

**University of Wisconsin-Milwaukee**  
**Graduate Curriculum Committee (GCC)**  
*Tracy Boyer, Chair*

**Thursday, November 4, 2021**

**MEETING MINUTES**

- Members Present:** John Boyland, Tracy Ann Boyer, Woonsup Choi, Jennifer Gutzman, Teresa Johnson, , John Roberts
- Absent:** Alessandra Gillen (Graduate School); Katie Vater
- Guests:** Susan Mcroy (College of Engineering & Applied Science); Purushottam Papatla (Lubar School of Business); Dietmar Wolfram (School of Information Studies); Jinsung Wang (College of Health Sciences); Nolan Kopkin (College of Letters and Science); Natalie Chin (Registrar's Office); Suzanne Boyd (College of Letters and Science); Susan Hersh (School of Information Studies); Rachel Hegland (College of Letters and Science); Jolien Creighton (College of Letters and Science); Jeffrey Hawkins (School of Education); James Hardy (Lubar School of Business); Jun Zhang (College of Engineering & Applied Science); Kerry Korinek (School of Education); Kristin Sziarto (College of Letters & Science); Tiffany Nation (Graduate School); Jason Puskar (Graduate School); Joan Hayes (Grad Ed); Bonita Tasman-Klein (Graduate School)

**I. Call to Order**

Meeting called to order at 12:30 p.m.

**II. Announcements**

There were no announcements.

**III. Automatic Consent**

The following meeting minutes, course action requests, and program changes were approved.

A. Approval of Meeting Minutes from November 4, 2021

B. Course Action Requests:

Course	Action	Type of Change
CIV ENG 413	Change	Grading Options, Prerequisite
COUNS 975	Change	Re-Takeable Credit, Course Rules, Prerequisite
COUNS 976	Change	Re-Takeable Credit, Course Rules, Prerequisite
COUNS 977	Change	Title, Re-Takeable Credit, Course Rules, Prerequisite
MUSPERF 721	Change	Title

C. Program Changes (*Requesting to Waive the GRE Admission Requirement*)

1. Geography Master's Admission Requirements
2. Geography, PhD

**IV. New Business**

**A. New/Substantially Revised Courses**

**INFOST 543**

This request for a new course due to in 2018, SOIS had four new pathways for the school library media certification approve by WI DPI. Two of these pathways allow for students who have never been teachers to earn an initial teaching license in school librarianship: 2A for students earning the MLIS degree with certification and 2B for students pursuing only the school library certification. One of the requirements for the initial teacher licensing is a

full semester of student teaching. Currently, there is no distinct course for the full semester of student teaching. Instead, to fulfill the student teaching requirement, the students take INFOST 644, with students who are already teachers and need just a 50 – 150 hour practicum. This new course will allow us to leave INFOST 644 as the practicum for students who are already teachers and provide a distinct class for students who are yet teachers. The program now holds more non-teachers than teachers, approximately 50 non-teachers to 40 teachers. By creating a specific course for student teaching for students who are not yet certified teachers, student teachers will have a unique Canvas course, INFOST 543 can become part of a student's advisement report in PAWS, registration and advising will be clearer to both advisors and students. Although it will be rare for a student in the program undergraduate certification program in the school librarianship to take this course for graduate credit, the program does have a student whom is concurrently seeking a graduate degree and plans to take this course at the graduate level.

**GCC Feedback: Required:** (1) Class information missing. Class information consists of a description of a class and other essential information. (2) Full citations needed for readings. (3) Missing chronology of topics, including approximate due dates and exam dates, including the final examination date and time. Please include timeline for when assessments are due. (4) Specific information on the investment of time by the average student necessary to achieve the learning goals of the course in accordance with the campus credit hour policy, Faculty Document #2838. Time investment should be clearly broken down 4 ways, UG 6 credit, G 6 credit, UG 12 credit and G 12 credit. It is unclear how the work would be 1/3 more for graduate students in the assessment, quality level expected or the time investment. The points are different in the evaluation, but how is the work different, is it longer or more involved? Why would a student take the course for 6 credits versus 12 credits? It's not clear how the graduate work is qualitatively different than undergrad work. It appears that simply MORE is assigned with different weights? (5) Incomplete sentence on page 4 under time investment. (6) Confused by "n/a" for the course schedule – it is clear that students are teaching rather than a regular class, but don't the assignments still have due dates? (7) Are there specific course objectives, or is it normal that only the ALA core competencies are addressed for MLIS student? The grad students' assignments are weighted differently / worth more points, but it's unclear what differentiates grad students' assignments from undergrads' assignments. The readings appear to be the same, so the assignments should be substantively different.

**Recommended:** (1) Are there guidelines/instructions for assignment? Or are they not included in syllabus?

**Suggested:** (1) Is there no assessment from the collaborator even though the instructor will check in with the mentor?

**Additional Comments:** (1) Did SOE not want to create/teach this course? Are they happy with SOIS teaching? (2) How is full-time work handled. Academic work is less than hours, but full-time work is far above the required time.

