

**Graduate Council
Minutes
April 7, 2017**

The Graduate Council met Friday, April 7, 2017 at 1:00 pm in the **Dogwood** Room of the University Center.

Members present: T. Ashcraft, D. Dorondo, J. Gerlach, M. Hollis, C. Huffman, B. Kloeppe, B. Lahm, J. Lakatos, J. Livingstone, S. Mannle, D. Martinez, S. McGee, E. Myers, B. Ogletree, T. Orr, C. Parrish, A. Perry, Carrie Rogers proxy for R. Scales, Paul Yanik proxy for M. Tanaka, L. Unruh and K. Woodford

Members absent: J. Gerlach, B. Ogletree, and F. Razzaghi

Others present: E. Frazier, Jess Weiler, Kofi Lomotey, Patricia Bricker and Sue Swanger

Approval of the Minutes Motion and second to approve the minutes for the February 27, 2017 meeting. Motion passed.

Program Updates

The Graduate School reported that the SACS-COC meetings went very well for SACS standard 3.6.2 and the assessment of sponsored research. The Office of Research Administration hired Morgan Burnett as a grant accountant with a start date of April 13. Morgan has over 10 years' experience in public accounting and comes to WCU after serving as a senior accountant with a local CPA firm. She holds a Masters of Accountancy from WCU and is licensed as a CPA. Additionally, Patricia Cantrell will begin in the grants officer position on April 10. Patricia will offer support to principal investigators and department administrators in the day-to-day management of their sponsored projects. The position for a Graduate School marketer/recruiter will close on April 7. Two Graduate Council members were asked to serve on the search committee for this position.

Thank you to Erin Myers, Diane Martinez and Bob Lahm for their three years of service on the Graduate Council.

The QEP passed SACS-COC review.

The Elementary and Middle Grades program is doing alumni outreach to graduates who live in North Carolina, but do not have a graduate degree. It was suggested that the Graduate School can help with contacting these prospects.

The Psychology program announced that the proposed Psy.D. Program "Permission to Establish" materials are due in June 2017. The School Psychology Specialist Program (SSP) has paid internships for all but one of their students. The SSP program admitted six new students and has the goal of admitting eight students. The SSP program is utilizing the "Second Round Choice" program offered through NASPA, the National School Psychology Association. Four clinical psychology students are admitted to doctoral programs.

The Technology program is admitting students for the 2017 fall term. Only one assistantship left to contract. Recruiting for Biltmore Park MST program.

Accountancy is encouraging undergraduates to continue at WCU. All ten assistantships have been contracted.

Health Sciences, Physical Therapy, Social Work and Communications Sciences and Disorders are all still admitting students. Health Sciences has an April 19th deadline, and is doing a registration and marketing push.

The English program director for next year will Annette Debo.

Nursing reported a failed search for the Director of Nursing position. Shawn Collins will be the interim Director and Ramona Wichello will be the interim Associate Director. Sarah Mannle resigned from WCU so a new DNP program director will be assigned. Three other nursing faculty also resigned. The DNP program admitted three new students and received three more applications for review. The Family Nurse Practitioner program received 138 applications and admitted twenty-five new students. The Nurse Educator and Nurse Leadership programs are currently reviewing applications.

The Entrepreneurship program is targeting a new segment- innovation and intrapreneurship.

The Higher Education and Student Affairs (HESA) program had a March 1 application deadline. HESA has admitted a full cohort and has more new admits wait listed. New graduate assistants are being interviewed. HESA graduates have had a 100% job placement rate.

Undergraduate Admissions reported that the Fall 2017 undergraduate application has been turned off early. The deposit deadline is May 1, 2017. The Staff Senate Scholarship fundraiser will be held on April 21st at the U Club.

The Graduate Student Association (GSA) has new executive board members for next year that represent a variety of programs (on-line and residential). Also, two new GSA liaison positions have been established.

