Graduate Curriculum Committee Minutes  
April 7, 2015  
3:30 p.m., 325 Graff Main Hall

Members present: Chen, Eide, Harmon, Hepler, Hunt, Kastantin, Sieck, Wilkie  
Members absent: Angell, Comee  
Members excused:  
Consultants present: Abhold, Bakkum, Keller, Knudson, Rahn, Simpson, Skobic  
Guests: Jo Arney, Peggy Denton, Adrienne Loh, Jim Carlson, Courtney Pearson

NOTE: Proposals with links are approved through the new Curriculum Inventory Management system (CIM). All faculty and staff have access to CIM through the Records and Registration page, www.uwlax.edu/records/curriculum-resources. Login using UWL username and password. Firefox/Mozilla is the preferred browser for CIM. Using another browser may force you to login to CIM multiple times.  
Proposals without links are approved through paper format. After this semester, GCC will no longer accept LX forms. All curriculum change will be done through CIM.

I. Approval of March 3, 2015, minutes.  
M/S/P to approve minutes.

II. First Readings:

A. Political Science and Public Administration  
1. POL 543 – course deletion; title “Introduction to International Political Risk;” 3 credits; effective Summer 2015.  
2. POL 595 – course deletion; title “Seminar;” 1-3 credits; effective Summer 2015.  
3. POL 596 – course deletion; title “Honors Seminar;” 2-3 credits; effective Summer 2015.  
M/S/P to approve on first reading.

B. Business Administration  
1. BUS 700 – course revision; component and repeatable for credit change; effective Spring 2015.  
M/S/P to approve on first reading.

C. Occupational Therapy (ON PAPER)  
1. Occupational Therapy Master of Science – program revision; required course changes; effective Summer 2015.  
2. OT 620 – course deletion; effective Summer 2015.  
3. OT 640 – course revision; title change; course description change; prerequisite change; effective Summer 2015.  
4. OT 641 – course revision; adding component change; effective Summer 2015.  
5. OT 670 – course revision; revised course objectives; prerequisite change; effective Summer 2015.  
6. OT 671 – course revision; revising course objectives and outline; prerequisite change; effective Summer 2015.  
7. OT 700 – new course; title “Physical Agent Modalities;” 1 credit; lab course; effective Summer 2015.  
8. OT 740 – course revision; course description change; prerequisite change; credit/component increase from 2 to 3; effective Summer 2015.
9. OT 760 – course revision; course description change; prerequisite change; component change; effective Summer 2015.
10. OT 791 – course revision; course description change; prerequisite change; component change; how/when offered change; effective Summer 2015.

M/S/P to approve on first reading.

D. Educational Studies – Reading Program (See Attachment A)

1. Master of Science in Education in Reading, Reading Teacher Certification – re-activating suspended program and program restructuring; effective Fall 2015.
2. Master of Science in Education in Reading, Reading Teacher and Reading Specialist Certification – re-activating suspended program and program restructuring; effective Fall 2015.
3. Master of Science in Education in Reading, non-certification – re-activating suspended program and program restructuring; effective Fall 2015.
4. Reading Teacher Certification Program – re-activating suspended program and program restructuring; effective Fall 2015.

5. New Courses:
   a. EDS 600 – new course; title “Research in Education;” 3 credits; effective Spring 2015.
   b. RDG 601 – new course; title “Literacy and Language Development for Diverse Learners;” 3 credits; effective Fall 2015.
   c. RDG 702 – new course; title “Critical Issues in Reading Difficulties;” 3 credits; effective Fall 2015.
   d. RDG 703 – new course; title “Advanced Literacy Assessment and Instruction;” 3 credits; effective Fall 2015.
   e. RDG 708 – new course; title “Guiding and Directing a School-Wide Reading/Literacy Program;” 3 credits; effective Fall 2015.
   f. RDG 709 – new course; title “Administrative Portfolio for Reading Specialist Licensure;” 1 credit; independent study; effective Fall 2015.

