

COEHS CURRICULUM GUIDE

COURSE CHANGES

- Adding a Course
- Dropping a Course
- Revising a Course
- Updating a Course

CURRICULUM CHANGES

- Proposing New Curriculum
- Revising Curriculum
- Dropping Curriculum

UWEC COURSE MASTER FORM

www.uwec.edu/COEHS/forms/index.htm

Academic Curriculum Committee
College of Education & Human Sciences
University of Wisconsin – Eau Claire
November 2008 (rev)

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INSTRUCTIONS FOR COURSE PROPOSALS OR CHANGES
ACADEMIC CURRICULUM COMMITTEE
COLLEGE OF EDUCATION & HUMAN SCIENCES
UNIVERSITY OF WISCONSIN-EAU CLAIRE

Adding a Course Instructions

1. On the **UWEC Course Master Form**, check **Adding Course** under **Action Requested**. (Omit Current Course Information.)
2. Complete all items applicable to the new course under **New Course Information**. Do not select a number for your course unless you've checked with the Registrar's Office first.
3. On attached pages, address all items in the Comprehensive Course Outline: **I. Course Justification; II. Course Content; III. Evaluation; and IV. Resources**. Please use the standard outline letters and headings presented. Please do not include the directions that accompany each section. Address all points of the outline printed in boldfaced type, even if they are not applicable (N/A) to the proposed course. Please number pages.
4. For any course offered by a COEHS department that is specific to a teaching degree, submit the above materials to the Teacher Education Strategic Planning Council (TESPC: see flowchart Appendix D) for their review and recommendations. The materials will then be forwarded to the CACC. Courses offered through the College of Arts & Sciences are reviewed within that college; however, if coursework related to teaching offered within Arts & Sciences is changed in conjunction with a change in degree curriculum, departments are advised to attach a copy of the new topical outline and course requirements to the curriculum revisions submitted to TESPC and the CACC.

Dropping a Course Instructions

1. On the **UWEC Course Master Form**, under **Action Requested**, check **Dropping a Course**.
2. Complete all information under **Current Course Information**.
3. On an attached page, provide the rationale for dropping the course from your curriculum.

Revising a Course Instructions

1. On the **UWEC Course Master Form**, under **Action Requested**, check **Revising a Course** and then check each of the course changes being proposed.
2. Complete all information under **Current Course Information**.
3. In the **New Course Information** section, complete only those items identified under **Action Requested**, but be sure that items checked under Action Requested are addressed in New Course Information and vice versa.
4. The following changes are designated "**minor revisions**": course title; course number at the same level (i.e., within lower division, e.g., 156 to 278 or within upper division, e.g., 301 to 401); catalogue description (if it does not reflect a change in course content); repeatability; special fees; course prerequisites; course registration restrictions; scheduled periods of instruction; grading basis (letter grade vs. S/U); deletion of categorizations (General Education, Cultural Diversity, Foreign Culture, Interdisciplinary Studies, Service Learning, Wellness Theory); or changing from a traditional to an online format (if it is for a Summer or Winterim offering, or it is for one section of a course that has one or more sections offered in the traditional format, and it does not reflect more than a 25% change in course content). If you are changing **only** one or more of these items, complete the Course Master Form as directed above and attach a justification/rationale for **each** change requested. The Online Course Form

(Appendix F), a copy of the current syllabus, and a copy of the syllabus for the proposed online offering also must be submitted with the Course Master Form when changing from a traditional course to an online format. Minor revisions are to be reviewed by the Associate Dean of COEHS and only brought to the CACC if an impact on course content or other department's curriculum is noted.

5. The following changes are designated "**major revisions**": course prefix; changing a course to a higher or lower level; (i.e., moving a course from upper division to lower division or vice versa, e.g., 101 becomes 301); changing any aspect of a GE course (e.g., a change from essay examinations to forced choice examinations); changing credit hours; adding, deleting, or reallocating more than 25% of instructional subject matter; changing basic pedagogical methods (e.g., a discussion course becomes a lecture course or a lecture course becomes an online or hybrid course); adding or changing categorization (General Education, Cultural Diversity, Foreign Culture, Interdisciplinary Studies, Service Learning, Wellness Theory). The changes listed are considered major because they should have an impact on the course syllabus and supporting materials. Thus you will need to present how the changes will affect the course. All major revisions are reviewed by the CACC.

Present a justification for each change requested; the rationale for each change checked on the Course Master Form will need to be presented in an attached narrative. Attach an updated syllabus which reflects the revisions and current University expectations for syllabi, such as the Liberal Education Learning Goals (see Appendix A), a statement regarding possible accommodation for people with disabilities, and your attendance policy. The Revision will be forwarded to the COEHS Associate Dean who will review the attached syllabus as representing an Update; thus the syllabus must follow the instructions in II.B. Course Syllabus of the Comprehensive Course Outline. Please number pages.

6. For any course offered by a COEHS department that is specific to a teaching degree, submit major revisions to the Teacher Education Strategic Planning Council (TESPC: see flowchart Appendix D) for their review and recommendations. The materials will then be forwarded to the CACC. Courses offered through the College of Arts & Sciences are reviewed within that college; however, if coursework related to teaching offered within Arts & Sciences is changed in conjunction with a change in degree curriculum, departments are advised to attach a copy of the new topical outline and course requirements to the curriculum revisions submitted to TESPC and the CACC.

Course Review Update Instructions

1. On the **UWEC Course Master Form**, under **Action Requested**, check **Course Review Update**.
2. Complete all information under **Current Course Information**.
3. On an attached sheet, address all items outlined in **II.B. Course Syllabus** (pages 6-8 of the Comprehensive Course Outline). You may use a current course syllabus if it includes all items in II.B. Please number pages. All Course Updates are to be reviewed by the Associate Dean of the COEHS and only brought to the CACC if there are concerns about content or impact on other departments.

Note: An "update" is the periodic, University-mandated update of a course syllabus; the CACC requires an update at least every 6 years. Follow the above procedures if all changes are only in the syllabus, if less than 4 weeks of content are changed, and if no "boxes" other than "Updating" are checked under Action Requested on the Course Master Form. Otherwise submit to the CACC as a Major Revision or perhaps a Minor Revision (see criteria).

Submission

After appropriate **Departmental actions**, submit one copy of the UWEC Course Master Form and all required attachments to the COEHS Academic Curriculum Committee (the University Services Associate in the Associate Dean's Office).

