

TO: Members of the Graduate Council
FROM: Angela Harlan, Assistant Dean of the School of Graduate Studies
RE: Graduate Council Meeting May 4, 2023
DATE: April 27, 2023

The **Graduate Council** will meet at 2:15 p.m.

Thursday, May 4, 2023

Hyland 4303

AGENDA

- I. Approval of Minutes from the April 6, 2023 Meeting
- II. **Announcements**
 1. Graduate Research Award – Dissertation: Deborah Beyer
 2. Graduate Certificate GPA policy
- III. **Information Only**
 1. Graduate Teaching Award presentation for Professor Soroush Aslani from the department of Management
 2. GA survey results (See Attachment 1)
 3. GOAS survey results
 4. Graduate Audit and Review modified template for programs that are accredited (See Attachment 2)
- IV. **Business Items**
 - A. **College of Arts and Communication**
NA
 - B. **College of Business and Economics**
NA
 - C. **College of Education and Professional Studies**
 1. Curricular Action: Course Change Request: [COACHING 661](#):
PREVENTION AND CARE OF ATHLETIC INJURIES
 2. Curricular Action: Course Change Request: [LIBMEDIA 562](#) :
LITERATURE FOR CHILDREN

3. Curricular Action: Program Change Request: [COUNSCMHC](#) :
Clinical Mental Health Counseling Certificate
4. Curricular Action: Program Change Request: [COUNSSCHL](#) :
School Counseling Certificate
5. Curricular Action: Program Change Request: [EOMSAPLKIN](#) :
Applied Kinesiology (MS)

D. College of Letters and Sciences

1. Curricular Action: New Course Proposal: [GERON 537](#) :
INTRODUCTION TO SOCIAL GERONTOLOGY
2. Curricular Action: New Course Proposal: [GERON 561](#) :
COMMUNITY BASED LEARNING IN AGING AND HEALTH
3. Curricular Action: New Course Proposal: [GERON 763](#) : AGING
POLICY
4. Curricular Action: New Course Proposal: [GERON 765](#) :
ALZHEIMER'S AND OTHER DEMENTIAS
5. Curricular Action: Course Change Request: [SOCWORK 537](#) :
INTRODUCTION TO SOCIAL GERONTOLOGY
6. Curricular Action: Course Change Request: [SOCWORK 561](#) :
COMMUNITY BASED LEARNING IN AGING AND HEALTH
7. Curricular Action: Course Change Request: [SOCWORK 632](#) :
SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION
8. Curricular Action: Course Change Request: [SOCWORK 763](#) :
AGING POLICY
9. Curricular Action: Course Change Request: [SOCWORK 765](#) :
ALZHEIMER'S AND OTHER DEMENTIAS
10. Curricular Action: Program Change Request: [GERNTLCERT](#) :
Gerontology Certificate

E. Cardinal Stritch Graduate Academic Residency and Transfer Policy

(See Attachment 4)

F. Incomplete Policy (See Attachment 5)

G. Posthumous Policy (See Attachment 5)

H. Honorary Degree Policy (See Attachment 5)

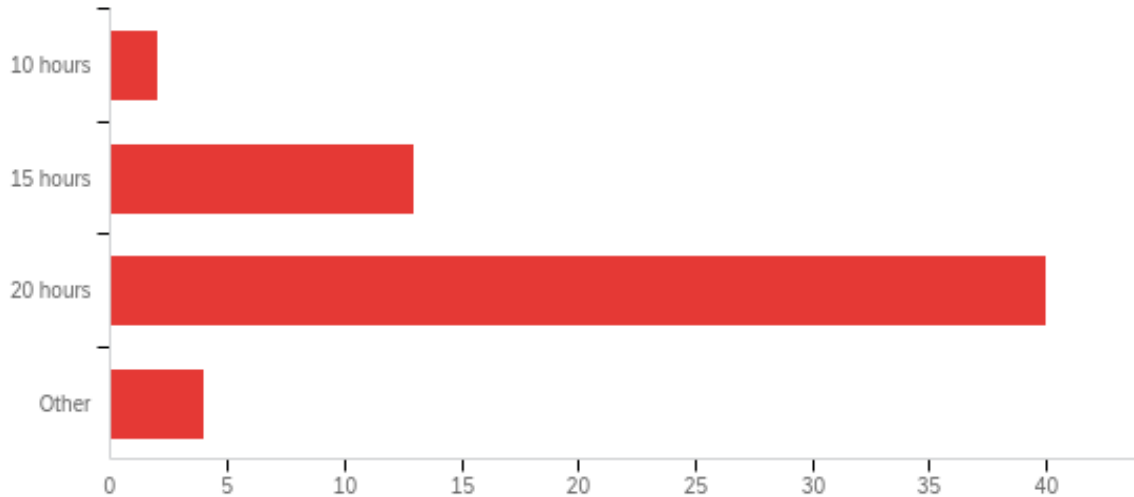
c: Chancellor King, Provost Chenoweth, Associate Vice Chancellor Plessel, Deans, Department Chairs, Faculty Senate Chair, Program Coordinators, University Marketing and Communications

Initial Report

Student Evaluation of Graduate Assistantship Experience 2021 | Deadline 4/9/21 | Close 4/25/21

April 25th 2023, 11:30 am CDT

Q2 - Number of hour per week you devoted to the assistantship:



Q3 - If you selected other hours, please list the number you devoted.

