



Graduate Council Annual Report July 1, 2002 - June 30, 2003

I. NEW GRADUATE PROGRAMS

A. NURSING GRADUATE CERTIFICATE PROGRAM

This 15-credit certificate program prepares nurses for teaching positions in higher education and staff development. The program emphasizes instruction in curriculum, program and course design, development, and evaluation. A field experience, which may occur in either an academic or service setting, provides students with the opportunity to apply these skills in actual classroom and clinical environments under the guidance of expert School of Nursing faculty. Content focuses on learning styles, teaching methods, and evaluation strategies. On-line and web enhanced technology will be incorporated into course content and used as an instructional method.

The Graduate Certificate targets primarily post-bachelors rather than post-masters students. There presently is a lot of interest among area hospitals, evidenced by several letters of support received by the School of Nursing, including Crittenton and Beaumont Hospitals.

Approved by the Graduate Council on October 30, 2002.

B. GRADUATE CERTIFICATE IN GENERAL MANAGEMENT

Donna Free and Eileen Peacock, from the School of Business Administration, presented the Graduate Certificate in General Management proposal. It was introduced as a post-master's Graduate Certificate Program designed for people who have completed a non-business graduate degree and wish to enroll in a series of business courses. Students will choose five courses (15 credits) from a pre-selected list of existing MBA courses. The GMAT exam will not be an admission requirement. To be eligible for the program, a student must have completed college courses in calculus and statistics. The proposed certificate is unique to Oakland University and other universities within the area.

Approved by the Graduate Council on December 11, 2002.

C. GRADUATE CERTIFICATE PROGRAM IN ORTHOPEDICS

The proposed ***Graduate Certificate in Orthopedics*** is based upon Oakland University's popular Graduate Certificate in Orthopedic Manual Physical Therapy (OMPT). It is designed to give licensed physical therapists and DPT students, in their final year, advanced patient management skills with a broader area of focus than the current OMPT program. This Graduate Certificate offers flexibility and another point of entry for individuals interested in pursuing graduate education at Oakland University. The proposed certificate requires 15 credits and can be completed within one calendar year. Course work in this program may serve as a step toward the post entry-level Doctor of Science (DScPT), Masters of Science (MS), and provide a pathway of specialization for DPT students in their last year of entry level education.

Approved by the Graduate Council December 18, 2002.

D. GRADUATE CERTIFICATE PROGRAM IN NEUROLOGICAL REHABILITATION

The proposed ***Graduated Certificate in Neurological Rehabilitation*** provides advanced theoretical and clinical training for therapists interested in specializing in the areas of Neurorehabilitation and Geriatrics. This Graduate Certificate fills a void that exists within the current Michigan educational programs. Six universities within the State of Michigan offer entry-level physical therapy educational programs, however, none provide graduate study specifically in the area of Neurorehabilitation. Therefore, Oakland University would be the first physical therapy program in the state to offer this program and the first to provide a comprehensive neurorehabilitation curriculum for the DScPT students.

Physical therapists in this Graduate Certificate program may apply the 17-credits towards completion of the 90 credit post-professional DScPT degree or the 36 credit post-professional MSPT degree. Occupational therapists gain a specialization in neurological rehabilitation, but are not eligible for the DScPT degree. Since this program is being offered to working professionals, alternative scheduling and Web-enhanced coursework will allow flexibility to students enrolled in this program. Courses will be offered such that students will be able to complete the certificate in a two-year period.

Approved by the Graduate Council December 18, 2002.

E. GRADUATE CERTIFICATE PROGRAM IN TEACHING AND LEARNING FOR REHABILITATION PROFESSIONALS

The proposed *Graduate Certificate in Teaching and Learning for Rehabilitation Professionals* is designed to provide an in-depth understanding of the theoretical background of the principles of teaching and learning used in all aspects of rehabilitation. In addition, it will provide students with advanced skill in teaching methodology and the development of educational materials. Students will complete a teaching practicum under the guidance of full-time faculty in the Program in Physical Therapy. All of the required courses that comprise the 17-credit Graduate Certificate can be applied to the post-professional MSPT degree or the DScPT.