Note: The UWEC Course Master Form is on the Web: <http://www.uwec.edu/COEHS/forms/index.htm>

COMPREHENSIVE COURSE OUTLINE

I. COURSE JUSTIFICATION

- A. Educational Objectives/Outcomes.** List the educational objectives/outcomes for this course.
- B. Relationship to Curriculum.** Describe the relationship of the proposed course to other offerings in your department.
- How does this course fit into current course sequences?
 - How does this course fit into proposed or current degree programs?
 - How does the course enhance the existing program?
 - How does the course provide a content or clinical opportunity not otherwise available?
- C. Potential Duplication.** Do you believe a similar course could be offered in another department? If you suspect overlap with or duplication of all or part of an existing course or courses, consult with the appropriate department(s) and describe the result of that consultation.
- D. Targeted Student Population.** What particular student population, if any, is targeted by this course?
- E. Registration Restriction Rationale.** Give your rationale for the presence or absence of prerequisite(s), co-requisite(s), and courses formally recommended to be taken prior to the proposed course. A "prerequisite" is some condition which must be met prior to enrollment in the course. Prerequisites include the following: completion of a specific course; some ability or proficiency (e.g., ability to read music or type, a qualifying score on a test, etc.); enrollment in a major or minor program; GPA; grade in a prior course; consent of instructor. A "co-requisite" is similar to a prerequisite but taken concurrently with the proposed course. A "recommended" course is one suggested to students as an appropriate precursor to the proposed course; it will appear in the catalogue as such, but students are not required to complete the requisite before enrolling in the course. Class standing should not be listed as a prerequisite unless it is an exception to University policy (see Catalogue, "Course Numbering System").

Keep in mind that it is now true that all prerequisites/co-requisites are checked automatically by the computer. If a student fails to meet any published requirements, an "override" can only be accomplished by your Academic Department Associate, after an advisor's and/or instructor's approval. A minimal list of absolutely essential prerequisites is strongly suggested. Certain restrictions such as a certificate is needed or a particular skill is required before taking a course cannot be monitored by the Registrar but the restriction will be printed in the Catalogue; the Department/Instructor, however, will need to monitor actual compliance.

- F. Credit Restriction Rationale.** Give your rationale for any restrictions on students' eligibility for credit. A "restriction" is some condition which disallows credit for the course. For example,

restrictions may disallow credit toward major or minor programs, or toward the credits needed for graduation, or whether the course is taken after or concurrently with some other course.

If a course may be repeated for credit, explain why and give a rationale for the number of times or maximum number of credits students may accumulate.

G. Service-Learning Designation. An extensive explanation of the Service-Learning Requirement is published in the UWEC Catalogue each year. The CACC determines if an academic major within the school fulfills the service-learning requirement through course work required for the major, or if a course offered through COEHS satisfies one-half (15 hours) or the full (30 hours) service-learning requirement.

Service-learning is intended to be an educational experience which involves active planning and participation by students and faculty in service that meets the needs of a community, is integrated into the academic program of the student, and includes time for reflection and critical analysis of the service performed. The criteria for majors, courses or projects which satisfy the service-learning requirement are:

1. Students provide a needed service which challenges them to apply their academic knowledge and skills to individuals, organizations, schools, or other entities in the community.
2. The service experience relates to the subject matter of a course, a major or minor, or the Liberal Education Learning Goals.
3. Activities provide a means for students to think about what they have learned through the service experience and how this learning is related to the subject matter of the course, major or minor, or the Liberal Education Learning Goals.
4. A method to assess the learning derived from the service activity must be described.
5. Service activities offer an opportunity for recipients to be involved in the planning, conduct, evaluation, and reflection of the service.
6. Service opportunities are aimed at the development of a sense of civic/social responsibility even though they may also be focused on career preparation.

If a major is to fulfill the service-learning requirement automatically, the department needs to submit an explanation to the CACC of how the 30 hours of service-learning are to be accomplished as part of the degree program. A rationale of how the experiences within the major meet the above criteria for service learning should be presented. Appropriate documentation of experiences includes the degree curriculum, identifying the required course(s) that fulfill the service-learning requirement; attach syllabi of all such courses or other documentation that will clearly show to the committee where the 30 hours of service relevant to the major are to be acquired.

If a course is to fulfill half or all of the Service-Learning Requirement, indicate on the Course Master Form whether half (15 hours) or full (30 hours) of the Service-Learning requirement are to be accomplished in your course. Also indicate on the Course Master Form if the Service-Learning experience is available in all sections, some sections or as an option. A rationale of how the experiences within the course meet the above criteria for service learning should be presented. Appropriate documentation of experiences includes a course syllabus or topical outline, designating clearly for the committee where the service-learning component of the course is included.

H. Cultural Diversity Designation. Provide a rationale for offering this course for Cultural Diversity credit(s). A minimum of 15 content/contact hours are required for each cultural diversity credit. The following groups are recognized as providing Cultural Diversity as defined

by the UW System Board of Regents: African Americans, American Indians, Latino Americans, and Asian Americans. The Topical Outline presented in the next section, **Course Content**, should show clearly how Cultural Diversity is included in this course. The CACC determines whether a course will be recognized as fulfilling the cultural diversity requirement.

- I. **Foreign Culture Designation.** Present the rationale for why this course should be recognized as fulfilling the Foreign Culture Requirement. Such courses must be broadly focused (not just on public and political events) and deal with cultural, social, religious, intellectual and philosophical aspects of a contemporary (twentieth century) foreign country or region. The CACC determines whether a course will be recognized as partially fulfilling the foreign cultural requirement.

- J. **Interdisciplinary Studies (Idis) Designation.** Present the rationale for why this new or existing course should be interdisciplinary. How does the **Idis** approach present a broader view of the topic? What does each discipline contribute to this course? How does the combination of these disciplines enrich the student experience? Be sure the description of the **Course Content** (next section) makes it clear how participating disciplines are integrated within the course, and not just presenting a series of discrete presentations. Attach documentation from all Department Chairs that their individual departments are prepared to support this course as presented to the CACC.

The CACC determines whether a course will be recognized as an **Idis** course offered with the participation of COEHS faculty or academic staff. All schools participating in an **Idis** course must indicate their approval on the Course Master Form; as such, applicants are advised to review the curriculum committee instructions from other schools/colleges. As all courses offered under the **Idis** designation are also to be offered for General Education credit, be sure to follow the General Education guidelines as prescribed by the University-Wide General Education Committee (see L. below).

The CMF is designed to facilitate approval of **Idis** courses. The course content must be approved by at least two departments. In the case of an **Idis** course coming to the CACC, at least one department must be from COEHS and at least one from the College of Arts & Sciences; additional departments may be included, depending on the course content. The content approval of each department is registered when the department/program head signs off in this section, although these departments/programs are likely to want to include a narrative to support their position. Also, in this section the Arts & Sciences Curriculum Committee approves or denies the course content. In addition, each department/program actually participating in the teaching must commit these resources by having the department/program head sign off in the last section. That is, the content approval is separate from the resource commitment. The content approval must include an Arts & Science department or program, but the unit contributing faculty resources may be much shorter and could include only COEHS personnel.

