

**Graduate Council
Minutes
February 18, 2022**

The Graduate Council met on Friday, February 18, 2022 at 1:00 pm via Zoom.

Members present: J. Bowers-Campbell, J. Carzoli, M. Claxton, H. Grappendorf, N. Granda-Marulanda, Y. Hillon, (M. Snyder proxy), D. Hudson, B. Kloeppe, R. Laboray, T. Orr (M. Ellsworth proxy), C. Parrish, H. Rimes, M. Snyder, D. Solomon, A. Storm (M. Snyder proxy), A. Stuckey, and C. Thomas

Members absent: D. Carnes, J. Campbell, L. Hammer, D. Spencer, Y. Yan, and P. Yanik

Others present: E. Frazier, K. McIntyre, L. Anderson, and T. Miller

Approval of the Minutes Motion and second to approve the minutes for the February 18, 2022 meeting. Passed.

Program Updates

Hunter Library is beginning to digitize the thesis and dissertation collection at a cost of \$75,000. Hunter Library is tracking down alumni for permission to proceed digitizing their work.

Sponsored by the Ed.D. program and the College of Education and Allied Professions:

The 2022 **Equity in Education Summit** will be held on March 25 in Asheville. The conference will engage approximately 300 western North Carolina PK-12 district and school administrators, teachers, preservice teachers, school psychologists, speech-language pathologists, school counselors, and other related service providers in education and conversations surrounding equity-based education in the region. The keynote speaker will be [Dr. Bettina Love](#), whose work focuses on education reform, urban education, abolition, and Black joy; advancing how the field of education understands and critiques the systemic and structural racism of public education within the U.S.; and advocating for abolitionist approaches in the field of education that seek new possibilities for educational justice.

In addition to Dr. Love, the summit will include presentations by other educational scholars and several regional educators who are enacting promising equitable practices within their classrooms, schools, and districts.

We hope to help develop and sustain the growing network for equity in education within the western region and beyond. For additional information, contact Dr. Jess Weiler, Educational Leadership Program Director, at jrweiler@wcu.edu.

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. Rikki Baldwin	Human Services	Affiliate
Dr. Youssef Ben-Porath	Psychology	Affiliate

Proposed Transcript Graduate Catalog Policy change was discussed.

Current policy requires all university/college level courses have a unique transcript—including courses that were taken 30+ years ago, study abroad courses, community college/dual credit coursework, etc. Many colleges/universities do not have very old courses available in Clearinghouse (WCU does not). Some community colleges/dual credit institutions no longer exist. Most transcripts verifying the degree included the courses taken at the community colleges.

Current WCU Graduate Catalog policy:

Provide transcripts from all colleges/universities attended

1. One unofficial transcript from each college/university attended should be uploaded within the online application. If you are offered admission, one official transcript showing a conferred baccalaureate or higher-level degree will be required prior to the first day of the enrollment term.
2. Applicants who have earned a degree from an institution outside the United States must have their transcripts evaluated by an accepted foreign 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. Programs may require course-level transcript evaluation for admission and/or transfer credit requests

Proposed Catalog language/policy

a. Unofficial transcripts showing any completed degrees and coursework from any college/university attended in the last five years should be uploaded within the online application*. If you are offered admission, one official transcript showing a conferred baccalaureate or higher-level degree will be required prior to the first day of the enrollment term. Former WCU students who graduated from WCU are not required to submit official transcripts for their WCU degrees.

*Please note: some programs may require additional undergraduate transcripts or transcripts older than five years to verify coursework for licensure purposes, completion of course prerequisites, etc. In addition, an applicant may submit transcripts for any other coursework they would like to have considered.

b. no change

The proposed change to the Graduate Catalog Transcript policy was approved.

Curriculum Review

The following Curriculum items were approved by the Graduate Council Curriculum Committee as members of the graduate faculty and came as a seconded motion for approval and all items were **approved**.

Courses:

ATTR - 684 - Clinical Education IV Graduate Course Change Proposal - Fast Track To align with our accreditation standards that state, "A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences", we are changing the course descriptions of all clinical education courses in athletic training to show the progressive nature of these experiences.

ATTR - 685 - Clinical Education V Graduate Course Change Proposal - Fast Track To align with our accreditation standards that state, "A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences", we are changing the course descriptions of all clinical education courses in athletic training to show the progressive nature of these experiences.

