

**Graduate Council  
Minutes  
January 10, 2020**

The Graduate Council met on Friday, January 10, 2020 at 1:00 pm in the UC Dogwood Room.

Members present: J. Bowers-Campbell, J. Campbell, M. Claxton, J. Crolley-Simic, D. Hudson, J. Hyman, B. Kloeppe, R. Laboray, H. Rimes, C. Parrish, A. Perry, T. Rogers, R. Scales, and M. Snyder

Members absent: A. Rutishauser, B. Gehrig, L. Hammer, Y. Hillon, T. Orr, S. Rader, F. Razzaghi, and Y. Yan, and P. Yanik

Others present: E. Frazier, L. Roberts, A. Bobilya, J. Lawson, and J. Wagaman

**Approval of the Minutes** Motion and second to approve the minutes for the November 1, 2019 meeting. Motion passed.

**Program Updates**

The Graduate Student Association travel grant application deadline is February 10, 2020.

The application deadline to participate in the Graduate Research Symposium is January 31. Please encourage graduate students to participate in the Graduate Research Symposium on March 25 and 26.

MFA students are participating in exhibitions and grant funded projects.

The Dietetic Internship program was approved for accreditation. The Master's program for Athletic Training received accreditation.

The College of Business Dean search will be on hold until the Provost is hired.

The Higher Education Student Affairs program is currently undergoing program review.

Undergraduate Admissions is going well.

The Social Work reaffirmation process has started. The Doctorate in Social Work is still in the approval stages.

Health and Human Sciences is in the final stages of their Dean search.

The Physical Therapy program has 16 newly admitted students at Biltmore Park and 32 newly admitted students in Cullowhee for Fall 2020.

The PsyD currently has five students enrolled. The PsyD program application is due on January 15, 2020. The program is moving through the accreditation process. The autism training project has started. Twelve students from the PsyD, Special Education and Communication Sciences and Disorders programs are participating.

The graduate English program is undergoing curriculum revisions and adding new concentrations.

Follow the link <http://clearvision.wcu.edu/> for the news item about Callie Schultz's publication with the graduate counseling student David Wynn.

Shannon Montgomery completed the M.A.Ed. in Comprehensive Education/Elementary Education a few years ago. She went on to obtain her Ph.D. at UNC Charlotte and Shannon is currently an Assistant Professor at the University of Central Oklahoma.

Kaitlyn Otey completed the M.A.Ed. in Comprehensive Education/Elementary Education a few years ago. She is currently in the Ph. D. program at UNC Charlotte.

Tori Golden is currently completing the M.A.Ed. in Comprehensive Education/Elementary Education and is trying to decide between 2 Ph.D. programs she's been accepted to.

### **Academic Policy and Graduate Faculty Review**

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

Dr. Yuanrui Sang	Engineering and Technology	Affiliate
Dr. Karen Lunnen	Human Services	Affiliate
Dr. Jonathan Wade	Human Services	Affiliate
Dr. Laura Leatherwood	Human Services	Affiliate
Dr. Charlos Banks	Human Services	Affiliate
Dr. Robert Jackson	Human Services	Affiliate
Ms. Kimberly Dechant	Human Services	Affiliate

An edit to the Graduate Catalog Program Dismissal policy was proposed by the Graduate School. The edit was approved by the Graduate Council to include language that both the program and Graduate School will notify the dismissed student.

### **Curriculum Review**

The following curriculum items were reviewed by the Curriculum Committee and came as a seconded motion for approval and were approved.

#### **Data Science: Graduate New Program Proposal**

The Post-Baccalaureate Graduate Certificate in Data Science is designed for the part-time student who wants to improve their skills in managing, visualizing and modeling with data.

This could serve as additional certification for students already possessing an undergraduate degree in a quantitative field such as mathematics, statistics, computer science or engineering. The program could also serve as an attractive

certificate for current or prospective undergraduate students similar to a 4+1 program that has significant overlap with the Data Science Concentration of the B.S. Mathematics.

The Certificate in Data Science will require the new courses listed below (along with at least one elective from existing courses).

**MATH – 572 – Data Science:** Graduate New Course Proposal

Introduction to a high-level language, exploring and manipulating data, functions and basic coding, deterministic and stochastic modeling, concepts of projects and code management, databases, data collection and statistical inference.

**MATH – 574 – Introduction to Statistical Models:** Graduate New Course Proposal

The foundation of this course is linear models, which are then compared to nonlinear approaches. Topics include estimation and testing, simulation and resampling, introduction to linear models including simple linear, multivariate and generalized linear models, and introduction to model selection and performance.

**MATH – 575 – Statistical Machine Learning:** Graduate New Course Proposal

This course blends the algorithmic perspective of machine learning in computer science and the predictive perspective of statistical thinking. Topics include regression, classification, algorithmic analysis of models, performance metrics and prediction, cross-validation, data transformations, dimension reduction, supervised and unsupervised learning and ensemble methods.

