GRADUATE COUNCIL MEETING
January 9, 2003
3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bond, Collins, Feller, Fisk, Francis, Markle, Pedersen, Prucha, Rettig, Watrous

Absent: Bird, Ciufetti, Sanchez, Selker

Guests: Don Armstrong, Ursula Bechert, Betty Duvall, Sam Stern, Vince Remcho

I. Approval of Council Minutes

The motion to accept the minutes from December 12, 2002 was passed.

II. Capstone credits, internships, and professional master’s degrees

Don Armstrong (Botany & Plant Pathology) presented a request to the Graduate Council for the use of internships as capstone experiences for professional master's degree programs. The Sloan Foundation contacted Oregon State regarding a professional master's degree; such a degree would provide an alternative to the more conventional thesis path. A grant was obtained to help support these degrees. The new master’s programs will require 1) use of internships as capstone experience, 2) an advisory committee of industry and government affiliates, and 3) a set of common courses including work in computer skills, ethics, and communication. Four initial programs are under development at OSU: applied biotechnology, which will be initially offered by the Genetics Program but added to the Molecular and Cellular Biology Program after their MS degree program is approved; applied systematics, which will be offered by the Department of Botany and Plant Pathology; all areas of concentration within the applied physics degree offered by the Physics Department; and all areas of concentration offered by Environmental Sciences. A program in the Chemistry Department is still in development. Armstrong reported that the professional master’s programs are continuing to evolve. The participating academic units anticipate that the first group of students to be admitted will enroll Fall 2003. Armstrong said that, for professional master’s degree programs to work most effectively, the Graduate Council must approve the use of internship hours for capstone requirements. His suggestion would be for a minimum of 6 and maximum of 12 internship credits on a 45-credit degree program.

When asked how many other universities are offering professional master’s degree programs, Armstrong replied that there are about 30. David Brauner (Liberal Arts) asked whether most of the potential students would be people currently working in industry. Armstrong said that some will be OSU undergraduates and others will come from industry. Many inquiries about the programs have been received.

Barbara Bond (Forestry) asked whether it was appropriate to allow these degrees to carry the title of Master of Science, or whether another type of degree would be more appropriate.
Armstrong suggested that, later on, it would be appropriate to create another degree (perhaps Master of Applied Science); but, such a new degree cannot be approved quickly enough to allow participation in the program by Fall 2003. Doug Markle (Agricultural Sciences) observed that the existence of eight different master's degree programs currently offered by OSU sets precedence for this kind of program, although he also supported the use of a degree name other than the Master of Science. Armstrong noted that the effort to establish this program under currently authorized degree requirements has already caused some problems for some departments. However, each department is trying to handle the difficulties differently. In response to Markle’s question about whether there is a move to create a Master of Applied Science, Armstrong answered that it would take at least two years for that to happen, given curriculum approval procedures. Brauner suggested that an end date to the use of the MS degree for these professional master’s degrees should be part of any motion passed by the Graduate Council concerning the use of internship as capstone.

Elaine Pedersen (Health and Human Sciences) asked whether an internship report will be one of the degree requirements. Armstrong said that a final report to the university at the end of the internship experience would be required.

Sally Francis (Graduate School) wondered how many of the other universities with approved professional master’s degrees are using the MS and how many are creating professional master's degrees with other titles. She mentioned national efforts to re-envision the PhD and wondered whether the same type of evolution is happening as a result of professional master’s initiatives. Bond was concerned about the precedent set by this program. Brauner noted that the MS is traditionally viewed as a degree in which the student does research, creates a publishable article, and is academic. The MS and MA programs should be differentiated by name from a degree that is based on work experience. Francis asked what the professional master’s programs require for learning outcomes and how these differ from the learning outcomes for the other master’s degrees. Brauner recalled the Council's action on the Master of Business and Engineering degree program at an earlier Council meeting, which led to endorsement of the creation of that professional degree. Wende Feller (student member), noting that other departments make a distinction between a professional and an academic degree, said that the units with professional master’s degrees should provide explicit information about the final exam.

