The regular meeting of the Graduate Council was held at 3:00 p.m. on Tuesday, February 28, 2012 in 110 AIME Building.

**MEMBERS PRESENT:**
Dr. Marsha Adams, Dr. Kim Bissell,
Dr. Mary Curtner-Smith, Dr. Robert Findlay
Dr. DoVeanna Fulton Minor, Dr. Susan Gaskins,
Dr. Yuebin Guo, Dr. Timothy Haskew,
Dr. Allison Hetzel, Dr. Rick Houser,
Dr. Diane Johnson,
Dr. Charles Schmitt sub for Dr. Bruce Keskin,
Dr. Margo Lamme,
Dr. Stevan Marcus, Dr. Louis Marino,
Dr. Kagendo Mutua,
Dr. Wesley Church sub for Dr. Debra Nelson-Gardell,
Dr. Jeffrey Parker, Dr. John Petrovic,
Dr. Nancy J. Rubin, Dr. Edward Schnee,
Dr. Steve Thoma, Dr. Mark Weaver,
Dr. Stephen Woski

**MEMBERS ABSENT:**
Dr. Lisa Dorr, Dr. Marysia Galbraith,
Dr. Michael Picone, Dr. Jamie Satcher,
Dr. Lori Turner

**EX-OFFICIO MEMBERS:**
Prof. Steve Miller
Dr. Louis A. Pitshmann

**GRADUATE SCHOOL REPRESENTATIVES PRESENT:**
Dr. John Schmitt, Associate Dean
Dr. Natalie Adams, Assistant Dean
Ms. Beth Yarbrough, Registrar

**STUDENT REPRESENTATIVE(S):**
Ms. Tamica Shambly

**GUEST(S):**
Mr. Michael George, University Registrar’s Office
Mr. Denny Savage, University Registrar’s Office
Mr. Kurt Morton, University Registrar’s Office
Ms. Diane Layton, University Registrar’s Office

Dean David Francko welcomed everyone and introductions were made to the Council. Dr. Francko asked if there were corrections to the November 27, 2011 minutes. A motion was made to accept the minutes as written with one correction. The motion was seconded and all were in favor – motion passed.

The University Registrar’s Office was present to demonstrate the Degree Audit System called DegreeWorks. Mr. Michael George, Mr. Denny Savage, Mr. Kurt Morton and Ms. Diane Layton
were in attendance from the University Registrar’s Office.

Currently, DegreeWorks degree audit system is used by Faculty and Advisors to assist in advising students to degree completion. All programs are set up to check number of hours, number of major hours, GPA and so forth. The Master of Social Work degree program was demonstrated. Since the MSW is a lock-step program, the department only used the Major block aspect of the audit. The Master of Science in Geology was demonstrated as their degree program uses a Major block, a Concentration area and other departmental requirements rules.

All University Scholars students would have two degree audits – an Undergraduate and a Graduate audit. All programming is updated through the University Registrar’s Office.

Courseleaf (courses) changes will be updated in DegreeWorks through the Banner system. As long as a course is repeatable in Banner, it will be used as repeatable in DegreeWorks. As this program moves forward, the expectation will be that everyone will participate.

The Graduate School and Registrar’s Office are following a detailed timeline to put all master’s programs in production with DegreeWorks by the end of 2012. Work on doctoral programs begins in 2013.

I. Reports from Graduate Council Committees

A. Admission and Recruitment Committee – Dr. Ed Schnee reported that currently four (4) programs with waivers of the normal admissions policies were up for their required four-year review. Art, Social Work, and Nursing have extended their admission requirements another four (4) years. Engineering admission requirements are pending further review.

For many years, Graduate School admissions practice has been to require all transcripts from undergraduate and graduate schools be submitted to the Graduate School for the admissions packet. The Council discussed changing the practice to require only those transcripts containing 15 or more hours of coursework. The Graduate School will try this out to see how well it works. The goal is to expedite the admission process, so that an acceptance is not delayed for lack of an older transcript—often from a 2-year college—at which the applicant completed just a few hours.

