

UNIVERSITY GRADUATE CURRICULUM COMMITTEE & GRADUATE COUNCIL MEETING

October 26, 2018

3:00 PM, Charles Hunter Room

MINUTES

APPROVED 11/30/2018

Attendees: John Allred, Matt Barton, Kim Craft, Kenneth Hall, Thomas Herb, Katya Konkle, Roger LaMarca, India Mack, Steve Meredith, Tony Pellegrini, Angela Pool-Funai, James Sage, Nathan Slaughter

Guests: Jennifer Hunter, Lisa Swanson

Not Present: Robin Boneck, Cynthia Kimball Davis, Mark DeBeliso, Selwyn Layton, Rachel Parker, CSIA Representative

I. Call to Order

- A. Reminder: We will be using the UGCC/Graduate Council Google Team Drive instead of Canvas for curriculum and other items.
- B. Approval of September 28, 2018 UGCC and Graduate Council minutes (accepted by general consent).

II. Course & Program Modifications

- A. See tables below for items.
- B. Voting:
 - Motion to bundle all curriculum items under consideration: Matt Barton
 - Second: Nathan Slaughter
 - Discussion:
 - Question: To be clear, you're not going to use the university registration system anymore? You will collect some sort of signature that says the student agrees to pay? We're moving away from the Add/Drop form in registration after Spring 2019. (Answer: [We have a cohort model, so we register them for their classes. We will work with the Registrar's Office to make sure it gets done.](#))
 - **Approved unanimously**

Course Modifications - COEHD

Course	Credits	Change(s) Requested	Implementation	Notes/Action
EDUC 6000 Issues in Psychology and Measurement	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6010 21 st Century Learning Spaces	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6030 21 st Century Research and Data	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6036 Leadership with Technology	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6080 Leadership and the School Principal	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6100 Practices of Instructional Supervision	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved

EDUC 6380 Ethics and Decision Making for Educational Leaders	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6410 Curriculum and Philosophical Foundations	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6500 School Finance	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6540 Organization of American Schools	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6560 Leadership of Student Services and Programs	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6650 Practitioner Research Thesis Writing	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6652 M.Ed. Portfolio Writing	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” 	2019-2020 General Catalog	Approved

		<ul style="list-style-type: none"> • Enrollment Considerations: Add “Advisor permission required” 		
EDUC 6740 School Law	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6850 Special Topics	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6898 Admin/Supervisory Capstone – Elementary Internship	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6899 Admin/Supervisory Capstone – Secondary Internship	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6910 21 st Century Master Teacher	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6931 Capstone Master of Education Seminar	1	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved

EDUC 6932 Capstone Master of Education Portfolio	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved
EDUC 6933 Capstone Practitioner Research Thesis	3	<ul style="list-style-type: none"> • Course Description: Add “Advisor approval required and advisor will complete registration.” • Enrollment Considerations: Add “Advisor permission required” 	2019-2020 General Catalog	Approved

Program Modifications - COEHD

Program	Change(s) Requested	Implementation	Notes/Action
Special Education Hybrid Licensure	<ul style="list-style-type: none"> • Move SPED 6100 • Delete SPED 6170 • Decrease total credits 	2019-2020 General Catalog	Approved

III. Graduate Council Discussion Items

A. Course for students on graduate-level writing

- MPA faculty has been talking about the need to better prepare or better ensure students are able to write at a graduate level. The conversation started with international students, but is not limited only to them, as some domestic students also need help. In his previous positions, Robb McCollum from the American Language and Culture Center used to teach a course for ESL students designed to prepare them for graduate-level writing. Would that course have a broader audience than just the 6-7 international students in MPA program, and do we as graduate programs have a larger need to have a graduate writing prep-type course?
- Comment: The MFA program has a required technical writing course that’s only taught in the summer. It prepares students to write resumes, grants, press releases, strategic planning documents, etc. ([Discussion: We’re thinking more along the lines of preparing students to write research/thesis papers.](#))
- Comment: I don’t think that there’s enough common ground between what people consider writing problems to support a class. I think there’s need for improved writing for sure, but because the disciplines are different, a class across programs may not work.

