

# GRADUATE COUNCIL MEETING MINUTES

May 2, 2024

**PRESENT:** Corey Davis, Un Chae Chung, Praveen Parboteeah, Todd Loushine, Alana Platt, Zach Oster, Arjan Prempti, Andy Dahl, Avishek Bhandari, John Smith, Lynn Gilbertson, Nicole Weber, Ola Bamgbose, Karla Saeger, Shannon Stuart, Lucy Heimer, Kris Curran, Hien Nguyen, Kristen Prock

**ABSENT:** Rylee Carpentier, \*Russ Kashian, Heather Rasmussen, Wade Tillett, Lindsey Greviskes, Denise Roseland, Alison Stangler, Christine Neddenriep, Jessica Lauer, \*Rebecca Groves

**GUESTS:** Angela Harlan, Andrea Ednie, Paul Waelchli, Matt Winden, Abbie Windsor, Heather Chermak, Tamela Rocke, Kristen Plessel, Balaji Sankaranarayanan, Chancellor Corey King, Amal Ibrahim, Soroush Aslani, Gina Martin, Jennifer Betters-Bubon

**PRESIDER:** Matt Vick

\*Previously notified.

The May 2, 2024 meeting was called to order at 2:18 p.m. by Dean, Matt Vick

## **I. Approval of Minutes from the March 7, 2024 Meeting**

Lynn Gilbertson moved to approve March 7, 2024 meeting minutes. Andy Dahl seconded and motion passed.

## **II. Announcements**

1. Graduate Teaching Award presented to Gina Martin
2. Committee Membership 2024-25

## **III. Information Only**

### **1. Special Courses**

Zach Oster moved to receive and record the following special courses. Lynn Gilbertson seconded and motion passed.

COUNSED 691-B	SOC & CUL FOUND SCOTLAND
POLISCI 696-A	AMERICAN POLITICAL THOUGH
MANGEMNT 691-A	CROSS-ATLANTIC CHARITY QUEST (SPRING 2025)

### **2. UG programs with GRAD courses**

Praveen Parboteeah moved to receive and record the following undergraduate programs offering graduate courses. Lynn Gilbertson seconded and motion passed.

The following are undergraduate programs that are adding graduate course options per the new policy

Program Management	Finance – Finance Emphasis (BBA)
Program Management	Finance – Investments Emphasis (BBA)
New Program Proposal	Finance – Banking Emphasis (BBA)
Program Management	Information Technology – Information Technology Emphasis (BBA)

Program Management	Information Technology – Cybersecurity and Networking Emphasis (BBA)
Program Management	Business Analytics – Data Mining and Artificial Intelligence (BBA)
Program Management	Business Analytics – Marketing Emphasis (BBA)
Program Management	Business Analytics – Digital Marketing Emphasis (BBA)
Program Management	Business Analytics – Supply Chain Emphasis (BBA)
Program Management	Computer Science – General Emphasis (BA/BS)
Program Management	Computer Science – Comprehensive Emphasis (BS)
Program Management	Computer Science – Applied Computing Emphasis (BA/BS)
Program Management	Computer Science – Game Development Emphasis (BA/BS)

#### IV. Business Items

##### A. College of Arts and Communication

N/A

##### B. College of Business and Economics

Corey Davis moved to approve items B1-B2. Andy Dahl seconded and motion passed.

1. Curricular Action: Course Deactivation Proposal: [ACCOUNT 759](#) : TAX RESEARCH, VOLUNTEER EXPERIENCE, AND PRACTICAL TAX LEARNING
2. Curricular Action: Course Deactivation Proposal: [FNBSLW 542](#) : ADVANCED BUSINESS AND COMMERCIAL LAW

Andy Dahl motioned to approve item B3. Corey Davis seconded and motion passed.

3. Curricular Action: Course Change Request: [ECON 761](#) : FUNDAMENTALS OF BUSINESS FORECASTING

Avishek Bhandari motioned to approve item B4. Andy Dahl seconded and motion passed.

4. Curricular Action: New Course Proposal: [ACCOUNT 745](#) : AI, MACHINE LEARNING & DEEP LEARNING N ACCOUNTING & FINANCE

Corey Davis moved to approve items B5-B10. Andy Dahl seconded and motion passed.

5. Curricular Action: Program Change Request: [BOMBABADM OBSADMCTG](#) : Business Administration – Accounting Emphasis (MBA)
6. Curricular Action: Program Change Request: [BEMBABADM BUSADMCUST](#) : Business Administration – Customized Emphasis (MBA)
7. Curricular Action: Program Change Request: [BEMBABADM BUSADMDATA](#) : Business Administration – Data Analytics Emphasis
8. Curricular Action: Program Change Request: [BEMBABADM BUSADMFINC](#) : Business Administration – Finance Emphasis (MBA)
9. Curricular Action: Program Change Request: [BEMBABADM BUSADMMGNT](#) : Business Administration – Management Emphasis (MBA)
10. Curricular Action: Program Change Request: [BEMBABADM BUSADMOSPC](#) : Business Administration – Supply Chain Management Emphasis (MBA)

Andy Dahl moved to approve item B11. Praveen Parboteeah seconded and motion passed.

11. Curricular Action: Program Change Request: [BOMSFINANC](#) : Finance (MS)

##### C. College of Education and Professional Studies

Zach Oster moved to approve item C1. Lynn Gilbertson seconded and motion passed.

1. Curricular Action: Course Change Request: CIGENRL 510 : SURVEY OF EDUCATIONAL LINGUISTICS

Kris Curran moved to approve items C2-C3. Lynn Gilbertson seconded and motion passed.

2. Curricular Action: Course Deactivation Proposal: CIGENRL 655 : TEACHING CONTENT IN THE BILINGUAL CLASSROOM
3. Curricular Action: Course Deactivation Proposal: HELEAD 732 : EVENT MANAGEMENT, MARKETING AND SPONSORSHIP IN ATHLETICS

Zach Oster moved to approve item C4. Andy Dahl seconded and motion passed.

4. Curricular Action: Program Change Request: EDMSEHGHEH HGEDHIGHER : Higher Education Leadership – Higher Education Leadership Emphasis (MSE)

Lynn Gilbertson moved to approve item C5. Zach Oster seconded and motion passed.

5. Curricular Action: Program Change Request: EDMSEPD PDCI : Professional Studies – Curriculum and Instruction Emphasis (MSE)

Kris Curran moved to approve item C6. Lynn Gilbertson seconded. After discussion, item C6 was not approved. Kris Curran moved to withdraw the motion to approve and Lynn Gilbertson seconded. Motion to withdraw passed.

6. Curricular Action: Program Change Request: EOMSESPED OSPEDPRFDV : Special Education – Evidence Based Practices Emphasis (MSE)

Zach Oster moved to approve item C7. Lynn Gilbertson seconded and motion passed.

7. Curricular Action: New Program Proposal: Leadership and Learning Support Certificate

#### **D. College of Letters and Sciences**

Lynn Gilbertson moved to approve items D1-D13. Praveen Parboteeah seconded and motion passed.

1. Curricular Action: Course Deactivation Proposal: ENGLISH 545 : AFRICAN-AMERICAN LITERATURE, 1800 TO PRESENT
2. Curricular Action: Course Deactivation Proposal: ENGLISH 605 : SHAKESPEAR
3. Curricular Action: Course Deactivation Proposal: ESL 550 : INTRODUCTION TO ESL AND BILINGUAL BICULTURAL EDUCATION
4. Curricular Action: Course Deactivation Proposal: ESL 603 : ESL METHODS AND CURRICULUM
5. Curricular Action: Course Deactivation Proposal: ESL 696 : SPECIAL STUDIES
6. Curricular Action: Course Deactivation Proposal: ESL 798 : INDIVIDUAL STUDIES
7. Curricular Action: New Proposal: Deactivation of ESL Subject Code
8. Curricular Action: Course Deactivation Proposal: GEOGRPHY 690 : WORKSHOP
9. Curricular Action: Course Deactivation Proposal: GEOLGY 690 : WORKSHOP
10. Curricular Action: Course Deactivation Proposal: GEOLGY 694 : SEMINAR
11. Curricular Action: Course Deactivation Proposal: GEOLGY 696 : SPECIAL STUDIES
12. Curricular Action: Course Deactivation Proposal: RACEETH 580 : RACE, ETHNICITY & SOCIAL JUSTICE:ISSUES FOR HELPING PROFESSIONALS
13. Curricular Action: Course Deactivation Proposal: SOCWORK 575 : SOCIAL WORK CASE MANAGEMENT

Zach Oster moved to approve items D14-D17. Lynn Gilbertson seconded and motion passed.

