



Graduate Council

Agenda—Thursday, April 11, 2019, 3:00 p.m.
Academic Affairs Conference Room WAB 227

1. Call to Order
2. Consideration of March 14, 2019 minutes (Appendix A)
3. Graduate Enrollment Report (Week 6 S19 report) (Appendix B)
4. Committee Reports
 - a. Executive Committee: Discuss Graduate Council nomination and election process; election of Vice-Chair during May meeting
 - b. Policy Committee: No formal report
 - c. Research Committee: No formal report
 - d. Curriculum Committee: Martha Day (Appendix C)

Approved: Programs (4) – 0010: Educational Leadership, 0466: Speech-Language Pathology, 121: School Administration, Rank I, 131: Certification Only, Education Leadership
Courses (28) – BIOL 483G: MULTIVARIATE METH/BIOL, BIOL 527: Advanced Vertebrate Functional Morphology, BIOL 589: INTERNSHIP/BIOLOGY, BIOL 799: DOCTORAL RESEARCH, BIOL 800: MAINTAIN MATRICULATION, DPT 705: Orientation to Clinical Education in Physical Therapy, DPT 726: Orthopaedic Foundations, DPT 774: Spine Assessment and Intervention, DPT 775: Screening for Referral, DPT 790: Physical Therapy Seminar, ECON 420G: Public Sector Economics, ECON 567: Economic History, EDLD 710: Leadership Theories and Ethics, EDLD 712: Research Methods and Design for Educational Leaders, EDLD 720: Individual and Group Issues in Leadership, EDLD 722: Measurement and Survey Methods for Educational Leaders, EDLD 730: Leading the Organization, EDLD 732: Program Evaluation for Educational Leaders, EDLD 794:

Educational Leadership Seminar, EDLD 798: Educational Leadership Doctoral Program Internship, EDLD 799: Dissertation Research, PH 520: Biostatistics for Public Health, PH 575: Program Planning in Public Health Practice, PH 582: Epidemiology, PH 620: Advanced Biostatistics, PH 630: Advanced Epidemiology, SWRK 600: Maintaining Matriculation, SWRK 685: Human Trafficking: Theories, Policies, Intervention

5. Report from the Dean of the Graduate School (March 14, 2019; Appendix D)
6. Public Comments
7. Announcements & Adjourn

APPENDIX A



Graduate Council

Minutes —Thursday, March 14, 2019 3:00 p.m.
Academic Affairs Conference Room WAB 227

Members Present: Lance Hahn, Martha Day, Aaron Hughey, Sarah E. Ochs, Skyler Green, Carl Dick, Dominic Lanphier, Diane Marie Lickenbrock, Nicholas Wheeler, Nikolai Endres (for Wes Berry), Ann Ferrell, Marko Dumancic, Eleanor Miller, Maire Blankenship (for Laurie Branstetter), Richard Dressler, Evie Oregon, Lauren Stevens, Cheryl Davis

Members Absent: Leyla Zhuhadar, Alex Lebedinsky, Evelyn Thrasher, Jacob Applin

Guests: Merrall Price, Cathleen Webb, Alison Langdon, Danita Kelley, Rheanna Plemons, Scott Gordon, Laura Burchfield, Marilyn Gardner, David Oliver

1. Call to Order *Carl Dick
2. Consideration of February 14, 2019 minutes (Appendix A) *Hahn/Day; approved
3. Graduate Enrollment Report (Week 6 S19 report) (Appendix B) *Scott Gordon reported that we are nearing the end of the census term for the Spring semester. The current numbers will be very similar to the final numbers.
4. Committee Reports
 - a. Executive Committee: Discuss revisions to GC guidelines; propose revisionary language; vote on proposed revisions

*Carl Dick discussed the changes to the Graduate Council guidelines. Discussion ensued regarding three wording options regarding the committee composition in the bylaws. No one voted for option one, ten

members voted for option two, and five members voted for option three. *The Graduate Executive Committee proposes that the immediate past chair serve on the GEC (Ex-Officio). *The changes to the guidelines are approved by the Graduate Council.

b. Policy Committee: No formal report

c. Research Committee: Wes Berry/Dominic Lanphier (Appendix C)

*The committee received seven grant requests and all were funded. The budget has been depleted for 2018-2019.

*Dean Davis explained that the \$30,000 referenced in the November minutes is carryforward money that is already allotted. There is \$14,000 left in the budget and they decided to have a fourth round for spring. *Dean Davis suggests requiring award recipients to sign their contracts in thirty days.

d. Curriculum Committee: Martha Day (Appendix D)

*David Oliver discussed the Emergency Management Disaster Science certificate bundle. Discussion ensued regarding the necessity, structure, and purpose of the certificate. The program plus the five supporting courses are approved. *The two Public Health courses are bundled and the requested changes have been made. Dressler/Day; approved.

5. Report from the Dean of the Graduate School (February 14, 2019; Appendix E)

*Dean Davis announced that the Minton Award nomination packets must be submitted by Friday, March 15th. The Outstanding Graduate Students award forms can be submitted by Tuesday, March 19th.