6. Course revisions:
   a. RDG 602 – course revision; course number change (was RDG 528); title change; course description and prerequisite change; effective Summer 2015.
   b. RDG 603 – course revision; course number change (was RDG 730); title change; course description and prerequisite change; effective Summer 2015.
   c. RDG 701 – course revision; course number change (was RDG 762); title change; course description and prerequisite change; effective Summer 2015.
   d. RDG 704 – course revision; course number change (was RDG 747); title change; course description and prerequisite change; credit change from 3 to 1-3 credits; repeatable for credit; effective Summer 2015.
   e. RDG 705 – course revision; course number and prefix change (was EDM 773); title change; course description and prerequisite change; effective Summer 2015.
   f. RDG 706 – course revision; course number change (was RDG 675); course description and prerequisite change; effective Summer 2015.
   g. RDG 707 – course revision; course number change (was RDG 799); course description and prerequisite change; grading pattern change; effective Summer 2015.

M/S/P to approve on first reading with the understanding that course numbers will be updated to meet the university policy of at least 15 credits at 700 level for graduate programs. RDG 799 will not change numbers and will remain RDG 799.
III. Consent Item: None

IV. Information Item: None

V. Old Business:

A. Umbrella courses versus Topic courses – Records and Registration requests clarification on the definitions for these types of courses. Chair Kenny Hunt drafted a document for GCC consideration. See attachment B.

M/S/P to approve document.

VI. New Business: None

VII. Future Business: None

Meeting adjourned: 4:41 pm
ATTACHMENT A

Graduate Reading Program Proposal
Department of Educational Studies

Overview: This proposal seeks to outline our plan to revise, update, and reinstate the Graduate Reading Program at UW—La Crosse. This multifaceted, online program is designed to meet the needs of educators who are interested in (a) ongoing professional development in reading education, (b) certification in the State of Wisconsin as a Reading Teacher (1316 license); and/or (c) certification in the State of Wisconsin as a Reading Specialist (administrative) (5017 license).

The Graduate Reading Program options are detailed in Appendix A. These programs are aligned with current DPI requirements for the Reading Teacher (1316) license and the administrative Reading Specialist (5017) license.

The following courses comprise the program (new courses are indicated with an asterisk):

a. EDS 600*: Research in Education (3)
b. RDG 601: Literacy and Language Development for Diverse Learners (3)
c. RDG 602: Reading & Literacy in the Content Area (3)
d. RDG 603: Literacy Assessment & Instruction (3)
e. RDG 701: Research Methods in Reading (3)
f. RDG 702*: Critical Issues in Reading Difficulties (3)
g. RDG 703*: Advanced Literacy Assessment and Instruction (3)
h. RDG 704: Literacy Practicum (1--3)
i. RDG 705: Children's and Adolescent Literature (3)
j. RDG 706: Special Topics Seminar in Reading Education (3)
k. RDG 707: Master’s Thesis (3--6)
l. RDG 708*: Guiding and Directing a School---Wide Reading/Literacy Program (3)
m. RDG 709*: Administrative Portfolio for Reading Specialist Licensure (1)

Anticipated enrollment is 10---15 graduate students per semester once the program is in full implementation.

Program Objectives
The UW—La Crosse Graduate Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools and fellow educators as leaders in literacy education. Through preparation and experiences in developmental and exceptional literacy instruction and assessment, educators who are students in the UW—La Crosse Graduate Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or Consultants/Coaches for schools and/or districts.

Graduates of the Reading Program at UW---La Crosse are prepared:

1. to model current and authentic best practice in K---12 literacy education;
2. to seek and identify current research---based strategies and resources;
3. to provide services and support in literacy assessment, diagnosis, and evaluation;
4. to remain accountable to constituent groups;
5. and to advocate for students, families, and colleagues.

