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**MINUTES OF
GRADUATE COLLEGE COMMITTEE ON CURRICULA
August 26, 2015**

Present: T. Abebe, S. Moore, G. Pohl, F. Fontana, S. Golitsynskiy, P. Mackay, S. Onken, D. Cyphert, B. Cutter, D. Wallace, M. Timmerman

Absent: A. Peterson

Guests: W. Weiss, K. Snyder, T. Schrage, T. Evans, P. Neibert, D. Corbett, M. Grey, N. Pace, T. Gilson

The meeting was called to order by GCCC Chair Cutter at 10:08 a.m. in 115 Lang Hall.

I. Welcome and Introductions

Chair Cutter welcomed all present and introductions followed.

Cutter informed the group a pre-meeting took place on Tuesday, August 25, 2015.

II. Review of Curriculum Review Procedures

Chair Cutter stated proposals would be reviewed for university-wide impact. Cutter stated College curriculum packets would be reviewed by departments as follows: Motion to approve the specified department, a second to the motion, discussion, and vote. (All approvals are subject to Teacher Education review as appropriate.)

Editorial Notes from UCC Secretary:

- ▶ Per Graduate Council decision, all "g" courses (courses with shadow 5000-series numbers) must have "junior standing" designated as a prerequisite (but not "junior standing or consent of instructor"). Wallace will handle this editorially, and no specific changes relative to this will be noted in the minutes.
- ▶ Course numbers which are proposed to be changed/are approved and are still denoted in Leepfrog under the previous number will be edited by Wallace/Timmerman throughout the curriculum review and catalog process. No specific changes relative to this will be noted in the minutes.
- ▶ The library (Moore) and teacher education automatically receive an email notification for every course and program proposal that is submitted (new, dropped, revised).

III. Curriculum Review Procedures for MGMT 3167 as Part of New BA in Supply Chain Management

Chair Cutter stated all new degrees, majors, and associated courses needed to be reviewed, approved, and sent to the Faculty Senate by Friday, September 4, 2015.

Cyphert moved, Fontana seconded to approve MGMT 3167.

MGMT 3167 Global Strategic Supply Management

Moore (Library) stated no concerns with changes to MGMT 3167.

Cutter asked why graduate 5000-designation was being dropped.

Cyphert responded the course will no longer be considered a capstone. The element that made it both eligible for a capstone project and graduate level content – working with area businesses – will be removed. No graduate students have taken the class in quite some time. Supply Chain Management was considered a cutting edge topic for business programs ten years ago, but now virtually everyone is incorporating the topic into their business programs. Cyphert is not aware of any majors outside of the MBA program that would be interested in this course.

Cutter indicated this was not a new course and asked if the department was sure they wanted to change the course number.

Wallace responded the course could be left a 4000-level with the “g” designation dropped which could be done editorially by Wallace/Timmerman. Wallace indicated confusion often ensues when both the course number and title change – students could inadvertently repeat the course.

The department confirmed they wanted to change number to MGMT 3167.

Question was called on the motion to approve as amended. Motion carried and MGMT 3167 as part of the BA in Supply Chain Management was unanimously approved.

IV. Curriculum Review Procedures for ANTH 4016/5016 as Part of BAS in Tactical Emergency Services

Cyphert moved, Fontana seconded to approve ANTH 4016/5016 as part of BAS in Tactical Emergency Services.

ANTH 4016/5016 Climate Change, Human Migration and Conflict

Grey indicated this number will be changed to ANTH 4010/5010 since ANTH 4016/5016 already existed as Seminar in Anthropology. Wallace will make this change.

Pohl questioned what students the course was intended for.

Grey indicated the principle market for this course is off-campus students although BAS students may also opt to take it given it is an online course. It will remain online for now, but the department remains open to changing that in the future if needed.

Onken asked about the skill application working with different populations and how it might be relevant to the MSW program.

Grey responded the course would be heavy in reading/writing modules and would provide cultural competencies/context to social workers in the field working with refugees.