*Judge Minton will be at the Friday evening university-wide commencement ceremony to recognize the Minton Award winner. The Outstanding Graduate Student from each college will be recognized at the individual college ceremonies on Saturday. The Graduate School will not be hosting a separate awards dinner this year.

*The graduate student travel funds should be used by June 30th. It creates issues if students do not spend the money in the fiscal year. Dean Davis will gather more information regarding how funding for graduating students work.

6. Public Comments

*Cathleen Webb asked if the Graduate School office is working with the new international officer. Dean Davis said the offices are working together.

*Cathleen Webb thinks there will be a flood of curriculum proposals coming through next semester.

*Discussion ensued regarding how to control the rush of proposals. Merrill Price and Carl Dick agree there should be some sort of Curriculum Management Committee in place.

*Dean Davis announced that ESLi program is leaving the United States. An in-house alternative is in the works.

*Carl Dick will make changes to the guidelines and email it out to Graduate Council.

7. Announcements & Adjourn *Hahn; adjourn

Minutes prepared by Laura Burchfield

By primary department (sorted by amount of increase in one year, smallest to largest):

Wee k #	Selected Category	2015	2016	2017	2018	2019	1 Yr Diff	4 Yr Diff
8	99IS: Exploratory/Undeclared	10	20	12	8			
8	Art	6	1	1				
8	Ed Admin, Leadership, and Research	206	341	405	425	373	-52	167
8	School of Teacher Education	380	360	324	306	263	-43	-117
8	Kinesiology, Recreation, and Sport	276	270	251	212	174	-38	-102
8	99ED: Exploratory/Undeclared	146	145	122	123	102	-21	-44
8	School of Engineering and Applied Sciences	92	174	97	53	35	-18	-57
8	Agriculture	18	12	30	31	18	-13	0
8	99HH: Exploratory/Undeclared	115	60	35	60	52	-8	-63
8	Folk Studies and Anthropology	22	18	17	18	10	-8	-12
8	Diversity and Community Studies	31	40	32	32	25	-7	-6
8	Geography and Geology	26	27	25	23	17	-6	-9
8	Sociology	24	23	21	28	22	-6	-2
8	Political Science	42	37	29	21	16	-5	-26
8	Public Health	145	146	141	126	121	-5	-24
8	Accounting	12	6	6	17	13	-4	1

8	Chemistry	28	27	26	23	19	-4	-9
8	English	22	26	29	34	30	-4	8
8	History	33	22	18	19	15	-4	-18
8	Mathematics	31	39	47	34	30	-4	-1
8	Psychology	42	52	62	70	67	-3	25
8	99AR: Exploratory/Undeclared	8	5	3	3	1	-2	-7
8	Music	16	20	21	18	16	-2	0
8	Physics and Astronomy	7	9	6	7	5	-2	-2
8	School of Nursing	195	167	159	160	158	-2	-37
8	Philosophy and Religion	7	5	3	2	1	-1	-6
8	Communication Sciences and Disorders	148	154	153	172	173	1	25
8	Psychological Sciences	38	30	22	21	22	1	-16
8	99SC: Exploratory/Undeclared	5	4	4	3	6	3	1
8	Applied Human Sciences	15	16	19	25	28	3	13
8	Communication	22	23	17	18	21	3	-1
8	Economics	22	20	16	11	14	3	-8
8	Physical Therapy	60	90	88	86	90	4	30
8	99BU: Exploratory/Undeclared	89	119	106	97	103	6	14
8	GRAD	25	32	21	19	25	6	0
8	Social Work	107	105	107	92	98	6	-9
8	Counseling and Student Affairs	113	104	93	104	113	9	0
8	Biology	34	29	30	40	53	13	19

		2,618	2,778	2,598	2,541	2,329	-212	-289
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By primary academic program (sorted by one amount of increase in one year, smallest to largest):

Week #	Selected Category	2015	2016	2017	2018	2019	1 Yr Diff	4 Yr Diff
8	Art Education for Teacher Leaders, MAE (#0443)~	6	1	1				
8	Autism Spectrum Disorders, CER (#0441)	2	1		2			
8	Business Core Competencies, CER (#0487)					7		
8	Career Counseling, CER (#0440)~	4						
8	College and Career Readiness, CER (#1737)					3		
8	Communicating in Healthcare, CER (#0475)					1		
8	Communication Disorders, MS (#114)~	73	11		1			
8	Communication Disorders, R1 (#164)~	7	11	6				
8	Community College Faculty Preparation, CER (#162)	2	2					
8	Director of Special Education, R1 (#0426)	4	1	2	3			
8	Economic Data Analytics, CER (#0491)				1			
8	Education/UL, CD (#142)	1						
8	Educational Technology, CER (#167)	3	3	2	2			
8	Elementary Education, EDS (#118)~		1	1	1			
8	Emergency Nurse Practitioner, CER (#0480)~			2				

