Curriculum Handbook – Part 1 Undergraduate

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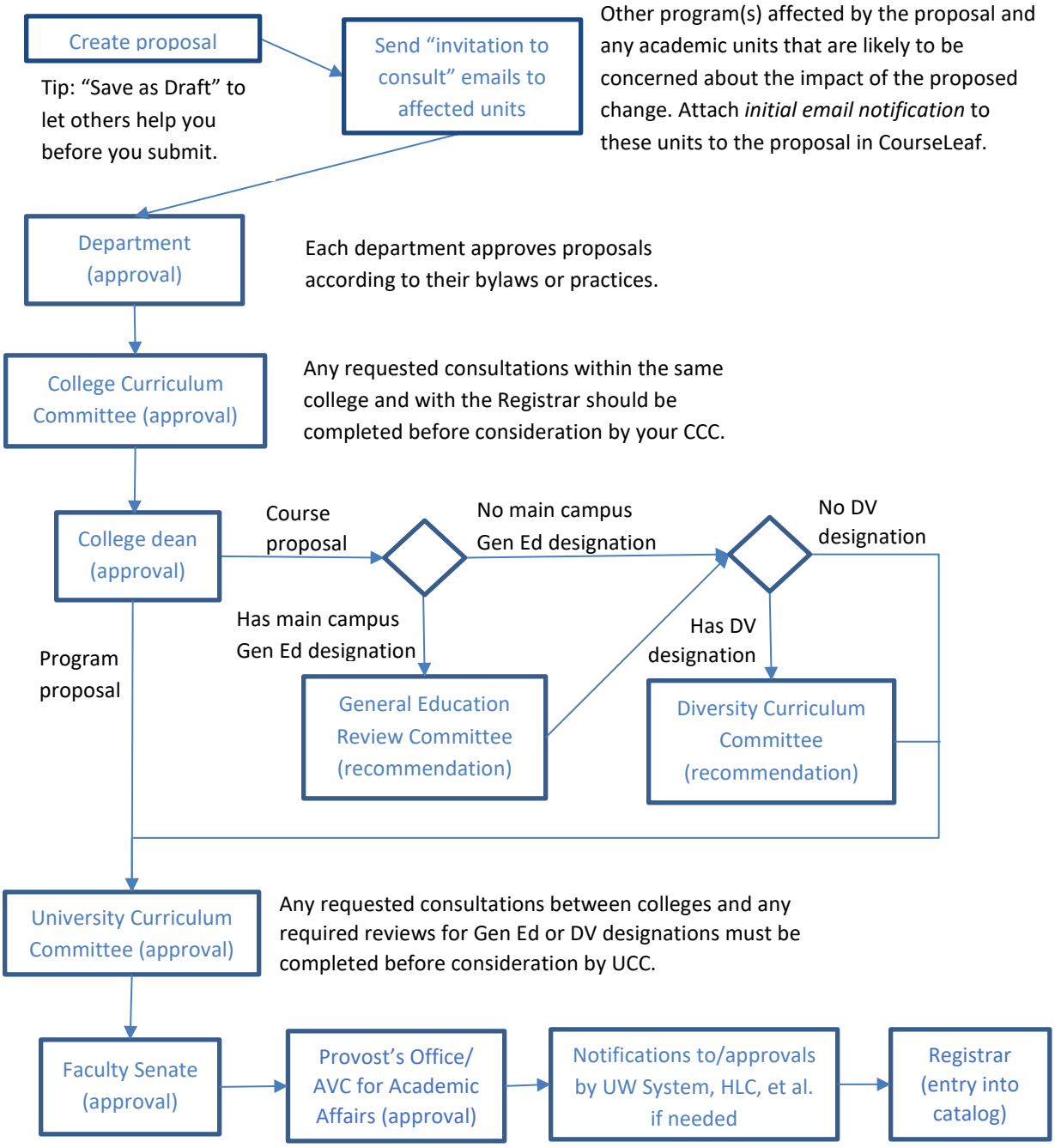
Undergraduate Curriculum Flow Chart

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



Undergraduate Curriculum Approval Procedures Matrix

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

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

Approval of Matrix by UCC on April 15, 2022

Heading Codes:

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

Matrix Codes:

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

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

Comment Key

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

A. During planning and priority-setting stages of long range planning, the several curriculum committees should be kept informed of proposed new programs and priorities.

