

Oakland University

GRADUATE COUNCIL MINUTES

Wednesday, March 13, 2013 – Meeting #10

Location: 100 KL

Meeting Time: 2:00-4:00 pm

Approved: 04/10/2013

Present: Roman Dembinski, Donna Free, Tamara Hew-Butler, Shawn Lombardo (*Ex Officio*), Robert Noiva, Linda Pavonetti, Cheryl Riley-Doucet, Darlene Schott-Baer (Chair), Meir Shillor, Carol Swift

Absent: Gary Barber (excused), and Claire Rammel (*Ex Officio*) (excused), David Schall (excused)

Staff: Tina Muncy

Guest: Robert Maxfield, Educational Leadership

The meeting was convened by Darlene Schott-Baer, Chair, at 2:00 PM.

I. APPROVAL OF MINUTES

Cheryl Riley-Doucet made the motion to approve the minutes of the February 6, 2013, Graduate Committee Meeting as written. Tamara Hew-Butler seconded the motion. Motion was unanimously approved.

II. INFORMATION ITEMS

“SP”/“NP” Grading System

Ms. Schott-Baer stated that she will be sending out a summary/explanation notice to all program directors and department chairs, explaining to them once again about the “SP”/“NP” grading system. There are still some areas that do not use this option for grading, and it would be helpful to get everyone to use the same grading options in order to reduce the hassle for students.

III. NEW BUSINESS

Online and Hybrid Course Definitions and Credit Hour

Ms. Schott-Baer referred to handouts for new definitions for *online* and *hybrid* course and *credit hour*, that were sent to the council members earlier. She explained that this is for discussion at the next meeting, asking the members to look over the information and speak with others within their departments for feedback. Information and feedback will eventually be forwarded to Mary Stein for evaluation by Academic Council.

Teacher Leadership, Emotional Impairment Graduate Certificate, and Specific Learning Disability Graduate Certificate

There are three new proposals from Education for consideration at the next Graduate Council Meeting. The Emotional Impairment and Specific Learning Disability topics are to create *certificates*. The three modifications, of the same topics, on the agenda for today’s meeting are revisions to the master’s program

in creating those *concentrations*. Ms. Schott-Baer asked for three volunteers to serve as reviewers for the proposals and report to the committee at the next meeting. Mr. Shillor volunteered and was assigned to the Teacher Leadership proposal. Ms. Hew-Butler and Ms. Lombardo each volunteered and were both assigned to the Emotional Impairment and Specific Learning Disability certificate program proposals.

IV. OLD BUSINESS

Retention Issues (Minimum Enrollment—Master’s, Inactive Student Policy, Leave of Absence)—Donna Free, Carol Swift, and Linda Pavonetti

Ms. Pavonetti began the discussion with going over her recommended changes on the Minimum Enrollment Policy for Master’s Students and the Inactive Student Status Policy (Readmission/Reapplication). She forwarded an email to the members that would show her recommendations. The committee had some discussion and agreed with the recommendations. Ms. Schott-Baer said that she would forward the feedback to Mary Stein for faculty senate consideration. Recommended changes are as follows (verbiage changes are shown in italics):

Minimum Enrollment Policy for Master’s Students:

- Verbiage added to second paragraph: *“The benefits of applying for a leave of absence are (1) the student’s time-to-degree is extended while the student is covered by the leave of absence; (2) the student’s status as a cohort member is maintained during a leave of absence; (3) the student will not be required to reapply for admission when the leave of absence is concluded.”*
- Verbiage added to third paragraph to read: *“There are some negative effects of a leave of absence also: therefore (1) the student is not entitled to any services from the university during the leave, including demands upon faculty or adviser time; (2) email and library privileges are suspended; (3) and receipt of fellowship, assistantship or financial aid will be suspended during a Leave of Absence.”*
- Moved fourth paragraph {“Some agency and graduate assistantship.....”} to the end.

