MINUTES

February 25, 2014 minutes

COURSE PROPOSALS

**Agronomy 771**: Experimental Designs  
*Lead: Jeri*  
*Course Change*, effective Spring 2015. Change of prerequisites. Stat 572 no longer required, because it no longer includes content relevant to Agronomy 771.

**Agronomy 772**: Applications in ANOVA  
*Lead: Jeri*  
*Course Change*, effective Spring 2015. Change of prerequisites. Stat 572 no longer required, because it no longer includes content relevant to Agronomy 772.

**Biochemistry 917**: Regulation of Gene Expression (Advanced Seminar)  
*Lead: Jack*  
*New Course*, effective Fall 2014. Graduate seminar course. Currently a non-credit journal club. Will satisfy continuous seminar enrollment requirement

**Chemistry 626**: Genomic Science  
*Lead: Bill*  
*Course Change*, effective Spring 2015. Adding crosslisting with Genetics. Changing course description; it appears that the original course description was not correctly entered. Changing prerequisites to graduate student standing or instructor consent.

**Horticulture 234**: Ornamental Plants  
*Lead: Jim*  
*New Course*, effective Fall 2014. New course covering identification, uses, environmental requirements, etc. of ornamental plants. Will replace Hort. 232 and 233.

**Horticulture 232**: Herbaceous Ornamental Plants I  
*Lead: Jim*  
*Course Discontinuation*, effective Fall 2015. Content included in this course is being merged with that of Hort 233 to create Hort 234.
**Horticulture 233:  Herbaceous Ornamental Plants II**  
Lead: Jim  
Course Discontinuation, effective Fall 2015. Content included in this course is being merged with that of Hort 233 to create Hort 234.

**Journ and Mass Communication:  Undergraduate Colloquium in Professional Communication Careers**  
Lead: Masarah  
New Course, effective Fall 2014. “Weekly colloquium on current issues and career options in journalism & mass communication”

**Kinesiology 525: Nutrition in Physical Activity and Health**  
Lead: Bill  
New Course, effective Summer 2014. New course covering scientific knowledge and application of nutrition relative to exercise, health, and sports.
CALS Curriculum Committee Meeting  
Tuesday, February 25, 2014

Present: Jackson, Kloppenburg, Smith, Van Eyck, Gonsiska, Fritsch, Gisler, Sottile

Absent: Barak, Bland, Skop, Steele, Day, Olson

Meeting start time: 12:12pm

MINUTES

• Motion to approve minutes from Jan. 28 and Feb. 11, 2014: Smith, Van Eyck – passed

PROGRAM PROPOSAL

• Geodesign Capstone Certificate
  o New program. Post-baccalaureate certificate. Increases skill set of students/professionals for working with clients. Fully online. Offered only within the Landscape Architecture department. Prior GIS experience required, demonstrated by portfolio or previous coursework. No transfer credits allowed into the program.
  o No additional demand on faculty because of new hire in LA, part-time to full-time transition for current employee, and transferring one faculty member from another LA course to the program
  o Still working with the Geography department on the proposal, but other relevant departments have already approved
  o DCS marketing company is helping to advertise the program
  o Discussion:
    ▪ How do revenue-generating marketing operations fit on this campus and into the overall vision/future of the University? Of CALS? We use campus resources to what benefit?
    ▪ What guidelines should the committee use in evaluating such new programs and their challenges? Would like some guidance from administration, Dean’s office, or the like
    ▪ More and more we see professionals seeking further advanced training, even years into their career. The market demands programs like this. The University may as well take the responsibility because if we don’t, someone will. It’s to Madison’s advantage to be seen as the academic center of such information.

COURSE PROPOSALS

• Land Arch 630 “Introduction to Geodesign”
  o New course. Offered online as part of the Geodesign Capstone Certificate program. GEO 377 or equivalent experience in GIS is required. 630 is a pre-requisite for other classes within the program. Syllabus: three books are required. No organization or explanation of the online discussions or when chapters are read.
  o Discussion:
    ▪ In some regard, they can’t run the class as a “test drive” 375 course to flesh out the syllabus as we can on campus. 375 courses generate revenue that streams
to the State Legislature and campus. As the program is being proposed, revenue would go straight to CALS and Land Arch.

- **Regardless, syllabus should be fleshed out**
  - Motion to request that Land Arch organize and expound upon the course syllabus with special attention to online discussions (how), readings (what and when), grade scale, and describing the collaborative studio and learning report. CALS Curriculum Committee would then like to see the proposal again: Kloppenburg, Smith – passed

- **Land Arch 633 “Geospatial Approaches to Conservation and Adaptation”**
  - Motion to request that Land Arch organize and expound upon the course syllabus and then submit the proposal again to CALS Curriculum Committee: Kloppenburg, Smith – passed

- **Land Arch 631 “Geodesign Methods”**
  - One of two foundational courses in the Geodesign Capstone Certificate program.
  - Motion to request that Land Arch organize and expound upon the course syllabus. Give attention to credits, interaction between instructor and student, estimated amount of time student will spend out of class on assignments, etc. in order for the committee to better understand and evaluate the proposed course for credit equivalency. Then submit the proposal again to CALS Curriculum Committee: Van Eyck, Smith – passed

- **Land Arch 634 “Geodesign Capstone”**
  - Motion to request that Land Arch organize and expound upon the course syllabus. Give attention to credits, interaction between instructor and student, estimated amount of time student will spend out of class on assignments, etc. in order for the committee to better understand and evaluate the proposed course for credit equivalency. Then submit the proposal again to CALS Curriculum Committee: Van Eyck, Smith – passed

- **Land Arch 671 “GIS and Geodesign for Sustainability and Resiliency”**
  - Motion to request that Land Arch organize and expound upon the course syllabus and then submit the proposal again to CALS Curriculum Committee: Smith, Fritsch – passed
  - **Discussion:**
    - Phil to follow up with Land Arch regarding the nuts and bolts of syallbi and also to suggest they be consistent in referring to the program by the same name throughout the proposal

Meeting adjourned 1:20pm
Course Change Proposal

**Subject**  
Agronomy (132)

**Proposer**  
David E Stoltenberg

**Status**  
Under Review by School/College

### Basic Information

**Current course number**  
771

**Current course title**  
*Experimental Designs*

**Current published course description**  
*Review of methods for controlling error in research experiments; review and in-depth development of factorial treatment designs; theory, analysis, and examples of advanced experimental designs for plant and animal research.*

- **Chief academic officer of this unit**  
  William F Tracy

- **Designee of chief academic officer for approval authority**  
  Amy G Cottom; Sandra K Bennett

**Currently crosslisted with**

**What is the primary divisional affiliation of the course?**  
*Biological Sciences*

**When will this change go into effect?**  
*Spring 2014-2015*
Basic Changes

Will the subject change?
No

Current subject
Agronomy (132)

Proposed subject

Will the course number change?
No

Current course number
771

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Experimental Designs

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability
<table>
<thead>
<tr>
<th>Proposed repeatability</th>
</tr>
</thead>
</table>

## Catalog Changes

### Will the credits change?

| No |

### Will the grading system change?

| No |

### Will the published course description change?

| No |

### Will the prerequisites change?

| Yes |

| Review of methods for controlling error in research experiments; review and in-depth development of factorial treatment designs; theory, analysis, and examples of advanced experimental designs for plant and animal research. |

| Stat 571 & 572 |

| Stat 571 |
Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?
No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?
No

Current level:

Proposed level:

Will the L&S breadth requirement change?
No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?
No

Current GER:

Proposed GER
The proposed change does not affect existing or future programs.

Are any of these programs outside your academic unit?  
No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

The proposed change does not affect program requirements.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?  
No

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

The proposed change is based on the instructors assessment that Stats 572 no longer contains any course content that is pertinent to Agronomy 771.

