Weber State University

GRADUATE COUNCIL

MEETING MINUTES

CHAIRED BY: Valerie Herzog, Director of Graduate Studies

DATE: November 2, 2018, 12:30 p.m. - 2:00 pm, Education Bldg. Moench Room (016)

ATTENDEES: Andrew Wright, Bruce Bowen, Brian Stecklein, Darcy Carter, Deborah Judd, Fon Brown, Janelle Gardiner, Julie Gee, Kasie Hadley, Lindsay Garr, Louise Moulding, Lonnie Lujan, Madame Miner, Megan Boyle, Matthew Mouritsen, Robert Ball, Ryan Pace, Sarah Steimel, Sian Griffiths, Tanya Nolan, Valerie Herzog, Kristen Hadley

1. Approval of minutes from October 5, 2018 meeting. Robert Ball Motion Julie Gee Second all in favor motion passed.

2. Graduate credit by examination – conflicting policies to resolve – Casey Bullock
   a. Could be granted for existing certifications, other exams, etc.
   b. Current policies that seem to allow it:
      • PPM 4-21a, section IV (does not specify undergraduate vs. graduate)
        1. Credit by examination will be awarded with the following stipulations:
         • PPM 11, IV, 1 – “At least 2/3 of the credits in any master degree program (including thesis or project) must be received from Weber State University” Left the same.
         Need to talk to Brent Horne the chair of ASSA to change anything related to this.
      c. Policy that seems to possibly disallow it:
         • PPM 11-1, section VII, Course Level Numbering – “6000-level courses are considered graduate level courses. 6000-level courses are typically not available to undergraduates, and may only be cross-listed with undergraduate courses when there are substantially different course requirements for graduate students, reflecting a degree of academic rigor appropriate to graduate-level study. 6000-level graduate course credit for professional experience or certifications is not possible, although prerequisite or leveling requirements for 6000-level courses may be waived by the graduate program.”
         • Tentatively agreed to update PPM 11-1 to reflect that accepting credit for certifications. Valerie will work on PPM language and present it at the next meeting.

3. MHA Program Change – moving to online – Darcy Carter
   a. No changes other than moving the program to completely online along with removing some of the leveling courses that were slowing down the student’s progress.
   b. Only making a formatting change to the EXECUTIVE MHA program. Allows more students to participate who wouldn’t have the opportunity otherwise.
   c. Much of the program is already online, so they are moving all of the courses online. Will not change the Dual MBA/MHA program. Students will still have to meet the leveling courses for an MBA
   d. Deborah Judd-motion Janelle Gardiner-Second. All in Favor, Motion passes.

4. MEd Curriculum Revision – Louise Moulding
   a. Proposed an Educational Leadership Master’s to allow individuals to be an administrator in K12 Schools as well as offering a Higher Ed Administration Degree. WSU is the only MEd in the State without this option. Child and Family Studies would like to offer a Family Life Education Emphasis. Do not want to be a “one size fits all” type of curriculum. Still has to go in front of the State Board of Education because it allows for the student to receive a certificate. Offering courses 1-2x/year to increase the enrollment in each of the classes. Allows the once a year courses to have 2 cohorts simultaneously taking the class. Distinctly
different from the Master of Social Work because this is more community based and Social Work is private practices, and CPS work.

b. See last page for list of changes Contingent on course name changes where there may be some overlap. Fon Brown Motion Deborah Judd Second All in Favor, Motion Passes.

c. Concerns:
   - Would an influx of students who are on-campus employees impact the funding?
     1. Yes, but it is marketed towards them and Ed Students must be experienced teachers. Cap on employee students is definitely an option. Employees DO still pay differential tuition, just not base tuition.
   - Can some MBA courses carry over to the MEd program or would the MEd program allow their students to take the MBA equivalent instead as some MBA courses are offered 4 times a year.
     1. It would have to be looked into and only in specific circumstances.
   - Differentiation between the other programs that have similar titles for their courses?
     1. There will have to be some changes due to linguistic overlap. But, they can only have 30 characters per course title.

5. Admissions Exceptions
   a. Concerns? None
   b. Vote to approve Motion Louise Moulding Darcy Carter Second All in Favor, Motion Passes

