**Graduate Council Minutes**

**March 18, 2011**

The Graduate Council met on Friday, March 18, 2011 at 1:00 pm in the Cardinal Room of the University Center.

**Members present**: R. Adams, K. Brennan, F. Buskey, J. Byrd, R. Carton, T. Domagalski, K. Cooper-Duffy, L. DeWald, S. Higgins, K. Lunnen, A. Malesky, J. Neubrander, P. Robertson, D. Sally, J. Shirley and S. Swanger

**Members absent**: C. Coburn, G. Graham, R. Jaskot, and B. Kloeppel

**Others present:** E. Frazier

**Announcements** The announcements were distributed as an electronic handout for the meeting.

**Approval of the Minutes** Motion and second to approve the minutes of the February 11, 2011 meeting. Motion passed.

**Standing Committee Reports**

 **Graduate Faculty Review**

The following faculty members were approved by the Graduate Faculty Review Committee as members of the graduate faculty and came as aseconded motion for approval.

 Meghan McCann Nursing Temporary

 W.T. Rankin Biology Affiliate

 Deaver Traywick English Temporary

 Bill Spencer English Temporary

 Note: Temporary status is a one year appointment.

 **Curriculum Review**

The following curriculum items were reviewed by the Curriculum Committee and came as aseconded motion:

**LD Land Development program-** The CM Department has changed the graduate program which affected the certificate as well. These changes are consistent with the changes in the program.

**MCM Construction Management program-** The Master’s of Construction Management is being streamlined to require 30 hours instead of the current 37 hours. In addition, admission requirements for the MC program are being changed to be consistent with what is occurring in the market for MCM students. These changes should make the MCM program more competitive in the market for students.

**CMCert Construction Management program-** With changes proposed MCM program this certificate is not consistent with those changes.

 **MAED Music program new core-** The School of Music desires to revise the course choices within the Music

portion of the MAEd in Comprehesive Education- Music Concentration. We have provided this information below as

 tracked changes from the proposed 2011-12 catalog for the Music portion of the curriculum only. This AA-6 relates

 only to the Music Concentration.

 **MAED Music program-** The School of Music desires to revise the course choices within the Music portion of the

MAEd in Comprehesive Education- Music Concentration. We have provided this information below as tracked

 changes from the proposed 2011-12 catalog for the Music portion of the curriculum only. This AA-6 relates only to

 the Music Concentration.

**MAED Health and Physical Education program-**The proposed program revisions will enable WCU to offer an MAED degree in both Health and Physical Education resulting in the NC teaching license at the advanced level (M) and an earned master’s degree. For the MAED, we propose the following changes:1. Change language in the degree title to MAED in Health and Physical Education 2. Add two additional health courses at the graduate level: HPE 605: K-12 Public School Health Curriculum Development HPE 610: Advanced Content and Strategies for School Health Intervention

**MAED Mathematics program-** The proposed program revisions will enable WCU to continue to offer an MAED degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. For the MAED Secondary Mathematics concentration, we propose the following changes:Add course options in the content area to ensure candidates acquire graduate level depth and breadth in mathematical expertise.

**MAED Mathematics program-** The proposed program revisions will enable WCU to continue to offer an MAED degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. For the MAED Secondary Mathematics concentration, we propose the following changes:Add course options in the content area to ensure candidates acquire graduate level depth and breadth in mathematical expertise.

**MAED Special Education Severe and Profound program-** MAED in Severe/Profound Disabilities is being revised to meet new state requirements for teacher education. Change involves new courses and elimination of others.

**MAED TESOL program-** All MAEd programs in Comprehensive Education are being revised in accordance with new NC Department of Public Instruction licensure standards. The new MAEd programs must align with the NC Standards for Graduate Teacher Candidates. The MAEd professional core reflects these new standards.