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

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

D. A college degree requirement is defined as a requirement common to all students pursuing a common degree within a college. All college degree proposals that are complete and have been approved by a college are to be shared with the deans of the other colleges for special attention concerning cross-college and university-wide impacts.

E. If a proposal to change a degree or major involves a "substantive redirection" as determined by the Provost's Office, it requires System action subsequent to campus approval.

F. When a department plans to offer a new course, it needs to consider whether the course will affect other programs, i.e. offered as an option in another program, content is similar to a course in another department. If so, a consultation with the departments involved must be offered. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf. (See ***Consultation Procedure*** on page 11.)
If a new course will be required in a major or submajor, or included as an option within a category of required courses, a program change proposal must be submitted in CourseLeaf in order to implement inclusion of the course; if the course will simply be a general elective in the program, no further action is necessary.

G. **Program changes, course changes,** and some **"other"** actions are to be reviewed by the sponsoring department before submitting the proposal to the CCC. Any other program affected by a proposal must be offered a consultation before the proposal is submitted to the CCC. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf. (See ***Consultation Procedure*** on page 11.)

H. In dual-listed courses there should be a clear distinction between undergraduate and graduate course prerequisites and restrictions, as well as an inclusion of the unique expectations regarding content, intensity, and self-direction (See ***Graduate Level Requirements in Dual-Listed Courses*** on page 13.) To add a graduate component (dual-listing) to an existing undergraduate course, a **new course proposal** must be submitted for the graduate course only, following the procedures for graduate courses. To delete the graduate component of a dual-listed course, a proposal to deactivate the graduate course must be submitted, following the procedures for graduate courses. (See ***Graduate Curriculum Handbook***.)

I. All proposals relating to non-departmentally based university-wide courses (INTRAUNV prefixes except General Education CORE courses and those offered through specific departments) are to be sent directly to the UCC. Before consideration by the UCC, the Provost's Office notifies all college deans of the proposals; the deans have five class days to request consultation (See ***Consultation Procedure*** on page 11.) Consultation must be completed prior to consideration by the UCC. If concerns are not resolved, a written statement of concerns will be presented to the UCC for consideration, together with the proposal. All proposals relating to non-departmentally based college-wide courses (ACINDP, BEINDP, EDUINDP, and LSINDP) are to be sent by the proposer(s) directly to the appropriate CCC, and then to the dean and the UCC for approval.

J. Courses, other than those numbered in the 290s and 490s, that have not been offered for the four calendar years immediately preceding the issuance of a new catalog will be dropped from the list of approved courses. Exceptions to this policy must be approved by the Provost's Office. Exception requests are submitted through the Course Form by indicating "Currency of Catalog" in the summary of changes. Specific information is sent out during each Currency of Catalog exercise prior to the publication of each new catalog by the Registrar's Office.

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

L. All courses proposed for inclusion in general education are submitted to the General Education Review Committee after approval by the CCC and before being sent to the UCC. Each course proposal must identify specifically only one appropriate General Education category. All inclusions and exclusions of courses from General Education must specify the academic term, which will determine whether the course is or is not credited as a General Education course on a student's record.

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

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

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

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

P. To effectively involve the University Licensure Officer with those university curricular actions dealing with DPI and other state licensure provisions, the University Licensure Officer:

1. Serves as a non-voting resource person on the UCC for Undergraduate Programs or on the Graduate Council for Graduate Programs and as such receives copies of all agendas, all proposals being submitted for action, and all records of the UCC actions (undergraduate) or Graduate Council actions (graduate).
2. Addresses all licensure-related actions originating within the University and coming before the UCC or Graduate Council (whichever is appropriate). It is understood that originating bodies will seek consultation with the Licensure Officer consistent with general consultation practices.
   a. In matters of minor significance, the Licensure Officer makes a recommendation directly to the UCC and/or Graduate Council (whichever is appropriate) and the action of the UCC and/or Graduate Council is submitted to the Faculty Senate.
   b. In matters regarded to be of major importance to the Licensure Officer and requiring further study, the Licensure Officer can request the UCC or the Graduate Council (whichever is appropriate) to refer action to a third body for purposes of recommendation. The matter is subsequently returned to the UCC or Graduate Council for formal action.
3. Presents curricular matters originating outside the University, such as DPI or legislative mandates, to the UCC or Graduate Council (whichever is appropriate) with a recommendation for approval, further development, or referral. Subsequently, all matters are returned to the UCC or Graduate Council for formal action.