14. Curricular Action: New Course Proposal: COMPSCI 723 : MATHEMATICAL AND PROGRAMMING FOUNDATIONS OF DATA SCIENCE
15. Curricular Action: New Course Proposal: COMPSCI 761 : STATISTICAL COMPUTING AND APPLICATIONS
16. Curricular Action: New Course Proposal: COMPSCI 768 : DEEP LEARNING

17. Curricular Action: New Course Proposal: CYBER 757 : INFORMATION PRIVACY

Zach Oster moved to approve items D18-D19. Lynn Gilbertson seconded and motion passed.

18. Curricular Action: Program Change Request: BOMSCYBER OSCRTYENGR :  
Cybersecurity – Security Engineering Emphasis (MS)
19. Curricular Action: Program Change Request: LSMSCMPSCI CMPCYBERSC : Computer  
Science – Cybersecurity Engineering Emphasis (MS)

Zach Oster moved to approve items D20-D26. Praveen Parboteeah seconded and motion passed.

20. Curricular Action: Course Reactivation Proposal: POLISCI 501 : POLITICAL SCIENCE  
RESEARCH METHODS
21. Curricular Action: Course Reactivation Proposal: POLISCI 544 : STATE AND LOCAL  
GOVERNMENT
22. Curricular Action: New Course Proposal: POLISCI 550 : INTERNATIONAL LAW
23. Curricular Action: Course Reactivation Proposal: POLISCI 619 : THE JUDICIAL  
PROCESS
24. Curricular Action: Course Reactivation Proposal: POLISCI 620 : AMERICAN POLITICAL  
THOUGHT
25. Curricular Action: Course Reactivation Proposal: POLISCI 630 : FORMATION OF  
PUBLIC POLICY
26. Curricular Action: New Program Proposal: Political Science Graduate Certificate

Zach Oster moved to approve item D27. Nicole Weber seconded and motion passed.

27. Curricular Action: Course: Course Change Request: SOCWORK 537 : INTRODUCTION  
TO SOCIAL GERONTOLOGY

**E. Curriculum Handbook Grad Draft Spring 2024 (See Attachment)**

Lynn Gilbertson moved to approve the Spring 2024 Curriculum Handbook draft. Corey Davis seconded and motion passed.

**V. Discussion**

**A. GA survey results (See Attachment)**

Corey Davis moved to adjourn. Praveen Parboteeah seconded and motion passed. Meeting adjourned at 3:26pm.

Respectfully submitted,

Ruth Peterson  
Secretary

# Curriculum Handbook – Part 2 Graduate

Updated 04/02/2021

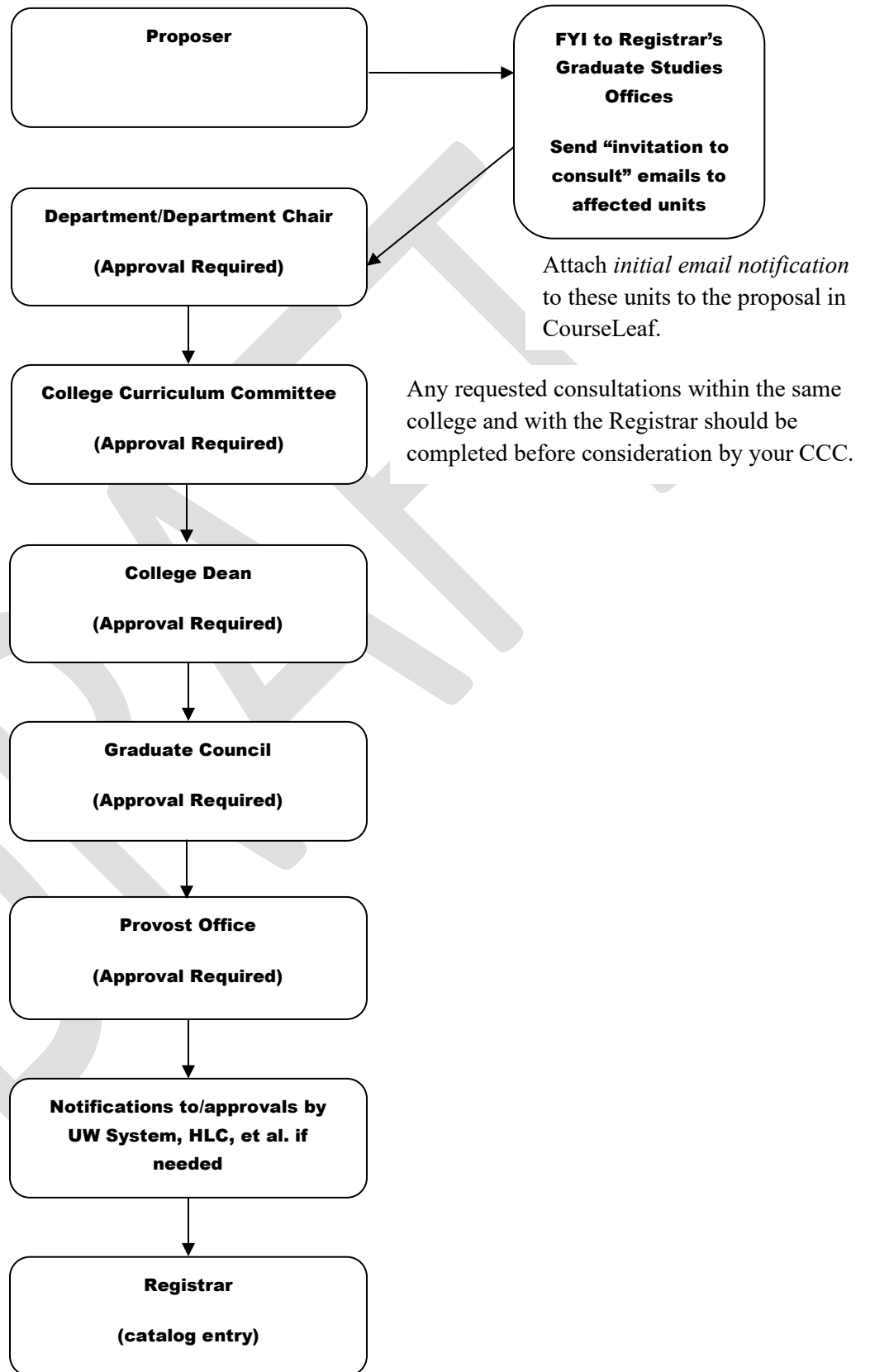
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# Graduate Curriculum Flow Chart

Each department approves proposals according to their bylaws or practices.