**MAED English program-** The M.A.Ed. in English proposes to change to better align to the professional education core; our revisioned program will require that of the 12 elective hours in the content area, 9 hours be chosen from electives in three areas—American literature, British literature, and world literature. This change will better align our curriculum to the NC SCoS in secondary English Language Arts. The Master Teacher Project will be collected in ENGL 517, Methods of Teaching literature, a course already currently required which will be altered to focus on this project for the M.A.Ed. candidates. Furthermore, we propose to change language in the admission requirement that students must submit a writing sample to make writing sample specifications more concrete and rigorous so that this sample may be used as evidence of initial depth of content knowledge (Electronic Evidence 2)

**MAT Biology program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the specific concentrations, changes are proposed as indicated on the attached proposed catalog copy: **MAT Chemistry program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the specific concentrations, changes are proposed as indicated on the attached proposed catalog copy:

**MAT Health and Physical Education program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the MAT in Physical Education concentration, we propose the following changes:1. Change language in the degree title to MAT in Health and Physical Education 2. Add two additional health courses at the graduate level. HPE 605: K-12 Public School Health Curriculum Development HPE 610: Advanced Content and Strategies for School Health Intervention

**MAT Mathematics program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the MAT Secondary Mathematics concentration, we propose the following changes: 1. Change admission requirements to reflect that students must now have completed a Capstone Research Project at the Undergraduate level so that this work may be used as evidence of initial depth of content knowledge (Electronic Evidence 2); 2. Add 3 additional elective hours from one of the areas of Algebra, Analysis, Applied Mathematics or Statistics to allow students broad content knowledge.

**MAT Mathematics program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the MAT Secondary Mathematics concentration, we propose the following changes: 1. Change admission requirements to reflect that students must now have completed a Capstone Research Project at the Undergraduate level so that this work may be used as evidence of initial depth of content knowledge (Electronic Evidence 2); 2. Add 3 additional elective hours from one of the areas of Algebra, Analysis, Applied Mathematics or Statistics to allow students broad content knowledge.

**MAT Social Science program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the MAT Social Science concentration, we propose the following changes 1. Change language in the admission requirement that students must submit a writing sample to make writing sample specifications more concrete and rigorous so that this sample may be used as evidence of initial depth of content knowledge (Electronic Evidence 2);

**MAT Social Sciences program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation. For the MAT Social Science concentration, we propose the following changes: 1. Change language in the admission requirement that students must submit a writing sample to make writing sample specifications more concrete and rigorous so that this sample may be used as evidence of initial depth of content knowledge (Electronic Evidence 2);

**MAT TESOL program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation.

**MAT-TESOL program-** A deletion of EDCI 617 from the curriculum. ENGL 626, 627, and 628, which are all discipline specific methodology courses cover the material in EDCI 617, which is a general methods course. Removal of the course lowers required hours for the MAT concentration from 27 to 24, which is more in line with peer MAT TESOL programs. NOTE: CEAP is currently revising the Professional Core for the MAT. Should that curriculum change be submitted and approved this year, it may affect the total number of hours for the degree program. This proposal reflects the current approved program (with currently approved hours) and the change affects only the TESOL part of the program. A consult with CEAP (Dan Grube) is attached.

**MAT-TESOL Comprehensive Education program-** The proposed program revisions will enable WCU to continue to offer an MAT degree resulting in both the NC teaching license at the advanced level (M) and an earned master’s degree. Although program changes were implemented last academic year, those changes focused on initial licensure and did not account for changes needed for the M license. As has been the case since WCU first offered the MAT, graduates will meet the requirements for the initial license and the advanced license upon graduation.

**MBA program-** Changes to the admissions requirements of the MBA program. Minimum GMAT scores and GPA remain the same, but are included as recommendations instead of requirements. The GRE is added as acceptable instead of the GMAT. Add materials including 3 recommendation forms with letters, statement of professional goals and interest in the program, and a resume.

**SSP program-** Add a new course being developed to better address national certification requirements for School Psychology Graduate Program; Update Graduate catalog to improve accuracy of information provided.

