The Graduate Council will meet Thursday, May 8, 2014 at 3:00 p.m. in 2007 Ullsvik Hall.

Announcements –

1. Reminder – the Admission to Graduate Faculty Subcommittee will be meeting Thursday, May 8, 2014 in 2007 Ullsvik Hall, 2:30 p.m. – 3:00 p.m. – all members of the Graduate Council are invited to participate.

    Request for Admission to the Graduate Faculty Subcommittee Meeting Schedule:
    September 19, 2013 – Qi Yang and Barb Barnet
    October 17, 2013 – Jovan Hernandez and Wendy Brooks
    November 21, 2013 – Cheryl Banachowski-Fuller and Susan Hansen
    December 12, 2013 – Julie Kimbler and Heidi Bredeson
    January 30, 2014 – Lisa Riedle and Qi Yang
    February 20, 2014 – David Heimerdinger and Bill Haskins
    March 27, 2014 – Karen Stinson and Cheryl Banachowski-Fuller
    April 17, 2014 – Caryn Stanley and Julie Hewitt
    May 8, 2014 – Bill Haskins and Jill Clough

Agenda –

1. Approval of the minutes from the April 17, 2014 meeting.


    Course description: A study of educational services for student with visual impairments that may also include other disabilities. An emphasis is placed on the psychosocial effects and the unique learning needs of students with visual impairment. Course components allow candidates to meet some of the requirements for certification in the teaching area of visual impairment. The course is also appropriate as an elective for teachers in other areas. The course will enable the teacher to understand the impact of low vision on the individual and the classroom and provide the teacher with some strategies to create an inclusive classroom that enhances the experiences and learning of the child with low vision.

3. Second Reading – Teaching 7730, Braille Code and Communication 1 – Karen Stinson

    Course description: This course will provide basic skills in braille transcription and codes and provide resources for additional information and assistance. In addition to learning how to use braille and provide transcriptions, candidates will learn how to teach braille to individuals with low vision.


    Course description: This course will provide a combined theoretical and clinical experience in principles and strategies for helping students with visual impairments with their orientation and mobility and with assistive technology to help students with orientation, mobility and learning.

5. Second Reading – Teaching 7750, Methods and Issues of Teaching Students with Visual Impairments – Karen Stinson

    Course description: This course is designed to examine methods and issues of teaching students with Visual Impairments. The course stresses a comprehensive understanding of the history
of visual impairment teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches. Practical pedagogical principles of teaching students with visual impairments will be examined in relation to language skills, language system, and related assessment implications.

   Course description: This course provides the medical and educational implications of visual impairments including the anatomy and physiology of the eye, impact of lighting, and environmental adaptations for students. The ophthalmological, functional and low vision examinations and results will be reviewed in scenarios including reading and interpreting medical reports with the ability to convey to others, and to design appropriate educational and environmental adaptations.

7. Second Reading – Teaching 7770, Braille Code and Communication 2 – Karen Stinson
   Course description: This course will provide intermediate skills in braille transcription and codes and provide resources for additional information and assistance. In addition to learning how to use braille and provide transcriptions, candidates will learn how to teach braille to individuals with low vision. The purpose of the course and subsequent courses is to prepare the candidate to be certified as a teacher of braille.

8. Permission to Develop – OCL 7210, Business Analytics – Caryn Stanley
   Course Description: Students will learn how to apply business analytics tools and techniques to decision making for managers and leaders of organizational change. Business analytics is a process of transforming data into actions through analysis and insights in the context of organizational decision making and problem solving. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions. Students will complete business analytics problems using Microsoft Excel and various Excel add-ins, and other specialized software that is bundled with the textbook.

   Course Description: This course examines managerial and change leadership concepts, issues, roles, and functions as applied to the role of the healthcare professional in various organizational settings.

10. Second Reading – OCL 7410, Intercultural Change Leadership – Caryn Stanley
    Course Description: This course serves as an elective for the general MSOCL program. It is designed to provide the basics in intercultural communication & change leadership and empower learners to handle a broad array of cultural differences in increasingly complex work environments. Individuals, team members, change agents and managers working in such an environment must be knowledgeable about other cultures and cultural differences. This course covers some of the field’s theoretical findings and practical applications in intercultural change leadership and enables the participants to apply this knowledge in a multicultural and multinational business environment.

11. Permission to Develop – DEL 7220, Teaching and Learning at a Distance – Julie Hewitt
Course Description: This course examines the teaching and learning at a distance. Instructional theory and methods as they apply to online and blended instruction will be studied. A comprehensive exploration of teaching philosophies, lesson planning, and the evaluation of online and blended instruction will occur. Best practices and trends will be explored and applied through research, discussion, and practical application.


Course Description: This course examines the administration of eLearning programs, including proposals, planning, implementation, and assessment. Best practices and trends will be explored and applied through research, discussion, and practical application.


Course Description: Students will explore issues related to the effective management of operational units within the virtual environment, student recruitment, admissions, scheduling, training & development, finance, information services, and student services. Emphasis will be given to the development of seamless processes among departments, as well as scalable policies and procedures. The course will also integrate concepts in the management of key organizational resources—human, technological, and financial—in fulfilling strategic and operational goals.


Course Description: This course examines concepts in conducting research in eLearning, including quantitative and qualitative methods, data collection methods, and ethics. Interpretation and evaluation methods are also explored and applied, such as metrics, dashboards, narrative inquiry, and interpretive analytics.

