**WKU**

Graduate Council

Agenda—Thursday, February 14, 2019, 3:00 p.m.
Academic Affairs Conference Room WAB 227

1. Call to Order

2. Consideration of January 17, 2019 minutes (Appendix A)

3. Graduate Enrollment Report (Week 1 S19 report) (Appendix B)

4. Committee Reports

   a. Executive Committee:  Discuss Senate Charter revision, ramifications for Graduate Council bylaws; Grad Dean "White Paper" revisions

   b. Policy Committee: No formal report

   c. Research Committee: No formal report

   d. Curriculum Committee: Martha Day (Appendix C)

5. Report from the Dean of the Graduate School (January 17, 2019; Appendix D)

6. Public Comments

7. Announcements & Adjourn

# APPENDIX A

**WKU**

Graduate Council

Minutes —Thursday, January 17, 2019, 2:00 p.m.
Academic Affairs Conference Room WAB 227

Members Present: Lance Hahn, Alex Lebedinsky, Martha Day, Sarah E. Ochs, Skyler Green, Carl Dick, Dominic Lanphier, Diane Marie Lickenbrock, Nicholas Wheeler, Wes Berry, Ann Ferrell, Marko Dumancic, Eleanor Miller, Laurie Branstetter, Richard Dressler, Lauren Stevens, Emily Anne Pride

Members Absent: Leyla Zhuhadar, Evelyn Thrasher, Jacob Applin, Aaron Hughey, Evie Oregon, Cheryl Davis

Guests: Merrall Price, Corinne Murphy, Alison Langdon, Danita Kelley, Rheanna Plemons, Colette Chelf, Scott Gordon, Laura Burchfield

1. Call to Order
   *Carl Dick

2. Consideration of December 6, 2018 minutes (Appendix A)
*Dressler/Hahn; approved

3. Graduate Enrollment Report (Final F18 report) (Appendix B)
*Gordon reported we are negative compared to last year. The enrollment drop is primarily due to a decline in international students and resident students.

4. Committee Reports

a. Executive Committee: (Kristie Guffey resignation, reorganization of GEC, addition of Aaron Hughey; Discussion of Graduate Dean "White Paper")
*Kristie Guffey resigned and Martha Day has agreed to serve out as the Curriculum Committee Chair.

Aaron Hughey has agreed to fill Kristie Guffey's spot.

*Miller had a question last month regarding SEAT reports. The SEAT report stands for Student Engagement Activates Transcript. It was a part of digital measures which has mostly gone away. The Travel Report has taken the place of the SEAT Report.

*Carl Dick discussed the White Paper and the Graduate Dean search. The Graduate Council was asked to give feedback on the document (see below).

*Dressler asked what the White Paper would be used for. *Carl Dick explained the White Paper will be used to outline the role of the Graduate School and Graduate Dean, and help serve to guide the Provost.

*Alison Langdon and her college's leadership appreciated the thoughtfulness of the document. They also thought the suggestion for an Associate Dean position would help with the future processes. She appreciates a faculty committee recognizing that administration has two levels. There is broad thinking of strategic planning and then there is the minutia of the day to day.

*Carl Dick discussed how the GA process might change due to the money being moved.

*Danita Kelley recommended adding closer communication with College Deans to the White Paper.

*The Graduate Executive Committee wanted more emphasis on the strategic plan involving elevating the status and stature of The Graduate School. The committee was unsure what the White Paper meant by quality control under point D.

*Lebedinsky mentioned that the purpose of the white paper is to help create an accurate job description. The previous job descriptions have included lofty goals and the job was more minutia.

*Carl Dick added that transparency is important with a dean candidate. He will take everyone's comments and suggestions to the committee.

*Martha Day will be the chair on the Curriculum Committee and a member of the Executive Committee.


  b. Policy Committee: No formal report


  c. Research Committee: No formal report
    *The next deadline is February 22, 2019.

  d. Curriculum Committee: Kristie Guffey/Martha Day (Appendix C)
    *There are four items at the program level. The emergency management disaster science program has been tabled until next month. The other three are Adult Education.

5. Report from the Dean of the Graduate School: (No formal report from 6 December 2018)
*Dean Davis is away at the funeral for Kaci Wilson. Carl Dick relayed Dean Davis's report.

*CourseLeaf was successfully implemented for curriculum workflow in the catalog, an upload portal was developed and implemented for the graduate admission's process, and the Slate program was acquired last year. The Slate program will be the new application. *Gordon explained how the documents are currently processed.