ATTR - 540 - Evidence Based Practice I Graduate New/Significant Change Course Proposal Prepares students to critically review and use evidence in the field of athletic training to prepare for the Board of Certification Examination and professional practice.

ATTR - 583 - Clinical Education I Graduate Course Change Proposal - Fast Track To align with our accreditation standards that state "A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences", we are changing the course descriptions of all clinical education courses in athletic training to show the progressive nature of these experiences.

ATTR - 584 - Clinical Education II Graduate Course Change Proposal - Fast Track To align with our accreditation standards that state, "A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences", we are changing the course descriptions of all clinical education courses in athletic training to show the progressive nature of these experiences.

ATTR - 610 - Behavioral Health in Athletic Training Graduate New/Significant Change Course Proposal Designed to prepare students to practice in a manner that respects the cultures, values and socioeconomic status of patients. Additionally this course will prepare students to identify, refer and support patients with behavioral and mental health disorders.

ATTR - 612 - Public Health and Athletic Training Graduate New/Significant Change Course Proposal Designed to introduce students to policies of public health, including integration of epidemiological data, in planning and implementing prevention programs and the care of patients/clients, communities, and populations.

ATTR - 660 - Neuroanatomy and Spine Assessment & Treatment Graduate New/Significant Change Course Proposal This course covers evaluation and treatment techniques of the spine, pelvis, brain, and neurological system, and common orthopedic conditions of the trunk in the physically active population.

ATTR - 674 - Diagnostic Testing Graduate New/Significant Change Course Proposal Provides fundamental clinical knowledge of commonly utilized diagnostic imaging techniques in sports medicine.

ATTR - 683 - Clinical Education III This course will advance students' knowledge of inclusive care and will further develop clinical skills through involvement at an approved clinical education site.

Graduate New/Significant Change Course Proposal

Business Administration (M.B.A.) Graduate Program Change Proposal - Fast Track Updating curriculum to be consistent with trends in business education. This also aligns with recommendations from advisory boards. We are eliminating MBA - 633 - Legal and Regulatory Issues in Business from the list of required courses. We are adding MBA 627, Applied Business Analytics.

COUN - 628 - Grief and Loss Counseling Graduate New/Significant Change Course Proposal New course Introduction to grief and loss counseling that includes theories, models, and approaches used; specific types of loss and grief and how they impact healthy vs. unhealthy processes; and learning to use assessment and therapeutic tools in an ethically and culturally relevant way.

Counseling, Clinical Mental Health (M.S.) Graduate Program Change Proposal – Fast Track

The proposed change will make it a requirement for students to earn a minimum grade of "B" in COUN 605: The Helping Relationship. This course is the introductory counseling skills course; students must have A-level or B-level overall counseling skills to continue in the program. A "C" final course grade in COUN 605 will now necessitate the student re-taking the course. This is necessary to protect the public from potentially inadequately-skilled mental health counselors.

Counseling, School (M.A.Ed.) Graduate Program Change Proposal - Fast Track

The proposed change will make it a requirement for students to earn a minimum grade of "B" in COUN 605: The Helping Relationship. This course is the introductory counseling skills course; students must have A-level or B-level overall counseling skills to continue in the program. A "C" final course grade in COUN 605 will now necessitate the student re-taking the course. This is necessary to protect the public from potentially inadequately-skilled professional school counselors.

Education - Comprehensive Education (M.A.Ed.) Significant Change Program

Proposal Add Courses to Program Mix, Delete Courses from Program Mix, Update Program Description In order to help recruit graduates from the undergraduate Honor's college, the removal of the essay requirement from the graduate school application for these candidates will be used as an incentive to apply to our programs. A revision of the Mild to Moderate Special Education concentration is needed to address changes regarding courses that are from the Content required area versus Content optional. SPED 505 has critical content that needs to be moved to the Content Area section. When students have the option to take it as an elective they may not select that course and miss the content. SPED 681 has some content that is redundant and needs to be removed from the program requirements (but not from the university course options). Moving these two courses out of the list of optional hours does not give students enough choice, so more courses are added to the list. SPED 681 contains content that is not needed at this time in the program, there is also some overlap of the content with another course. This course will stay in the university but be removed from a program required course at this time.

Education - Comprehensive Education (M.A.T.) Graduate New/Significant Change Program Proposal Change

Non-course Program Description Requirements Problem – The special education program is always working on recruitment to keep our number of graduate students enrolled in the program at our required number. Reason for changes – The removal of the essay requirement is an incentive for graduates of the WCU Honors program to apply to our program.