**MATH – 678 – Data Science Capstone:** Graduate New Course Proposal

A capstone experience in which students consider scientific questions, collect and analyze data and communicate the results. When appropriate, these questions will be taken from local business and industry relationships.

### **Public Affairs (M.P.A.): Graduate Program Change Proposal**

Congruent with current Graduate Course Change Proposals in Curriculog, we would like the names of the following core courses to be changed in our curriculum to:

Old course name: PA 671 - Public Financial Management

New course name: PA 671 - Public and Nonprofit Financial Management

Old course name: PA 672 - Public Organizational Theory

New course name: PA 672 - Public Organizational Theory and Behavior

Old course name: PA 677 - Public Personnel Management

New course name: PA 677 - Public Human Resource Management

### **M.S. in Experiential and Outdoor Education: Graduate New Program Proposal**

The M.S. in Experiential and Outdoor Education is a two-year, residential hybrid degree program. Students will be admitted in a cohort model beginning in August. In the first year, face-to-face coursework will include a one-week intensive course on campus followed by four weekends each in the fall and spring semesters. Students will be engaged in online coursework throughout the semester(s). During the second-year, students will complete additional required and elective coursework (individual choice of face-to-face, online and/or hybrid course formats) including a thesis or project. This format allows for students to remain employed full-time and/or pursue field-based coursework (e.g. internships) at regional agencies.

The M.S. in Experiential and Outdoor Education degree will utilize the philosophy of experiential education combined with the modality of outdoor education to provide students with necessary training to serve in a variety of educational contexts.

#### **Required courses for M.S. in Experiential and Outdoor Education**

#### **EOE – 500 – Foundations of Experiential and Outdoor Education: Graduate New Course Proposal**

This course orients students to the nature of graduate study in Experiential and Outdoor Education at WCU. In addition, this course will include an overview of more contemporary and recent scholars in experiential education.

#### **EOE - 501 - Philosophy and Theory of Experiential and Outdoor Education: Graduate New Course Proposal**

This course investigates the major philosophical and ethical strands of thought that have influenced experiential and outdoor education thinking. Students will develop and revise their own philosophy of experiential

and outdoor education through interaction with the readings and discussion.

**EOE - 502 - Diversity and Social Justice: Graduate New Course Proposal**

In this course, students will begin by grappling with what oppression looks like in the 21st century. Students will understand some barriers to Experiential and Outdoor Education that members of each oppressed group might face and, how we can work toward equity and social justice. Additionally, students will be introduced to various methodological and theoretical lenses to guide socially just and responsible research practices in EOE and, more broadly, social sciences.

**EOE - 503 - Research Methods in Experiential and Outdoor Education: Graduate New Course Proposal**

This course reviews qualitative, quantitative, and mixed-method approaches to research in experiential and outdoor education. Topics include research design, methods for data collection and analysis, and strategies for completing research projects, papers and presentations.

**EOE - 600 - Advanced Research Methods and Evaluation Techniques: Graduate New Course Proposal**

This is an advanced course that allows students to focus on their area of research design or evaluation technique and to develop a thesis or project proposal. Students will explore a variety of research paradigms including post-positive, critical, hermeneutics, post-structural, and post-human. Students will have opportunities to read and critique a wide range of research methodologies such as ethnography, autoethnography, collective memory work, creative analytic practice, and phenomenology. This course culminates with the student's thesis/project proposal.

**EOE - 601 - Current Trends and Issues in Experiential and Outdoor Education: Graduate New Course Proposal**

This course is designed to explore developing trends and issues in Experiential and Outdoor Education (EOE). Students will be required to read a wide variety of literature and discuss pertinent issues in the field of EOE.

**EOE - 602 - Group Facilitation and Teaching Methods in EOE: Graduate New Course Proposal**

This course emphasizes a variety of facilitation techniques, instructional strategies and teaching methods that focus on an inductive approach to

learning. Students will develop and practice strategies for assessing student and participant needs, making effective instructional decisions, selecting appropriate instructional objectives and evaluating student learning. A variety of specific methods and philosophies relative to experiential and outdoor education for all ages will be introduced.

**EOE - 679 - Thesis I/ Project I: Graduate New Course Proposal**

This is the first of two courses that provide students with an opportunity to make an original contribution to the field of experiential and outdoor education through a thesis or project. The course will focus on data collection and analysis techniques and project implementation strategies.

**EOE - 699 - Thesis II/ Project II: Graduate New Course Proposal**

This is the second of two courses that provide students with an opportunity to make an original contribution to the field of experiential and outdoor education through a thesis or project. The final product of this course is the project/thesis defense.