Student Learning Outcomes
UW---L’s Graduate Reading Program philosophy reflects the Standards for Reading Professionals of the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards of the Wisconsin Department of Public Instruction, and is based on current research and best practice in the fields of literacy and reading.
The specialized knowledge, skills, and dispositions emphasized in the Graduate Reading Program reflect the ILA Standards for Reading Professionals (revised 2010). The categories of specialized knowledge, skills, and dispositions addressed in the ILA standards are as follows:

- **Standard 1: Foundational Knowledge.**
  - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- **Standard 2: Curriculum and Instruction**
  - Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- **Standard 3: Assessment and Evaluation**
  - Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- **Standard 4: Diversity**
  - Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- **Standard 5: Literate Environment**
  - Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- **Standard 6: Professional Learning and Leadership**
  - Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**The need for the program**

The previous Graduate Reading Program (face-to-face) was temporarily placed on hold in 2009 due to lack of literacy faculty and the changing nature of instructional delivery methods. In addition, the previous Graduate Reading Program (face-to-face) became outmoded in terms of meeting the needs and demands of schools and reading professionals.

The new program aligns with the needs of reading professionals and learners in the 21st Century. Further, this project, then, seeks to respond to a number of current educational reforms in literacy education:

- The Common Core State Standards (CCSS) emphasis on “literacy in all subject areas”
- Current high-stakes testing in literacy (e.g., Smarter Balanced)
- Increasingly diverse (culturally, linguistically) learners and texts
- New literacies (e.g., media, technologies, multimodal literacies)
- Increasing literacy demands for college and career readiness in a globalized economy

A Hanover Market survey deployed in 2014 to teachers and reading professionals in Wisconsin and neighboring states revealed a strong interest in pursuing the reading teacher (1316), reading specialist (5017), and master’s degree in literacy education. In addition, current literacy faculty at UW—La Crosse consistently receive inquiries (e.g., emails, phone calls, conversations with local teachers and administrators) about the possibility of UW—La Crosse’s offering of graduate reading courses and certifications.
### Appendix A: Graduate Reading Program Options

<table>
<thead>
<tr>
<th>Option 1: Master of Science in Education — Reading (non-certification program)</th>
<th>Option 2: Reading Teacher Certification (1316) Program. 18 credits course work</th>
<th>Option 4: Master of Science in Education — Reading w/ Reading Teacher (1316) &amp; Reading Specialist (5017) Certification 34 credits minimum 32 credits course work + 3---6 credits thesis + 1-credit administrative portfolio</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Courses in Educational Research:</strong></td>
<td><strong>Core Courses in Literacy &amp; Reading:</strong></td>
<td><strong>Option 3 Courses</strong> and <strong>Additional Required Courses in Literacy Education and Administration:</strong></td>
</tr>
<tr>
<td>EDS 600: Research in Education (3)</td>
<td>RDG 601: Literacy and Language Development for Diverse Learners (3)</td>
<td>RDG 708: Guiding and Directing a School—Wide Reading/Literacy Program (3)</td>
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<td><strong>Core Courses in Literacy &amp; Reading:</strong></td>
<td>RDG 602: Reading &amp; Literacy in the Content Area (3)</td>
<td>RDG 709: Administrative Portfolio for Reading Specialist Licensure (1)</td>
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<tr>
<td>RDG 601: Literacy and Language Development for Diverse Learners (3)</td>
<td>RDG 603: Literacy Assessment &amp; Instruction (3)</td>
<td><strong>Option 3: Master of Science in Education — Reading with Reading Teacher Certification (1316) 30 credits minimum 27 credits course work + 3---6 thesis</strong></td>
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<tr>
<td>RDG 602: Reading &amp; Literacy in the Content Area (3)</td>
<td>RDG 702: Critical Issues in Reading Difficulties (3) (concurrent with RDG 704)</td>
<td><strong>Option 1 Core Courses</strong> and <strong>Additional Required Courses in Educational Research:</strong></td>
</tr>
<tr>
<td>RDG 603: Literacy Assessment &amp; Instruction (3)</td>
<td>RDG 704: Literacy Practicum (3)</td>
<td>RDG 701: Research Methods in Reading (3)</td>
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<td>RDG 702: Critical Issues in Reading Difficulties (3) (concurrent with RDG 704)</td>
<td>RDG 705: Children’s and Adolescent Literature (3)</td>
<td>RDG 703: Advanced Literacy Assessment and Instruction (3) (concurrent with RDG 704)</td>
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<td>RDG 704: Literacy Practicum (1---3)</td>
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<td>RDG 707: Master’s Thesis (3---6 credits)</td>
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<td>RDG 705: Children’s and Adolescent Literature (3)</td>
<td>Electives (to reach 30 credits total)</td>
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<td>RDG 706: Special Topics Seminar in Reading Education (3)</td>
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<td><strong>Option 2 Courses</strong></td>
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<td>RDG 701: Research Methods in Reading (3)</td>
<td>RDG 709: Master’s Thesis (3---6 credits) Required</td>
<td><strong>Option 4 Core Courses</strong></td>
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<tr>
<td>RDG 703: Advanced Literacy Assessment and Instruction (3)</td>
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<td><strong>Option 2 Core Courses</strong> and <strong>Additional Required Courses in Educational Research:</strong></td>
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<tr>
<td>RDG 707: Master’s Thesis (3---6)</td>
<td>RDG 701: Research Methods in Reading (3)</td>
<td>RDG 703: Advanced Literacy Assessment and Instruction (3) (concurrent with RDG 704)</td>
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<tr>
<td>TSL 500: Program Models for Second Language Acquisition (3)</td>
<td>RDG 707: Master’s Thesis (3---6 credits)</td>
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<td>TSL 550: TESOL National/International Intern Program (1--2)</td>
<td><strong>Option 1 Electives</strong> or <strong>Option 2 Electives</strong></td>
<td><strong>Option 4 Electives</strong></td>
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<td>TSL 563: Teaching English to Speakers of Other Languages (TESOL) Methods (3)</td>
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### Appendix B: Program Planners