*Carl Dick went on to announce the Graduate School is in the process of planning workshop sessions for the spring semester. The next deadline for travel grant applications is February 1 and the next deadline for research grants is February 22.

6. Public Comments

7. Announcements & Adjourn ("SEAT" and Travel Grant reports)
*Carl Dick discussed the CAPE Evaluation process. He is on the CAPE review committee. He does not understand the nexus between the CAPE reviews, program suspensions, and downsizing of personnel. He believes the review is about getting a handle on the budget. He encourages everyone to be involved and informed in the review process.

*Dressler commented that a suspension in graduate programs will then impact graduate enrollment.

*Colette Chelf asked when the final CAPE decision would be made. *Danita Kelley said the final CAPE decisions would be at the Board of Regents on May 10th. Discussion ensued regarding the implementation process, timeline, and impact on faculty.

Minutes prepared by Laura Burchfield

## APPENDIX B

From Scott Gordon:

Here is the Week 1 graduate enrollment report for Spring 2019.  Compared to last year, enrollment is -209.

From a residency standpoint, the vast majority of the year-to-year decline comes from resident students (-180), followed by international students (-51).  Military enrollment (+37) is the only area showing an increase.  Looking at enrollment status (i.e., part-time vs. full-time) shows that part-time enrollment (-212) can account for the entirety of the decline.  Combining both categories of residency and enrollment status, there is a change of -187 in part-time resident students as compared to last year, while part-time military enrollment shows an increase of +40.

*Note: this report uses unduplicated headcount, which counts each student only in their primary program/department.  This predominantly affects certificate program enrollments, as they tend to be secondary programs.  If you need more specific information about duplicated headcount (i.e., students simultaneously enrolled in multiple programs), please let me know.*

Overall enrollment:

**Current Week Spring Enrollment Compared to Enrollment at Previous Similar Weeks by Selected Category**

| Wee... | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | Trend | 1 Yr Diff | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|---|
| 1 | GR | 2,525 | 2,695 | 2,521 | 2,442 | 2,233 | | -209 | -292 |

By residency:

**Current Week Spring Enrollment Compared to Enrollment at Previous Similar Weeks by Selected Category**

| Wee... | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | Trend | | 1 Yr Diff | | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Foreign Student | 249 | 367 | 259 | 153 | 102 | | | -51 | | -147 |
| 1 | Military | . | 37 | 127 | 178 | 215 | | | 37 | | . |
| 1 | Non-res TN Cnty (Scholarship) | 37 | 35 | 30 | 40 | 37 | | | -3 | | 0 |
| 1 | Nonresident | 561 | 525 | 477 | 460 | 455 | | | -5 | | -106 |
| 1 | Resident | 1,645 | 1,691 | 1,597 | 1,578 | 1,398 | | | -180 | | -247 |
| 1 | Tuition Incentive Program-TIP | . | . | . | 1 | . | | | . | | . |
| 1 | Undeclared | 33 | 40 | 31 | 32 | 26 | | | -6 | | -7 |
| | | 2,525 | 2,695 | 2,521 | 2,442 | 2,233 | | | -209 | | -292 |

By primary degree type:

**Current Week Spring Enrollment Compared to Enrollment at Previous Similar Weeks by Selected Category**

| Wee... | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | Trend | | 1 Yr Diff | | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Graduate Certificate | 177 | 220 | 176 | 161 | 147 | | | -14 | | -30 |
| 1 | Masters | 1,917 | 1,991 | 1,934 | 1,856 | 1,689 | | | -167 | | -228 |
| 1 | Specialist | 26 | 28 | 31 | 31 | 28 | | | -3 | | 2 |
| 1 | Rank | 47 | 54 | 47 | 46 | 41 | | | -5 | | -6 |
| 1 | Doctorate | 249 | 288 | 282 | 300 | 290 | | | -10 | | 41 |
| 1 | Non-Degree | 109 | 114 | 51 | 48 | 38 | | | -10 | | -71 |
| | | 2,525 | 2,695 | 2,521 | 2,442 | 2,233 | | | -209 | | -292 |

By primary academic college:

