

**Graduate Council  
Minutes  
November 11, 2016**

The Graduate Council met Friday, November 11, 2016 at 1:00 pm in Hunter Library, Room 245.

Members present: M. Hollis, C. Huffman, B. Kloeppe, B. Lahm, J. Lakatos, J. Livingstone, S. Mannle, D. Martinez, E. Myers, B. Ogletree, A. Perry, F. Razzaghi, M. Tanaka, and L. Unruh

Members absent: T. Ashcraft, D. Dorondo, J. Gerlach, L. Hammer, T. Orr, C. Parrish, R. Scales, and K. Woodford

Others present: R. Stiles

**Approval of the Minutes** Motion and second to approve the minutes for the October 14, 2016 meeting. Approved.

**Program Updates**

Todd Creasy from the MBA program will be on the agenda for January. He will discuss the MBA program adding specialties to the degree program in hybrid, online, and residential form.

Nursing reported that they are preparing for their ten year CCNE accreditation review which will take place the second week of November.

Carmen Huffman reported that the new Natural Science Building planning is going well and they hope to break ground in about one year.

**Standing Committee Reports**

**Academic Policy and Graduate Faculty Review**

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

Dr. Beverly Payne	Human Services	Affiliate
Dr. Jeff McDaris	Human Services	Affiliate
Dr. Emily Lipe	Human Services	Affiliate
Dr. Quentin Johnson	Human Services	Affiliate

Approved.

The Graduate Council discussed concerns about the Scholarship criterion on the Affiliate Graduate Faculty Status. They asked the committee to consider revisions.

**Graduate Council Membership**

The Graduate Council discussed the various member representation options. It was determined that the number of college representatives should not be mandated but left open to each college using language of "...at least one with a maximum of three representatives ...." (or up to three). The committee will prepare policy edits by January in time for the Faculty Senate meeting in February 2017. The committee will also notify the college associate deans in preparation for the college elections.

**Curriculum Review**

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

**New Course Proposals:**

**Courses:** \*Please note that all 28 courses listed below are PROPOSED only, as part of the planning process for the proposed MAT program (#29 below).

1. **ATTR - 510 - PROPOSED Gross Human Anatomy**
2. **ATTR - 520 - PROPOSED Emergency Procedures in Athletic Training**

3. **ATTR - 523 - PROPOSED Clinical Procedures in Athletic Training**
4. **ATTR - 530 - PROPOSED Therapeutic Interventions**
5. **ATTR - 540 - PROPOSED Evidence Based Practice I**
6. **ATTR - 541 - PROPOSED Evidence Based Practice II**
7. **ATTR - 550 - PROPOSED Pathophysiology and Pharmacology**
8. **ATTR - 560 - PROPOSED Lower Extremity Evaluation and Treatment**
9. **ATTR - 562 - PROPOSED Upper Extremity Evaluation and Treatment**
10. **ATTR - 583 - PROPOSED Clinical Education I**
11. **ATTR - 584 - PROPOSED Clinical Education II**
12. **ATTR - 594 - PROPOSED Special Topics**
13. **ATTR - 610 - PROPOSED Psychosocial Aspects of Athletic Training**
14. **ATTR - 612 - PROPOSED Health Promotion & Wellness**
15. **ATTR - 630 - PROPOSED Manual Therapy**
16. **ATTR - 635 - PROPOSED Injury Prevention & Performance Enhancement**
17. **ATTR - 640 - PROPOSED Evidence Based Practice III**
18. **ATTR - 650 - PROPOSED Administration & Organization in Athletic Training**
19. **ATTR - 652 - PROPOSED Transition to Professional Practice**
20. **ATTR - 660 - PROPOSED Neuroanatomy, Evaluation, & Treatment**
21. **ATTR - 670 - PROPOSED Athletic Training in Primary Care**
22. **ATTR - 674 - PROPOSED Diagnostic Testing**
23. **ATTR - 682 - PROPOSED Independent Study**
24. **ATTR - 683 - PROPOSED Clinical Education III**
25. **ATTR - 684 - PROPOSED Clinical Education IV**
26. **ATTR - 685 - PROPOSED Clinical Education V**
27. **ATTR - 686 - PROPOSED Clinical Education VI**
28. **ATTR - 694 - PROPOSED Special Topics**

**Program Proposals:**

29. **Master of Athletic Training (MAT)**
  - Athletic Trainers are highly qualified, multi-skilled healthcare professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The Master of Athletic Training consists of a 67-credit hour, residential graduate program designed for students pursuing a career as an Athletic Trainer. Students will complete a comprehensive curriculum of didactic education and clinical/experiential learning. The course outcomes align with the current Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards and the Board of Certification (BOC) Practice Analysis. The program will emphasize primary care given the rural surroundings of the region and employment growth in physician practices. Graduates will: 1) be able to practice independently as athletic trainers and healthcare providers; 2) demonstration professional behaviors consistent with the professional and employment expectations for the entry-level athletic trainer; 3) recognize the role of an athletic trainer as a member of an inter-professional healthcare team in providing patient-centered care; 4) critically evaluate current literature to guide clinical practice and solve complex problems; 5) demonstrate effective professional communication skills; and 6) demonstrate the importance of engagement and altruistic acts of compassion in the community in which they live.
    - Students will demonstrate professional behaviors consistent with professional and employment expectations for the entry-level athletic trainer.
    - Students will recognize the role of an athletic trainer as a member of an inter-professional healthcare team while providing patient centered care.
    - Students will be able to critically evaluate current literature in order to guide life-long clinical practice and solve complex problems.
    - Students will demonstrate effective professional communication skills.
    - Students will demonstrate the importance of engagement and altruistic acts of compassion in the community in which they live.
  - **Expected Learning Outcomes**
  - **Why proposed?**
  - **Will additional resources be required?**
    - The Program Director would initially be a 9 month position with a summer stipend of \$1500/month over three months (\$4500 total) to cover the administrative responsibilities. The funding source would be the tuition differential. As the program reached full capacity the use of tuition differential funding could be explored to convert the position to a 12 month position.
    - The Clinical Coordinator would initially be a 9 month position with a summer stipend of \$1500/month over three months (\$4500 total) to cover the administrative responsibilities. The

