A g e n d a

CALS Curriculum Committee Meeting
Tuesday, March 25th, 2014, 12:00 p.m.
250 Agricultural Hall

___ Randy Jackson, Chr (2014)
___ Jeri Barak, (2014) ___ __
___ Bill Bland, (2014)

___ Laura Jull
___ Jack Kloppenburg, (2015)
___ Ahna Skop, (2016)

___ Susan Smith, (2016)
___ James Steele (2016)
___ Masarah Van Eyck, (2015)

CALS Ex Officio:
___Sarah Pfatteicher
___Phil Gonsiska

CASI Ex Officio:
___ Chris Day

Student Reps:___ Matt Olson
___Taylor Fritsch

UP&S Office:
___ Susan Gisler
___ Andrea Sottile

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 is 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 is 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 Communcation 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
    - 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.
    - 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
    - Still working with the Geography department on the proposal, but other relevant departments have already approved
    - DCS marketing company is helping to advertise the program
    - 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"
    - 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.
    - 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
    - <u>Discussion</u>:
        - 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) **Status** Under Review by School/College
Proposer David E Stoltenberg

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

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

Current maximum credits

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current 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.

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Stat 571 & 572

Proposed prerequisites and other requirements

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

Additional Information

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

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.

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 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

Justification Changes

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

Agonomy 771 Syllabus.pdf

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

DRAFT

Agronomy 771
Experimental Designs
Spring 2013

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

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

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CALSHP: www.cals.wisc.edu/calslab/downloads.html
SAS: support.sas.com/onlinedoc/913/docMainpage.jsp
SAS license: http://techstore.doit.wisc.edu/group.asp?absolute=1&login=P&cat=SOFT&subcat=STAT&group=SAS

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) **Status** Under Review by School/College
Proposer David E Stoltenberg

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

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

Current maximum credits

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current 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.

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Stat 571 & 572

Proposed prerequisites and other requirements

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

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

Justification Changes

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)

DRAFT

Agronomy 772
Applications in ANOVA
Spring 2013

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

Lectures	Topic
Week 6 (5 and 7 March)	
T Lecture	Comparing treatment means: Various types of LSDs, contrasts, polynomials
T Discussion	
R Lecture	Inference space in factorial experiments: fixed vs. random effects
Week 7 (12 and 14 March)	
T Lecture	Fixed and random effects - history, inference, & analysis
T Discussion	
R Lecture	Introduction to mixed models
Week 8 (19 and 21 March)	
T Lecture	Mixed models analysis
T Discussion	
R Lecture	Repeated measures in time and autocorrelation in space
26 and 28 March – NO CLASS (SPRING BREAK)	
Week 9 (2 and 4 April)	
T Lecture	Analysis of covariance: introduction, concepts, applications
T Discussion	
R Lecture	Advanced applications in ANCOVA: spatial analyses for error control
Week 10 (9 and 11 April)	
T Lecture	Dealing with missing data: Type I, II, III, & IV sums of squares
T Discussion	
R Lecture	Breaking distributional assumptions: Beyond the normal distribution

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CALSHP: www.cals.wisc.edu/calslab/downloads.html
SAS: support.sas.com/onlinedoc/913/docMainpage.jsp
SAS license: http://techstore.doit.wisc.edu/group.asp?absolute=1&login=P&cat=SOFT&subcat=STAT&group=SAS

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

Subject Biochemistry (200) **Status** Under Review by School/College
Proposer Catherine Ryan

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

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.)

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.

Course Content

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?

DRAFT

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

Subject Chemistry (224) **Status** Under Review by School/College
Proposer Jeanne S Hamers

Basic Information

Current course number
626

Current course title
Genomic Science

Current published course description
This course is designed to bring cutting-edge topics in the genomic sciences into the reach of traditionally

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

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

2

Current maximum credits

2

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

Yes

Current course description

This course is designed to bring cutting-edge topics in the genomic sciences into the reach of traditionally

Proposed course description

This course is designed to bring cutting-edge topics in the genomic sciences into the reach of traditionally "pure" chemistry, biology, engineering, computer science & 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.