Is there a relationship to courses outside your subject?  
No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?  
No

List course number(s) and complete a course discontinuation proposal for each course
Explain the need for the change

The proposed change is based on the instructors assessment that Stats 572 no longer contains any course content that is pertinent to Agronomy 771.

Additional comments (optional)

Attach a syllabus

Agronomy 771 Syllabus.pdf

Additional attachments (optional)(please read "help" text before uploading an attachment)
Agronomy 771
Experimental Designs
Spring 2013

Lecture: 7:45-9:15am TR, 351 Plant Science
Discussion: 1:20-3:15pm T, 2350 Engineering Hall

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0 (22 and 24 January)</td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>SAS Tutorial Session #1</td>
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<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>SAS Tutorial Session #2</td>
</tr>
<tr>
<td>Week 1 (29 and 31 January)</td>
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</tr>
<tr>
<td>T Lecture</td>
<td>Review and introduction to experimental design</td>
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<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>The myriad tools for controlling error in biological research</td>
</tr>
<tr>
<td>Week 2 (5 and 7 February)</td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Review/introduction to factorial treatment designs</td>
</tr>
<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>In-depth development of factorial treatment designs; Composite designs</td>
</tr>
<tr>
<td>Week 3 (12 and 14 February)</td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Specialty designs: Latin square, Crossover, Switchback, Augmented</td>
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<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>More on specialty designs</td>
</tr>
<tr>
<td>Week 4 (19 and 21 February)</td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Split-plots: review of the basic concepts and utility</td>
</tr>
<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Split-plots: advanced concepts, useful variations on the theme</td>
</tr>
<tr>
<td>Week 5 (26 and 28 February)</td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Incomplete block designs: Confounding and fractional replication</td>
</tr>
<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Incomplete block designs: Lattices, Alpha designs, Row-column designs</td>
</tr>
</tbody>
</table>

Michael Casler      Tim Beissinger
244 Dairy Forage Research Center    345B Plant Science Bldg.
1925 Linden Dr.      Office hrs: 1:20-3:15 Thursdays
890-0065      608-320-1913
mdcasler@wisc.edu      beissinger@wisc.edu

CALSHP:  [www.cals.wisc.edu/calslab/downloads.html](http://www.cals.wisc.edu/calslab/downloads.html)
SAS:  [support.sas.com/onlinedoc/913/docMainpage.jsp](http://support.sas.com/onlinedoc/913/docMainpage.jsp)

Homework Assignments are due on Thursdays
1. Sampling and Replication: due on 7 February
2. Blocking and Power: due on 21 February
3. Incomplete Blocking: due on 28 February
Course Change Proposal

**Subject**  Agronomy (132)

**Proposer**  David E Stoltenberg

**Status**  Under Review by School/College

---

**Basic Information**

**Current course number**

772

**Current course title**

*Applications in ANOVA*

**Current published course description**

*Development of models, programs, inferences, and interpretations of analysis of variance in biological research; mixed vs. random effects models and their development; choosing the correct inference range; variance and covariance analyses; repeated measures; dealing with missing data; SAS programming.*

**Chief academic officer of this unit**

*William F Tracy*

**Designee of chief academic officer for approval authority**

*Amy G Cottom; Sandra K Bennett*

**Currently crosslisted with**

**What is the primary divisional affiliation of the course?**

*Biological Sciences*

**When will this change go into effect?**

*Spring 2014-2015*
Basic Changes

Will the subject change?
No

Current subject
Agronomy (132)

Proposed subject

Will the course number change?
No

Current course number
772

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Applications in ANOVA

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability
### Catalog Changes

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>Will the credits change?</td>
<td>No</td>
</tr>
<tr>
<td>Current minimum credits</td>
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</tr>
<tr>
<td>Current maximum credits</td>
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</tr>
<tr>
<td>Proposed minimum credits</td>
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</tr>
<tr>
<td>Proposed maximum credits</td>
<td></td>
</tr>
<tr>
<td>Will the grading system change?</td>
<td>No</td>
</tr>
<tr>
<td>Current grading system</td>
<td></td>
</tr>
<tr>
<td>Proposed grading system</td>
<td></td>
</tr>
<tr>
<td>Will the published course description change?</td>
<td>No</td>
</tr>
<tr>
<td>Current course description</td>
<td></td>
</tr>
<tr>
<td>Proposed course description</td>
<td></td>
</tr>
<tr>
<td>Will the prerequisites change?</td>
<td>Yes</td>
</tr>
<tr>
<td>Current prerequisites and other requirements</td>
<td>Stat 571 &amp; 572</td>
</tr>
<tr>
<td>Proposed prerequisites and other requirements</td>
<td>Stat 571</td>
</tr>
</tbody>
</table>
Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?
No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?
No

Current level:

Proposed level:

Will the L&S breadth requirement change?
No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?
No

Current GER:

Proposed GER
**Additional Information**

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

*The proposed course change does not affect existing or future programs.*

Are any of these programs outside your academic unit?

*No*

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

*The proposed change does not affect program requirements.*

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

*No*

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

*The proposed change is based on the instructors assessment that Stats 572 no longer contains any course content that is pertinent to Agronomy 772.*

Is there a relationship to courses outside your subject?

*No*

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

*No*

List course number(s) and complete a course discontinuation proposal for each course
Explain the need for the change

The proposed change is based on the instructors assessment that Stat 572 no longer contains any course content pertinent to Agronomy 772.

Additional comments (optional)

Attach a syllabus
Agronomy 772 Syllabus.pdf

Additional attachments (optional)(please read "help" text before uploading an attachment)
Agronomy 772  
Applications in ANOVA  
Spring 2013

<table>
<thead>
<tr>
<th>Lecture: 7:45-9:15am TR, 351 Plant Science</th>
<th>Discussion: 1:20-3:15pm T, 2350 Engineering Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lectures</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td><strong>Week 6 (5 and 7 March)</strong></td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Comparing treatment means: Various types of LSDs, contrasts, polynomials</td>
</tr>
<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Inference space in factorial experiments: fixed vs. random effects</td>
</tr>
<tr>
<td><strong>Week 7 (12 and 14 March)</strong></td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Fixed and random effects - history, inference, &amp; analysis</td>
</tr>
<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Introduction to mixed models</td>
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<tr>
<td><strong>Week 8 (19 and 21 March)</strong></td>
<td></td>
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<tr>
<td>T Lecture</td>
<td>Mixed models analysis</td>
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<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Repeated measures in time and autocorrelation in space</td>
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<tr>
<td><strong>26 and 28 March – NO CLASS (SPRING BREAK)</strong></td>
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<tr>
<td><strong>Week 9 (2 and 4 April)</strong></td>
<td></td>
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<tr>
<td>T Lecture</td>
<td>Analysis of covariance: introduction, concepts, applications</td>
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<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Advanced applications in ANCOVA: spatial analyses for error control</td>
</tr>
<tr>
<td><strong>Week 10 (9 and 11 April)</strong></td>
<td></td>
</tr>
<tr>
<td>T Lecture</td>
<td>Dealing with missing data: Type I, II, III, &amp; IV sums of squares</td>
</tr>
<tr>
<td>T Discussion</td>
<td></td>
</tr>
<tr>
<td>R Lecture</td>
<td>Breaking distributional assumptions: Beyond the normal distribution</td>
</tr>
</tbody>
</table>

Michael Casler  
244 Dairy Forage Research Center  
1925 Linden Dr.  
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CALSHP: [www.cals.wisc.edu/calslab/downloads.html](http://www.cals.wisc.edu/calslab/downloads.html)  
SAS: [support.sas.com/onlinedoc/913/docMainpage.jsp](http://support.sas.com/onlinedoc/913/docMainpage.jsp)  