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

R. Administrative actions (submitted using the Other Request form) are those that concern primarily the fiscal, personnel, and/or record-keeping aspects of program delivery, although they may impact curriculum secondarily. Examples include, but are not limited to, restructuring or renaming of departments, creation of a new prefix, and establishment or change of college/program admission or graduation requirements. GPA and other similar requirements that are intended primarily to control enrollment in a program are considered administrative matters; GPA and other similar requirements that are intended primarily to assure a certain level of student competence or achievement are considered curricular and are processed through the normal curricular procedure. Administrative actions should be disseminated to appropriate bodies for information.

S. Undergraduate curricular approval/disapproval decisions by college curriculum committees or college deans may be appealed to the UCC. These appeals may be made by resubmitting the proposal, along with a cover letter explaining the rationale for the appeal, to the UCC and, if unsuccessful with the UCC, to the Faculty Senate.

T. New courses from College of Integrated Studies will be directed to the Main Campus Change of Campus Coordinator who will, in cooperation with the General Education Coordinator, identify how courses map to the main campus general education requirements. Subsequently, the information will be shared with GERC as an information item. Similarly, a designee for the Rock Associate Designations will review pertinent main campus courses to identify how courses map to the Rock Campus Associate Degree.

Program Definitions and Descriptions

Guidelines:

Deactivation of a program

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

Suspending Admission to a program

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

Reinstating Admission to a Program

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

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

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

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

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

Associate of Science – This degree is primarily intended to provide a basic liberal arts background with an enhanced focus on knowledge of the physical and natural world and quantitative literacy. It is designed to provide the foundational courses in preparation for a bachelor's degree with highly structured major requirements (e.g., art, engineering, business, and the sciences including biology, chemistry, and pre-professional programs). May include a specific major or emphasis.

Associate of Arts and Sciences – This degree is intended to provide a broad, balanced liberal arts and sciences background to satisfy the general education breadth requirements at four-year institutions. May include a specific emphasis. May not include a specific major.

Bachelor Degrees: Bachelor of Arts (BA), Bachelor of Science (BS); Bachelor of Business Administration (BBA); Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science in Education (BSE), Bachelor of Applied Arts and Sciences (BAAS). Undergraduate degree typically representing about four years (120 credits minimum) of college study. Each bachelor degree has requirements specific to the degree and college.

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

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

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

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

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

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

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

Helpful hints for formatting programs in Courseleaf

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

Course Definitions and Descriptions

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

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

Dual-listing: A course that is offered under the same subject code for registration at both the undergraduate level and at the graduate level. Three-hundred level courses are dual-listed with five-hundred level courses, and four-hundred with six-hundred level (e.g. 3XX/5XX or 4XX/6XX).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Online Courses

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

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

CourseLeaf Workflow for Undergraduate Proposals

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

B. The curriculum impact review and consultation take place **if** required/requested. A PDF copy of the email notification to all affected departments or colleges (see Curriculum Consultation on page 11), as well as results from consultations that are completed before consideration by the sponsoring department's CCC, should be forwarded to the appropriate CCC chair. The CCC chair will attach these documents to the proposal.

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

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

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

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

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

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

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

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

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

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

K. If it is determined the proposal needs UW-System approval and/or Board of Regents approval, the Provost's Office will follow the UW System Administrative Policy 102 guidelines and submit the necessary information.

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

UWS Approval for New Programs New degrees and majors require UW System approval before they may be implemented. Consult the Provost's Office for the proper procedures and format for requesting approval for an intent to plan a new degree or major, and to request final approval of a new degree, major or submajor.

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

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

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

Curriculum Consultation

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

Proposal

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

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

Notification

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

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

Consultation

Any consultation requested by a department must be concluded within ten class days of the receipt of the request for consultation. Consultation requested by a college must be concluded within twenty class days of receipt of the request.

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

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

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

Graduate Level Requirements In Dual-Listed Courses

All undergraduate courses that are dual-listed with graduate-level course numbers must specify the following unique expectations of graduate students:

Content (Breadth & Depth)

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

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

Intensity

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

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

Process (Pedagogical Design)

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

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

Special Course Definitions and Descriptions

Courses numbered in the 290s and 490s are "special" courses. Special courses include those not offered on a regular basis: those whose themes/contents vary significantly with each offering; those whose scheduling requires flexibility beyond normal curriculum procedures; those involving applied or practical experiences that vary student-to-student and/or term-by-term; and those pursued on an individual or independent schedule.