If you selected other hours, please list the number you devoted.

Depending on the week up to 28

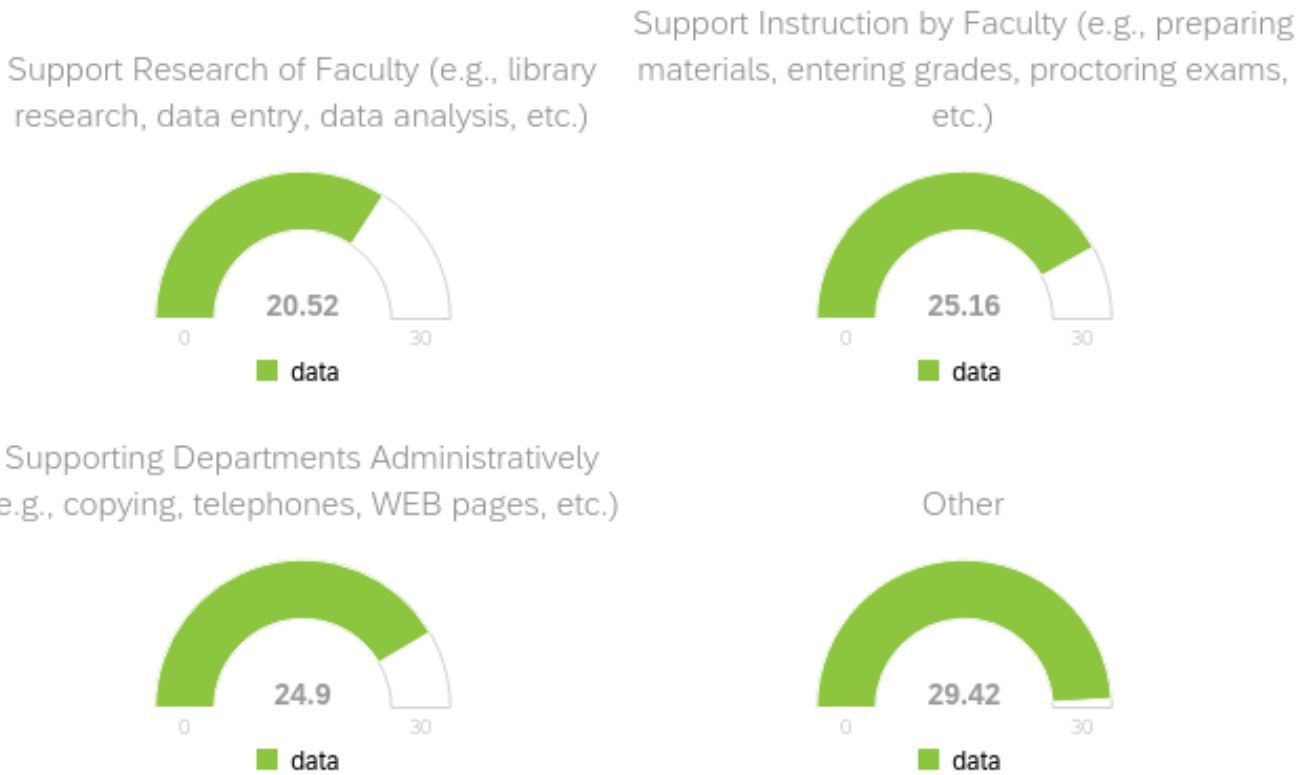
17 Hours

14

14

30-40

Q4 - Please indicated the % of time you spent performing each task. (The sum of the numbers entered must equal 100)



Q5 - If you listed a percentage under "other" above; please describe the task you performed.

Campus wide marketing and events, concert support, homecoming, programming, technology, facilities, strategic planning committees, supervising a team of students, contract creation, interdepartmental marketing, Campus awards

My graduate assistantship wasn't like a typical one for a professor or teaching faculty so I wasn't proctoring exams or helping with research. Instead I was overseeing 6 students and assisting with daily deposits and some data analysis.

I am helping plan an event, so a lot of my time is spent responding to emails and prepping event related items.

WCS, program working

Contacting possible volunteer or work opportunities for our students and meeting for one-on-one sessions with student too provide support.