**Current Week Spring Enrollment Compared to Enrollment at Previous Similar Weeks by Selected Category**

| Wee... | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | Trend | | 1 Yr Diff | | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | College of Education and Beha... | 871 | 980 | 984 | 1,006 | 901 | | | -105 | | 30 |
| 1 | College of Health and Human S... | 981 | 960 | 910 | 866 | 838 | | | -28 | | -143 |
| 1 | Exploratory Studies | 26 | 31 | 21 | 17 | 16 | | | -1 | | -10 |
| 1 | Gordon Ford College of Busine... | 113 | 141 | 124 | 123 | 124 | | | 1 | | 11 |
| 1 | Ogden College of Science and ... | 278 | 342 | 279 | 228 | 201 | | | -27 | | -77 |
| 1 | Potter College of Arts & Letters | 230 | 218 | 191 | 193 | 153 | | | -40 | | -77 |
| 1 | University College | 26 | 23 | 12 | 9 | | | | | | |
| | | | | | | | | | | | |
| | | 2,525 | 2,695 | 2,521 | 2,442 | 2,233 | | | -209 | | -292 |

By primary department (sorted by amount of increase in one year, smallest to largest):

| Week # | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | 1 Yr Diff | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|
| 1 | 99IS: Exploratory/Undeclared | 10 | 18 | 12 | 9 | | | |
| 1 | Art | 6 | 1 | 1 | | | | |
| 1 | Philosophy and Religion | 6 | 5 | 3 | 2 | | | |
| 1 | School of Teacher Education | 380 | 341 | 313 | 301 | 258 | -43 | -122 |
| 1 | Kinesiology, Recreation, and Sport | 265 | 256 | 242 | 203 | 167 | -36 | -98 |
| 1 | Ed Admin, Leadership, and Research | 131 | 148 | 126 | 120 | 91 | -29 | -40 |
| 1 | 99ED: Exploratory/Undeclared | 148 | 147 | 121 | 121 | 100 | -21 | -48 |
| 1 | School of Engineering and Applied Sciences | 89 | 170 | 95 | 54 | 34 | -20 | -55 |

| 1 | School of Professional Studies | 75 | 192 | 268 | 289 | 273 | -16 | 198 |
|---|---|---|---|---|---|---|---|---|
| 1 | Agriculture | 18 | 12 | 28 | 31 | 18 | -13 | 0 |
| 1 | Diversity and Community Studies | 31 | 41 | 33 | 34 | 26 | -8 | -5 |
| 1 | Folk Studies and Anthropology | 22 | 18 | 17 | 18 | 10 | -8 | -12 |
| 1 | Geography and Geology | 26 | 26 | 25 | 22 | 15 | -7 | -11 |
| 1 | Political Science | 40 | 36 | 29 | 21 | 15 | -6 | -25 |
| 1 | Public Health | 143 | 144 | 140 | 125 | 119 | -6 | -24 |
| 1 | Sociology | 24 | 21 | 21 | 27 | 21 | -6 | -3 |
| 1 | History | 33 | 22 | 18 | 19 | 15 | -4 | -18 |
| 1 | Accounting | 12 | 6 | 6 | 16 | 13 | -3 | 1 |
| 1 | English | 22 | 27 | 29 | 33 | 30 | -3 | 8 |
| 1 | Mathematics | 34 | 38 | 47 | 34 | 31 | -3 | -3 |
| 1 | Music | 16 | 19 | 21 | 18 | 15 | -3 | -1 |
| 1 | Psychology | 41 | 52 | 62 | 70 | 67 | -3 | 26 |
| 1 | 99AR: Exploratory/Undeclared | 7 | 4 | 3 | 3 | 1 | -2 | -6 |
| 1 | Chemistry | 28 | 27 | 25 | 21 | 19 | -2 | -9 |
| 1 | School of Nursing | 196 | 165 | 157 | 161 | 159 | -2 | -37 |
| 1 | GRAD | 26 | 31 | 21 | 17 | 16 | -1 | -10 |
| 1 | Physics and Astronomy | 7 | 7 | 6 | 6 | 5 | -1 | -2 |
| 1 | Communication Sciences and Disorders | 146 | 152 | 153 | 172 | 172 | 0 | 26 |
| 1 | Psychological Sciences | 37 | 29 | 21 | 21 | 22 | 1 | -15 |

