GRADUATE COUNCIL
MINUTES
January 27, 2014
(Approved February 17, 2014)

Present: John Abbott, Joseph Cazier, Scott Collier, Patty Dale, Mary Englebert, Pollyanne Frantz, Dru Henson, Holly Hirst (for Katrina Palmer), Marie Hoepfl, Edelma Huntley, Sandra Krause, Vachel Miller, William Pelto, Martin Root, Robert Sanders, Jennifer Snodgrass, Mary Valante, Peg Werts

Excused: Mark Bradbury, Keith Davis, Dwayne McSwain, Glenda Treadaway

Absent: Susan Davies, Ray Easterlin, Randy Edwards, Louis Gallien, Randy Gonzalez, Alex Johnson, Fred Whitt

Guests: Roma Angel, Lee Baruth, Cathy Clark, Susan Colby, Carl Eby, Lisa Freeman, Damiana Gibbons, Ellie Hoffman, Sarah Jordan, Monica Lambert, Katherine Ledford, Nita Matzen, Kurt Michael, Lauren Renkert, Susan Roggenkamp, Tracy Smith, Susan Staub, Woody Trathen, Amy Trawick

Dr. Huntley called the meeting to order and acknowledged guests. In his role as Associate Dean, Dr. Robert Sanders will serve as Deputy-Chair of the Graduate School.

It was moved (Dr. Werts), seconded (Dr. Root) and unanimously approved that the minutes of the November 18, 2013 be accepted.

Announcements
- The 3-Minutes Research winners (Alex Kirk, Clinical Psychology, mentor Kurt Michael; Scott Hopkins, Appropriate Technology, mentor Marie Hoepfl; Amber Mellon, Mathematics, mentor Mark Ginn) gave presentations to the Board of Governors on January 9.
- Enrollment Management (See Attachment 1.) The University is making enrollment projections for 2014-15. The Graduate School is asked to admit 250 more graduate students. Admitting 1 graduate student equals 4 undergraduates. Recruitment efforts include on-campus Open Houses for undergraduate students and First Friday open houses for prospective off-campus applicants. The Graduate School encourages programs to reach out to uncommitted applicants. Kudos to Dr. Lee Baruth and the HPC department which is responsible for 20% of all applications in 2 programs.

NEW BUSINESS – Curriculum Proposals
Dr. Holly Hirst will substitute for Dr. Katrina Palmer in Mathematical Sciences for Spring 2014. Dr. Hirst will continue to chair the Curriculum and Policy Committee through Spring 2014. Motions from the committee were distributed to the Council.

Item of Information: Languages, Literatures, and Cultures. **CAS_LCC_2013_05**. Add a new "Accelerated track for Spanish College Teaching" for the MA in Romance Languages. Withdrawn from consideration.

Appalachian Studies
> *CAS_AS_2013_05. Change AS 5030 (Bluegrass Traditions) to remove its dual-listing with AS 4030 and change the course description.*

MOTION 1: Approve as presented. Minor change to the Bluegrass Traditions course: They are removing the dual listing because the undergrad course is changing. This continues to un-do dual listed courses.

VOTE 1: Unanimously approved. None opposed. No abstentions.

Biology
> *CAS_BIO_2013_08. Add BIO 5513 (Plant Molecular Biology).*

MOTION 2: Approve as presented. Biology is adding a new dual-listed course in Plant Molecular Biology. The way the instructor is incorporating the grad and undergrad students together (see syllabi) is actually quite nice and justifies the dual-listing. If looking for ways UG & Gr benefit from dual-listed courses. Grad students serve as mentors. Best integration of dual listings ever seen.

VOTE 2: Unanimously approved. None opposed. No abstentions.

Nutrition and Health Care Management
> *HS_NHM_2013-14_9. Change NUT 4552/5552 to remove dual listing.*

MOTION 3: Approve as presented.

VOTE 3: Unanimously approved. None opposed. No abstentions.

Social Work
> *HS_SW_2013-2014_6. Add SW 5245 and make it dual-listed.*

MOTION 4: Approve as presented. *The committee requested that the faculty provide additional information to clarify how the objectives at the grad level are more advanced. Dr. Renkert responded. Electives same but higher level of confidence & rigor supported through readings & assignments + reflected in expectations of completion of other assignments. Same competencies from accreditation body with higher expectations of grad students.*

VOTE 4: Unanimously approved. None opposed. No abstentions.

English
- o *CAS_ENG_2013_25 Add ENG 5520 (Technical Writing)*
- o *CAS_ENG_2013_26 Add English 5150 (Teaching Literature)*
- o *CAS_ENG_2013_27 Add ENG 5160 (Teaching Apprenticeship)*
- o *CAS_ENG_2013_28 Change prefix for Rhetoric & Composition courses from ENG to R C (at General Education Council January 31, 2014)*
- o *CAS_ENG_2013_29 Change requirements for English MA concentration in College Teaching*

MOTION 5: CAS_ENG_2013_25, 26, 27, 28, 29 – approve with revisions. Give rhetoric and composition courses a new prefix and make minor bulletin/title changes; revise the teaching concentration in the English MA.