Tasks related to running a complex and supporting residence hall students

Training and supervising student employees, running scholarship processes

Community building in the residence halls

Video editing

Creating Qualtrics surveys for recruits, helping organize developmental camps, helping with fundraising events

I also held meetings with students regarding major and career exploration.

My GA doesn't include any of those things.

Teaching in the classroom, assisting in preparing materials

Teaching and facilitating class material.

Game day statistics. Set up and take down. Helping with other tasks.

I run a student help program in CSD- my time is devoted to my own work other than tasks

supervise resident assistants, advise the Leadership Involvement Team, advise Jitters Coffee House, and more.

Women's basketball recruiting

Working with the Psychology Department

Payroll, interviewing, contacting student workers

I was a Graduate Assistant for Career Services, so there was nothing related to academic instruction. My position was based within the College of Business, and my main project was the CoBE Professional Development Program. I organized speakers for the program and tracked participant progress throughout the year. I also supported the Virtual Hawk Career Fairs by helping with promotional materials, day-of support for students, session tracking within Handshake, and ran data following the fair for statistics to distribute to academic departments and other universities.

Meetings with other faculty and staff members. Student engagement and event facilitation

Practicing and working out with my athletes

Assisted with tasks to support in person classes on weekends once per month

direct services with students

interviewing helping with interventions

Instruction in LIFE program, other classroom support in LIFE program

program recruitment activities

Working athletic events on campus

Working at Winther Counseling Services

Tutoring

Marketing for counselor education department and assisting in interview days, information session days, etc.

Q6 - Please rank order each of the following items 1-4, with 1 representing most important, in terms of their role in prompting you to accept a graduate assistantship.

#	Question	1	2	3	4
1	Financial Support (e.g., wages to defray costs of education)	47.76%	17.91%	10.45%	23.88%
2	Eligibility for benefits (e.g., medical coverage, non resident, tuition remission)	31.34%	14.93%	20.90%	32.84%
3	Work with faculty (e.g., collegial relationships, finding mentors)	26.87%	32.84%	19.40%	20.90%
4	Other	22.39%	17.91%	11.94%	47.76%

Q7 - Please describe other reasons for accepting a graduate assistantship.

I selected eligibility for benefits, but after being put on the runaround for 4 months, and being told I need written letter from the owner of my previous insurance company because they would not accept a letter of loss of credible coverage. I got sick of the process and I would have turned down the assistantship for that reason. I still am glad that I did it. But if there was an option, a GA should just get insurance some other way and save the painstaking headaches and stress that are caused by this system that is obviously not intended to support them. \$15 an hour would have paid for insurance, food and my classes. Versus the contract which covered 65% of classes expenses.

Being more fully involved in my program

Working on campus is a great way to meet other students and connect with the university

Convenience

Campus tie (although with COVID, not so much)

Gaining experience

Free Housing

Consistent and guaranteed hours, flexibility with work schedule

Connecting with faculties and peers

Wanting to build the Athletic Administration program and gaining connections in the athletics world.

Location

Experience

Learning how to start fundraising opportunities.

To gain experience working with this population and within the higher education institution.

Job Advancement Placement

Getting different experiences

Great experience

Experience external opportunities that will support my development as a clinician, that I would otherwise not have if I did not become a GA.

I enjoy teaching.

relationship and networking skills with faculty and to know them better

Gaining experiences for my future career.

Experience in the disability and university setting

It is in the area of my future career and directly correlates with my in progress Master's degree

Gain additional experience

Success of program

Resume building/ experience in a professional setting.

Financial Support throughout program

Resume Builder

Paid more than the job I had in Undergrad also able to work hourly during the summer

None

I enjoy working on-campus! It teaches great time management between balancing school, work, and a personal life.

Proximity to campus.

pay me to do what I love

Compensation and career preparedness

job directly relates to field I want to work in post-graduation

I appreciated how I was still able to have job with a field placement and school.

My grad assistantship provided me with a huge opportunity to practice my professional skills