Barbara Watrous (Veterinary Medicine) asked whether the number of required credits of internship is consistent among the four professional master’s degree programs. In response, Armstrong asked the Council how many credit hours of internship they were willing to allow for a 45-credit program of study. He said that the faculty developing these programs have thought of the size of the internship in terms of number of terms rather than number of credits. Because most internship experiences are likely to take a minimum of six months, he suggested that the number of credits should reflect that amount of time.

Bruce Rettig (Graduate School) pointed out that the professional master’s degree programs could meet current MS program requirements by adding a minimum of three credits of research-in-lieu-of-thesis to a program of study. He also said that the MS degrees in Science Education and Mathematics Education currently use internships to fulfill capstone requirements. Armstrong argued for a motion that would not require students to add research or project hours to their
programs of study and be assigned major professors in the usual sense. He fears that this would eliminate interest by the faculty. It would also overtax heavily committed faculty, especially those coming to the university from industry.

When pressed for details on internship, Armstrong said that this has not been determined. Discussions are continuing about how the internships are going to be administered and how faculty will mentor students in internship positions. Brauner asked whether there would be a committee to oversee the students. Armstrong said that there would be, although the process may vary between the four participating departments. He added that the Dean of Science is supportive of these programs (although a specific commitment to date has only been asked for and made for the applied biotechnology program). Program overseers estimate that one full-time and one half-time person would be needed to direct this program. Markle asked whether liaison had been established with programs that currently use internships as the foundation of a degree. Armstrong reported that the Sloan Foundation wants faculty to go out to internship sites.

Rettig noted that the Council is being asked to approve the concept of using internships as capstone activity in a Master of Science in these programs. The graduate catalog defines capstone requirements thus: “All master’s degree programs require a minimum of 45 graduate credits including a thesis (6 to 12 credits) or research-in-lieu-of-thesis (3 to 6 credits).” Bond asked whether these specific programs can use internships as capstone or whether all units offering MS degrees can use internships as capstone; she sees these as quite different questions.

Martin Fisk (Oceanic and Atmospheric Sciences) noted that, on the web page for the Environmental Sciences professional master’s degree program, up to 30 credits of internship would be allowed on a 45-credit program. Armstrong said that the request he is submitting on behalf of the groups with professional master’s degrees is for 6 to 12 internship credits on a 45 credit program. The reason for coming to the Council is to standardize these programs. The intention is to keep the four departments within the same guidelines and to keep the guidelines congruent with university policy. Armstrong said that his request is narrow. Can internships be allowed as capstones for these programs? And, can 6 to 12 credit hours of internship be permitted as the capstone on a 45-credit hour program?

David Gobeli (Business) asked again how the internships would be managed. Armstrong noted the rigor of the degree programs in the departments in question at OSU. The professional master’s program departments are working with industry people who would be heavily involved in the supervision of interns. Armstrong noted again that the current university requirement for 3-6 research credits on non-thesis degree programs would hamper this program as it tries to move forward. He also observed that Physics will use both a thesis and a professional track in their Master of Science in Applied Physics.

Brauner asked whether the Council would see the proposal again if it is passed at this meeting. Francis said that a Category I proposal is needed only if a new degree is established. Armstrong wanted to make sure that the Council had some kind of oversight to the changes that are needed, especially since keeping the research component in the program of study would hamper the Sloan program. Gobeli asked how fast the Master of Business and Engineering degree would be
approved. Rettig said that the faculty in Engineering hope to be able to accept new students Fall 2003, but that degree approval processes could delay the process.

In response to Bond’s question about the length of the Sloan Foundation grant, Armstrong answered that the current grant runs until the summer of 2004, but that the OSU recipients have asked for an extension of six months.

Fisk asked that more time be given to the discussion to this proposal. Bond asked whether conditions or limitations could be placed on the approval. Armstrong said that it would be reasonable to require a Category I proposal for a new degree at a later date, and he added that the person directing the program would be willing to work on that. Armstrong noted that the College of Science has given its support to continuing this program after the funding from Sloan ends. But, Armstrong added, the idea of making this a "temporary" change to capstone requirements might not meet the expectations of the Sloan Foundation. Gobeli asked whether an interim approval is appropriate. Armstrong repeated that the programs are currently operating under the university guidelines and, if forced to do so, could continue to do that, although this would greatly hamper the programs.

