

**GRADUATE COUNCIL
MINUTES**

April 14, 2014

Approved September 15, 2014

Present: John Abbott, Mark Bradbury, Keith Davis, Mary Englebert, Patty Dale, Holly Hirst (for Katrina Palmer), Marie Hoepfl, Edelma Huntley, Vachel Miller, Martin Root, Robert Sanders, Jennifer Snodgrass, Mary Valante, Peg Werts

Excused: Scott Collier, Pollyanne Frantz, Sandra Krause, Dwayne McSwain

Absent: Joseph Cazier, Susan Davies, Ray Easterlin, Randy Edwards, Louis Gallien, Alex Johnson, William Pelto, Fred Whitt

1. Dr. Huntley called the meeting to order and introduced Dr. William Schumann, Director of Appalachian Studies (full-time effective May 1).
2. It was moved (Hoepfl) and seconded (Werts) that the minutes of the March 17, 2014 meeting be approved. Motion carried unanimously.
3. Dean's Reports
 - Effective immediately all graduate assistants classified as graduate teaching assistant/instructor of record must fill out the Faculty Certification of Credentials form. During the SACS visit, the university was cited for instructors of record not having completed 18 hours in the discipline. UNC-GA is revising the TA training report.
 - Affordable Care Act. Any university employee employed for 30 hours a week for 3 months is eligible to receive university-provided employee health insurance (\$4K per year per employee). Appalachian will monitor its payroll, and the UNC-GA will monitor system-wide. If one institution falls out of compliance, the entire University system will get fined.
 - The Graduate School contracted with several regional public radio stations to run recruitment advertisements. During Graduate Education Week, advertisements ran on WETS. Additional ads will run close to Commencement and Graduate Education Day in May.
 - Recruitment posters being printed: 1) What you can do with a graduate degree? 2) Grad School? Of course you can! 3) Accelerated Admissions (4+1)
 - Forty students are scheduled to begin taking graduate courses through the Accelerated Admissions program in Fall. During Open House Lloyd Scott mentioned accelerated admissions in his opening remarks which resulted in numerous inquiries.
 - May 21 is Graduate Education Day at the Capital in Raleigh. The two graduate students selected to represent the Graduate School are Jessica Alley (Exercise Science, mentor Scott Collier) and Bryce Oakley (Technology and Environmental Design, mentor Marie Hoepfl).

4. Old Business

Thesis and Dissertation Issues: Report from Working Group (Attachment I)

- A. Members: Chair Holly Hirst, John Abbott, Alecia Jackson, Jeff McBride, Vachel Miller, George Olson, Rob Sanders
- B. Four main issues emerged:
1. Role of the committee chair and members. Committee chairs are responsibility for oversight. If writing is not up to par, the student should seek help, e.g., Writing Center, editor, faculty willing to review. Perhaps the student needs to transition into a non-thesis option.
 2. Alternate formats for organizations.
 - The thesis/dissertation should be original work not previously published. Papers prepared for submission are acceptable provided the student is the primary author or most important contributor to the work. Papers already published should be cited and summarized if relevant to the new work presented in the thesis/dissertation.
 - Other products (websites, videos) are reasonable as portions of the thesis/dissertation, but the disciplinary context, background, rationale, and/or motivation for the product should be included in the manuscript. Retrieval/reading different types of media may be problematic.
 3. Post-defense manuscript quality. Thesis editors identified a small subset of graduate programs in which the manuscripts require extensive corrections. The Graduate School should seek additional information to identify what the root causes are in particular programs.
 4. Defining differences between and basic characteristics of senior honors, master's and doctoral work. How do you differentiate between levels of scholarly production? Master's and doctoral work should involve analysis, synthesis, and/or evaluation of newly created or existing knowledge with the purpose of advancing the discipline or applying the knowledge to a specific situation.
- C. **MOTION:** It was moved (Werts) and seconded (Bradbury) that the Graduate Council endorse the report.
VOTE: Motion carried unanimously.
The Thesis/Dissertation Handbook will be updated to reflect these discussions.

5. New Business

Curriculum Proposals: College of Business

- *COB-BATF-2013-03. CIS 5750 Web Analytics (3). On Demand. To be included in the course requirements for the Master of Science in Applied Data Analytics with the prefix CIS.*
- *COB-BATF-2013-04. ECO 5640. International Economic Policy (3). On Demand. To be included in the course requirements for the Master of Science in Applied Data Analytics.*

- *COB-BATF-2013-05. Change CIS 5850. Applied Analytics Project (1-6). From three (3) credit hours to a flexible (1-6) credit hours. The hours may be repeatable for credit up to 9 hours and change the course name to " Applied Analytics Project"*
- *COB-ECO-2013-04. ECO 5640. International Economic Policy (3). On Demand. Request for a change of ECO 5640 "International Economic Policy" to "International Macroeconomics".*

Note: The CIS proposals were withdrawn and will be resubmitted Fall 2014.

