Members present: Allen, Carey, De Cora, Frye, Gendreau, Harrington, Moeller, Nelson, Ritterling, Van Liere
Absent: Giddings, Houselog
Excused:
Consultants present: Bakkum, Burkhardt, Keller, Knudson, Rahn

NOTE: Proposals with links are approved through the new Curriculum Inventory Management system (CIM). All faculty and staff have access to CIM through the Records and Registration page, www.uwlax.edu/records/curriculum-resources. Login using UWL username and password. Firefox/Mozilla is the preferred browser for CIM. Using another browser may force you to login to CIM multiple times.

Proposals without links are approved through paper format. After this semester, UCC will no longer accept LX forms. All curriculum change will be done through CIM.

I. Approval of February 10, 2015, minutes.

M/S/P to approve minutes.

II. First Readings:

A. History
   1. History major with topical emphasis – program revision; electives change; effective Spring 2015.

M/S/P to approve on first reading

B. Modern Languages
   TESOL
   1. Teaching English to Speakers of Other Languages (TESOL) minor – program revision; credit decrease; language requirement changes; required and elective course changes; effective Fall 2015.
   2. TSL 400 – course revision; title change; credit change from 3 to 4; course description and prerequisite changes; component change; effective Summer 2015.
   3. TSL 450 – course revision; title and course description change; prerequisite change; credit change from 1-12 to 1-3; slash with 550; effective Summer 2015.
   4. TSL 463 – course revision; title change; course description and prerequisite change; slash with 563; effective Summer 2015.

M/S/P to approve on first reading

FRENCH – see Attachment A
   1. French major – program revision; required and elective course changes; credit increase; effective Summer 2015.
   2. French major with business concentration – program revision; required and elective course changes; credit decrease; effective Summer 2015.
   3. French education major – program revision; required and elective course changes; effective Summer 2015.
   4. French minor – program revision; required and elective course changes; credit increase; effective Summer 2015.
   5. French education minor (MC-EA Certification) – program revision; required and elective course changes; effective Summer 2015.
   6. French education minor (EAA Certification – program revision; required and elective course changes; effective Summer 2015.
8. FRE 300 – new course; title “Visual Encounters;” 3 credits; effective Spring 2015.
10. FRE 305 – course revision; title change; course description and prerequisite changes; effective Spring 2015.
11. FRE 307 – course revision; number change from 315 to 307; title change; course description and prerequisite changes; effective Spring 2015.
12. FRE 317 – new course; title “Practice in Translation;” 3 credits; effective Spring 2015.
13. FRE 320 – course revision; title change; course description and prerequisite changes; effective Spring 2015.
15. FRE 351 – course revision; title change; credit change from 4 to 3; component change; course description and prerequisite changes; effective Spring 2015.
16. FRE 395 – new course; title “French Literary Voices in English;” 3 credits; Spring 2015.
17. FRE 403 – course revision; course description and prerequisite changes; effective Spring 2015.
18. FRE 430 – course revision; title change; course description and prerequisite changes; effective Spring 2015.

M/S/P to approve on first reading

**GERMAN - see consent items for program revisions**
19. GER 326 – course revision; course description change; effective Spring 2015.
20. GER 327 – course revision; course description change; effective Spring 2015.
21. GER 328 – new course; title “Short Stories;” 1 credit and repeatable; effective Spring 2015.
22. GER 329 – new course; title “Reporting and Publishing News in German;” 1 credit and repeatable; effective Spring 2015.

M/S/P to approve on first reading

**MLG**
23. MLG 306 – course revision; prerequisite changes; effective Summer 2015.
24. MLG 340 – course revision; prerequisite change; effective Summer 2015.
25. MLG 345 – new course; title “Intercultural Interactions;” 3 credits; effective Summer 2015.
27. MLG 406 – course revision; prerequisite change; effective Summer 2015.