Fisk reminded the group of the problem on the Environmental Science web page, saying that 30 credit hours of internship could be used on an MS program of study (which is presumably the 45 credit hour minimum). Armstrong said that the point of asking for Graduate Council for approval to this proposal is to make sure that no department allows more than 6 to 12 credit hours of internship on a 45-credit hour program. Armstrong said that the Sloan Foundation funding is already into its second year and any delay could kill the program. To keep pace with the Sloan funding, this request needs to be expedited by the Graduate Council. Francis commended Armstrong and his group for being proactive. Even if they were premature in asking for this change in graduate degree requirements, their action contrasts with many programs that wait too long.

Fisk moved to approve the use of internships as capstone experiences for specified areas of concentration in existing degree programs, with a minimum of 6 credits of internship and a maximum of 12 credits of internship allowed on a 45-credit non-thesis MS degree, conditional upon submission to the Council of
1) a description of the internship outlining a) who will be supervising the students, b) how the internship will be evaluated and c) the nature of the final defense/exam and
2) a Category I proposal for a new professional masters degree submitted to the Graduate Council prior to the end of the Sloan Foundation grant.

The Graduate Council also asked that Don Armstrong report on progress of the programs at the the February 13, 2003 Graduate Council meeting.

III. OSU 2007

Because the comment period for OSU 2007 will end shortly (January 15, 2003), any comments on the proposals are needed soon. One issue is especially important. The approval of the Graduate Council for graduate curricula is noticeably absent in all of the OSU 2007 proposals.
Brauner asked whether Francis could provide information about the proposals by email. Francis suggested that Council members email their comments as soon as possible to the appropriate OSU 2007 groups.

IV. Community College Leadership Program Review Report

Vince Remcho (Chemistry), who chaired the Graduate Council review of the Community College Leadership Program introduced the committee’s report. He reviewed the following commendations and recommendations:

Commendations
1. The OSU Ed.D. Community College Leadership Program provides preparation for greatly needed community college leaders and administrators.

2. The Community College Leadership Program provides these services in a format that is friendly to working professionals, and which is being recommended and requested nationwide. This includes the use of cohorts, the intensive long weekend per month, and web-based communication.

3. The faculty of the Community College Leadership Program give “over and above” of themselves and create positive interpersonal relationships that result in a quality learning environment.

4. Students and faculty expend extra effort in order to avail themselves of the unique and positive environment created by Silver Falls State Park.

5. The retention and completion rate for candidates is improving steadily.

6. The Community College Leadership Program’s reputation is attracting people from other states despite logistical barriers they must overcome.

Recommendations
1. Set up an advisory council with members of faculty, community college administrators, and outside evaluators involved in research on community colleges (such as a professor from another university), to evaluate the program content to assure that the rigor and content meet the standards set in the field.

2. Strengthen the assessment of the coursework portion by providing specific guidelines for the portfolio, the option of a formal written examination, or some combination thereof, or consider alternatives to the reflective portfolio/essay for the prelim exam. This assessment should be directly related to the course content and should be something that addresses doubts regarding the rigor of the program.

3. As resources become available, expand the program in order to serve more doctoral students throughout the Western States.
4. Ensure that students obtain sufficient education in quantitative analysis of data and in experiment design. Add at least one true statistics course to the program –preferably one that also introduces students to a statistical program they can use. This seems to be fairly standard in other such programs and is a notable omission here.

5. Require only one community college (adjunct) member on Ed.D. committees and permit faculty from other departments at OSU (such as statistics, philosophy, political science, etc.) to participate. This will foster critical, regular, periodic peer evaluation of the program and its outcomes.