## CourseLeaf Workflow for Graduate Proposals

- A. The chair of the department approves the proposal, indicating departmental support/approval has been confirmed according to the bylaws or regular practices of the department.
- B. The curriculum impact review and consultation take place **if** required/requested. A PDF copy of the email notification to all affected departments or colleges (see [Curriculum Consultation](#) on page 14), as well as results from consultations that are completed before consideration by the sponsoring department's CCC, should be forwarded to the appropriate CCC chair, who will attach them to the proposal. Results from consultations that are completed after approval by CCC(s) but before consideration by Graduate Council should be forwarded to the Graduate Council chair, who will attach them to the proposal.
- C. The proposal is submitted to the sponsoring department's CCC. The chair of the CCC approves the proposal to indicate committee approval.
- D. For approval of cross-college programs/courses, the proposals must go through **all** impacted colleges. Each college will be listed in the workflow, and will be notified of the proposal upon its submission into the workflow. The current workflow may need to be updated. Please contact the Provost's Office at x1055 to have the workflow updated when necessary.
- E. The College dean(s) approves the proposal to indicated college support/approval.
- F. The proposal is submitted to the Graduate Council. The chair of the Graduate Council approves the proposal to indicate committee approval.
- G. The proposal is submitted to the Provost's Office. The Provost's Office approves the proposal.
- H. If it is determined the proposal needs UW-System approval and/or Board of Regents approval, the Provost's Office will follow the UW System Administrative Policy 102 guidelines and submit the necessary information.
- I. Once all approvals have been obtained, the proposal is submitted to the Registrar's office for implementation.

## Graduate Curriculum Approval Procedures Matrix

All graduate curriculum approval procedures not mandated by UW System or the Board of Regents are determined by the Graduate Council.

Form	Action	Dept	CCC	College Dean	Grad Council	UWS	Regent	Comment
PF	New degree	r	x	x	x	x	i	A, B
PF	New major	x	x	x	x	x	i	A, B
PF	New submajor	x	x	x	x	(i)		B, C
PF	Change in degree requirement(s)	r	x	x	x	(x)	(i)	D, E, G
PF	Change in major	x	x	x	x	(x)	(i)	E, G
PF	Change in submajor	x	x	x	x	(i)	(i)	G
PF	Deactivation of a major	x	x	x	x	(x)	(i)	E, G
PF	Deactivation of a submajor	x	x	x	x	(i)	(i)	G
PF	Change in mode of delivery	x	x	x	x	i		G
CF	New course	x	x	x	x			F, H, I, P
CF	Course revision	x	x	x	x			G, H, I, L, P
CF	Course deactivation	x	x	x	i			G, I, J, K
CF	License matters							M
SF	Special courses	x		x	i			N
OF	Administrative actions	r	i	x	i	(i)		O

### Heading Codes:

CCC College Curriculum Committee  
 UWS University of Wisconsin System  
 Regent Board of Regents

### Matrix Codes:

x Action item  
 i Information item\*  
 r Response or recommendation, but no approval  
 ( ) AVC/UWS Program Liaison determines whether submission to UWS is required  
 i Action or information item, depending on the content of the proposal  
 PF Program Form  
 CF Course Form  
 SF Special Topics Form  
 OF Other Request Form

\*Note: Curriculum items identified as “i” are to be listed on an agenda with the indication “information only.” Such items are to be included in the published agenda for purposes of receiving and recording. However, it must be understood that, upon request, any item (except an administrative action) may be removed from the list of information items and be subject to individual approval or rejection.

See comment key beginning on page 4.



## Comment Key

All actions involving programs are submitted via the Program form, and all actions involving courses are submitted via the Course form.

- A. During planning and priority-setting stages of long-range planning, the several curriculum committees should be kept informed of proposed new programs and priorities.
- B. Appropriate UW System Administrative Policy 102 procedures are to be coordinated with the Provost's Office.
- C. A *submajor* is a program of study that consists of fewer credits than a major, but that is officially recorded on the transcript, including minors, emphases, tracks, and certificates.
- D. A college degree requirement is defined as a requirement common to all students pursuing a common degree within a college. All college degree proposals that are complete and have been approved by a college are to be shared with the deans of the other colleges for special attention concerning cross-college and university-wide impacts.
- E. If a proposal to change a degree or major involves a "substantive redirection" as determined by the Provost's Office, it requires System action subsequent to campus approval.
- F. When a department plans to offer a new course, it needs to consider whether the course will affect other programs, i.e. offered as an option in another program, content is similar to a course in another department. If so, a consultation with the departments involved must be offered. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf. (See [Curriculum Consultation](#) on page 14.)  
If a new course will be required in a major or submajor, or included as an option within a category of required courses, a program change proposal must be submitted in CourseLeaf in order to implement inclusion of the course; if the course will simply be a general elective in the program, no further action is necessary.
- G. **Program changes, course changes**, and some "**other**" actions are to be reviewed by the sponsoring department before submitting the proposal to the CCC. Any other program affected by a proposal must be offered a consultation before the proposal is submitted to the CCC. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf. (See [Curriculum Consultation](#) on page 14.)
- H. Approval for, and changes in, dual-listed courses (those offered for both graduate and undergraduate level credit) must be obtained at both the undergraduate and the graduate level. In dual-listed courses there should be a clear distinction between undergraduate and graduate course prerequisites and restrictions, as well as an inclusion of the unique expectations regarding content, intensity, and self-direction (See [Graduate Level Requirements in Dual-Listed Courses](#) on page 16.) To add a graduate component (dual-listing) to an existing

undergraduate course, a **new course proposal** must be submitted for the graduate course only, following the procedures for graduate courses. To delete the graduate component of a dual-listed course, a proposal to deactivate the graduate course must be submitted, following the procedures for graduate courses.

- I. All proposals relating to non-departmentally based university-wide courses (INTRAUNV) are to be sent directly to the Graduate Council. Before consideration by the Graduate Council, the Provost's Office notifies the all college deans of the proposals; the deans have five class days to request consultation (See **Curriculum Consultation** on page 14.) Consultation must be completed prior to consideration by the Graduate Council. If concerns are not resolved, a written statement of concerns will be presented to the Graduate Council for consideration, together with the proposal.  
All proposals relating to non-departmentally based college-wide courses (ACINDP, BEINDP, EDUINDP, and LSINDP) are to be sent by the proposer(s) directly to the appropriate CCC, and then to the dean and the Graduate Council for approval.
- J. Courses, other than those numbered in the 690s and 790s, that have not been offered for the four calendar years immediately preceding the issuance of a new catalog will be dropped from the list of approved courses. Exceptions to this policy must be approved by the Provost's Office. Exception requests are submitted through the Course Form by indicating "Currency of Catalog" in the summary of changes. Specific information is sent out during each Currency of Catalog exercise prior to the publication of each new catalog by the Registrar's Office.
- K. ALL course deletions require consultation with any other program(s) affected.
- L. Substantive revisions require the attachment of two syllabi: an old syllabus (prior to the revision) and a new syllabus (reflecting the revision).  
A **change of credit** implies a substantive revision of a course and should be proposed as such.  
A **course number change** implies a substantive revision of a course and should be proposed as such.  
Guidelines for a course number change:
- If two or more courses are combined into one, a different number must be used for the new course.
  - If one course is subdivided into two or more courses, a new number must be assigned to each.
  - If a course is deleted or re-numbered, the former course number cannot be used for at least ten years.
- M. To effectively involve the University Licensure Officer with those university curricular actions dealing with DPI and other state licensure provisions, the University Licensure Officer:
1. Serves as a non-voting resource person on the UCC for Undergraduate Programs or on the Graduate Council for Graduate Programs and as such receives copies of all agendas, all proposals being submitted for action, and all records of the UCC actions (undergraduate) or Graduate Council actions (graduate).
  2. Addresses all licensure-related actions originating within the University and coming before the UCC or Graduate Council (whichever is appropriate). It is understood that originating bodies will seek consultation with the Licensure Officer consistent with general consultation practices.