M/S/P to approve on first reading

**CHINESE**
28. CHI 326 – new course; title “Current Events;” 1 credit; effective Spring 2015.

M/S/P to approve on first reading

**C. Computer Science**
1. CS 270 – course revision; course description change; effective Spring 2015.
2. CS 272 – new course; title “Digital Circuit Design for Microcontrollers I;” 3 credits; effective Summer 2015.
5. CS 472 – new course; title “Internet of Things;” 3 credits; slash course with 572; effective Summer 2015.
7. CS 476 – new course; title “Data Visualization;” 3 credits; slash course with 576; effective Summer 2015.

M/S/P to approve on first reading.

D. Exercise and Sport Science (ON PAPER)
1. Exercise and Sport Science Major Sport Management Emphasis – program revision; admission changes; required courses change; general education requirement change, effective Summer 2015.

M/S/P to approve on first reading.

E. UWL 100 – course revision; course description change; revised learning outcomes; effective Summer 2015.

M/S/P to approve on first reading.

F. Search for Economic Justice (eventually a course in ANT, ECO, ENG, POL, and WGS, but not cross-listing)
1. ANT 212 – new course, title “Search for Economic Justice;” 3 credits; effective Spring 2015.
2. ECO 212 – new course, title “Search for Economic Justice;” 3 credits; effective Spring 2015.
3. POL 212 – new course, title “Search for Economic Justice;” 3 credits; effective Spring 2015.
4. WGS 212 – new course, title “Search for Economic Justice;” 3 credits; effective Spring 2015.

M/S/P to approve on first reading.

G. Political Science and Public Administration – see Attachment B
1. Political Science major – program revision; revised required course list; revised elective lists; revised restrictions on major; effective Fall 2015.
2. Political Science minor – program revision; required course change; other restrictions changes; effective Fall 2015.
3. Public Administration major – program revision; revised required course list; revised elective lists; revised restrictions on major; effective Fall 2015.
4. Public Administration minor – program revision; revised required course list; revised restriction; effective Fall 2015.
5. 41 undergraduate course changes/additions/deletions.

M/S/P to approve on first reading all proposals except POL 495 which was rolled back and to be held for further departmental changes. In addition, POL 342 and POL 365 were approved but without the proposed number changes, per the department’s decision.

H. Biology
1. BIO 100 – new course; title “Biology for the Informed Citizen;” 4 credits; effective Spring 2015.
3. BIO 410 – course revision; prerequisite change; effective Spring 2015.
4. BIO 448 – deletion; title “Aquatic Toxicology;” effective Summer 2015.
5. BIO 463 – deletion; title “Aquatic Animal Health;” effective Summer 2015.

M/S/P to approve on first reading.

I. Recreation Management
1. REC 302 - course revision; prerequisite change; effective Summer 2015.
2. REC 449 – course revision; prerequisite change; effective Summer 2015.

M/S/P to approve on first reading.
J. Accounting

Not read. Proposal on hold until next meeting.

K. Educational Studies – see Attachment C for summary; advising sheets are attached to each program
   1. Early Childhood-Middle Childhood (ages birth through 11) Education Program – program revision; title change; credit decrease; general education requirement changes; effective Summer 2015.
   2. Middle Childhood-Early Adolescence (ages 6 through 12 or 13) Education Program – program revision; title change; credit decrease; general education requirement changes; effective Summer 2015.
   3. Early Childhood through Adolescence (EC-A Program) – program revision; credit decrease; general education requirement changes; effective Summer 2015.
   4. Secondary Teacher Education Preparation (STEP) Educational Core Coursework – program revision; credit increase; change in courses required before admission; effective Summer 2015.
   5. EDS 203 – course revision; number change from 303 to 203; title change; credit change from 2 to 3; course description change; will seek approval to general education program; effective Summer 2015.
   6. EDS 206 – new course; title “Multicultural Education;” 3 credits; will seek approval to general education program; effective Spring 2015.
   7. EFN 205 – course revision; component change; effective Summer 2015.

M/S/P to approve on first reading.

I. Consent Item:
   A. ANT 360 – deletion; effective Summer 2015. Cross-listing with SOC was previously deleted at the 2/10/2015 meeting.
   B. German major – program revision; formatting changes to elective section; effective Spring 2015.
   C. German business major – program revision; formatting changes to elective section; effective Spring 2015.