- Question: Is this a problem unique to MPA applicants? (Answer: Other programs do have struggles with students' writing.)
- Question: When you're requiring writing assignments, do you provide a sample paper in the correct style that's identifying how the writing should be, and a grading rubric?
 - Discussion: Sometimes it helps, and sometimes it doesn't. It's the proverbial horse to water.
 - Discussion: Education has been using writing tutors at the Writing Center and have required learners to utilize the Center for many of their projects, and have been trying to do something in the admittance process to be able to say something like, because of this score, we feel that a pre-admission writing course would be beneficial.
 - Discussion: Online Teaching & Learning could help create a series of online modules on writing for international students that could help students brush up on those skills, and could be available to students in other programs. (Comment: We've been thinking about building that into our online orientation.)
 - James has money for webcams for writing tutors to take home with them at night. Tony says they've been very successful. James would like a recommendation for a good, middle-of-the-road webcam that's easy to plug-and-play.
- B. Earl Mulderink – Carnegie Community Engagement application for 2020
 - Earl contacted directors to ask about curricular engagement in graduate studies. Does anyone have anything to offer him as part of your programs?
 - Tony sent him 3-4 paragraphs. Matt didn't have much to offer for last year specifically.
 - Earl needs information by April, but James will double-check to see what else he might need and if he has examples.
 - If your capstone projects happen to involve community/non-profit organizations, that could be counted as a type of community service. Not every program needs to be involved, but if we can show graduate studies as a whole has some involvement, that would be good thing.
 - Please think about some of the projects that your students did last year, and if anything of those can be shared with Earl.
- C. Graduate policies
 - In James's first year, there were 8-10 policies and they then morphed into five 6.6X policies. For this year, James would like to look at the graduate studies policies and see if any content needs to be revised/updated. It's a good routine to do.
 - Question: Could we put one per agenda? (Answer: There are five, so we'll likely do 1-2 per meeting, packaging shorter ones together.)
- D. Request from Bruce Tebbs
 - Bruce is asking graduate directors to make sure that, whatever capstone course/experience their programs use, we have the courses coded in the right way to reflect faculty ICH workload accurately. Different types (e.g., thesis, project, internship) are calculated different ways.

- James asked a few years ago if SUU could have a course at 6990 that would be the capstone experience, no matter if it is a thesis, project, or internship—from a curriculum point of view, he thought it was an elegant solution. It turns out when calculating workload, the thesis is calculated with a specific workload credit and internship/project is different. We might need to have a 6910, 6920, 6930, etc., that corresponds to the right “type” of instructional effort. We want to make sure you get the credit that you deserve (i.e., not shortchanging faculty) with making sure the schedule type is correct. (Comment: The Professional Communication program’s thesis is 6900 and internship/project is 6910, with corresponding continuance classes.)
- Question: Are those differences on the curriculum forms? (Answer: The schedule type does exist on the curriculum forms and can be changed. However, “capstone” isn’t a type of course like thesis is. You’d have to determine if the capstone is a project versus thesis.)
 - Comment: One of the perceptual problems we have is students who might be looking for an “easier” type of capstone. We have told our students that all types require an equal amount of effort, but Bruce’s response was that was how the state has coded it. There’s a message sent that the only thing that’s valuable out of a master’s degree is writing a thesis, and that’s problematic. We might want to consider doing something about that to the extent we can on our campus, even if the state isn’t willing to budge much. (Answer: James completely agrees; from the student’s perspective, they all should require the same amount of effort, just a different type of effort. But from Bruce’s point of view, it’s the faculty’s effort and involvement in the course that differs.)
 - We are expecting definitions on each course type from Christian. Katya will pull the types of capstones in each program and their schedule type and send to program directors, along with the definitions from Christian (also will upload to the Google Drive).
- Comment: I’ve looked at the corresponding policy that indicates what load is for each schedule type, I’ve just never seen capstone/project as anything in those lists. We have other supervision and independent study that isn’t capstone, and the only thing that isn’t capstone is the thesis. We’ve been throwing every capstone project into the thesis category, which is the way I read this. But it sounded like Bruce wants us to differentiate between capstone-project and capstone-thesis. (Answer: That’s what they did with Communication. James thinks that this is a conversation we’ll need to have for each of your projects. If it’s a project in the workplace, is that best considered an independent study, an internship, other, etc.? It’s totally understandable that you’re thinking that this is a graduate program, this is a culminating experience, I’ll just pick thesis. But I think Bruce is seeing it a little differently, that there’s a better choice than thesis for things that are non-thesis capstones. What that “better choice” is, I don’t know right now.)
- Question: If we want/need to change the schedule type, will we need to fill out the form? That’s the current best practice that we have? (Answer: We did something different for undergraduate courses when a department had 7-9 changes: we had them write up a memo and put in a table of all the courses and did it as a batch. With this, it sounds like it’s just 1-2 courses

so we'd probably have you do a form. We've tried to be flexible when people have had multiple, tiny changes across many courses with allowing a memo.)