8	Exceptional Education - LBD, MAE (#0424)~		1					
8	Health Education, CER (#0494)					1		
8	International Student Services, CER (#0415)	3	3	1				
8	Leadership Dynamics, MA (#0422)~	1	1					
8	Leadership Studies, CER (#163)~	2	2					
8	Leadership Studies, MA (#0464)~	10	2					
8	Libraries, Informatics, and Technology in Education, MS (#0497)					40		
8	Library Media Education, R1 (#0429)	2	2	1	1			
8	Literacy in Post-secondary Settings, CER (#0462)	4	1		1			
8	Middle Grades Education, R1 (#158)			1	1			
8	MSD Certification, C (#0477)~		2					
8	Non-Degree University College, ND (#0006)~	10	20	12	8			
8	Organizational Communication, CER (#175)~	1						
8	Religious Studies, CER (#1711)~			1				
8	Scientific Data Analytics, CER (#0496)					1		
8	Secondary Education Teacher Leader, R2 (#0432)	1			1			
8	Secondary Education, EDS (#119)~	1	1					
8	Secondary Education, MAE (#103)~	1						
8	Special Education, LBD, MAE (#0437)~	6	4					
8	Technology Management, MS (#045)~	2	1	1				
8	Library Media Education, MS (#083)~	76	76	72	68	15	-53	-61

8	Recreation and Sport Administration, MS (#095)	253	240	222	183	142	-41	-111
8	Educational Leadership, C (#131)	62	65	61	56	32	-24	-30
8	Organizational Leadership, MA (#0467)	64	189	285	305	283	-22	219
8	Educational Leadership, EDD (#0010)	130	119	107	104	86	-18	-44
8	Computer Science, MS (#117)	31	102	48	27	12	-15	-19
8	Agriculture, MS (#052)	18	12	30	31	18	-13	0
8	Secondary Education for Teacher Leaders, MAE (#0435)	41	33	26	27	15	-12	-26
8	Special Education for Teacher Leaders: Learning and Behavioral Disorders, MAE (#0457)	20	20	24	39	27	-12	7
8	English, MA (#067)	19	17	16	21	13	-8	-6
8	Middle Grades Education for Teacher Leaders, MAE (#0434)	14	21	21	18	10	-8	-4
8	Non-Degree Health and Human Services, ND (#0003)	115	60	35	60	52	-8	-63
8	Student Affairs in Higher Education, MAE (#145)	43	43	33	37	29	-8	-14
8	Adult Education, MAE (#047)	30	23	16	20	13	-7	-17
8	Folk Studies, MA (#069)	22	17	17	16	9	-7	-13
8	Gender and Women's Studies, CER (#1712)	5	11	9	8	1	-7	-4
8	Gifted Education and Talent Development, MAE (#0482)		7	20	22	15	-7	
8	Engineering Technology Management, MS (#0447)	56	65	46	25	19	-6	-37

8	Geoscience, MS (#072)	26	27	25	23	17	-6	-9
8	Health Administration, MHA (#153)	79	71	69	52	46	-6	-33
8	Nursing, MSN (#149)	133	85	64	53	47	-6	-86
8	Mathematics, MA (#049)	24	29	33	22	17	-5	-7
8	Psychology, MA (#092)	21	18	19	22	17	-5	-4
8	Public Administration, MPA (#051)	42	37	29	21	16	-5	-26
8	Public Health, MPH (#152)	57	55	47	59	54	-5	-3
8	Sociology, MA (#105)	13	9	6	12	7	-5	-6
8	Accountancy, MACC (#0445)	12	6	6	17	13	-4	1
8	Chemistry, MS (#059)	28	27	26	23	19	-4	-9
8	Facility and Event Management, CER (#0455)	2	2	8	5	1	-4	-1
8	History, MA (#078)	33	22	18	19	15	-4	-18
8	Career Services, CER (#0468)	4	2	1	5	2	-3	-2
8	Family Nurse Practitioner (Post MSN), CER (#0449)	4	8	13	9	6	-3	2
8	School Counseling, MAE (#046)	16	11	12	18	15	-3	-1
8	Education and Behavioral Science Studies, MAE (#042)	5	5	9	7	5	-2	0
8	Homeland Security Sciences, MS (#0413)	7	9	6	7	5	-2	-2
8	Instructional Design, MS (#0428)	21	22	16	8	6	-2	-15
8	Music, MM (#0453)	16	20	21	18	16	-2	0
8	Non-Degree Arts and Letters, ND (#0002)	8	5	3	3	1	-2	-7
8	School Administration, EDS (#098)	3	5	5	3	1	-2	-2