- On #27: The bulletin description should say "Graded on an S/U basis" not "pass/fail."
- On #28: The RC courses numbered 5120, 5121, 5122, 5124 should have the following deleted from the bulletin descriptions: "RC xxxx counts toward the graduate certificate in Rhetoric and Composition, but not the Master of Arts degree in English." These courses DO count in the teaching concentration for the English MA.
- On #29: The statement about the electives in the general concentration should be changed to "12 s.h. of additional graduate ENG electives chosen with the approval of the graduate advisor; courses from other disciplines must be approved in advance." To clarify what electives are allowed on the general English concentration.

VOTE 5: Unanimously approved. None opposed. No abstentions.

Technology and Environmental Design: Graphic Arts and Imaging Technology
- o *FAA_TED_GAIT_2013_07: Change the course title for GRA 4512. Advanced Electronic Imaging and Cross Media Publishing (3).F;S*
- o *FAA_TED_GAIT_2013_11: Change the Course title for GRA 4566. Advanced Flexographic Printing and Packaging (3).S*
- o *FAA_TED_GAIT_2013_12: Change the prerequisite for GRA 4558. Digital Printing Systems (3).F;S*

MOTION 6: FAA_TED_GAIT_2013_07, 11, 12 – approve with revisions. These proposals make minor edits to three 4xxx GAIT courses, but those courses are dual-listed with 5xxx courses. The same changes need to be made to both the 4xxx and 5xxx courses, so:
- #7 should change the title, description and semester for both GRA 4512 and 5512
- #11 should change the title for both GRA 4566 and 5566
- #12 should change the prerequisite for both GRA 4558 and 5558

VOTE 6: Unanimously approved. None opposed. No abstentions.

Music
- o *MUS_MUS_2014_01. Deletion of a course. Delete MUS 5007: Music Bibliography from the Program of Study for the Master of Music in Performance.*
- o *MUS_MUS_2014_02. New course. MUS 5170 Professional Practices for Musicians. (Added to Program of Study for the Master of Music in Performance.)*
- o *MUS_MUS_2014_03. New course. MUS 5160 Graduate Conducting Seminar. (Course requirement in proposed Conducting concentration in the Master of Music in Performance.)*
- o *MUS_MUS_2014_04. New concentration. Create the Master of Music in Performance—Conducting concentration.*

MOTION 7: MUS_MM_2014_1, 2, 3, 4 – approve with revisions. Music is swapping out a course (adding 5170 and deleting 5007) for performance majors, and requesting the addition of a conducting concentration along with a new course in conducting. *Comment: Please remind the faculty that there are no grades at the D level in graduate courses (syllabi need to be fixed).*
- On #1, the request is to remove the 5007 course from the program of study in Fall 2014, and remove the 5007 course from the bulletin in Fall 2015.
- On #2, the correct number of semester hours for the course is 2. (It is listed as 1 in one location on the form.) In addition, the correct title of the course is Professional <u>and</u> <u>scholarly</u> practices for musicians.

- On #3, the program should let the registrar's office know the maximum number of hours allowed for this repeatable course.
- On #4, the required number of AMU hours for all students in the major is 8. The additional 4 AMU hours are required only for the new concentration. The AMU hours for the majors should remain 8 (not 8-12) and the new concentration in conducting should be:
    - AMU 6xxx (4)
    - MUS 5160 (1+1+1+1)
    - 3 s.h. of electives

VOTE 7: Unanimously approved. None opposed. No abstentions.

Human Development and Psychological Counseling: College Student Development

o ***COE.HPC.CSD.2013.1****. Delete RM 5561 from the College Outdoor Program Administration concentration in the Master of Arts in College Student Development program. Add HPC 5190, Helping Skills in Student Affairs Practice as a required course for the College Outdoor Program Administration concentration.*

o ***COE.HPC.CSD.2013.2:*** *Add a new course, HPC 5441, Historical Perspectives on College Student Support Services.*

o ***COE.HPC.CSD.2013.3:*** *Delete the Thesis option from the College Student Development curriculum.*

o ***COE.HPC.CSD.2013.4:*** *The Comprehensive Examination, previously the summative, final experience of the College Student Development (CSD) Program, is being deleted. In its place will be a Comprehensive Portfolio of Learning, a two year, summative project resulting in a final presentation of experiences and making meaning with CSD faculty and a Student Affairs professional.*

o ***COE.HPC.CSD.2013.5:*** *Delete the CPR for the Rescuer requirement for the College Outdoor Program Administration concentration.*

o ***COE.HPC.CSD.2013.6:*** *Add HPC 5790, Group Methods and Processes, as a required course for the Student Affairs Practice concentration and reduce elective credit from 15 to 12 semester hours as a result.*

MOTION 8: COE.HPC.CSD.2013.1, 2, 3, 4, 5, 6 – approve with revisions. College Student Development is updating its program by deleting the thesis option, revising concentrations slightly, changing the comp from an exam to a portfolio, and adding a study abroad elective.
- On #2, the course will be a three credit course offered in spring (left off the proposal)
- On #4, the bulletin description of the comp will be "Comprehensive: Portfolio of Learning Required…" I.e., the colon needs to be moved from after "Learning" to after "Comprehensive" to fit the standard bulletin template.