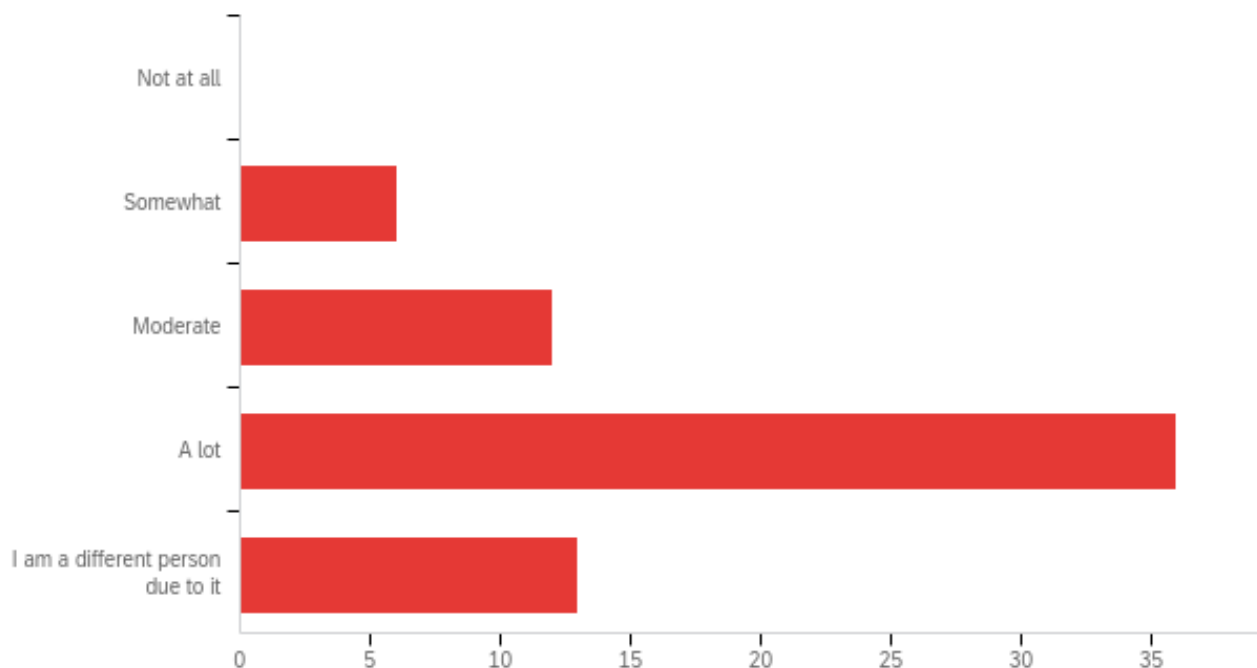
It was in the field of interest

To feel more connected with my program and school.

Resume

Great learning experience :)

Q8 - Indicate the extent to which the graduate assistantship was a learning experience for you.



Q9 - Please evaluate the extent to which the graduate assistantship experience contributed to the development of the following skills/competencies:

#	Question	Not at all	Somewhat	Moderate	A lot	I am a different person due to it	Mean
1	Organization skills	4.48%	5.97%	29.85%	55.22%	4.48%	3.49
2	Management skills	2.99%	7.46%	23.88%	56.72%	8.96%	3.61
3	Data collection skills	13.43%	22.39%	25.37%	31.34%	7.46%	2.97
4	Data management skills	14.93%	22.39%	23.88%	34.33%	4.48%	2.91
5	Library research skills	40.30%	26.87%	13.43%	13.43%	5.97%	2.18
6	Problem-solving skills	1.49%	7.46%	26.87%	55.22%	8.96%	3.63
7	Technology skills	4.48%	10.45%	35.82%	41.79%	7.46%	3.37
8	Oral communication	4.48%	7.46%	20.90%	52.24%	14.93%	3.66
9	Written communication	5.97%	10.45%	22.39%	46.27%	14.93%	3.54
10	Knowledge/understanding of topics and issues within or potentially relevant to my field of study	4.48%	13.43%	20.90%	44.78%	16.42%	3.55

Q10 - Please list other relevant skills or knowledge areas developed as a result of participating in the graduate assistantship experience.

relationship and networking skills with faculties

multi-tasking skills, Time management, collaboration skills, presentation/public speaking skills, leadership skills

financial management, supervision skills, advising skills

experience collaborating with other campus, community, and state organizations

coaching/advising

Understanding of university system and department processes

Understanding of college departments and work within the different administrations

Understanding excel, webpage design, working Telehealth. I learned how to be independent and worked on all communication and confidence skills.

Time management.

Through the day-of career fair support for students, I had to be quick on my feet in handling issues.

The process involved in developing a scientific peer reviewed research article.

Teamwork, time management, relationship skills.

Teamwork, presentation skills

Residence life is its own different beast and this experience has helped me gain a much deeper appreciation for it.

Research and collect data on Bloomberg

Relationship building and emotional support skills

Qualitative research skills, opportunity to provide mentorship to an undergrad student

Professional skills

Personal skills

Networking and communicating with others in the disabled community. I want to start a non profit and the connections and people I have met through this GA position have been life changing.

Networking

My assistantship experience helped me immensely with time management. It also helped me to be more professional.

My ability to find ways of doing things, use of syntax and new technology quickly has improved a lot. I am better at finding resources to help me with what I need to do.

Managing self care, balancing roles, and learning how to interact with colleagues in a position higher than mine.

Lesson planning, behavior management

Learning in the moment.

Learning about different Web Programs. Working with a team. Consultation Skills.