**Homework Assignments**
1. Treatment Mean Comparisons: due on 14 March
2. Analysis of Repeated Measures: due on 4 April
3. Analysis of Covariance: due on 11 April
# New Course Proposal

<table>
<thead>
<tr>
<th>Subject</th>
<th>Biochemistry (200)</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Catherine Ryan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Basic Information

**Course Title**

*Regulation of Gene Expression (Advanced Seminar)*

**Transcript Title (limit 30 characters)**

*Reg Gene Expression Adv Sem*

**Three-digit course number**

*917*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*Yes*

**Note the crosslisted subjects**

*Microbiology (192)*

**What is the primary divisional affiliation of this course?**

*Biological Sciences*

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Fall, Spring*
Catalog Information

Minimum credits
1

Maximum credits
1

Grading System
Satisfactory/Unsatisfactory (certain graduate-level courses only)

Course Description (will be published in Course Guide)
Participants will discuss recent literature in topics related to prokaryotic and eukaryotic gene regulation. These topics include but are not limited to regulation of transcription, translation, and genome organization. Each week, one student participant will lead a critical discussion on a recent publication in the field of gene regulation. The discussion leader will explain the background materials, methodology, experimental results, and broader implications of the publication. All participants will be expected to take an active role in the discussion.

Does the course have prerequisites or other requirements?
No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply
Seminar

Administrative Information

Chief Academic Officer
Elizabeth A Craig

Designee of chief academic officer for approval authority
Catherine Ryan; Sebastian Y Bednarek

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?
No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term
Fall 2014-2015
Is this course intended for a new academic program for which UAPC approval has not yet been finalized?  

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

This course currently exists as a non-credit journal club. Formalizing the course allows students to earn one credit.

Are any of these programs outside your academic unit?  

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major’s capstone requirement, fulfills PhD minor requirement).

Fulfills continuous seminar enrollment requirement.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?  

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.
Describe the course content

Regulation of transcription initiation, elongation, and termination. Regulation of translation initiation, elongation, and termination. Structural studies of transcription- and translation-related factors. RNA processing. Genome architecture. New methodologies used to study these processes.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This is an advanced seminar course that requires critical discussion on recent publications in the field of gene regulation. No similar seminars are offered on campus.

Is there a relationship to courses outside your subject?
Yes

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

Microbiology (192)

List the instructor name and title (list multiple if applicable)

Robert Landick, Professor of Biochemistry Richard Gourse, Professor of Bacteriology

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

N/A

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Course description.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The course has been offered informally to graduate students for several years. It has become popular enough and the instructors determined to formalize it to allow students to earn a seminar credit.

Provide an estimate of the expected enrollment

10 - 15 graduate students

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

All advanced seminars in Biochemistry are for one credit. Students are graded S or U based on their participation

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)
L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?
No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?
No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?
No

Which requirements?
Biochemistry 917: Seminar — Regulation of Gene Expression (Advanced)
(cross listed as Micro 9xx)
Fall and spring semesters
1 credit, 1 50-min session per week
Tuesdays, 12:05–12:55 PM
Faculty instructors: Robert Landick and Richard Gourse

Overview
Participants will discuss recent literature in topics related to prokaryotic and eukaryotic gene regulation. These topics include but are not limited to regulation of transcription, translation, and genome organization.

Format
Seminar. Each week, one student participant will lead a critical discussion on a recent publication in the field of gene regulation. The discussion leader will explain the background material, methodology, experimental results, and broader implications of the publication. All participants will be expected to take an active role in the discussion.

Topics / Content
- Regulation of transcription initiation, elongation, and termination
- Regulation of translation initiation, elongation, and termination
- Structural studies of transcription- and translation-related factors
- RNA processing
- Genome architecture
- New methodologies used to study these processes

Syllabus
This course has no syllabus, because the content will be taken from recent publications in the field of gene regulation.
# Course Change Proposal

<table>
<thead>
<tr>
<th>Subject</th>
<th>Chemistry (224)</th>
<th>Status</th>
<th>Under Review by School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Jeanne S Hamers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Basic Information

<table>
<thead>
<tr>
<th>Current course number</th>
<th>626</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course title</td>
<td>Genomic Science</td>
</tr>
<tr>
<td>Current published course description</td>
<td>This course is designed to bring cutting-edge topics in the genomic sciences into the reach of traditionally</td>
</tr>
</tbody>
</table>

- **Chief academic officer of this unit**  
  Robert J Mcmahon

- **Designee of chief academic officer for approval authority**  
  Jeanne S Hamers; Matthew J Sanders

Currently crosslisted with

- **What is the primary divisional affiliation of the course?**  
  Physical Sciences

- **When will this change go into effect?**  
  Spring 2014-2015
Basic Changes

Will the subject change?
No

Current subject
Chemistry (224)

Proposed subject

Will the course number change?
No

Current course number
626

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Genomic Science

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
Yes

Current crosslistings

Proposed crosslistings
Genetics (412)

Will the "repeatability" of the course change?
No

Current repeatability
### Catalog Changes

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the credits change?</td>
<td>No</td>
</tr>
<tr>
<td>Current minimum credits</td>
<td>2</td>
</tr>
<tr>
<td>Current maximum credits</td>
<td>2</td>
</tr>
<tr>
<td>Proposed minimum credits</td>
<td></td>
</tr>
<tr>
<td>Proposed maximum credits</td>
<td></td>
</tr>
<tr>
<td>Will the grading system change?</td>
<td>No</td>
</tr>
<tr>
<td>Current grading system</td>
<td></td>
</tr>
<tr>
<td>Proposed grading system</td>
<td></td>
</tr>
<tr>
<td>Will the published course description change?</td>
<td>Yes</td>
</tr>
<tr>
<td>Current course description</td>
<td>This course is designed to bring cutting-edge topics in the genomic sciences into the reach of traditionally</td>
</tr>
<tr>
<td>Proposed course description</td>
<td>This course is designed to bring cutting-edge topics in the genomic sciences into the reach of traditionally &quot;pure&quot; chemistry, biology, engineering, computer science &amp; statistics students. It is also designed for enabling biologically-oriented students to deal with the advances in analytical science so that they may incorporate new genomic science concepts into their own scientific repertoires. Intended for graduate students and for undergraduates with extensive research experience.</td>
</tr>
<tr>
<td>Will the prerequisites change?</td>
<td>Yes</td>
</tr>
<tr>
<td>Current prerequisites and other requirements</td>
<td>Chem 524, 621 or consent of instructor</td>
</tr>
<tr>
<td>Proposed prerequisites and other requirements</td>
<td>Graduate student standing or instructor consent.</td>
</tr>
</tbody>
</table>
Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?
No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?
No

Current level:
Advanced

Proposed level:

Will the L&S breadth requirement change?
No

Current breadth:
P-Physical Science

Proposed breadth:

Will the General Education Requirement change?
No

Current GER:

Proposed GER
Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

The cross-listing will make the course more visible and accessible to students outside of chemistry, specifically CALS students.

Are any of these programs outside your academic unit?

Yes

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Genetics (412)

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

This change does not affect any requirements.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

This course is not directly related to other UW-Madison courses.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course
Justification Changes

Explain the need for the change

The current prerequisites were not accurate or helpful to students. Having the course cross-listed will make it more visible and accessible to students outside of chemistry. Cross-listing with Genetics (as opposed to another CALS dept) seems to me to make the most sense, because of the name and content of the course. The course already serves students from a wide variety of disciplines. In Spring 2014, there were 21 students enrolled: 2 CALS undergrads, 5 CALS grad students (1 genetics, 1 cellular & molec bio, 1 biochem, 2 microbiol), 9 chemistry grads, 1 geology, 3 Engineering (all BME), and 1 from the Med School. 10 students were enrolled through Chem 626 and 11 were enrolled through the seminar course Genetics 677 Section 2. The requested cross-listing will enable future students to enroll in Genetics 626 instead of 677.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)
New Course Proposal

Subject   Horticulture (476)  
Proposer  Kirsten Ruth Brown

Status Under Review by School/College

Basic Information

Course Title

*Ornamental Plants*

Transcript Title (limit 30 characters)

*Ornamental Plants*

Three-digit course number

234

Is this an honors course?