Corbett noted the course seemed more foundational and not designed to be project-oriented. She asked if the intent of the course was really to be introductory to the topic itself.

Grey indicated other courses provide direct application.

Cyphert asked if the course covered issues faced by different groups and, if so, if that would be part of the application noted.

Grey responded yes, the course covers different populations and the variations among them.

Fontana questioned the title and catalog description.

Grey replied the course was not about the debate surrounding climate change. It is a fact that global climate change is happening. Grey indicated the title had been carefully constructed.

Cutter indicated the course does not designate junior standing as a prerequisite, but that Mark is okay with that being added.

Wallace responded the junior standing prerequisite will happen automatically per Faculty Senate policy.

Cutter noted an added Earth Science consultation was in the works and that a syllabus or something specifying the graduate component of the course was still required.

Moore mentioned a Library consultation had been done.

Wallace indicated the “recommended prerequisite” listed will be moved into the catalog description.

Question was called on the motion to approve as amended. Motion carried and ANTH 4016/5016 (number changed to ANTH 4010/5010) was unanimously approved.

V. Curriculum Review Procedures for New COE Masters Programs and Associated Courses

Fabio moved, Cyphert seconded to approve COE Masters Programs and associated courses.

TCHRLEADINTL-MA Major in Teacher Leadership for International Educators

EDLEAD 6208 Orientation to TLMS and Educational Leadership

EDLEAD 6210 Culturally Relevant Teaching & Leading

EDLEAD 6212 Teacher Leadership in International Schools

EDLEAD 6240 Technology for School Leaders

EDLEAD 6248 Leading Instruction in Schools

EDLEAD 6249 Leading Learning, Teaching, and Curriculum

EDLEAD 6282 Leading School Growth and Improvement

EDLEAD 6284 Evaluator Approval for Improved Student Learning

EDLEAD 6291 Internship

EDLEAD 6294 Capstone TLMS

EDLEAD 7319 Power, Politics, and Ethics in School District Leadership

Abebe asked why limit this program to teacher leaders.

Gilson replied the curriculum was missing context of international schools.

Cyphert inquired whether or not this program would be well-suited for a domestic student wanting to build a career in another country.

Gilson responded the student would still need some international experience before applying to the program.

Pohl observed the use of local educators in the form of adjuncts indicating the rich experience the students will be surrounded by with people from the industry. She also felt it questionable to begin a whole new program using only adjuncts.

Gilson indicated the program has been in existence since February 2013 and would guess 90% of the program is being taught in-house currently. The program regularly welcomes and seeks advice from international administrators known to UNI over the years and believes the use of adjuncts has contributed to its growth. The only other provider of anything similar to this program is at SUNY-Buffalo where international schools are presently looking to broaden into something else because they are unhappy with a program on campus with adjuncts from places unknown. Gilson indicated this program was to be different, and those working closely with it take great pride in how it has developed.

Pohl inquired whether instructors will teach online.

Gilson responded Continuing Education has been involved for site-based cohorts with instructors on site. American international schools with English as the primary language typically participate – including schools in Egypt, Singapore, Bombay, Brasilia, Guatemala, Shanghai, Hong Kong, etc.

Pace added international schools grew tired of waiting. They wanted something more than what SUNY-Buffalo was doing with superimposing already established programs.

Fontana asked if through Continuing Education will there be a problem if financial support is not there in the future.

Gilson indicated he could not answer that.

Cyphert inquired if there was a cost associated with this program.

Gilson responded the cost listed is what is needed to pay adjunct instructors but most of the time this is done within load.

Pace mentioned there exists a need to plan carefully with these courses as they start at various times throughout the year. Continuing Education has said they are a supporting entity in this, but the decision-making is up to the department. If they want this program to be considered “premier” then should continue working with established connections internationally.

Fontana asked how this program is different than what was offered before.

Gilson responded it was previously offered as a pilot program. The program has learned from that and made changes. A new program has been created that better speaks to the audience and what they are receiving. Students are earning a degree in principalship but can't be certified because they are missing some key coursework.