8	Secondary Education for Initial Certification, MAT (#0495)	19	17	13	19	17	-2	-2
8	Business Administration, MBA (#057)	88	116	103	93	92	-1	4
8	Communicating in Organizations, CER (#0471)	2	3	1	4	3	-1	1
8	Criminology, MA (#0421)	11	14	15	16	15	-1	4
8	Elementary Education, R1 (#084)	6	6	6	3	2	-1	-4
8	Elementary Math Specialization, P-5, CER (#0485)			1	2	1	-1	
8	Historic Preservation, CER (#0423)		1		2	1	-1	
8	Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, MAE (#0461)	4	4	5	4	3	-1	-1
8	Non-Degree Business, ND (#0001)	1	3	2	2	1	-1	0
8	Non-Degree Education, ND (#0005)	11	21	6	12	11	-1	0
8	Nonprofit Administration, CER (#0463)	6	10	5	3	2	-1	-4
8	Organizational Leadership, CER (#1723)	7	24	7	6	5	-1	-2
8	Religious Studies, MA (#0446)~	7	5	2	2	1	-1	-6
8	Special Education: Moderate and Severe Disabilities, MAE (#0438)	24	9	13	10	9	-1	-15
8	Advanced Worksite Health Promotion, CER (#0465)~		1	1	1	1	0	
8	Aging Studies, CER (#0419)	5	6	1	1	1	0	-4
8	Brewing and Distilling Arts & Sciences, CER (#0486)				1	1	0	
8	Counseling, C (#159)	7	9	5	1	1	0	-6

8	Dietetic Practice, CER (#0451)	10	10	10	10	10	0	0
8	Environmental Health and Safety, CER (#0427)	2	2	5	1	1	0	-1
8	Measurement, Evaluation and Research, CER (#0488)			1	1	1	0	
8	School Administration, R1 (#121)	20	28	27	32	32	0	12
8	School Psychology, EDS (#147)	21	22	25	24	24	0	3
8	Secondary Education, R1 (#124)	4	3	4	3	3	0	-1
8	Social Responsibility and Sustainable Communities, MA (#0448)	26	29	23	24	24	0	-2
8	Biology for Teacher Leaders, MAE (#0442)	1	2	2	1	2	1	1
8	Business Sustainability, CER (#0474)			1	2	3	1	
8	Elementary Education for Teacher Leaders, MAE (#0433)	61	64	45	22	23	1	-38
8	Intercollegiate Athletic Administration, CER (#0481)		6	1	2	3	1	
8	Mathematics, MS (#085)	7	10	14	12	13	1	6
8	Middle Grades Education for Initial Certification, MAT (#0458)	1	2	2	1	2	1	1
8	Nursing Practice, DNP (#0011)	58	66	71	89	90	1	32
8	Psychology, MS (#0469)	38	30	22	21	22	1	-16
8	Special Education Initial Certification: Learning and Behavioral Disorders, MAT (#0456)	17	10	9	8	9	1	-8
8	Standard Guidance - Rank 1, R1 (#048)	6	2		1	2	1	-4
8	Teaching English to Speakers of Other Languages, CER (#0416)	3	3		1	2	1	-1

8	Addictions Education, CER (#0492)				1	3	2	
8	Applied Psychology, PSYD (#0476)		12	18	24	26	2	
8	Gifted Education and Talent Development, EDS (#0490)				1	3	2	
8	Non-Degree Science, ND (#0004)	5	4	4	2	4	2	-1
8	Speech-Language Pathology, MS (#0466)	68	132	147	171	173	2	10 5
8	Child and Family Studies, MS (#0489)			8	14	17	3	
8	Creative Writing, MFA (#0478)		6	13	12	15	3	
8	Lean Sigma, CER (#0452)	3	6	2	1	4	3	1
8	Organizational Communication, MA (#0012)	19	20	16	14	17	3	-2
8	Adult Education, CER (#0450)	4		3	2	6	4	2
8	Applied Economics, MA (#0410)	22	20	16	10	14	4	-8
8	Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	11	6	6	10	14	4	3
8	Physical Therapy, DPT (#0013)	60	90	88	86	90	4	30
8	Biology, MS (#056)	33	27	28	38	43	5	10
8	Environmental and Occupational Health Science, MS (#0473)	7	17	19	13	18	5	11
8	Instructional Design, CER (#0418)	6	13	4	2	7	5	1
8	Not Pursuing a Degree, ND (#126)	25	32	21	19	25	6	0
8	Psychiatric Mental Health Nurse Practitioner, CER (#0479)		8	9	9	15	6	
8	Social Work, MSW (#157)	107	105	107	92	98	6	-9

8	Teacher Education, C (#132)	14	16	16	16	22	6	8
8	Biology, CER (#0493)				1	8	7	
8	Kinesiology, MS (#0454)	15	12	15	19	26	7	11
8	Literacy Education, MAE (#044)	17	14	14	11	20	9	3
8	Counseling, MAE (#043)	30	34	41	41	58	17	28
		2,618	2,778	2,598	2,541	2,329	-21	-289

Note: programs followed by a tilde (~) are no longer active.