II. Informational Item: None

III. Old Business:
   A. Retroactive credit and credit by exam discussion.
   B. Procedure - Records and Registration requests clarification on what types of changes the committee would like to see and what can be changed without UCC approval (e.g. the old 139 form, how and when offered).
   C. Umbrella courses versus Topic courses – Records and Registration requests clarification on the definitions for these types of courses.

IV. New Business: None

V. Future Business: None

Meeting adjourned: 5:47 pm.
**Attachment A**

**FRENCH CURRICULUM REVISION – PROPOSAL**

**Need Analysis**
The French section of the MLG department is proposing major revisions to its programs and courses

1) to provide course offerings reflecting students’ needs, the evolution of language learning theories and practices, and progress in technology as most courses composing our current programs have not been officially changed since the 1990’s;

2) to design a program that can be completed in four years, often along with another major, even if students do not study abroad;

3) to adapt the number of course offerings and provide a manageable course rotation both for students and a reduced number of full time faculty (compared to when the program was first established);

4) to align all French courses’ learning outcomes both with ACTFL guidelines (our national organization) and the Wisconsin Department of Public Instruction for teachers’ certification;

5) to better incorporate study abroad courses so they complement the UWL courses, providing more flexibility to students;

6) to promote connections with other disciplines and prepare students to the professional world or graduate studies through skills’ and leadership development.

**Design**
Our program aims to provide a selection of courses allowing for language and intellectual growth; yet be flexible enough to allow for students’ 4 year schedule and comply with faculty responsibilities. Courses are part of five categories that complement each other.

- **Communication** (from ACTFL Standards): Aims at developing language and communication skills
  - FRE 202: Intermediate French II (Revised Course)
  - FRE 300: Visual Encounters (New Course)
  - FRE 301: Sound, Speech, and Proficiency (New Course)
  - FRE 307: French for Professional Communication (Revised Course)

- **Connections** (from ACTFL Standards): Aims at furthering students’ body of knowledge through the study of foreign language
  - FRE 305: Exploring the Story (Revised Course)
  - FRE 351: French Cinema (Revised Course)
  - FRE 395: French Literary Voices in English (New Course)
  - FRE 403: Studies in French and Francophone Literature (Revised Course)

- **Culture** (from ACTFL Standards): Aims at developing understanding of the relationships between products, practices, and perspectives of the culture studied.
  - FRE 320: Perspectives on French civilization (Revised Course)
  - FRE 322: French without Borders (New Course)

- **Electives**: Aims at expanding students’ knowledge of the Francophone world, including courses taken abroad.
  - FRE 220: France and the Francophone World
  - FRE 317: Practice in Translation (New Course)

And other existing courses such as
  - FRE 450: Internship Program
  - FRE 495: Honors’ Seminar
  - FRE 498/499: Independent Study

- **CAPSTONE**: This course aims at combining all experiences both within the French program and academic work from other programs. Students will develop higher-level language in order to discuss research in French about a topic relevant to their own educational and professional growth.
  - FRE 430: French Connections (Revised Course)
Implementation

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 15</td>
<td>SP 16</td>
<td>FA 16</td>
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<td>307</td>
<td>220</td>
<td>307</td>
<td>351</td>
<td>307</td>
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<tr>
<td>430</td>
<td>317</td>
<td>430</td>
<td>403</td>
<td>430</td>
</tr>
</tbody>
</table>

For ed. student

For ed. student

Study Abroad

Student teaching

French BA Major: 33 credits = FRE 202 + 30 credits above 202

Please see annex for a comparison table between old/new program.

