To: University Curriculum Committee  
From: Ross K. Tangedal, University Curriculum Committee Chair  
Date: Thursday, 1 October 2020  
Email: curriculum.committee@uwsp.edu

RE: Meeting Tuesday, 6 October, 3:15–4:15pm, via Zoom

<table>
<thead>
<tr>
<th>Video Conference</th>
<th><a href="https://uwsp.zoom.us/j/96711851762?pwd=UTdacTM0NVFxNW0vWU9pWU5HVVEFCQ0T09">https://uwsp.zoom.us/j/96711851762?pwd=UTdacTM0NVFxNW0vWU9pWU5HVVEFCQ0T09</a></th>
</tr>
</thead>
</table>
| Teleconference   | +1 312 626 6799 US (Chicago)  
                   | +1 929 436 2866 US (New York)  |
| Meeting ID       | 967 1185 1762                                                                  |

*Any community member wishing to attend the meeting will need to email curriculum.committee@uwsp.edu for the meeting password

**Authors of curriculum proposals should be present (or have someone else represent the department or division) to answer potential questions from the committee.

AGENDA

1. Call to Order
2. Approval of 9/15/2020 CuC Minutes
3. Announcements
   a. Discussion re: Committee Representation on CuC
4. Information Items
   a. From the 5/5/2020 CuC meeting: Communication 396, 3 crs, Communication and Gender, was revised/re-prefixed to Media Studies 396, 3 crs., Communication and Gender. It was listed in the minutes as COMM 396 being deleted and MSTU 396 being added.
   b. For Information: Correction to 5/5/2020 Curriculum Committee meeting minutes to reflect course number for PSL 301, which was erroneously left off.
5. Old Business
   a. Guide for Approval or Revision of Courses with Online Components
6. New Business
   a. From the Department of Psychology
      i. PSYC 321, Environmental Psychology (revision/new grad component)
7. Teacher Education Subcommittee Report
8. Adjournment

CC:

   Mark Ferguson, Department of Psychology  
   Todd Huspeni, Academic Affairs
Guide for Approval or Revision of Courses with Online Components Checklist

General Information:
This guide is intended to serve as a preliminary resource for departments and instructors as they seek Curriculum Committee approval of the “Request to Approve or Revise an Undergraduate and/or Graduate Course” for courses (or sections) intended to have online components. Specifically, it is intended to serve as a resource for departments and instructors when proposing a new course, or revising an existing course, that is expected to be delivered in either partial online (with reduced seat time) or fully (100%) online formats.

When determining if the proposed course is appropriate for a fully online or partial online format, it is necessary that departments ensure the distance education considerations detailed below are reviewed and acknowledged. Departments will also ensure course development and delivery conforms to UWSP Policies Pertaining to Distance Education in the University Handbook, Chapter 5, Section 15, and all guidelines detailed in the University of Wisconsin-Stevens Point Online Instructor Handbook.

Technology Requirements
Departments and instructors will assure there is a plan for students enrolled in the proposed course to have access to, and support for, the instructional technology tools the instructor is planning to utilize for the course. Additionally, the minimum student technical skills should be clearly identified in the course syllabus. Connectivity and hardware requirements must be considered and should also be clearly stated in the course syllabus. UWSP minimum hardware requirements for online courses can be found at the following link: http://www.uwsp.edu/d2l/pages/requirements.aspx.

Do the instructor and/or department have a plan in place to ensure students enrolled in the course have access to, and support for, the instructional technology tools the instructor is planning to utilize for the course?  

☐ Yes ☐ No

Will the required minimum student technical skills be clearly identified in the course syllabus?

☐ Yes ☐ No

Will the instructor inform the students of the UWSP minimum hardware requirements for online courses?

☐ Yes ☐ No

Course Accessibility
All course delivery technologies must comply with all applicable statutes and laws (e.g., FERPA, copyright). To assure compliance with Sections 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, all programs, services, and activities offered via distance education must be accessible to, and usable by, persons with documented disabilities who have met the technical and academic standards for admission. University web accessibility policy (University Handbook, Chapter 9) acknowledges that, for a variety of reasons, all online resources cannot always be made accessible. However, in cases where course content cannot be made accessible, appropriate alternative activities must be provided to ensure students can complete the coursework.