B. Financial Aid Committee – Dr. Diane Johnson reported that to date, forty-nine (49) Graduate Council Fellowship (GCF) offers have been sent and fourteen (14) have been accepted. The acceptance deadline is April 15, 2012. Thursday, March 1, 2012, Round 2 is due and Round 3 will be due on March 29, 2012. The Financial Aid Committee is hoping to set a record for the number of Graduate Council Fellowships this year.
C. **Teaching, Research and Service Award Committee** - Dr. John Schmitt reported on the Teaching, Research and Service Awards, as well as the Thesis and Dissertation awards. The first-year online evaluation worked well with the committee. All nomination information was placed online for committee review, followed by compiling the scores in a report format. The Graduate School award winners are the “best of the best” graduate students, since each nominee already had to have won a college-wide award to enter the competition. Each winner of a Graduate School award is honored in his or her respective college’s ceremony during Honors Week. The winners receive $500.00 and a framed certificate. College nominees who do not win a Graduate School award nonetheless receive a letter of commendation and a certificate of merit.

The seven Graduate School award winners are as follows (Attachment #1):

- Outstanding Doctoral Dissertation – Dr. Sally A. Zengaro
- Outstanding Master’s Thesis – Mr. Miguel Sequera
- Excellence in Teaching by a Master’s Student – Mr. Adam J. Sharples
- Excellence in Teaching by a Doctoral Student – Ms. Ashley J. George
- Excellence in Research by a Master’s Student – Mr. Brock M. Huntsman
- Excellence in Research by a Doctoral Student – Mr. Meisam Salahshoor
- Outstanding Service by a Graduate Student – Ms. Krystal Anne Hedge

D. **Program & Degree Requirements Committee with Research & New Programs Committee** – Dr. Steve Thoma presented a committee-approved proposal for a Graduate Certificate Program in Qualitative Research from the Department of Educational Studies in Psychology, Research Methodology and Counseling (Attachment #2). This program was developed in response to a growing demand of students requesting interest in qualitative research. Currently, no certificate program in qualitative research exists at another university in the State of Alabama.

This program would require eighteen (18) credits for completion and would be taught on campus only. There is a twenty-five (25) student enrollment projection within the first five (5) years of the program inception, with fifteen (15) certificates awarded by year six (6).
Lou Marino made a motion to accept the new certificate program, and Andy Finch seconded it. All were in favor and none opposed. Motion passed.

The second proposal was for an Alternative Doctoral Residency for the Ph.D. in Instructional Leadership with a concentration in Social and Cultural Studies in Education. This proposal is from the Department of Educational Leadership, Policy and Technology Studies. (Attachment #3)

This proposal was developed in response to the growing number of adults working in the State and across the region who are unable to put their jobs on hold to pursue doctoral study or may not have the flexibility to meet the current residency requirements.

Students will enroll in 18 hours of graduate coursework across three consecutive semesters. The 18 hours of coursework must include the following:

- no more than 6 hours of online/distance education coursework (including Gadsden Center offerings, courses completely online, and hybrid courses)
- no more than 3 hours of hybrid or online coursework in a given semester (Note: This prohibition excludes Gadsden Center courses offered in face-to-face format.)
- a minimum of 12 hours of approved coursework on the Tuscaloosa campus, including a minimum of 6 hours of the 12-hour core.

Discussion followed, and Dr. Lou Marino made a motion to accept the new Alternative Doctoral Residency. Dr. Diane Johnson seconded. All were in favor and none opposed. Motion passed.

The joint committee suggested that when there is the required review of the first group of approved Alternative Doctoral Residencies, there should also be a more general discussion of ADR implementation and how it works in each department. The Council was reminded that approval of each ADR proposal has been contingent, in part, on having an appropriate set of measures the department will continually assess to determine that the ADR option is achieving the same purposes as the traditional residency option.