VOTE 8: Unanimously approved. None opposed. No abstentions.

Doctoral Program in Educational Leadership

EDL/COE_DOC_2013_2. *1) Add a concentration in Reading and Literacy to the Doctoral Program in Education Leadership. 2) Add a concentration in Higher Education to the Doctoral Program in Educational Leadership. 3) Change the name of the "Licensure" concentration to "Educational Administration". Remove outdated list of required courses to enable alignment with changes in state licensure requirements.*

MOTION 9: approve with revisions. The Doctoral Program is changing the name of one concentration and adding two concentrations. For the Educational Administration Concentration, the wording should be:

> 12 s.h. of coursework related to school administration. Approval of the plan of study is required from the school administration coordinator and the doctoral program director.

> Students seeking principal licensure must complete the coursework required to meet current NC Principal Licensure standards.

> Students seeking superintendent licensure must hold principal licensure and complete the coursework required to meet current NC superintendent licensure standards.

VOTE 9: Unanimously approved. None opposed. No abstentions.

Reading Education and Special Education: Special Education
- o *COE_RESE_2013_1: Add a graduate minor in Autism Spectrum Disorders*
- o *COE_RESE_2013_2: Add new course: SPE 5130: Autism Spectrum Disorders: Contemporary Issues (3) F;S.*
- o *COE_RESE_2013_3: Add new course: SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3) F;S.*
- o *COE_RESE_2013_4: Add new course: RE 5010 Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3) F;S.*
- o *COE_RESE_2013_5: Add a graduate certificate in Autism Spectrum Disorders*

MOTION 10: COE_RESE_2013_1, 2, 3, 4, 5 – approve with revisions. RESE wants to add a 9 hour graduate minor in autism spectrum disorders and a 12 hour certificate. They need to add 3 new grad courses to do so. *The committee requests that the program share more details on how the enrollment projections were calculated.*
- There is not yet an autism course in Communication Sciences and Disorders, so on both programs of study (proposals #1 and #5), CSD 5522 needs to be replaced with:
  - o CSD 5530-49: Selected Topics when the topic is related to autism (3)

Drs. Monica Lambert, Ellie Hoffman, and Peg Werts responded satisfactorily to questions related to enrollment projections.

VOTE 10: Unanimously approved. None opposed. No abstentions.

Curriculum and Instruction: Educational Media
- o *COE_CI_2013_2:   Change course descriptions of the CI 4740 and CI 5740 following by deleting: "[Dual Listed with CI…]. Dual listed courses require senior standing; juniors may enroll with permission of the department" (Undergraduate Catalog): "[Dual Listed with CI…]" (Graduate Catalog).*
- o *COE_CI_2013_3:*
  - *A. Change course descriptions for CI 4740, CI 5740, CI 4770, CI 5770, CI 4810, and CI 5810, to reflect changes in specific technology used in the courses.*
  - *B. Change 4770 semester to Spring.*
  - *C. Change numbers of CI 4940 and CI 5940 to CI 4835 and CI 5835 respectively*
  - *D. Remove the prerequisite from CI 4835 (previously CI 4940) and CI 5835 (previously CI 5940)*

MOTION 11: COE_CI_2013_2, 3 (Note that the change indicated on proposal 2 is also included on proposal 3) – approve as presented. C&I is removing the dual-listings from media courses.
Note: The department wants to change the semester offering from Fall to Fall and Spring.
VOTE 11: Unanimously approved. None opposed. No abstentions.

<u>**Curriculum and Instruction: Middle Grades and Secondary Education**</u>
- o ***COE_CI_2013_4:*** *In cooperation with the Department of Technology and Environmental Design, the Department of Curriculum and Instruction will establish and coordinate an 18 hour Graduate Certificate in Middle Grades and Secondary Education (13.1206). Initial cognate areas included are Middle Grades, Business, and Technical Education; other cognate areas are possible and may be added later in cooperation with other departments on campus.*

MOTION 12: COE_CI_2013_4 – approve as presented. Create a new graduate certificate in middle grades and secondary education to allow lateral entry teachers to work at the grad level. *The committee requests that the program provide more detail regarding the demand calculations.* Dr. Tracy Smith responded satisfactorily.
VOTE 12: Unanimously approved. None opposed. No abstentions.