MOTION: Approve ECO 5640 (COB-ECO-2014-2) changes with the following clarifications:

1. The effective date on the changes is Fall 2015
2. The list of actions should be: Change ECO 5640 as follows.
 - a. change title from "International Economic Policy" to "International Macroeconomics,"
 - b. change prerequisite
 - c. change bulletin description (note - this seems like a lot, but it is my understanding that it is mainly a clarification of what is in the course.

Note: The new version of the course is considered close enough to the original version that the number should remain the same.

3. Remove the senior standing statement from the graduate level bulletin description -- this is only needed in the undergraduate bulletin.
4. Include the frequency of offering (On Demand).

Bulletin description with these edits:

ECO 5640. International Macroeconomics (3). On Demand. This course aims to provide a basic knowledge of how international financial markets work. It is a combination of lectures and discussions covering theory and real-world policies, events, and evidence. The course can be broadly divided into three parts – foreign exchange markets, international financial transactions, and economic policies. The first part focuses on exchange rate behavior, foreign exchange rate markets, the determinants of the exchange rates. The second part of the course studies international financial transactions in a global macroeconomy. The goal of the last part of the course is to understand how the choices governments make about monetary and fiscal policies, or about exchange rate regime and capital mobility, affect economic outcomes, and why crises occur. Prerequisites: ECO 2040 (Principles of Economics-Macro). [Dual-listed with ECO 4640]

VOTE: Motion carried unanimously. No abstentions. None opposed.

Report from Ad Hoc Working Group pm Interdisciplinary Minors and Certificates (Attachment II)

- A. Chaired by Mark Bradbury, discussion contributors included Rob Sanders, Ed Rosenberg, Herb Brown, Kellie Reed-Ashcraft, Barbara Howard, Maggie McFadden, and Katherine Ledford.
- B. The Graduate Bulletin states that graduate minors consist of 8-12 credit with “no restrictions on double counting courses in the major and the minor, except that students may not receive both a major and a minor in the same discipline.”
- C. There are 11 graduate minors on the books – 8 functionally nonexistent. Interdisciplinary minors should be planned using existing course offerings. These courses can be taken as electives in the major.
- D. Departments should consider complementary programs that would enhance degree programs, making sure increased enrollment can be handled with existing resources. Departments will benefit by increased credit hours of production. Departments might consider beginning with a minor then work toward a certificate. Examples of interdisciplinary options included business, nonprofit management or entrepreneurship.
- E. A next step in the graduate program review process is to review graduate program minors, certificates and concentrations. It was suggested that a function of the Graduate Council include being in charge of interdisciplinary certificates.
- F. Credit hours for minors (8-12 or 8-12+) will be determined when the minor is developed. Approval for a new minor goes through curriculum channels but does not require off-campus approval.

MOTION: It was moved (Hirst) and seconded (Snodgrass) to endorse leaving the wording in the Graduate Bulletin policy. Motion amended to change the Graduate Bulletin to state you cannot get a major/minor in the same discipline/name, but you can get a minor/concentration with the same name. Note: AP&P action required on this amendment to change the wording. Motion was withdrawn, leaving the Graduate Bulletin as is.

6. Other

- A. Dr. Davis reported there were over 100 applicants for the Chancellor’s, Lovill, and Provost Scholarships. Appreciation was expressed to Drs. Sanders, Snodgrass and Valante for their service on the Subcommittee for Awards and Recognition. The Dean’s Office will follow-up with the list of scholarship recipients.
- B. Report from Grants Resources and Services (See Attachment III)

7. Motion (Hirst) and second (Davis) to adjourn. Motion carried.

Attachment I

Thesis-Dissertation Work Group

Present: John Abbott, Library and Graduate Council; Holly Hirst, Mathematical Sciences and Graduate Council; Alecia Jackson, LES and Doctoral Program; Jeff McBride, HLES; Vachel Miller, Doctoral Program; George Olsen, LES and Doctoral Program; Rob Sanders, Graduate School.

Chair: Holly Hirst

The group met on Wednesday, April 2, 2014, 9-10:40 AM. The conversation centered on the topics below (not necessarily in that order). The main ideas emerging from this initial conversation are summarized below.

Topic 1: Role of committee chair and members

Committee Chairs should accept responsibility for oversight of the thesis/dissertation process, including ensuring that both the content is adequate for a thesis/dissertation in the field and the manuscript is stylistically and grammatically correct. This may mean that students who are not strong writers are encouraged or required to seek assistance – a committee member with strong writing skills, the writing center, paid editing services, etc. – beyond what the Committee Chair can provide.