Minor: 21 credits = FRE 202 + 18 credits above 202

Respectfully,

Virginie Cassidy
**FRENCH MAJOR**

<table>
<thead>
<tr>
<th>Old Program: (30 credits)</th>
<th>Proposed Program: (33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Required Courses (18 credits)</strong></td>
<td><strong>Communications Category</strong></td>
</tr>
<tr>
<td>• 303 - Advanced French I (3) (fall)</td>
<td>• FRE 202</td>
</tr>
<tr>
<td>• 304 - Advanced French II (3) (spring)</td>
<td>• FRE 300 - Visual Encounters</td>
</tr>
<tr>
<td>• 305 - Intro to French Lit (3) (fall - odd)</td>
<td>• FRE 301 - Sound, Speech, &amp; Proficiency</td>
</tr>
<tr>
<td>• 320 - French Civilization (3) (fall - odd)</td>
<td>• FRE 307 - French for Professional Communication</td>
</tr>
<tr>
<td>• 331 - French Phonetics (3) (spring)</td>
<td><strong>Connections Category</strong></td>
</tr>
<tr>
<td>• 430 - Adv. Syntax &amp; Stylistics (2) (fall-odd)</td>
<td>• FRE 305 - Exploring the Story and one of the following:</td>
</tr>
<tr>
<td><strong>II. Literature and Civilization Electives (choose two (6 credits))</strong></td>
<td>• FRE 351 - French Cinema</td>
</tr>
<tr>
<td>• 325 - Modern &amp; Contemporary France (3) (occasionally) OR</td>
<td>• FRE 395 – French Literary Voices in English</td>
</tr>
<tr>
<td>• 220 - France &amp; Francophone World (3) (spring)</td>
<td>• FRE 403 - Studies in French/Francophone Literature</td>
</tr>
<tr>
<td>• 351 - Films in French (4) (occasionally)</td>
<td><strong>Culture Category</strong> - at least one from the list below:</td>
</tr>
<tr>
<td>• 403 - Studies in French/Francophone Lit (3) (repeatable for max. 6 credits)</td>
<td>• FRE 320 - Perspectives on French Civilization</td>
</tr>
<tr>
<td>• 404 - French Theater (3)**</td>
<td>• FRE 322 - French Without Borders</td>
</tr>
<tr>
<td>• 405 - French Prose (3)**</td>
<td><strong>Electives (2 courses)- Any of the courses not used towards the previous categories or any from the list below:</strong></td>
</tr>
<tr>
<td>• 406 - French Poetry (3)**</td>
<td>• FRE 220 - France &amp; the Francophone World</td>
</tr>
<tr>
<td>• 407 - African &amp; Caribbean Lit (3)**</td>
<td>• FRE 317 - Practice in Translation</td>
</tr>
<tr>
<td><strong>II. Electives (6 credits)</strong></td>
<td>• FRE 450 - National/Internat'l Intern Program</td>
</tr>
<tr>
<td>• 315 - Business French (3) (fall - odd)</td>
<td>• FRE 495 - Honors Seminar</td>
</tr>
<tr>
<td>• 321 - Francophone Civilization (3)</td>
<td>• FRE 498 - Independent Study</td>
</tr>
<tr>
<td>• 326 - Current Events (1) repeatable for total of 3 credits</td>
<td>• FRE 499 - Independent Study</td>
</tr>
<tr>
<td>• 327 - Grammar Review (1) repeatable for total of 3 credits)</td>
<td><strong>Capstone</strong></td>
</tr>
<tr>
<td>• 450 - National/Internat'l Intern Program</td>
<td>• FRE 430 - French Connections</td>
</tr>
<tr>
<td>• 495 - Honors Seminar</td>
<td><strong>By changing the French B.A., we have also had to reconfigure the French B.A with Business Concentration and the French Education EC-A Major. The greatest concern was making sure that the Ed major would allow students to graduate in 4 years and that the sequencing of courses did not conflict with study abroad or Teaching Methods courses. The Business Concentration major includes a few courses changes that Glenn Knowles suggested. This updates the business section of the concentration.</strong></td>
</tr>
<tr>
<td>• 498 - Independent Study (1-3)</td>
<td><strong>Connections Category</strong></td>
</tr>
<tr>
<td>• 499 - Independent Study (1-3)</td>
<td><strong>Culture Category</strong> - at least one from the list below:**</td>
</tr>
<tr>
<td></td>
<td>• FRE 320 - Perspectives on French Civilization</td>
</tr>
<tr>
<td></td>
<td>• FRE 322 - French Without Borders</td>
</tr>
</tbody>
</table>

Electives (2 courses)- Any of the courses not used towards the previous categories or any from the list below:**