#### MS Ed w/o certification

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<tr>
<th>Course Title</th>
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<td>Introduction to Educational Research Literacy and Language Development for Diverse Learners</td>
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<td>Children’s and Adolescent Literature Special Topics Seminar in Reading Education Master’s Thesis</td>
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### Footer

5017 certification w/MS Ed
BACKGROUND

In the spring of this year, 2015, GCC began using the recently deployed curriculum inventory management (CIM) system for collecting, reviewing, and acting on curricular proposals. During the transition from the paper-based LX form handling process and the electronic CIM system, the registrar asked GCC to clarify the distinction between topics courses and umbrella courses as well as clarify the workflow for GCC approval and offering courses under these classifications.

DEFINITIONS

GCC is unaware of any formal definition of these terms and thus recommends that the following definitions be used for purposes of GCC action and Registrar processing.

- **Regular Course.** A course where the syllabus remains substantially unchanged across multiple offerings.
- **Topics course.** A course such that the syllabus may change substantially across multiple offerings although each offering falls under the same broad academic topic. None of the offerings are expected to become separate regular courses.
- **Umbrella course.** A course that allows departments to offer courses that are expected to become regular courses after several offerings under the umbrella course number. Course offerings are distinct; having substantially different academic topics.

WORKFLOW

All course-related changes requiring GCC approval must be submitted via the CIM system. When submitted for approval, each course must indicate whether it is an umbrella course. Flagging courses as umbrella courses allows the registrar to manage policies when courses are offered under that classification. Each course must also provide a course title and course number.

When courses are offered, the following workflows are implemented.

- **Regular course.** The section is scheduled and the course number and title are recorded on the student’s transcript.
- **Topics course.** The section is assigned a topic and a determination is made as to whether or not the topic will appear on the student’s transcript. These actions are under the sole discretion of the offering department.
- **Umbrella course.** The section must undergo a formal approval process regulated by Faculty Senate policy. Refer to Faculty Senate minutes of 9/9/93 and 1/23/96 for details.