**Elective courses for M.S. in Experiential and Outdoor Education**

**EOE - 680 - Independent Study in EOE: Graduate New Course Proposal**

Independent study designed with an Experiential and Outdoor Education faculty member.

**EOE - 683 - Internship in EOE: Graduate New Course Proposal**

The Internship in Experiential and Outdoor Education is a culminating professional experience that allows students to connect theory and practice. Minimum 200 hours of workplace experience.

**EOE - 627 - Wilderness Education: Graduate New Course Proposal**

This is an expedition style course taught in a wilderness environment. Expedition skills are taught experientially to enable students to lead others safely using minimum impact techniques that preserve the environment. Modes of travel include activities from the following: Backpacking, mountaineering, and canoeing. National certification is possible through the Wilderness Education Association and Leave No Trace. Field trip required.

**EOE - 621 - Interpretation and Environmental Education: Graduate New Course Proposal**

Students will learn about the theoretical and historical background of the fields of interpretation and environmental education. Students will gain practical experience evaluating interpretive displays and presentations, and environmental education programs.

**EOE - 623 - Youth Development:** Graduate New Course Proposal

Students will examine various cognitive, social, and behavioral theories of youth development and explore how these theories impact programing and instruction in Experiential and Outdoor Education.

**EOE - 624 - Social Media, Technology and EOE:** Graduate New Course Proposal

From Facebook to Pokémon Go to avalanche beacons, technology and social media impact the ways in which we see ourselves and relate to one another, and to the outdoors. In this course, we will draw on critical theory to analyze these modern leisure spaces and inventions and their impact on Experiential and Outdoor Education.

**EOE - 635 - Sites, Facilities and Programs in EOE:** Graduate New Course Proposal

Planned tour to study specific types of parks and recreation and EOE sites, facilities, and/or programs related to current issues and practices.

**EOE - 779 - Continuing Research, Non-Thesis:** Graduate New Course Proposal

Students will enroll in this course every semester until they have successfully defended their project. During this course, students will work one-on-one with their chair to complete and defend their project.

**EOE - 799 - Continuing Research, Thesis:** Graduate New Course Proposal

Students will enroll in this course every semester until they have successfully defended their thesis. During this course, students will work one-on-one with their chair to complete and defend their thesis research.

**EOE - 693 - Topics in EOE:** Graduate New Course Proposal

Topics in Experiential and Outdoor Education. This course will allow faculty to develop and run new courses with focuses not included in the current core or electives. These courses may also be designed in response to new trends in the EOE field. Courses may be offered under this heading up to three times.

**EOE - 637 - Experiential and Outdoor Education Expedition:** Graduate New Course Proposal

Students will have the opportunity to design, facilitate, and participate in an EOE travel course integrating easily accessible and remote backcountry components. Students and faculty will travel as a group for this one to three-week travel course experience.

### **Financial Assistance**

In the 2020 spring term, the Financial Assistance Committee will be reviewing summer assistantship applications.

Dean Kloeppe announced that Graduate Assistantship allocation notifications were sent to programs in December. The project with Human Resources to hire graduate assistants in Talent Management is proceeding. Supervisor training for graduate assistant hiring in Talent Management is scheduled for January 29 and February 5.

### **Dean Report**

Dean Kloeppe provided the Graduate Council with a handout of the 2020 Spring term enrollment report. He reported to the Graduate Council that the Provost has requested five-year graduate enrollment models.

Dean Kloeppe reported on the Graduate School Director of Marketing and Recruiting search. When the posting closed in the 2019 fall term, 14-16 applications had been received, two interviews were conducted, and one offer was made. The offer was declined and the job was posted again. To date, six applications have been received.

### **Associate Dean Report**

The January Program Director Workshops are scheduled for January 28, and 29 in Cullowhee and January 30 at Biltmore Park. The format of the workshop has been changed in response to program director feedback. At the workshops the program directors will receive a summary of student exit survey data.

### **Agenda**

Discussion regarding supplemental admission materials for certain applicants.

1. Should supplemental admission items be in the catalog?
2. Should supplemental admission items be approved in Curriculog?

Graduate Council members recommended:

- Programs should adhere to the admission requirements published in the Graduate Catalog.
- Changes to program admission requirements need to be submitted and approved through Curriculog.
- Using a rubric for admission requirements could help resolve the need for “supplemental” admission materials.



- Programs could have a disclaimer in the Graduate Catalog that says “Additional admission materials may be requested by the program.” However, the program director would be responsible for communicating to the applicant directly a request for additional application materials.
- A program director (PD) “class” in Blackboard teaching relevant PD information was suggested.

### **Graduate Council Agenda Topics**

Please send Dean Kloeppe Graduate Council agenda topics.

The meeting was adjourned at 2:45 pm.

Submitted by – Elizabeth Frazier

Please note: All attachments are on file in the Graduate School.