APPENDIX C

Graduate Council Curriculum Committee

Minutes – April 4, 2019

2:15pm WAB 0208

Minutes: February 28, 2019 – voted on March 1, 2019 over email

1st/2nd – Thrasher/Ferrell **Vote:** Approved

Voting Members: Martha Day, Richard Dressler, Ann Ferrell, Evelyn Thrasher, Aaron Hughey

Guest: Merrall Price, Cate Webb, Danita Kelley, Alison Langdon, Michelle Trawick, Scott Gordon, Tony Norman, Gary Houchens, Bruce Schulte, Marilyn Gardner, April Murphy, Kurt Neely

Action Items:

Graduate Curriculum Committee (4)

Code	Title	Status	Initiator	Action Taken - Notes
0010	0010: Educational Leadership	Edited	ant90343	<p>1st / 2nd: Thrasher/Ferrell</p> <p>Discussion: Dr. Norman gave a brief description of changes submitted in the system. Day – asked for clarification on the program design hours. They call it fulltime so international students could apply.</p> <p><i>Friendly amendments:</i></p> <ul style="list-style-type: none"> • <i>Change the word “fulltime” to “normal”.</i> • <i>Remove the entire section on international student enrollment.</i> • <i>Under International Admissions #2 – Remove entirely</i> • <i>Under curriculum – Minimum of 9 hours- Change to 9-12 hours</i> • <i>Selective vs Electives – Its fine to change the wording.</i> • <i>BA 751/752 are the required or electives? – They should be part of the electives. Both should say “Similar” instead of “equivalent”.</i> • <i>Program Admission #5 remove the word and at the end – leave and after #6</i> <p>Vote: Approved</p> <p>1st 2nd: Dressler/Ferrell</p>
0466	0466: Speech-Language Pathology	Edited	rch35585	<p>1st / 2nd: Ferrell/Thrasher</p> <p>Discussion: Dr. Dressler gave a brief overview.</p> <p>Vote: Approved</p>

Bundle the next two.

1st / 2nd: Dressler/Thrasher

Discussion: Dr. Houchens gave a brief description about what the changes are.

Under 121 – The admissions language will be must have master’s degree or planned 5th year (Rank 2)

Under 131 - The admissions language will be striking the language that a master’s degree is required.

Vote: Approved

121	121: School Administration, Rank I	Edited	gry63984	
131	131: Certification Only, Education Leadership	Edited	gry63984	

Graduate Curriculum Committee (28)				
Code	Title	Status	Initiator	Action Taken - Notes
Bundle the BIOL proposals (pull out 527)				
1 st /2 nd : Ferrell/Dressler				
Discussion: None				
Vote: Approved				
BIOL 483G	BIOL 483G: MULTIVARIATE METH/BIOL	Edited	sct16030	Delete
BIOL 527	BIOL 527: Advanced Vertebrate Functional Morphology	Added	sct16030	1 st /2 nd : Thrasher/Ferrell Discussion: Temp course, professor teaching for the first time. Wanted to add for Fall 19. Vote: Approved
BIOL 589	BIOL 589: INTERNSHIP/BIOLOGY	Edited	sct16030	Delete
BIOL 799	BIOL 799: DOCTORAL RESEARCH	Edited	sct16030	Delete
BIOL 800	BIOL 800: MAINTAIN MATRICULATION	Edited	sct16030	Delete
DPT 705	DPT 705: Orientation to Clinical Education in Physical Therapy	Edited	krn24674	1 st /2 nd : Hughey/Thrasher Discussion: Title and course description change. <i>Friendly Amendment: Under course description remove "Forum to" and add a s to Disseminates.</i> Vote: Approved

DPT 726	DPT 726: Orthopaedic Foundations	Edited	krn24674	<p>1st/2nd: Dressler/Ferrell</p> <p>Discussion: Changing scheduling type to lecture/lab.</p> <p>Vote: Approved</p>
DPT 774	DPT 774: Spine Assessment and Intervention	Edited	krn24674	<p>1st/2nd: Ferrell/Thrasher</p> <p>Discussion: Adding an additional credit hour to the course. Allowing for more time to cover the content.</p> <p>Vote: Approved</p>
DPT 775	DPT 775: Screening for Referral	Edited	krn24674	<p>1st/2nd: Thrasher/Ferrell</p> <p>Discussion: Stealing one hour away to accommodate the DPT-774</p> <p>Vote: Approved</p>
DPT 790	DPT 790: Physical Therapy Seminar	Edited	krn24674	<p>1st/2nd: Dressler/Ferrell</p> <p>Discussion: Course description changes – <i>Friendly Amendment under Reasoning – Word “PLAY” should be “Plan”</i></p> <p>Vote: Approved</p>
ECON 420G	ECON 420G: Public Sector Economics	Edited	alx50504	<p>1st/2nd: Thrasher/Hughey</p> <p>Discussion: Need to add learning outcomes and content outline. This will be added.</p> <p>Vote: Approved with amendments</p>

ECON 567	ECON 567: Economic History	Added	alx50504	<p>1st/2nd: Dressler/Hughey</p> <p>Discussion: Friendly Amendments - <i>Under the course description 1st and 2nd sentence remove the “the course” wording at the beginning of the sentence. Also the last sentences please remove the first two words “the plan”.</i></p> <p>Vote: Approved – Pending confirmation that discussion was help with History</p>
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Bundle the EDLD proposals (710-732 only)

1st/2nd: Dressler/Ferrell

Discussion: Dr. Norman gave a brief overview of changes.