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Chem 524, 621 or consent of instructor

Proposed prerequisites and other requirements

Graduate student standing or instructor consent.

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 microbio), 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) **Status** Under Review by School/College
Proposer Kirsten Ruth Brown

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

Catalog Information

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

Administrative Information

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

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.)

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

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

Yes

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

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

Yes

Indicate which:

B-Biological Science

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

DRAFT

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

Armitage, A.M. 2008. *Herbaceous Perennial Plants*. Varsity Press, Inc., 3rd Ed. Athens, GA.

Heger, M. and J. Whitman. 1998. *Growing Perennials in Cold Climates*. Contemporary Publishing Group Inc., Lincolnwood, IL.

Hessayon, D.G. 1998. *The House Plant Expert*. Charles Scribner's Sons, New York, NY.

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:

http://students.wisc.edu/saja/misconduct/UWS14.html. 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

Participation and attendance	50
Morphology Worksheet	50
Ten quizzes (66 points each)	660
Field trips (50 points each)	150
Class Project	150
Written Final Exam	150
Total	1210

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 232 Herbaceous Ornamental Plants I (2007, 2009, 2011, 2013)

Hort 233 Herbaceous Ornamental Plants II (2010)

Hort 334 Greenhouse Production of Ornamental Plants (2009, 2011, 2013)

Hort 335 Greenhouse Production of Ornamental Plants Lab (2009, 2011, 2013)

Hort 399 Independent Study Special Projects in Greenhouse Production (2010)

Lab Instructor, UW – Eau Claire, Department of Biology

Bio 110 Ecology and Evolution (2005)

Bio 195 Plants and Society (2006)

Bio 395 Directed Studies in Horticultural Techniques (2003 to 2006)

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)

Johanna M Oosterwyk
jmooster76@gmail.com

254 Waubesa St
Madison, WI 53704

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*

2010. Wisconsin Master Gardeners General Training *Plant Propagation*

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*

2007-2009. Hort 334 Guest Lecture *Greenhouse Equipment and Environmental Controls*

2006. Chippewa Valley Environmental Experience. September 12, 2006. Beaver Creek Reserve. *Plant Identification and Invasive Plants Workshop*

2005. Biology 311 General Entomology Guest lecture *Greenhouse Biological Controls*.

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

Subject Horticulture (476) **Status** Under Review by School/College
Proposer Tricia L Check

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

Subject Horticulture (476) **Status** Under Review by School/College
Proposer Tricia L Check

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) **Status** Under Review by School/College
Proposer Greg Downey

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

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.)

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.

Course Content

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?

DRAFT

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.

DRAFT

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 Chaptman 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. Chaptman 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) **Status** Under Review by Divisional Committee
Proposer Randall J Gretebeck

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

Catalog Information

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

Administrative Information

Chief Academic Officer

Dorothy Farrar-Edwards

Designee 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.

Course Content

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?

DRAFT

University of Wisconsin
KINES 525
Nutrition in Physical Activity and Health

Spring 2013

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 8:00-915 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
Textbook: *Sport Nutrition for Health and Performance* by M. Manore and J. Thompson.
Publisher: Human Kinetics, 2009.