No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

No

Will this course be crosslisted?

No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?

*Biological Sciences*

Is this a topics course?

No

Can students enroll in this course more than once for credit?

No

If yes, please justify

Typically Offered

Fall
Minimum credits
3

Maximum credits
3

Grading System
A-F

Course Description (will be published in Course Guide)
On-site identification and description, aesthetic qualities and uses, environmental requirements and adaptability of selected ornamental plants with emphasis on annuals, herbaceous perennials, and those used for interior design. Three credits, offered every Fall.

Does the course have prerequisites or other requirements?
No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply
Laboratory
Lecture

Chief Academic Officer
Irwin L Goldman

Designee of chief academic officer for approval authority
Tricia L Check

If there are additional contacts, please list
Johanna Oosterwyk

Will any courses be discontinued as a result of this proposal?
Yes

List course number(s) and complete a course discontinuation proposal for each course
Hort 232 and Hort 233

Beginning Term
Fall 2014-2015
Is this course intended for a new academic program for which UAPC approval has not yet been finalized?  
No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)
We currently offer two 2cr. 10-week courses on herbaceous ornamental plants (one taught in spring and another in fall of alternate years). Given our current enrollment trends over the past 5 years and teaching staff limitations, it might be more efficient use of resources to combine these into a single 15-week course for 3 credits to be taught each fall. This would also benefit our students by adding a course that is offered annually rather than two classes that are intermittently offered. We would hope to implement the change in fall 2014.

Are any of these programs outside your academic unit?
No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major’s capstone requirement, fulfills PhD minor requirement).
Horticulture breadth requirement.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?
No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.
Course Content

Describe the course content

On-site identification and description, aesthetic qualities and uses, environmental requirements and adaptability of selected ornamental plants with emphasis on annuals, herbaceous perennials and those used for interior design.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This course does not duplicate content. Once approved, this course will replace Hort 232 and Hort 233 (Herbaceous Ornamental plants one and two).

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Johanna Oosterwyk

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Johanna currently teaches Hort 232 and Hort 233; she has 20 years of experience in herbaceous ornamental plant production and 10 years of experience in university teaching.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Hort 234 Ornamental Plants Syllabus.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course provides content knowledge in ornamental plants that meets a need in the breadth requirement of the Horticulture major.

Provide an estimate of the expected enrollment

30 students

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

The class meets twice a week; first for a two hour lecture and second for a two hour lab. The class meets for 15 weeks this is 30 contact hours of lecture (2 credits) and 30 contact hours of lab (1 credit). For a total of 3 credits.

If this is a variable credit course, provide rationale

This is not a variable credit course.

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

oosterwyk CV 2013.pdf
### L&S Designations

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should the course be reviewed for L&amp;S liberal arts and science (LAS) credit?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**What is the rationale for seeking LAS credit?**

*This course may fill a science requirement for some L&S majors.*

**Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)**

*Intermediate*

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should the course be reviewed for L&amp;S breadth requirements?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Indicate which:**

*B-Biological Science*

### General Education Designations

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should the course be reviewed for the general education requirement?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Which requirements?**
HORTICULTURE 234 Ornamental Plants

Instructor
Johanna Oosterwyk
Department of Horticulture
102 D.C. Smith Greenhouse
Phone: 262-3844
Email: jmooster@wisc.edu

Lecture
Plant Sciences Building, Room 108
1:20 – 3:15 Tuesday

Lab
Plant Sciences Building, Room 108
1:20 – 3:15 Thursday

Course Description and Objectives
On-site identification and description, aesthetic qualities and uses, environmental requirements and adaptability of selected ornamental plants with emphasis on annuals, herbaceous perennials and those used for interior design.

Office hours:
Office hours are from 12:00 -1:00 p.m. on Tuesday and Thursday. Please note that I maintain an open door policy and encourage you to stop by at any time. If you wish to set up a specific time to meet, please see me at class, call, or send an email.

University Disability Statement:
Students with Disabilities: Please contact me early in the semester if you have a documented requirement for accommodation to obtain equal access to this class or to any assignment I may give. If you have any questions about this I hope you will also feel free to contact me.

Suggested Texts

Learn@UW
We will use the online Learn@UW system for various parts of the course (e.g., access to required readings, paper submission, grade recording). You can access Learn@UW through https://learnuw.wisc.edu/

Academic Misconduct
I define academic misconduct in the same manner as the university does:
I take academic integrity seriously and all cases will be dealt with in the manner prescribed at the above website. If you have any questions about what is acceptable collaboration, please don’t hesitate to ask.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>50</td>
</tr>
<tr>
<td>Morphology Worksheet</td>
<td>50</td>
</tr>
<tr>
<td>Ten quizzes (66 points each)</td>
<td>660</td>
</tr>
<tr>
<td>Field trips (50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Class Project</td>
<td>150</td>
</tr>
<tr>
<td>Written Final Exam</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1210</strong></td>
</tr>
</tbody>
</table>

**Scale**

- A 1210 points – 1113 points
- AB 1112 points - 1065 points
- B 1064 points – 990 points
- BC 989 points – 944 points
- C 943 points – 850 points
- D 849 points – 727 points
- F Below 727 points

**Field trips**

Several field trips will be taken during class time. These will either be reachable by Madison city bus routes or transportation will be provided. Please be on time.

**Class Schedule**

Week 1 Course Introduction: Basics of morphology, nomenclature

Weeks 2-7 ID and culture of outdoor, herbaceous ornamental plants. Introduce roughly 30 new plants weekly; visiting Allen Gardens, UW Botany Garden and other sites within walking distance of Moore Hall. Includes weekly quizzes on previous plant materials.

Topics include:
- Flowering Annuals for Sun & Shade
- Foliage Annuals
- Ornamental Grasses
- Perennials for Shade
- Perennials for Summer Sun
- Perennials for Fall Bloom
- Nuisance Plants
- Ground Covers
- Drought Tolerant Perennials
- Water and Wetland Garden Plants

Week 8 Introduction to interior plant care

Weeks 9-12 ID and culture of indoor ornamental plants. Introduce roughly 30 new plants weekly; includes weekly quizzes on previous plant materials.