**MS HR program-** Delete HR 611, E-Learning, from MSHR Program; Delete HR 612, Instructional Design, from the MSHR Program; Delete HR 616, Web Publishing, from the MSHR Program; Delete HR 617, Organization Performance, from the MSHR Program; Delete HR 619, Assessment Methods in Human Resources from the MSHR Program; Delete HR 620, The Design and Use of Instructional Gaming Simulations, from the MSHR Program; Delete HR 676, Guided Projects in Organization Performance, from the MSHR Program; Delete HR 677, Advanced Web Publishing, from the MSHR Program; Delete HR 678, Guided Projects in E-Learning, from the MSHR Program ADD ELECTIVES:HR 601, Organization Planning & Execution for HR Professionals, to the MSHR Program; HR 613, Performance Management, to the MSHR Program; HR 614 Staffing, to the MSHR Program; HR 662, Compensation and Benefits, to the MSHR Program; HR 666, Legal Issues in HR, to the MSHR Program

**Professional Writing Certificate program-** We need to clarify that students must apply and be accepted into the PW certificate program; many of our current MA students who concentrate in Professional Writing wrongly assume that simply completing the coursework for the certificate constitutes conferral of the certificate. If they have not applied and been formally accepted to the program, however, the GPD has no way of knowing that they are pursuing this option. Therefore, we need to clarify that the certificate is not automatically conferred but that students must apply for and be accepted into this program – just as they would apply and be accepted into our other graduate programs.

**MHS program-** The proposed MHS program change represents a transition to distance education format from a resident credit format of an existing program initially approved by UNC-GA and SACS in 1992. The MHS program will be taught by expanding the use of current online course management system technology to serve an expanding regional audience of health professionals. In the case of the Emergency Medical Care (EMC) concentration, a potential national audience may be realized.

**MHS program (2) - Change** of prefix from GERN 630 to MHS 630 to accommodate discontinuation of the Gerontology Certificate and MHS degree concentration in Gerontology. The current course is one of five (5) required courses in the MBA Health Care Administration concentration.

**New Courses:**

CHEM 575 Biochemistry Laboratory (1)

CHEM 572 Chemical Syntheses (2)

CM 500 Advanced Construction Finance (3)

CM 503 Sustainability in Construction (3)

CM 530 Advanced Legal Issues in Construction (3)

CM 542 Construction Estimating (3)

CM 554 Computer Applications in Construction (3)

CM 562 Construction Scheduling (3)

CM 611 Advanced Materials and Methods (3)

CM 621 Construction Operations and Safety (3)

CM 651 Construction Forensics (3)

CM 653 Statistics and Applications to Construction (3)

CM 661 Land Development II (3)

EDCI 616 Advanced Studies in Teacher Leadership (3)

MHS 630 Medicare & Medicaid (3)

HPE 605 K-12 Public School Health Curriculum Development (3)

HPE 610 Advanced Content and Strategies for School Health Intervention (3)

PA 575 Conflict Management in the Public Sector (3)

PSY 670 Advanced Professional Issues (3)

 Motion passed.

 The Curriculum Committee expressed concerns that were raised during the curriculum review process. The concerns raised included the lack of justification for the creation of new courses, duplication questions related to the creation of new courses across all colleges, and the role of the Graduate Council Curriculum Committee in the curriculum review process.

 The Graduate Council Curriculum Committee will discuss their concerns, determine a course of action, and then discuss with the Associate Provost. The committee also welcomes suggestions and input from Graduate Council members regarding the graduate curriculum review process. The Graduate Council Curriculum Committee will bring suggestions and guidelines for graduate curriculum review to the next Graduate Council meeting in April.

 **Academic Policy & Review**

Leave of Absence: Information is still being gathered regarding Leave of Absence policies, forms, and processes.