| Week # | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | 1 Yr Diff | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|
| 1 | 99BU: Exploratory/Undeclared | 80 | 115 | 102 | 96 | 98 | 2 | 18 |
| 1 | 99HH: Exploratory/Undeclared | 47 | 31 | 3 | 2 | 4 | 2 | -43 |
| 1 | Applied Human Sciences | 16 | 16 | 19 | 26 | 28 | 2 | 12 |
| 1 | Communication | 23 | 24 | 16 | 18 | 20 | 2 | -3 |
| 1 | Economics | 21 | 20 | 16 | 11 | 13 | 2 | -8 |
| 1 | 99SC: Exploratory/Undeclared | 5 | 6 | 4 | 2 | 5 | 3 | 0 |
| 1 | Physical Therapy | 60 | 90 | 88 | 86 | 90 | 4 | 30 |
| 1 | Counseling and Student Affairs | 112 | 105 | 94 | 105 | 112 | 7 | 0 |
| 1 | Social Work | 108 | 106 | 108 | 91 | 99 | 8 | -9 |
| 1 | Biology | 34 | 27 | 28 | 37 | 52 | 15 | 18 |
| | | 2,525 | 2,695 | 2,521 | 2,442 | 2,233 | -209 | -292 |

By primary academic program (sorted by one amount of increase in one year, smallest to largest):

| Week # | Selected Category | 2015 | 2016 | 2017 | 2018 | 2019 | 1 Yr Diff | 4 Yr Diff |
|---|---|---|---|---|---|---|---|---|
| 1 | Art Education for Teacher Leaders, MAE (#0443)~ | 6 | 1 | 1 | | | | |
| 1 | Autism Spectrum Disorders, CER (#0441) | 2 | 1 | | 1 | | | |
| 1 | Biology, CER (#0493) | | | | | 8 | | |
| 1 | Brewing and Distilling Arts & Sciences, CER (#0486) | | | | 1 | | | |
| 1 | Business Core Competencies, CER (#0487) | | | | | 6 | | |
| 1 | Career Counseling, CER (#0440)~ | 4 | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | Communicating in Healthcare, CER (#0475) | | | | | 1 | | |
| 1 | Communication Disorders, MS (#114)~ | 71 | 10 | | 1 | | | |
| 1 | Communication Disorders, R1 (#164)~ | 7 | 10 | 6 | | | | |
| 1 | Community College Faculty Preparation, CER (#162) | 2 | 2 | | | | | |
| 1 | Director of Special Education, R1 (#0426) | 5 | 1 | 2 | 3 | | | |
| 1 | Economic Data Analytics, CER (#0491) | | | | 1 | | | |
| 1 | Education/UL, CD (#142) | 1 | | | | | | |
| 1 | Educational Technology, CER (#167) | 3 | 2 | 2 | 2 | | | |
| 1 | Elementary Education, EDS (#118)~ | | 1 | 1 | 1 | | | |
| 1 | Elementary Math Specialization, P-5, CER (#0485) | | | 1 | 2 | | | |
| 1 | Emergency Nurse Practitioner, CER (#0480)~ | | | 2 | | | | |
| 1 | Exceptional Education - LBD, MAE (#0424)~ | | 1 | | | | | |
| 1 | Health Education, CER (#0494) | | | | | 1 | | |
| 1 | International Student Services, CER (#0415) | 4 | 3 | 1 | | | | |
| 1 | Leadership Dynamics, MA (#0422)~ | 1 | 1 | | | | | |
| 1 | Leadership Studies, CER (#163)~ | 3 | 2 | | | | | |
| 1 | Leadership Studies, MA (#0464)~ | 12 | 2 | | | | | |
| 1 | Libraries, Informatics, and Technology in Education, MS (#0497) | | | | | 39 | | |
| 1 | Library Media Education, R1 (#0429) | 2 | 3 | 1 | 1 | | | |
| 1 | Literacy in Post-secondary Settings, CER (#0462) | 4 | 1 | | 1 | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | Measurement, Evaluation and Research, CER (#0488) | | | 1 | | 1 | | |
| 1 | Middle Grades Education, R1 (#158) | | | | 1 | | | |
| 1 | MSD Certification, C (#0477)~ | | 2 | | | | | |
| 1 | Non-Degree University College, ND (#0006)~ | 10 | 18 | 12 | 9 | | | |
| 1 | Organizational Communication, CER (#175)~ | 1 | | | | | | |
| 1 | Religious Studies, CER (#1711)~ | | | 1 | | | | |
| 1 | Religious Studies, MA (#0446)~ | 6 | 5 | 2 | 2 | | | |
| 1 | Scientific Data Analytics, CER (#0496) | | | | | 1 | | |
| 1 | Secondary Education Teacher Leader, R2 (#0432) | 1 | | | 1 | | | |
| 1 | Secondary Education, EDS (#119)~ | 1 | 1 | | | | | |
| 1 | Secondary Education, MAE (#103)~ | 1 | | | | | | |
| 1 | Special Education, LBD, MAE (#0437)~ | 6 | 4 | | | | | |
| 1 | Technology Management, MS (#045)~ | 2 | 1 | 1 | | | | |
| 1 | Library Media Education, MS (#083)~ | 73 | 75 | 70 | 65 | 17 | -48 | -56 |
| 1 | Recreation and Sport Administration, MS (#095) | 241 | 227 | 215 | 172 | 137 | -35 | -104 |
| 1 | Educational Leadership, C (#131) | 66 | 63 | 61 | 54 | 31 | -23 | -35 |
| 1 | Educational Leadership, EDD (#0010) | 130 | 119 | 106 | 101 | 83 | -18 | -47 |
| 1 | Organizational Leadership, MA (#0467) | 59 | 187 | 268 | 289 | 273 | -16 | 214 |
| 1 | Computer Science, MS (#117) | 32 | 98 | 48 | 27 | 12 | -15 | -20 |
| 1 | Agriculture, MS (#052) | 18 | 12 | 28 | 31 | 18 | -13 | 0 |