Topics include:
- Foliage Plants for Low Light
- Foliage Plants for Medium Light
- Foliage Plants for High Light
- Potted Flowering Plants
- Indoor Trees and Large Vines
- Indoor Succulents
Weeks 13-15 Student projects. Small groups of 1-3 students will research and present on a common style of gardening (Italian, English, Cottage, Interiorscaping, Xeric, Enabled, Herb, gravel, rain gardens, etc)

Final exam will include questions on ornamental plant cultivation, identifying appropriate plants for diverse locations and common garden styles.
Johanna M Oosterwyk
jmooster76@gmail.com
254 Waubesa St
Madison, WI 53704

Education
M.S. in Life Sciences Communication, University of Wisconsin – Madison, 2004
B. S. in International Agriculture and Natural Resources, Major in Horticulture, University of Wisconsin – Madison, 1999

Work Experience
- DC Smith Greenhouse Manager and Instructor 2013 to present
  Department of Horticulture, University of Wisconsin – Madison
- Greenhouse and Ornamental Research Program Manager 2007 to 2012
  Department of Horticulture, University of Wisconsin – Madison
- Greenhouse and Animal Care Facility Manager 2002 to 2007
  Department of Biology, University of Wisconsin – Eau Claire

Teaching Experience
Instructor, UW – Madison, Department of Horticulture
  Hort 233 Herbaceous Ornamental Plants II (2010)
  Hort 399 Independent Study Special Projects in Greenhouse Production (2010)
Lab Instructor, UW – Eau Claire, Department of Biology
Teaching Assistant, UW – Madison Department of Life Sciences Communication
  LSC 100 Introduction to Inquiry and Exposition (2000 to 2002)
Mentor, Botanical Society of America Planting Science Program (2007 to 2012)
Advisor, UW – Eau Claire Biology Club (2003 to 2007)
Mentor, UW – Eau Claire Gritzmacher Science Outreach Program (2005 and 2006)
Presentations

2007-2013. Hort 120 Guest Lecture Growing in Controlled Environments
2007-2013. Hort 121 Guest Lecture Growing in Controlled Environments
2010, 2013. International Farmer’s Aid Association Guest Lecture New Developments in Ornamental Horticulture
2009. Wisconsin Master Gardeners Advanced Training Media and Water Relations in Container Plants
2009. Wisconsin Master Gardeners Advanced Training Cut Flower Care
2009. Wisconsin Fresh Market Vegetable Growers Meeting. Production and Post Harvest Care of Cut Flowers

Grants and Awards

2012. UW-Madison Academic Staff Professional Development Grant
2005. Institute for Museum and Library Sciences Conservation Assessment Program Grant
2004. UWEC Office of Research and Sponsored programs Summer Extramural Grant Development Program
2003. Association of Educational and Research Greenhouse Curators Travel Grant

Professional Affiliations and Licenses

Association of Education and Research Greenhouse Curators
   Secretary (2012-2014)
   Moderator of online forum
Wisconsin Pesticide Applicator Certification in Greenhouse and Nursery Crops
University of Wisconsin Science Alliance member
Course Discontinuation Proposal

<table>
<thead>
<tr>
<th>Subject</th>
<th>Horticulture (476)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td>Tricia L Check</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

Basic Information

Course number

232

Current course title

*Herbaceous Ornamental Plants I*

Chief academic officer of this unit

*Irwin L Goldman*

Designee of chief academic officer for approval authority

*Tricia L Check*

What is the primary divisional affiliation of this course?

*Biological Sciences*

When will this change go into effect?

*Fall 2015-2016*

Currently crosslisted with
Rationale and Effects

Explain the need for the proposed discontinuation
This course is being replaced by Hort 234, a more comprehensive 15-week course.

Is this course discontinuation related to a new course proposal?
Yes

List new course number(s) and complete new course proposal for each new course
234

Explain the effect this discontinuation will have on any requirements or programs (degrees, majors, certificates)
Hort 234 will replace course Hort 232, which is a breadth requirement of the Horticulture program.

Are any of these affected programs or requirements outside your academic unit?
No

Indicate the subjects that are most closely aligned with the affected academic units. The proposal will be sent to the academic units that support those subjects for review.

Additional comments (optional)

Attachments (optional) (please read “help” text before uploading an attachment)
Course Discontinuation Proposal

<table>
<thead>
<tr>
<th>Subject</th>
<th>Horticulture (476)</th>
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<tr>
<td>Proposer</td>
<td>Tricia L Check</td>
</tr>
<tr>
<td>Status</td>
<td>Under Review by School/College</td>
</tr>
</tbody>
</table>

# Basic Information

**Course number**
233

**Current course title**
*Herbaceous Ornamental Plants II*

**Chief academic officer of this unit**
*Irwin L Goldman*

**Designee of chief academic officer for approval authority**
*Tricia L Check*

**What is the primary divisional affiliation of this course?**
*Biological Sciences*

**When will this change go into effect?**
*Fall 2015-2016*

**Currently crosslisted with**
Rationale and Effects

Explain the need for the proposed discontinuation

*This course is being replaced by Hort 234, a more comprehensive 15-week course.*

Is this course discontinuation related to a new course proposal?

**Yes**

List new course number(s) and complete new course proposal for each new course

*Hort 234*

Explain the effect this discontinuation will have on any requirements or programs (degrees, majors, certificates)

*Hort 234 will replace course Hort 232, which is a breadth requirement of the Horticulture program.*

Are any of these affected programs or requirements outside your academic unit?

**No**

Indicate the subjects that are most closely aligned with the affected academic units. The proposal will be sent to the academic units that support those subjects for review.

Additional comments (optional)

Attachments (optional) (please read "help" text before uploading an attachment)
New Course Proposal

Subject: Journ And Mass Communication (512)  
Proposer: Greg Downey  
Status: Under Review by School/College

Basic Information

Course Title
"Undergraduate Colloquium in Professional Communication Careers"

Transcript Title (limit 30 characters)
"Career Colloquium"

Three-digit course number
601

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
"Social Studies"

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
"Fall, Spring"
Catalog Information

Minimum credits
1

Maximum credits
1

Grading System
Credit/No credit

Course Description (will be published in Course Guide)
Weekly colloquium on current issues and career options in journalism & mass communication, featuring professional speakers from academia, industry, government, and the non-profit sector.

Does the course have prerequisites or other requirements?
Yes

List the prerequisites and other requirements for the course
Junior or Senior Standing

Indicate the component(s) that comprise the course. Check all that apply
Lecture

Administrative Information

Chief Academic Officer
Greg Downey

Designee of chief academic officer for approval authority
Deborah L Blum; Douglas M Mcleod; Hemant G Shah; Janet M Buechner; Lisa Aarli; Robert W Schwoch

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?
No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term
Fall 2014-2015
Is this course intended for a new academic program for which UAPC approval has not yet been finalized?  
No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

The Undergraduate Colloquium in Professional Communication Careers provides students with important practical perspectives about career options in the large and diverse communications field. Students gain perspective regarding the similarities and differences of careers in different communications industry sectors (government, private institutions, higher education, corporations, agencies, small businesses, nonprofits, etc.) and fields (advertising, public relations, digital media, online news, traditional news rooms, video production, etc.) Students gain a deeper understanding as to how to apply their liberal arts skills to the industry itself.

Are any of these programs outside your academic unit?  
Yes

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Life Sciences Communication (120)
Communication Arts (250)
Marketing (237)

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

For SJMC majors, counts towards advanced work in the major, but not SJMC's Group C requirement.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?  
No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.
Describe the course content

This course explores the wide range of communication career options spanning the journalism and strategic communications fields, and a variety of industry sectors. Special guest speakers will be brought in weekly, offering their unique perspectives regarding challenges and opportunities respective to their industries. Students will get real-world perspectives from leading industry practitioners on issues they will confront when they enter the job market. Course work includes readings, discussion and writing assignments that help students make the transition from classroom to professional life.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

To our knowledge there is no similar course at UW-Madison. But this course could be useful to students in similar fields such as Communication Arts, Life Sciences Communication or Marketing.

Is there a relationship to courses outside your subject?

Yes

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

Life Sciences Communication (120)
Communication Arts (250)
Marketing (237)

List the instructor name and title (list multiple if applicable)

Pat Hastings, Faculty Associate Debra Pierce, Faculty Associate

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Pat Hastings and Debra Pierce each have extensive industry experience in communications, which provides a professional context to the in-class instruction. They are also able to leverage their industry networks and professional contacts to help ensure a broad range of industry expert guest speakers. Both Hastings and Pierce have been academic staff members of SJMC for several years; therefore, they understand how to cultivate professional skills in a higher education setting.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Sample Syllabus_Colloquium Class_January 28 2014.pdf
**Justifications**

**Explain how this course contributes to strengthening your curriculum**

The Undergraduate Colloquium in Professional Communications Careers provides majors and non-majors alike with the professional and industry context to their liberal arts education. The course is a "looking forward" course, in that it facilitates interest in and a deeper understanding of the possible professional applications of a wide variety of degrees related to communications.

