

**Graduate Council  
Minutes  
March 18, 2022**

The Graduate Council met on Friday, March 18, 2022 at 1:00 pm in the UC Dogwood Room.

Members present: J. Bowers-Campbell, J. Campbell, D. Carnes, J. Carzoli, M. Claxton, N. Granda-Marulanda, L. Hammer, Y. Hillon, (M. Snyder proxy), D. Hudson (J. Carzoli proxy) B. Kloeppeel, R. Laboray, T. Orr, C. Parrish, H. Rimes, M. Snyder, D. Solomon, A. Storm, A. Stuckey, and P. Yanik

Members absent: D. Spencer, H. Grappendorf, and Y. Yan

Others present: E. Frazier, and Scottie Kapel (attending for C. Thomas)

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

**Program Updates**

Thank you to the following Graduate Council members who are ending their service terms: Dave Hudson, Melissa Snyder, YanJun Yan, Mae Claxton, Heather Rimes, Yue Hillon, Jon Campbell, and Ron Laboray.

Financial Aid provided an update on the Department of Education's review of the gainful employment rules. One rule change may be that all certificate programs must report on gainful employment which can become very burdensome. Currently there is no committee consensus so the new rules may have to be sent for public comment. Before going into effect, the new rules would have to be approved by November 2022 with an implementation date of July 2023. Financial Aid will begin making HERF funds decision very soon.

The MPA program has several professional development opportunities coming up in the next month.

WCU Undergraduate Admissions will be held harmless to exceed the 18% out-of-state first-time full-time freshmen in Fall 2022.

The College of Business announced that Dr. Mariano Garrido-Lopez received tenure.

The Registrar's Office is updating the Banner 9 web experience by making navigation changes. The unofficial transcript in My Cat will now have the university's name included.

The Research Office has two position openings for a proposal writer and post award. Morgan Burnette has accepted a position in the Controller's Office.

The PsyD program completed their APA accreditation site visit. Three PsyD students have accepted APA accredited internships. A PsyD student will be speaking to the Bord Of Governors in April.

The College of Engineering and Technology is conducting a search for a new Dean.

The Communication Sciences and Disorders(CSD) is holding a conference today. Five CSD faculty received tenure/promotion with one CSD faculty member was promoted to full professor.

English shared the creative contest results this year for 5 contests that received nearly two hundred submissions! The winners of this year's contests were recognized as part of the [20<sup>th</sup> annual Spring Literary Festival](#). Many of the decisions were impossible, and many of the judges noted the variety of stellar work, but in the end, decisions had to be made.

The winners, runners-up, and finalists of this year's contests, along with words from the judges are:

Litfest Fiction Contest – judged by [Rachel Yoder](#)

**Winner: “Good Lad” by Nicole LaVoie**

Nicole LaVoie's story “Good Lad” is, at core, a moral one: a man wants to know where he can find a conception of himself as good even after doing something horrible. He wants to know how to keep living in the face of profound tragedy. But La Voie doesn't begin with the man; she begins with the boy and a mysterious encounter on a sunny day of his childhood which, by the end of the story, we understand more completely, to moving effect. I found LaVoie's story to be especially memorable for its talented navigation of narrative time, taking us seamlessly through an entire lifetime without calling attention to this remarkable feat. And I found the ways in which all the images and threads of the story came together at the end to be evocative and satisfying. A thrill of a story.

**Runner-up: “Rainy Day” by Leah Wagner**

Leah Wagner's “Rainy Day” is a dreamlike parable which reminded me of the very short stories of Kafka or Calvino. The experience of reading this story is one of discovery. There is a sense that you as the reader are finding out what will happen next along with the author as you go on a tour of the strange and rainy world of witches. And the ending called to mind O. Henry for its satisfying twist.

**Finalists: “Ugly Cat Syndrome,” by Cassidy Barbee; “Unlike Sisyphus,” by Jared Ross**

Litfest Nonfiction Contest – judged by [Kerry Howley](#)

**Winner: “Timeline of a Breakup” by Kayla Eberhardt**

Kayla Eberhardt's “Timeline of a Breakup” patiently evokes an escalating sense of dread about a doomed relationship. Rarely are breakup essays told from the perspective of the breaker upper, and Eberhardt does not strain for likability or forgiveness. She recreates the fear of hurting someone with patience and skillful pacing.

**Runner-up: “The Ink Bleeding Sunset” by Demetrius Willig**

Demetrius Willig's “the Ink Bleeding Sunset” is a deceptively simple exploration of an afternoon in a cafe. In choosing to notice and document the ordinary, Willig brings the reader firmly into a moment we might otherwise filter past in daily life.