| 1 | Secondary Education for Teacher Leaders, MAE (#0435) | 41 | 32 | 24 | 26 | 15 | -11 | -26 |
|---|---|---|---|---|---|---|---|---|
| 1 | Special Education for Teacher Leaders: Learning and Behavioral Disorders, MAE (#0457) | 22 | 19 | 22 | 39 | 28 | -11 | 6 |
| 1 | Adult Education, MAE (#047) | 29 | 22 | 17 | 21 | 13 | -8 | -16 |
| 1 | Gender and Women's Studies, CER (#1712) | 5 | 12 | 10 | 10 | 2 | -8 | -3 |
| 1 | Middle Grades Education for Teacher Leaders, MAE (#0434) | 16 | 20 | 20 | 18 | 10 | -8 | -6 |
| 1 | Student Affairs in Higher Education, MAE (#145) | 43 | 42 | 32 | 37 | 29 | -8 | -14 |
| 1 | English, MA (#067) | 19 | 18 | 16 | 20 | 13 | -7 | -6 |
| 1 | Folk Studies, MA (#069) | 22 | 17 | 17 | 16 | 9 | -7 | -13 |
| 1 | Geoscience, MS (#072) | 26 | 26 | 25 | 22 | 15 | -7 | -11 |
| 1 | Gifted Education and Talent Development, MAE (#0482) | | 6 | 19 | 22 | 15 | -7 | |
| 1 | Nursing, MSN (#149) | 133 | 84 | 63 | 54 | 47 | -7 | -86 |
| 1 | Engineering Technology Management, MS (#0447) | 51 | 65 | 44 | 24 | 18 | -6 | -33 |
| 1 | Public Administration, MPA (#051) | 40 | 36 | 29 | 21 | 15 | -6 | -25 |
| 1 | Public Health, MPH (#152) | 57 | 53 | 46 | 59 | 53 | -6 | -4 |
| 1 | Facility and Event Management, CER (#0455) | 2 | 3 | 6 | 6 | 1 | -5 | -1 |
| 1 | Health Administration, MHA (#153) | 77 | 70 | 69 | 50 | 45 | -5 | -32 |
| 1 | Psychology, MA (#092) | 20 | 19 | 19 | 22 | 17 | -5 | -3 |
| 1 | Career Services, CER (#0468) | 4 | 4 | 1 | 6 | 2 | -4 | -2 |
| 1 | History, MA (#078) | 33 | 22 | 18 | 19 | 15 | -4 | -18 |