VII. Methods of Evaluation

1.	Exam 1	33%
2.	Exam 2	33%
3.	Final exam	34%

VIII. Course Syllabus

Wk	*Lec*	*Date*	*Content*	*Textbook*
1	1	1/22	Introduction, bioenergetics-metabolism	
	2	1/24	Energy transfer, energy expenditure	
2	3	1/29	Carbohydrate as an energy fuel in exercising muscle	Chapter 2
	4	1/31	CHO manipulation for exercise performance	
3	5	2/5	Lipid metabolism and fuel utilization during exercise	Chapter 3
	6	2/7	Enhancing fat utilization for endurance performance	
4	7	2/12	Regulation of protein and amino acid metabolism	Chapter 4
	8	2/14	Evaluation of ergogenic aids	Chapter 16
5	9	2/19	Water and electrolyte balance during exercise	Chapter 8
	10	2/21	Review for Exam 1	
6	11	2/26	Exam 1	
	12	2/28	Nutrition & fitness assessment	Chapter 7
7	13	3/5	Vitamins and performance	Chapter 9
		3/7	Antioxidant nutrients and exercise	Chapter 10
8	14	3/12	Minerals and performance	Chapter 11&13
	15	3/14	Nutrition & fitness assessment	Supp. Readings
9	16	3/19	Diet, exercise, & and insulin resistance	Supp. Readings
		3/21	Diet and exercise as treatment for diabetes	Supp. Readings
11	17	4/2	Nutrition, exercise and cancer	
	18	4/4	Nutrition, exercise and cardiovascular disease	
12	19	4/9	Review for exam 2	
	20	4/11	Exam 2	
13	21	4/16	Body composition	Chapter 5&6
	22	4/18	Classification of obesity	Chapter 5&6
14	23	4/23	Exercise and obesity	Chapter 14
	24	4/25	Hormones and gender in obesity	
15	25	4/30	Diet and weight loss	Chapter 6
	26	5/2	Nutritional requirements for physically active females	Chapter 15
16	27	5/7	Nutritional considerations for physically active elderly	Supp.Readings
		5/9	General Review	

17	5/16	Final exam	10:05-12:05 am

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

American Cancer Society, & American College of Sports Medicine. (1996). *Conference on Nutrition and Physical Activity to Optimize Performance and Well-being : Atlanta, Georgia, April 5-7, 1995*. Lawrence, KS: International Life Sciences Institute.

Blaha, M. J., Bansal, S., Rouf, R., Golden, S. H., Blumenthal, R. S., & Defilippis, A. P. (2008). A practical "ABCDE" approach to the metabolic syndrome. *Mayo Clin Proc, 83*(8), 932-941. doi: 10.4065/83.8.932

Bucci, L. (1993). *Nutrients as ergogenic aids for sports and exercise*. Boca Raton, FL: CRC Press.

Buskirk, E. R., & Puhl, S. M. (1996). *Body fluid balance : exercise and sport*. Boca Raton: CRC Press.

Carrel, A. L. (2012). Randomised trial of exercise dose in children reduces diabetes risk (as measured by insulin resistance) in both 20-min and 40-min doses. *Evid Based Med*. doi: 10.1136/eb-2012-101092

Colberg, S. R., Sigal, R. J., Fernhall, B., Regensteiner, J. G., Blissmer, B. J., Rubin, R. R., . . . Association, A. D. (2010). Exercise and type 2 diabetes: the American College of Sports Medicine and the American Diabetes Association: joint position statement. *Diabetes Care, 33*(12), e147-167. doi: 10.2337/dc10-9990

Convertino, V. A., Armstrong, L. E., Coyle, E. F., Mack, G. W., Sawka, M. N., Senay, L. C., & Sherman, W. M. (1996). American College of Sports Medicine position stand. Exercise and fluid replacement. *Med Sci Sports Exerc, 28*(1), i-vii.

Coyle, E. F. (1995). Substrate utilization during exercise in active people. *Am J Clin Nutr, 61*(4 Suppl), 968S-979S.

Donnelly, J. E., Blair, S. N., Jakicic, J. M., Manore, M. M., Rankin, J. W., Smith, B. K., & Medicine, A. C. o. S. (2009). American College of Sports Medicine Position Stand. Appropriate physical activity intervention strategies for weight loss and prevention of weight regain for adults. *Med Sci Sports Exerc, 41*(2), 459-471. doi: 10.1249/MSS.0b013e3181949333

Driskell, J. A. (2000). *Sports nutrition*. Boca Raton, FL: CRC Press.

Driskell, J. A., & Wolinsky, I. (2000). *Energy-yielding macronutrients and energy metabolism in sports nutrition*. Boca Raton, Fla.: CRC Press.

Driskell, J. A., & Wolinsky, I. (2006). *Sports nutrition : vitamins and trace elements* (2nd ed.). Boca Raton, FL: Taylor&Francis.