ELMG - 609 - Teacher Research in K-9 Classrooms I: Planning Graduate Course Change Proposal - Fast Track Problem - EDRS 602 is no longer a prerequisite for ELMG 609 Rationale – EDCI 610 is now the prerequisite for ELMG 609

Experiential and Outdoor Education (M.S.) Graduate New/Significant Change Program Proposal

We would like to add three elective courses to the EOE program. We have run these courses as pilot courses. They have been popular with students, and provide students with unique content not present in the current core or elective offerings.

EOE - 622 - Social Theory in EOE Graduate New/Significant Change Course Proposal

New course This course offers a dive into social theory and applications to EOE contexts and research that is not offered in any other course. We found this elective important in helping prepare students who were working on theses using employing social theory (many of our social science students).

EOE - 626 - Field Natural History of Western North Carolina Graduate New/Significant Change Course Proposal

New course We ran this course as an elective "special topics" course. It was highly popular last year and in demand again this year. Basic training of the field natural history of WNC and methods to explore and teach about the field natural history in other regions in North America are not covered in any other courses in the EOE curriculum.

EOE - 628 - EOE Writing Retreat Graduate New/Significant Change Course Proposal

New course This course provides graduate students with the unique opportunity for focused writing and mentoring on writing as they approach their final thesis project. This type of dedicated time to developing these skills (as well as peer review skills) is not present elsewhere in the program.

Physical Therapy (D.P.T.) Graduate New/Significant Change Program Proposal

Dropping the GRE and adding the CASPer exam to our admissions requirements. This is part of a move towards a more holistic admissions process. The GRE is known to be flawed and the CASPer is a situational judgment exam that identifies applicants non-cognitive, psych-social strengths.

STEM Education Certificate (Post Baccalaureate) Graduate New/Significant Change Program Proposal

New Program Use existing and approved courses that are part of the MAED in Elementary and Middle Grades with STEM concentration to create and offer a Post Baccalaureate Certificate in STEM Education. Improving STEM (Science, Technology, Engineering, and Mathematics) education is a high priority for our region, state, and nation and is critical in the areas of 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 programs provide 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. While some teachers may choose to pursue a master’s degree for this advanced professional development, other teachers may already have a master’s degree or may be interested only in courses focused directly on STEM Education. The graduate certificate would include 5 courses (15 credit hours) including the four (4)

STEM education courses (12 credit hours) in our current master's degree STEM education track and one (1) additional course focused on applying STEM concepts learned in the four courses to a final STEM Education Project. The total of 15 credit hours will provide depth and breadth of STEM education knowledge and skills.

SPED - 587 - Special Education Internship Graduate Course Change Proposal - Fast Track Problem- Students are trying to move on in the program without successfully completing the required prerequisite courses. Rationale – This statement “Supervised experience in a school or clinical setting “will provide clarity to students regarding the requirements.

SPED - 687 - Practicum in Special Education Graduate Course Change Proposal - Fast Track Problem – the prerequisite statement above is incorrect and needs to be removed. Taking a class in the MAED does not require a prerequisite of being accepted into the MAT Program. Rationale – Removing that statement provides students with accurate information about SPED 687. Supervised experience in a school or clinical setting.

The following program change is on hold for revision to add admission requirements and will be voted on at the next Graduate Council meeting.

Master of Science in Athletic Training Graduate New/Significant Change Program Proposal
Reduce overall number of credit hours from 67 to 64. Course change proposals are being submitted simultaneously to align with this credit hour reduction (ATTR 660 and ATTR 683). We propose reducing the total number of credit hours from 67 to 64, specifically by reducing the number of credit hours in the Summer. This will reduce the financial cost of the program and allow us to be competitive with other programs. Across UNC system institutions with MSAT programs, total credit hours range from 48-65 (average 58).

Financial Assistance

The summer research assistantship application submission deadline for students is March 15. Application reviews from the Financial Assistance committee members are due March 29 and award notifications will be sent April 1.

Prioritization of future new assistantship funding will be reviewed by the Financial Assistance committee. Prior to the next Graduate Council meeting Melissa Snyder will schedule a meeting to discuss with the committee how to allocate additional funding.

Dean Report

Graduate Application Trends

A document showing graduate application trends was distributed for review and discussion.