Leadership and Educational Studies: Library Science
- o ***LIB (COE_LES_LIB_2013_1):*** *Add the following new course to the graduate course catalogue and as a required course for all Master of Library Science (xxxA) students: LIB 5042 Strategic Administration of Library Resources and Services/(3). On Demand*
- o ***LIB (COE_LES_LIB_2013_2):*** *Eliminate the two tracks/concentrations, 465B School Libraries and 465C Public Libraries, in the Master of Library Science program. All students will graduate with a Master in Library Science Major Code 465* (xxxA) and be eligible for both NC licensure as a school media coordinator and certification by the State Library of NC to be a public library director in NC.*

MOTION 13: COE_LES_LIB_2013_1, 2 – approved with revisions. Library Science is merging its two separate concentrations. Most students take both anyway. On #2, remove the paragraph starting "Completion entitles…" from the POS table, and reword the admission section as follows:

> **Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official general GRE or MAT exam scores.
>
> To be considered for admission, applicants must meet the criteria for admission to the Graduate School. Meeting this condition does not guarantee admission.
>
> Note: Completion of this program entitles students to apply for Public Librarian certification from the North Carolina Public Librarian Certification Commission; in addition, students who hold North Carolina "A" licensure and present passing scores on the specialty area PRAXIS/NTE are entitled to apply for 076 Media Coordinator Licensure from the North Carolina Department of Public Instruction. Students who do not hold a valid North Carolina teaching license will be required to take additional

VOTE 13: Unanimously approved. None opposed. No abstentions.

<u>**Leadership and Educational Studies: School Administration**</u>
- o *LSA (COE_LES_LSA_2013_1): Change existing Add-on Licensure Program (AOL) to a 24-hour Graduate Certificate in Building Level Educational Leadership. The current add-on licensure program has been in existence since 2006.*

MOTION 14: COE_LSA_2013_1 – approve with revisions. School administration addon licensure non-degree course list is being formalized into a certificate. Note: The Dean supports this exception to the 12-18 hour limit for certificates, given the specific licensure requirements addressed in the certificate.
- The name of the GCERT varies in the proposal; the name should be "Building-level Educational Leadership"
- The standard bulletin template for certificates does not include the "other requirements" as a separate section, so the following statement will be in the POS table instead: "A comprehensive examination is required to be eligible for principal licensure; see the program director for more information."

VOTE 14: Unanimously approved. None opposed. No abstentions.

<u>**Leadership and Educational Studies: Educational Specialist**</u>
- o *LSA (COE_LES_LSA_2013_2): Add the following new course to the graduate course catalog and as a required course for the Educational Specialist Program: LSA 6020: Organization and Systems Theory for District Leaders (3)*
- o *LSA (COE_LES_LSA_2013_3): Add the following new course to the graduate course catalog and as a required course for the Educational Specialist Program: LSA 6080: District Leadership: Data-Informed Strategic Planning (3).*
- o *LSA (COE_LES_LSA_2013_4): Delete two courses from the EdS program of study: LSA 6300: Human Resources Organization and Development (3); RES 6000: Advanced Research Methods: Design and Application (3).*
- o *LSA (COE_LES_LSA_2013_5): Change the course description for LSA 6190: Developing and Managing District Resources (3) to reflect the addition of the human resource management focus from LSA 6300 (deleted). The net effect is no change in the 30-semester hour requirement.*
- o *LSA (COE_LES_LSA_2013_6): Make the following change in the School Administration Masters and Educational Specialist program catalog copy: Change "On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format" to "Online, On Campus, and Off Campus; Cohorts begin periodically and follow a part-time extended format."*

MOTION 15: COE_LES_LSA_2013_2, 3, 4, 5, 6 – approve with revisions. The program is updating the educational (school) administration EDS. (Note: proposal #6 is changing the description of the locations of instruction for both the MSA and the EDS.)
- On #2 and #3, the bulletin descriptions for the course are not provided. They should be as follows:

  > **LSA 6020. Organization and Systems Theory for District Leaders (3). On Demand.** This course integrates research in organization and systems theory with the goal of developing an essential understanding of how and why groups organize for educational purposes. Specific traditional and cutting edge

organizational theories and frameworks are explored with respect to leading change resulting in healthy, sustainable education organizations. Specific district level organizational analysis projects and case studies are fundamental aspects of the course.

LSA 6080: District Leadership: Data-Informed Strategic Planning (3). On Demand. This course provides prospective school district executive high-level working knowledge of data systems—their structure, use, and analysis. The course provides content designed for district-level leaders of teams charged with developing and interpreting education data for school district executive decision-making. The course is presented in three modules: (1) Evaluating the Quality of Tests, Assessments and Other Measurement Data, (2) Databases and Data Warehousing (How to build a database or data warehouse and how to use it), and (3) A Look to the Future: Learning Analytics (How to make sense out of large sets of data).

VOTE 15: Unanimously approved. None opposed. No abstentions.

NOTE: All curriculum proposals related to teacher education or licensure were approved by the Council on Teacher Education.

Presentation: "Wine to Water: Women helping Women Initiative." Five graduate students will compete at the NC Social Business Conference in Greensboro on February 28: Carrie Dobbins (MBA), Amanda Tsiukes (MBA), Alexander Hayes (MBA), Bethany Malpass (IO/HR), and Rebekah East (MPA). Faculty advisor: Heather Dixon-Fowler. The students explained the Wine to Water project which raises funds to provide clean water to over 250,000 people in 8 countries on 4 continents. They discussed methods to raise awareness via social media/communications and community outreach and awareness. There will be a bus traveling to Greensboro for the meeting. If interested in attending, please contact Dr. Huntley for additional information.