6. Northwest Accreditation request to provide more information about graduate programs
   a. What should we highlight about graduate programs?
      - Not nearly enough emphasis on graduate programs
      - How do we “tell our story”? 
        1. How have graduate programs helped to enrich the experience of undergraduate students?
        2. Who are the people that we serve? Some programs are more local and some programs are more national. We need to meet the needs of every graduate and the programs they are going into.
        3. Influence of Weber State outside of Utah. There is a certain reputation that WSU must maintain, and that can greatly influence Undergrad students when choosing where to attend schools.
        4. Faculty Scholarship for the Graduate programs that instructors have when they additionally teach undergraduate programs. It may get the students more interested in pursuing a graduate program if they learn about the graduate research and projects taking place.
        5. Key relationships with people in the community. Graduate programs have many external relationships that help to further the experience for the student after they finish their graduate degree. Adding prestige to the university in the way that we are viewed in the community.
        6. Having members of the community with experience come and share their experiences with the students. Interdisciplinary collaboration. Allowing dual degrees like MBA/MHA to provide this interdisciplinary collaboration.
        7. Accessibility, we keep our costs relatively low. Low Cost Tuition for a High Quality Education. WSU is known for innovation and affordability.
        8. The university is student focused. Each student is cared about, especially in the graduate programs. Completion rates are incredibly high because of the amount of effort and attention that we give to each student.
        9. Building relationships with outside sources that are looking for a more affordable education for their employees, such as Hill AFB. Allowing more of their employees to get a degree and to save the companies money.
10. Being at the forefront of technology and innovation to give our students the best experience possible and allow them to have success outside of their graduate program.

- What data should we compile/share?

c. How do our graduate programs enhance our undergraduate programs?

7. Early Admissions - Valerie
   a. Allowing students to apply during their junior year as long as they meet certain criteria. Modeled after other universities Masters and high schools where they apply during their junior year to get into colleges.
   b. Nursing already has a Seamless transition into the Master’s Program. It encourages the students to stay on track and encourages them to stay at the university because they are already admitted to their current university.
   d. The students are able to get through their degree more efficiently.
   e. Can be program dependent and each one decides whether or not they would like to participate in the program.
   f. Hold a certain number of spots for undergrads so that we can still reach out and admit those from outside the university as some undergrads like to go and work before they come back and complete their master’s.
   g. They would still qualify for Financial Aid as long as they don’t matriculate before they start the program.
   h. Conflict resolution should a student not meet the criteria or if the program was full and there were candidates who better met the criteria. It would initially be a conditional acceptance, and some programs would include an admissions deposit that the student would lose should they decide not to follow through with the program. Work with Madonne on an admission deposit if the cohort size of the department is small.

8. Curriculum Deadline Reminder – January 11: Graduate Council meeting will be the last opportunity to pass curriculum proposals for inclusion in the 2019-2020 catalog

i. For inclusion of course and program proposals in the 2019-20 University Catalog, items will need to be passed by the Curriculum Committee at the January 23, 2019 meeting (submission deadline Jan. 15, 2019) and then passed by the Faculty Senate at the February 14, 2019 meeting.

j. Approved course changes which do not alter a program will become effective the following semester. This includes elective courses or those with non-substantive changes.

k.

9. Program Updates
1. Sarah Steimel- MPC in the middle of admissions for November
m. Janelle Gardiner- Exemplary Collaboration Award for International Global Health
n. Deborah Judd- DNP made it through the University Curriculum committee. All NP Students passed the certification exam on their first attempt.
o. Lonnie Lujan and Tanya Nolan- Bringing back the Radiological Assistant Program at the Master’s Level
p. Matt Mouritsen- Adding a Graduate Certificate to the MBA program
q. Robert Ball- Doubling Enrollment in brand new program – Computer Science
r. Valerie Herzog- Graduated biggest cohort (18), and 100% passed the certification exam on their first attempt. MSAT is moving to the College of Health Professions in the 2019-2020 AY.

Next Meeting: Friday, November 16th, 12:30-2pm
New Programs
Master of Education: Higher Education Leadership Emphasis
Master of Education: Educational Leadership Emphasis
Master of Education: Family Life Education

Program Proposal Changes (substantive)
Master of Education: Curriculum and Instruction Emphasis

Course Revision (substantive)
6090 (2). Master’s Project -- reduced from 3 credits

MED Proposed New Courses
All Emphases
6040 (2). Politics, Policy, and Practices in Education
6082 (2). Educational Inquiry

Courses for Multiple Emphases
6100 (2). Leadership and Organizational Theory
6101 (3). Assessment and Program Evaluation
6102 (3). Public Education Finance P-16

Curriculum and Instruction
6055 (2). Curriculum Theory
6065 (2). Assessment and Informed Decisions in the Classroom

Educational Leadership
6600 (2). Ethical Leadership
6601 (2). Community Engagement and Advocacy
6602 (3). Organizational Change and School Improvement
6603 (2). Positive Behavior Supports in Schools
6604 (4). Educational Leader Internship

Higher Education Leadership
6700 (3). Higher Education Administration
6701 (2). Current Issues in Higher Education
6702 (3). Organizational Change and Human Resource Management
6703 (2). Group Dynamics
6704 (2). Higher Education Internship

Family Life Education
6800 (3). Advanced Web-based Methods for Evaluation, Research, and Practice
6801 (2). Specialized Family and School Programs
6802 (2). Family Theories
6803 (2). Diverse Family Contexts
6805 (2). Family Life Education Coaching
6806 (2). Advanced Skills in Family Life Education
6807 (2). Parenting