- a. In matters of minor significance, the Licensure Officer makes a recommendation directly to the UCC and/or Graduate Council (whichever is appropriate) and the action of the UCC and/or Graduate Council is submitted to the Faculty Senate.
  - b. In matters regarded to be of major importance to the Licensure Officer and requiring further study, the Licensure Officer can request the UCC or the Graduate Council (whichever is appropriate) to refer action to a third body for purposes of recommendation. The matter is subsequently returned to the UCC or Graduate Council for formal action.
3. Presents curricular matters originating outside the University, such as DPI or legislative mandates, to the UCC or Graduate Council (whichever is appropriate) with a recommendation for approval, further development, or referral. Subsequently, all matters are returned to the UCC or Graduate Council for formal action.
- N. Special Courses are those numbered in the 690s and 790s. Proposals for these courses are submitted using the Special Course form. (See [Special Course Definitions and Descriptions](#) on page 10.)
- O. Administrative actions (submitted using the Other Request form) are those that concern primarily the fiscal, personnel, and/or record-keeping aspects of program delivery, although they may impact curriculum secondarily. Examples include, but are not limited to, restructuring or renaming of departments, creation of a new prefix, and establishment or change of college/program admission or graduation requirements. GPA and other similar requirements that are intended primarily to control enrollment in a program are considered administrative matters; GPA and other similar requirements that are intended primarily to assure a certain level of student competence or achievement are considered curricular and are processed through the normal curricular procedure. Administrative actions should be disseminated to appropriate bodies for information.
- P. Graduate curricular approval/disapproval decisions by college curriculum committees or college deans may be appealed to the Graduate Council. These appeals may be made by resubmitting the proposal, along with a cover letter explaining the rationale for the appeal, to the Graduate Council.

## Program Definitions and Descriptions

GPA: Grade point average is determined by dividing the total number of grade points (credits × grade point value) by the total number of GPA credits (graded courses). There are multiple possible GPA calculations.

- GPA Credits: determined by the number of graded course credits.
- Term GPA: the GPA determined by the courses taken in a specific term (semester).
- UWW Cumulative GPA: the GPA of all courses taken at UW-Whitewater. This is the official GPA of the university, which is used to determine academic standards and graduation.
- Transfer GPA: the GPA of all courses taken at other institution(s) and accepted by UW-Whitewater.
- Combined Cumulative GPA: the GPA determined by all courses taken at UW-Whitewater and transfer institutions. The Combined GPA is not an official GPA used for academic standards or graduation.
- Major/Emphasis/Certificate GPA: the GPA of courses satisfying requirements for the major (degree program), emphasis, or certificate, respectively.

Major: A principal field of academic specialization. At the graduate level, each degree program is considered a major. Majors are coded with a PeopleSoft Plan code.

Sub-major: A program of study that consists of fewer credits than a major but that is officially recorded on the transcript, including emphases and certificates. Sub-majors are coded with a PeopleSoft Plan code.

Certificate: A credential awarded for completion of a coherent program of study consisting of nine (9) or more credits. Must be identified as an undergraduate or graduate certificate. A typical UWW certificate is 9 – 15 credits. Accredited or pre-professional certificates may be larger. Certificates are coded with a PeopleSoft Plan code.

### Guidelines

#### Deactivation of a program

- Should be used if not expecting to offer the program again in the future.
- Students will no longer be able to enroll in the program and the program will be unpublished in electronic publications (My Majors, Slate, course catalog).
- In CourseLeaf, use the deactivate button, enter a justification and attach a teach-out plan.

#### Suspending Admission to a program

- Should be used if temporarily stopping enrollment in a program but the program may be reactivated.
- Students will no longer be able to enroll in the program and the program will be unpublished in electronic publications (My Majors, Slate, course catalog).
- In CourseLeaf, edit the program. Add “SUSPENSION” to the end of the program title. State the request to suspend in the Summary of Changes and Other Comments areas. Attach a teach-out plan.

#### Reinstating Admission to a Program

- Enrollment is reopened for the program.
- Students will be able to enroll in the program and the program will be published in electronic publications (My Majors, Slate, course catalog) beginning in the effective term of the proposal.
- In CourseLeaf, edit the program. Remove “SUSPENSION” from the title and answer all prompts.

## Course Definitions and Descriptions

**Cross-listing:** A single course is offered for registration under two or more subject codes. The course is identical for everyone participating and has the same information (e.g. title, description, prerequisites, etc.) in the catalog. Cross-listed courses should have the same course number. All cross-listed courses are considered equivalent.

**Equivalency:** A set of courses that, though not necessarily identical, serve the same purpose with respect to content or program degree requirements. Equivalent courses are subject to the repeat policy, meaning they are treated as the same for repeats and grade replacement purposes.

**Dual-listing:** A course that is offered under the same subject code for registration at both the undergraduate level and at the graduate level. Three-hundred level courses are dual-listed with five-hundred level courses, and four-hundred level courses with six-hundred level courses (e.g. 3XX/5XX or 4XX/6XX).

**Requisites:** Major/Emphasis/Certificate GPA is not calculated in WINS. If a course's requisites include Major/Emphasis/Certificate GPA or a GPA computed over some other set of courses, then enrollment for that course would be manually managed by the department through permissions.

- **Corequisite:** A requirement which must be completed prior to or concurrently with registration for the course. In the catalog, language should be used to describe corequisites as appropriate.
  - “Concurrent enrollment in XXXX ###” OR
  - “Prior completion or concurrent enrollment in XXXX ###”
- **Prerequisite:** A requirement that must be satisfied before registering for the course.
- **Unrequisite:** A course for which credit cannot be earned because the content overlaps with the specified course. In the catalog, language should be used to describe unrequisites as appropriate.
  - “A student may earn credit for only one of XXXX ### or XXXX ###.”

The catalog defines levels determined by the first digit of the 3-digit course number:

3XX, 4XX: upper division undergraduate  
5XX, 6XX, 7XX: graduate  
8XX: doctoral

### Credits, Contact Hour, and Course Component

A minimum of 750 minutes (15, 50-minute hours) in the classroom with the instructor equals one credit of class time. Out-of-class work must be included and must total a minimum of 1,500 minutes per credit (30, 50-minute hours). The credits/hours can be offered in a variety of modalities. Classes should be scheduled so that students have adequate out-of-class study time. Courses offered in non-conventional time configurations must accommodate a minimum of 750 minutes of direct contact and a minimum of 1,500 minutes of out-of-class work for each credit offered. This applies to the following three course components:

**LECTURE (LEC):** Standard course type. Lecture courses are led and designed by the instructor and may include a variety of pedagogy types.

**SEMINAR (SEM):** A course offered to a group of advanced students studying under a professor with each doing in-depth study and discussion of the course material with the professor and other students.

**DISCUSSION (DIS):** Interactional meeting that can include activities such as demonstrations, hands-on engagements, case studies, field experiences. Can be used as a secondary component.

All laboratories should meet for a minimum of 1,500 minutes (30 50-minute hours) per credit; direct and indirect time must total a minimum of 2,250 minutes per credit (including student preparation and out-of-lab work or activity). This applies to the following course component:

**LAB/STUDIO (LAB):** Studio, laboratory or field experimentation, observation, or practice in a field of study or a course incorporating practical experience under guidance of an instructor. Can be used as a primary component.

All varieties of independent study courses may vary in times of contact, but still require the minimum total time of 2,250 minutes (45 50-minute hours) per credit. Engagement can be a combination of the time spent in the field and class/homework, paper writing, etc. All of these hours can be listed in the "direct hours" area. This applies to the following five course components:

**INDEPENDENT STUDY (IND)/THESIS (THE):** One-on-one activity between instructor and student where the focus is on individual attention.

**FIELD EXPERIENCE (FLD)/ INTERNSHIP (INT):** Instruction generally occurring outside the classroom setting. Sections are determined by the span of supervision of a particular faculty member rather than the meeting time and place. Examples include student teaching, internship, clinical experience, and field work (where that represents the total contact of the course).

**PRACTICUM (PRA):** A practicum is a required experience(s) for students in certain applied fields such as Education, Social Work, and Communications Sciences and Disorders. Student competencies are fully developed and are supervised by approved employer partners.

