**AGENDA**

**GRADUATE COUNCIL MEETING**

**December 6, 2023**

**3:30 p.m.**

**Meeting held via ZOOM**

**I. Call Meeting to Order**

**II. Approval of Minutes**

**III. Reports**

 A. Report of Graduate Council Chair – Amber Abernathy

 B. Report of Graduate College Dean – Julie Masterson

 C. Report of Graduate Student Senate – Farhang Mohammed Salih

 D. Report of Graduate Faculty Membership Committee – Sarah Williams

 The following unit criteria was approved:

College of Business

Computer Science

Nurse Anesthesia

 The following faculty are recommended for full graduate faculty status:

Kathleen Ellis DSS Professional

Laura Hart SAG Research

Amy Knowles ENG Professional

Vicki McNamara SELPS Professional

Christopher Molino DSS Professional

Zora Mulligan SELPS Professional

Stephanie Mundinac, SELPS Professional

Eylem Mutlu-Buyurgan TCM Professional

Joye Norris SELPS Professional

Carolyn Perrigue SELPS Professional

Kaleigh Pickett SELPS Professional

Abby Templer Rodrigues SAG Research

Herbert Rodrigues SAG Research

Xiaoning Sun SELPS Research

Marnie Watson SAG Research

The following faculty are recommended for probational graduate faculty status:

Kristin Ausmus MTH.EDU Professional

Tracie Gones MTH/EDU Professional

Lucky Pratama TCM Research

Andrea Pullan MTH/EDU Professional

Elizabeth Reger TCM Research

Amanda Werhan MTH/EDU Professional

 E. Report of Graduate Grievance Committee – Jason DeBode

 F. Report of Graduate Scholarship Committee – Amy Hulme

G. Report of Graduate Curriculum Screening Committee –Missy Penkalski

All proposals can be viewed at <http://www.missouristate.edu/FacultySenate/Curricular-Proposal-Info.htm>. Click on the “Access the Curricular Action Workflow System” near the top of the page.

### SUBSTANTIVE ACTION PROPOSED

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| College | Department | Type | Program\_Title | Course\_Code | Course\_Number | Course\_Title |
| CNAS | PAMS | New Course |  | AST | 713 | Advanced Planetary Studies |
| COB | ITC | Change Course |  | ITC | 681 | Foundations of Business Analysis |
| COE | SELPS | Change Program | College Teaching-Graduate Certificate |  |  |  |
| MCHHS | BMS | New Course |  | BMS | 675 | Human Cardiovascular Physiology  |
| MCHHS | BMS | New Course |  | BMS | 676 | Human Respiratory Physiology |
| MCHHS | KIN | New Course |  | KIN | 722 | Cardiovascular Exercise Physiology |
| MCHHS | PHSM | Change Program | Dietetic Internship-Graduate Certificate |  |  |  |
| MCHHS | PHSM | Change Program | Nutrition and Dietetics-MS |  |  |  |
| MCHHS | PHSM | Change Course |  | DTN | 740 | Medical Nutrition Therapy I Practicum |
| MCHHS | PHSM | Change Course |  | DTN | 741 | Medical Nutrition Therapy II Practicum |
| MCHHS | PHSM | Change Course |  | DTN | 742 | Population Health Nutrition Practicum |
| MCHHS | PHSM | Change Course |  | DTN | 743 | Food Service Management Practicum |
| MCHHS | SWK | Change Program | SWK, Master of-MSW (Online) |  |  |  |
| MCHHS | SWK | New Course |  | SWK | 735 | Clinical Interventions with Weight Concerns |
| MCHHS | SWK | New Course |  | SWK | 736 | Trauma-Informed SWK Practice |
| MCHHS | SWK | New Course |  | SWK | 737 | Grief and Loss Across the Life Span |
| MCHHS | SWK | Change Course |  | SWK | 754 | Advanced Clinical SWK Assessment |
| MCHHS | SWK | Change Course |  | SWK | 755 | SWK Practice II: Advanced Generalist Practice with Families |
| MCHHS | SWK | Change Course |  | SWK | 757 | SWK Practice IV: Advanced Generalist Practice with Communities and Organizations |
| MCHHS | SWK | Change Course |  | SWK | 760 | Advanced Policy and Social Justice |
| RCASH | DSS | New Course |  | DSS | 745 | Intelligence &amp; War |
| RCASH | DSS | New Course |  | DSS | 747 | Educational Wargaming |
| MCHHS | CCJ | Change Program | MS, CCJ |  |  |  |
| MCHHS | CCJ | New Course |  | CRM | 633 | Criminal Typologies |
| MCHHS | CCJ | New Course |  | CRM | 794 | Program Assessment in the Criminology and Criminal Justice Graduate Program |
| MCHHS | CCJ | Change Course |  | CRM  | 797 | Policy Analysis Capstone |
| MCHHS | CCJ | Change Course |  | CRM | 798 | Thesis I |
| MCHHS | CCJ | Change Course |  | CRM | 799 | Thesis II |

### IV. Unfinished Business

1. Dr. Wickham’s questions about parallel courses

TO: Graduate Council

FROM: Julie Masterson

DATE: November 7, 2023

RE: Parallel Course Requirements and Graduate Council Review

This memo is in response to a question that was brought up by Dr. Cameron Wickman during our September meeting. Dr. Wickman asked how the Council evaluates course proposals that involve parallel courses, specifically the expectation to articulate the differences in requirements for the graduate course compared to the associated undergraduate parallel course.

During a meeting in response to Dr. Wickman’s question, Dr. Missy Penkalski, Screening Committee Chair, stated that they document the differences between the two parallel courses (i.e., undergrad version and grad version), which usually involve extra assignments and higher score expectations for the graduate course.

The screening committee’s practice (and ultimately the Graduate Council’s approval) is in accordance with both HLC guidelines and MSU policy. The relevant HLC guideline is *Assumed Practices B.1.c*, which states that at least 50% of courses applied to a graduate program must be designed for graduate work rather than undergraduate courses credited towards a graduate degree. The MSU policy, Op3.19-1, requires students to complete at least one-half of the minimum semester hours counted toward graduate degrees in courses numbered 700 or higher, which signifies that there are no undergraduate parallel courses associated with them. That same policy goes on to say, *“Graduate courses provide a graduate-level experience, and differ from undergraduate courses in the expectations and requirements.”*

I consulted with Dean Tammy Jahnke, who is familiar with HLC accreditation expectations and frequently does HLC reviews at other institutions. She said that additional relevant HLC guidelines include [Assumed Practices](https://livemissouristate-my.sharepoint.com/personal/clg5225_missouristate_edu/Documents/WPDOCS/1%20agendas%2C%20minutes%20and%20updates/Assumed%20Practices%20%28CRRT.C.10.010%29%20%7C%20Policies%20%28hlcommission.org%29) B.1.e and B.1.f. and [Core Component Criteria](https://www.hlcommission.org/Policies/criteria-and-core-components.html) 3A. 1 and 2.

B.1.e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.

B.1.f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.

3.A. The rigor of the institution’s academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

In summary, the university must ensure that the expectations and requirements for graduate courses must be differentiated from undergraduate courses by additional content and rigor. One way that Graduate Council does this is by ensuring that when there are parallel courses, the graduate course has more requirements and/or greater expectations than the related undergraduate course.

**V. New Business**

### VI. Open Mic - - share good news and exciting things from your department, ask any questions you have, or just

###  say hello to everyone!

**VII. Adjournment**

 

Amber Abernathy

Chairperson

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