**Finalists: “Letters to a Dying Girl Living in my Attic,” by Carina Blomberg; “Of God and Gaslighting, by Kylie McDonnell; “It Flows Just as Good as We Do,” by Makayla Williams**

Litfest Poetry Contest judged by [Eduardo Corral](#)

**Winner: “Where I'm From” by Emma Dingle**

In this poem, the diction is delightful and meaningful and the anaphora is propulsive. Here, language is rooted in family and place. Memories come alive in this well-crafted poem.

**Runner-Up: “Longing” by Aaron Ray**

These rhyming quatrains blaze with tenderness and a clear-eyed perspective. The language is direct, mournful, judgmental here and there, and lyrical. The language is as complicated as the emotions.

**Finalists: “Drought Year,” by William Crooke; “Castles on the Beach,” by Cameron Patterson; “Pollution Soup,” by Cynthia Warren; “Battered like a Coral,” by Victoria Ackerman**

Water Works Creative Writing Contest – judged by [English Studies faculty](#)

**Winner: “We Were Taught It Was Not Water,” Cynthia Warren**

Cynthia Warren skillfully creates a layered world—full of intrigue and complexity and never-ending dust—in mere minutes, bringing everything to life with skillful dialogue and spare description. In this short story, she explores the power dynamics always at play in something as fundamental and necessary as water.

**Runner-up: “Riverbank Bloodline,” Kaylee Cook**

Kaylee Cook’s essay carefully and earnestly reveals how water—the Jacob Fork River—can be the bloodstream of a family, uniting and pulling apart, grounding and sending people away. Her prose is voice-driven and nostalgic, seamlessly luring the reader into “middle of nowhere South Mountain” to find the beauty in the past and the present of her home.

**Finalists:** “Overcoming a Fear Once,” by **Leah Wagner**; “Tsunami, by **Savanna Tenenoff**; “Otherworld,” by **Madeline Reitz**

Water Works Visual Art Contest – judged by School of Art and Design Faculty

**Winner: Maegan Hering**

**Judges:** Maegan's piece is a wonderful slice of the (ocean) water meeting land that seemed a nice water: human metaphor to many of us. We also appreciate that Watercolor is a difficult medium to work in and Maegan did it well.

**Runner-up: Macy Ormand**

Macy's piece takes on directly the social implications of water's preciousness. We liked that it incorporated human facets and the color pink—not usually associated with water.

GradLit Contest – judged by Ed Southern

**Winner: “Jiffy Lube,” by Lauren Agrella-Sevilla**

"Jiffy Lube" starts with a straightforwardness that sets you up for its emotional punch, as well as its skill. What you might think will be a fairly direct confessional musing becomes much more striking and sophisticated, thanks in great part to the poet's use of repetition ("Please tell me I'm not alone"; "For God's sake") and of contrast.

**Runner-up: "Code Red" by Gabrielle Barnes**

"Code Red" is a great example of how to ration information in a way that leaves the reader intrigued and unsettled, rather than just confused. The ending is going to stay with me a long while: It brought the story to a culmination, while at the same time confronting the reader with tantalizing uncertainties.

**Runner-up: "What Happened Was" by Sydni Phelps**

"What Happened Was" is a poem that requires, and rewards, repeated readings. The poet uses a host of powerful, concrete images--some like a scalpel, some like a cudgel.

**Finalists:** “Dream On,” by **Emily Poole**; “How to Eat Mushrooms,” by **Stephanie Cook**; “Remembering Pa on the 2 Train,” by **Tamara Olmedo**; “Fridge,” by **Audrey Adams**; “The Devil in White,” by **Haylee Wilkie**

## 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.

Mr. Michael Swinney	Human Services	Affiliate
Dr. Jason Melillo	Human Services	Affiliate
Dr. Adam Hoffman	Psychology	Affiliate

Approved.

Graduate Council was asked to consider and discuss using Nigerian university accreditation bodies to waive the foreign transcript credential admissions requirement for international students. The current Graduate School policy allows for a waiver of this requirement for students in the Jamaica graduate program because the Graduate School currently has a process to evaluate credentials for the Jamaica program. Another exception allowed is if an applicant from the same foreign institution with a foreign credential evaluation on file applies to the same program within a year.

The policy committee requested input from Graduate Council on whether the exception to the policy for Jamaican students could be extended to Nigerian students who attended universities accredited by the Nigerian University Committee (NUC).