What is the rationale for creating equivalent - To make things more accessible.

Vote: Approved

EDLD 710	EDLD 710: Leadership Theories and Ethics	Edited	ant90343	
EDLD 712	EDLD 712: Research Methods and Design for Educational Leaders	Edited	ant90343	
EDLD 720	EDLD 720: Individual and Group Issues in Leadership	Edited	ant90343	
EDLD 722	EDLD 722: Measurement and Survey Methods for Educational Leaders	Edited	ant90343	
EDLD 730	EDLD 730: Leading the Organization	Edited	ant90343	

EDLD 732	EDLD 732: Program Evaluation for Educational Leaders	Edited	ant90343	
EDLD 794	EDLD 794: Educational Leadership Seminar	Edited	ant90343	<p>1st/2nd: Dressler/Ferrell</p> <p>Discussion: Dr. Norman gave brief description – just increased the number of repeats.</p> <p>Vote: Approved</p>
EDLD 798	EDLD 798: Educational Leadership Doctoral Program Internship	Edited	ant90343	<p>1st/2nd: Thrasher/Dressler</p> <p>Discussion: Dr. Norman gave brief description.</p> <p>Vote: Approved</p>
EDLD 799	EDLD 799: Dissertation Research	Edited	ant90343	<p>1st/2nd: Dressler/Thrasher</p> <p>Discussion: Dr. Norman gave brief description.</p> <p>Vote: Approved</p>
<p>Bundle the PH proposals (520-620)</p> <p>1st/2nd: Thrasher/Hughey</p> <p>Approve Bundle – Hughey/Dressler</p> <p>Discussion: Basically changing to applied learning instead of lecture.</p> <p>Vote: Approved</p>				
PH 520	PH 520: Biostatistics for Public Health	Edited	mrl60593	
PH 575	PH 575: Program Planning in Public Health Practice	Edited	mrl60593	
PH 582	PH 582: Epidemiology	Edited	mrl60593	

PH 620	PH 620: Advanced Biostatistics	Edited	mrl60593	<p>1st/2nd: Ferrell/Thrasher</p> <p><i>Friendly Amendment - Removing the permission of Instructor.</i></p> <p>Vote: Approved</p>
PH 630	PH 630: Advanced Epidemiology	Edited	mrl60593	<p>1st/2nd: Dressler/Ferrell</p> <p>Discussion: Changing course description a little. <i>Friendly Amendment - Removing the permission of Instructor.</i></p> <p>Vote: Approved</p>
SWRK 600	SWRK 600: Maintaining Matriculation	Added	ptr18475	<p>1st/2nd: Thrasher/Hughey</p> <p>Discussion: None</p> <p>Under Pre-Req – Should it be 622 instead of 699? No it needs to stay 622.</p> <p><i>Friendly Amendment - Under restrictions – Suggest to remove classification and college restrictions – Yes</i></p> <p>Vote: Approved</p>

SWRK 685	SWRK 685: Human Trafficking: Theories, Policies, Intervention	Added	apr95507	<p>1st/2nd: Hughey/Dressler</p> <p>Discussion: Just creating an elective for students to take. More than one faculty member could teach it.</p> <p><i>Friendly Amendments - Course description – omit the topic overview: Delete the 1st 2 sentences – Remove in the 3rd sentence “In this field” and “in the course”. Remove Graduate standing.</i></p> <p>Vote: Approved</p>
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Other Business:

There were amendments to February 28, 2019 GCC minutes made – Added chart below for approval at the next level.

Adjourn at 3:30 pm –

1st / 2nd – Ferrell/Thrasher

Respectfully submitted
GCCC Recorder
Jessica Steenbergen

February 28, 2019 GCC Minutes Updates/Amendments.

The following edits were made by the Graduate School to the EDMS courses listed on 2-28-19 GCC Meeting in course leaf; these edits were in the curricular items passed out of Graduate Council, but these minutes are added to the record to reflect those changes.

PROP OSAL	FIELD	ORIGINAL ENTRY	EDITED ENTRY
EMD S 500	Schedule Type	Lecture/Lab	Lecture
	Student Expectations & Requirements	Students must demonstrate an ability to successfully function in a team environment, coupled with strong analytical skills, and a willingness to partner with other students from a variety of academic and professional backgrounds to focus on development of sound strategic goals and tactical implementation plans to resolve complex issues related to management of critical incidents and disasters.	Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be a series of quizzes, standardized exams (FEMA Course Segments), and a comprehensive final exam that will factor into the overall measure of course completion.
EMD S 501	Course description	Explores the technical aspects of Natural and Technological Hazards through the lens of knowledge leaders across the applicable science and engineering disciplines. Students will gain essential skills required to gather and accurately interpret relevant data regarding potential impacts of various disaster types on the populous and critical infrastructure.	Explores the technical aspects of Natural and technological hazards Technological Hazards through the lens of knowledge leaders across the applicable science and engineering disciplines. Students will gain essential skills required to gather and accurately interpret relevant data regarding potential impacts of various disaster types on the populous and critical infrastructure.