Other: Announcements from Grants Resources and Services (see Attachment III).

Motion to adjourn (Dr. Root).

GRADUATE ENROLLMENT CONTEXTS
- Economic climate
- Demographic change
- Increased competition
- Undergraduate student debt
- Geography and location

GRADUATE ENROLLMENT DEMAND
- **Total applications for Summer/Fall 2013: 3590**
- **1485 of those were incomplete or completed too late**
- **247 applications were withdrawn**

9 <u>programs</u> (NOT departments!) responsible for 46% of applications
- Accounting, Business Administration, Clinical Mental Health Counseling, Clinical Psychology, Exercise Science, I/O Psychology, Social Work, Speech Language Pathology, Student Development,
- 2 programs responsible for 20% of applications
- Applied/professional programs with clear careers; alumni in relevant placements

11 programs had 25 or fewer applications
- Largely teacher education
- Some suffering from market saturation or diminished demand

Except for Sociology, certificates are NOT doing well

CERTIFICATE	APPLICATIONS for 2013/14
Addictions Counseling	9
Distance Learning	20
Expressive Arts	14
Gerontology	26
GIS	2
Rhetoric/Comp	2
Sociology	*118*
Women's Studies	2

The BIG Questions
- Where are the prospective graduate students?
- What programs are they interested in?
- Who is our competition?
- How do we turn interest into completed applications?
- How do we turn admitted applicants into enrolled students?

Some final comments
- *Going online will no longer save a program; creating a "destination curriculum" might.*
- *Adding graduate certificates—unless they are in high-demand career fields (analytics, informatics, health communication)—won't boost enrollment*
- *Nonresident tuition will always be an issue—and we can't do much about it in the short term*

ENGLISH DEPARTMENT PROPOSALS

<table>
<tr>
<td colspan="3">Course Requirements for the Graduate Certificate in Rhetoric and Composition (Code: 132A)
Semester Hours Required (minimum): 12</td>
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<tr>
<td>Required Courses</td>
<td>

RC 5300: Studies in Rhetoric and Composition (3)
Choose one of the following courses

RC 5100: Composition Theory, Practice, and Pedagogy (3)
ENG 5400: Appalachian Writing Project (6)

Choose one of the following options

RC 5990: Capstone in Rhetoric and Composition (3)
ENG 5999: Thesis (6)

3 s.h. of approved graduate elective credit related to the Capstone Project

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<td>12 or 15</td>
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<tr>
<td colspan="3">Course Requirements for the Master of Arts in English (Code: 232*)
Semester Hours Required (minimum): 36</td>
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<tr>
<td>Required Courses</td>
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ENG 5000: Bibliography and Research (3)
15 s.h. of graduate courses in literature chosen with the approval of the graduate advisor (9 s.h. in British literature, 6 s.h. in American Literature)

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<td>18</td>
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<tr>
<td>Concentration (CHOOSE ONE)</td>
<td>
General English Concentration (Code: 232C)

ENG 5998: Thesis Preparation (3)
ENG 5999: Thesis (3)
12 s.h. of additional graduate ENG electives chosen with the approval of the graduate advisor; courses from other disciplines must be approved in advance.

OR
College Teaching Concentration (Code: 232B)

RC 5100: Composition Theory, Practice and Pedagogy (3)
ENG 5150: Teaching Literature (3)
ENG 5160: Teaching Apprenticeship (1+1=2)
ENG 5200: Issues in Teaching English (3)
7 s.h. chosen from the following; other courses related to writing, literature or teaching may be selected with approval of the graduate advisor.

RC 5120: Teaching in the Writing Center (1)
RC 5121: Teaching Basic Writing (1)
RC 5122: Teaching Expository Writing (1)
RC 5124: Teaching Writing Across the Curriculum (1)
RC 5300: Studies in Rhetoric and Composition (3)
HE 5635: Adult Development and Learning Theories (3)
HE 5050: Designing Adult Learning Experiences Using Technology (3)
ENG 5998: Thesis Preparation (3) – counts only if thesis is also completed
ENG 5999: Thesis (3)

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<td>18</td>
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Other Requirements for the MA in English:

- **Thesis**: Required for the General English Concentration; optional elective for the College Teaching Concentration
- **Proficiency**: Required for the General English Concentration; reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Languages, Literatures and Cultures.
- **Candidacy**: Required; see the program director for specific timeline and requirements
- **Comprehensive**: Required for the College Teaching Concentration; presentation of teaching portfolio. See the program director regarding portfolio requirements.
- **Product of Learning**: Not required