A motion was made and seconded to approve the course. There was one no vote for approval made by Woonsup Choi however the major of the vote for approval was motioned and passed unanimously.

## COMPSCI 811

This request for a new course is due to the subject of advance machine learning attracting a lot of interest in students and working professionals. This course has been taught several times as a graduate topics course (890) with good enrollment numbers. The program believe that now it is a good time to make this course a regular course and to be taught regularly, making it easier for students.

**GCC Feedback: Required:** (1) Required and recommended readings, with full citations. Please include full citations, i.e., place and optional, but recommended ISBN number. (2) Are they all required since they are listed in the schedule? This is unclear. Are there any newer references? (3) Is there more detail for the weekly topics and readings? (4) Class Information consists of a description of a class and other essential information. The

Following Information is Required for All Classes: h. Due dates missing from chronology. A chronology of topics, including approximate due dates and exam dates, including the final examination date and time.

**Recommended:** (1) Learning objective 1 is not measurable. Learning objective 2 is low level for 800 level course, & how will you measure whether students have met the objective? (2) Chronology doesn't seem to show when the exam is. Please show when the homework will be due in the schedule Is the "Exam a midterm, or a final exam in the final exam slot? (3) Would be helpful to include more information regarding homework, the exam, and the term project and presentation. For this description it is still hard to understand what the course will be like. What are the expectations on these assignments? When are these assignments due? When is the exam? How will the homework assignments be handled? What are they? Again, can more details be included throughout? (4) Is this a normal grading scale for the program? It seems low.

**Suggested:** (1) What about more detail regarding either dept, college, or university policies? (2) Covid? (3) When can students expect response to questions?

A motion was made and seconded to contingently approve the course. Motion passed unanimously.

### **ED POL 627**

This request for a new course would make topics course ED POL 579 a permanent course. This new course will be a requirement in the proposed submajor CEED B.S., Exceptional Education and the graduate certificate in Racial and Social Justice in Education.

**GCC Feedback: Required:** (1) Please clean up edits to syllabus link section. (2) Course objectives not written in appropriate format & are not measurable. (3) Grading policies. Specify rounded up to percentage point, ie, 91.5 rounded up to 92 and so on to decrease ambiguity. (4) Is the time investment (number of hours) the same for graduate and undergraduate students? It is not clear in the time investment how the course differs between undergrad and grad. The grad students have a lot more time in the bibliography and the paper. Only the annotated bibliography is assigned to grad students alone. I understand that their research paper is somewhat different because of the lit review, but it seems like the grad student work could be better differentiated from the UG work. (5) Many of the readings are quite old. Would it be appropriate to provide a context for the readings? (6) On page 5 If a student is not computer literate and has trouble navigating the Canvas system, he/she will be administratively dropped from the class. This statement is harsh and is not student centric. Are there resources or supports where students can go? (7) Learners with special needs –should be referred to the Student Accessibility Center 1<sup>st</sup>. Please remove that students who can't handle Canvas will be administratively dropped: (1) students shouldn't rely on being dropped and (2) how does the system "now" a student cannot handle Canvas? It's not well defined. (8) Minimum technical requirements, e.g., computer configuration, any necessary hardware or software. Include 6. Contact information for technical help: UWM Help Desk: 229-4040 [help@uwm.edu](mailto:help@uwm.edu) GetTechHelp.uwm.edu. Need to add link to Help Desk. (9) What about more detail regarding either dept, college, or university policies? (10) Covid? (11) When can students expect response to questions?

**Recommended:** (1) Are there rubrics for any of the papers? (2) Are there more specific directions? (3) Are there any objectives for your weekly course outline? (5) What are the students to accomplish? Are there questions for guidance?

**Suggested:** (1) Good except it doesn't appear clear how much is enough on discussion posts: one original post and one reply? A total number of words? (2) Is the deadline to discuss midnight for MWF? or is that just the end of the week Saturday midnight?

**Additional Comments:** (1) Why would you include grade appeal procedures in the syllabus? Isn't that available to students through department or school?

A motion was made and seconded to contingently approve the course. Motion passed unanimously.

## **B. Program Changes**

### **1. African and African Diaspora Studies, PhD**

The program change is requesting to change the program's admission policy to remove the requirement of the graduate record examination scores; removal of incorrect language regarding the terminal MA; removal of the language about dismissal if the comprehensive exam is not passed; and to correct typos and gender language.

A motion was made and seconded to approve this program change. Motion passed unanimously.

### **2. Educational Psychology, PhD: Counseling Psychology**

The program change is requesting to make changes that pertain to students entering the PhD track without a master's degree; removal of courses COUNS 710 and 711 and adding required courses COUNS 800, 774, and 751; replacing COUNS 970 with COUNS 975, 976, and 977 this will allow non-master's students to remain in the same cohort group for practicum and allows enough completions of practicum credits to satisfy the PhD and certification requirements.

A motion was made and seconded to contingently approve this program change upon confirming total credits of 85. Motion passed unanimously.