- FRE 220 - France & the Francophone World
- FRE 317 - Practice in Translation
- FRE 450 - National/Internat'l Intern Program
- FRE 495 - Honors Seminar
- FRE 498 - Independent Study
- FRE 499 - Independent Study

**Capstone**

- FRE 430 - French Connections
February 11, 2015

TO: CLS Academic Oversight Committee, Undergraduate Curriculum Committee

FROM: Jo Arney, Chair, Department of Political Science and Public Administration

RE: Revisions to the Political Science and Public Administration Programs

Following a comprehensive review of our department’s curriculum, we now seek to approval for revisions to our political science major and minor, and our public administration major and minor. Recently submitted course revisions have been largely geared towards laying the foundation for the changes being proposed here. Members of the department approved these changes on September 26, 2014.

To summarize briefly, we are:

1. Adding a new, 200-level “scope and methods” course, POL 261 Political Analysis and Inquiry, which features prominently in all of our revised programs.
2. Revising the political science major to bring it into closer alignment with the types of programs at our peer institutions. Approximately 80 percent of our peers have requirements similar to the ones included in this proposal, which is itself patterned after the political science major at an aspirational peer.
3. Revising the public administration major to better reflect the evolution of that program and the newer faculty we have hired. The realignment of courses within this major reflect the competencies recommended for undergraduate programs by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).
4. Revising both the political science and public administration programs to reduce the level of double-counting courses as a way of further highlighting the distinctiveness of each. For example, we are adding restrictions that would allow up to 9 credits to double count across both majors, or 6 credits to double count across a major an minor, or both minors.

The impetus for the changes that we are making here is really a confluence of two factors. First, the combination of GQA positions and replacement hires for retirements means that eight of the department’s eleven full-time faculty have all started since Fall 2007, and we are in the process of hiring a twelfth member who would start this coming fall. Second, the department’s most recent academic program review highlighted a number of challenges facing the department. The program changes for which we are now seeking approval reflect our attempt to build on the strengths of our new faculty while addressing concerns highlighted in our APR, both in the self-study and the external reviewer’s comments.
The Political Science and Public Administration Department is seeking UCC approval to revise course numbers, titles, and/or prerequisites for the following courses. These changes anticipate broader programmatic changes to the political science major and minor that will be brought to UCC at its March 10 meeting.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Num.</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 234</td>
<td></td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>POL 244</td>
<td></td>
<td>International Relations</td>
<td></td>
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<tr>
<td>POL 251</td>
<td></td>
<td>Political Theory</td>
<td></td>
</tr>
<tr>
<td>POL 330</td>
<td></td>
<td>Politics of Developing Areas</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 331</td>
<td></td>
<td>Politics of Democratization</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 333</td>
<td></td>
<td>Asian Government and Politics</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 334</td>
<td></td>
<td>Post-Communist Politics</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 336</td>
<td></td>
<td>Middle East Government and Politics</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 337</td>
<td></td>
<td>African Government and Politics</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 338</td>
<td></td>
<td>European Government and Politics</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 339</td>
<td></td>
<td>Contemporary Latin America</td>
<td>POL 202 or 234 or junior standing</td>
</tr>
<tr>
<td>POL 340</td>
<td></td>
<td>American Foreign Policy</td>
<td>POL 101 or 202 or 244 or junior standing</td>
</tr>
<tr>
<td>POL 341</td>
<td></td>
<td>America and the World</td>
<td>POL 101 or 202 or 244 or junior standing</td>
</tr>
<tr>
<td>POL 342</td>
<td>300</td>
<td>Identity Politics</td>
<td>POL 101 or 102</td>
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<tr>
<td>POL 344</td>
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<td>Global Governance</td>
<td>POL 202 or 244 or junior standing</td>
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<td>POL 345</td>
<td></td>
<td>International Law</td>
<td>POL 202 or 244 or junior standing</td>
</tr>
<tr>
<td>POL 346</td>
<td></td>
<td>Model UN: The United Nations System</td>
<td></td>
</tr>
</tbody>
</table>