Approved by the Graduate Council December 18, 2002.

F. COGNATE IN MUSIC EDUCATION TO THE PHD IN EDUCATION PROGRAM

The School of Education and Human Services (SEHS) currently offers programs leading to a doctorate in education with majors in early childhood education, educational leadership, or counseling. The program structure of this doctoral program includes a cognate. Most of the majors enable students to choose a cognate from among a variety of professional foci. The major in educational leadership currently includes a choice between *leadership* and *higher education administration*.

The department of Music, Theater and Dance designed a music education cognate, as an additional cognate, for the educational leadership major of the Ph.D. in Education program. This cognate prepares candidates for leadership in music education as teacher educators, music education administrators, and music education curricular leaders.

Students must be admitted to the Ph.D. in Education program, the educational leadership major. Admission requirements are established in the School of Education and Human Services. These admission criteria include, but are not limited to, academic discipline, deadlines, letters of recommendation, GRE examination, goal statement, departmental written examination, and interviews.

To be eligible for the Music Education cognate, an admitted doctoral student must hold a master's degree in either music education or music. Teaching experience relevant to the candidate's intended area of study would also be required. All students must adhere to policies and guidelines established by the School of Education and Human Services, with the Faculty advisor being responsible for final approval of all cognates.

Approved by the Graduate Council

G. GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

Peter Binkert provided an overview of the Graduate Certificate in Teaching English as a Second Language (TESL) proposal. The proposal is intended to address the need for teachers with ESL training to cope with the growing population of non-native speakers of English throughout the surrounding area. No teacher preparation is needed for this graduate certificate. With the certificate, students can go to OCC and teach ESL or they can teach in a private school or company. If students want to teach ESL in K-12, they will have to enroll in the endorsement program to acquire Michigan Certification.

The program is a repackaging of existing courses. Neither new courses nor additional sections of existing courses will be added. Mr. Binkert is confident that by adjusting the schedule the department will be able to meet the demand. Most of the courses will be offered 4:00-6:00 p.m. to attract K-12 teachers and to avoid losing undergraduate majors.

Approved by the Graduate Council March 26, 2003.

H. ADULT/GERONTOLOGICAL NURSE PRACTITIONER – MSN – NEW TRACK

The Adult/ GNP program prepares the advanced practice nurse as a primary care provider to adult, older adult, and frail elder clients in a variety of settings. The curriculum focuses on culturally sensitive care, incorporating health promotion and management of acute and chronic health problems. The graduate is prepared to apply nursing theory, principles of advanced practice nursing, and the research process in the design and delivery of primary care. Knowledge for advanced nursing practice is synthesized from concepts in nursing and the natural and social sciences. Graduates of the Adult/ GNP program are expected to sit for either the Adult Nurse Practitioner certification exam and/or the Gerontological Nurse Practitioner certification exam offered by the American Nurses Credentialing Center.

The proposed Adult/Gerontological Nurse Practitioner track consists of 49 credits, 28 credits from courses that are presently being offered, and 21 new specialty credits consisting of 12 didactic credits and 9 clinical credits. These credits are equivalent to 620 clinical practice hours, which is well above the 500 clinical hours necessary to meet national certification requirements.

Approved by the Graduate Council April 9, 2003.

I. NURSING EDUCATION – MSN – NEW TRACK

The proposed Nursing Education track differs in several important ways from the recently approved Graduate Certificate in Nursing Education. The certificate is geared toward post-baccalaureate students who anticipate teaching in the service setting rather than higher education. The field experiences for the certificate program would be in hospital education departments and focus on staff orientation, skills validation, continuing education or perhaps clinical supervision in a community college. The master's program directs student interest and experiences to associate and baccalaureate classroom and clinical education, and course development.