**Provide an estimate of the expected enrollment**

50 to 75 students

**Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured**

1 contact hour with instructor per week

If this is a variable credit course, provide rationale

**Additional comments (optional)**

**Additional attachments (optional) (please read "help" before uploading an attachment)**

---

**L&S Designations**

**Should the course be reviewed for L&S liberal arts and science (LAS) credit?**

Yes

**What is the rationale for seeking LAS credit?**

LAS credit automatically granted because this is an L&S course

**Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)**

Intermediate

**Should the course be reviewed for L&S breadth requirements?**

No

Indicate which:

---

**General Education Designations**

**Should the course be reviewed for the general education requirement?**

No

Which requirements?
Colloquium in Professional Communication Careers
Sample Syllabus
Wednesdays 1:20 – 2:10, 2195 Vilas

Instructor: Debra Pierce
Office: 5170 Vilas Hall
Phone: 263-3416
E-mail: dlpierce@wisc.edu
Office Hours: by appointment

Course Prerequisite:
This course is open to Juniors and Seniors campus-wide, regardless of major.
Students seeking enrollment in this course should have an interest in a communications-based career.

Course Materials:
There is no required textbook for this course. However, weekly readings, provided by the instructor and/or guest speakers, are required.

Course Description and Approach:
This is a weekly, one-credit graduate undergraduate colloquium series, sponsored by the School of Journalism and Mass Communication. The class explores a wide variety of post-undergraduate communication career options available to students. We will focus on opportunities and challenges in a wide variety of communication fields, from advertising and public relations to radio, newspapers and TV broadcasting.

Each week, we’ll hear from a different guest lecture or a panel discussion, focused on a particular communications career. Speakers will span a number of different communication industry areas (agencies, corporations, nonprofits, education/government, etc.).

Learning Objectives:
• Increase understanding of the wide variety of possible communication career paths, across a wide variety of industry sectors
• Strengthen students’ working knowledge of communication career challenges and opportunities
• Facilitate self-reflection and application of course learnings to potential future career paths for enrolled students
**Required Course Work and Course Grading:**
This class is a credit / no credit course.

Course work is comprised of:
- Readings
- Attendance, participation and discussion
- A research paper

**Readings:** Readings will vary week to week, but relate to a particular communications career field or career issues, based on the industry speaker each week. Readings are provided either via the guest speaker or course instructor, prior to each week’s presentation. Please read the assigned materials before class, and then come to class with informed questions related to the guest speaker’s topic of the day, in order to help facilitate discussion.

**Attendance and Participation:** Students are expected to attend class and participate regularly in the guest lecturer Q&A discussions. Attendance will be taken each class period.

Please show up for class on time and stay until class time has ended. Tardiness is disruptive to the guest speaker and other activities when all heads turn to watch your entrance. If your schedule does not allow you to get to this class on time, please consider dropping the course at the beginning of the semester.

**Research Paper:** In keeping with the theme of the course, students will be required to write a research paper related to careers in communications. Students will conduct secondary research related to constructs of a particular professional communications career, and tie that research knowledge to information obtained from guest speakers throughout the semester. The paper should summarize the students’ key learnings from course readings, guest lecturers and secondary research, while adding in the students’ reflections and analysis. The paper will be due on the last class day, Wednesday, December 12th. A specific outline for the paper will be provided as the semester gets underway.

**Other Course Policies:**

*Respect for Fellow Students, the Instructor, and the Guest Lecturers:* Always give your full attention to any person who is speaking (whether it is the instructor or a fellow student). Turn off watches, phones, pagers, or any other devices you have that make noise. Do not read newspapers, send text messages, check email, or sleep in class.

*Students with Disabilities:* Please contact the instructor as early as possible if you would like to discuss special academic accommodations.

*Academic Conduct:* This class will follow university and L&S guidelines concerning
scholastic misconduct and grievance procedures. If you are not familiar with UW-Madison’s code of academic integrity you should make sure that you do visit the following Web site: http://www.wisc.edu/students/conduct01.htm. Any violation of this code will be punished to the fullest extent possible.
Colloquium in Professional Communication Careers

Guest Speakers and Topics: Fall 2012

This may change as per the discretion of Instructor and/or as guest speaker arrangements/availability changes.

Sept 5
Course Introduction/Overview

Sept 12
Communication Careers in Media Relations and Public Affairs
Dennis Chapman is director of news and media relations for University Communications on the UW Madison campus. He oversees the university’s news management, works with media professionals that cover the university, and leads university communications with internal and external audiences. Chapman also has worked as a reporter at several Wisconsin newspapers, before working in media relations.

Sept 19
Communication Careers in Newspapers and Online News
Tim Kelley, Digital Media Manager, www.madison.com
Tim Kelley is currently the head manager of the online version of Madison newspaper operations, www.madison.com, which is also the #1 Madison area website.

Sept 26
Communication Careers in Investigative Journalism
Andy Hall
Andy Hall is currently the Executive Director of the Wisconsin Center for Investigative Journalism, which collaborates with Wisconsin Public Radio and Wisconsin Public Television and other national news organizations on investigative journalism stories. Hall has been a news reporter at the Wisconsin State Journal and The Arizona Republic. During his career he broke the major news story around the “Keating Five”, and has explored issues involving the racial achievement gap, neglected neighborhoods, and recruiting violations in university athletics.

Oct 3
Communication Careers in Digital Communications
Erica Gruen, President – Erica Gruen Consulting and Principal – Quantum Media Consultants to the Media, Entertainment and Information Companies.
Erica Gruen is the founder of Saatchi and Saatchi Interactive, who “did digital” long
before it was commonplace in the media industry. Erica is a lead principal of Quantum Media, a media consultancy with expertise in print, TV and electronic news media. In addition, she has her own consulting agency that works with leading media and branded products on a wide range of media opportunities.

Oct 10
Communication Careers in (Public) Radio
Jack Mitchell, Professor – School of Journalism and Mass Communication
Jack brings more than 30 years of experience in radio broadcasting to his current position as a faculty member on campus. Jack was director of Wisconsin Public Radio for 21 years, and was the first employee of National Public Radio playing an instrumental role in the groundbreaking newsmagazine, All Things Considered.

Oct 17
Communication Careers in TV Journalism / Broadcast News
Michelle Carolla
Michelle is currently the main anchor for WMSN Fox 47 News Team, here in Madison. Michelle’s career started in both TV and radio in West Virginia, and spanned the southeastern US before recently moving to the Madison area.

Oct 24
Communication Careers in Public Relations and Corporate Communications
Rick Fetherston
Rick is currently the Vice President of Corporate Communications at American Family Insurance, one of the largest insurance companies in the U.S. Rick manages a large staff that handles internal and external communications, media relations, and special event programming for American Family.

Oct 31
Communication Careers: Leveraging Linked In (How to Write a Killer Linked In Profile)
Brenda Bernstein, Founder and Senior Editor of The Essay Experts, joins us to give students tips on leveraging and using Linked In for networking and job prospecting. She will review “How to Write a Killer Linked In Profile” with our students.

Nov 7
Communication Careers in Account Management at Advertising Agencies
Erica Lachat (via Skype)
Erica Lachat is a 2011 graduate of the strategic communications program in the J-school at UW Madison. Her undergraduate experience included internships and leading the UW Madison Advertising Club, one of the largest student chapters of AAF in the country. From there, Erica landed a job at Martin Williams agency in Minneapolis. She recently became an Account Executive at Peterson Milla Hooks (most known for their work on the Target Account); she works on the Gap and JCPenney businesses there.
Nov 14

*Communication Careers in Media: Panel Discussion, Starcom Media Group*

UW Madison alumni who now work at the Chicago offices of Starcom Media Group (one of the largest media buying agencies in the world) will review the world of media careers. These SMG employees will review media buying and media planning at either Starcom, or its subsidiaries Tapestry or Spark.