Will the course content been made accessible per the university web accessibility policy?

☐ Yes ☐ No

Instructor Training and Resources
It is expected the instructor of the course has completed, or will complete, the distance education instructor training prior to the start of the course. The proposed instructor of the course is expected to be comfortable with, and prepared to facilitate, online learning through the university Learning Management System (LMS). The Information Technology Help Desk can assist instructors in identifying resources for training and support in the LMS, online instruction, and other technology needs.

Will the instructor(s) complete the UW-Stevens Point Online Instructor training prior to the course offering?

☐ Yes ☐ No

Will the instructor(s) complete the Federal Regulations Knowledge Check prior to the course offering?

☐ Yes ☐ No
Instructor Availability
The instructor and department acknowledge that distance education, while offering flexibility to students, concomitantly imposes additional instructor responsibilities. Specifically, the instructor understands the need for consistent feedback and engagement in online student work and collaboration. In order to achieve this, instructors are expected to be available online. The expected number of office hours and online availability will be discussed and agreed upon by the instructor and the department. Scheduled office hours should be appropriately flexible and adequate for meeting student needs in the course.

Have the instructor and department agreed upon the expected number of office hours and the instructor’s online availability needed to meet the needs of online students?

Yes ☐ No ☐

Course Learning Outcomes
Prior to the start of the course, course learning outcomes should be established for the proposed course according to the policies and norms established by the department. Learning outcomes for online courses should be the same as those for face-to-face courses. Each proposed course learning outcome should have the method(s) of assessment identified. An Online Course Template Syllabus is available for instructors.

Has the department/unit affirmed that all of the learning outcomes for the course can be achieved online? Please consider the following.

• Are there hands-on or lab-based outcomes that cannot be achieved in an online format?
• Are there performance-based outcomes that cannot be achieved online?
• Are there studio-based outcomes that cannot be achieved online?
• Are there other learning outcomes that would require students to come to campus or physically meet at a different location?

Will the learning outcomes be clearly stated in the course syllabus?
☐ ☐
Will the course timeline or schedule be clearly stated in the course syllabus?
☐ ☐

Course Content Delivery
Utilization of a variety of instructional methods allows faculty to meet varied student learning styles. During course development, it is highly recommended that the course instructor consult with campus instructional technologists to examine the variety of instructional technologies UWSP supports.

To promote student and instructor interaction, the instructor should outline a variety of instructional strategies appropriate for online courses. These should be selected based on their ability to engage learners in meeting the course learning outcomes. These can include, but are not limited to:

• Collaborative content creation tools
• Discussion boards (asynchronous) and Chatrooms (synchronous)
• Lecture capture

Will the instructor and/or department develop content delivery methods that will help students meet the learning outcomes for the online course?
☐ ☐

Will the instructor and/or department develop learning activities to actively engage online students?
☐ ☐
**Student Assessment**

In developing the course syllabus instructors should consider that most methods for assessing student performance and meeting learning outcomes in a face to face setting can also be administered in an online setting. Traditional tests can be administered through the LMS or via proctored exams. Examples of additional evaluation techniques include, but are not limited to:

- Research papers
- Blogging
- Case study discussion/writing
- Collaborative writing projects
- Electronic portfolios (e-portfolios)
- Peer evaluation
- Project (group and Individual)
- Reflective journaling
- Student-created podcasts or other multimedia
- Student-led discussions
- Student presentations (recorded)
- Essays

Will the instructor and/or department develop methods to assess student achievement of the course learning outcomes in an online course?  

Yes ☐ No ☐

If the instructor and/or department have decided to use proctored exams, have considerations been made for proctoring?

☐ ☐

**Course Evaluation**

The department and instructor acknowledge that all distance education courses and programs will be assessed and evaluated according to the course evaluation procedures in effect for on-campus courses. Additional departmental course evaluation criteria and procedures established for on-campus courses may be modified and implemented for distance education courses.

