

**MINUTES**  
**The Graduate Council**  
November 14, 2022  
Zoom

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**Members Present:** Ron Bramhall (*ex officio*), Christopher Chavez, Krista Chronister (*ex officio*), Katherine Donaldson (*ex officio*), Aaron Gullickson, Bonnie Gutierrez (*ex officio*), Beth Harn, Satomi Ladd (*ex officio*), Gyoung-ah Lee, Barbara Muraca, Raghuveer Parthasarathy, Hatsue Sato, Keya Saxena, Leslie Straka, Frances White (*ex officio*)

**Members Absent:** Erik Girvan, Jaewoo Kim, Martin Klebes, Rebecca Lewis, Annie Zemper

**Division of Graduate Studies Staff in Attendance:** Tara Kaiser, Jered Nagel, Hannah Schneider-Lynch

**President's Office Staff in Attendance:** Sandy Weintraub

The meeting was called to order at 11:08AM and the October meeting minutes were approved.

**New Graduate Credential Type: Educational Specialist (Ed.S.)**

The College of Education (COE) has submitted a proposal for a new Educational Specialist (Ed. S) degree. This degree is common among school psychology practitioners and individuals seeking advanced licensure or accreditation through the National Associate of School Psychology (NASP) or American Psychological Association (APA). It allows professionals to get advanced training without having to complete a doctorate and is required for some specialist and district level positions. The Ed. S. is course-focused but has some research built into it. A thesis or capstone is not required. This proposal is only to implement the degree type. If approved, separate proposals with program, admission, and course specifics will be submitted for review.

Professor Sylvia Thompson explained that there are currently two programs in COE that anticipate implementing the Ed.S. degree (Education Leadership and School Psychology), and the requirements for each would be slightly different. Education Leadership programs would require both a master's and an Ed. S. whereas School Psychology would only require the Ed.S. This means there is a potential for School Psychology to phase out their master's program. Additionally, this degree type may not be limited to COE, but may be opened to other schools and colleges at the UO.

The Council noticed some discrepancies in the proposal that need to be corrected before a vote can take place:

- Correcting the number of graduate credits required to 45, not 60.
- Clarifying that the residency requirement could be a range of credits from 27-30 depending on the accrediting agency standards, and that 14 of those credits must be independent studies.
  - o The Council thought that 14 credits of independent studies seemed high for a degree that is not research or experience based.

**Adding Eligible Programs to Western Regional Graduate Program (WRGP)**

The WRGP is a program that allows students from specific western states to enroll in approved academic programs at the UO at resident rates. The guidelines on which programs could join the WRGP were previously very strict, but in recent times have become much more lenient. Now, Universities may decide which programs they would like to participate. This proposal describes a process for programs to request entry into the WRGP and requires information such as a rationale and statements that describe how the

program's recruitment, enrollment, and budget will be affected. Because of the budgetary challenges that entering the WRGP could pose, a detailed financial statement from the fiscal manager of the college will be required. The Division of Graduate Studies and the Office of the Provost's financial team would review the proposals. Graduate Council may choose to be involved in the review process as well to create shared governance in determining if a proposal is reasonable.

Below are some general points that the Council noted regarding implementation of this program:

- This program is geared more toward professional or unfunded master's students where cost is a determining factor in their acceptance
- The decision to approve a WRGP application is separate from the admissions process, so a program would not necessarily know that a student is trying to get the WRGP rate
- Allowing more students to have the resident rate could mean an increase in the number of fellowships available
- Impact on summer credits
- Examples or success stories from other universities utilizing this program would be helpful

### **Supervised College Teaching Credits**

This is a proposal submitted by the Division of Graduate Studies to eliminate the generic course 602, Supervised College Teaching Credits. An issue arose with the GTFF that some units are unintentionally using 602 courses in a way that goes against the CBA. The 602 course description states that graduate students will take responsibility for activities such as teaching or grading, however, these are GE-related duties, and in order to participate in these types of activities, students must be hired as a GE and receive compensation. Eliminating 602 would mean that programs who use this course must resubmit a proposal through CourseLeaf to categorize it under a more fitting number.

The Graduate Council offered their thoughts and suggestions:

- Units use the 602 course number in a variety of ways and does not necessarily always involve teaching
- Some programs use 602 as a GE training course with a designated instructor to provide mentoring or feedback
- It may be possible to categorize supervised teaching under a 605 or as a seminar
- Instead of eliminating 602 completely, the course description could be revised, calling it "teaching experience."
- This could be a bargaining point with the GTFF to change the boundaries on what graduate students are allowed to do in order to get holistic training

The Division will consider feedback received and revisit this topic.

### **Revisions to Graduate Student Types**

To improve reporting and student identification, the Division of Graduate Studies' Jered Nagel and Hannah Schneider-Lynch worked with Office of the Registrar to revise the classification and coding of certain types of students. These student types include certificate, non-degree seeking (licensure), international exchange, pre-masters, post-masters, and post-doctoral. There are only about 20 students per year who fall into these categories.

The proposal involves making changes to already existing codes or creating new codes depending on what the students are pursuing. Hannah had been in contact with all departments that may be affected this change and received no negative feedback. The Graduate Council had no issues with this proposal.

### **Other Items by Graduate Council Members**

- The policy and process for performing duplication checks for graduate courses was mentioned as a future agenda item. It was proposed that graduate level courses, statistics for example, be allowed to exist within a graduate program without having to be cross-checked with the Math department's statistics course. Ron Bramhall mentioned that the Senate already has a task force reviewing the course approval process, so he can share this idea with them.
- The proposal on Microcredentials will be presented to the Senate on November 30<sup>th</sup>. It was previously presented to the Senate Executive Committee, and the Division of Graduate Studies received the following feedback:
  - o Concern about why the name selection was not unanimous
  - o Need more clarity on how programs will be vetted, how tuition and fees will be set, how it compares to "boot camps."
  - o Would like to see more examples of potential programs and why they are useful

The Council adjourned at 12:44pm

Respectfully submitted,

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Leslie Straka  
Graduate Council Secretary