- K. **Wellness Theory Designation.** When applicable, present your rationale for designating this course for Wellness Theory. Course proposals should consider current health risk factors. The following dimensions of wellness will be used as a guide when evaluating wellness theory courses (Wellness Task Force, 1992):

- 1. Physical Wellness is the ability and vigor to carry out the daily tasks of living and still have energy in reserve for recreational activities and emergencies. The components of the physical dimension of wellness include strength, endurance, flexibility, cardiovascular fitness, body composition, and proper rest and nutrition.

2. Emotional Wellness is the ability to be aware of feelings and to constructively cope with and manage a wide range of feelings and emotions. Emotional wellness also involves building a positive self-concept and a capacity to establish satisfying personal relationships.
3. Intellectual Wellness involves being sufficiently free from stress and personal problems in order to learn and explore new areas; making responsible choices; learning how to solve problems; learning to develop ways to understand and resolve one's own problems and define meaning in one's life.
4. Spiritual Wellness involves developing a deep appreciation for the depth and expanse of life and natural forces that exist in the universe as well as seeking meaning and purpose in human existence.
5. Environmental Wellness includes maintaining an awareness of, and accepting responsibility for preserving one's personal community, state, and national environmental resources, conserving energy, and assisting in planning for a healthier and safer environment.

Be sure to make it clear to the committee how one credit (15 contact hours) of wellness theory information is included in your course. The CACC determines whether a course will be recognized as fulfilling the wellness theory requirement.

L. General Education Program Designation. If you wish a course to be considered for inclusion in the General Education curriculum, there is additional paperwork that must be completed. Please refer to the Procedure Manual compiled by the University General Education Committee; a copy may be accessed at: <http://www.uwec.edu/AcadAff/committees/generaled.htm>. Check the appropriate GE Categorization on the front of the CMF. All new courses coming from departments/programs within COEHS may propose GE V courses; if the new course is team taught with a department/program from the College of Arts & Sciences, an IDIS prefix in one of the other categories should be proposed. Keep in mind that obtaining a GE designation for a course is really a three step process: the CACC must approve the course itself, whether it be a new course or a revision; the CACC must make a separate decision whether the guidelines of the University General Education Committee have been met; then the course may be sent to the University General Education Committee for review. A favorable review at each step is required before approval.

M. Honors Program Designation. When applicable, give your rationale for including the course or a section of the course in the Honors Program. Contact the Director of the Honors Program for guidelines. The final acceptance of an honors course is determined by the Honors Council for one-time offerings or by the Arts & Sciences APC committee for recurring honors courses that will be listed in the catalogue. The CACC does not approve honors courses.

II. COURSE CONTENT

A. Scheduled Periods of Instruction. Based on a 15-week semester, indicate the number of scheduled *contact hours per week* spent in each of the following modes of instruction: lecture; discussion; laboratory; seminar; independent/directed study; clinic; internship/externship; other (e.g., observation). (If offered in other than 15-week semester, explain the scheduling format.)

B. Master Course Syllabus. Attach a copy of a typical course syllabus using the outline below. Vague or esoteric terminology should be avoided whenever possible. Topical outlines should

be detailed enough so that your colleagues and the Academic Curriculum Committee can evaluate the substance of the course.

Course goals and objectives should be clearly stated. Stating **specific objectives** for this course is encouraged. Stating which of the **Liberal Education Learning Goals** are part of the course is required. Please see Appendix A for a summary of these goals.

Topical outline with timetable for each topic and method of delivery; e.g., lecture schedule; discussion meetings; laboratories, studios, or online; workshops; and/or field trips. Build into the topical outline sufficient information to justify special designations such as Cultural Diversity or Wellness Theory

Method(s) for evaluation of student performance; e.g., tests, examinations, quizzes, experiments, projects. Indicate which activities are completed within class or outside of class.

Instructional materials:

Rental textbook(s) provided by the Textbook Department. Include author, title, publication date, edition, and ISBN#.

Materials that students are expected to purchase. Include estimated cost of any materials. For published materials, include author, title, publication date, edition, and ISBN#.

Special fees: State the amount of any special fee(s) attached to this course. Explain how this fee fits the University criteria for special fees. A copy of the criteria may be requested from the Associate Dean's Office (36-3671). Attach a completed form or other documentation that the special fee has been approved.

Bibliographic information. Include a bibliography of required and recommended supplementary readings, links to electronic data bases, and other media resources. Focus your bibliography on materials that would be useful to a new instructor who had to take over this course. In the citation, include at least the author, title, and year of publication.

Course requirements. Present a list of course requirements, giving the approximate weight each will carry in the evaluation of a student's performance. For example:

two, one-hour examinations: 25% each	class participation: 5%
journal: 15%	final examination: 30%

If the course is "double numbered" be sure undergraduate and graduate credit differentiation is presented in the course requirements.

Be sure to include your **grading scale** (does an A require 90%, 92%, 93%?).

University required information. Be sure your syllabus contains up-to-date information mandated by University governance. At present, that list would include: a statement regarding possible **accommodation for people with disabilities** and your **attendance policy**.

- C. Proposed Class Size.** State the maximum, proposed class size and describe the factors which make this size appropriate.
- D. Writing Requirements.** Describe the nature and amount of writing required in this course.
- E. Diversity Content.** Describe the content and number of content/contact hours devoted to topics relating to cultural diversity and/or to the following racial and ethnic groups: African-

American, Native American, Hispanic, and Southeast Asian (Hmong). One credit equals 15 content/contact hours of instruction.

- F. **Gender Content.** Describe the nature and amount of course content devoted to gender issues.
- G. **Graduate/Undergraduate Differentiation.** Describe how assignments/grading will be differentiated between graduate students and undergraduate students for all "double numbered" courses.

III. EVALUATION

- A. **Instruction Evaluation.** Describe the means used to evaluate the quality of instruction in this course. Address how faculty will evaluate the instruction and how students will evaluate the instruction. Be sure to include a statement that the instructor will be evaluated as part of the routine procedures of your Department Personnel Committee.
- B. **Frequency of Instruction Evaluation.** State the frequency of evaluation of the quality of instruction. Address how often faculty will evaluate the instruction and how often students will evaluate the instruction.
- C. **Content /Pedagogical Evaluation.** Describe the means used to evaluate the appropriateness of course content and pedagogical methods. Address how faculty will evaluate the course content and pedagogical methods and how students will evaluate the course content and pedagogical methods.
- D. **Frequency of Content/Pedagogical Evaluation.** State the frequency of evaluation of course content and pedagogical methods. Address how often faculty will evaluate the course content and pedagogical methods and how often students will evaluate the course content and pedagogical methods.