	Schedule type	Lecture/lab	Lecture
	Is this course related to other courses at WKU?	No	Yes; EOHS 595; There are some common course elements related to natural and technological hazards and their impacts on people. EMDS 501 approaches the subjects from a broader "all hazards" view including impacts on infrastructure, while EOHS 595 focuses more on the Public Health aspects of disasters.
	Student expectations and requirements	Students must demonstrate through course participation, research projects, and exams a comprehensive knowledge of risks, potential impacts, preparedness actions, and response considerations for natural, technological, and people created hazards that may impact people, critical infrastructure, and/or the environment.	Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be a series of quizzes, midterm, and comprehensive final exams that will factor into the overall measure of course completion.
EMDS 502	Schedule type	Lecture/lab	lecture
	Student expectations and requirements	Students will explore the complex subject of terrorism from both global and U.S. perspectives and will be expected to demonstrate through exams, group and individual projects, and a focused research paper a basic understanding of the potential threats posed by terrorist acts, basic techniques to reduce the potential for a successful attack on a defined venue	Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be a series of quizzes,

		or event, and general preparation and response actions that may be undertaken by emergency response organizations.	midterm, and comprehensive final exams that will factor into the overall measure of course completion.
EMD S 503	Course description	Capstone course for application of key concepts of emergency management disaster science.	Course focuses on the application of key concepts of emergency management disaster science in plan development, training, and emergency exercise practices.
	Schedule type	Lecture/lab	Lecture
	Is this course related to other courses at WKU?	No	Yes; EOHS 580; There are some common course elements related to development of emergency plans. EMDS 503 approaches the subjects from a broad "all hazards" view, while EOHS 580 focuses on similar plans focus on regulatory compliance in the areas of hazardous materials and solid & hazardous waste operations.
	Student expectations and requirements	In this capstone course, student expectations focus on their ability to utilize the information gathered in the previous course EMDS 500-502 to develop comprehensive prevention, response, recovery and continuity of operations planning. Student success will be measured on the content, organization, and thoroughness of plans developed for specific risks, focused on a specific type of facility, event, or location. The evaluation of these plans will focus on comparison to a predetermined and communicated rating criteria.	In this course, student expectations focus on their ability to utilize the information gathered in the previous courses EMDS 500-502 to develop comprehensive prevention, response, recovery and continuity of operations planning. Student success will be measured on the content, organization, and thoroughness of plans developed for specific risks, focused on a specific type of facility, event, or location. The evaluation of these plans will focus on comparison to a predetermined and communicated rating criteria that will

			be developed as a group research project at the beginning of the course.									
EMDS 504	Schedule type	Seminar	Lecture									
Emergency Management Disaster Science certificate	Clearly state the curriculum and completion requirements for the program (Graduate Catalog field: Program Requirements)	<p>All students must complete the core courses or equivalent transfer coursework approved by program advisor.</p> <p>Students who are pursuing the "stand alone" certificate, must complete the require elective graduate seminar for a total of 15 hours.</p> <p>Core Courses 12 Hours:</p> <p>EMDS 500 Emergency Management Policy and Practices</p> <p>EMDS 501 Understanding Natural and Technological Disaster Risks</p> <p>EMDS 502 Terrorism, Violence Resiliency and Response</p> <p>EMDS 503 Advanced Disaster Planning, Management, and Preparedness</p> <p>Stand Alone Certificate Required Elective 3 Hours:</p> <p>EMDS OGDN-504 Graduate Seminar - Trends in Disaster Preparedness and Management</p>	<p>All students must complete the core courses or equivalent transfer coursework approved by program advisor. Program Requirements (15 hours)</p> <p>All students Students who are pursuing the "stand alone" certificate, must complete the core courses or equivalent transfer coursework approved by program advisor. Students who are pursuing the "stand alone" certificate, must complete the require elective graduate seminar for a total of 15 hours.</p> <p>Required Courses</p> <hr/> <table> <tr> <td>EMDS 500</td> <td>Emergency Management Policy and Practices</td> <td>3</td> </tr> </table> <hr/> <table> <tr> <td>EMDS 501</td> <td>Understanding Natural and Technological Disaster Risks</td> <td>3</td> </tr> </table> <hr/> <p>or EOHS 595 Public Health Management of Disasters</p> <hr/> <table> <tr> <td>EMDS 502</td> <td>Terrorism, Violence,</td> <td>3</td> </tr> </table> <hr/>	EMDS 500	Emergency Management Policy and Practices	3	EMDS 501	Understanding Natural and Technological Disaster Risks	3	EMDS 502	Terrorism, Violence,	3
EMDS 500	Emergency Management Policy and Practices	3										
EMDS 501	Understanding Natural and Technological Disaster Risks	3										
EMDS 502	Terrorism, Violence,	3										

Interdisciplinary Option for Certificate Completion:

Students from other disciplines, that have completed a minimum of 6 graduate credit hours in their discipline may, with the approval of the program advisor, apply those credits with the core courses to complete the certificate with a total of 18 credit hours.