Standing Committee Reports

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.

Dr. Monica Leach	Human Services	Affiliate
Mr. Colby Caldwell	Art	Affiliate
Ms. Leigh Ann Parrish	Art	Affiliate
Ms. Laura Sellers	Art	Affiliate

Approved.

Update on policy proposal:

The proposed changes to the Faculty Handbook “Graduate Council Membership” section have been submitted for a first reading to the Faculty Senate by the Faculty Senate Faculty Affairs Committee for approval. The proposed changes will receive a second reading at the April 20th Faculty Senate meeting and will then be presented at a faculty forum before a final vote on the changes will be taken.

Curriculum Review

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

Program Changes/Creation:

Educational Leadership – Ed.D. (Program Change Proposal)

The educational leadership program would like to add a third leadership concentration area: university leadership. At present, we have two areas of concentration: (1) PK-12 School Leadership, and (2) Community College leadership. We would like to add the third area of concentration to recognize the integral relationship among the three organizations/contexts. Our present curriculum and faculty expertise extends across all three contexts.

NOTE: This is a proposal carried over from the February 27, 2017 Graduate Council meeting. The proposal originator added course descriptions as an attached file to the Curriculog proposal. The proposal originator also plans to be present on April 7 to answer any further questions the Council may have.

Approved.

Accountancy – M.Acc. (Program Change Proposal)

There are two changes being requested:

- Remove LAW 640 from the core required classes; adjusting total required core hours from 21 to 18 and adjusting elective hours from 9 to 12.
- Create an Accelerated Bachelor's/Master's (ABM) Track.

Approved.

Chemistry – M.S. (Program Change Proposal)

The Professional Science Concentration currently has a natural products focus. The curriculum is intended to provide students with a background in chemistry related to natural products as well as business skills. However, the focus on natural products is very narrow, and a broader curriculum would open up this degree to more individuals interested in other industrial applications of chemistry, such as pharmaceutical science or

materials chemistry. Also, an internship is required, but due to our rural location, internship placement may be difficult, so an alternative experience would make the degree more feasible.

Summary of proposed changes: (1) Decrease the rigidity of required coursework by providing more options in the chemistry core. This would allow students to focus on courses related to their career goals. (2) Eliminate the seminar on regulatory content. (3) Allow a non-thesis research experience as a substitute for the internship requirement. This is a new course, CHEM 697, which is described in a separate proposal.

Please note that the text in the program description regarding the standardized admissions exams has already been approved in a previous curriculum proposal. The text was added here to ensure it is captured in the 2017-2018 catalog.

Approved.

Education – Comprehensive Education (M.A.Ed.) (Program Change Proposal)

Note: We are not proposing any changes regarding total credit hours or delivery of the program as online or residential. (Depending upon the chosen concentration, total required credit hours vary from 30-36. In addition, the program is online for some concentrations and residential for others.)

We added a sentence to the program description to help us clearly communicate requirements regarding recommendation for state licensure.

We added a STEM education option into both the Elementary Education concentration and the Middle Grades Education concentration. Improving STEM (Science, Technology, Engineering, and Mathematics) education is a high priority for our region, state, and nation and is critical for our future related to scientific discovery and innovation, job preparation, and a STEM-literate society (Committee on STEM Education, 2013; NC STEM Center, 2016). The NC STEM Strategic Plan specifically calls for an increase in the number of teachers prepared and delivering integrated STEM programs through “advance professional development for pre-service and in-service educators aligned with the integrated pedagogy and project-based learning methods of STEM teaching and learning.” (p. 6) A growing number of K-12 schools are attempting to incorporate STEM curriculum. While initial elementary and middle grades teacher preparation lays a solid foundation for effective teaching, ongoing learning through professional development including graduate studies allows teachers to further develop their content knowledge and pedagogical abilities. This graduate program is designed for elementary and middle grades teachers interested in improving their STEM teaching and becoming leaders in STEM education through sustained learning over time through a coherent sequence of learning opportunities. Potential careers include elementary or middle grades teachers, STEM specialists, STEM coaches, and professional development facilitators. While there are graduate programs in Elementary, Middle Grades, Science Education, Instructional Technology, Engineering Education, and Mathematics Education across the state, our research indicates that these programs do not offer an integrated STEM focus as described in the conceptual framework below. The addition of a STEM track will make our program attractive to a wider audience. (See attached proposal for additional information.)