IV. RESOURCES

- A. **Facility Needs.** Are facilities adequate or are changes to facilities necessary?
- B. **Materials/Equipment Needs.** List any materials/equipment, which need to be acquired for this course. If the course is offered online, the instructor should list all student needs related to computer hardware, software, and internet access speed in order to effectively participate in the course.
- C. **Library/Media/Computing Needs.** Review current library and media holdings and computing capacity to determine their adequacy. List any areas in library/media/computing resources which need to be upgraded. If additional resources are needed, the applicant must consult with Library/Media Development/Academic Computing staff and describe the results of the consultation. In general, needing more or new resources is likely to delay a proposal until funding possibilities can be established.
- D. **Qualified Instructors.** Identify all faculty/staff who are prepared to offer this course. Departments should have more than one person available to teach a course, if at all possible.

INSTRUCTIONS FOR CURRICULUM PROPOSALS OR CHANGES
ACADEMIC CURRICULUM COMMITTEE
COLLEGE OF EDUCATION & HUMAN SCIENCES
UNIVERSITY OF WISCONSIN-EAU CLAIRE

Curriculum proposals or changes affect comprehensive majors, majors, minors, emphases, or certificates offered by departments within the COEHS. All curriculum/program proposals or changes must be reviewed and acted upon by the CACC. After CACC action, further review follows University guidelines: typically a review by the COEHS faculty, the University APC, and the University Senate before possible submission to the Board of Regents. "Curriculum Changes" include any changes in requirements for a major/minor/emphasis whether minimal, such as renaming, or major, such as an entirely new curriculum for a degree currently offered. "New Curriculum" means entirely new majors/minors/emphases. Instructions specific to proposing new certificates are presented separately in the following section.

All changes to any teaching curriculum must come to the CACC after a review of TESP. This would include teaching major and minors offered by departments in other Colleges.

General Guidelines for Curriculum Design (summarized from UWEC catalogue)

Comprehensive Majors

A comprehensive major combines aspects of a major and a minor. The curriculum will have required coursework in the discipline plus coursework required in other areas. Typically the comprehensive major includes a total of 60 credits with 36 in the discipline and 24 in related disciplines. Often a comprehensive degree will also have coursework specified in the General Education areas. Although there is no hard and fast rule, GE coursework that the faculty consider necessary for a major is typically included in the comprehensive major. GE coursework driven by outside agencies (e.g., national accreditation bodies or DPI) may merely be specified in the catalogue as coursework that should be completed in the GE area.

Standard Majors

A standard major should include a minimum of 36 credits in one discipline.

Minors

A minor consists of a minimum of 24 credits in one discipline, although "topical minors" can be created with an advisor which include coursework from several related disciplines.

Credit-Bearing Certificates

Credit-bearing certificates should include a minimum of 12 undergraduate credits or 9 graduate credits, but should not exceed 18 credits. Certificates can include coursework from one discipline or a combination of disciplines.

New Curriculum Proposal Instructions

1. Present to the CACC a one page summary of the **proposed curriculum** for the comprehensive major, major, minor, program, or emphasis. The summary should include:
 - the **required coursework**
 - the **credit distribution** among courses required within the major department and those required out of the major department
 - the **elective coursework**
 - "preselected" or **specified General Education courses**

2. Explain to the CACC the **need** for this new curriculum. What would motivate students to pursue this new curriculum? Does this curriculum replace a curriculum currently offered? If so, what makes this new curriculum an improvement?
3. Explain how the new curriculum will affect **Departmental resources** and other degree programs of the department. Include a list of courses already offered that are included in the new curriculum and a list of courses that must be added to accommodate the new curriculum. Be sure to submit a UWEC Course Master Form with attachments for each new course.
4. Explain how the new curriculum will affect **University resources**. What new support will your Department need to support this new curriculum?

Changing a Current Curriculum Instructions

1. Present a **summary of the proposed curriculum** changes. For each change, identify the change **from** what **to** what, and present the **rationale** for this change (see Appendix C for format examples). If the changes include adding new courses, be sure to submit a UWEC Course Master Form with attachments for each new course. If courses are to be dropped from the catalogue, submit a Course Master Form with attachments for each. If revisions to existing courses are critical to the new curriculum, be sure the Course Master Form and supporting materials are submitted.

Dropping a Curriculum Instructions

1. Present a **summary** of what curriculum is to be dropped by your department. If any course(s) must be dropped in conjunction with dropping the curriculum, be sure to complete a Course Master Form with attachments for each course dropped.
2. Present a rationale for discontinuation of the curriculum; why it is appropriate to drop this curriculum/program at this time.

Proposing a New Credit-Bearing Certificate Instructions

The CACC's implementation of University procedures and standards for approval of credit-bearing certificate programs appears in this section. When dropping or changing an existing certificate, please follow the more general instructions above.

I. CERTIFICATE JUSTIFICATION

- A. Benefits from Certificate.** Present a statement of benefits to the Department(s), School, and University. Address how this certificate is consistent with the mission of the University.
- B. Targeted Audience and Long-Term Need.** Describe which students are targeted or most likely to pursue this certificate, and how this certificate will benefit them. Describe needs expressed by prospective employers, including documentation when possible. Discuss whether student/employer perceived needs for this certificate are likely to be maintained for the foreseeable future, presenting supporting evidence when possible. Present and summarize any recognized industry / professional society / accreditation standard, indicating how this certificate will satisfy the external standard.
- C. Identification of Potential Duplication.** Proposals should be accompanied by a clear statement that current degree or certificate programs are not affected by the proposed certificate. Summarize your contacts with these Departments or degree programs, and when appropriate, attach letters of support for the certificate proposal from the affected Departments or degree programs.

II. DESCRIPTION OF ACADEMIC COMPONENT

- A. Goals of the Certificate.** The specific goals/objectives of this certificate should be stated.
- B. Admission Requirements.** List all prerequisites for admission to the certificate program.
Admission to or current registration in a degree program; previously earned degree; a minimum, cumulative GPA of 2.0 for undergraduates and 2.75 for graduate certificates; higher standards may be set but provide a rationale. Other requirements deemed necessary by a Department may be included with rationale. All graduate level certificates should include a requirement that applicants must be currently registered in a UW-Eau Claire graduate program or have earned a graduate degree.
- C. All Certificate Requirements.** List all courses required for the certificate. There should be a minimum of 12 credits of undergraduate coursework or 9 credits of graduate coursework; certificates should not exceed 18 credits. If elective coursework is include, list the electives and explain their cohesion with required courses. If additional, non-credit experiences are to be required, list all such additions and give a rationale for their inclusion as requirements.
- D. Previously Earned Credits.** State whether previously earned credits may be applied to the certificate. Outline the Departmental procedure for accepting non-UWEC credits and experiences applied to a certificate. At least half of the credits must be earned through UW-Eau Claire either on campus or through UWEC sponsored programs. All credits presented for the certificate should be from accredited institutions.