15. Request for admission to the Graduate Faculty – provisional membership – one year –

- Karena Curtis – Continuing Education – beginning summer 2014 and expiring end of spring 2015
  - TCHG 6530E, WTCS Certification Education Requirement #52

- Phillip DeRuntz – Adult Education – beginning summer 2014 and expiring end of spring 2015
  - COUNPSY 6600, Measurement for Counselors & Educators

- Damira Grady – Adult Education – beginning fall 2014 and expiring end of summer 2015
  - COUNPSY 7080, Career Counseling

- Robin Nickel – Continuing Education – beginning summer 2014 and expiring end of spring 2015
  - TCHG 6530E, Curriculum & Course Construction #50

- Antonio Molina Rivas – Continuing Education – beginning summer 2014 and expiring end of spring 2015
  - TCHG 6530E, WTCS Certification Education Requirement #52

- Eddie Santiago – Counseling Psychology – beginning fall 2014 and expiring end of summer 2015
  - COUNPSY 7010, Counseling in the Schools
• Heather Weiland – Education – beginning fall 2014 and expiring end of summer 2015
  o TCHG 7270, Reading in Middle/Secondary School

16. Request for admission to the Graduate Faculty – provisional membership – three year –
• Ryan Melbard – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7070, Optimization with Engineering Applications

• Philip Micech – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7310, Control Systems Engineering
  o ENGRG 7320, Modern Control Systems
  o ENGRG 7340, Digital Control Systems

• Doris Pulvermacher – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7800, Engineering Management
  o ENGRG 7810, Adv Production/Operations Analysis
  o ENGRG 7860, Continuous Improvement with Lean Principles

• Aaron Shelman – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7220, Dynamics of Structures

• Ronald Thomas – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7550, Product Design & Development

• Edward Turnbull – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7030, Simulations Modeling of Engineering Systems
  o ENGRG 7510, Design of Experiments

17. Request for admission to the Graduate Faculty – associate membership
• Igor Stanojev – Engineering – beginning summer 2014 and expiring end of spring 2017
  o ENGRG 7310, Control Systems Engineering
  o ENGRG 7320, Modern Controls Systems
  o ENGRG 7340, Digital Control Systems

18. Admission Status – Julie Hewitt and Caryn Stanley
  During the admission application review process, students will be classified in one of the following categories:
  **Full Standing**
  • Full Standing – To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above; or 2.90 on the last 60 credits from the degree-granting institution and submit a professional resume.
  • Individual programs may have additional admission requirements
  **Extended Review**
  Students who meet any of the following requirements may be considered for full admission standing through an extended review process:
  • Bachelor’s degree GPA of 2.5-2.75
  • Graduate course work with a GPA of 3.0 or higher
  • Nontraditional students (bachelors’ degree earned more than five years before date of application)
  • Degree in a non-related field
• Degree from a non-U.S. institution of higher education
Students will be notified if they need to submit additional materials for review. For this extended review, students are required to submit a letter addressing how they will be successful in the program; including, how the program will relate to their future career goals and/or how they have overcome barriers to past educational success. Interviews, letters of recommendation and evidence of professional experience may also be requested.

**Not Accepted**
Students who are not eligible for admission are encouraged to take classes as a Special Student.

All students admitted into the UW-Platteville School of Graduate Studies are required to maintain a 3.0 GPA during their first 9 credits. Students not maintaining this GPA will be placed on academic probation.

***need special student language here

19. **Emphasis on transcript – Dawn Drake**

20. **May Assessment Report – Counseling Psychology – Jovan Hernandez**

21. **Other business –**

**Information only –**

1. **2013-2014 Assessment Report Schedule:**
   - 2013
     - October – School of Education
     - November –
     - December –
   - 2014
     - January – Engineering – tentative discussion
     - February –
     - March – Criminal Justice
     - April – Engineering
     - May – Counseling Psychology

Basic questions:
- A. What evidence do you have that students achieve your stated learning outcomes?
- B. What have you learned as a result?
- C. Document specific changes that have resulted from your assessment efforts.

2. **2014-2015 Assessment Report Schedule:**
   - 2014
     - September –
     - October – Computer Science
     - November – DEL
     - December –
   - 2015
     - January – ISCM
     - February – OCL
     - March –
     - April – Project Management
     - May –
Graduate Council 2014-2015 Meeting Schedule

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Subcommittee meets 2:30-3:00 p.m. in 2007 Ullsvik.
Grad Council meets 3:00-5:00 p.m. in 2007 Ullsvik.

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**GRADUATE COUNCIL MEMBERSHIP 2013-2014**

**PROGRAM AREAS:**
- Computer Science
- Qi Yang – graduate program
- Counseling Psychology
- Jovan Hernandez – elected faculty (term expires end of 2014 summer)
- Criminal Justice
- Cheryl Banachowski-Fuller – graduate program
- Distance Education Leadership
- Julie Hewitt – graduate program
- Engineering
- Jill Clough – graduate program
- Integrated Supply Chain Management
- David Heimerdinger – graduate program
- Master of Science in Education
- Karen Stinson – graduate program
- Organizational Change Leadership
- Caryn Stanley – graduate program
- Project Management
- D. William Haskins – graduate program
- At-Large Representatives
- Barb Barnet – elected faculty (term expires end of 2015 summer session)
- Wendy Brooke – elected faculty (term expires end of 2014 summer session)
- Susan Hansen – elected faculty (term expires end of 2014 summer session)
- Graduate Student Representative
- Robert Harbin - graduate student (term expires end of 2014 summer session)

**EX OFFICIO MEMBERS:**
- Dominic Barraclough, Director of the School of Graduate Studies
- John Berg – Information Services
- Dawn Drake – Director of the Distance Learning Center