**BOLD** = new/revised item.
POL 346 and POL 446 are changes to when offered and mode of instruction only.  
POL 350, POL 351, and POL 353 are changing to “Theory” in the title instead of “thought” or “philosophy.”
The Political Science and Public Administration Department is seeking UCC approval to add two courses and delete three courses, and it is seeking GCC approval to delete three courses.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Num.</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 212</td>
<td>New course proposal in CIM — This course is the Political Science and Public Administration Department’s Search for Economic Justice counterpart to the proposals being brought forward by ANT, ECO, ENG, and WGS.</td>
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</tr>
<tr>
<td>POL 261</td>
<td>New course proposal in CIM — Offers students an option to complete a lower-level “scope and methods” course similar to the type of course found at many of our peer institutions, while also allowing the department to keep its 300-level methods course.</td>
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<tr>
<td>POL 443</td>
<td>Deleted course in CIM — Department has no plans to offer this course; it has enrolled student twice in the last 20 years.</td>
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</tr>
<tr>
<td>POL 495</td>
<td>Deleted course in CIM — Department is streamlining its “capstone seminar” offerings into one course, POL 494.</td>
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<tr>
<td>POL 496</td>
<td>Deleted course in CIM — Department is working on revisions to honors program that make this course unnecessary.</td>
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</tr>
<tr>
<td>POL 543</td>
<td>Deleted course in CIM — Department does not have a graduate program and deleted its undergraduate counterpart.</td>
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<tr>
<td>POL 595</td>
<td>Deleted course in CIM — Department does not have a graduate program and deleted its undergraduate counterpart.</td>
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<tr>
<td>POL 596</td>
<td>Deleted course in CIM — Department does not have a graduate program and deleted its undergraduate counterpart.</td>
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</tr>
</tbody>
</table>

**BOLD = new/revised item.**
Attachment C

Department of Educational Studies: 
Curriculum Proposals for UCC

1. **Program name changes**: Per request of DPI, the program names are being changed to correspond with licensure names:
   - Early Childhood - Elementary
   - Early Childhood - Middle Childhood
   - Early Childhood - Middle Childhood - Early Adolescence

   The program names were changed last year in an attempt to help students understand what the licensure names mean in terms of school type. However, the names suggest licensures that UWL does not have authorization to offer (ECE and ML). The program names are being changed back to the appropriate licensure names, and a translation table will be used to correlate licensure names with age and grade ranges on the DES website (using a link to the existing SoE translation table).

   [http://www.uwlax.edu/SOE/Certification--- and--- licensing/](http://www.uwlax.edu/SOE/Certification--- and--- licensing/)

2. **Foundations of Education curriculum changes**: These changes are being brought to UCC in two phases because the components in Phase 2 are dependent upon approval of the changes in Phase 1 by the General Education Committee. Program forms in CIM reflect Phase 1 changes only.

   Phase 1: For review by UCC on Mar. 10 (changes are shown in red on the advising sheets attached to the program forms in CIM)

   **We are asking for approval of Phase 1 changes, independent of General Education approval.**

   (1) A new course, **EDS 206 ("Multicultural Education")** will be required for all Teacher Education majors (EC-- MC, MC-- EA, EC-- A, EA-- A/STEP), beginning with those students who enter UWL Fall 2015.

   EDS206 serves as an education-- focused version of EFN205, and thus can be viewed as a “replacement” for EFN205, and thus the proposal includes placing EDS 206 into Category A/GE03 of the General Education program. However, unlike EFN 205, which was previously recommended for Teacher Education majors, EDS 206 will now be required.

   - Students who have completed General Education Category A (GE03) and matriculated prior to Fall 2015 will not be required to complete EDS 206.
   - Students who matriculate after Fall 2015 but who choose an EC-- MC, MC-- EA, or EC-- A major after completing EFN 205 will be allowed to count EFN 205 towards their major through a course requirement waiver.