### **Guidelines for Online Courses**

For courses offered partially or completely as online courses, there should be a minimum of 750 minutes per credit, plus the provision for at least 1500 minutes of preparation and other extra-classroom activity. Courses taught partially or completely online may be expected to demonstrate how they provide the opportunities for students to spend the equivalent of 2500 minutes engaged in learning activities per credit. For example, a course might include some of the following:

- 1500 minutes of reviewing videos, lectures, and Power Point presentations online
- 500 minutes of required group discussions
- 2500 minutes reading course materials
- 2500 minutes writing papers
- 500 minutes taking course examinations

## Special Course Definitions and Descriptions

Courses numbered in the 690s and 790s are “special” courses. Special courses include those not offered on a regular basis; those whose themes/contents vary significantly with each offering; those whose scheduling requires flexibility beyond normal curriculum procedures; those involving applied or practical experiences that vary student-to-student and/or term-by-term; and those pursued on an individual or independent schedule.

Courses offered in the 690s and 790s and considered “special” include:

- 690 or 790 Workshop (group activity)
- 691 Travel Study (group activity)
- 694 Seminar (group activity)
- 696 or 796 Special Study (group activity)
- 793 Practicum (individual focus)
- 798 Independent Study (individual focus)
- 799 Senior Thesis/Senior Project (individual focus)

### Descriptions

**690 and 790 Workshop:** Group activity-oriented presentations emphasizing “hands on” and participatory instructional techniques. Workshops have as their primary goal the imparting of either a specialized knowledge base regarding an instructional strategy or method or a specific skill. Presentations that are more broadly based in content or that emphasize intensive study and/or research procedures are not to be offered under a workshop number or title.

**691 Travel Study:** Group activity. A planned group excursion involving extensive academically-focused travel (primarily, though not exclusively, foreign) for which credit is generated.

**694 Seminar:** Group activity. An advanced course of study in a defined-subject area emphasizing small groups in intense study with a faculty member.

**696 and 796 Special Studies:** Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings. The same topic may be offered a maximum of three times under one of these numbers, after which the topic can only be offered by creating a regular course offering through the curriculum process.

**793 Practicum:** Individual activity. Provides planned practical experience in a prescribed area with an agency and under the supervision and cooperative direction of a faculty and agency person.

**798 Individual Studies:** Individual activity. Pursued in an area of special interest for a variable number of credits under the sponsorship of an interested faculty member and with a minimum of external guidance.

**NOTE:** Regular courses offered on an independent study basis to one or two students in a given term must be listed as 798. The title of the 798 may indicate the content/title from the regular course.

**799 Thesis Research:** Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisers and leading to the completion of a master's degree.

### **Curricular Procedures**

For 690 and 790, 691, 694, and 696 and 796 courses, a new CourseLeaf [Special Topics Form](#) must be completed and approved each time one of these courses is offered.

The following courses exist for all departments: 793, 798, and 799. No curricular action is required to implement these courses. If changes are to be made to these courses, the department would change the shell of the course already in Course Inventory Management by using the [Course Form](#). This change would go through as course revision.

## **Travel Study Courses**

### **Travel Study Program Policy Statement**

The University of Wisconsin-Whitewater affirms the vital role of travel study courses in the total UW-Whitewater education abroad experience. It recognizes that the academic content and quality of travel study programs are primarily the purview of the faculty members who teach and lead the courses. The role of the Office of Global Experiences in travel study programs is to coordinate limited resources in an efficient manner, particularly as it relates to travel study program fiscal oversight. The Office of Global Experiences provides logistical, budgetary, and program management support for all UW-W travel study programs. Travel study programs are self-supporting activities that require continuous budgetary planning and fiscal oversight.

### **Travel Study Program Delivery Periods**

Travel study courses may be offered in any of the following semesters: Fall, Spring, Winterim and Summer. Most UW-Whitewater travel study courses are offered in either Fall or Spring term with travel abroad in December-January and May-June, respectively.

Travel study courses offered on-load in either the Winterim or Summer term may result in additional program costs associated with travel study faculty compensation rates.

### **Travel Study Faculty Compensation**

UW-Whitewater has adopted a travel study compensation policy so as to equitably and fairly compensate teaching faculty and instructional academic staff who offer travel study courses off-load in either the Fall or Spring terms. For more information about this policy, please contact the Office of Global Experiences.

### **Credit Programs**

A minimum twelve- to fifteen-month planning period and a draft budget are recommended when planning all new travel study programs. Marketing and implementation of travel study courses requires significantly more lead time than most traditional or special courses taught on campus.



Travel study courses are expected to meet the same academic rigor as all UW-Whitewater credit-bearing courses. Special course curriculum proposals are to be submitted in the prior academic year to allow for review and approval according to the Graduate Council approved curricular schedule.

### **Non-Credit Programs**

UW-Whitewater no longer supports non-credit travel study courses within the travel study program.

### **Audit Status**

Travel study program opportunities are facilitated primarily for degree-seeking UW-Whitewater students. The Office of International Education and Programs will consider participation by community members on a case-by-case audit basis only (read: not for credit option). At no time will a UW-Whitewater travel study participant be displaced because of the participation of a community member. Students enrolled at other colleges and universities but who wish to participate in a UW-Whitewater travel study course will not be accepted in a travel study course on an audit basis. UW-Whitewater faculty and academic staff may participate in the travel study program under the audit guidelines noted above.

### **Other Programs**

Regular UW-Whitewater courses or other campus offerings which involve travel abroad but that do not fall under the umbrella of the traditional travel study program will not be subject to the same approval procedures noted above; however, these other activities should be brought to the attention of the Office of International Education and Programs well in advance of implementation or travel abroad. Student exchanges and semester or year abroad programs are administered by the Office of International Education and Programs and are not covered by the above policy.

### **Health Insurance**

All travel study program participants must purchase UW-System mandated health insurance via the Office of International Education and Programs. UW-Whitewater faculty and staff who participate in a travel study program will be covered under the UW-System MEDEX comprehensive health insurance policy for travel abroad.

**For information about International travel study program guidelines, please contact:**

The Global Experiences Coordinator at Ext. 5759

**For information about Domestic travel study program guidelines, please contact:**

The Domestic Travel Coordinator at Ext. 1003

**For information about travel study curricular requirements, please contact:**

The Provost's Office at Ext. 1055

The travel study course proposal is to be submitted on the CourseLeaf [Course Form](#).

## New Degrees and Majors

New degrees and majors require UW System approval before they may be implemented. Consult the Provost's Office for the proper procedures and format for requesting approval to plan a new degree or major, and to request final approval of a new degree or major.

All college degree proposals approved by the College Curriculum Committee (CCC) are to be shared with the deans of the other colleges for special attention concerning cross-college and university-wide impact. New submajors do not require UW System approval and may be implemented following approval at the campus level. They may need to be reported as information items to UW System.

Program proposals are prepared in collaboration with the UWS Liaison and in consultation with the college deans. When approved by the Provost, the Provost's Office submits proposals to the UW System Senior Vice President for Academic Affairs and supports programs through the revision process as needed.

In addition to the UWS program proposal documents, proposals for a new degree or new major should be completed in CourseLeaf using the [Program Form](#).

## Curriculum Consultation

Discussion with interested parties prior to formal curriculum review reduces points of conflict and misunderstandings. Often, an absence of prior consultation results in procedural delays. During planning and priority-setting stages of new program development, the several curriculum committees should be kept informed of developments.

### Proposal

All college degree proposals approved by a college are to be shared with the deans of the other colleges for special attention concerning college-wide and university-wide impacts.

For new program proposals and substantial program changes, the registrar's office should be notified to review the ability to code proposed curriculum structures. A consultation may be necessary.

### Notification

**Program changes, course changes, new courses,** and some **“other”** actions require a curriculum impact review. Any other program(s) affected by the proposal as well as any academic units that are likely to be concerned about the impact of the proposed change are to be notified by the sponsoring department that a curriculum proposal is available for review. *Initial email notification to the other relevant academic units should be attached in CourseLeaf by the proposer.*

Upon receipt of the email notification, any concerned academic unit may request a consultation with the sponsoring department. The request must be made in writing within five class days of receipt of the notification of the proposal.