### **3. Global Studies, BA/Language, Literature, and Translation, MA: Translation**

The program change is requesting to modify the previous approved integrated program to conform to the accelerate program requirements and to clarify the plan of study to ensure that meeting the L&S requirements that apply to the Global Studies major (breadth requirement does not apply).

A motion was made and seconded to approve this program change. Motion passed unanimously.

### **4. Kinesiology, MS**

The program change is requesting the following changes:

1. Change the minimum required graduate credit hours from 33 to 30. The graduate faculty has determined that the change would make the requirement more consistent with other MS Kinesiology programs and still allow the program to meet its program objectives. The change will also allow some students to complete the program in one calendar year, which is the current trend at the other MS Kinesiology programs.
2. Removal of all focus areas (Exercise & Nutrition in Health & Disease, Integrated Human Performance, Neuromechanics). The graduate faculty has determined that these traditional distinctions in terms of kinesiology focus areas are no longer necessary because the faculty wants all students to have a broader perspective of the field of Kinesiology, which will be more attractive to prospective students.
3. Change of study options from (Option A: thesis, Option B: non-thesis) to (Option A: thesis, Option B: project or internship, Option C: comprehensive examination). The graduate faculty has determined that by adding another option (Option C) it would be beneficial for prospective students who do not need specific research training or internship opportunities. The change will also allow some student to complete the program in one calendar year, which is a current trend at other MS Kinesiology programs.
4. Changes the admission requirements. The graduate faculty has determined that the change would make the requirements more consistent with the MS Kinesiology programs at other institutions.

A motion was made and seconded to approve this program change. Motion passed unanimously.

#### **5. Liberal Studies, MLS**

The program change requests that due to the suspension of the program's enrollment at the end of the Fall semester in 2016 in which a Teach-Out plan was approved and administered for all remaining students through December 2020 when the last MLS student graduated. With no remaining students enrolled in the program, the director, Associate Professor Kristen Hamilton of the English department is requesting the inactivation of the program.

A motion was made and seconded to approve the suspend of this program per the program change. Motion passed unanimously.

#### **6. Linguistics, MA**

The program change requests to change the program's admission policy to accept admission applications for the spring semester, in addition to the current fall semester applications.

A motion was made and seconded to approve this program change. Motion passed unanimously.

#### **7. Physics, PhD**

The program change requesting the follow program changes:

1. Replace the written qualifying exam with a written placement test, to be offered once per year just prior to the first semester. Depending on the student's performance on the exam, the graduate advisor will advise the student to take either graduate courses at the 500 / 700-level or the 400G level corresponding to those.
2. Reduce the number of core course credits from 21 to 18 (with the removal of PHYSICS 721 from the core requirements). Also reducing the number of required advanced courses by reducing the additional credits (700 – 999) from 12 to 6. Compensating by increasing the number of credits required in other courses or 990 from 21 – 30.
3. Splitting the current combined Prelim Exam / Proposal Hearing into a Preliminary Exam to be administered before the start of the 5<sup>th</sup> semester, and a Proposal Hearing to be completed before the end of the 8<sup>th</sup> semester.

A motion was made and seconded to approve this program change. Motion passed unanimously.

#### **8. Urban Education, PhD**

The program change request the elimination of the GRE for admission. Specifying the 3 doctoral seminars (EDUC 701, 801, and 901) and the removal of the language pertaining to the department specific seminars. Revising the research course electives (6 credits) changing from 800-level to 600-level or above. Editing of the language describing the preliminary examination. Updating of the Minor section to specify that only the specialization in Adult, Continuing, and Higher Education Leadership requires a minor. Updating the GPA requirement to reduce undergraduate to a 2.75 minimum. The removal of the master's admission GPA requirement. Broadening the options for the writing sample option. The additional of a CV or resume along with a Reasons Statement for admissions materials. The interview process is being eliminated. Updating application deadlines to indicate a financial support timeline. The removal of the note that the program cannot be started in the spring (keeps fall semester admission timeline).

A motion was made and seconded to approve this program change. Motion passed unanimously.

**C. New Degree, Certificate, or Concentration**

**1. Data Science, MS**

The proposal of a MS in Data Science, which already has authorization to plan from UW System..

The core objective of the MS in Data Science is to prepare students for advanced careers in data science in multiple fields. The program is designed to allow student to progress through the seven areas. Six of the seven areas are core areas designed to give student the skills needed to be strong and ethical data scientists. Specifically, the students will (1) develop insights from data, for applications, (2) learn how to work with large data sets, (3) gain experience in advanced computer programming for data science (4) become skilled in specific area of data science such as artificial intelligence and machine learning (5) understand how to deal with uncertainty which is an inherent characteristic of data science and (6) recognize and internalize the importance of ethical use of data and data science. The program will be housed in the Graduate School.

A motion was made and seconded to approve this new program. Motion passed unanimously.

**V. Other Business**

There was no other business.

**VI. Adjournment**

The meeting adjourned at 1:56 p.m.