**MINUTES**  
The Graduate Council  
February 9, 2022  
Zoom

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

**Members Absent:** Andre Djiffack, Ihab Elzeyadi, Alexis Garcia, Jaewoo Kim, Huaxin Lin

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

The meeting was called to order at 3:33pm.

**MS in School Psychology Changes**

School Psychology Professor Laura Lee McIntyre joined the Graduate Council meeting to provide an overview of the proposed changes to the master's program in School Psychology. She stated that most of these changes are in response to feedback received from the National Association of School Psychologists (NASP), who recently performed a site visit and program review. Other changes are to more closely align the curriculum with what is currently being offered, i.e. converting long-time substitute classes to required, dropping classes that are no longer relevant, etc. School Psychology is also planning to open a second site in Portland to recruit more master’s students, and has received support from Dean’s Office, Office of the Provost, and NASP.

Professor Aaron Gullickson motioned to approve this proposal. Professor Christopher Chavez seconded the motion, and the Council were in agreement.

**New Accelerated Master’s Program (AMP) in Special Education**

Special Education and Clinical Sciences Professor Stephanie Shire joined the Graduate Council meeting to provide a summary of the proposal for a new AMP in Special Education. The program allows undergraduate students pursuing a minor in Special Education to take 11 graduate credits as a senior toward a master's degree. Stephanie says that this program is intended to be a recruitment tool into the master's program, since there is no undergraduate major. The department has received interest from students in CDS, FHS, Psychology, and Sociology programs.

UOCC Representative Frances White pointed out that the proposal has generic courses 406 and 407 listed as required, which must be corrected. Professor Beth Harn confirmed that these courses are currently in the process of being regularized.

Professor Aaron Gullickson motioned to approve this proposal pending the regularization of generic courses. Professor Christopher Chavez seconded the motion, and the Council were in agreement.

**New Grad Certificate in Institutional and Organizational Conflict Management**

The Graduate Council reviewed and discussed this proposal for a new Certificate which is housed in the Conflict & Dispute Resolution (CRES) Program within the School of Law. It requires a minimum 26 credits (14 credits plus 12 credits of electives) and can be taken as a stand-alone option alongside the master’s in CRES or other graduate programs.
It was voiced that having a certificate alongside a master’s seemed redundant, but Vice Provost Krista Chronister clarified that the certificate reads as a credentialing option, particularly for those already practicing in their careers.

Professor Christopher Chavez motioned to approve this proposal. Professor Aaron Gullickson seconded the motion, and the Council were in agreement.

Policy Discussions

AMP Credit Limits

Within the current AMP structure, a maximum of 16 credits is allowed to be shared across undergraduate and graduate degrees, and the Council continued its discussion on whether or not this should be changed. Vice Provost Krista Chronister and Assistant Vice Provost Jered Nagel distributed a proposal that included the following 5 options in changing the policy:

- **OPTION 1**: Do nothing; keep 16-credit limit.
- **OPTION 2**: Keep the 16-credit cap and add a clause that Graduate Council will consider proposals with higher credit limits on a case-by-case basis.
- **OPTION 3**: Set 16-credit limit for shared courses (those meeting requirements for both degrees), but allow an additional 8 to 12 credits to be reserved for transfer to the master’s.
- **OPTION 4**: Amend credit limit to specific number cap (perhaps 24).
- **OPTION 5**: Amend credit limit to percentage of total master’s degree credits (perhaps 50%).

Council members voiced their opinions and preferences in regard to the options above:

- Options 2 and 5 seem to provide the greatest level of flexibility, however:
  - With Option 5, there is concern that programs will increase the total credits so that students can take more graduate courses even if it’s not necessary.
  - 50% seemed too high for some Council members.
  - Option 2 at least requires programs to provide a reason for increasing the credit amount, and provides some visibility on what programs are wanting. This option would allow the Council to make a more concrete decision later on.
- Option 3 combines the AMP policy with the current reservation of credit policy, where 12 credits may be applied toward the master’s degree. This option also allows AMP students to utilize both policies and share credit across degrees rather than strictly reserving them for the master’s.

The Council abstained from voting on any single Option and instead agreed to combine Options 2 and 3. Krista and Jered will draft a new proposal that has the parameters of Option 3 and a clause that states that programs with proposals outside of these parameters must make a case for it to be considered. Associate Vice Provost for Academic Affairs Ron Bramhall will then present the new proposal to the Undergraduate Council for discussion.

Proposal to allow generic courses to be required for graduate degrees

In a previous meeting, the Graduate Council voted to allow 609 terminal project or capstone to be required for graduate degrees. This current proposal is to expand that policy across other generic course numbers. It specifies that if a program wants to require a generic course for a graduate degree, they must 1) explain how it is reviewed by appropriate faculty within the college or department, 2) describe the course outcome in their proposal in Course Leaf, and 3) include a process on how the course is overseen if the outcome changes.

Frances White noted that the proposal also needs to clearly state that these generic courses are for special experiences that do not resemble a course, and that actual courses must go through the regularization process. Professor Aaron Gullickson mentioned that Seminars often look more like
courses, which causes confusion. Frances suggested replacing Seminar with Colloquium and making sure programs include clear expectations of what activities students must do for credit. It was also suggested that any reference to "course" be changed to "workshop" or "colloquium," so that it’s clear that it cannot be used as a course.

Krista will take these suggestions into consideration, revise the proposal, and present it again in a future meeting.

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

There are currently guidelines and restrictions on the types of teaching positions that GEs can obtain based on their English speaking proficiency as determined by the SPEAK test or speaking section of the TOEFL or IELTS. If GEs do not meet a certain proficiency requirement, they are placed into language development courses offered by AEI. However, the Office of the Provost decided that these courses can no longer be offered after this year because the Division of Graduate Studies can no longer fund them. The Graduate Council must review this policy and explore other options.

AEI Executive Director Cheryl Ernst joined the Graduate Council meeting to further elaborate on the issue and provide suggestions for consideration:

- The proposal is to condense the 2 languages courses currently offered by AEI into 1, however, course funding remains unknown.
  - There would have to be dedicated faculty to develop the course and accreditation may be needed.
  - Under the current funding model, tuition for these courses go to the student’s home department, not AEI, which is an issue.
  - It may be possible for the Division of Graduate Studies, AEI, or a combination of both to provide funding.
- Though these courses are in high demand, it is difficult for students to register for them given their academic workload, and this course usually puts them over the tuition waiver limit.
- A department conducting its own teaching demonstration is problematic because evaluators must separate teaching ability from oral proficiency, which is a challenge.
  - There must be guidelines on who observes, what the rubric is, how results are communicated, how evaluators are trained, etc.
  - Krista clarified that departments would not have to designate their own evaluator unless the Graduate Council deemed that the best option, however this could create discontinuity across campus
- Suggest Initial View test instead of SPEAK

Due to time constraints, Krista will have to discuss Cheryl’s points with the Graduate Council at a later time in order to develop thoughtful guidance. This is an immediate need because programs are currently trying to make GE assignments for students being admitted with the lower proficiency scores.

**Holdover Items**

- MA Language Policy

The Council adjourned at 5:01 PM.

Respectfully submitted,
Leslie Straka
Graduate Council Secretary