Student evaluations in fully online, partially online, and Continuing Education courses will be conducted regularly and may be considered in personnel decisions, instructional improvement, and recognition, as outlined in the *University Handbook* (Chapter 4A, Section 2 and Chapter 4B, Section 3). The Student Evaluation of Online Course Instruction Form and supporting information is located in the *University Handbook* (Chapter 4D, Section 15).

Has the department developed a plan to evaluate this online course similar to how face-to-face courses are assessed and evaluated?  

Yes ☐ No ☐

Has the department developed a plan for peer evaluation of the instructor(s) of this course? The UWSP Rubric for Peer-Evaluation of Online and Hybrid Teaching is available as a guide.  

☐ ☐
REQUEST TO APPROVE OR REVISE AN UNDERGRADUATE AND/OR GRADUATE COURSE

Please check the appropriate box and follow the specific instructions associated with the request:

☒ New – For each new undergraduate course proposal, complete items 2-11 and 16;
for each new graduate course proposal, complete items 2-8, 10 and 12-16.

☒ Revise – Provide existing catalog text available at http://catalog.uwsp.edu/ (Please note, when copying/pasting catalog text click on “print-friendly page” in the upper right corner, copy desired text from the print-friendly page and paste “text only” to remove all Acalog formatting.)
for each undergraduate course revision proposal, complete items 1-11 and 16;
for each graduate course revision proposal, complete items 1-8, 10 and 12-16.

When revising, please remember to use strike out for deletions and underlining for additions of text.

For all deletions, please consult the “Request to Delete, Renumber, or Rename” proposal form sheet for instructions of the deletion process.

Please note, all required votes (i.e., department, college) should be documented in the proposal and all required signatures present (i.e., department chair, dean) prior to submitting to Curriculum Committee and/or Graduate Council for consideration.

*If desiring General Education Program (GEP) designation, the General Education Committee (GEC) must approve courses for GEP designation. GEC proposal forms are located at: www.uwsp.edu/commoncouncil/Pages/General-Education-Committee.aspx

No unapproved courses shall be listed in the University Timetable for the succeeding semester unless the proposed course has been submitted to the proper committees before April 1 for the following spring semester and November 1 for the following fall semester. Listing in the timetable does not constitute approval.

<table>
<thead>
<tr>
<th>1. Existing Course &amp; Number: PSYC 321</th>
<th>Credits: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title: Environmental Psychology</td>
<td></td>
</tr>
<tr>
<td>Current/Existing Catalog description: Theoretical and empirical relationships between human psychology and the natural environment; environmental attitudes, values, and social norms; interactions with nature; promotion of sustainable behavior.</td>
<td></td>
</tr>
<tr>
<td>Undergraduate level Prerequisite(s): PSYC 110</td>
<td></td>
</tr>
<tr>
<td>Graduate level Prerequisite(s): None</td>
<td></td>
</tr>
<tr>
<td>GEP designation(s): ER</td>
<td></td>
</tr>
</tbody>
</table>

*If revising a course, the existing course information should be revised using underline for new text and strike out for text to be deleted. Existing catalog text is available at http://catalog.uwsp.edu/ (Please note, when copying/pasting catalog text click on “print-friendly page” in the upper right corner, copy desired text from the print-friendly page and paste “text only” to remove all Acalog formatting.)

<table>
<thead>
<tr>
<th>2. Proposed Course &amp; Number: PSYC 321/521</th>
<th>Credits: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Course Title: Environmental Psychology</td>
<td></td>
</tr>
<tr>
<td>New/revised Catalog description: Theoretical and empirical relationships between human psychology and the natural environment; environmental attitudes, values, and social norms; interactions with nature; promotion of sustainable behavior. Available for graduate credit as PSYC 521.</td>
<td></td>
</tr>
<tr>
<td>Proposed Undergraduate level Prerequisite(s): PSYC 110 or Instructor Consent</td>
<td></td>
</tr>
<tr>
<td>Proposed Graduate level Prerequisite(s): None</td>
<td></td>
</tr>
<tr>
<td>GEP designation(s): ER; AAS: SER</td>
<td></td>
</tr>
</tbody>
</table>

3. When will course first be offered? Fall 2021
How often will course be offered? | Annually
---|---
Undergraduate enrollment expected: | 35
Graduate enrollment expected: | 2
Who will teach this course? | Mark Ferguson

Rationale and need for this course (including any assessment evidence):

This course supports the GEP environmental responsibility requirement, the UWSP focus on environmental sustainability, and sustainability-minded students on campus.