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

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

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

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

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

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

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

296 or 496 Special Studies: Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled offerings. The same topic may be offered a maximum of three times under one of these numbers, after which the topic can only be offered by creating a regular course offering through the curriculum process.

298 or 498 Independent Study: Individual activity. Pursued in an area of special interest for a variable number of credits under the sponsorship of an interested faculty member and with a minimum of external guidance.
NOTE: Regular courses offered on an independent study basis, or to one or two students in a given term must be listed as 298 or 498. The title of the 498 may indicate the content/title from the regular course.

298R or 498R Independent Study: Individual activity. Provides an option for the Undergraduate Research Program or as recommended by faculty requiring a strong research plan or project in which the student has an independent/leadership role. Departments are charged with determining what activities do and do not meet the spirit of 498R activities for their majors.

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

Curricular Procedures

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

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

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

Travel Study Courses

Travel Study Program Policy Statement

The University of Wisconsin-Whitewater affirms the vital role of travel study courses in the total UW- Whitewater education abroad experience. It recognizes that the academic content and quality of travel study programs are primarily the purview of the faculty members who teach and lead the courses. The role of the Office of Global Experiences in travel study programs is to coordinate limited resources in an efficient manner, particularly as it relates to travel study program fiscal oversight. The Office of Global Experiences provides logistical, budgetary, and program management support for all UW-W travel study programs. Travel study programs are self-supporting activities that require continuous budgetary planning and fiscal oversight.

Travel Study Program Delivery Periods

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

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

Travel Study Faculty Compensation

UW-Whitewater has adopted a travel study compensation policy so as to equitably and fairly compensate teaching faculty and instructional academic staff who offer travel study courses off-load in either the Fall or Spring terms. For more information about this policy, please contact the Office of Global Experiences.

Credit Programs

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

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

Non-Credit Programs

UW-Whitewater no longer supports non-credit travel study courses within the travel study program.

Audit Status

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

Other Programs

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

Health Insurance

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

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

The Global Experiences Coordinator at Ext. 5178

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

The Domestic Travel Coordinator at Ext. 1003

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

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

General Education

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

Education for the professions is built upon this base. University graduates need to understand the reciprocal interaction for profession, society and their daily lives. Career opportunities now and in the future will require individuals who can actively respond to changing work environments, continue to learn and grow, and work cooperatively with people of diverse backgrounds.

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

UW Whitewater General Education Philosophy

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

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

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

Details of these goals can be found on the GenEd Goals page (https://www.uww.edu/gened/goals-outcomes)

Additional details on all steps that need to be completed when requesting a general education designation for a course can be found on the GenEd For Instructors page (https://www.uww.edu/gened/instructors)

Curriculum Diversity Requirement at UW-Whitewater

U.S. Racial/Ethnic Diversity Course Guidelines 2014

In 1988, the UW System instituted a Diversity three-credit graduation requirement for undergraduate students. This requirement was later continued in The University of Wisconsin System Plan 2008. Courses that examine historically underrepresented U.S. racial/ethnic groups meet this Diversity requirement. Historically underrepresented refers to groups who have been denied equitable access to education, employment, housing, etc., and/or suffered past institutional discrimination in the United States. In addition, their contributions to United States history have not been fully or accurately included in mainstream school curricula. Within the University of Wisconsin System context, this refers to African American, Latinx American, Asian American, and Native American groups. At the UWW campus this requirement is referred to as U.S. Racial/Ethnic Diversity.

A U.S. Racial/Ethnic Diversity course will meet objectives 1 – 3 and at least one of 4 or 5 below:

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

Policies on Course Offerings

Course Advertising

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

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

Course Cancellation

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

Currency of Catalog Offerings

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

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

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

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

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

Course Meeting Times

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

Approved by UCC – April 21, 2023

CourseLeaf Curriculum Proposal Forms

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

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

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

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

Special Course Form (special topics courses)

Other Request Form (other curricular action, administrative action)

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

Useful Websites for the Curricular Process

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

List of Subject Areas by College

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