"Developing and applying skills in current research and/or professional practice" and "communicating ideas from the discipline effectively" are the two fundamental learning outcomes common to all of the graduate programs at Appalachian. Students' progress in both writing and research techniques should be evaluated before the semester of registration for thesis credit if possible. If the problems emerge during the semester of registration for thesis credit, the Committee Chair should work with the Graduate School to change the enrollment from thesis to another suitable course (independent study, research project, etc.) as early as possible in the semester.

Topic 2: Alternate formats or organizations

The existing alternate format for master's theses (introductory material and then one or more articles prepared for submission) makes sense vis-a-vis progress toward the goal of having students submit their results for publication.

The thesis/dissertation should be original work that has not been published previously. Papers prepared for submission are acceptable provided that the student is the primary author or most important contributor to the work. Papers that have appeared in print already should not be included in the thesis/dissertation, but instead cited and summarized if relevant to the new work presented in the thesis/dissertation.

Other "products" – websites, applets, manuals, sound or video files, etc. – are also reasonable as portions of theses/dissertations, but the disciplinary context, background, rationale, and/or motivation for the product should be included in the manuscript.

Topic 3: Post-defense manuscript quality

Analysis of the data on time spent by thesis/dissertation readers identifies a small subset of graduate programs in which the manuscripts require extensive correction. The Graduate School should seek additional information to identify what the root causes are in these programs, and work with the departments to clarify expectations and offer solutions.

The readers should be coached to remember that some stylistic features (voice, tense) may vary from the rigid standard for particular disciplines, and so offer corrections of those kinds as suggestions rather than requirements.

Topic 4: Defining differences between and basic characteristics of senior honors, master's, and doctoral work

Each field, and even a subfield within a field, may have a different view on how to differentiate between these levels of scholarly production, and so working toward a University-wide description is problematic.

Master's and doctoral work should involve analysis, synthesis, and/or evaluation of newly created or existing knowledge with the purpose of advancing the discipline or applying the knowledge to a specific situation.

Attachment II

To: Graduate Council

From: Mark D. Bradbury, Chair

RE: Report from Ad Hoc Working Group on Interdisciplinary Minors and Certificates

Date: April 14, 2014

An ad hoc Working Group on Interdisciplinary Minors and Certificates met on March 25 and April 2 to discuss a variety of issues related to the creation of interdisciplinary graduate minors and/or certificates. A number of observations and potential proposals were discussed.

Graduate offerings at AppState tend to occur within a particular discipline – there are relatively few interdisciplinary degrees/majors, certificates, or minors. Notable exceptions include Appalachian Studies, Women’s Studies, and concentrations within majors.

If the Graduate Council chooses to prioritize the development/reinvigoration of interdisciplinary offerings, then the working group recommends that this initiative focus on minors as a ‘first step’.

Whereas certificates can be taken by students who are, and are not, enrolled in a degree program, students must be enrolled in a degree program in order to complete a minor. Thus, the notion of the ‘intended audience’ is simplified. If a newly created interdisciplinary minor proves to be successful in terms of enrollment and administrative management, then this could provide the foundation for the development of a new interdisciplinary certificate and/or major.

Per the Graduate Bulletin, graduate minors consist of 8 – 12 credits with “no restrictions on double counting courses in the major and the minor, except that students may not receive both a major and a minor in the same discipline.” This is largely similar to how minors operate at the undergraduate level.

The prospect of interdisciplinary minors was appealing because they could be a mechanism by which students earn a second credential with minimal ‘cost’. Since coursework can count toward both the major and minor and that the transcript notes the completion of minors separate from majors, the working group felt that this could be both a recruiting tool and a credential that could improve the competitive advantage of our students/graduates. The ‘cost’ to the student is reduced flexibility in the choice of electives.

There are currently eleven graduate minors. Eight of these share two characteristics: they are intra-disciplinary and rarely attract students.

Per the Graduate Bulletin, a student completing a minor must take a critical mass of elective coursework from a discipline/department outside of the major discipline/department. This could serve to dilute enrollment in electives within the major discipline, thereby creating a disincentive for major advisors to encourage students to complete a minor.

A newly-created interdisciplinary minor, however, could overcome this dynamic by creating a sharing of students, and student credit hours, among participating disciplines.

Three existing graduate minors deviate from the dominant pattern. Appalachian Studies is interdisciplinary in nature, however it has not attracted students from other majors in recent years. Both minors housed in the Department of Philosophy and Religion, Philosophy and Religious Studies, have attracted students in recent years. A conversation with the Chairperson revealed that these enrollments were the result of students seeking out the minor, rather than the department working to generate interest and enrollment.