A handout was distributed that summarized the number of applications by residential program received from Nigerian citizens for the 2022 summer term and the 2022 fall term. Engineering Technology, Chemistry, Biology, Accountancy, MBA, MPA and Social Work have the most Nigerian applications. Applicants from Nigeria, Ghana and Iran make up the largest portion of the international application pool, but Nigeria has more applications than any other country.

A World Education Services (WES) foreign credential evaluation for a Nigerian student and a Nigerian transcript were distributed as examples for the Graduate Council members to review and discuss.

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. Under the current policy, 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 is considering using WES evaluations received from other students from the same institution with the same degree.

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

The Policy Committee will consider the policy proposal and present findings to the Graduate Council.

## 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**.

Held for vote after changes:

Master of Science in Athletic Training 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). Additionally, per the recommendation of the Graduate Council, we are adding our pre-reqs and admission criteria to our program description

New: Academically or Intellectually Gifted (AIG), Post Baccalaureate Certificate

New Program Patricia Bricker (bricker@wcu.edu) This proposal is one of four that will convert our current pathways to licensure that do not result in a credential from the university to certificate programs. None of these involve new courses or teacher ed licensure pathways. Instead, they are ways to track students working towards these teacher ed licenses outside of existing programs and to help students, faculty, and advisors keep track on requirements and progress.

Accountancy (M.Acc.) Graduate Program Change Proposal - Fast Track

We are changing the GPA for possible waiver of GMAT scores to 3.00. This change is to reduce one of the barriers to entry although not completely doing away with qualitative considerations for students entering our program.

Chemistry (M.S.) Graduate New/Significant Change Program Proposal

We propose to remove GRE and other graduate school admissions tests from our entry requirements. The purpose is to decrease the unnecessary barriers for entry into our program. No historical correlation between student success and GRE scores. Other programs are dropping the GRE, so this

change will keep us on par with our competitors. We are adding a new course CHEM 522 - Organometallics to program mix. This course is added as an elective option in both Comprehensive Chemistry and Environmental Chemistry concentrations. A separate new course proposal is submitted for this new course.

CHEM - 535 - Instrumental Analysis II Graduate Course Change Proposal - Fast Track  
Since this is a graduate course, enrollment in the graduate program is being added as a prerequisite. An additional prerequisite of CHEM 370 is being added for A.B.M. students to maintain consistency with the undergraduate curriculum.

CHEM - 550 - Advanced Biochemistry Graduate Course Change Proposal - Fast Track  
Course prerequisites changed to standardize minimum grade requirements in order to be consistent with other courses offered by the department.

CHEM - 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy Graduate Course Change Proposal - Fast Track  
Course prerequisites changed to standardize minimum grade requirements in order to be consistent with other courses offered by the department.

CHEM - 555 – Chemometrics Graduate Course Change Proposal - Fast Track  
Course prerequisites changed to standardize minimum grade requirements in order to be consistent with other courses offered by the department.

CHEM - 562 - Molecular Bioinformatics Graduate Course Change Proposal - Fast Track  
Course prerequisites are being changed to standardize minimum grade requirements in order to be consistent with other courses offered by the department.

CHEM - 564 – Genomics Graduate Course Change Proposal - Fast Track  
Course prerequisites changed to standardize minimum grade requirements in order to be consistent with other courses offered by the department.

CHEM - 575 - Biochemistry Laboratory Graduate Course Change Proposal - Fast Track  
Course prerequisites changed to standardize minimum grade requirements to be consistent with other courses offered by the department.

Communication Sciences and Disorders (M.S.) Graduate Program Change Proposal - Fast Track  
Changing program description to update application requirements (removing CSDCAS as it has not been used in the last couple of years and is not anticipated to be used in the near future). Moving content from one class to another (Fluency content from multi-cultural to voice) to better align disorder areas. Changing names of courses (Multi-cultural, voice, and dysphagia) to be more reflective of actual content in the courses.

Construction Management (M.C.M.) Graduate New/Significant Change Program Proposal  
The Master of Construction Management program (MCM)'s electives include the following three courses offered by the Master of Project Management (MPM). PM 650 - The Project Management Mindset and Project Teams PM 652 - Project Selection, Initiation, and Legal Considerations and PM 654 - Project Planning

Communication Sciences and Disorders

CSD - 640 - Voice and Fluency Disorders Graduate Course Change Proposal - Fast Track Change(s)  
Proposed Course Title, Course Description Moving fluency content to the voice class to better align with disorder areas.

CSD - 664 - Cultural and Linguistic Diversity in Communication Sciences and Disorders Graduate Course Change Proposal - Fast Track Change(s) Proposed Course Title, Course Description Moving fluency content to the voice class to better align with disorder areas.

