

**The Graduate Council**

**University of Oregon Senate Committee**

**January 13, 2024**

**12:00 pm – 2:00 pm**

**Zoom - <https://uoregon.zoom.us/j/93708419708>**

**Members Present:** Sandra Boone, Ron Bramhall (*ex officio*), Jason Brown, Krista Chronister (*ex officio*), Erik Girvan, Bonnie Gutierrez (*ex officio*), Beth Harn, Maile Hutterer, Leigh Johnson, Gabriela Martinez, Ben McMorran, Kate Mills, Barbara Muraca, Denita Strietelmeier (*ex officio*), Dean Walton (*ex officio*)

**Members Absent:** John Beckermam, [Jesus Ramos-Kittrell](#), Josh Snodgrass, Laura Wellman

**Division of Graduate Studies Staff Present:** Austin Bosworth, Jered Nagel

The meeting was called to order at 12:00pm. Minutes from prior meetings will be approved at the next meeting.

**Standalone MS in Management**

*Guests: Angela Davis, Eren Cil*

Reactivation of Master of Science in Management (MSM) that was previously used for masters-in-passing for doctoral students; now MA degree available for masters-in-passing  
Ten-month program designed for non-business undergraduate students with minimal post-undergraduate work experience to provide fundamental business skills and applied experience to increase career opportunities. In addition, accelerated MBA is available to students who complete the MSM program. Provided overview of learning outcome goals and total credits (45) and list of required courses.

Floor opened for questions

- Asked to clarify distinction between MBA and MSM according to credits
  - o MBA is in the 70s of required credits, 2-year program and specialization
  - o Of 45 credits for MSM, 42 are also MBA credits
- Question around the effect of having students of varying background and experience on classes, and whether MBA classes have room
- Question if one year is sufficient to get a student with little or no work experience ready for career opportunities

- Interaction with Clark Honors College about the program, and advising this program?
- This proposal lists additional FTEs, does the program rely on these additional FTEs and likelihood of getting additional FTEs?
  - o Program would require the additional FTEs if there was full cohort of 50 students
- Summer session included in AY? Not at this time, built for fall, winter and spring, but there are possibilities

The Office of the Provost provided a preliminary labor market analysis for this proposed program. The council decided to delay a vote until the next meeting to give the Office of the Provost time to finalize the analysis. .

### **Revisions to Counseling Psychology PhD Program**

*Guest: Jessica Cronic*

Removal of several courses that are currently required; 165 total minimum credits down to 115 minimum with an expected credit total of most students to be near 130; goal of creating pathway for PhD students to graduate within 4 years, more common to complete in 5 which increases cost burden of students

Open floor for questions

- What is lost when removing these required courses? What is framework for removing?
  - o More hands-on experience through coursework to make up for topics that were covered in these courses; accrediting body does not require the topics that are proposed to be removed
- Asked for reasoning to remove research methods class?
  - o Class is still available if they want, but Psych PhD program focuses on quantitative methods, and reducing barrier to 4-year completion
- What are typical extra courses that students take now and then when changes take place?
  - o Research, Externships

Revision to Psychology PhD Program unanimously approved, contingent upon UOCC approval of final course CPSY 691.

### **Revisions to Accelerated Master's Program in Special Education**

*Guest: Elisa Jamgochian*

Convert the existing SPED Undergraduate Certificate program to a track within the approved Accelerated Master's Program. Streamlines the undergraduate program options, and offers a greater flexibility for students (ability to count credits toward both undergrad and grad degree completion and can complete both the SPED Minor and AMP). Anticipated enrollment of 4 students per year.

In answering questions, they also advised this creates a more concrete path for undergraduates who have chosen special education as their career track and wish to get working on it prior to their graduate classwork. It also potentially reduces the cost of the degree because the AMP means undergraduates can take grad course work at the undergraduate rate.

Unanimously approved to revise AMP in Special Education.

### **Revisions to Education Policy and Leadership MS Program**

*Guest: Ilana Umansky*

Some changes reflect things that have been found over the past 3 years, and to account for reorganization in COE. Changes include rewriting old EDLD classes to become EDST classes, changing Education Policy Analysis from elective to required, normalizing three EPoL electives, and prefix changes for many courses.

Given that 10 of the courses on the Course of Study have not been reviewed yet by the UO Committee on Courses (UOCC), the council decided to delay a vote on this program until UOCC has had a chance to review the courses.

### **Open Discussion**

Some discussion was had around looking at programs that have made revisions (or new programs) several years after the change to determine if the effect is as intended, or if further revisions are necessary. Oregon Rising's goals are also supported by assessing program changes and their effects.

When we have new programs or program revisions, a summary provided by the presenter would be appreciated – bullet points, etc.

The Council adjourned at 1:50pm.