Jackson, C. G. R. (1995). *Nutrition for the recreational athlete*. Boca Raton: CRC Press.

Klem, M. L., Wing, R. R., McGuire, M. T., Seagle, H. M., & Hill, J. O. (1997). A descriptive study of individuals successful at long-term maintenance of substantial weight loss. *Am J Clin Nutr, 66*(2), 239-246.

Kostas, G. G. (2001). *The Cooper clinic solution to the diet revolution : step up to the plate!* Dallas, TX: Balancing Act Nutrition Books.

Lampman, R. M., & Schteingart, D. E. (1991). Effects of exercise training on glucose control, lipid metabolism, and insulin sensitivity in hypertriglyceridemia and non-insulin dependent diabetes mellitus. *Med Sci Sports Exerc, 23*(6), 703-712.

Lemon, P. W. (1998). Effects of exercise on dietary protein requirements. *Int J Sport Nutr, 8*(4), 426-447.

Maughan, R. J., & Murray, R. (2001). *Sports drinks : basic science and practical aspects*. Boca Raton, Fla.: CRC Press.

Otis, C. L., Drinkwater, B., Johnson, M., Loucks, A., & Wilmore, J. (1997). American College of Sports Medicine position stand. The Female Athlete Triad. *Med Sci Sports Exerc, 29*(5), i-ix.

Pescatello, L. S., Franklin, B. A., Fagard, R., Farquhar, W. B., Kelley, G. A., Ray, C. A., & Medicine, A. C. o. S. (2004). American College of Sports Medicine position stand. Exercise and hypertension. *Med Sci Sports Exerc, 36*(3), 533-553.

Rodriguez, N. R., DiMarco, N. M., Langley, S., Association, A. D., Canada, D. o., & Performance, A. C. o. S. M. N. a. A. (2009). Position of the American Dietetic Association, Dietitians of Canada, and the American College of Sports Medicine: Nutrition and athletic performance. *J Am Diet Assoc, 109*(3), 509-527.

Saltin, B., & Astrand, P. O. (1993). Free fatty acids and exercise. *Am J Clin Nutr, 57*(5 Suppl), 752S-757S; discussion 757S-758S.

Wolinsky, I. (1998). *Nutrition in exercise and sport* (3rd ed.). Boca Raton: CRC Press.

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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:

Baccalaureate:	B.S. Dietetics, University of Wisconsin-Madison, 1983.
Graduate:	M.S. Exercise Physiology, University of Wisconsin-Madison, 1986. Ph.D. Exercise Physiology, University of Wisconsin-Madison, 1989.
Postgraduate:	University of Illinois, Champaign-Urbana, 1990-1991. 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.
1994-1995	Scientist, Universities Space Research Association, Biomedical Operations and Research, NASA-Johnson Space Center, Houston, Texas.

1991-1994	National Research Council Postdoctoral Research Associate, Biomedical Operations and Research, NASA-Johnson Space Center, Houston, Texas.
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:

1989-1991	National Institutes of Health Post-Doctoral Trainee Award.
1991-1994	National Research Council Post-Doctoral Research Associate Award.
1994	Achievement Award for Spacelab Life Sciences Mission-2, (NASA).
1999	Fellow, American College of Sports Medicine

Extramural Funded Grants

Gretebeck R.J., Principal Investigator. "Weight Loss in Obese African-American Breast Cancer Survivors" National Institutes of Health 1P50ESO12395-0010002. **$785,715,** 2003-2010. Project #2 of the "Center for Urban African American Health". This center grant includes three support cores and 3 research core projects. **$6,000,000**, 2003-2010. John Flack, Center principal investigator.

Gretebeck R.J., co-investigator. "Youth Nutrition and Fitness Grant: "SPAI'N" - Students and Parents actively involved 'n being fit", Aramark Service Master/Aramark Gourmet. **$10,000**. 2003. Linda Jiménez, principal Investigator.

Gretebeck, R.J., consultant. "The effect of fructose on de novo lipogenesis in humans" National Institutes of Health. **$149,500**. 2000-2002. Katherine Leitch, principal investigator.