A few small items were changed for clarification purposes. In the Elementary Education concentration, we clarified the number of credit hours. In the Middle Grades concentration, 3 areas to choose from were listed as concentrations but they really are options within the Middle Grades concentration so the wording was changed. We added a sentence to the program description to reflect that the state requires clinical experiences for all candidates in licensure programs at the initial and advanced levels.

For clarification purposes, we moved the AIG add-on licensure courses to the end of the MAEd concentrations and added a brief description in the Special Education emphasis.

Approved.

Education – Comprehensive Education (M.A.T.) (Program Change Proposal)

A statement in the program description for Special Education is added to both Adapted Curriculum and General curriculum. Each semester students will engage in clinical experiences. Field experiences are required in all methods courses.

The courses for Special Education concentrations are organized by Methods, Content, and Internship. This was changed to increase clarity and organization of the program. It also provides clarity on which courses are the methods courses.

The technology requirement was removed from the Program description. This is no longer a requirement. Advanced Methods was changed to Methods for Biology, Art, Social Science and English. This needed to change to meet requirements for state standards.

Approved.

Human Resources - M.S. (Program Change Proposal)

We would like to move HR 645 from the core required courses to an elective course.

We are changing this course to an elective because we have added new core courses which have already been approved.

Approved.

Construction Management – M.C.M. (Program Change Proposal)

The Master of Construction Management (MCM) program needs more 600-level core courses to comply with Graduate School graduation requirements - 50% of all coursework taken in graduate programs must be 600 level or higher according to the Graduate Handbook. Three Simple Course Change proposals have been submitted along with this proposal:

CM - 600 - Advanced Construction Finance, which is a replacement for CM - 500

CM - 630 - Advanced Legal Issues in Construction, which is a replacement for CM - 530

CM - 649 - Computer Applications in Construction, which is a replacement for CM - 554

The MCM program has submitted another Simple Course Change proposal for CM650 - Project Management Systems to change its credit hours and prerequisites. CM650 is necessary to be included in Construction Management Electives.

Approved.

Technology – M.S. (Program Change Proposal)

Changes to the Master of Science in Technology Program

Revise the program description to accurately describe what is being taught. Emphasizes the flexibility of the graduate program

Streamlining of curriculum categories to reduce administrative burden and make degree evaluations accurate

Removal of GRE requirement – change to a recommendation

Add New Course - ET 693 – Advances Special Topics Course - An advanced special topic for graduate students only

Add New course – ET 689 – Graduate Internship

Changes to admission requirement that allow other majors to enroll in MST with program director permission.

Approved.

Sport Management – M.S. (Program Change Proposal)

Updating program description to better describe the program. Adding a new course (SM 672) to degree requirements. Change SM 683 to a 3 credit hour (instead of a 9 credit hour) course. Please see related course change proposal for SM 683.

Approved.

Courses:

CHEM 697 – Non-thesis Research in Chemistry (New Course Proposal)

This course will serve as an alternative to an internship opportunity. Providing alternative experiences makes the Chemistry MS degree with the Professional Science Concentration more flexible and customizable for the student's long-term goals.

Approved.

ELMG 620 – Issues and Trends in STEM Education (New Course Proposal)

This course will be required in the new STEM education track within the Elementary and Middle Grades concentrations in the Comprehensive Education MAEd.

Approved.