- funding source would be the tuition differential. As the program reached full capacity the use of tuition differential funding could be explored to convert the position to a 12 month position.
- Ten credit hours of courses would require adjunct instructors in the summer at a rate of \$1,500/credit hour for a total of \$15,000. The funding source would be summer monies.
- Two Graduate Assistantships for research, allowing students to gain a valuable experience in assisting faculty in current research in the field of Athletic Training. 2 x \$12,000 for a total of \$24,000. The WCU campus budgeting process presents, reviews, ranks, and awards state funds. The increase in assistantships will be presented and justified followed by discussion and ranking through WCU Academic Affairs.
- A \$850/semester tuition differential is proposed for this graduate program. The amount is on the lower end of the tuition differentials with other WCU graduate programs in the College of Health & Human Sciences (range: \$300 - \$2,400) and is appropriate for the discipline specific supplies and equipment to provide a graduate level professional health care degree.

### 30. **Primary Care Certificate**

- No enrollment for one year. Courses need to be completed and curriculum updated. Need additional market research to determine need for program.
- At the completion of this Primary Care Certificate the learner will be able to:
  - **Primary Care in the 21<sup>st</sup> Century**
    - Recognize the impact of leadership and rapid change on the primary care team and utilize Change Management tools to lead the team in successful management of the change process
    - Articulate the variety of professionals providing patient care services across the continuum of primary care and describe their role and responsibilities
    - Recognize and describe specific initiatives having an impact on the changing landscape of health care delivery including Accountable Care Organizations and Patient Centered Medical Homes
  - **Population Health**
    - Analyze different definitions of population health and the role of population health in health outcomes
    - Synthesize conditions and factors that influence the health of populations over the course of life
    - Analyze the factors and social determinates associated with vulnerable populations
  - **Role of the RN in Primary Care**
    - Demonstrate expertise in all aspects of triage care delivery in primary care, including best practices to ensure optimum patient care that is also compliant with staff role limitations
    - Demonstrate the ability to interpret quality metric and other data and implement strategies to improve those metrics
    - Analyze current and future state of delivery of case management services in primary care
  - **Informatics in Primary Care**
    - Demonstrate skill in the analysis, design, and implementation of information systems including the outpatient electronic health record, the patient portal, patient registries, reporting modules and health information exchange modalities
    - Analyze the communication between nurse clinicians, the medical office team and information technology personnel
    - Evaluate information systems that capture critical nursing, patient and clinical information and their clinical and administrative uses
  - **Leader and Educator in Primary Care**
    - Analyze selected leadership literature and describe the relevance to your role as a leader in primary care
    - Apply principles of organizing and writing effective reports, proposals and business correspondence
    - Demonstrate knowledge of effective communication, delegation and negotiation skills
  - **Quality Improvement and Safety in Primary Care**
    - Identify the ethical and legal responsibilities of the RN related to Quality and Safety Education for nurses (QSEN) including knowledge, skills and attitudes (KSAs) related to patient-centered care, teamwork and collaboration, evidence-based practice (EBP) quality improvement (QI), safety, and informatics
    - Identify forces influencing health care safety and quality including the role of national health care accreditation organizations
    - Analyze the efforts to increase health care transparency, improve public reporting of health care, and reduce unwarranted variation in health care safety and quality

### 31. **M.S. in Sport Management**

Approved.

## **Financial Assistance**

Dean Kloeppe reported the results of the Dean's breakfast hosted by the Provost on November 2nd. The Provost confirmed that she will still fund the Graduate Assistantships early to allow continued recruitment efforts. Some deans were interested in and need use of adjunct faculty funding for Graduate Assistants.

The committee met on October 25 to discuss graduate assistant job descriptions. They found no issues with the job descriptions and outcomes. The committee will update the forms to clarify intent and to remove redundancy. They hope the PD workshop Monday, November 14, will help clarify the process. The PDs asked to see the committee's comments on the current job descriptions to see how they can edit for future submissions.

## **Agenda**

### **Three Minute Thesis (3MT)**

Graduate School reported that the Three Minute Thesis (3MT) competition is scheduled for November 17. A total of five applications were received. Each 3MT winner will receive a \$500 tuition award. There will not be a spring 3MT event this year. We should explain that a 3MT does not just mean thesis. It could be a project or business plan. Should we create our own event and not participate in the Council of Southern Graduate Schools event due to timing?

### **TOEFL Policy Review**

The Graduate Council discussed edits to the current TOEFL policy to consider possible waivers of need for scores. Need to look at the triggers for TOEFL requirement and determine approved circumstances for a waiver and then how that waiver is processed.

### **Graduate Recruitment and Enrollment**

Dean Kloeppe reported that the official 2016 spring term graduate enrollment census number reported is 1430 students. Registration has just begun. We have 854 students registered or 59.7% of the spring 2016 census. This is down point-in-time. Please encourage your students to register.

The meeting was adjourned at 2:45 pm.

Submitted by – Roxane Stiles

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