Gretebeck, R.J., principal investigator. "Weight loss and de novo lipogenesis". International Life Sciences Institute, **$40,000**. 1999-2001.

Gretebeck, R.J., co-investigator. "Panel study of aging, BMI and health among men and women". National Institutes of Health, AG 13739, **$243,446**. 1998-2000. Kenneth F. Ferraro, principal investigator.

Gretebeck, R.J., principal investigator. “Glycemic index of some popular sports drinks and energy foods”. Gatorade Sports Science Institute, **$7,700**. 1998.

Gretebeck, R.J., co-investigator. “Effect of fructose ingestion on de novo Lipogenesis”. Diabetes Research Training Center, Indiana University-Purdue University, **$48,000**. 1996-1998. Katherine Leitch, principal investigator.

Gretebeck, R.J., co-investigator. “Effect of fructose ingestion on de novo Lipogenesis in normal and non-diabetic obese subjects”. Bristol-Myers Squibb Company, **$60,000**. 1996-1998. Katherine Leitch, principal investigator.

Gretebeck, R.J., principal investigator. “Measurement of energy expenditure during space flight using the doubly labeled water (DLW) method”. University of Medicine and Dentistry of New Jersey/School of Osteopathic Medicine (Subcontract of NAS9-18775, NASA) **$41,813**. 1996-1998.

Gretebeck, R.J., co-investigator. “Effects of peanut consumption on hunger, ingestive behavior, energy expenditure and coronary heart disease”. United States Agency for International Development, Peanut CRISP. **$135,915**. 1996-1998. Richard Mattes, principal investigator.

Gretebeck, R.J., principal investigator. “Post exercise carbohydrate metabolism during weight loss”. SlimFast Nutrition Institute. **$88,874**. 1996. Richard Mattes, co-principal investigator.

Gretebeck, R.J., co-investigator. "Evaluation of new body composition techniques in variable gravitational (G) fields". National Aeronautics and Space Administration, Johnson Space Center, Center Directors Discretionary Fund. **$30,000**. 1993. S.F. Siconolfi, principal investigator.

Gretebeck, R.J., co-investigator. "Changes in muscle protein turnover and fluid balance during head-down bed rest: Effects of oral branched chain amino acids". National Aeronautics and Space Administration Research and Technology Objectives and Planning, **$469,496**. 1992. H.W. Lane, principal investigator.

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 Chamaign-Urbana, 1989-1990.

National Research Council Post-Doctoral Research Award. **$108,000** (salary support). NASA Johnson Space Center, 1991-1993

PUBLICATIONS

Refereed Journal Articles

Gretebeck, K.A**.,** Radius, K., Black, D.R., Ziemba, R., **Gretebeck, R.J**. & Glickman, L.T. Dog ownership, functional ability and physical activity in community-dwelling older adults. *Journal of Physical Activity and Health.* (In Press)

Karapetian, G., Engels, H., Gretebeck, K.A., **Gretebeck, R.J.** Effect of Caffeine on Lactate Threshold, Ventilatory Threshold and Heart Rate Variability. International Journal of Sports Medicine, 33: 1–7, 2012.

Gretebeck, R.J., Black, D.R., Ferraro, K. Holland, K., Gretebeck, K.A. Longitudinal change in physical activity and disability in adults. American Journal of Health Behavior, 36(3):385-394, 2012.

Karapetian, G., J-Engels, H., **Gretebeck, R.J.** Use of Heart Rate Variability to estimate LT and VT. International Journal of Sports Medicine, 29(8):652-7, 2008.

Hackney, K.J., J-Engels, H., **Gretebeck, R.J.** Resting Energy Expenditure and Delayed Onset Muscle Soreness Following Full-Body Resistance Training with an Eccentric Concentration. Journal of Strength and Conditioning Research, 22(5):1602-1609, 2008.

Brooks, Y., Black, D.R., Coster, D.C., Blue, C.L, Abood, D.A., & **Gretebeck, R.J.** Body mass index and percent body fat as health risk factors for college students. American Journal of Health Behavior, 31(6):687-700, 2007.