Learned more of ins and outs of how colleges and universities worked

Learned canvas

Leadership

Instructional/tutorial skills

I was able to use qualtrics for the first time

I think that I have learned and/or developed areas of different resources available on campus and relaying those resources to others in various ways.

I have learned how to balance a large-scale event and all of the things needed to allow it to run smoothly.

I am able to connect with students, share my experiences, and learn more about the school in general.

Facilitation skills, event planning skills

Experience working with google drive, excel and outlook.

Dedication, Passion, Hard-working

Counseling specific

Counseling skills, interpersonal skills with community members, connection building, general research skills, and computer programs (Microsoft) improvement

Contract development, contract acquisition, virtual technologies, production, project management,

Connecting with faculty in my program.

Confrontation skills, strategic planning with lessons due to COVID-19, ability to adapt to different technology environments.

Communication over the phone, interviewing, inter-professional collaboration

Communication and understanding the administrative part of being a professor.

Communication

Collaboration

Being able to teach a topic even at a small extent helps cement that knowledge, so I was able to get a better grounding and refreshed skills in programing.

Being able to guide students to correct answers was a valuable skill.

Being able to express my thoughts and ideas in a clear manner

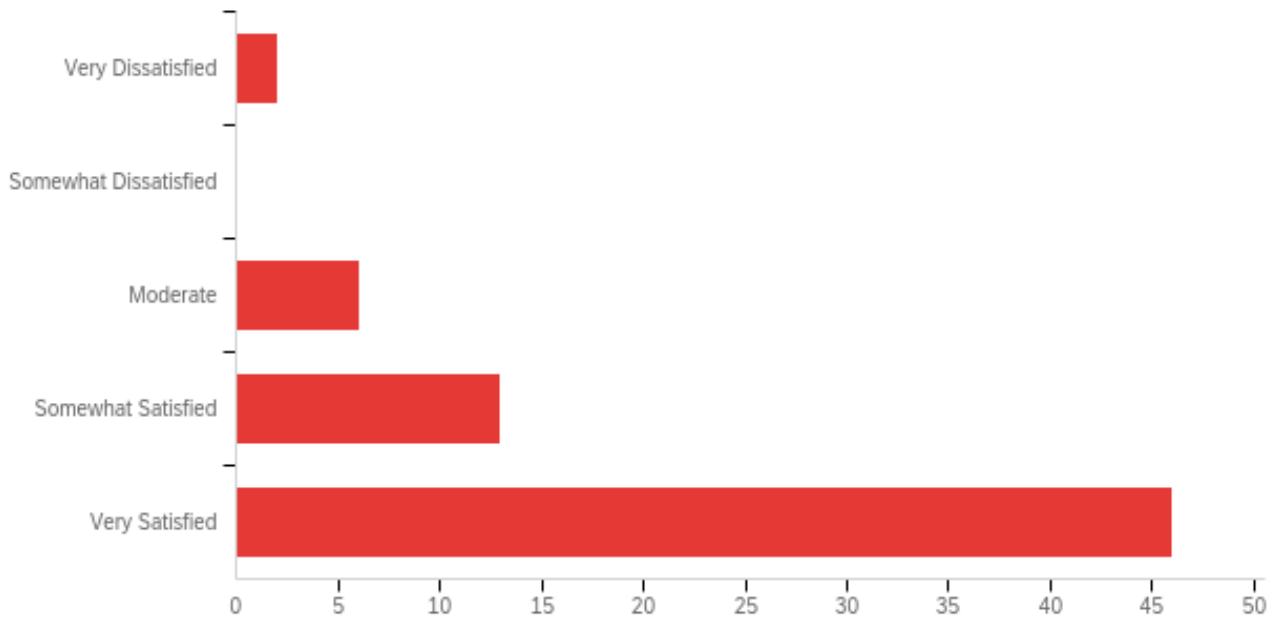
An appreciation of research. Helping students. Fostering relationships with faculty.

All listed above

Academic writing, specific knowledge in the area of research

Ability to work as a team member

Q11 - Please rate your overall satisfaction with your graduate assistantship experience (check appropriate option):*



Q12 - Additional Comments:

I am very appreciative that I got to continue to work in a place that I enjoy. While there are times when working in a university is unnecessarily stressful. The people and relationships developed and strengthened during a time in our university's history where things are crazy, has been a big boost. I feel confident that the splitting of my department and merger into a new department has been a good experience as well.

Great Experience

Lynn Gilbertson makes an excellent GA supervisor, and I am so thankful to have had the opportunity to work with her these past two years.

What made the difference for my GIA experience was being able to have three dedicated classes of my own. Being able to facilitate the lessons, manage grades, problem-solve with students, and understand their needs with the ability to make direct impacts to students is what separates the GIA experience from any other.

I have loved my Graduate Assistantship!

I have had a great experience with my graduate assistantship and would highly recommend this position!

