

Faculty Senate

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Graduate Council

ANNUAL REPORT

DATE: June 23, 2005
 TO: Jeff Hale, Faculty Senate President
 FROM: Dale E. Pehrsson and Brent Steel, Co-Chairs Graduate Council
 RE: 2004-2005 Graduate Council Annual Report
 ATTACHMENT: [Audit Report](#) for the Graduate Admissions Committee

Membership on the Graduate Council for the academic year 2003-2004 included 12 voting members:

Dale Pehrsson, Co-Chair, Education
 Brent Steel, Co-Chair, Liberal Arts
 Lynda Ciuffetti, Science
 Barbara Bond, Forestry
 John Selker, Agricultural Sciences
 Elaine Pedersen, Health and Human Sciences
 Prasad Tadepalli, Engineering
 Theresa Filtz, Pharmacy
 Hal Koenig, Business
 Dan Rockey, Veterinary Medicine
 Michael Unsworth, Oceanic and Atmospheric Sciences
 Dan Brown, Graduate Student Member

3 Ex-Officio members (Sally Francis, Dean of the Graduate School;
 Bruce Rettig, Associate Dean of the Graduate School; and
 Eileen Waldschmidt, Graduate Admissions Committee)
 Mary Strickroth, Coordinator of Graduate Student Services attended the meetings.
 Mike Quinn was the Faculty Senate Executive Committee Liaison.

Awards Subcommittees included:

- Sports Lottery Scholarship: Dan Rockey, Barbara Bond, and Lynda Ciuffetti
- Bayley/Yerex Fellowships: Elaine Pedersen and Theresa Filtz
- Frolander Outstanding GTA Award: Prasad Tadepalli and Barbara Bond
- CGS/UMI Dissertation and WAGS/UMI Thesis Awards: Prasad Tadepalli and Lynda Ciuffetti

Category II Subcommittee included (throughout summer 2004):

John Selker, Barbara Bond, and Hal Koenig. Dale Pehrsson served last summer. This committee is very active. Members review, make recommendations for re-submission and approves multiple Category II proposals on a regular basis (sometimes weekly) during the academic year.

The Graduate Council conducted and approved the following Program Reviews: The Council reviewed and approved the following Category I proposals:

- Proposal to Reorganize the School of Education (approved unanimously).
- Proposal to Eliminate Graduate Degrees in Plant Pathology (approved unanimously with a letter of petition to relevant deans and provost).
- Proposal to Create a Department of Nutrition and Sport (approved unanimously).

The Graduate Council conducted and approved the following Program Reviews:

- Wood Science and Engineering
- College Student Services Administration Review
- Adult Education Graduate Review
- Human Development and Family Studies Graduate Review
- Statistics Graduate Program (approved unanimously with a petition letter sent to the dean and provost)

- Crop and Soil Science Graduate Program (approved unanimously with a petition letter sent to the dean and provost)
- Chemical Engineering Graduate Program Review

The Graduate Council conducted and approved the following Program Follow-up Reviews:

- Applied Anthropology Review Report
- Master of Interdisciplinary Studies
- Community College Leadership Program

Additional Items Discussed and/or Action Taken by the Council:

1. Proposal from Pharmacy to allow 700 level credits—scientific and professional degree—courses in a Masters or PhD Program.

The council approved a motion that 700 level courses, which successfully adhere to graduate criteria and successfully navigate the Category II proposal process, be accepted as graduate level for programs of study.

2. Proposal from Nuclear Engineering to allow an exception to the university's PhD residency rule to test a distance delivered doctoral program. This was linked to the ongoing discussion of the Graduate Council related to PhD Learning outcomes at OSU.

The Graduate Council, after extensive review and discussion, unanimously proposed the following recommendations related to PhD study at Oregon State University. Council members believe that the PhD degree should prepare students to be independent scholars. To achieve this outcome, students in PhD programs must participate in collegial scholarly work in which direct mentoring occurs. What defines the PhD experience at OSU is embedded in the learning objectives stated below. To that end, each program offering a PhD will strive to meet the learning objectives and will provide doctoral students with guided experiences and a variety of educational opportunities. Programs, regardless of residency issues, will demonstrate that they:

- Prepare students to expand the knowledge of their discipline
- Help students develop requisite skills and knowledge necessary to assume professional positions in academia, industry or professional practice
- Mentor students and guarantee compelling peer-learning experiences
- Prepare students to become mentors so they can continue the learning cycle
- Provide a residential learning component or a demonstrated equivalent*