	Resiliency, and Response	
EMDS 503	Advanced Disaster Planning, Management, and Preparedness	3
or EOHS 580 Solid and Hazardous Wastes		
EMDS 504	Trends in Disaster Preparedness and Management ¹	3
Total Hours		15

¹ Students from other disciplines, may substitute three graduate credit hours from within their discipline, with the approval of the program coordinator, in lieu of EMDS 504.

~~Core Courses 12 Hours: EMDS 500—Emergency Management Policy and Practices EMDS 501—Understanding Natural and Technological Disaster Risks EMDS 502—Terrorism, Violence Resiliency and Response EMDS 503—Advanced Disaster Planning, Management, and Preparedness Stand Alone Certificate Required Elective 3 Hours: EMDS 504—Graduate Seminar—Trends in Disaster Preparedness and Management Interdisciplinary Option for Certificate Completion: Students from other disciplines, that have completed a minimum~~

			of 6 graduate credit hours in their discipline may, with the approval of the program advisor, apply those credits with the core courses to complete the certificate with a total of 18 credit hours.
	List the objectives of the proposed program.	<p>1) Increase the readiness of public and private sector leaders to more effectively plan for and respond to emergency situations.</p> <p>2) Provide students with a strong technical acumen regarding the risks posed to people, infrastructure, and the environment from Natural, Technological, and People Caused Disasters.</p> <p>3) Provide students with a strong skill set in modern emergency management that can stand alone or be coupled with their chosen academic and/or professional pursuits to provide an enhanced credential that results in increase hire-ability and/or promote-ability.</p> <p>4) Provide a thoroughly inclusive and rigorous program of study that provides both scientific inquiry and practical application exposure that prepares the student with an immediate readiness to function in complex emergency management situations.</p>	<p>1) Increase the readiness of public and private sector leaders to more effectively plan for and respond to emergency situations.</p> <p>2) Provide students with a strong technical acumen regarding the risks posed to people, infrastructure, and the environment from natural, technological, Natural, Technological, and people caused disasters. People Caused Disasters.</p> <p>3) Provide students with a strong skill set in modern emergency management that can stand alone or be coupled with their chosen academic and/or professional pursuits to provide an enhanced credential that results in increased opportunities for career placement and advancement. increase hire-ability and/or promote-ability.</p> <p>4) Provide a thoroughly inclusive and rigorous program of study that provides both scientific inquiry and practical application exposure that prepares the student with an immediate readiness to function in complex emergency management situations.</p>
	Interdisciplinary	Geography and Geology (GEO)	Geography and Geology (GEO)

depart ments	Agriculture (AGRI)	Agriculture (AGRI)
	Physics and Astronomy (PHYA)	Physics and Astronomy (PHYA)
	Communication (COMM)	Communication (COMM)
	Ed Adm, Leadership & Research (EALR)	Ed Adm, Leadership & Research (EALR)
	Educational Leadership (EDLD)	Educational Leadership (EDLD)
	Management (MGT)	Management (MGT)
		Public Health (PUBH)

APPENDIX D



THE GRADUATE SCHOOL

Dean's Report to Graduate Council

Cheryl D. Davis, Interim Dean

March 14, 2019

Academic Affairs Conference Room WAB 227

Research Grant Report

Although all budgeted funds for the 2018-2019 Research Grant program were awarded in the first three rounds, we have determined that there is ~\$14,000 in carry forward that could be used to support a fourth and final round. The revised date for this round of submissions is TBD, but will be announced to Graduate Council in the near future.

Graduate students have one year from the time they accept their research award to spend funds. In an effort to encourage students to apply for research support when needed, and to accept their awards promptly, we will stipulate going forward that award recipients must submit the signed contract accepting their award within 30 days of receiving notification.

Minton Award & Outstanding Graduate Student Awards

Council members were reminded that the deadline for Minton Award nomination packets is March 15th. Responding to requests from two colleges, we extended the deadline for submitting the college award winners for Outstanding Graduate Student to Tuesday, March 19th.

The Minton Award winner will be recognized at the University-Wide Commencement Ceremony on Friday, May 10th. Judge John Minton will be present at the ceremony to recognize this year's award winner.

The Outstanding Graduate Student for each college will be recognized during each of the College Recognition Ceremonies on Saturday, May 11th.

International Enrollment

Council members were notified that the ESLI program will be leaving WKU and the U.S.A. John Sunnygard, the Associate Provost for Global Learning & International Affairs, has indicated that he and the Global Learning and International Affairs staff will be working diligently to develop an alternative program for prospective students.

Thank you

Cheryl Davis