In terms of generating student enrollment, the working group generally agreed that any new minors ought to be interdisciplinary in nature. Further, such minors need to be relatively self-implementing, which is to say easy for students to complete in terms of the course offerings.

Thus, any new interdisciplinary minors ought to consist of courses that already exist and are offered regularly. Potential benefits could be under-cut if students have difficulty scheduling the courses linked to the minor. Similarly, advisors are more likely to encourage students to add a minor if it is clear what the associated courses are.

An important caveat is that not all degree programs afford the degree flexibility necessary for students to complete a minor. Thus, this initiative is only relevant for students in certain majors.

Enduring Questions

- What is the timetable for the review of graduate minors, certificates, and concentrations?
 - o As part of the review process, the disciplines housing existing graduate minors could be asked to examine the minor in light of this discussion
- What is the approval process for new graduate minors?
 - o Does it go to the General Administration?
- Are there any implications for SACS, or any other external stakeholder?

Proposals for the Graduate Council to consider:

- Leave the Graduate Bulletin verbiage as is (i.e. “8 – 12 semester hours” and “no restrictions on double counting courses in the major and the minor, except that students may not receive both a major and a minor in the same discipline”)
- Adopt a forgiving notion of what is meant by “the same discipline”
 - o A new, interdisciplinary minor will need a ‘champion’ in the short –term, and point of contact for students, etc. going forward
 - o Such a point of contact is likely to be a graduate faculty member in a discipline that already delivers a graduate program(s)
 - o If a new interdisciplinary minor is given a name and CIP code that is distinct from any current degree program(s), then have it be regarded as a different discipline for the purposes of enforcing the Graduate Bulletin
 - Irrespective of who the point of contact is, or what other programmatic responsibilities the faculty member may have
- Encourage proposals to rely primarily on existing courses that are offered regularly
 - o Define ‘regularly’ as at least every other year

Thanks to the following who participated in the working group discussion: Rob Sanders, Ed Rosenberg, Herb Brown, Kellie Reed Ashcraft, Barbara Howard, Maggie McFadden, and Katherine Ledford

2013-14 Graduate Bulletin & Course Catalog

[>return to bulletin contents](#)

Minors

A graduate (MA) minor consists of 8-12 semester hours in certain approved subjects and is intended to complement a the program of study for a master's degree. Those areas that offer approved minors are listed below, and the specific requirements are detailed in the section for the program in this bulletin.

- Appalachian Studies (203/05.0199)
- English (235/23.0101)
- Family and Consumer Sciences (527/19.0101)
- Geography (241/45.0701)
- History (248/54.0101)
- Philosophy (104/38.0101)
- Physics (272/40.0801)
- Psychology (276/42.0101)
- Religious Studies (105/38.0201/38.9999)
- Romance Languages/French (222/16.0999)
- Romance Languages/Spanish (223/16.0999)

Students wishing to pursue a graduate minor must inform the Graduate School and complete the required coursework. The coursework for the minor must be approved by the department housing the major and the department housing the minor. There are no restrictions on double counting courses in the major and the minor, except that students may not receive both a major and a minor in the same discipline.

**Minor Program Enrollments
Currently Active Graduate Level Programs Only**

Minor_Level	MinrCollege	MinrDept	MinorCode	Minor_Title	Fall Terms					5-Year Total		
					2009	2010	2011	2012	2013			
GR	AS	A S	203	Appalachian Studies							0	
		ENG	235	English							0	
		GHY	241	Geography							0	
		HIS	248	History	1		1				3	
		LLC	222	Romance Languages/French							0	
			223	Romance Languages/Spanish							0	
		P&R	104	Philosophy	2	4	1		4		11	
			105	Religious Studies					2		2	
		PHY	272	Physics							0	
		PSY	276	Psychology							0	
		FCS	527	Family and Consumer Sciences							0	
		GR Total					2	5	1	3	5	16

Note:

Duplicated headout: Students with more than one minor are included in each minor in the above counts.

Attachment III

Grants Resources & Services

APPALACHIAN STATE UNIVERSITY

**Graduate Council / April 2014
Report from Dr. Pollyanne Frantz, GRS Director**

Initiatives:

- REACH NC expertise database: Frantz and Amy Love continue to work with campus contacts and the UNC General Administration to test tools and processes for developing robust faculty profiles in the expertise database
- Appalachian Women Scientists (AWS): Pollyanne Frantz and Amy Love now are serving as principal investigator and co-principal investigator, respectively, for the second year of the Elsevier Foundation New Scholars grant
- Internal grant program processing: Spring 2014 University Research Council Grants program.

Upcoming events:

- Graduate Education Week 2014: Grant Proposal Writing (April 7)
- Women Scientists: Establishing and Developing Research Agendas (April 25)