Nov 21

*Topic TBD*

May be used as ‘flex date’ if a guest speaker needs to reschedule. Or, topic may address Graduate Degree Options in Communications-Related Fields.

Nov 28

*Communication Careers in Magazines*

Neil Heinen, Editorial Director of both Madison Magazine and WISC-TV, joins us to discuss what it’s like to work in the magazine industry, and in particular, on the highly successful regional publications, Madison Magazine.

Dec 5

*Communication Careers in Creative*

Kevin Hughes, copywriter and creative, Campbell Mithun – Minneapolis (via Skype) Campbell Mithun is one of the largest multi-purpose agencies in the country, serving a multitude of clients. Kevin works in copywriting, on the creative side of the business.

Dec 12

*Communication Careers in Nonprofit Organizations*

Christina Harris, Director of Communications, Special Olympics Wisconsin

Interested in a career in nonprofit communications? Christina Harris from Special Olympics Wisconsin will join us to review what it’s like to work in communications in a nonprofit setting.
New Course Proposal

Subject: Kinesiology (742)
Proposer: Randall J Gretebeck
Status: Under Review by Divisional Committee

Basic Information

Course Title
Nutrition in Physical Activity and Health

Transcript Title (limit 30 characters)
Nutrition, Fitness and Health

Three-digit course number
525

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
Yes

Note the crosslisted subjects
Nutritional Sciences (694)

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Fall, Spring, Summer
Minimum credits
3

Maximum credits
3

Grading System
A-F

Course Description (will be published in Course Guide)
The purpose of this course is to provide undergraduate and graduate students with both scientific knowledge and application of nutrition related to exercise, health, and sports.

Does the course have prerequisites or other requirements?
Yes

List the prerequisites and other requirements for the course
Admission to Kinesiology (Athletic Training, Exercise and Movement Science, or Physical Education Teacher Education) or Nutritional Science major and Physiology 335

Indicate the component(s) that comprise the course. Check all that apply
Discussion
Lecture

Chief Academic Officer
Dorothy Farrar-Edwards

Desigenee of chief academic officer for approval authority
Diana L Taylor; Stephanie Quinn

If there are additional contacts, please list
Ann Ward

Will any courses be discontinued as a result of this proposal?
No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term
Summer 2014
Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

At a growing numbers of universities (including most of the Big Ten) Kinesiology has become the predominant degree leading to admission to professional schools in the Health Care Sciences, including Medicine, Physical Therapy, Physician's Assistant, Occupational Therapy, Athletic Training, and other physical activity and health professions. This proposed course is designed to enhance the offerings available to Kinesiology majors, and provide students with a greater understanding of the interrelationship between diet and exercise in sports and health.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.
Describe the course content

To understand the major dietary nutrients which contribute to energy production, metabolic integration and other fundamental biological function during exercise and sports. To learn the cellular mechanisms governing the interactions between diet, environmental factors and body with special reference to the role of exercise. To learn how diet can affect health, exercise performance, and the major practices to use nutrients as means to improve health, enhance exercise benefits, and promote performance.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

There are no courses in the Department of Nutritional Sciences that addresses sports or fitness. In addition, while Nutritional Sciences naturally has courses concerning nutrition in relation to health and disease (431 Nutrition in the Life Span, 625 Advanced Nutrition) these courses do not address the interrelationship between diet and exercise which is the primary focus of this proposed course.

Is there a relationship to courses outside your subject?

Yes

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

Nutritional Sciences (694)

List the instructor name and title (list multiple if applicable)

Randall Gretebeck PhD, RD, FACSM Scientist

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

The instructor is a Registered Dietitian with a PhD in Exercise Physiology and a fellow of the American College of Sports Medicine

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

KINES 525 syllabus 5-7-13.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

Adequate nutrition plays a vital role in athletic performance. Therefore it is important that Kinesiology students have a thorough understanding of how different nutrients impact exercise and sports. In addition, diet/exercise interactions play an important role in maintaining health and in treating disease. This proposed course covers this content, which is not covered in other courses.

Provide an estimate of the expected enrollment

50-60 per semester

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

This three credit course meets for 75 minutes twice a week for a total of 150 minutes/week for 16 weeks.

If this is a variable credit course, provide rationale

This is NOT a variable credit course

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

RGVITA 2013 PDF.pdf
L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?
No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?
No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?
No

Which requirements?
I. Description of the Course

The purpose of this course is to provide undergraduate and graduate students with both scientific knowledge and application of nutrition related to exercise, health, and sports.

II. Course Objectives

1. To understand the major dietary nutrients which contribute to energy production, metabolic integration and other fundamental biological function during exercise and sports.
2. To learn the cellular mechanisms governing the interactions between diet, environmental factors and body with special reference to the role of exercise.
3. To learn how diet can affect health, exercise performance, and the major practices to use nutrients as means to improve health, enhance exercise benefits, and promote performance.

III. Instructor

Professor: Randall Gretebeck
2039 Natatorium
2000 Observatory Drive
Tel: 890-4817
Office hours: Tuesdays and Thursdays 9:15-10:00 or by appointment

IV. Time, Location and Credits

This 3-credit course will be taught at 8:00-9:15 TR, in Room 1140, Unit 2-Natatorium

V. Prerequisites

Kinesiology Major and KINES 314: Physiology of Exercise or consent of the instructor

VI. Means of Learning and Textbook

Lectures; assigned reading; on-line search for information; discussion

VII. Methods of Evaluation

1. Exam 1 33%
2. Exam 2 33%
3. Final exam 34%
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<th>Content</th>
<th>Textbook</th>
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<td>Introduction, bioenergetics-metabolism</td>
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<td>2</td>
<td>1/24</td>
<td>Energy transfer, energy expenditure</td>
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<td>Carbohydrate as an energy fuel in exercising muscle</td>
<td>Chapter 2</td>
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<td>CHO manipulation for exercise performance</td>
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<td>3</td>
<td>5</td>
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<td>Lipid metabolism and fuel utilization during exercise</td>
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<td>Enhancing fat utilization for endurance performance</td>
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<td>Regulation of protein and amino acid metabolism</td>
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<td>Evaluation of ergogenic aids</td>
<td>Chapter 16</td>
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<td>9</td>
<td>2/19</td>
<td>Water and electrolyte balance during exercise</td>
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<td>Review for Exam 1</td>
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<td>Exam 1</td>
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<td>Nutrition &amp; fitness assessment</td>
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<td>Vitamins and performance</td>
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<td>3/7</td>
<td>Antioxidant nutrients and exercise</td>
<td>Chapter 10</td>
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<td>Minerals and performance</td>
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<td>Classification of obesity</td>
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<td>Diet and weight loss</td>
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<td>Nutritional requirements for physically active females</td>
<td>Chapter 15</td>
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<td>16</td>
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<td>Nutritional considerations for physically active elderly</td>
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<td>General Review</td>
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IX Grading

A  =  93-100%
AB =  88-92%
B  =  83-87%
BC =  78-82%
C  =  70-77%
D  =  60-69%
F  =  0-59%

X Accommodation Statement:
This course is designed to meet the needs of all of our students. The instructor will try to ensure that all students are fully included in the course activities. Please let the instructor know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully.

XI STATEMENT ON ACADEMIC HONESTY:
The board of regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. All students have an obligation to conduct their academic work according to University Standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards will be confronted and must accept the consequences of their actions.