- E. Grade Requirements for Certificate Completion.** State the undergraduate or graduate grade average in certificate coursework required for completion of the certificate. This average should be at least equal to UWEC general standards if not higher; 2.0 for undergraduate students and 3.0 for graduate students. No courses for a certificate may be completed on an S/U basis.
- F. Relationship of Certificate Program to Existing Degree Programs.** Describe how this certificate relates to existing majors or emphases at UW-Eau Claire. If students enrolled in existing majors/emphases are likely to pursue this certificate, what is the relationship of the certificate course requirements to the students' degree requirements? If the certificate is an "add-on" certificate (only students pursuing a specific major are eligible), present a typical student's curriculum, including all requirements for the major, as well as University and General Education requirements, demonstrating that the student can finish the certificate without extending beyond the current credit requirements for their degree (typically 120 credits).

III. RESOURCES NEEDED FOR CERTIFICATE

- A. Instructor Availability.** Present evidence that the faculty/staff in the Department(s) are willing to teach the current courses proposed for the certificate program at the times/locations necessary for completion of the certificate.
- B. Proposed Course Frequency.** Will current frequency of courses permit earning the certificate in a reasonable time period? If not, what changes are necessary and can the Department(s) involved accommodate these changes? If approved, a Course Master Form should be filed indicating these course changes.
- C. Proposed Courses.** List and describe any new courses that are needed to support this certificate. Include a Course Master Form and the supporting documentation for all such courses (see COEHS Instructions for Course Proposals or Changes). Present evidence that there is sufficient fiscal support for any new courses to be created for this certificate program.
- D. Student Advising/Support.** Describe how students already enrolled at UW-Eau Claire will be advised about this certificate program. Describe how students who enroll at UW-Eau Claire solely for the purpose of obtaining this certificate will be adequately advised. Describe any anticipated need for other student support services for students enrolled in the certificate program.
- E. Certificate Administration Unit.** Identify which Department or other unit at UW-Eau Claire is primarily responsible for this certificate program. This identification is crucial for all certificates involving more than one academic Department. In most cases, this Department should be in the COEHS if you intend to present this documentation to the CACC.

APPROVAL OF CERTIFICATE PROGRAMS

Once a certificate program has been approved by the CACC and the Dean, the proposal is forwarded to the Academic Policies Committee of the University Senate for approval if it is an undergraduate certificate and to the Graduate Council if it is a graduate certificate. The certificate will be enacted following approval by this committee or council.

REVIEW OF CERTIFICATE PROGRAMS

The CACC will review certificate programs within the COEHS as part of the existing program review process; interdisciplinary certificate programs will be reviewed in conjunction with the coordinating department(s) program review.

APPENDIX A
UW-Eau Claire's Liberal Education Learning Goals
(Approved, 12/2007)

Knowledge of Human Culture and the Natural World

Creative and Critical Thinking

Effective Communication

Individual and Social Responsibility

Respect for Diversity Among People

APPENDIX B: CACC Course Proposal Checklist

	Adding New Course	Dropping A Course	Revising a Course: major	Revising a Course: minor	Updating A Course												
UWEC Course Master form Action Requested:	<input checked="" type="checkbox"/> Adding Course	<input checked="" type="checkbox"/> Dropping Course	<input checked="" type="checkbox"/> Revising Course and <input checked="" type="checkbox"/> all applicable boxes related to the revision. major definition: see manual in general, changes that affect content or length.	<input checked="" type="checkbox"/> Revising Course and <input checked="" type="checkbox"/> all applicable boxes related to the revision. minor definition: see manual in general, changes that do not affect content or length.	<input checked="" type="checkbox"/> Course Update ♦required every 6 years if less than 4 weeks content have changed												
Current Course Information	leave blank	■ Complete all items	■ Complete all items	■ Complete all items	■ Complete all items												
New Course Information	■ Complete all items relevant to course under New Course Information.	leave blank	■ Complete items changing (e.g., new number of credits). <u>Complete only those items identified under Action Requested.</u>	■ Complete items changing (e.g., new number). <u>Complete only those items identified under Action Requested.</u>	leave blank												
Rationale	Rationale is covered in the Comprehensive Course Outline	■ Attach separate sheet providing rationale for dropping course	■ Attach separate sheet providing rationale for each action requested	■ Attach separate sheet providing rationale for each action requested													
Comprehensive Course Outline	■ Complete Sections I, II, III, and IV. Use just the headings. Address all items in bold print. Use N/A if not applicable. Section II.B. outlines a complete syllabus – a checklist appears below. ■ Number your pages!	N/A	■ Present an updated syllabus (Section II.B.): see below. ■ Number your pages!	no syllabus required	■ Complete Section II.B. i.e., attach a complete, up-to-date course syllabus. See below ■ Number your pages!												
Course Syllabus	■ If an updated syllabus is needed, be sure to include the following: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">✓ Course goals & objectives</td> <td style="width: 33%;">✓ Attendance policy</td> <td style="width: 33%;">✓ Instructional materials</td> </tr> <tr> <td>✓ Liberal Education Learning Goals</td> <td>✓ Topical outline</td> <td>✓ Bibliography</td> </tr> <tr> <td>✓ Accommodations for disabilities</td> <td>✓ Course requirements</td> <td></td> </tr> <tr> <td></td> <td>✓ Grading scale</td> <td></td> </tr> </table>					✓ Course goals & objectives	✓ Attendance policy	✓ Instructional materials	✓ Liberal Education Learning Goals	✓ Topical outline	✓ Bibliography	✓ Accommodations for disabilities	✓ Course requirements			✓ Grading scale	
✓ Course goals & objectives	✓ Attendance policy	✓ Instructional materials															
✓ Liberal Education Learning Goals	✓ Topical outline	✓ Bibliography															
✓ Accommodations for disabilities	✓ Course requirements																
	✓ Grading scale																

- To use Checklist: decide on Action Requested [a in top row], then be sure to include all items in column marked with a ■ .
- Links to the course CACC Manual, the current CMF used, and instructions for submitting GE course proposals are on the College web site: <http://www.uwec.edu/COEHS/forms/index.htm>.