MUSIC SCHOOL PROPOSALS

Course Requirements for the Master of Music in Performance Semester Hours Required (minimum): 31 or 34 - varies by concentration - see below		
Required Courses	- AMU 6xxx: Applied Music (8) - MUS 5006: Philosophy of Music (3) - MUS 5170: Professional and Scholarly Practice for Musicians (2) - MUS 5013: History of Musical Style (3) - MUS 5018: Applied Area Literature – topics depend upon concentration (3) - MUS 5600: Analytical Techniques (3)	22
Concentration (CHOOSE ONE)	**Collaborative Piano (Code: 558W)** **Semester hours required for the degree (minimum): 34** - MUS 5018: Applied Area Literature (1-3) - MUS 5100: Performance Ensemble (4) - MUS 5997: Practicum Experience (2) - MUS 5998: Master of Music in Performance Recital (2) 3 s.h. of music electives chosen in consultation with an advisor **OR** **Conducting Concentration (Code: ????)** **Semester hours required for the degree (minimum): 33** - AMU 6xxx: Applied Music (4) - MUS 5160: Graduate Conducting Seminar (1+1+1+1) 3 s.h. of music electives chosen in consultation with an advisor **OR** **Music Composition Concentration (Code: 558Z)** **Semester hours required for the degree (minimum): 31** - MUS 5100: Performance Ensemble (1+1=2) - MUS 5999: Thesis (2-4) 3-5 s.h. of music electives chosen in consultation with an advisor **OR** **Other Performance Concentrations (Code: 558B through 558Y)** **Semester hours required for the degree (minimum): 31** - MUS 5100: Performance Ensemble (1+1+1+1=4) - MUS 5998: Master of Music in Performance Recital (2) 3 s.h. of music electives chosen in consultation with an advisor	9 to 12

Other Requirements for the MM in Music Performance:

- **Thesis**: Required for Composition Concentration.
- **Proficiency**: None required
- **Candidacy**: Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive**: Written and oral examinations will be given.
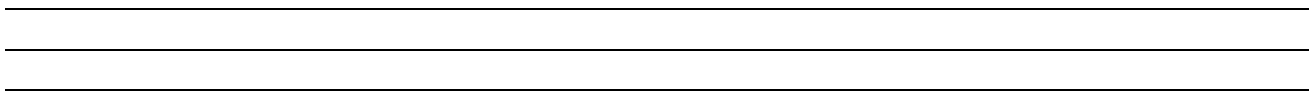- **Product of Learning**: None required

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HPC DEPARTMENT PROPOSALS

Course Requirements for the Master of Arts in College Student Development Total Semester Hours Required (minimum): 48		
Required Courses	Prerequisites: Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that students have the necessary prerequisite knowledge before enrolling courses. • HPC 5340: Research in College Student Development and Student Affairs Practice (3) • HPC 5380: College Students and Their Environments (3) • HPC 5410: Introduction to Student Affairs (3) • HPC 5751: Ethics and Law in Professional Practice (3) • HPC 5790: Group Methods and Processes (3) • HPC 5820: College Student Development Theories I (3) • HPC 5821: College Student Development Theories II (3)	21
Concentration (CHOOSE ONE)	Each student must select one of the following concentrations. Additional courses may be required by the student's program committee as part of, or in addition to, the listed requirements and electives. The required internship (HPC 6900) will be designed to meet objectives within the chosen concentration. Prerequisites for the internship are the designated courses listed under each concentration and approval of the departmental chair. Practicum/Internship request forms are available in the HPC office and must be completed and approved prior to registration. **College Outdoor Program Administration Concentration (Code: 496D)** • HPC 5440: Student Affairs and the Great Outdoors (3) • HPC 6330: Assessment and Program Evaluation in Student Affairs (3) • HPC 6410: Student Development Administration (3) • HPC 6900: Internship in College Student Development (6) • 12 s.h. of graduate electives Students with no previous outdoor programs experience must take HPC 5900, Practicum in College Student Development, or HPC 5460, Professional Practice in College Student Development, as one of their electives. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student's interests and career goals and approved by their advisor. Students will be required to complete the following before graduation: Wilderness First Responder.	27

	OR **Student Affairs Practice Concentration (Code: 496C)** • HPC 5190: Helping Skills in Student Affairs Practice (3) • HPC 6330: Assessment and Program Evaluation in Student Affairs (3) • HPC 6410: Student Development Administration (3) • HPC 6900: Internship in College Student Development (6) • 12 s.h. of graduate electives Students with no previous student affairs experience must take HPC 5900, Practicum in College Student Development, as a guided elective. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student's interests and career goals and approved by their advisor.	

Other Requirements for the MA in College Student Development:
- **Thesis**: Not required
- **Proficiency**: Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive**: Portfolio of Learning Required; students must take the required courses for the degree (excluding internship) and submit a final portfolio certifying completion of all point totals for the Portfolio, prior to presenting a final defense to the Faculty and Student Affairs professional.
- **Product of Learning**: Not required

DOCTORAL PROGRAM PROPOSALS

Course Requirements for the Doctor of Education in Educational Leadership **Semester Hours Required (minimum): 60**		