CSD - 677 - Dysphagia: Swallowing and Pediatric Feeding Disorders- Graduate Course Change Proposal - Fast Track Updating title and content to reflect topics covered in the course according to accreditation and licensing standards.

Data Science (Post Baccalaureate Certificate) Graduate New/Significant Change Program Proposal  
We would like to change the program name from "Data Science" to "Data Science (Post Baccalaureate Certificate)" so that it matches the program names that appear in the graduate catalog here: <http://catalog.wcu.edu/content.php?catoid=51&navoid=1915>

Doctor of Psychology in Health Service Psychology Graduate Program Change Proposal - Fast Track

Add course: PSY 887 External Doctoral Practicum. The Doctor of Psychology (PsyD) program in Health Service Psychology requires both internal and external practicum training experiences. Currently, the PsyD curriculum only includes one practicum course, PSY 886, which has been used for both internal and external practicum placements. The internal practicum occurs at the University's McKee Clinic; external practicum occurs in various community placements.

EOE - 630 - Outdoor & Sustainability Education: A Pedagogy of Place Graduate New Course Proposal

This course provides a unique elective option for our EOE MS students. This content is not covered in any other course and provides a rich educational foundation in particular for those who want to go into outdoor or place-based education.

Health Sciences (M.H.S.) Graduate New/Significant Change Program Proposal  
Change Course Prefix/Number/Title to Program Mix, Other (specify) MHS 630 would shift from the Health Education concentration to the Health Management Concentration. ENVH 570 would shift from being categorized as an MHS elective course to being categorized as an MHS core course, to be taken by all MHS students, thereby increasing the core requirements hours from 15 to 18.

Human Resources (M.S.) Graduate New/Significant Change Program Proposal

Merge two courses, HR 613 and HR 660, containing overlapping content into one cohesive course, HR 660. HR 613 content is being merged into HR 660 due to overlapping content which can be condensed to create better course alignment with the overall program. HR 613 will be deleted due to no longer being needed. HR 669 is being proposed to add an elective opportunity for students to learn about consulting theory and practice before beginning the group consulting and individual consulting project classes.

HR - 613 - Coaching for Performance Significant Change Course Proposal Course Deletion

HR - 660 - Talent Performance & Development Significant Change Course Proposal  
Course Title, Course Description Other- Merge HR 613 and HR 660 content into HR 660

HR - 669 - Introduction to Consulting Theory and Practice New Course Proposal

Given the breadth of HR or other professional knowledge backgrounds students enter the Master of Science in Human Resources (MSHR) program with, most do not have experience with or knowledge of consulting. The MSHR program utilizes the consulting perspective of HR as we teach the various aspects of the field. Additionally, each student takes a group consulting project class and an individual consulting project class at the end of the MSHR program. Recognizing the important role that knowledge of consulting theory and practice holds for MSHR students, we are proposing an introductory elective course to teach the foundations of consulting theory and practice.

Innovation Leadership and Entrepreneurship (M.E.) Program Change Proposal - Fast Track

Changing application essay from "preferred" to "required". Updating description for clarity. This change will help us better understand a student's motivation for applying to the program. We should be able to better predict a student's likelihood of successfully completing the program.

MBA - 627 - Applied Business Analytics Course Change Proposal - Fast Track

We are updating the course to be consistent with trends in business education.

MHS - 510 - Health Systems Policy Course Change Proposal - Fast Track Course Title Change

MHS 510 includes content regarding both the U.S. health care and public health systems. The proposed course title more appropriately reflects the content and textbook.

PSY - 886 - Internal Doctoral Practicum Course Change Proposal - Fast Track Course Title Change

I request that "PSY 886 Doctoral Practicum" be renamed to "PSY 886 Internal Doctoral Practicum" to differentiate between the Doctoral of Psychology (PsyD) internal and external practicum requirements.

PSY - 887 - External Doctoral Practicum New Course Proposal PSY 887 is needed to differentiate between two required practicum experiences as part of the Doctor of Psychology (PsyD) degree in Health Service Psychology. PsyD students must successfully complete an internal practicum experience within the program's training clinic and an external practicum experience that occurs with a community agency (e.g., community mental health; college counseling center; hospital). Currently, the PsyD curriculum has one course (PSY 886-Doctoral Practicum) to capture both required practica.

Public School Leadership (Post Master's Certificate) Significant Change Program Proposal Inactivate Program (in Catalog and for Admissions) Make Public School Leadership (Post Masters Certificate) Inactive due to NC State Law G.S. 115-284. Students currently enrolled in PMC programs who complete a course prior to August 31, 2022 are grandfathered in. Otherwise, PMC programs are obsolete effective Fall 2022. No student in NC can begin a PMC program in Fall 2022.