In which of the following formats will this course potentially be offered? (you may choose more than one)
(If Fully Online and/or Partially Online are checked, then please see item 10)

- [ ] Fully Online
- [ ] Partially Online (some reduced seat time)
- [X] Face-to-Face (no reduced seat time)

4. Will this proposal result in any changes to the requirements of your department’s/unit’s major, minor, or course prerequisites? (If yes, you must also submit a proposal to revise the major/minor or course.)

No

5. Describe additional or reallocated resources required for this course (e.g., staff, library materials, equipment, facilities, computing resources):

None

6. What effect will this course have on related curricula in other departments/units? (Responses from affected departments/units should be attached to this proposal.)

None

7. What effect will this proposal have on Department of Public Instruction (DPI) Certification requirements? (If any effect, the proposal must first be considered/approved by the Teacher Education Subcommittee.)

None

8. What specific degree(s) does the proposed course support?

Psychology, B.S., Resource Management: Conservation Law Enforcement, B.S., Environmental Geography Minor

9. What effect will this proposal have on the General Education Program (GEP)? (The General Education Committee (GEC) must approve courses for GEP designations. GEC proposal forms are located at: http://www.uwsp.edu/AcadAff/Pages/GEPresources.aspx)

This proposal includes adding the AAS: SER designation.

10. In the affirming vote recorded below, the department attests that it has reviewed the Guide for Approval or Revision of Courses with Online Components Checklist, that all criteria outlined are met, and that the required instructor training will be completed prior to the start of the course.

11. Department/unit vote of faculty:

<table>
<thead>
<tr>
<th>Approve</th>
<th>Opposed</th>
<th>Abstain</th>
<th>Date of vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>9-9-2020</td>
</tr>
</tbody>
</table>

*Note items 12-15 are specific to GRADUATE COURSES/SLASH COURSES

Complete items 12-15 ONLY if the course is being offered at the graduate level or if it will have a graduate component. If your course is at the 500 or 600 level, there is an undergraduate course component of 300 or 400 respectively (i.e., slash course) and note should be added to course descriptions of notification of availability of undergraduate credit (i.e., where applicable, course description of 500- and 600-level courses will include the notice “available for undergraduate credit as “[blank to be filled in with the corresponding course number].” Standalone graduate courses are numbered 700 and above. Slash course proposals, pending approval by Curriculum Committee, are forwarded by the Curriculum Committee secretary to the Graduate Council for consideration.

12. If adding or revising a slash course, when was the course first offered at the undergraduate level? (semester and year)
13. If adding or revising a slash course, what will be expected of graduate students beyond the regular undergraduate course requirements?

Graduate students are required to complete essay exams and write a literature review related to their master’s thesis project.

14. Are the faculty members who will teach this course currently members of the Graduate Faculty?

(Faculty teaching graduate level courses must be approved by Graduate Council for Graduate Faculty status.)

Yes

15. Department/unit vote of Graduate faculty:

<table>
<thead>
<tr>
<th>Approve:</th>
<th>Opposed:</th>
<th>Abstain:</th>
<th>Date of vote:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>9-9-2020</td>
</tr>
</tbody>
</table>

When items 11 and/or 15 are completed, submit the electronic version to the college dean for recommendation.

16. Recommendation of College Dean

- Approve ☒
- Disapprove ☐

Date of signature: 9/24/20

(Dean’s signature)

Comments of College Dean, if any are entered below or attached:

17. Curriculum Committee vote regarding undergraduate component:

<table>
<thead>
<tr>
<th>Approve:</th>
<th>Opposed:</th>
<th>Abstain:</th>
<th>Date of vote:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Graduate Council vote regarding graduate component:

<table>
<thead>
<tr>
<th>Approve:</th>
<th>Opposed:</th>
<th>Abstain:</th>
<th>Date of vote:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revised: Common Council 3-1-17