Occasionally I have difficulty balancing such a busy schedule; nevertheless, I am thankful for my graduate assistantship and I feel I have learned so much from it!

I think the experience would have had a larger impact had I been in office rather than WFH, but given the circumstances of this year, I am satisfied with my experience and grateful for the financial assistance it provided me. My time as a graduate student was enjoyable, I do wish the assistantships were promoted on the webpage so that I would know which ones are available.

The money and benefits from my GA position are the only reason I was able to complete my degree.

Graduate assistantships are amazing opportunities for graduate students especially with the flexibility of knowing we are students who need time to study around our busy schedules.

UNIVERSITY OF WISCONSIN WHITEWATER
AUDIT AND REVIEW
Accredited Programs Self Study Template

Date of Evaluation _____

Program _____

This document is to be used to review the self-study questions so you can draft responses in the months ahead of your self-study due date. Closer to your due date, you will receive email notification when the Office of Academic Assessment creates your self-study in the portal. Please follow the email prompts to begin your report and submit the final self-study, including any additional documents you wish to have the review team consider, in the online Audit & Review portal. *Short Self-Studies follow a different process. Please contact caseyk@uw.edu for information.

Those programs in which Audit and Review occur for both the undergraduate and graduate programs during the same academic year must submit separate self-studies for the undergraduate and graduate programs (total of two self-studies). Instructions for each are provided at the Audit & Review website.

Upload Audit and Review Evaluation Report from last review in the Uploads section.

Please list the Majors and Minors covered in this review:

Major(s):

Minor(s):

Emphasis(es):

Other:

Uploads section:

1. Previous Audit & Review evaluation report from last review and progress reports. (uploaded by Department of Academic Assessment)
2. Assessment plan. (template provided by Department of Academic Assessment, completed self-study should include the program's **completed assessment plan, uploaded by program**)
3. Student enrollment and graduation data. (uploaded by Department of Academic Assessment)

General Program Information:

1. Provide a program description, which should include a mission statement if available.
2. Describe the changes that have impacted the program since the last review (such as faculty turnover, curricular changes, building projects, accreditation process, etc.). Provide only a general overview here; you will be asked to provide more detail later in the report.

3. Describe the program's current accreditation status including review cycle and any other relevant information, such as required actions, status updates, or interruptions in your accreditation approval.

Alignment within the University

1. Provide a brief paragraph describing how the program contributes to the Mission of UWW. UW-W's Mission Statement is located at: <http://www.uww.edu/strategic-plan/mission-vision-value>.
2. Select one objective from Goals 1 or 2, and one or two other objectives of the Strategic Plan the program supports. UW-W's Strategic Plan is available at: <http://www.uww.edu/strategic-plan>. Provide an example of how the program contributes to each selected Goal and Objective.
3. **[Undergraduate Programs]** Describe how the program supports general education and/or other academic programs. Provide a brief statement on how the program is interconnected to other programs, such as cross-listed courses, double majors, supporting minors, courses that are electives/required in other programs, etc. Please refer to the general education goals for guidance: <https://www.uww.edu/gened/goals-outcomes>

Program Goals and Accomplishments

1. List program goals (short and long term) currently in process. Note how each goal will contribute to improving/advancing the program. Include the proposed timeline for completing each goal. What will be the criteria for determining success in completing each goal?

Curriculum

1. In order to familiarize the reviewers with the program under review, provide a brief description of the curricular scope and sequence.
2. Indicate which of the following High Impact Practices (HIPs) are available to students and relevant to your program. Provide as much detail as possible in the description text boxes including participation numbers where available.

Assessment of Student Learning

1. Upload the program's assessment plan using the UWW Assessment Plan Template. If your accrediting body expects a different format, you may upload that document. Provide a brief summary of the plan.
2. **[Undergraduate Programs]** Select the Essential Learning Outcomes (ELOs) that your program Student Learning Outcomes (SLOs) align with. Type the SLO in the textbox next to the ELO box. Note: not every SLO needs to align with an ELO.

3. [Graduate Programs] Complete the table below to indicate how your program's SLOs of other objectives align with the Master's Level Essential Learning Outcomes from the Graduate School.

Student Enrollment, Retention, and Graduation

1. How does the program's current enrollment reflect vitality and sustainability in the program?
2. How does the program's structure and processes support retention and student progress?

Demand for Graduates: Identify career and graduate school opportunities available for graduates of the program.

1. How successful are your students in finding jobs after graduation?
2. What are the projections for finding jobs with program degrees in the future?
3. Identify unique features that set the program apart from other competing programs in the UW System, or other comparable colleges and universities.

Faculty and Staff Characteristics

1. Identify anticipated staffing changes or areas of need, and how these will affect the program.
2. What factors affect the ability to recruit and retain outstanding faculty in your program?