### Consultation

Any consultation requested by a department must be concluded within ten class days of the receipt of the request for consultation. Consultation requested by a college must be concluded within twenty class days of receipt of the request.

Consultation, not necessarily agreement, must be completed between departments within the same college prior to consideration by the CCC. Consultation across colleges must be completed prior to consideration by the Graduate Council.

*The results of each consultation (support, oppose, no contest) via email exchange should be attached to the CourseLeaf proposal. Any academic unit indicating opposition should simultaneously provide a written statement or email of rationale to be attached to the proposal prior to consideration by the CCC/Graduate Council as defined above.*

If the concerns have not been resolved prior to submission to the CCC/Graduate Council, the chair of the CCC/Graduate Council will make every effort to resolve the issues before consideration by that committee. Failing resolution, the proposal together with the rationale of opposition will be submitted to the CCC/Graduate Council for consideration.

## Criteria for Graduate-Level Coursework

1. Graduate coursework requires greater depth of study than does UW-Whitewater undergraduate coursework.
2. Graduate coursework involves more intense study than UW-Whitewater undergraduate coursework.
3. Graduate coursework is more specialized than UW-Whitewater undergraduate coursework.
4. Graduate coursework has a higher level of academic/intellectual rigor than that in UW-Whitewater undergraduate coursework.
5. Graduate coursework involves both theory and practice. While some courses within a master's program may place more emphasis on theory and some may place more emphasis on practice, the total program must emphasize both.
6. The methods of instruction in graduate courses reflect a high level of personal interaction between the instructor and the individual students. This requires small graduate course sections, regular and personalized advising, and interactive teaching methods.
7. Graduate coursework requires more self-directed learning on the part of students than found in UW-Whitewater undergraduate coursework.
8. Graduate coursework requires extensive use of campus learning resources, including, but not limited to library resources. Other campus learning resources include laboratories and computer facilities.
9. Graduate coursework focuses on advanced disciplinary content, usually as an extension of disciplinary content presented at the undergraduate level. When graduate work serves an introductory function, it typically introduces disciplinary content that is not offered at the undergraduate level. However, introductory graduate coursework may also be accelerated to create a basic background for an individual with an undergraduate degree in another field or who lacks background from undergraduate preparation.
10. All graduate coursework should contribute to degree program goals.
11. Grades assigned in graduate courses serve to distinguish between levels of student achievement at the graduate level.
12. Graduate courses (all course numbers 500 or above) shall only be taught by graduate faculty or those with similar qualifications on an exceptional basis as determined by the graduate faculty within a department.
13. Graduate courses shall be taught in formats that allow adequate reflection and integration of learning, including meeting the UW system requirements of (1) no more than one credit per week (7 consecutive days), (2) at least 750 contact minutes per credit, and (3) at least 1500 minutes of out-of-class work per credit.

# Graduate Level Requirements in Dual-Listed Courses

All undergraduate courses that are dual-listed with graduate-level course numbers must specify the following unique expectations of graduate students:

## **Content** (Breadth & Depth)

How does the course content distinguish the course as having depth and more specialized coverage of advanced disciplinary issues relevant to theory and its application than UW-Whitewater undergraduate coursework? The description here might address, but need not necessarily restrict itself to, such issues as:

- What are additional presentation/project requirements?
- How many additional hours will graduate students spend on specific issues?
- How are students encouraged to examine/practice/witness the application of theory?

## **Intensity**

How do the course requirements reflect a more intensive level of study and greater academic/intellectual rigor than UW-Whitewater undergraduate coursework? The description here might address, but need not necessarily restrict itself to, such issues as:

- How are the graduate-level assignments different than their undergraduate counterparts?
- How does the complexity of the material differ from that of the undergraduates?
- How are the processes and standards of evaluation different for graduates and undergraduates?

## **Process** (Pedagogical Design)

How does the course design promote more individual interaction with the professor(s), more self-directed learning, and greater use of campus learning resources than UW-Whitewater undergraduate coursework? The description here might address, but need not necessarily restrict itself to, such issues as:

- What is the nature of outside-of-class activities required of graduate students? How do research expectations differ for graduate and undergraduates?

# **Curricular Policies and Procedures for Post-Baccalaureate and Post-Master's Certificate Programs**

## **Introduction**

The School of Graduate Studies at the University of Wisconsin-Whitewater will provide an administrative structure to support graduate certificate programs at the post-baccalaureate and the post-master's levels. These programs are intended to complement the broad range of degree and licensure programs already available at the University of Wisconsin-Whitewater. Certificate programs will provide opportunities for practitioners to further specialize in areas of value to their respective fields. Certificates may represent stand-alone programs designed to provide specialties that enhance an undergraduate degree, they may be earned in the process of fulfilling graduate degree requirements, or they may symbolize specialties gained after the completion of a master's degree.

Graduate certificates are awarded by individual academic departments, and are not considered an academic degree by the University. As such, individuals completing graduate certificates are not eligible for participation in commencement activities.

## **General Policy Requirements**

1. A graduate certificate program must require a student to complete no fewer than 9 graduate credits and typically requires no more than 18 graduate credits. Certificates leading to licensure may exceed 18 graduate credits.
2. A maximum of 40% of the credit hours towards any certificate program may be accepted as transfer credits.
3. Students pursuing a graduate certificate will be required to meet the same requirements as those defined for degree-seeking students (e.g. admitted to the Graduate School either in good standing or on probationary basis; to complete a certificate program, a student must be in good standing).
4. Proposals for programs may be adopted for an indefinite time period, or for a period of a specific number of years (a sunset clause). If the program is approved for a fixed period, unless a program review specifically recommends its continuation (which may be for an indefinite period or for an additional fixed period), the program is discontinued at the end of the period.
5. All graduate certificate programs will be reviewed within the course of the regular graduate-level Audit & Review process.

# Policies on Course Offerings

## Course Advertising

No course of instruction shall be advertised, listed, or offered for student registration, nor shall any contractual obligations pertaining to such courses be made prior to the complete and final approval of the Provost's Office. Any course which has not received complete and final approval by the Faculty Senate by one week prior to the beginning date of registration for the succeeding semester cannot be offered in the succeeding semester except by special approval of the Registrar.

In the case of special courses (e.g., workshops, seminars, special studies), student registrations may not occur until such time as the special course proposal has been recorded officially by the Provost's Office and has completed the prescribed special courses implementations procedures. For approval deadlines, please use the [Curricular Schedule](#).

## Course Cancellation

Once student registrations have been accepted for a section of a university course and upon a subsequent cancellation of that course section by the University prior to the first scheduled meeting, it is the policy of the University of Wisconsin-Whitewater to attempt to notify each registered student of such cancellation. It shall be the responsibility of the primary instructional unit (department) of the course to attempt such notification.

## Currency of Catalog Offerings

Courses which have not been offered for the four calendar years immediately preceding the issuance of a new catalog shall be deactivated. The term "offered" is defined as:

1. An undergraduate course wherein there has been actual enrollment and wherein instruction has occurred; **or**
2. A graduate course wherein there has been actual graduate enrollment and wherein instruction has occurred; **or**
3. A course which during the semester immediately preceding bulletin issuance has been scheduled for registration.

Exceptions to this policy must be approved by the Provost's Office. Requests for exceptions must be on the CourseLeaf [Course Form](#) and accompanied by an updated course syllabus. Departments can deactivate any courses that are no longer needed at any time. Special courses in general are not deactivated.

## Course Meeting Times

Courses shall not be offered for more than one credit per week. Only dual and cross-listed courses may meet at the same time in the same place. Exceptions may be considered upon written request with sound rationale and must be approved by the dean(s) of the college(s) offering the courses and the Provost's Office. Exceptions involving a graduate level course also must be approved by the Dean of Graduate Studies. Legitimate exceptions include courses with primarily individualized instruction in a single and particular activity, provided class sizes are limited to assure quality. In general, a course at the graduate level will not be allowed to meet with one that is not offered for graduate credits unless the courses are dual-listed or there are a significant

number of class sessions scheduled exclusively for graduate students. In no case shall a student be allowed to enroll simultaneously in more than one of the courses meeting at the same time in the same place.