Required Courses	• EDL 7011: Multi-Disciplinary Seminar on Emerging Issues I (3)
	• EDL 7012: Multi-Disciplinary Seminar on Emerging Issues II (3)
	• EDL 7020: Organizational and Systems Theory (3)
	• EDL 7025: Leadership in Organizations (3)
	• EDL 7030: Concepts and Constructs in Curriculum and Instruction (3)
	• EDL 7040: Educational Organizations and Technology (3)
	• EDL 7065: Writing for the Professional Educator (3)
	• EDL 7099: Professional Seminar (1+1+1=3)
	• EDL 7110: Survey of Research Methodologies in Education (3)
	• EDL 7160: Qualitative Research Methods (3)
	• EDL 7165: Quantitative Approaches in Non-Experimental Studies (3)
	• Select one of the courses below with advice and approval of an advisor:
	    ○ EDL 7150: Inferential Statistics (3)
	    ○ EDL 7180: Advanced Qualitative Research in Education (3)
		36

Dissertation	Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)	6

	• EDL 7999: Dissertation (6) -- minimum	

Concentration (CHOOSE ONE)	**Educational Administration Concentration (Code: 702?)**
	3 or 6 s.h. of EDL 7900: Internship
	
	and
	12 s.h. of coursework related to school administration. Approval of the plan of study is required from the school administration coordinator and the doctoral program director. Students seeking principal licensure must complete the coursework required to meet current NC Principal Licensure standards.
	
	Students seeking superintendent licensure must hold principal licensure and complete the coursework required to meet current NC superintendent licensure standards.
	
	Educational Leadership, General Concentration (Code: 702C)
	3 or 6 s.h. of EDL 7900: Internship
	
	and
	Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.
	   o EDL 7050: School Finance and Business Administration (3)
	   o EDL 7120: Advanced Tests and Measurements (3)
	   o EDL 7130: Multivariate Statistics (3)
	   o EDL 7170: Program Evaluation and Policy Analysis (3)
	   o EDL 7190: Research Design in Education (3)
	   o EDL 7500: Independent Study (Students are limited to 6 s.h.)
	
	Higher Education Concentration (Code: 702?)
	3 or 6 s.h. of EDL 7900: Internship
	
	and
	Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.
	   o HE 6090: Seminar in Adult and Developmental Education (3)
	   o HE 6310: Critical Issues in Adult and Developmental Education (3)
	   o HE 6320: Institutional Effectiveness (3)
	   o HE 6330: Organizing for Learning and Diversity (3)
	   o HE 6340: Policy Analysis in Higher Education (3)
	   o HE 6350: Leading Organizational Change in Higher Education (3)
	   o HE 6370: Designing Culturally Responsive Learning Environments (3)
	   o HE 6840: Personnel Policy and Practice in Higher Education (3)
	
	Reading and Literacy Concentration (Code: 702?)
	3 or 6 s.h. of EDL 7900: Internship
	
	and
	Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.
	   o RE 6120: Psychological Processes in Reading (3)
	   o RE 6568: Language and Linguistics in Reading (3)
	   o RE 6735: Severe Reading Disability (3)
	   o RE 6731: Advanced Issues in Literacy and Learning (3)
	   o RE 7570: Administering Reading/Language Arts Programs: The Research
		12

| | Base (3) |
| | o RE 7710: Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3) | |

Other Requirements for the EDD in Educational Leadership (all Concentrations):
- Dissertation: Required
- Proficiency: None required
- Candidacy: Required
- Qualifying Exam: Required
- Product of Learning: None required

RESE DEPARTMENT PROPOSALS

Course Requirements for the Graduate Minor in Autism Spectrum Disorders (Code: ????)		
Required **Courses**	- SPE 5030: Research Informing Practice in Special Education (3) - Choose two of the following courses - RE 5010: Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3) - SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3) - SPE 5584: Special Education Law and Leadership (3) - CSD 5530-5549: Selected Topics when the topic is related to Autism (3)	9

Course Requirements for the Graduate Certificate in Autism Spectrum Disorders (Code: ????) **Semester Hours Required (minimum): 12**		
Required **Courses**	- SPE 5030: Research Informing Practice in Special Education (3) - SPE 5130: Autism Spectrum Disorders: Contemporary Issues (3) - Choose two of the following courses - RE 5010: Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3) - SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3) - CSD 5530-5549: Selected Topics when the topic is related to Autism (3)	12

C&I DEPARTMENT PROPOSALS

	Course Requirements for the Graduate Certificate in Middle and Secondary Education (Code: ????) Semester Hours Required (minimum): 12	
Required **Courses**	CI 5550: Successful Schools for Young Adolescents (3) CI 5630: Instructional Technology (3) Choose one of the following diversity courses: - CI 5045: Advanced Topics in Diversity (3) - CI 5750: Teaching Diverse Young Adolescents (3) *PRAXIS II exams and other specific requirements may be necessary to meet North Carolina A-Level Teaching License requirements. All candidates must meet individually with their program coordinator to determine other requirements, including a full-time or supervised student teaching experience.*	9
Cognate Courses (CHOOSE ONE)	Middle Grades Education - CI 5650: Middle Level Instruction and Assessment (3) - CI 5850: Middle Level Curriculum (3) - Graduate level elective in the intended teaching discipline as approved by the middle grades advisor OR Business Education - BE 5555: Advanced Methods in Teaching Business and Marketing Subjects (3) - BE 5565: Curriculum Development in Business and Marketing Education (3) - Graduate level elective in the intended teaching discipline as approved by the business education advisor OR Technology Education - TEC 5619: Curriculum Development in Career and Technology Education (3) - TEC 5660: Instructional Strategies in Career and Technology Education (3) - Graduate level elective in the intended teaching discipline as approved by the technology education advisor	9