Student Resources

1. Does the program have adequate facilities, equipment, technology, and library holdings available for the purposes of supporting a high-quality program?

Conclusions and Recommendations from the Department or Program

1. Discuss what the department or program sees as the main strengths of the program. Focus on the areas included in the self-study, but also feel free to add items not asked about in the self-study.
2. Discuss what the department or program sees as the main areas that need improvement or continued progress. Focus on the areas included in the self-study, but also feel free to add items not asked about in the self-study.

3. What recommendations for action and improvement do you (as the department or program representative) have for the programs discussed for the next 5 years in the review cycle? What resources will you need to accomplish these actions and improvements?
4. OPTIONAL. Add any other information about the program that has not been included in the report and that you wish to share.

Submission Instructions and Due Dates:

Submit self-studies using the online submission portal. Program Coordinators will receive email notification when the Office of Academic Assessment creates the self-study in the portal. Please follow the email prompts to begin your report.

Use the portal to enter responses to each question, upload files related to questions and any other relevant documents.

Complete your self-study by October 1. After your self-study is complete (i.e., all required responses are entered and saved as “final”), click “Submit Report to Dean.” Type in the name of your Dean(s) and select their name(s) from the generated list. Add any comments you wish to (they will receive this in an email).

NOTE: Once submitted to the Dean, the self-study **cannot** be edited until the Dean returns it to the self-study author

The Dean can view and download the self-study and all documents uploaded and add comments. The Dean will send the self-study back to the author with feedback (you will receive this in an email) via the submission portal.

Submit to the Office of Academic Assessment by November 1. The author will review the Dean’s feedback and make any needed revisions. **The author will then submit the final self-study to Assessment Office using the submission portal** for processing and distribution to the Audit & Review Committee. You will receive an email confirming it was received.

NOTE: Edits **cannot** be made after a self-study has been submitted to the A&R Committee

QUESTIONS?

Katy Casey

Director of Academic Assessment

Assessment Office (Heide Hall 4th floor, room 450E)

Email: caseyk@uww.edu

Department/Program Assessment Plan Template

Overview: This template provides guidance to programs when creating their assessment plans. Some sections provide example items to use as needed when writing program-specific plans.

Department/Program	
Department Chair	
Lead person (or team)	
Date updated/submitted	

1) STUDENT LEARNING OUTCOMES (SLOs)

Definition of SLO: Statements that specify what **students** will know and demonstrate when they have completed or the program/emphasis/minor. Learning outcomes should be specific to content, measurable, ambitious, and time bound.

Please indicate at least one differentiating SLO for each program emphasis (if applicable).

Example of SLO: *Teacher candidates will distinguish between the different levels of learning among students with disabilities and describe how to best support their individualized needs through differentiation.*

Example of SLO: *Students will integrate human anatomy and physiology concepts, and demonstrate ability to design programs that will optimize health and performance.*

Our program learning outcomes are as follows [3-8 recommended]:

SLO 1	
SLO 2	
SLO 3	
SLO 4	
SLO 5	
SLO 6	
SLO 7	

Some program SLOs should align with Essential Learning Outcomes (ELOs), and programs may have additional, unique SLO topics. The ELO topics are:

1. Knowledge of human cultures and the physical and natural world
2. Intellectual and practical skills
3. Personal and social responsibility
4. Integrative and applied learning

2) LEARNING OPPORTUNITIES.

Use a “curriculum map” to illustrate which courses and requirements help students meet the intended outcomes. An “I” on the curriculum map indicates where the program plans to introduce students to each SLO. A “D” on the curriculum map indicates where the program plans to provide opportunities for students to develop SLOs. An “A” on the curriculum map indicates when the program plans to assess each learning outcome.

Sample curriculum map:

The program's courses are listed in the top row, and SLOs are listed in the first column. In addition, programs are encouraged to identify the signature assessments used to evaluate student learning.

SLO	150	201	230	320	355	365	410	440	480	493
1	I			D				D, A1		
2		I			D			D, A4	A2	
3	I			D		D				A6
4		I, A5							A5	
5	I			D			A4			A3
6			I			D				A1
7			I				D	A1		A3

Example signature assessments:

- A1) Artifact in portfolio
- A2) Capstone exam
- A3) Internship supervisor's student evaluation
- A4) Course-based exam
- A5) Writing analysis with common rubric
- A6) Alumni survey

3) TIMELINE

Complete a timeline that indicates the programs plan to assess the SLOs and who will lead the work for the specified outcome. SLOs can be assessed on a rotational basis.

SLO	When assessed:	Team member responsible:

4) ASSESSMENTS

Describe the measure/process used to assess SLOs, and the criterion for performance.