Remcho also reviewed the following comments from a response from Betty Duvall (director of the Community College Leadership Program):

- A course in statistics has been approved by SOE faculty for inclusion in all doctoral programs
- Portfolio guidelines were developed and approved by the CCLP faculty three years ago and have been widely distributed to students and used by them. (Guidelines are included in the Orientation Manual each student receives and is reviewed during the Orientation as well as in later discussions.)
- The faculty cited as "not part of the core faculty" have served as major professors, taught courses in the program and participated in program meetings
- There are core course requirements in the CCLP for all students (75 hours). Additional courses are accepted in transfer from Master's Degree work. Content for those degrees is almost always an academic area other than education. In community colleges, it is common for staff to hold a content Master's Degree as a faculty member. If they choose to continue as a faculty member they may pursue a doctorate in that content area; however, if they choose to pursue a leadership (administrative) position, they are likely to pursue a doctorate in education. The CCLP acceptance of transfer work in a subject area other than education is a reflection of community college requirements.
- It is true that Silver Falls, the site used for class meetings, has "no facilities for a computer lab". However, this is not germane. Students come from institutions with rich computer resources and all have individual access to computers, necessary for the supplemental course work done between classes. Students regularly use computer software in data analysis for their dissertations.

Sam Stern (Dean of the School of Education) spoke as one of the faculty who helped develop this program and one who teaches in it each year. Stern noted that three community college presidents in the western U.S. are graduates of the program, that 26% of the students are persons of color, and that students fly to the program study site each month from out of state. He also said that personal recommendations from alumni and others knowledgeable of the program are helpful to the admissions process. Duvall agreed with Stern that the review conducted by the
Council has been helpful, both to validate what the program is already doing and to suggest what the program needs to do differently. Recommendations will be treated with all due concern.

Fisk asked about the need for new faculty. Stern announced that Duvall has officially retired. One new person has been hired, new faculty will be brought on board if at all possible, and Duvall has agreed to stay on half-time for a short time. He added that he thanked Council members for their service as Graduate Council Representatives on EdD committees.

Gobeli noted that the recommendations within the report were apparent in the committee meeting at which he was a Graduate Council Representative. Watrous asked whether there was rigor in acceptance into the program. Francis answered that word of mouth is a big part of the recruitment for the program, so many of those seeking admission are hand-picked. Watrous also asked about the future of the program because of the lack of faculty and the retirement of Duvall. Fisk expressed concern over the use of transfer work that was 20 years old and over the use of course work from other academic majors on the program of study; he, wondered why the review team failed to provide a recommendation on this issue.

During the discussion of the recommendation about committee composition, the question was whether one Community College member is required or whether one is permitted. What does it mean that they would be required to have only one rather than two? Rettig explained the concept of courtesy faculty and how those from outside the university become involved in service on advisory committees within the School of Education.

The motion to accept the report, but to ask for a follow-up review in one year, was approved. The purpose of the follow-up review will be to review all the recommendations, but especially the concern in the report about the level of rigor of the program.

VI. Scholarship and Fellowship Award Decisions

Mary Prucha reported that soon she will be soliciting nominations for centralized graduate scholarship and fellowship programs administered by the Graduate School. The award selection process, in which the Graduate Council participates in part, will begin toward the end of February and continue through Spring term. Typically, Council members serve on some, but not all, award selection committees. This is dependent mostly upon the restrictive nature of the funding program, the current ability of the given funding program to provide awards to all nominees, and/or the competitiveness and prestige of the funding program.

Prucha sought advice from the Council regarding the extent to which members were satisfied with the current configuration of selection committees and their involvement with selection process. She offered three alternatives for Council consideration: 1) expand existing assignments of Council members who are currently assigned to participate in the upcoming selection process; 2) establish additional selection committees comprised of Council members who are not yet assigned to participate in this year’s process; or 3) leave the Council’s current level of involvement in place as is. Any changes the Council wishes to recommend would need to be implemented quickly because the funding cycle is approaching.
In response to a question about the University Club Foundation Fellowship selection process, Prucha indicated that nominations are pre-screened by Francis, Rettig, and Prucha, and the three top nominees are forwarded to the University Club Foundation for final award selection. Watrous asked whether information regarding candidates is shared with the fellowship and scholarship selection committees. When awards are known, Prucha shares this information with subsequent selection committees.

The consensus of the Council is that the current procedures are working well and they do not need to be changed at this time.