DRAFT



## [CourseLeaf](#) Curriculum Proposal Forms

Links to all forms, as well as the *CourseLeaf End User Manual*, can be found on the UWW [CourseLeaf](#) webpage. The *CourseLeaf End User Manual* contains instructions for completing CourseLeaf forms, as well as information on who to contact for assistance. If you have any questions regarding the CourseLeaf forms or procedures, or if you would like a consultation before completing any forms, please feel free to contact the Provost's Office at x1055.

Note: Failure to complete forms properly may result in the proposal being returned for resubmission.

[Course Form](#) (new course, course revision, grade basis change, course deactivation, other)

[Program Form](#) (new degree, major, or submajor; change in degree, major, or submajor; deactivation of a major or submajor)

[Special Topics Form](#) (special topics courses)

[Other Request Form](#) (other curricular action, administrative action)

At the bottom of the Program and Course Forms, there is a *Save Changes* button. Use it often!

### Useful web sites for the curricular process

University Curriculum Committee	<a href="http://www.uww.edu/acadaff/facstaff/ucc">http://www.uww.edu/acadaff/facstaff/ucc</a>
Undergraduate & Graduate Catalogs	<a href="https://www.uww.edu/registrar/course-catalogs">https://www.uww.edu/registrar/course-catalogs</a>
Registrar's Policies	<a href="https://www.uww.edu/registrar/policies">https://www.uww.edu/registrar/policies</a>
Sample AARs	<a href="https://www.uww.edu/registrar/sample-aars">https://www.uww.edu/registrar/sample-aars</a>
Curriculum Schedule	<a href="https://www.uww.edu/acadaff/resources/university-curriculum/current-curricular-calendar">https://www.uww.edu/acadaff/resources/university-curriculum/current-curricular-calendar</a>

## Graduate Assistant Expectation Survey Results

**Graduate Assistant Year:** 2023 - 2024

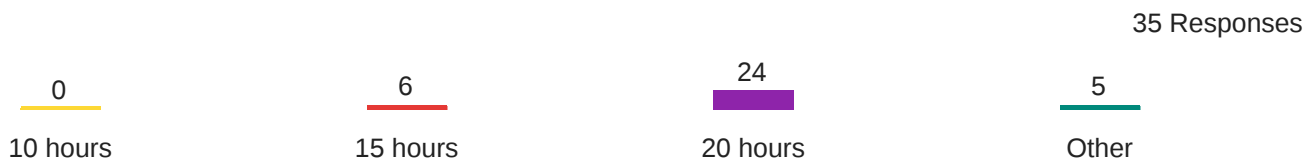
**Administered:** March 26 - April 15, 2024

**Report Date:** April 15, 2023

**Survey Population:** 35

### Q1: Number of hour per week you devoted to the assistantship:

*Note: Survey changed format after 7 have already filled out. Those responses need to be manually added to the following results. 4 at 20 hours, 2 at 15 hours and 1 at 10 hours.*



5 Responses

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

20+

14

14

14

15 fall semester 2023, 20 spring semester 2024

### Q2: Please indicated the % of time you spent performing each task.

35 Responses

Field	Mean
Other	45.71
Supporting Departments Administratively (e.g., copying, telephones, WEB pages, etc.)	26.86
Support Instruction by Faculty (e.g., preparing materials, entering grades, proctoring exams, etc.)	21.43
Support Research of Faculty (e.g., library research, data entry, data analysis, etc.)	6.00

### Q3: If you listed a percentage under "other" above; please describe the task you performed.

20 Responses

Contributing to student success through mediation, conversations, conduct, and general outreach.

Supervision and leadership of a team of 5 student employees. Facilitation of exhibits and events. Creation of marketing and public relations materials.

Teaching

Planned events, advised students and organizations

Administrative tasks as well as on court responsibilities for the women's basketball program.

Recruiting students for the program, planning events for the program.

As a GA in the LIFE instructor position the majority of the tasks we preform are independently planning and teaching lessons, preparing our own lesson materials including assessments, facilitating classroom activities with students, and attending staff meetings. Most of our time is spent teaching in the LIFE classroom!

#### University Housing assigned duties

My assistantship was with the golf team so my time was spent at practices, team meetings, traveling for matches , coaching at matches, etc.

teaching with the life program, answering emails, reviewing applications, lesson planning, etc.

Helping with clinic needs, Chatter Matters camp prep, helping with a grant, and assisting with a couple department events (e.g., open houses).

#### Housing worktasks

Advising LIT, Supervising Desk, meetings, events, conduct,

Managing at-risk student cases in navigate, creating manuals to train students on how to use Navigate, creating signage and logos for the Warhawk Success Conference

#### Marketing, Design

Coordinating and supervising undergraduate employees

Created marketing materials, represented my department in events such as information sessions and admissions interview days, assisted with documentation to support the department's CACREP accreditation, provided assistance to clients and counselors at Winther Counseling Services on campus

#### Programming

Advising, program coordination

Planning events, managing student staff, working on projects, etc.

### Q4 - 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

Field	35 Responses	
	Mean	Sum
Eligibility for benefits (e.g., medical coverage, non resident, tuition remission)	2.86	100.00
Other	2.83	99.00
Work with faculty (e.g., collegial relationships, finding mentors)	2.46	86.00
Financial Support (e.g., wages to defray costs of education)	2.09	73.00

25 Responses

Please describe other reasons for accepting a graduate assistantship.

Diver deeper into the material involved with my area of study

#### Experience

Experience with transition

Experience working for a historically successful athletic program.

Gain experience

Gaining experience for entering the workforce

Get to know campus which was helpful having come from a different undergraduate university

Getting real-world work experience, getting experience on the campus itself

Growing my portfolio of work

I accepted the graduate assistantship to gain teaching experience and because I really wanted to experience teaching adults with disabilities.

I needed a position that would help build my experience in higher ed.

I wanted to give back to the program. I really enjoyed meeting the faculty members, and working with them was an experience I never had before. I am really glad that I took this position!

I wanted to give it a try and help people while being a representative

I wanted to help people who are struggling to understand course material.

Job experience

Location was a big part of accepting for me.

Makes my commute feel more worthwhile

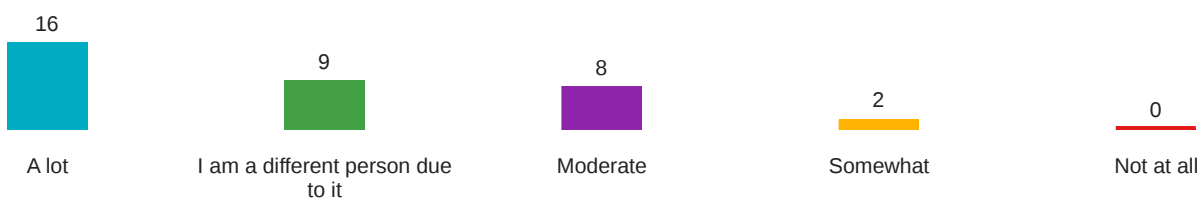
My love for and experience in the golf industry.