Supplemental Reading


Randall J. Gretebeck PhD, RD, FACSM

Scientist, Kinesiology
Faculty Associate, School of Nursing
University of Wisconsin-Madison
Unit II Gym
2000 Observatory Drive
Madison, WI 53706-1121

E-mail: rgretebeck@wisc.edu

EDUCATION:


Graduate:  M.S.  Exercise Physiology, University of Wisconsin-Madison, 1986.

National Aeronautics and Space Administration, Houston, TX, 1991-1995.

PROFESIONAL EXPERIENCE

2012-present  Scientist, University of Wisconsin-Madison, Department of Kinesiology, Madison, WI

2012-present  Faculty Associate, University of Wisconsin-Madison, School of Nursing, Madison WI

2000-2012  Associate Professor, Wayne State University, Division of Kinesiology, Health, and Sports Studies

1995-2000  Assistant Professor, Purdue University, Department of Foods and Nutrition, West Lafayette, IN.

1997-2000  Courtesy Assistant Professor, Purdue University, Department of Health Kinesiology and Leisure Studies, West Lafayette, IN.


1989-1991  National Institutes of Health Postdoctoral Fellow, Division of Nutritional Sciences, Department of Kinesiology, University of Illinois at Urbana-Champaign.

1987-1989  Research Assistant, Biodynamics Laboratory, University of Wisconsin-Madison.

PROFESSIONAL SOCIETY MEMBERSHIPS:

1984-current  American College of Sports Medicine (Fellow)
1983-current  American Dietetic Association

HONORS/AWARDS:

1999  Fellow, American College of Sports Medicine

Extramural Funded Grants


**Intramural Funded Grants**

Gretebeck, R.J., principal investigator. “Development of an objective measure of health related fitness. COE Technology mini grant. 2010. $1,579

Gretebeck, R.J., principal investigator."Use of electromyography to quantify physical activity" Wayne State University Research Grant Program. 2001. $7,000

Gretebeck, R.J., co-principal investigator. "Assessment of energy expenditure in elderly women by the doubly labeled water method". Biomedical Research Support Grant. $4,000. 1990. R.A. Boileau, co-principal investigator.
Gretebeck, R.J., co-principal investigator. "Body topology by computer vision". University of Illinois Research Board, $12,000, University of Illinois College of Applied Life Studies, $8,000, And University of Illinois College of Engineering, $8,000. April, 1990. M.H. Slaughter co-principal investigator and K.W. Wong co-principal investigator.

Gretebeck, R.J., co-principal investigator. "Use of doubly labeled water to measure energy expenditure and total body water in the elderly". University of Illinois Research Board, $7,000, and University of Illinois Division of Nutritional Sciences, $5,000. September, 1989. R.A. Boileau, co-principal investigator.

Fellowship/Grants/Special Awards

National Institutes of Health Post-Doctoral Research Award. $50,000 (salary support). University of Illinois Champaign-Urbana, 1989-1990.


PUBLICATIONS

Refereed Journal Articles


Manuscripts Currently Under Review

Gretebeck, K.A., Bailey, T., & Gretebeck, R.J. (Under Review). A minimal contact diet and physical activity Intervention in white collar workers


Book Chapters


Government Publications


**Abstracts/Papers Published in Conference Proceedings**


**Abstracts Published in Academic Journals**


Gretebeck, R.J., Black, D.R., Boileau, R.A. Sensitivity and specificity of NHLBI body

Leitch C.A., Story J.A., Gretebeck R.J. De novo cholesterol synthesis in lean and

Kappes R., Gretebeck R.J. Effects of exercise on the glycemic response to glucose

Gretebeck, R.J., Black, D.R., Ferraro K.F., Holland K.B., Gretebeck K.A. Longitudinal
change in physical activity and disability in adults. Medicine and Science in Sports and

Gretebeck, K.A., Black, D.R., Blue, C.L., Glickman, L., Pender N.J., Gretebeck, R.J.
Perceived functional ability and physical activity in older adults. Medicine and Science


Siconolfi S.F., Gretebeck R.J. Use of body surface area to estimate body volume in
epidemiologic studies: A proof of concept. Medicine and Science in Sports and

Stein T.P., Leskiw M.J., Schluter M.D., Gretebeck R.J., Lane H.W., Hoyt R.W.,
Leblanc A.D. Energy balance during space flight on the shuttle. FASEB J. 13(5): A929,
1999.

Gretebeck R.J., McDaniel C., Ji L.L., Belury M. A. PPAR-responsive gene expression

Tittelbach T.J., Lermer C.M., Mattes R.D., Gretebeck R.J. Post-exercise substrate
utilization during energy restriction in the obese: Response to low glycemic versus high


Leitch C.A., Wright K., Story J., Gretebeck R.J. De novo triglyceride synthesis in

Tittelbach T.J., Lermer C.M., Mattes R.D., Jackman L.A., Gretebeck R.J. Post exercise
substrate utilization during energy restriction: response to glucose versus fructose.


Invited Research Presentations


Gretebeck, R.J. (2002). A conceptual model of health related fitness linking diet, exercise, and insulin resistance. Endocrinology Grand Rounds,


TEACHING

Courses taught at University of Wisconsin-Madison Department of Kinesiology

Kines 508 Nutrition for Exercise and Health (2012)

Kines 314 Exercise Physiology (2012)

Courses taught at Wayne State University Division of Kinesiology, Health, and Sports Studies

Graduate
KIN 6310 (3cr) Physiology of Exercise II (2002-2011)


KIN 6320 (3cr) Exercise Assessment and prescription (2011)

Undergraduate
KIN 2010 (3cr) Psychophysiological Foundations of Physical Activity and Health (2011-2012)

PE 3570 (3cr) Physiology: Exercise I (2001)
STUDENT ADVISEMENT/RESEARCH MENTORSHIP

Students by Name, Level, Title of Project, Year


Coutsos, M. PhD. Muscle metaboreflex control of coronary blood flow and ventricular contractility during dynamic exercise in normal and heart failure conditions, (Committee Member) 2010.

Deepinder, K. PhD. Effects of dietary fat saturation on lipoprotein metabolism in rodents and humans, (Committee Member) 2010.

Rueda, J. PhD. Development of interventions aimed at reducing obesity and cardiovascular disease risk in a diverse population of college age young adults, (Committee Member) 2011.

SERVICE

Administrative Appointments at Wayne State University
Kinesiology Health and Sports Studies Graduate Program Coordinator (2005-2012)
Exercise Science Program Coordinator (2011-2012)

Administrative Appointments at Other Colleges/Universities
Director, Nutrition, Fitness & Health Major, Department of Foods and Nutrition, Purdue University, West Lafayette, IN (1995-2000).

Committee Assignments
Athletic facility, sports arena long-term planning committee (2003)
Faculty Senate (2006-2007, 2011)
Search Committee, Sports Administration position (2006)
Executive Committee, (2004-2005)

Consulting to Public Agencies, Foundations, Professional Associations

Review and Assessment of Nominees for the Canada Research Chairs Program (2008).

Grant reviewer for U.S. Army Medical Research and Material Command (1997).

Grant reviewer for National Institutes of Health (NIH), Center for Scientific Review, Epidemiology and Disease Control-2 Health Promotion/Disease Prevention (1999).

Grant reviewer for Nebraska Department of Health and Human Services, Nebraska Cancer and Smoking Disease Research Program (1999).

Reviewer for Journals
American Journal of Clinical Nutrition  
Nutrition Research  
Journal of the American Dietetic Association  
Medicine and Science in Sports and Exercise  
Journal of Applied Physiology  
American Journal of Physiology: Endocrinology & Metabolism  
IEEE Transactions on Biomedical Engineering  
Journal of Women’s Health  
Pediatrics

Reviewer for Text Book Publisher
Wadsworth Publishing Company