| 1 | Secondary Education for Initial Certification, MAT (#0495) | 19 | 10 | 13 | 19 | 15 | -4 | -4 |
|---|---|---|---|---|---|---|---|---|
| 1 | Sociology, MA (#105) | 11 | 9 | 6 | 11 | 7 | -4 | -4 |
| 1 | Accountancy, MACC (#0445) | 12 | 6 | 6 | 16 | 13 | -3 | 1 |
| 1 | Family Nurse Practitioner (Post MSN), CER (#0449) | 5 | 8 | 13 | 9 | 6 | -3 | 1 |
| 1 | Mathematics, MA (#049) | 26 | 29 | 33 | 22 | 19 | -3 | -7 |
| 1 | Music, MM (#0453) | 16 | 19 | 21 | 18 | 15 | -3 | -1 |
| 1 | School Counseling, MAE (#046) | 15 | 11 | 12 | 18 | 15 | -3 | 0 |
| 1 | Business Administration, MBA (#057) | 79 | 113 | 99 | 92 | 90 | -2 | 11 |
| 1 | Chemistry, MS (#059) | 28 | 27 | 25 | 21 | 19 | -2 | -9 |
| 1 | Criminology, MA (#0421) | 13 | 12 | 15 | 16 | 14 | -2 | 1 |
| 1 | Education and Behavioral Science Studies, MAE (#042) | 5 | 6 | 9 | 7 | 5 | -2 | 0 |
| 1 | Instructional Design, MS (#0428) | 21 | 20 | 16 | 8 | 6 | -2 | -15 |
| 1 | Non-Degree Arts and Letters, ND (#0002) | 7 | 4 | 3 | 3 | 1 | -2 | -6 |
| 1 | Non-Degree Business, ND (#0001) | 1 | 2 | 2 | 3 | 1 | -2 | 0 |
| 1 | Nonprofit Administration, CER (#0463) | 7 | 8 | 7 | 3 | 1 | -2 | -6 |
| 1 | School Administration, EDS (#098) | 4 | 5 | 5 | 3 | 1 | -2 | -3 |
| 1 | Advanced Worksite Health Promotion, CER (#0465)~ | | 1 | 1 | 2 | 1 | -1 | |
| 1 | Communicating in Organizations, CER (#0471) | 2 | 4 | 1 | 4 | 3 | -1 | 1 |
| 1 | Historic Preservation, CER (#0423) | | 1 | | 2 | 1 | -1 | |
| 1 | Homeland Security Sciences, MS (#0413) | 7 | 7 | 6 | 6 | 5 | -1 | -2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | Intercollegiate Athletic Administration, CER (#0481) | | 6 | | 4 | 3 | -1 | |
| 1 | Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, MAE (#0461) | 4 | 3 | 5 | 4 | 3 | -1 | -1 |
| 1 | Non-Degree Education, ND (#0005) | 13 | 22 | 6 | 13 | 12 | -1 | -1 |
| 1 | Not Pursuing a Degree, ND (#126) | 26 | 31 | 21 | 17 | 16 | -1 | -10 |
| 1 | Organizational Leadership, CER (#1723) | 7 | 27 | 11 | 6 | 5 | -1 | -2 |
| 1 | School Administration, R1 (#121) | 18 | 28 | 28 | 34 | 33 | -1 | 15 |
| 1 | Secondary Education, R1 (#124) | 4 | 3 | 3 | 4 | 3 | -1 | -1 |
| 1 | Special Education: Moderate and Severe Disabilities, MAE (#0438) | 24 | 10 | 12 | 10 | 9 | -1 | -15 |
| 1 | Aging Studies, CER (#0419) | 6 | 6 | 1 | 1 | 1 | 0 | -5 |
| 1 | Business Sustainability, CER (#0474) | | | 1 | 1 | 1 | 0 | |
| 1 | Counseling, C (#159) | 6 | 9 | 5 | 1 | 1 | 0 | -5 |
| 1 | Dietetic Practice, CER (#0451) | 10 | 10 | 10 | 10 | 10 | 0 | 0 |
| 1 | Elementary Education for Teacher Leaders, MAE (#0433) | 60 | 60 | 44 | 22 | 22 | 0 | -38 |
| 1 | Environmental Health and Safety, CER (#0427) | 2 | 2 | 5 | 1 | 1 | 0 | -1 |
| 1 | Gifted Education and Talent Development, EDS (#0490) | | | | 3 | 3 | 0 | |
| 1 | Mathematics, MS (#085) | 8 | 9 | 14 | 12 | 12 | 0 | 4 |
| 1 | School Psychology, EDS (#147) | 21 | 21 | 25 | 24 | 24 | 0 | 3 |
| 1 | Social Responsibility and Sustainable Communities, MA (#0448) | 26 | 29 | 23 | 24 | 24 | 0 | -2 |