APPENDIX C: FROM / TO CURRICULUM CHANGE FORMAT WITH RATIONALE

(Three Samples)

Sample 1

Rationale for Proposed Changes to the Comprehensive Major: Communication Sciences and Disorders (Code 622-053) Effective 2008-2009 academic year

The proposed undergraduate curriculum changes are necessary to meet changing needs of both undergraduate and graduate students in Communication Sciences and Disorders.

1. Removal of CSD 419 Assistive Technology (AT) and Augmentative and Alternative Communication (AAC).

Rationale: Two groups of students currently are required to take CSD 419; those majoring in Communication Sciences and Disorders and those majoring in Special Education with an emphasis in either Early Childhood or Cognitive Disabilities. The needs of these two groups of students are different and therefore a new required graduate level course will be created for CSD majors. CSD 419 will continue to be offered only for Special Education majors.

2. Addition of CSD 485 Serving Diverse Populations

Rationale: This course is necessary to replace the required credits removed from the undergraduate program by the deletion of CSD 419. The proposed new course fills a content gap in the curriculum with awareness, knowledge, and skills that are essential for preparing speech-language pathologists for professional practice in a multicultural society. This course was developed in response to program assessment data that revealed that students need additional course work dealing with diversity related specifically to communication development and disorders. Addition of this course also will better prepare students to meet program outcomes related to national accreditation.

3. Changes in GE requirements for the major.

Rationale: Psychology has changed the course number for Human Development from Psyc 330 to Psyc 230. Math 245 has been dropped and was replaced with Math 246.

The table on the next page summarizes the previous and revised curricula with the changes bolded.

Program Change: CSD Comprehensive Major – Effective 2008-09

Current CSD Comprehensive Major (Liberal Arts; Code 622-053) – B.S.		Revised CSD Comprehensive Major (Liberal Arts; Code 622-053) – B.S.	
CSD 257 Normal Com Development	3	CSD 257 Normal Com Development	3
258 Normal Com Lab	1	258 Normal Com Lab	1
262 Phonetics	2	262 Phonetics	2
256 Anat & Phys of Spch & Hrng	4	256 Anat & Phys of Spch & Hrng	4
353 Speech & Hearing Sci	4	353 Speech & Hearing Sci	4
331 Developmental Lang Dis.	4	331 Developmental Lang Dis.	4
358 Phono Disorders	3	358 Phono Disorders	3
370 Clinical Procedures	3	370 Clinical Procedures	3
373 Basic Audiology	3	373 Basic Audiology	3
321 Aural (Re)habilitation	3	321 Aural (Re)habilitation	3
326 Voice & Resonance Disorders	3	326 Voice & Resonance Disorders	3
352 Fluency Disorders	3	352 Fluency Disorders	3
470 Clinical Practicum I	2	470 Clinical Practicum I	2
440 Neuro Aspects of Comm.	2	440 Neuro Aspects of Comm.	2
419 Assistive Tech & AAC	2	485 Diverse Populations	2
TOTAL CSD CREDITS IN MAJOR	42	TOTAL CSD CREDITS IN MAJOR	42
Psyc 260 Educ. Psych	3	Psyc 260 Educ. Psych.	3
Psyc 3 230 Human Development	3	Psyc 230 Human Development	3
Fed 385 Social Foundations	3	Fed 385 Social Foundations	3
One of the following: Exceptional Child, Psyc 334 or Sped 200	3	One of the following: Exceptional Child, Psyc 334 or Sped 200	3
One of the following: Behav Mgmt, Sped 306, Psyc 281 or 302	3	One of the following: Behav Mgmt, Sped 306, Psyc 281 or 302	3
One of the following: Sped 210, 220, 330; Psyc 333, 378, 379; CI 328	2-3	One of the following: Sped 210, 220, 330; Psyc 333, 378, 379; CI 328	2-3
TOTAL CREDITS IN MAJOR	59-60	TOTAL CREDITS IN MAJOR	59-60
Required GEs include: GE-1A: CJ 202 Fundamentals of Speech GE-1B: Math 245 or 246 GE-II: At least one biology course GE-II: Psyc 260 and 3230 GE-IV: One course from subcategory A and one course from subcategory D Course in Western History or Western Contemporary Culture and course in Non-Western History or Non-Western Contemporary Culture.		Required GEs include: GE-1A: CJ 202 Fundamentals of Speech GE-1B: Math 246 GE-II: At least one biology course GE-II: Psyc 230 and 260 GE-IV: One course from subcategory A and one course from subcategory D Course in Western History or Western Contemporary Culture and course in Non-Western History or Non-Western Contemporary Culture.	

Sample 2

**Department of Special Education
Program Change for 2008-09 Catalogue**

Rationale:

The Department of Curriculum and Instruction developed a new literacy course specifically for students majoring in Special Education, including early childhood special education. This course was not yet developed when CI 450 was dropped from the ECSE curriculum and CI 305.003 was added on November 2, 2007. Adding CI 301 more fully prepares early childhood special education majors to instruct Grades 1-3 in the area of reading. This change maintains existing total credits.