The Master of Science in Nursing Education program is offered for a range of credits (36-37 credits) to prepare nurses for teaching positions in higher education. There are three components: the foundation (15 credits), clinical core (5-6 credits), and specialty courses (16 credits). The program emphasizes instruction in curriculum, program and course design, development, and evaluation. A field experience, which will occur in an academic setting, provides students with the opportunity to apply these skills in actual classroom and clinical environments under the guidance of expert School of Nursing faculty. Content focuses on learning styles, teaching methods, and evaluation strategies. Web enhanced technology will be used to communicate information to students; post grades, and provides for on-line evaluation if appropriate. Faculty have the option to offer courses totally on-line or with a combination of on-line and traditional classroom instruction.

Approved by the Graduate Council April 30, 2003.

II. GRADUATE PROGRAM CHANGES

A. MEd IN EDUCATIONAL LEADERSHIP – PROGRAM REVISIONS

Beginning Winter 2003, the department of Curriculum, Instruction and Leadership was divided into two (2) new departments: Educational Leadership and Teacher Development and Educational Studies. The department reorganization required splitting the two existing concentrations in the MEd in Curriculum, Instruction and Leadership into two separate program tracks. This proposal required no additional resources.

Approved by the Graduate Council April 9, 2003.

B. MEd IN EDUCATIONAL STUDIES – PROGRAM REVISIONS

Approved by the Graduate Council April 16, 2003.

C. MED IN SPECIAL EDUCATION REVISIONS

The Special Education area, in the School of Education and Human Services, requested approval for extending the range of credits required for its Masters degree. The requested range is 42 to 56 credits. The proposal was based on need in two areas: (1) on-line courses for the Autism Endorsement and (2) a dual endorsement (LD/EI) in the Masters Program.

On-line Courses for the Autism Endorsement

Currently, the Special Education program is involved in a collaborative with five other universities to offer an endorsement in autism, which is fully on line. The collaborative agreed that all courses should be three credits to ensure consistency and that a university could not be advantaged or disadvantaged by offering a course for fewer or more credits. Thus, students who complete on- line autism courses may have a reduction of 1 to 6 credit hours in their programs, depending on the number of courses taken on line. This move protects the integrity of the program and adds appeal for students who might not continue to the degree level because of the high credit requirement of the program.

A Dual Endorsement (LD/EI) in the Masters Program

This option, which combines existing courses from two single endorsement degree programs, includes the requirements necessary for credentials in both emotional impairment and learning disabilities. Many districts now require, or prefer, two endorsements when hiring special education teachers; our students have indicated interest in this type of program to make them more competitive in the job market. Although students can currently complete two endorsements, with advising exceptions or extension beyond the Masters, this would make dual endorsement an official option to our degree configurations and market it. It will enhance enrollments in both Learning Disabilities and Emotionally Impaired courses without requiring additional resources while serving the needs of many of our students.

Approved by the Graduate Council on April 9, 2003.

III. GRADUATE POLICIES

A. Graduate Course Numbering System

Effective Term - Winter 2003

As a matter of general policy, departments will no longer be permitted to use courses numbered below 400 for graduate credit.

Courses numbered 100 to 299 are introductory or intermediate undergraduate courses and cannot be used toward a master's degree.

Courses numbered 300 to 499 are advanced courses primarily for undergraduates. A graduate student, with the approval of departmental adviser, may use a maximum of 12 credits of 400-499 courses taken at Oakland University toward a graduate degree.

A standard exception will be made for interdisciplinary programs. To assist students in acquiring the requisite background for interdisciplinary degree programs, graduate credit may be granted for up to 12 credits in courses numbered 300-499 that are **NOT** in the students' major field of study.

Courses numbered 500 and above are primarily for graduate students. Qualified undergraduates may enroll in a class numbered 500 to 599 provided they have obtained written permission to do so from the department or school offering the class.

Courses numbered 600 and above are restricted to graduate students.

Courses numbered 700 and above are primarily for doctoral students, but qualified masters students may enroll provided they have obtained permission from the department or school offering the class.

Approved by the Graduate Council on January 29, 2003.