| 1 | Program | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | Special Education Initial Certification: Learning and Behavioral Disorders, MAT (#0456) | 17 | 10 | 9 | 8 | 8 | 0 | -9 |
| 1 | Biology for Teacher Leaders, MAE (#0442) | 1 | 2 | 1 | 1 | 2 | 1 | 1 |
| 1 | College and Career Readiness, CER (#1737) | | | | 1 | 2 | 1 | |
| 1 | Lean Sigma, CER (#0452) | 4 | 6 | 2 | 3 | 4 | 1 | 0 |
| 1 | Middle Grades Education for Initial Certification, MAT (#0458) | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| 1 | Psychology, MS (#0469) | 37 | 29 | 21 | 21 | 22 | 1 | -15 |
| 1 | Speech-Language Pathology, MS (#0466) | 68 | 132 | 147 | 171 | 172 | 1 | 104 |
| 1 | Standard Guidance - Rank 1, R1 (#048) | 6 | 2 | 1 | 1 | 2 | 1 | -4 |
| 1 | Teaching English to Speakers of Other Languages, CER (#0416) | 3 | 3 | | 1 | 2 | 1 | -1 |
| 1 | Addictions Education, CER (#0492) | | | | 1 | 3 | 2 | |
| 1 | Applied Psychology, PSYD (#0476) | | 12 | 18 | 24 | 26 | 2 | |
| 1 | Child and Family Studies, MS (#0489) | | | 8 | 15 | 17 | 2 | |
| 1 | Elementary Education, R1 (#084) | 4 | 7 | 6 | 1 | 3 | 2 | -1 |
| 1 | Non-Degree Health and Human Services, ND (#0003) | 47 | 31 | 3 | 2 | 4 | 2 | -43 |
| 1 | Nursing Practice, DNP (#0011) | 58 | 67 | 70 | 89 | 91 | 2 | 33 |
| 1 | Organizational Communication, MA (#0012) | 20 | 20 | 15 | 14 | 16 | 2 | -4 |
| 1 | Applied Economics, MA (#0410) | 21 | 20 | 16 | 10 | 13 | 3 | -8 |
| 1 | Creative Writing, MFA (#0478) | | 6 | 13 | 12 | 15 | 3 | |

| 1 | Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460) | 11 | 6 | 6 | 11 | 14 | 3 | 3 |
|---|---|---|---|---|---|---|---|---|
| 1 | Non-Degree Science, ND (#0004) | 5 | 6 | 4 | 1 | 4 | 3 | -1 |
| 1 | Physical Therapy, DPT (#0013) | 60 | 90 | 88 | 86 | 90 | 4 | 30 |
| 1 | Adult Education, CER (#0450) | 4 | 1 | 3 | 2 | 7 | 5 | 3 |
| 1 | Environmental and Occupational Health Science, MS (#0473) | 7 | 18 | 19 | 13 | 18 | 5 | 11 |
| 1 | Instructional Design, CER (#0418) | 6 | 13 | 5 | 2 | 7 | 5 | 1 |
| 1 | Teacher Education, C (#132) | 15 | 14 | 16 | 14 | 19 | 5 | 4 |
| 1 | Biology, MS (#056) | 33 | 25 | 27 | 36 | 42 | 6 | 9 |
| 1 | Psychiatric Mental Health Nurse Practitioner, CER (#0479) | | 6 | 9 | 9 | 15 | 6 | |
| 1 | Kinesiology, MS (#0454) | 15 | 12 | 14 | 18 | 25 | 7 | 10 |
| 1 | Social Work, MSW (#157) | 108 | 106 | 108 | 91 | 99 | 8 | -9 |
| 1 | Literacy Education, MAE (#044) | 17 | 14 | 14 | 11 | 20 | 9 | 3 |
| 1 | Counseling, MAE (#043) | 30 | 34 | 42 | 40 | 58 | 18 | 28 |
| | | 2,525 | 2,695 | 2,521 | 2,442 | 2,233 | -209 | -292 |

*Note: programs followed by a tilde (~) are no longer active.*

# Graduate Council Curriculum Committee

# Minutes – February 7, 2019

**Minutes: from January 10, 2019** – voted on January 11, 2019 over email

**1st/2nd** – Dressler/Ferrell **Vote:** Approved

**Voting Members:** Martha Day, Richard Dressler, Ann Ferrell, Evelyn Thrasher, Aaron Hughey

**Guest:** Merrall Price, Cate Webb, Danita Kelley, Rheanna Plemons, David Oliver, Colette Chelf, Alison Langdon, Kirk Atkinson, Carl Dick, Herold Little