ELMG 621 – Methods of STEM Education (New Course Proposal)

This course will be required in the new STEM education track within the Elementary and Middle Grades concentrations in the Comprehensive Education MAEd.

Approved.

ELMG 622 – Engineering Projects for Elementary and Middle Grades Educators (New Course Proposal)

This course will be required in the new STEM education track within the Elementary and Middle Grades concentrations in the Comprehensive Education MAEd.

Approved.

ELMG 623 – Innovative Uses of Technology in STEM Education (New Course Proposal)

This course will be required in the new STEM education track within the Elementary and Middle Grades concentrations in the Comprehensive Education MAEd.

Approved.

ELMG 624 – STEM Education Projects (New Course Proposal)

This course will be required in the new STEM education track within the Elementary and Middle Grades concentrations in the Comprehensive Education MAEd.

Approved.

ET 689 – Graduate Internship (New Course Proposal)

Application of knowledge outside of the academic environment is critical in the development of topical context. The internship provides an opportunity for students to apply knowledge in an industrial environment. Students taking the course will be supervised and guided by faculty. They will report activities performed at their internships (cognitive) and discuss the meaning of the work and how what was learned can be generalized (metacognitive evaluations).

Approved.

ET 693 – Advanced Topics in Engineering Technology (New Course Proposal)

Technology is constantly changing. This course will be used to provide opportunities to teach new courses in advanced technology topics. This course is similar to the ET 593 course, Topics in Engineering Technology, but will be applied to more advanced courses in the field.

Approved.

ENT 635 – Intrapreneurship (New Course Proposal)

Course Description: This course addresses the emerging practice of Intrapreneurship, broadly defined as the application of entrepreneurial capabilities to the development of new ventures within an existing firm. Individuals who may be involved in such endeavors must typically be capable of serving as innovation leaders and change agents.

This course will serve as a cornerstone of a proposed concentration in intrapreneurship, broadly defined as the application of entrepreneurial capabilities to the development of new ventures within an existing firm, that is to be offered under the Master of Entrepreneurship Degree Program (Program name change has been submitted; new name proposed to be Master of Innovation Leadership and Entrepreneurship).

Approved.

Financial Assistance

The Financial Assistance Committee met on Tuesday February 28th to discuss the graduate assistant survey. Decisions will be made as to what survey questions to ask and when and if to send the survey. Discussion centered on whether the survey is necessary if the data is collected but not utilized and how to help programs do their own graduate assistant survey and/or exit survey with help from the Graduate School.

It was suggested that the graduate assistant survey could be a Program Director's Workshop topic. The current graduate assistant survey and survey results could be shared with program directors and suggested survey questions could be discussed. Also, programs could share what they are already doing to assess the graduate assistant experience.

The committee also discussed reviewing the information captured by Apply Yourself for the application question: "Why did you not accept your offer of admission to WCU?"

Next year the committee will be reviewing the required graduate assistant hiring paperwork for user friendliness and ongoing program support for graduate assistantships.

Agenda

Graduate Recruitment and Enrollment

Summer and fall 2017 registration began on February 22nd. Dean Kloeppe is sending enrollment update e-mails once per month to Program Directors, and weekly updates to Deans and the Provost. Registration reminders to students are also being sent every few weeks.

Dean Kloeppe set a registration goal of 80% by the end of the 2017 spring term. Currently enrollment is at 62% which is 346 students ahead point in time (148 days to census, 1028 students currently enrolled). However, the graduate enrollment target is 1653 for the 2017 fall term so graduate enrollment overall needs to increase by 46 students from fall 2016 to fall 2017 in order to achieve the enrollment target of 1653 for the 2017 fall term.

Graduate School is doing outreach to programs, prospective students and students who have been offered admission but have not accepted the offer.

Accelerated Bachelor's to Master's (ABM)

Information was presented by Associate Dean Sharon McGee regarding the following Accelerated Bachelor's to Master's (ABM) issues. All information presented is for the Council's information. More work will be done on this policy over the summer and early fall before a vote occurs.