SLO	Measure or assessment tool and process used to evaluate	Criterion
1	<i>Example: capstone writing assignment, sample scored using writing matters rubric in final semester</i>	<i>Example: Students score X or above to be determined proficient</i>
2		
3		
4		
5		
6		
7		

5) FINDINGS

Briefly describe the results of the information collected from the assessments in #4 (*What are the implications of the findings? Are students achieving expected learning outcomes?*). How will the program use the results for program growth and improvement?

SLO 1	<p>Example: <i>During pre- and student-teaching semesters, Cooperating Teachers and University supervisors evaluate teacher candidates (TC) on their attitudes, skills, and competencies related to being a responsible professional, see attached form (SLO 5). TC are evaluated on a 0 – 4 scale, from no basis for judgment (0) to advanced (4). Faculty and program coordinators use these data as an indicator of TC development as a teacher throughout their program of study. TC generally improve throughout the program and that improvement is evident by increased scores from pre- to student-teaching field experiences. However, if a student does not make progress on these standards throughout their program, the University Supervisor and/or Cooperating Teacher initiates the programs remediation process.</i></p> <p><i>The Special Education program reports 2% of students have participated in the remediation process, which means the majority of candidates are performing at the basic (2) to advanced (4) levels, as expected of candidates upon completion of an initial preparation program. Of those who do participate in remediation, 75% successfully complete student teaching.</i></p>
SLO 2	<p>Example: <i>The results of the capstone exam were slightly below our criterion (74% students scored 80 or higher on the capstone exam, and the criterion, based on national standards, was 80% scoring 80 or higher). A detailed analysis of the capstone results demonstrated that students struggle in particular with X concepts. As a result, the program faculty plan to revise the content in course # 230, requiring more foundational knowledge to better prepare students for the higher-level courses.</i></p>
SLO 3	
SLO 4	
SLO 5	
SLO 6	
SLO 7	

6) ACTION PLAN

The action plan should include the specific actions individuals in the program will take to make changes to the program based on assessment results. Include the timeline and people responsible for each action.

Action Items	Team member responsible:	Timeline:

Cardinal Stritch Graduate Academic Residency and Transfer Policy

The Graduate Faculty of UW-Whitewater, represented by the Graduate Council, approve the following modified Academic Residency and Transfer Policy for students who are currently enrolled in a graduate program at Cardinal Stritch University or have been enrolled in a graduate program there at any time since August 2021 and have not transferred to another institution of higher education between the time when they last attended Cardinal Stritch and the time when they applied (or will apply) for admission to UW-Whitewater. This modified policy is intended to be a limited-time, limited-scope “carve-out” from the normal Academic Residency and Transfer Policies in response to the disruption to Cardinal Stritch students’ ongoing education, and it does not otherwise create waivers from or exceptions to any UW-Whitewater policies.

Modified Academic Residency Policy for Students Transferring from Cardinal Stritch University during 2023 and 2024

For only those graduate students who have

1. enrolled at Cardinal Stritch University during the 2021-22 or 2022-23 academic years, and
2. been admitted to UW-Whitewater as a graduate transfer student for any term between Summer 2023 and Fall 2024, inclusive, and

this modified Academic Residency and Transfer Policy shall replace the usual Academic Residency and Transfer Policies.

- A minimum of one (1) UW-Whitewater graduate course in the student’s program, which must be taken at UW-Whitewater immediately prior to graduation, is required to qualify for a graduate degree.
- Students must be enrolled at UW-Whitewater during the term in which the requirements are completed.
- Units for a course completed at Cardinal Stritch may be transferred to UW-Whitewater and applied toward a graduate degree provided:
 - a. the course appears as a graduate course on the student's graduate transcript from Cardinal Stritch,
 - b. the course is applicable toward a graduate degree at Cardinal Stritch,
 - c. the course is appropriate for the student's proposed graduate degree program at UW-Whitewater,
 - d. the student earned a grade of at least B (3.00) for the course (B- is less than a 3.00 and will not be transferable).

This modified policy does not waive or replace any policies of individual colleges, departments, or academic programs regarding acceptance of transfer credit toward their own degrees’ or programs’ requirements.

Incomplete Policy

Faculty Senate approved policy

<https://www.uww.edu/facsenate/current-policies/fs-academic-policies#incompletes>

Recommended Action

Create a graduate policy using the same text but replacing “undergraduate” with “graduate” in the first sentence of the undergraduate policy. (No change in past practice.)

Posthumous Degree Policy

Faculty Senate approved policy

<https://www.uww.edu/facsenate/current-policies/fs-academic-policies#posthumous-degree>

Recommended Action

Endorse the policy as it is. It already includes graduate programs.

Honorary Degree Policy

Faculty Senate approved policy

<https://www.uww.edu/facsenate/current-policies/fs-academic-policies#honorary-degree>

Recommended Action

Create a graduate policy:

In order to facilitate the process of awarding honorary graduate degrees, the decision makers will be the Graduate Council, the Chancellor, and the President of the UW-System.