Gretebeck, K.A., Black, D.R., Blue, C.L., Glickman, L., Pender N.J., **Gretebeck, R.J.** Physical Activity and Function in Older Adults: Theory of Planned Behavior. American Journal of Health Behavior, 31(2):203-214, 2007.

Yeragani, V.K., Krishnan, S., Engels, H. J. **Gretebeck** R.J. Effects of caffeine on linear and nonlinear measures of heart rate variability before and after exercise**.** Depression & Anxiety. *21(3):130-4, 2005.*

Engels, H.J, **Gretebeck, R.J.**, Gretebeck, K.A., Jimenez, L. Promoting Healthful Diets and Exercise: Efficacy of a 12-Week After-School Program in Urban African Americans. Journal of the American Dietetic Association. 105:455-459, 2005.

Butler, S.M., Black, D.R., Blue, C.L., **Gretebeck, R.J.** Change in Diet, Physical Activity, and Bodyweight Among College Freshmen. American Journal of Health Behavior. 28(1):24-32, 2004.

Williams J.W., Stuart C.A., **Gretebeck R.J.**, Lane H.W., Whitson P.A. Effect of dietary sodium on fluid/electrolyte regulation during bed rest. Aviation, Space, & Environmental Medicine. 74:37-46, 2003.

Gretebeck R.J., Tittelbach T.J., Gretebeck K.A. Glycemic index of popular sport drinks and energy foods. Journal of the American Dietetic Association. 102:415-417, 2002.

Ferraro K.F., Su Y., **Gretebeck R.J.**, Black D.R., Badylak S.F. Body mass index and disability in adulthood: A 20 year panel study. American Journal of Public Health. 92(5):834-840, 2002.

Pahnke L.J., Black D.R., **Gretebeck R.J.** Dietary intake and energy expenditure of female collegiate swimmers during taper. Journal of the American Dietetic Association. 101:351-354, 2001.

Tittelbach T.J., Mattes R.D., **Gretebeck R.J.** Postexercise substrate utilization during energy restriction in the obese: response to a low versus high glycemic meal. Obesity Research**.** 8:496-505, 2000.

Stein T.P., Leskiw M.J., Schluter M.D., Hoyt R.W., Lane H.W., **Gretebeck R.J.**, LeBlanc A.D. Energy expenditure and balance during space flight on the space shuttle. American Journal of Physiology. 276:R1739-R1748, 1999.

Siconolfi S.F., **Gretebeck R.J.**, Wong W.W., Moore S.S., Gilbert J.H. Determining Bone and total body mineral content from body density and bioelectrical response spectroscopy. Journal of Applied Physiology. 85(4):1578-1582, 1998.

Lane H.W., **Gretebeck R.J.**, Smith S.M. Nutrition, endocrinology and body composition during space flight. Nutrition Research. 18(11):1923-1943, 1998.

Gretebeck R.J., Boileau R.A. Self-reported energy intake and energy expenditure in elderly women. Journal of the American Dietetic Association. 98(5):574-575, 1998.

Gretebeck R.J., Schoeller D.A., Socki R.A., Davis-Street J., Gibson E.K., Schulz L.O., Lane H.W. Adaptation of the doubly labeled water method for subjects consuming isotopically enriched water. Journal of Applied Physiology. 82(2):563-570, 1997.

Siconolfi S.F., **Gretebeck R.J.**, Wong W.W., Pietryk R.A., Suire S.S. Assessing total body and extracellular water from bioelectrical response spectroscopy. Journal of Applied Physiology. 82(2):704-710, 1997.

Lane W.L., **Gretebeck R.J.**, Schoeller D.A., Davis-Street J.E., Socki R.A., Gibson E.K. Comparison of ground-based and space flight energy expenditure and water turnover in middle-aged healthy male US astronauts. American Journal of Clinical Nutrition. 65:4-12, 1997.

Siconolfi S.F., **Gretebeck R.J.**, Wong W.W. Assessing total body protein, and bone mineral content from total body water and body density. Journal of Applied Physiology. 79(5):1837-1843, 1995.

