Members Present: Ron Bramhall (*ex officio*), Christopher Chavez, Krista Chronister (*ex officio*), Andre Djiffack, Katherine Donaldson (*ex officio*), Alexis Garcia, Aaron Gullickson, Stephen Hallmark, Beth Harn, Volya Kapatsinski, Gyoung-Ah Lee, Leslie Straka, Frances White (*ex officio*)

Members Absent: Ihab Elzeyadi, Isaac Gomez, Jaewoo Kim, Huaxin Lin, Julia Pomerenk (*ex officio*)

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

The meeting was called to order at 3:32pm.

**Entrepreneurship Specialization Changes**

Professor Andrew Nelson joined the Graduate Council meeting and provided an overview of this specialization and its changes. The two major changes in the proposal include (1) allowing it to be open to all graduate students rather just MBA students, and (2) decreasing the minimum credits required from 27 to 16, which more closely aligns it with other specializations across campus. This decrease in credit was made possible by reducing the number of required electives, and incorporating the accounting course into required management courses.

There were two generic courses in the proposal that caused some concern among the Council, but Andrew clarified that 607 will involve an experience in a non-credit-bearing way, and that 609 is currently being regularized as 655.

Associate Professor Christopher Chavez motioned to approve the proposal. Associate Professor Aaron Gullickson seconded, and the Council was in agreement.

**Piano Pedagogy Specialization**

Associate Dean Leslie Straka provided a brief overview of this proposal. She explained that this specialization will allow graduate students to study piano pedagogy concurrently in their degree without having to pursue the Master’s degree and complete a terminal project. All courses under this specialization are regularized.

Associate Professor Beth Harn motioned to approve the proposal. Vice Provost Krista Chronister seconded, and the Council was in agreement.

**Policy Discussions**

**16 Credit Limit on Graduate Classes Taken as Undergraduate for Accelerated Master’s Programs (AMPs)**

As an overview, AMPs allow students to obtain both a Bachelor’s and Master’s degree by compressing coursework into a 5 year program, saving time and money. AMPs also commonly include applied experiences that prepare students for the job market post-graduation.

The current guidelines in place at the UO allow a maximum of 16 credits to be (1) applied toward graduate credit, (2) shared between graduate and undergraduate credit, or (3) split between the two. How those 16 graduate credits are utilized is at the discretion of the program. There is currently no data or guidance on what the ideal credit limit should be, and the policies vary widely across AMP programs at different universities.
Professor Shannon Boettcher joined the Graduate Council meeting to request an increase in the credit limit from 16 to 24 so that his proposed Electrochemical Technology AMP will be compliant with University policies. This Electrochemical Technology AMP involves 16 shared graduate/undergraduate credits and an additional 8 credits to be applied toward the graduate degree. Students in the program would complete all undergraduate and core Master’s coursework in their first four years, then spend their fifth year in a paid internship. He notes that attempting to fit the program in the 16 credit limit would be difficult because the courses are integrated, and splitting them up would result in overlap and extending coursework into the fifth year.

The Graduate Council agreed that requests like this are likely to reoccur as more new AMPs emerge, so the 16 credit limit should be reevaluated. The Council proposed the following options for amending the policy and proceeding with Shannon’s request:

1. Raising the credit limit to 24 and allowing a program to share, reserve, or split credit as they choose
2. Raising the credit limit to 24 but allowing only 16 credits to be shared and 8 credits to be reserved for graduate level
3. Amend the policy to allow for exceptions to be made on a case-by-case basis
4. Limit the cap for Electrochemical Technology only so that it doesn’t affect other programs

A vote will be solicited by email, and once a decision has been made, the proposal to change the policy will be submitted to Senate.

Another general topic that was briefly mentioned, was the potential for structural inequities between AMPs and traditional Master’s programs, whereas AMPs appear to be of greater benefit to high-achieving high school students and undergraduates, and may undermine students with families, jobs, or limited resources. Krista Chronister will be gathering institutional data for a long term study that will provide clarity on this potential issue.

Course Regularization Policy: Proposal to allow 601, 604/704, 605/705, 606/706, 507/607/707, and 508/608/708 to be listed as degree requirements

In the last Graduate Council meeting, members approved a proposal to allow 609 Terminal Project or Capstone courses to be listed as a degree requirement. The Division of Graduate Studies proposes moving forward in a similar fashion with other generic courses by (1) allowing them to be required for graduate degrees, (2) providing guidance on what the credits should look like, and (3) regrouping similar experiences more appropriately.

This proposal would allow for more collaboration and oversight between the Division of Graduate Studies, Registrar, and academic departments. They would work together to set minimum standards and provide a structure that ensures proper course criteria, activities, and student education, but also remain flexible enough to prevent frequent revisions.

Frances White noted that when revisions are made and courses come back through the review pipeline, however, that it allows for University oversight on course content. Removing the need for revisions also removes a level of review where certain incompliances would be caught. Doing this means that great emphasis must be placed on enforcing the policies at a department level. Some options for ensuring adequate oversight include:

- Adding the generic course recommendations to the Individualized Course Plan form and using it to hold departments accountable
- Providing department training on how to review these forms for compliance
- Entering generic courses in Course Leaf and documenting quality control audits
Frances White also added that, for transparency, the proposal must also specify why this policy exists, and that the Division should consider a general policy on how many generic courses a program will allow.

Krista Chronister will consider the feedback received and revise the proposal.

**Announcements**

**SPEAK Test/Policy for non-native English speaking GEs**

Division of Graduate Studies funding for AEI’s language development classes for students who scored below a certain SPEAK test proficiency will come to an end in June 2022 which will affect the English language proficiency waivers for international applicants. The Division plans to initiate a new waiver process that involves a test, rather than coursework, and have test fees covered by Division funds. According to data, this change is expected to impact about 30 students per year, mainly teaching GEs who assignments are restricted based on their test scores.

This topic and additional ideas will be discussed more thoroughly in the next Graduate Council meeting.

**Pass/No Pass Proposal**

Professor Beth Harn mentioned that Academic Council is revisiting the Pass/No Pass proposal that was implemented in spring 2020 that allows students to choose whether any class can be taken as Pass/No Pass. An extension through spring 2022 has been granted for undergraduates, so the Graduate Council will also need to revisit this topic in the near future for graduate courses.

The Council adjourned at 5:01 PM.

Respectfully submitted,

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Leslie Straka
Graduate Council Secretary