Application numbers have been consistent. Increase in the number of applications is attributable to the application fee waiver. The number of submitted applications for January 2022 was 1248 applications. Significant increase in the number of international applications due to the application fee waiver.

No decision whether the application waiver will continue. The application fee waiver costs the Graduate School \$140,000 per year in operational funds.

UNC System Funding Model Adjustment

A document showing the proposed UNC System Funding Model Adjustment was distributed for review and discussion.

Associate Dean Report

Graduate Research Symposium and Faculty 3MT

The Graduate Research Symposium is scheduled for March 23 and 24, 2022. The delivery mode will be hybrid and the event will be in coordination with the Undergraduate Research Symposium.

Dr. Brian Byrd will deliver the keynote presentation on March 23rd and the topic will be

“Mentoring.”

On March 24th, the Graduate Research Symposium will be held in a face-to-face format with sessions scheduled in the University Center. The number of completed graduate student applications submitted was 85 applications with another 20 possible applications that need follow up.

The first Faculty Three Minute Thesis (3MT) competition will take place at the awards ceremony scheduled after the sessions are over. The 3MT will be a live event with a \$1000 prize funded by the Provost. The 3MT registration deadline was February 14, 2022 and nine faculty members signed up for the event..

The awards ceremony will also include the student poster awards, the student session awards, faculty awards and the Curtis Wood award.

Agenda

Graduate Enrollment

Dean Kloeppe announced a change to the Enrollment Planning Committee (EPC). The changes were made to improve functionality and to increase the role and input of faculty.

The WCU Enrollment Management Recalibration document was distributed for review and discussion.

The EPC will have new subcommittees. The Graduate Enrollment Task Team subcommittee membership will include the Graduate Council and the following stakeholders:

Graduate Council

Dean, College of Business: AJ Grube

Dean, College of Health and Human Sciences: Lori Anderson

Director of WCU Asheville Programs: Kevan Frazier

Educational Outreach Representative: Tony Miller

International Programs and Services Representative: Wes Milner

Fall 2022 enrollment goal is 1750 up from 1732 this past year. Current application pool, program capacity, additional resources, and discontinued programs are factors considered to determine the enrollment goal.

Encouraging programs to have wait lists.

Biltmore Park is trying to increase undergraduate enrollment at the Biltmore Park location with Part Way home students.

A question was posed about whether there would be any change to Carnegie classification.

A question was posed about what size graduate enrollment should WCU have. The enrollment targets have been self-imposed based upon resources.

Capacity can be constrained by accreditation requirements.

Distance programs are studying how to grow enrollment based upon capacity and resources.

Can grow capacity if strong applicant pools already exist. Can grow capacity to grow applicant pools for low enrolled programs using marketing and recruitment efforts.

World Education Services (WES) foreign credential evaluation discussion

Foreign credential evaluations for international students are used to determine accreditation and to verify degree equivalency. An uploaded transcript cannot verify accreditation or degree equivalency.

Applicants are not passed onto the program for review until the foreign credential evaluation is received from a third party.

A World Education Services (WES) foreign credential evaluation costs \$208 which can be a hurdle to international students.

Graduate School currently has a process to evaluate credentials for the Jamaica program.

Graduate School is considering using WES evaluations received from other students from the same institution with the same degree.

Department of State has a validation process for foreign credentials.

WCU applicants can use Span Tran instead of WES which is an easier process.

Applicants from Nigeria, Ghana and Iran make up the largest portion of the application pool.

Engineering Technology, Chemistry, Biology, Accountancy, MBA, MPA and Social Work have the most international applications.

International graduate assistantship discussion (airline model)

To improve diversity by recruiting more international students, Dean Kloeppel suggested allocating additional assistantship funding to provide financial assistance. The funds would be allocated from surplus assistantship funds. However, there is no Graduate School funding for additional out-of-state remission awards, and the Provost's Office also does not have funding to allocate for additional out-of-state remission awards.

Future Agenda Topics

Discussion regarding enrollment in a graduate degree program and a graduate certificate program at the same time.

Number of total credits an undergraduate student is allowed to take and apply to an Accelerated Bachelor's to Master's program (ABM).

Allowing transfer credit from a previously earned graduate degree.

Discuss total transfer credit policy limits.

Discuss allowing "C" grade courses for transfer credit.

Graduate Council Agenda Topics

Please send Dean Kloeppel Graduate Council agenda topics for the 2021-22 academic year.

The meeting was adjourned at 2:35 pm.

Submitted by – Elizabeth Frazier

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