Gretebeck, R.J., Schoeller D.A., Gibson E.K., Lane H.W. Energy expenditure during antiorthostatic bed rest (simulated microgravity). Journal of Applied Physiology. 78(6):2207-2211, 1995.

Gretebeck, R.J., Siconolfi F.S., Rice B., Lane H.W. Physical performance is maintained in women consuming only foods used on the U.S. Space Shuttle. Aviation, Space, & Environmental Medicine. 65(11):1036-40, 1994.

Lane H.W., **Gretebeck R.J.** Metabolic energy required for flight. Advances in Space Research. 14(11):147-155, 1994.

Lane H.W., Rice R., Kloeris V., Frye S., Siconolfi S.F., Spector E., **Gretebeck R.J.** Energy intake, body weight, and lean body mass are maintained in healthy, active women consuming a US Space Shuttle diet. Journal of the American Dietetic Association. 94:87-88, 1994.

Gretebeck, R.J., Montoye H.J. Variability of some objective measures of physical activity. Medicine and Science in Sports and Exercise. 24(10):1167-1172 , 1992.

Gretebeck, R.J., Montoye H.J., Ballor D., Montoye A.P. Comment on heart rate recording in field studies. Journal of Sports Medicine and Physical Fitness. 31:629-31, 1991.

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

Gretebeck, K.A., Sabatini, L.M., Struble, L., Ronis, D.L., Black, D.R., Blue, C.L. & Gretebeck, R.J. (Under Review). The influence of functional ability, BMI, and gender on physical activity in older adults.

Book Chapters

Gretebeck R.J., Greenleaf J.E. Utility of ground base simulations of weightlessness. In: Nutrition in space flight and weightlessness models. Lane H.W., Schoeller D.A. eds. CRC Press, 1999.

Schoeller D.A., **Gretebeck R.J.** Energy utilization and exercise in space flight. In: Nutrition in space flight and weightlessness models. Lane H.W., Schoeller D.A. eds. CRC Press, 1999.

Lane H.W., Whitson P.E., Putcha L., Baker E., Smith S.M., Stewart K.S., **Gretebeck R.J.**, Nimmagudda R.R., Schoeller D.A., Davis-Street J., Pietrzyk R.A., DeKerlegand D.E., Pak C.Y.C., Bourne D.W.A. Regulatory Physiology. In: Extended Duration Orbiter Medical Project Final Report 1989-1995. NASA/SP, 1999.

Government Publications

Lane, H.W., Gibson E.K., **Gretebeck R.J.** Human energy utilization during space flight determined using doubly labeled water. NASA Technical Memorandum104789. pp. 1-3, 1994.

Lane, H.W., Gibson E.K., **Gretebeck R.J.**, Socki R.A., Schoeller D.A. A simulated space diet: Effects on energy metabolism and doubly labeled water calculations. Johnson Space Center, Research and Technology Annual Report. NASA Technical Memorandum 104788. 1993.

Lane, H.W., Gibson E.K., **Gretebeck R.J.,** Socki R.A., Schoeller D.A. Stable isotope enrichment of shuttle orbiter drinking water. Johnson Space Center, Research and Technology Annual Report. NASA Technical Memorandum 104763. 1992.

Lane, H.W., Gibson E.K., **Gretebeck R.J.** Determination of human energy utilization during space flight using doubly labeled water (DLW). NASA Technical Memorandum 104760. pp. 1-3, 1992.

Lane, H.W., Frye F., Kloeris V., Rice B., Siconolfi S.F., Spector E., **Gretebeck R.J.** Shuttle-food consumption, body composition and body weight in women. 43rd Congress International Astronautical Federation. 1992.

Lane, H.W., Gibson E.K., **Gretebeck R.J.** Determining human energy utilization during space flight using doubly labeled water. NASA Technical Memorandum 104745. pp. 45-47, 1991.

Abstracts/Papers Published in Conference Proceedings

Gretebeck, R.J. Metabolic fitness: A conceptual model and proposed measurement standard. Conference Proceedings. The Interaction of Physical Activity and Nutrition:Biological Remodeling and Plasticity. December, 2002.