 Enrollment in the Term of Conferral: Revision to the catalog language for the “Enrollment in the Term of Conferral” policy was presented to the Graduate Council by Kathleen Brennan for discussion and approval. The catalog language was revised to provide clarification and to assist with enforcement of the policy. Although exceptions to the proposed policy may be considered, the proposed policy as written is silent on exceptions. The majority of UNC schools have a policy which requires enrollment in the graduation term and exceptions are rarely granted.

 The proposed revisions to the catalog language for the “Enrollment in the Term of Conferral” policy were discussed by the Graduate Council. Possible exceptions to the policy were also discussed. The revisions, as presented, were approved.

 **University Fellowship, Scholarship & Student Affairs**

The Chancellor’s Fellowship and Study Grant applications are available on the Graduate School website.

 New Graduate Student Incentive Grant applications are also available on the Graduate School website.

**Agenda Items** Graduate Faculty Status Document: The revised “Appointment to Graduate Faculty Status” document was presented to the Graduate Council by Dean Scott Higgins for review and discussion. The changes were presented for information only and were made based upon suggestions from the Chancellor and Faculty Senate. The document will be voted on at the next scheduled Faculty Senate meeting on March 30th. The changes were written to more clearly define expectations as outlined in each department’s Collegial Review Document (CRD). It was suggested that the Graduate Faculty Status form provide a place to note any changes to status and to make a comment regarding the change. Dean Higgins indicated he would seek approval from the Associate Provost to include a “justification of action” comment section to the present form.

 International Transcript Evaluation Process: Kathleen Brennan discussed the development of a policy to ease the admission process for international students who have earned degrees from foreign programs and institutions identified as meeting U.S. accreditation standards. The reasons a policy is under consideration include: 1) Foreign credential evaluations can be expensive for students to get; 2) Some program directors want to recruit international students but find the credential evaluation to be a barrier; 3) International applicants choose to attend an institution where the credential evaluation is not required or is completed in-house by the institution.

 Although SACS allows institutions autonomy regarding foreign credential evaluations, most UNC institutions require foreign credential evaluations. WCU Graduate School requires International students to have their transcripts and full course descriptions translated into English and evaluated by a recognized credential evaluation service. A document-level transcript evaluation verifying baccalaureate-level degree must be submitted to the Graduate School directly from an approved third-party transcript evaluator. WCU does not have the institutional resources to do foreign credential evaluations in-house.

 A more flexible policy is being suggested that would amend current Graduate School policy to allow for exceptions that would not require a foreign credential evaluation. Suggested exceptions include: 1) A foreign institution’s program is listed in the accreditation book; 2) Maintain a data base of previously approved foreign institutions accepted by WCU; 3) Negotiated articulation agreement with a foreign institution; 4) Have WCU institutional experts verify foreign credentials. Graduate programs would still be able to require a foreign credential evaluation from an international applicant if the information was needed in order to make an admissions decision.

 Some members of the Graduate Council commented that recruiting and retaining international students requires additional institutional resources and creates additional challenges. Some universities hire subcontractors to recruit international students if internal university resources such as credential evaluators are not available in in-house. It was offered by one Graduate Council member that clear requirements also assist international students with the visa issues they may face in their home countries.

**Other Items** In response to a question about funding for summer research assistants, Dean Scott Higgins said to e-mail him individual requests, and he would respond. At this time he is uncertain about summer funding for research assistants.

There was discussion of a recent issue the College of Business had regarding the AA-21 review and approval process to teach a graduate level course. The Provost’s Office did not approve the AA-21 because the individual submitted did not have a terminal degree as required by SACS. The concern raised involved equivalent experience based upon the credentials submitted and demonstrated professional proficiency which has always been allowed by SACS in lieu of a terminal degree. The Graduate Council member from the College of Business who raised the concern will follow up with the Provost’s Office and report his findings to the Graduate Council at the next scheduled meeting on April 15th.

The meeting was adjourned at 3:00 pm.

Submitted by – Elizabeth Frazier

Please note: All attachments are on file in the Graduate School with the Graduate Council meeting minutes.