy Practice	5		3	8
Philosophy	2		1	3
Physical Educ Activity Program	1	55		56
Physical Therapy	6	2	1	9
Physician Assistant Program	1		1	2
Physics	1		1	2
Political Science	81		7	88
Population Health Sciences	5		5	10
Portuguese	1			1
Psychology	15	5	10	30
Rehab Psych & Special Educ			3	3
Risk Management And Insurance			1	1
Scandinavian Studies			1	1
Sociology	3			3
Spanish (Spanish And Portug)	1			1
Statistics			1	1
Surgery			2	2
Theatre and Drama	3		2	5
Therapeutic Sci (Dept-Kines)	1	23		24
Transportation and Public Util		1		1
Zoology	2		1	3
Grand Total	336	144	241	721

III. Policy

Revision to UCC Membership

In November, the Faculty Senate approved changes to the membership of the UCC.

A. MEMBERSHIP. The committee shall consist of 12 faculty members, ~~three from each faculty division~~ as indicated below. Members shall serve three-year terms, which shall be staggered. The Committee on Committees and the Academic Staff Nominating Committee shall coordinate so that no department has more than one member on the committee.

1. Two faculty members from each division. The Committee on Committee shall give consideration to appointing members who have recently served on their college or school curriculum committee.

2. Four academic staff members with instructional titles. The Academic Staff Nominating Committee shall give consideration to appointing members who teach or have taught more than one different course.

The Academic Staff Nominating Committee appointed four academic staff members who joined the committee in February.

Workload and Meeting Structure

In 2014-2015 the committee expanded its meeting schedule from one meeting a month to two meetings a month in order to give more time to addressing policy issues as well as course proposal review. With an ever increasing volume of course proposals to review, the committee still found it difficult to balance policy discussion and course proposal review. For the 2015-2016 year the committee decided to reserve one of the two meetings each month for policy discussion leaving the other meeting for course proposal review.

Out of Classroom Learning Discussion

The issues determined to be most pressing include the framework and definitions for distance and out-of-classroom learning experiences (internships etc.). The root of the issue in both areas is the fact that they do not take place in the structured, traditional learning environment of the classroom and thus require additional consideration in the development of guidelines to help departments and course proposers understand how such courses need to be structured in order to meet the federal definition of a credit hour and accreditation criteria from the Higher Learning Commission. The committee reviewed literature on this topic, discussed existing standards for evaluating such as the Quality Matters Rubric© (a nationally recognized set of 8 general standards and 43 specific standards used to evaluate the design of online and blended courses), and brought in guests with expertise in the area in an effort to learn more about what the campus might adopt in terms of policy or framework in this area. This is a complicated issue with no single, clear answer. The committee will continue its discussion and deliberations in the future with an eye toward developing campus policy.

Significant Curricular Revision Presentations

In November, the committee met with representatives of the Doctor of Medicine program to learn about the changes made to the MD curriculum. The curriculum will now be organized in 3 phases and emphasizes competencies and the integration of basic science and clinical topics. An important concept in the new curriculum is longitudinal sequencing that will reduce repetition and increase opportunities to integrate concepts from the clinical and basic sciences.

In March, representatives from the Farm and Industry Short Course (FISC) met with the committee to explain the plan to reintegrate the long-standing FISC program from non-credit status to a for-credit program.

Graduate Attribute Policy Update

Last year, the UCC approved a request from the Graduate School to create a new course attribute to be used to track progress toward the new Minimum Graduate Course Work (50%) Requirement. At that time the committee created a set of guidelines that included criteria for what constitutes a graduate level course. During the first full year the attribute was in existence, the committee observed that courses that could be taken by either undergraduate or graduate students (numbered 300 – 699) were particularly challenging to design and define. The committee reviewed the revised graduate course attribute policy and discussed whether it is possible to actually have a course that adequately serves undergraduate and graduate students in

the same course. There is a great deal of variance over the wide spectrum of disciplines across campus in how these courses are structured. The policy was revised to place an emphasis on including separate learning outcomes for graduate and undergraduate students and including more information about the advanced synthesis or demonstration of knowledge required for graduate students.

Course Proposal Sample Syllabus Policy Update

The committee also discussed and made updates to the policy that describes the elements of the sample course syllabus. The committee noticed that a significant number of proposals included attendance and participation as a substantial portion of the final grade. There was often little or no information in the syllabus regarding how students would be evaluated in this area. There was a great deal of discussion about the importance of providing students with clear and comprehensive information about the structure of the course and how they would be evaluated and graded. The policy on sample course syllabi was updated to include “*When a significant percentage (10% or more) of the grade is tied to participation, attendance, and/or discussion, how this percentage is assessed must be clearly defined.*” The full policy is available at: <https://kb.wisc.edu/vesta/page.php?id=24561> .

V. Future Issues

A new online course proposal form will be implemented in the next year which will be a priority for the UCC. Additionally the committee has plans to take up several issues:

- Review the implementation of the obsolete course discontinuation process.
- Consider a request to create a course attribute for workplace experience courses.
- Continue discussion of policy related to online courses.

VI. Summary

The trend of an increase in volume of course proposals submitted to the UCC continued. In 2005-2006, 459 course proposals were reviewed compared to 721 in 2015-2016 an increase of 36%. The large number of course proposals the committee must review has had an impact on the progress being made in other areas, namely policy. In spite of the increased course proposal review workload the committee was able to update policies related to the graduate course attribute and course proposal sample syllabus requirements which will provide course proposers and proposal reviewers with better guidelines about expectations.

VII. Curriculum Committee Membership 2015-2016 (term expires)

Each of the four divisions has three representatives who are appointed to staggered 3 year terms.

Harry Brighthouse, Philosophy (2016)
Philip Brown, Geoscience (2016) - chair
Ricardo Court, Political Science (2017)
Lee DeBaillie, Engineering Professional Development (2019)
Gary Green, Community and Environmental Sociology (2016)
Robert Glenn Howard, Communication Arts (2017)
Barbara Ingham, Food Science (2018)
Daniel Kapust, Political Science (2018)
Amy Moser, Human Oncology (2016)
Leslie Smith, Mathematics (2017) – vice chair
Mary Thompson, Division of Continuing Studies (2018)
Doug Wiegmann, Industrial Engineering (2018)

Michelle Young, Academic Planning and Institutional Research, consultant to the UCC