FROM:	TO:
<p>COMPREHENSIVE MAJOR: SPECIAL EDUCATION, Early Childhood (Code 950-096) This program is designed for the student who wants teacher licensure in Special Education: Early Childhood.</p> <p>Requirements for Licensure:</p>	<p>COMPREHENSIVE MAJOR: SPECIAL EDUCATION, Early Childhood (Code 950-096) This program is designed for the student who wants teacher licensure in Special Education: Early Childhood.</p> <p>Requirements for Licensure:</p>
<p>CSD 101 American Sign Language I 3 or CSD 378 Introduction to Sign Language 3 CSD 257 Normal Communication Dev 3 CSD 411 Facilitating Com in Preschool Children 2 CSD 419 Assistive Technology 2 CI 305 Reading Curr and Instr in Grades 1-8 3 Edmt 285 Computers in Education: Introduction 1 Fed 385 Social Foundations: Human Relations 3 Fed 490 Hist, Legal, and Phil Foundations of Ed 3 Fed 497 Field Experience Seminar 1 Kins 274 First Aid and Community CPR 1 or current community first aid and CPR cert</p>	<p>CSD 101 American Sign Language I 3 or CSD 378 Introduction to Sign Language 3 CSD 257 Normal Communication Dev 3 CSD 411 Facilitating Com in Preschool Children 2 CSD 419 Assistive Technology 2 CI 301 General Education Literacy Instruction PK-8 3 Edmt 285 Computers in Education: Introduction 1 Fed 385 Social Foundations: Human Relations 3 Fed 490 Hist, Legal, and Phil Foundations of Ed 3 Fed 497 Field Experience Seminar 1 Kins 274 First Aid and Community CPR 1 or current community first aid and CPR cert</p>
<p>Sped 200 Introduction to Special Education 3 Sped 205 School and Comm Exp in Special Ed 3 Sped 210 Introduction to Cognitive Disabilities 3 or Sped 330 Introduction to Learning Disabilities 3 or Sped 350 Introduction to Emotional/Behavioral Dis 3 Sped 220 Introduction to Special Ed: Early Childhood 3 Sped 301 Obs and Part with Stu w/o Dis in Ed Prog 3 Sped 306 Behavior Management 3 Sped 324 Creative Activities for the Dev Young 3 Sped 331 General Methods for Stu with Mild Dis 2 Sped 402 Parent & Family Involvement 3 Sped 403 Measurement in Early Intervention 3 Sped 404 Pre-stu Teaching Exp w/ Ind with Mild Dis 3 Sped 421 Methods in Early Intervention 3 Sped 425 Problems: Teaching Children Birth to Nine 1 Sped 426 Interv with Atypical Infant-Toddlers (0-3) 3 Sped 431 Acad Skills for Elem Stu with Mild Dis 4 Sped 470 Student Teaching in Special Ed (ages 0-3) 7 Sped 470 Student Teaching in Special Ed (ages 3-6) 7 Sped 472 Student Teaching in Special Ed (ages 6-8) 3 TOTAL CREDITS 82</p>	<p>Sped 200 Introduction to Special Education 3 Sped 205 School and Comm Exp in Special Ed 3 Sped 210 Introduction to Cognitive Disabilities 3 or Sped 330 Introduction to Learning Disabilities 3 or Sped 350 Introduction to Emotional/Behavioral Dis 3 Sped 220 Introduction to Special Ed: Early Childhood 3 Sped 301 Obs and Part with Stu w/o Dis in Ed Prog 3 Sped 306 Behavior Management 3 Sped 324 Creative Activities for the Dev Young 3 Sped 331 General Methods for Stu with Mild Dis 2 Sped 402 Parent & Family Involvement 3 Sped 403 Measurement in Early Intervention 3 Sped 404 Pre-stu Teaching Exp w/ Ind with Mild Dis 3 Sped 421 Methods in Early Intervention 3 Sped 425 Problems: Teaching Children Birth to Nine 1 Sped 426 Interv with Atypical Infant-Toddlers (0-3) 3 Sped 431 Acad Skills for Elem Stu with Mild Dis 4 Sped 470 Student Teaching in Special Ed (ages 0-3) 7 Sped 470 Student Teaching in Special Ed (ages 3-6) 7 Sped 472 Student Teaching in Special Ed (ages 6-8) 3 TOTAL CREDITS 8</p>

Sample 3

Comprehensive Major: English, Teaching (p. 101, 2006-07 catalogue)

From		To	
English Core ▪ Engl 210, 221, 284, 480	12 cr.	English Core Same	12 cr.
Content Area Courses ▪ 6 cr. Am Lit ▪ 3 cr. Brit Lit ▪ 3 cr. World/PoCo Lit ▪ 3 cr. Am. Ethnic/Women's Lit ▪ Of the above, no more than 9 cr. at 200 level & no fewer than 6 cr. at the 400 level ▪ Engl 257 or 357 ▪ 6 cr. additional Lit electives at 300-400 level	24 cr.	Content Area Courses ▪ Engl 257 or 357 ▪ No more than 6 cr. at the 200 level ▪ At least 3 cr. at the 400 level ▪ No more than 2 courses from any one of the following categories: English lit; American Lit; World/Post Colonial Lit; American Ethnic/Women's Lit. ▪ No more than 1 course from any one of the following categories: Creative Writing; Scientific & Technical Writing; Tutoring; Theory; Linguistics; Film.	30 cr.
Methods Courses ▪ Engl 402 ▪ Engl 404 ▪ Engl 406	9 cr.	Methods Courses ▪ Engl 319 ▪ Engl 419	6 cr.
Related Discipline Courses ▪ CJ 202 ▪ Lmed 306 ▪ Pols 110 ▪ Pols 203 ▪ Psyc 261	14 cr.	Related Discipline Courses ▪ CJ 202 ▪ Lmed 306 ▪ Electives: 6 cr. from: 200 or 300 level GE III or IV courses; or CJ 105, 222, 241, 307; CI 405; CSD 150, 257, 311; Flg 378	12 cr.
Total Credits	59 cr.		60 cr.

Rationale

1. Integrate and sequence English methods courses by replacing English 402, 404, 406 with English 319 and 419:
 - a. Best practices call for integrating language arts skills.
 - b. Currently, the course offering implies that the language arts are discrete skills: English 402-Teaching Composition; English 404-Teaching Literature; English 406-Teaching Language.
 - c. English 319 and 419 will integrate how to teach writing, literature/reading, and language (grammar and oral skills).
 - d. English 319 is prerequisite for application to COEHS.
 - e. Admission to COEHS is prerequisite for English 419.
2. Strengthen content area preparation with additional English studies courses:
 - a. Teacher education reform movements call for greater preparation in content area.
 - b. Additional English studies credits strengthen content area preparation.
 - c. Elective choice in content area preparation increases range of preparation: Scientific & Technical Writing, Tutoring, Theory Studies, Linguistics, Film Studies, and Creative Writing.

3. Strengthen use of electives in the *Related Discipline Courses*:
 - a. Move DPI required courses (Pols 110 & Psych 261—7 credits) from “Related Discipline Courses” to GE category. (Pols 203 is no longer required by the COEHS.)
 - b. Replace these 7 credits with 6 credits of related electives.

APPENDIX D:

Flowchart For Routing Undergraduate COEHS Curriculum

The College of Education and Human Sciences faces some unique challenges in reviewing curriculum. The three departments focused on education degrees must coordinate their course offerings. The education majors outside of these departments must also be reviewed at several levels to assure that graduates meet state standards. However, the non-teaching degrees offered by the departments of Communication Sciences and Disorders, Kinesiology, and Social Work need a different path for curriculum review. Thus the four paths for undergraduate degrees are described below.

CURRICULUM ORIGINATING IN THE DEPARTMENTS OF CURRICULUM & INSTRUCTION, FOUNDATIONS OF EDUCATION, OR SPECIAL EDUCATION:

C & I, FED, & SPED Departments → COEHS Associate Dean →
Teacher Education Strategic Planning Council (TESPC) → College Academic Curriculum
Committee (CACC)

TEACHING CURRICULUM ORIGINATING WITHIN THE COLLEGE OF ARTS & SCIENCES:

A & S Teaching Majors/Minors → COEHS Associate Dean →
C & I Curriculum Committee → C & I Department → COEHS Associate Dean →
TESPC → CACC

NOTE: A & S course proposals/changes do not come to the CACC for approval; however, if any proposals/changes are part of a curriculum change, programs should include a topical outline and course requirements together with the curriculum proposal.