Presentations

Relevant experience

**Q5: Indicate the extent to which the graduate assistantship was a learning experience for you (check appropriate option).\***

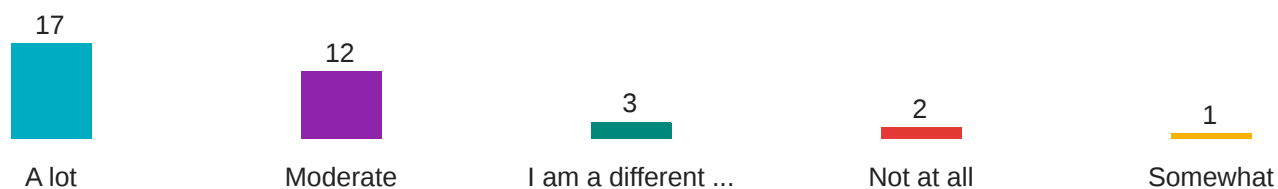
35 Responses



**Q6: Please evaluate the extent to which the graduate assistantship experience contributed to the development of the following skills/competencies (check the appropriate option)**

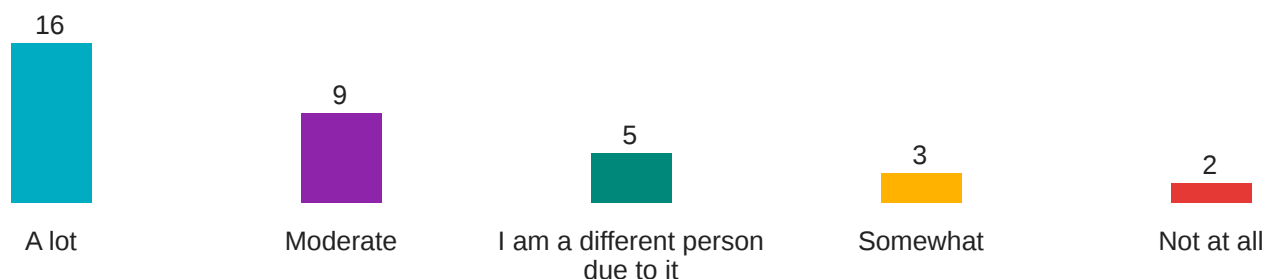
Organization skills

35 Responses



Management skills

35 Responses



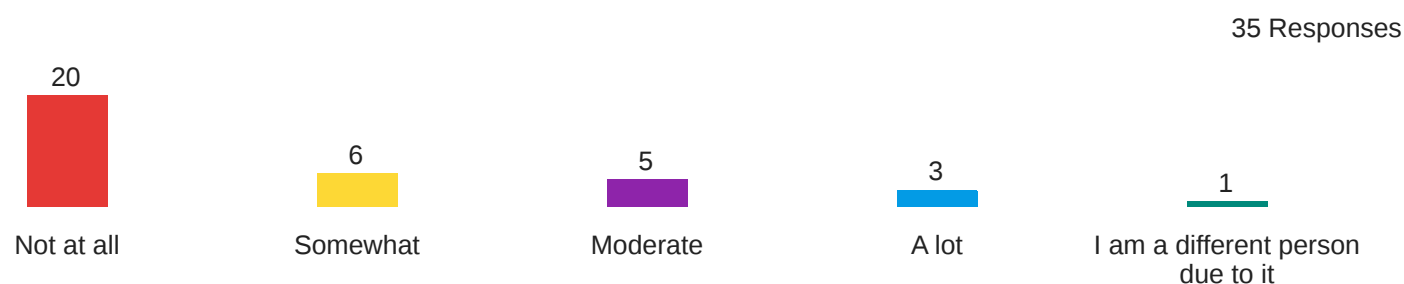
## Data collection skills



## Data management skills



## Library research skills

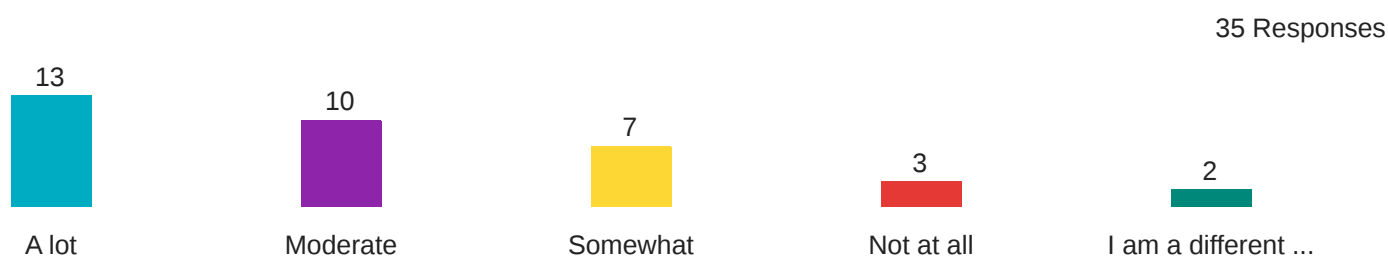


## Problem-solving skills



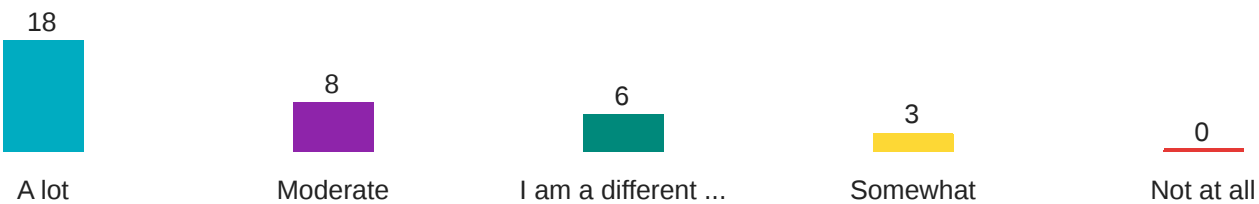
Continued... Q6: Please evaluate the extent to which the graduate assistantship experience contributed to the development of the following skills/competencies (check the appropriate option)

## Technology skills



## Oral communication

35 Responses



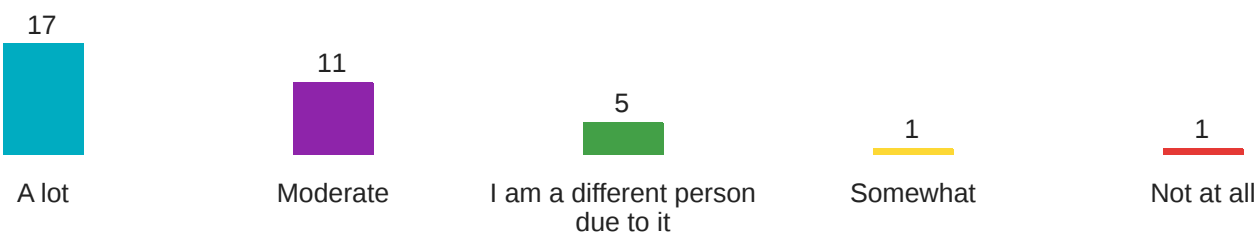
## Written communication

35 Responses



## Knowledge/understanding of topics and issues within or potentially relevant to my field of study

35 Responses



Q7: Please list other relevant skills or knowledge areas developed as a result of participating in the graduate assistantship experience.\*

35 Responses

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

Problem solving, inclusivity, resources, general student connection.

My knowledge and use of Microsoft excel has undergone a huge transformation that I did not expect. I have gotten really good at using new funtions!

Supervision, leadership, and management skills, which resulted in having the ability to delegate tasks and keep organization of all tasks around the department.

I developed self advocacy and was able to stand up for myself better in situations where I felt like I was not heard.

None

I also grew in my relationship building and leadership skills.

Working with students

Communicating with faculty regarding deadlines and tasks, in-person and through email.

I learned a lot about Artificial Intelligence technologies such as ChatGPT , and I got ample opportunities to present ChatGPT and it's use cases to the faculty.

I feel like I developed better classroom management skills, a better understanding of adults with intellectual disabilities, and built on my knowledge of strategies to use to help support students with disabilities.

N/A

Teamwork, Adaptability, Networking

Helped to develop my ability to prioritize

Debugging Code: looking at students' code and helping them find bugs has helped me to more efficiently debug code in general.

Leading a team.

Teaching skills

Speak at conferences and gain confidence!

-Communicating with other individuals via email and phone

-Helping assist with a grant

-Planning

-PowerPoint/creating presentations

More student Ada fairs experience

Q8: Please rate your overall satisfaction with your graduate assistantship experience (check appropriate option):\*

35 Responses