LES DEPARTMENT PROPOSALS

	Course Requirements for the Master of Library Science Semester Hours Required (minimum): 36	
Required Courses	- LIB 5010: Collection Development and Management (3) - LIB 5020: Information Sources and Services (3) - LIB 5030: Organization of Information (3) - LIB 5042: Strategic Administration of Library Resources and Services (3) - LIB 5050: Technology and Libraries: Tools, Resources, and Issues (3) - LIB 5060: Building Connections Through Community and Culture (3) - LIB 5070: Integrating Literature and Media into Instruction (3) - LIB 5080: Collaborative Media Program Planning and Evaluation (3) - LIB 5195: Critical Issues in Literature and Media (3)	36

	• LIB 5525: Product of Learning (3)
	• RES 5000: Research Methods (3)
	• Select one of the following in consultation with an advisor – must be completed in a school media center under supervision of a licensed media coordinator:
	    ○ LIB 5900: Internship/Practicum (1+1+1=3)
	    ○ LIB 5910: Applications of Librarianship Standards (1+1+1=3)	

Other Requirements for the MLS:
- **Thesis**: Not required
- **Proficiency**: Not required
- **Candidacy**: Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive**: Not required
- **Product of Learning**: Required

Course Requirements for the Graduate Certificate in Building-Level Educational Leadership (Code: ????)		

Required Courses	• Leadership Practice and Theory:
	    ○ LSA 5030: The Principalship (3)
	    ○ LSA 5400: Developing and Managing Resources in Schools (3)
	    ○ LSA 5600: School Law (3)
	• Theory and Philosophy:
	    ○ LSA 5820: Theory and Development in Educational Organizations (3)
	• Research and Data-Informed Decision-Making:
	    ○ RES 5070: School-Based Evaluation and School Improvement Planning (3)
	    ○ RES 5080: Data-Driven School Leadership (3)
	• Application and Practice - Select one of the following in consultation with advisor:
	    ○ LSA 5900: School Administration and Supervision Internship/ Practicum (3+3) *(for pre-service students)*
	    ○ LSA 5910: Building-Level Action Research Leadership Evidences (3+3) *(for in-service students)*
		24

Course Requirements for the Education Specialist in Educational Administration (Code: 428A) Semester Hours Required (minimum): 30		
Required Courses	• ITC 6550: Information Technology Systems in Education (3) • LSA 6020: Organization and Systems Theory for District Leaders (3) • LSA 6030: School District Leadership (3) • LSA 6080: District Leadership: Data-Informed Strategic Planning (3) • LSA 6190: Developing and Managing District Resources (3) • LSA 6250: School District Organizational Communications (3) • LSA 6400: Leading Change in Education (3) • LSA 6700: Policy Analysis in Educational Leadership (3) • Choose one of the following ○ LSA 6900: School Administration and Supervision Internship/Field Study (3+3) *(for pre-service candidates)* **OR**	30

| | | o   LSA 6910: District-Level Action Research Leadership Evidences (3+3) *(for in-service candidates)* | |

Other Requirements for the EdS in Educational Administration:
- **Thesis**: Not required
- **Proficiency**: Not required
- **Candidacy**: Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive**: Prior to graduation, the student must successfully complete a comprehensive examination.
- **Product of Learning**: Not required

Grants Resources & Services

APPALACHIAN STATE UNIVERSITY

Graduate Council / December 2013 & January 2014
Report from Dr. Pollyanne Frantz, GRS Director

Initiatives:

- REACH NC expertise database: Frantz and Love continue to work with campus contacts and the UNC General Administration to identify viable processes for entering and verifying faculty members' publication records
- 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 grant
- Frantz and Love have absorbed the pre-award program management workload for the University Research Council grants program.

Events:

- First Fridays: "Water Sustainability Defies Solutions" featuring Dr. Kristan Cockerill, Assistant Professor in the Department of Cultural, Gender and Global Studies (Nov. 1 / 20 participants)
- AWS: "Parents on the Tenure Track" (Dec. 6 / 9 participants)
- AWS: "Women in STEM: Why it matters and how YOU can help them get there" webinar co-sponsored by the Women's Bureau of the U.S. Department of Labor and the American Association of University Women (Dec. 12 / 2 participants)

Upcoming events:

- "Locating and Evaluating Funding Opportunities" workshop for GRAM students and other graduate students (Feb. 7)
- ""Grant Proposal Writing" workshop for GRAM students and other graduate students (Feb. 28)
- Developing Competitive NSF Proposals with Dr. Rahman Tashakkori, Lowe's Company Inc. Distinguished Professor of Computer Science (Part 1: Feb. 10 & Part 2: March 24)
- AWS: Developing a New Research Agenda (April 2).

For a complete listing of events, see http://orsp.appstate.edu/events/orsp