B. Cross-Listing of Undergraduate and Graduate Courses

Effective Term - Winter 2003

Cross listing of graduate and undergraduate courses is permitted if this is done as a matter of departmental policy and the policy makes a distinction between requirements for graduate and undergraduate credit. Cross listing of graduate and undergraduate courses is subject to the following stipulations:

- No courses numbered below 300-level will be allowed to be cross-listed for graduate and undergraduate credit.
- Cross listing for undergraduate courses 300-level and above is limited to 500-level graduate courses.
- Cross listing of undergraduate with graduate courses at 600-level and above is **NOT** permitted.

Approved by the Graduate Council on January 29, 2003.

IV. OTHER BUSINESS

A. Thomas M. Cooley Law School

A group of selected faculty visited Cooley Law School in Lansing on November 15th. The group included Vincent Khapoya, Dale Nesbary, Ishwar Sethi, Don Mayer, Mohinder Parkash, Randy Hansen, Pat Beaver and Claire Rammel. Vincent Khapoya reported on the visit to Cooley Law School at the November 21st Senate meeting. On Monday, November 25th, these OU professors met with President Russi and Provost Virinder Moudgil to summarize their site visit and respond to questions.

On December 18th, James Robb, Associate Dean of Development and Graduate Programs and John Nussbaumer, Associate Dean of Faculty at Cooley Law School visited Graduate Council. It was reported that Cooley Law School is the second largest law school in the country in terms of student enrollment, and one of the biggest in terms of space. They draw students from all over the country with about 30 percent from Michigan and 70 percent from other states. CLS placed graduates in 36 states. They have about 20 out of 70 faculty who would like to teach at Oakland University. CLS's president just committed \$550,000 to build an entire law library, and they would like to locate it at Oakland University. Jim Robb is working on a separate library collection for taxation and intellectual property. CLS is paying eight percent of their gross tuition to OU, which goes into an academic budget or fund. They conservatively estimate that they could easily have a school at OU of 300 students. Furthermore, they feel that Oakland University is a much better location than downtown Detroit.

In April 2003 the **OU Board of Trustees** approved a satellite agreement with Cooley Law School, which allows the first two years of Cooley's standard part-time, 36-month curriculum at OU. Cooley will contribute funding towards any needed building renovations, with a percentage of the tuition paid by Cooley students going to Oakland's academic budget.

By the fall 2003 semester, Oakland University and Thomas M Cooley Law School will have converted a 440-seat classroom in O'Dowd Hall into three smaller, more manageable, technologically equipped classrooms. One of the 90-seat rooms will be used by Cooley Law School beginning this fall. Cooley then will use the second 90-seat room beginning in fall 2004 as it follows its phased enrollment plan. The third room will serve as a general-purpose classroom for OU use.

On April 14, 2003, Oakland faculty met with Cooley colleagues to discuss interdisciplinary programs and opportunities.

In July 2003, the American Bar Association accredited the Masters programs (LLM) in Intellectual Property and Taxation. Cooley will be offering the LLM programs on the weekends at Oakland starting in the Fall 2003.

On Monday, July 28th the American Bar Association conducted their site inspection of the proposed OU satellite campus.

B. Nomenclature

The topic of graduate nomenclature was initiated at Graduate Council. When reviewing new program proposals, Graduate Council has voiced a concern regarding the vast range of terminology to describe cognates, specializations, concentrations and tracks. It was understood that nomenclature would be difficult to standardize at university level due to the contrast between the undergraduate and graduate academic environment. It was suggested Graduate Council should review the nomenclature adopted at the undergraduate level and build a comparable model at the Graduate Level. This will be on the agenda for next year.

C. Graduate Program Review

A subcommittee of Graduate Council was appointed to review the current graduate program review guidelines. The committee members were Kathleen Moore (chair), Mukesh Bhargava, James Cipielewski, Kristine Condic, Ishwar Sethi, Meir Shillor, Chris Stiller and Claire Rammel. New proposed guidelines were submitted to the Graduate Council and will be discussed early next year.