Fontana asked if the department possesses the ability to handle 40 students.

Gilson replied he and Leigh Martin have been fine so far but may have to adjust as the program grows.

Pohl asked if the Educational Psychology consultation had been completed.

Cutter referenced the note from R. Boody on the Educational Psychology consultation form. A. Peterson contacted R. Boody for more information. R. Boody shared the issue related to course substitution was long-standing and had originally emerged three or so years ago when Educational Leadership sought approval for the current principal MAE program. At that time, Educational Psychology did not approve the course substitution requests. So, with this request, Rob wanted to note and document the concern that programs may become too insular when coursework only comes from one department. He also noted the difference between the two courses. The old EDPSYCH 6214 course content targeted PreK-12 students, while the Ed Leadership course content (6248) targets the adults and leaders who work with the preK-12 students. He noted there are differences between Educational Leadership and Educational Psychology regarding whether or not the course content should target students or the adults who educate the students.

Pace responded there was quite a bit of work between departments a while ago (4-5 years) to get the recipe for EDPSYCH 6214 right. The conclusion was reached that EDPSYCH 6214 just wasn't the course needed. The new course focuses more on the principal as a leader of professional development and learning.

Cutter asked about the non-thesis item of an oral defense of a portfolio and mentioned that it did not indicate a substantial written component.

Gilson indicated a written action resource project would be completed through several different courses within the program. The department is willing to clarify this further within the proposal document.

Mackay stated when there's a new major proposal, non-thesis only requires a specific number of hours. Transfer work is up to the discretion of the department. She asked if there was ever a potential a 5000-level course could be taken and substituted for one of the courses within the program because, as currently written, it wouldn't be allowed. Changing of 6000-level requirement to 22 hours instead of 32 hours would be helpful.

Gilson responded the wording should be left open enough that they can allow some flexibility with future students.

Cutter asked if the group had any questions on the associated new courses and those with minor changes.

Fontana inquired whether or not "school" should be added to the catalog description for EDLEAD 6240.

Gilson and Pace both responded this would be okay.

Fontana asked if prerequisites listed were enforced or if students just needed to be fully admitted to the program.

Wallace indicated consideration should be given to adding "admission to the program or consent of the program coordinator" as admission to the program can be enforced behind-the-scenes.

Gilson and Pace both were in agreement.

Fontana inquired whether or not minor changes to the catalog description for EDLEAD 6284 would be required.

Wallace indicated this would be considered a substantive change.

Question was called on the motion to approve as amended. Motion carried and the MA: Major in Teacher Leadership for International Educators and associated courses were unanimously approved.

Updates to the proposal and associated courses, as discussed, will be sent to Wallace.

AT-MATR Masters of Athletic Training Degree
AT 3060/5060 Athletic Training Administration (online)
AT 3070/5070 Therapeutic Interventions I
AT 3080/5080 Therapeutic Interventions II
AT 3130/5130 General Medical Conditions
AT 3250/5250 Advanced Preventative Health Techniques
AT 6000 Integrated Clinical Experiences
AT 6030 Advanced Acute Care
AT 6100 Clinical Skills & Anatomy
AT 6210 Pathoetiology and Orthopedic Assessment I
AT 6220 Pathoetiology and Orthopedic Assessment II
AT 6240 Evidence-Based Practice
AT 6260 Advanced Orthopedic Pathology & Surgical Interventions
AT 6275 Psychological Aspects of Athletic Injury

Onken asked what the trend was with these programs.

Weiss responded all undergraduate programs will be phased out and eliminated and a 3+2 program will be incorporated instead.

Pohl inquired how this degree differs from the current graduate degree.

Weiss indicated all students in the current program are certified in athletic training. The new program will have students that aren't certified and want to sit for those certification exams. For a while, both programs will run parallel with one another.

Pohl mentioned the program's admission requirements were not in line with that of the Graduate College.

Weiss responded yes, and that will be changed. The GPA needs to be revised and maximum of C-level grades.

Cyphert indicated the proposal did not clarify what the substantial written component of the program was.