Inactive Student Status:

Readmission:

- Verbiage added to first paragraph: *“At Oakland University, inactive student status applies to a matriculated..... Graduate Study and Lifelong Learning classified matriculated students into two inactive categories:*
- Verbiage added or reworded under Readmission paragraph: *Students who have not enrolled for three or more consecutive semesters (fall, winter, summer) are permitted to submit a Petition to Readmit to Graduate Program to Graduate Study and Lifelong Learning, 520 O’Dowd Hall.*

Reapplication:

- Students who have not enrolled for seven consecutive years are considered *permanently* inactive and their graduate student files are destroyed. These *individuals* must submit a new.....

Linda Pavonetti made a motion to accept the minimum enrollment policy as amended. Carol Swift seconded the motion. Motion was passed unanimously.

Carol Swift made a motion to accept the Inactive Student Status Policy as amended. Tamara Hew-Buter seconded the motion. Motion was passed unanimously.

Central Office Certification Program (new graduate certificate program)

Motion: To recommend approval of the new Central Office Certification Program.

Robert Maxfield, with Educational Leadership, was present to answer any concerns and/or questions the council may have. Questions from earlier discussion:

- a. The Executive School Leadership Academy and what this organization is?
Mr. Maxfield began by explaining that this certification evolved from the State of Michigan's decision to reinstitute that it be mandatory that school administrators receive certification. School administrators are certified as building level administrators or as central office administrators.
- b. Potential number of students, and who does the central office administration include?
The potential interest that has been received has been very encouraging, and the potential pool is large. There are 560 school districts in Michigan, each of which has at least one superintendent, and larger districts that have a central office made up of eight to ten people that would eventually want this certification. There are always building level administrators thinking about the next step.
- c. How will the 800 level courses, for just the certification, relate with the other programs?
The state higher education that authorizes the universities to provide administrative certification programs prefers to have these programs packaged into certification packages and not degree packages. Therefore, the minimum requirement for credits for central office certification is twenty-four. The long-term plan is that this certification program will become a cognate for a new doctor of education program.
- d. With students working full-time, how will that work with the internships?
The internship revolves around a district improvement project that they undertake and begin to develop in the first course and continue it through. They will have an external mentor in the field who will be working with them. Three people have already been identified to play that role and then they will have someone within their own district. It has found that superintendents are more than willing to have a practicing principal who wants to undertake a district approved project.

With no further questions or comments, Mr. Maxfield thanked the committee and excused himself from the meeting.

The motion to approve the new Central Office Certification Program was passed unanimously by the Graduate Council Committee.

Before voting on the three Special Education modifications, Ms. Schott-Baer stated that Ms. Rammel had mention to her earlier that Financial Aid would pay for the number of credits in the EI and the SLD concentrations but not the total number of credits when they are combined. Ms. Schott-Baer suggested to Ms. Swift that she check with the Financial Aid Office in reference to that because it could be a glitch that affects the students.

Ms. Swift explained that an addendum has been added to the three Special Education modifications. The addendum brings back the exit option, moving the practicum to the exit option as A and adding a B exit option with an elective course. She explained that there are students who sometimes have good reason for not being able to or not needing to complete the practicum. A simple solution was to move the practicum to the exit option and adding an elective course as an alternate option.

Master of Education in Special Education with a concentration in Emotional Impairment (modification)

Motion: To recommend approval of modifications to the Master of Education in Special Education with a concentration in Emotional Impairment.

Master of Education in Special Education with a concentration in Specific Learning Disability (modification)
Motion: To recommend approval of modifications to the Master of Education in Special Education with a concentration in Specific Learning Disability.

Master of Education with concentrations in Specific Learning Disability and Emotional Impairment (modification)

Motion: To recommend approval of modifications to the Master of Education in Special Education with concentrations in Specific Learning Disability and Emotional Impairment.

With no further questions or discussion, the committee voted on all three motions at once to approve modifications of the programs in each of the three concentrations. ***The three motions were passed unanimously by the Graduate Council Committee.***

V. GOOD AND WELFARE

Ms. Schott-Baer informed the council members that there were only two more scheduled Graduate Council meetings left this year and that there may be a need to add an additional meeting date in order to complete the current year's business. The council agreed to schedule an additional meeting for Wednesday, April 17, 2013, at 2:00 PM.

VI. ADJOURNMENT

The meeting adjourned at 2:50 PM.