**Action Items:**

| Graduate Curriculum Committee (8) | | | | |
|---|---|---|---|---|
| Code | Title | Status | Initiator | Action Taken / Notes |
| **Bundle the ACCT proposals**<br><br>**1st / 2nd:** Dressler/Ferrell<br><br>**Discussion:**<br><br>• ACCT-500 – Changing prerequisite. *Friendly amendment – Change Abbr title – "ADV FIN ACCT & REP"*<br>• ACCT-550 – Changing prerequisite.<br>• Colette brought it to everyone attention that the course learning outcomes & topics should be added to all courses. Herold Little will be sending these to Colette for adding to CourseLeaf<br>**Vote:** Approved | | | | |
| ACCT 500 | ACCT 500: Advanced Financial Accounting and Reporting | Edited | rnd02430 | |

| | | | | |
|---|---|---|---|---|
| ACCT 550 | ACCT 550: Special Topics in Accounting for Not-For-Profit Organizations and Governments | Edited | rnd02430 | |
| CNS 647 | CNS 647: Addictions: Assessment, Diagnosis and Treatment Planning | Edited | jll34446 | **1st / 2nd:** Dressler/Thrasher<br><br>**Discussion:** Under learning outcomes remove the language "will be able to" at the beginning of each line.<br><br>**Vote:** Approved |
| EMDS 500 | EMDS 500: Emergency Management Policy and Practices | Added | dvd62010 | **1st / 2nd:** Thrasher/Ferrell<br><br>**Discussion:** Overview given. David Oliver did look at other courses at WKU and if there is any kind of overlap. There will be an upcoming meeting to discuss this with CHHS folks. Perhaps we should table until after meeting.<br><br>**Vote:** Tabled Definitely<br><br>Dressler/Ferrell |
| **Bundle remaining EMDS course**<br><br>**1st / 2nd:** Dressler/Thrasher<br><br>**Vote:** Approved<br><br><br>**Motion to Table bundle Definitely**<br><br>**1st / 2nd:** Dressler/Thrasher | | | | |
| EMDS 501 | EMDS 501: Understanding Natural and Technological Disaster Risks | Added | dvd62010 | |

| Code | Title | Status | Initiator | Action Taken / Notes |
|------|-------|--------|-----------|----------------------|
| EMDS 502 | EMDS 502: Terrorism, Violence, Resiliency, and Response | Added | dvd62010 | |
| EMDS 503 | EMDS 503: Advanced Disaster Planning, Management, and Preparedness | Added | dvd62010 | |
| EMDS 504 | EMDS 504: Trends in Disaster Preparedness and Management | Added | dvd62010 | |

| Graduate Curriculum Committee (1) | | | | |
|------|-------|--------|-----------|----------------------|
| Code | Title | Status | Initiator | Action Taken / Notes |
| 00000 | 00000: Emergency Management Disaster Science | Added | dvd62010 | **1st / 2nd:** Thrasher/Dressler <br><br> **Discussion:** None <br><br> **Vote:** Tabled definitely |

**Information items:**

Drs. Carl Dick & Kirk Atkinson to discuss proposed changes to CourseLeaf for Program Changes

**Discussion:** Carl talked about what's going to happen in CourseLeaf when the undergraduate group comes online. Some of the forms/questions will need to be edited, which may or may not affect the process. UG Catalog going live Fall 19. Some concern shared about how long this process is going to take.

Adjourn at 3:00 pm –

**1st / 2nd** – Dressler / Ferrell

Respectfully submitted
GCCC Recorder
Jessica Steenbergen

**APPENDIX D**

# WKU®
### THE GRADUATE SCHOOL

Dean's Report to Graduate Council
Cheryl D. Davis, Interim Dean

January 17, 2019
Academic Affairs Conference Room WAB 227

Happy New Year to all, and welcome to the Spring 2019 semester.

The beginning of a new calendar year is a good time to reflect back on the previous year's accomplishments, and I thought I would take a moment to point out just a few important successes from the Graduate School in 2018:

- o CourseLeaf was successfully implemented for curriculum workflow and the graduate catalog

- o With assistance from IT, an upload portal was developed and implemented for graduate admissions processes

- o The Technolutions SLATE program, a program that will update and streamline our applications processes and provide modern tools and solutions for our customer relations management, has been acquired. Hard work is underway to better understand the capabilities of the program and to develop an implementation plan, which will focus first on admissions in the Graduate School.

We are in the process of planning workshop and information sessions for the Spring 2019 semester. Please do not hesitate to let us know if there are particular topics that you would like to see addressed.

A few quick reminders from the Graduate School:

- o Next deadline for Travel Grant Applications is February 1, 2019

- o Next deadline for Research Grant Proposals is February 22, 2019

Best wishes for a productive and successful semester.

Thank you,

*Cheryl D. Davis*