*The residency requirement strives to provide students with a compelling immersion experience with scholars and researchers in their specific discipline. A PhD education should provide a concentrated experience in a setting that supports and encourages both formal and informal scholarly interaction amongst faculty and students and the right to use on-campus resources; such experience is achieved through a period of residence on campus. When programs offer non-traditional classroom, advising and learning alternatives, it becomes essential to implement strategies to insure that this intent is met. Therefore, the graduate school requires that programs offering non-traditional residency requirements present to the Graduate Council a defensible argument, which provides a strategic plan for meeting the programmatic requirements, listed above.

Successful PhD programs should:

- Prepare students to expand the knowledge of their discipline(s).
This preparation will generally include:
 - o Development of research and scholarship skills
 - o Development of effective oral and written communication skills
 - o Extensive understanding of the knowledge base of the discipline
 - o Broad, general understanding of related disciplines

- Guide the professional development of students
This guidance will generally include:
 - o Extensive interaction between student's role models – usually resulting from learning experiences involving a variety of teachers and professionals
 - o Development of a professional network of peers – usually resulting from learning experiences in collaboration with peers
 - o Developing professional mentors – usually resulting from learning experiences in collaboration with mentors
 - o Understanding the politics and requirements of the workplace: academia, industry or professional practice
- Prepare students to become teachers and mentors for future students
This preparation will generally include:
 - o Compelling learning experiences in the student's own professional preparation that the student can model in his/her own professional career
 - o Development of an academic culture that places a high priority on teaching and mentorship
 - o Opportunities for students to serve as a teacher and mentor during the Ph.D. studies

3. European Three-Year degrees. (March, three meetings)

Concerning the movement to new three-year undergraduate degrees in the European Union and other European nations, the Graduate Council recommends:

- Postpone consideration of admissions policy changes for this for one year to allow informed discussion to take place by professionals who are more fully informed on the changes and their impact on U.S. graduate schools.
- Ask the Office of Admissions to collaborate with any departments or programs that may receive an application from a student with a three-year European bachelor 's degree.

These recommendations were based on the following premises identified by Associate Dean Bruce Rettig;

- Current European degrees are highly diverse, just as they are in the U.S. This is why our Office of Admissions relies on detailed guidance from the national association of admission professionals to advise us on what is equivalent to a four-year U.S. bachelor's degree.
- This diversity is likely to continue, requiring us to rely on updated information from the professional associations to which Admissions, the Office of International Education, and the Graduate School belong. The Council of Graduate Schools had a useful discussion, which Mary Strickroth summarized for the Council committee. The organizations to which Admissions and OIE belong (AACRAO and NAFSA) have meetings this spring that include multiple sessions on this topic.
- There is a lag from the time that the professional associations conclude the appropriate way to handle new credentials to the date when the professional reference literature is revised.
- The uncertainty about this issue and the fact that many of our peers are not revising their admission requirements from Europe just yet suggests that we should delay any action to change university policy. Recent examples of no change are found at the University of Washington at http://www.grad.washington.edu/admissions/intl/pep_definition.asp and Stanford University at <http://gradadmissions.stanford.edu/information/international.html>.
- The very tight focus on a specific course of study in many European universities means that the students will have mastered a subject thoroughly at the end of three years, but they may not have sufficient breadth to pursue a degree unless it is closely related to their area of study. For example, someone with a three-year degree in Physics from a strong European university should be well prepared for MS and possibly PhD work in physics in the U.S., but may have substantial problems crossing over into a different field of study such as a biological science without additional undergraduate preparation.
- The discussions in Europe suggest that many agencies and employers are not convinced that a three-year degree is sufficient for employment. It is not unreasonable to believe that initial graduates of three-year degrees are most likely to continue for a European master 's degree.
- If any students do apply for graduate school, our Admissions Office is prepared to partner with academic programs and departments to make exceptions while waiting for sufficient information to make complete policy changes.

4. The new Internet-based TOEFL Examination:

The Graduate Council suggests creating a task group for this summer to set up initial score thresholds, based on information and advice from Deborah Healey and International Education (including a demonstration of scoring for council members in residence this sum).

Respectfully Submitted,

Dale-Elizabeth Pehrsson and Brent Steel
2004-2005 Co-Chairs for Graduate Council