Weiss replied the program would have a non-thesis option only and additional information would be provided to Wallace regarding the options for the written component.

Mackay mentioned the need to also list a minimum number of 6000-level hours.

Cutter indicated the department should attach either the missing syllabus or graduate assignment, add the appropriate language to the graduate degree statement concerning GPA, non-thesis requirement, and anything else that might be missing.

Pohl asked how large the cohorts would be.

Weiss responded after touching base with athletic training professional organizations, the numbers are fairly consistent with what was included in the proposal. Cohorts comprised of 10 students are likely.

Cyphert inquired whether the program would be in danger of closing with only 10 students.

Weiss responded the number was comparable to the current group of Masters students.

Pohl asked if current students had been polled for interest in the program.

Weiss replied no but should have plenty of interest outside of Athletic Training undergraduate majors such as athletes majoring in Exercise Science who currently cannot pursue an Athletic Training major.

Cutter asked the department to include more information on where they anticipate drawing the students from, and to reaffirm with the new COE Dean the monetary support and additional transitional cost.

Cutter indicated she understood the need for a new program but why the new degree.

Weiss responded the accrediting body is encouraging the new degree. A mandate requiring the Master of Athletic Training degree is anticipated from the accrediting body. Competencies of the curriculum come from the professional organization so felt important that changes made coincide with what the organization is doing.

Cutter asked the department to more clearly explain why the new degree was needed and to include documentation from the accrediting agency to support.

Pohl asked if all consults had been completed.

Cutter replied all had been submitted.

Moore indicated library consult had been approved.

Pohl asked why the program contained so many new courses.

Weiss responded those courses needed are currently being taken by sophomore students and, because graduate students and sophomores shouldn't really be in the same courses, there will be some overlap in content.

Pohl asked what the budget implications were.

Weiss responded summer offerings will be the main focus. This will have a budget impact initially but, once the undergraduate program is phased out, there shouldn't be as much of an impact.

Corbett added an additional positive aspect of the program is that it will be comprised of five full-time, tenure-track faculty.

Cutter asked why the program was listed as 60-63 hours.

Weiss responded it should really be 60 hours. Clinical integration courses listed as 15-18 per Shoshanna's recommendation as students could take some time off and come back, and this would allow them to continue. The program will emphasize hands on, entry level contact, and linking field experiences to what's going on in the classroom.

Cyphert inquired whether not undergraduates in the program could have already satisfied some of the courses.

Weiss responded students would be divided into different programs depending on their certifications, so this shouldn't be an issue.

Pohl asked about the difference in experience between the undergraduate and graduate student taking AT 3250/5250 and AT 3060/5060.

Weiss replied both will need the same entry level content but will need to include an attachment on AT 3050/5050 yet.

Pohl asked why the hours for AT 6030 were being increased.

Weiss responded there was desire by Shoshanna to make it a 60 credit program and, to do so, AT 6030 was increased from two to three units.

Fontana asked if there would be a problem with this program consisting of students of differing levels of experience.

Weiss replied there were two courses in particular that will more challenging but not impossible. It was found that the current graduate students need and want a review, so it will take some clever teaching initially but eventually students will all be split up and it will be a non-issue.

Fontana asked if there was a better way for students to do their accumulating project that is more technical than research-based as part of a professional program.

Weiss responded a lot of the research currently being done is considered applied/technical.

Discussion concluded. Question was called on the motion to approve pending additional/updated information being provided regarding GPA and grade requirement, stipulation of non-thesis and final written requirement, statement regarding minimum 6000-level hours, explanation and rationale of need for new degree. Motion carried and the AT-MATR: Masters of Athletic Training and associated courses as amended were unanimously approved pending receipt of additional information.

All requested additional information will be sent to Wallace so she can update/add to the proposal.

The meeting adjourned at 12:32 p.m. **The next GCCC meeting will be Wednesday, September 9.**

Respectfully submitted,

Marissa Timmerman
Office of the Registrar

mrt

Cc: GCCC
UCC
Guests