Because grading follows the student level, undergraduates taking graduate level courses in the ABM program are graded at the UG scale: A, B, C, D, F with pluses or minuses even though the grading scale for graduate level courses is A,B,C and F.

Current ABM policy states that "students must receive a grade of B or higher in the double-counted graduate-level courses. Graduate courses with a grade below a B can count toward the bachelor's degree but cannot be double-counted between the two degrees."

Admission to an ABM Program

Undergraduate students who have applied for admission into Accelerated Bachelor's to Master's Degree programs are granted conditional admission to the Graduate School. Two standard conditions will be applied:

- Must complete the Undergraduate degree within four semesters
- Must earn a C or better in each graduate class taken while in Undergraduate status

Other conditions may apply as relevant.

Dismissal from an ABM Program

Students who do not meet the conditions of admission will be administratively withdrawn from their ABM program. They will still be eligible to complete their undergraduate degree program and apply for regular admission into the Graduate School at another time. When a student is administratively withdrawn from an ABM program, any grades earned in graduate courses as an undergraduate will appear on the undergraduate transcript but not on the graduate transcript and will not be eligible to count for graduate credit in the future.

Residency Determination System (RDS)

Graduate School reported on the new General Administration Residency Determination System (RDS) implemented by Western Carolina University in February. RDS is currently being used by the Admissions Office for initial residency determination and by the Registrar's Office for redetermination. Graduate School will be using RDS for initial residency determination and redetermination by April 2018 per the schedule published by General Administration.

The meeting was adjourned at 2:30 pm.

Submitted by – Elizabeth Frazier

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

Overflow

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 by e-mail vote.

Dr. Timothy Forrest	Biology	Affiliate
Mr. Michael LaVoie	Biology	Affiliate

Approved.

Curriculum Review

The following curriculum items were reviewed by the Curriculum Committee and came as a motion for approval by e-mail vote.

Program Changes/Creation:

Family Nurse Practitioner (Program Change Proposal)

The proposal is to eliminate NSG-679 (1 credit hr) course in the summer semester of the 2nd year of the FNP program and increasing NSG-671 Social and Behavioral Health for nurse practitioners from 2 credit hour to a 3 credit hour course. Currently NSG 679 is being offered 3 times in the course of study this proposal changes the program to only offering NSG 679 two times during the program of study. The proposed change will eliminate the range of credit hours (51- to 52) to designation of a program of study for the FNP program to 52 credit hours only. The overall credit hours for the FNP program will not change.

This change will allow a needed increase in available time to cover essential behavioral health content in a course that is currently covering a maximum amount of content. In the changing healthcare environment family nurse practitioners are required to address many more complex social and behavioral health problems in primary care practices, especially in rural clinics which is a focus of the FNP program at WCU.

Approved.

Course Changes/Creation:

NSG 803 – Medical Humanities (New Course Proposal)

Course Description: Most explorations of medicine and culture address certain "truths" or "themes" that are present in medicine. In this course we presume that medicine and/or health are constituted by a set of interrelated narratives that function as etiology and diagnosis-- as explanations of what medicine was, is, and should be. The purpose of this course is to examine some of these "themes" and/or "narratives" that are commonplace in medicine and use them as a way of understanding both the human experience within the complex healthcare system, and personal journeys through health, illness, and/or death.

During the summer term for the DNP program, students are required to take a 3-hour elective course that is 700 level or higher. This is a dual program with UNC-Charlotte, and their elective offering is a 600-level course, which is acceptable by the graduate school at UNCC. Currently WCU has approved one 893 course that serves as a special topics course and the topic/content can only be taught a total of 3 times. This past summer, the Medical Humanities course was taught as a special topics course and received extremely positive feedback from students, who voiced a strong desire that this course remain in the curriculum on a permanent basis.

Approved.