- E. Last meeting recap regarding finances, pricing/market analysis, tuition revenue sharing, and tuition waivers
- James gave a quick update at last Deans' Council on last meeting's discussion: For new distribution amounts, there were some programs who saw their waivers cut in half, while other programs got money for the first time. The impact on that could drive some long-term enrollment changes and whether programs could attract as many people with fewer tuition waivers. We also discussed if we could make the "pie" (tuition waivers) bigger and acknowledged that we have new programs that will be benefited by having a piece of the pie. That led us into a conversation about the tuition revenue sharing model (Tony Pellegrini forwarded James the proposed model from last year; the handout will be posted in the Google Drive). There is still no funding for the proposed model, which is a challenge. It might be worthwhile to review the model and see if it is still something we think is appropriate. That led into an overall discussion about pricing—are we charging the right tuition for our graduate programs (online, face-to-face, international students, etc.) and whether we should revisit the idea of pricing and market. Kim Craft pointed out that maybe the graduate program directors are not the best people to figure this out, and it could be done by the university's business offices.
 - Since the last Graduate Council meeting, James has only met with Brad Cook about 1-2 times so they haven't had a chance to talk about all this yet. James also hasn't made any progress on setting up any meetings between program directors and Budget Office staff for those who wanted them. (The Budget Office is also in the middle of the E&G budget request cycle, so they are not readily available.)
 - Graduate tuition waiver policy
 - Question: In our last meeting, Brad wasn't sure if tuition waivers would be available in the future? We need to know ASAP, because it's hard to encourage continued growth without consistency.
 - Has anyone thought about graduate tuition waiver allocation model? It takes the lump sum, divides in half and distributes equally across all programs; the other half is distributed based on enrollment. That model resulted in a certain amount of disruption from previous years. It also meant that online students could receive waivers. Did anyone have any thoughts about that particular decision or other potential models?
 - a. Comment: If the number of graduate students is increasing, do we have an answer on if the waiver pot is increasing? If the pot grows with the percentage, then the discussion is moot—we would each take our percentage that corresponds to our program. But if the percent continues to decline as programs grow, we can't answer the question until we know. (Answer: James can find out how the pot would grow—if there are steps, fixed percentages, etc. If we increase tuition, we should surely be able to increase waivers.)
 - b. Comment: We talked briefly about an index option rather than a pot of money that's divvied up; it's a process that everybody receives based on students. Roger LaMarca would be really interested in looking in that

direction and we can propose that type of strategy. We first need to decide what type of strategy program directors want to participate in.

- c. Question: What is the objective of tuition waivers? Is it to attract good students, to maximize SUU's revenue, to help a program get started? Why do we care about increasing online enrollment for someone living in another state? Is it just because we want more students? What are we supposed to focus on? If it's to attract students who otherwise wouldn't come here, what's the objective of that? (Answer: Over the summer, we identified about five different things waivers could help with. One is to attract students who wouldn't otherwise come here to bring some of their tuition dollars here. A second is to use it as merit-based, to attract a higher-quality student into your program. Another could be to help a current student who would not otherwise be able to finish the program to afford to complete, which helps our performance-based funding with the state. One more is to use as a marketing/recruitment tool with employers to get them to send their employees to SUU.) It should be about maximizing quality or revenue, one or the other. What does SUU administration want? (Answer: Matt Barton has been told it is about graduate enrollment and bringing more revenue into the university. Some money is better than no money.)
 - d. Question: Do we know if the revenue they bring in is greater than the cost? (Answer: From a net revenue standpoint, we make more money in graduate. But we haven't really done a good job looking at this question from a business point of view.)
 - e. Comment: If the tuition waivers could be used with international students, not to offset the entire cost but part of it, it could help recruit them as well. If their yearly tuition is \$20,000 and USU says they'll give the student \$4,000 but SUU says \$5,000, that's \$15,000 we didn't have before.
- Tuition revenue sharing model
 - Question: Are you still looking for ideas for how we would spend the money from the revenue sharing? (Answer: James is open to receiving those, but he hasn't sent a follow-up. Here's a reminder now! Part of what can help make a case for getting the model is a list of what you would use the money for. If you can send James your ideas sometime this fall, that will help paint a richer picture when we propose the funding.)
 - There are currently three variables in the model: graduation rate, percent of SCH taught by adjuncts (a measure of cost effectiveness), and growth. Growth in terms of percent for small programs is great, but growth in percent for large programs represents a lot more labor. Maybe growth isn't necessarily the best variable. We should revisit these variables to make sure we're comfortable. For example, is the percent SCH taught by adjuncts preferable to the amount of ICH? These variables all play off each other; you can't necessarily maximize all three at once.
 - Question: Does the USHE Policy R510 section 4.2 conflict with this model? Maybe one thing to add to the discussion is to make sure we're proposing something that is not contrary to what the state statute says. The statute gives

instruction on how graduate tuition is to be divided and shared. They don't seem to align currently. (Answer: That's a great point. If we turn to R510, it might be there's a better deal for your programs than this model, especially if we're to change tuition tables and differential tuition and have that all go back to the program the way that R510 says it should. We certainly don't want to contradict or undermine Regent policy.)

- Question: About half of our program's learners have their graduate degree already and are taking graduate classes to get a license from the state. They don't get a credential from SUU at all. How would that affect the graduation rate metric in the model?
- Question: Could a smaller group (3-5 people) look at the Regents Policy R510 and bring some ideas back about the model, rather than taking time we may not have in an hour during our regular meetings? (Answer: James will reach out to the directors to see who is interested in participating.)

IV. Adjourned at 4:07 PM