   **EDS 206 is targeted specifically to teachers and teaching practice, and meets the requirements for teacher education content outlined in DPI administrative code PI34.15(c) "Minority group relations for all licenses".**

   (2) Revision: **EDS 303 (formerly 2 credits, “Foundations of Public Education”, required for all majors) will become EDS 203 (3 credits, “Schools & Society”, required for all majors), beginning with those students who enter UWL Fall 2015.**

   - The change in numbering is to emphasize its role as the entrance course into the area of Teacher Education. While not a prerequisite, EDS 203 (Schools & Society), is strongly recommended as a precursor to EDS 206 (Multicultural Education) - this will be addressed though advising and through the notation on the catalog description.
EDS 203 serves to help students to develop a basic understanding of schools, their function in society, and how teachers are involved in the process of producing future citizens. The increase in credits provides the necessary time to more fully explore the ways in which schools and society interface together and to explore their roles in these processes. The course will also address recent reforms to teacher preparation procedures, including EdTPA and other teacher accountability measures. The increase in credits also provides the time to more fully develop an understanding of foundational definitions in teacher education as specified in DPI administrative code PI 34.01 (36) “Pedagogical knowledge” and PI 34.01 (59) “Teaching” (more detail is available on the CIM form).

The proposal includes placing EDS 203 into Category D (GE06) of the General Education program. Placement of EDS 203 into the GE program will displace another General Education course, resulting in an overall decrease in total program credits for the Phase 1 proposal.

(3) EFN 205 (“Understanding Human Differences”) will be restructured as self-contained 3-credit lecture sections, capped at 25 students.

EFN 205 was originally a course designed to prepare UWL teacher education students for engagement with aspects of diversity. However the content of the course has diverged significantly and now only peripherally discusses issues of diversity in schools and the associated teaching implications. Nevertheless, the course serves a vitally important role in the General Education program. Thus DES is committed to maintaining this course, but improving the format in order to better facilitate what are often difficult/challenging conversations. Currently students attend one of two mass lecture sections (150--180 students per section, worth 1 of the 3 credits), and a smaller discussion section (30 students per section, worth 2 of the 3 credits). This revision will result in individual 3-credit stand-alone sections of smaller size. A course coordinator reassignment will remain as part of the DES workload for one faculty member to provide some commonality and assessment across the sections.
Phase 2: For review by UCC only if/when Phase 1 is approved by the General Education Committee (changes are shown in blue on the advising sheets attached to the program forms in CIM)

(4) **Field experience courses will be increased by 1 credit each. However, the number of field hours expected of students will not change, nor will the faculty workload.** The effective date for this change will be Fall 2016.

There has been a consistent tension between students, faculty, the Office of Field Experience, and cooperating schools in terms of the number of hours expected of students during field courses, in large part due to the low credit associated with field courses. However, DPI has indicated that the field expectations are non-negotiable: **students are expected to spend ~12 hours/week on average in schools during field experiences.** The increase in field credits serves solely to accurately reflect the actual time commitment expected from students in cooperating schools in the number of credits they receive for the course, using roughly a lab model for credits (~3-- 4 hours/credit). It is an attempt to better communicate expectations to students, faculty, the university community, and the surrounding community. It in no way changes workload for any of the stakeholders.

<table>
<thead>
<tr>
<th>EC---MC and MC---EA Programs</th>
<th>Credits (old)--new</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 402: Field Experience I--EC---MC/MC---EA</td>
<td>(2)—3</td>
</tr>
<tr>
<td>EDS 445: Field Experience II--EC---MC/MC---EA</td>
<td>(2)—3</td>
</tr>
<tr>
<td><strong>EC---A and EA---A (STEP) Programs</strong></td>
<td></td>
</tr>
<tr>
<td>EDS 351: Language Literacy and Culture in the Secondary Classroom with Field Experience I--EC---A, EA---A (STEP) <em>(This course is 2 credits of content plus Field 1)</em></td>
<td>(4)—5</td>
</tr>
<tr>
<td>EDS 450: Field Experience II--EC---A, EA---A (STEP)</td>
<td>(2)—3</td>
</tr>
</tbody>
</table>

**Please Note:** If the changes in both Phase 1 and Phase 2 are approved, the *entire proposal will be credit neutral*: the increase in credits in EDS203, and the Field 1 & 2 courses is balanced by replacing one general education elective course with EDS 203. Thus all teacher education students will have the *same total number of credits to complete for their major*. 