TEACHING CURRICULUM ORIGINATING IN THE DEPARTMENT OF KINESIOLOGY:

KINS Physical Education Teaching Emphasis → COEHS Associate Dean →
C & I Curriculum Committee → C & I Department → COEHS Associate Dean →
TESPC → CACC

NOTE: KINS course proposals/changes specific to a teaching major (e.g., a teaching methods course) come to the CACC for approval after a review by TESPC.

CURRICULUM ORIGINATING IN THE DEPARTMENTS OF COMMUNICATION SCIENCES & DISORDERS, KINESIOLOGY, OR SOCIAL WORK:

CSD, KINS, & SW Departments → COEHS Associate Dean → CACC

UNIVERSITY ACTIONS FOR UNDERGRADUATE CURRICULUM ROUTING

What undergraduate curriculum actions must be taken by which bodies is a relatively complex matter. The easiest procedure is to look it up in the Faculty Handbook. The PDF file is at this web address (go to page 19 when you get there).

<http://www.uwec.edu/acadaff/policies/handbook/Chap7.21.pdf> page 19

APPENDIX E: University Graduate Curriculum Approval Flowchart

GRADUATE CURRICULUM ROUTING

The procedures for changing/approving graduate curriculum are detailed in the Bylaws of the Graduate Faculty and Graduate Council.

ARTICLE VII

New Courses/Programs and Revision of Courses/Programs

Section 1. Courses proposed for graduate offering shall be sent to the appropriate curriculum committee for approval. After approval of the courses, the chair of the curriculum committee shall publish a listing of proposed courses in the University Bulletin. If any member of the Graduate Council notes duplication with other graduate courses, departure from program or University standards, or other reasons for rejection, or if any faculty raise objections within 30 days, the course shall be placed on the agenda of the Graduate Council. Otherwise, the approval of the curriculum committee shall be final and the Registrar shall be notified.

Section 2. Proposals for new degree programs are developed by the Department responsible and, upon approval of the appropriate curriculum committee, submitted to the Dean of the College for approval and for submission to the Graduate Council for review and recommendation to the Graduate Faculty.

Section 3. Proposals for new programs will be reviewed by the Graduate Council and the Graduate Faculty with regard to the accepted mission of the University, the availability of necessary resources and qualified faculty, and the need for the program.

Section 4. Proposals for credit-bearing Graduate Certificate Programs are developed in the Department/School responsible, reviewed by the appropriate curriculum committee(s), and Associate Dean (if applicable) and submitted to the Dean of the College for approval and for submission to the Graduate Council for approval.

Section 5. Changes in degree or certificate programs shall be sent to the College Dean upon approval of the appropriate curriculum committee. If the Dean notes no problems, the changes shall be published in the University Bulletin; if no faculty object within 30 days, the changes will be considered approved. If faculty pose objections, the changes will be discussed by the Graduate Council whose action will be final unless an appeal is taken to the Graduate Faculty.

Section 6. Proposals for elimination of a graduate program will be undertaken using the appropriate process for reviewing curriculum within the School and/or College. Proposals will then be forwarded to the Graduate Dean. The proposed program elimination will be published in the University Bulletin; if no faculty pose objections within 30 days, the changes will be discussed by the Graduate Council, with a recommendation forwarded to the Graduate Faculty.

The PDF file is at this web address (go to page 7 when you get there):
<http://www.uwec.edu/graduate/documents/bylaws.pdf> page 7

SUMMARY FLOWCHART OF GRADUATE CURRICULUM ACTIONS

PROPOSALS FOR NEW COURSES AND COURSE REVISIONS:

C & I, FED, & SPED Departments → COEHS Associate Dean →
Teacher Education Strategic Planning Council (TESPC) → College Academic Curriculum
Committee (CACC) →
Publication in the *University Bulletin**

CSD, KINS, & SW Departments → COEHS Associate Dean → CACC →
Publication in the *University Bulletin**

PROPOSALS FOR NEW DEGREE PROGRAMS AND NEW CREDIT-BEARING GRADUATE CERTIFICATES:

C & I (including A & S teaching programs), FED, & SPED Departments →
COEHS Associate Dean → TESPC → CACC → COEHS Dean → Graduate Council

CSD, KINS, & SW Departments → COEHS Associate Dean → CACC →
COEHS Dean → Graduate Council

PROPOSALS FOR CHANGES IN GRADUATE DEGREE OR GRADUATE CERTIFICATE PROGRAMS:

C & I (including A & S teaching programs), FED, & SPED Departments →
COEHS Associate Dean → TESPC → CACC → COEHS Dean →
Publication in the *University Bulletin**

CSD, KINS, & SW Departments → COEHS Associate Dean → CACC →
COEHS Dean → Publication in the *University Bulletin**

ELIMINATION OR SUSPENSION OF A GRADUATE PROGRAM:

C & I (including A & S teaching programs), FED, & SPED Departments →
COEHS Associate Dean → TESPC → CACC → Graduate Dean →
Publication in the *University Bulletin**

CSD, KINS, & SW Departments → COEHS Associate Dean → CACC →
Graduate Dean → Publication in the *University Bulletin**

* If any objections are raised by members of the Graduate Council or the University Graduate Faculty, the actions will be discussed by the Graduate Council.

APPENDIX F:

College of Education and Human Sciences Online Course Form

Directions: This form is to be completed when a traditional course is being offered online during Winterim or Summer, or as a section during a regular semester. This completed form, a Course Master Form indicating a minor revision and course update, a copy of the current syllabus, and a copy of the syllabus for the proposed online course should be submitted to the COEHS associate dean for review and inclusion in the master course file.

Course Prefix and Number:

Course Name:

Instructor:

Term of First Offering:

1. Are the course prerequisites or restrictions the same for the online offering as for the regular offering of the course?

If not, how and why do they differ?

2. Are the course activities/requirements similar for the online offering and the regular offering of the course:

If not, how and why do they differ?

3. Will you be using UW-EC supported Web-based learning systems?

a. If yes, what specific features of the technology will be used to facilitate course delivery?

b. If no, describe what technology will be used.

4. What forms of student-to-student communication will be included in the course? Of these, which will be evaluated?

5. What mechanisms will be used to provide feedback to individual students about their course work and answer their individual questions?

6. What instructional support resources does this course need beyond the textbook and Web resources provided by the instructor and the Bookstore (e.g., for writing papers or other assignments)?

7. What computer hardware, software, and/or internet access speed is required for students to effectively participate in this course?

(Adapted from A&S form, May 2008)