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Stein T.P., Leskiw M.J., Schluter M.D., **Gretebeck R.J.**, Lane H.W., Hoyt R.W. Measurement of energy balance on four LMS astronauts during space flight. Conference Proceedings. American Society of Gravitational and Space Biology Fourteenth Annual Meeting, pg.61. October, 1998.

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Davis-Street J.E., Lane H.W., Ferrando A.A., **Gretebeck R.J.,** Smith S.M. Electrode placement for BIA determination of fat free mass during bed rest. FASEB J. 11(3): A591, 1997.

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Gretebeck, R.J., Montoye H.J., Porter W. Comparison of the doubly labeled water method for measuring energy expenditure with Caltrac accelerometer recordings. Medicine and Science in Sports and Exercise 23(4): S60, 1991.

Gretebeck, R.J., Montoye H.J. A comparison of six physical activity questionnaires with Caltrac accelerometer recordings. Medicine and Science in Sports and Exercise 22(2): S79, 1990.

Gretebeck, R.J., Montoye H.J. Reproducibility of objective methods for measuring physical activity. Medicine and Science in Sports and Exercise 21(2): S112, 1989.

Invited Research Presentations

Gretebeck, R.J., (2012). Measuring Metabolic Fitness. Research Seminar, University of Wisconsin

Gretebeck, R.J., (2012). Measuring energy intake and expenditure. Research Seminar, University of Michigan

Gretebeck, R.J., (2010). Research designs for physical activity. Research Seminar, University of Michigan

Gretebeck, R.J. (2007). Physical activity assessment. Research Seminar, University of Michigan

Gretebeck, R.J. (2006). The lactate response to exercise and metabolic fitness. Research Seminar, Wayne State University Medical School.

Gretebeck, R.J. (2006). Diet, Exercise, and Insulin Resistance. Endocrinology Research Seminar, Wayne State University Medical School.

Gretebeck, R.J. (2006). Lactate response to exercise: Links with insulin resistance. Nutritional Sciences Research Seminar. Wayne State University Nutritional Sciences Department.

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

Gretebeck, R.J., Siconolfi S.F. (2001) Body composition and health. Endocrinology Grand Rounds, Wayne State University Medical School.

Gretebeck, R.J. (2000). Energy and macronutrient metabolism. Rice University, Houtson, Texas

Gretebeck, R.J. (1999). Energy balance and macronutrient metabolism: Role of diet and exercise. Michigan State University, Michigan.

Gretebeck, R.J. (1998). Energy expenditure and self reported energy intake. Indiana Dietetic Association, Fall Meeting Evansville, IN.

Gretebeck, R.J. (1998).Accuracy and variability of energy intake assessment. University of Kansas, Lawrence, KS.

Gretebeck, R.J. (1995). State of knowledge of space nutrition: Energy studies. NASA Nutrition Advisory Committee, 1995 Nutrition Workshop-Nutritional Requirements for Extended Duration Space Flight. NASA Johnson Space Center, Houston, TX.

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)

KHS 7500 (4cr) Research Methods in Kinesiology Health and Sports Studies (2006-2012)

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

Kappes, R.E. Masters. Relationship between physical activity, sports participation, and weight in African and Caucasian adolescents, 2002. Advisor.

Letendress, J. Masters. Heart rate variability and lactate threshold, 2003.Advisor.

Hackney, K.H. Masters. Delayed onset muscle soreness and resting metabolic rate following full-body resistance exercise with an eccentric concentration, 2005. Advisor.

Ferraro, N. Masters. Nutritional Intake and Fitness Levels of High School Cheerleaders, 2005. Advisor.

Karapetian, G. PhD. Heart rate variability as a non-invasive biomarker of sympathovagal interaction and determinant of physiologic thresholds, 2008. Dissertation Chair.

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)

Search Committee, (2001-2009).
National Council for Accreditation of Teacher Education, Standard V, Faculty Qualifications, Performance and development Committee, (2002-2003).
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