School Administration (MSA) Significant Change Program Proposal Add Courses to Program Mix, Delete Courses from Program Mix, Update Program Description 1) Program Description change: Due to state law G.S. 115C-284 effective immediately, we need to eliminate "or equivalent experience in public schools" from the admission requirement "have completed at least 3 years of successful full-time teaching or equivalent experience in public schools". Previously, other certified professionals (school counselors, social workers, etc., were able to obtain principal licensure). G.S. 115C-284 states, Candidates applying for a principal license must have at least four years of classroom teaching experience. Therefore, to be admitted to an MSA program, a candidate must have completed 3 years of successful classroom teaching. They earn their 4th year while in Year 1 of the MSA. Then, can complete a 5th year of teaching in Year 2 of the MSA or complete a full-time administrator internship. Therefore meeting principal licensure requirements.

Special Education Adapted Curriculum, Post Baccalaureate Certificate New Program Proposal This proposal is one of four that will convert our current pathways to licensure that do not result in a credential from the university to certificate programs. None of these involve new courses or teacher ed licensure pathways. Instead, they are ways to track students working towards these teacher ed licenses outside of existing programs and to help students, faculty, and advisors keep track on requirements and progress.

Special Education General Curriculum, Post Baccalaureate Certificate New Program Proposal This proposal is one of four that will convert our current pathways to licensure that do not result in a credential from the university to certificate programs. None of these involve new courses or teacher ed licensure pathways. Instead, they are ways to track students working towards these teacher ed licenses outside of existing programs and to help students, faculty, and advisors keep track on requirements and progress.

## **Financial Assistance**

The summer research assistantship application submission deadline for students was March 15. The committee will meet on March 25<sup>th</sup> to discuss proposals. Application reviews from the Financial Assistance committee members are due March 29 and award notifications will be sent by April 1.

Prioritization of future new assistantship funding was discussed by the Financial Assistance committee. The committee met on March 15<sup>th</sup> meeting to discuss how to allocate additional funding if additional funding becomes available. Increasing assistantship stipends and providing assistantships for new programs were discussed and endorsed. However, the Provost does not expect new recurring funding to become available.

## Dean Report

### Fall 2022 Enrollment Summary

We currently have 764 of our graduate students enrolled accounting for 6,034 SCHs for Fall 2022. We are **up 277 graduate students** enrolled, point in time, compared to Fall 2021 and graduate student credit hours are **up 2,276 SCHs**, point in time, compared to Fall 2021. In addition, thanks to academic year registration, we already have 142 of our graduate students enrolled for Spring 2023, **up 108 graduate students** point in time compared to Spring 2022. Overall WCU registration for Fall 2022 is currently 6,546 students accounting for 81,602 student credit hours.

This week we had 100 graduate students enroll for 870 student credit hours. We also fully admitted (S-decisioned) this week 50 new graduate students including 21 students for Summer 2022 and 29 students for Fall 2022 and who were recommended for admission by Graduate Program Directors.

### Graduate Application Summary 2016-2022

The “Graduate Application Enrollment Summary” document was discussed.

In January 2022, 1248 applications were received and in February 2022 461 application were received for a year to date total of 1709. In past years the average number of total applications received was 2100. The increase in the number of applications may be a result of the 2022 application fee waiver. No decision has been made yet about extending the application fee waiver into 2023.

## 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 23<sup>rd</sup> and the topic will be “Mentoring.”

On March 24<sup>th</sup>, the Graduate Research Symposium will be held in a face-to-face format with sessions scheduled in the University Center.

The first Faculty Three Minute Research (3MR) competition will take place at the awards ceremony scheduled after the sessions are over. The 3MR will be a live event with a \$1000 first place prize funded by the Provost, and \$500 prizes for second place and for People’s Choice funded by the Graduate School and Research.

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

## Agenda

### Selection of Committee Chairs for the 2022-23 Academic Year

David Solomon will Chair the Curriculum Committee and Amana Storm will Chair the Financial Assistance Committee.

### Future UNC System Funding Model

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

The funding model proposal has been changing weekly since it was first proposed.

The new funding model decreases reimbursement for graduate and doctoral programs. STEM and Health Sciences disciplines are funded at a higher level, but out-of-state students will not be funded.



The Master of Engineering program proposal and the Master of Nursing program proposal are on hold until the new funding model is approved by the Board of Governors.

### **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 2022-23 academic year.

The meeting was adjourned at 2:50 pm.

Submitted by – Elizabeth Frazier

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