II. Reports from the Dean’s Office and Academic Affairs

Dr. David Francko informed the Council that the National Alumni Association (NAA) License Tag Fellowship announcement will be sent out this week. Nominations are due
March 30, 2012, and offers will be sent out during the first week in April.

The NAA License Tag Fellowship Announcements will go out in the fall like the Graduate Council Fellowships, and there will be a standardized timetable similar to the one used for selecting Graduate Council Fellows.

Dr. Natalie Adams reported on changes in Graduate School Admissions. Because changes to International Admissions are forthcoming, the Graduate School is looking at a May 1\textsuperscript{st} target deadline for fall acceptances. Most applications received in May/June are International. This early deadline will be needed, especially in the STEM programs.

A new University Scholars program for undergraduate students in Political Science has been approved beginning Spring 2012. (Attachment #4).

Dr. David Francko reported on the new background checks for assistantships. The background check process is beginning now for the Fall 2012 semester. Paperwork forms and the information packets have been sent to each department. All background checks must be completed before an assistantship offer can be finalized for a student.

Mr. John Chambers will be conducting eight (8) training sessions on background checks over the next few weeks. Each department will be asked to insert the proper language in its offer letter.

Departments and students will not pay for the background checks. This is for students that are to be employed by the UA only – not all graduate students. However, falsifying information on the admission form is grounds for denial of admission or dismissal from the program and The University of Alabama.

Results for the background checks will be sent weekly. Appointments late in Summer can be temporarily approved, but may be rescinded if the report comes back negative.

The Graduate School is using a company in Northport. The checks normally take about 24-72 hours for domestic students and a little longer for international students.

The University of Alabama is concerned primarily with violent crimes against people. An \textit{ad hoc} committee has been set up for students who petition for review, or for whom the Graduate School/department is unsure about an admission decision. The committee will make the admission decisions in these special cases.
The call for the Travel/Research Funds comes out in late March. Applications for funds may be submitted any time, but they are reviewed quicker if students will use the timetable set up for each round. Professor Steve Miller stated that this makes a huge difference for the few students at the international level.

The Graduate School has placed an ad in USA Today’s Graduate School Edition. The ad will be inside the front cover of the early May edition.

Dr. John Schmitt thanked Council members for their service on program review committees and asked members to respond positively if they receive an invitation from Dr. Bonner to serve on a review committee in the future.

**III. Reports from Standing University Committees**

There were no standing committee reports.

**IV. Old Business**

There was no old business.

**V. New Business**

There was no new business.

There being no further business, Dean David Francko adjourned the meeting at 4:35 p.m.
Proposal for a Graduate Certificate Program in Qualitative Research
Department of Educational Studies in Psychology, Research Methodology and Counseling
College of Education
The University of Alabama

A. Background
Need/Rationale
The University of Alabama’s College of Education has developed a rigorous sequence of qualitative research courses facilitated by dedicated specialists in qualitative inquiry. Student interest in qualitative research has grown considerably over the past five years and multiple students have communicated an interest in formalizing their sequence of coursework in qualitative research. Creating a Graduate Certificate in Qualitative Research will provide our students with a means to establish their own expertise as emerging scholars in the field of qualitative inquiry. This proposal for a Graduate Certificate in Qualitative Research solidifies an established course sequence of 15 credits that integrates theoretical knowledge with practical application, and field-based experience. Though this certificate is housed in the College of Education, it is anticipated that it will be of interest to an interdisciplinary array of graduate students across the university. These graduate courses in qualitative research are primarily populated by students from the College of Education. Additionally, students from an interdisciplinary array of departments maintain a presence in our qualitative course offerings. Faculty from the following areas have referred their students to our qualitative research courses: Communications, English, Women’s Studies, Library Studies, Political Science, and the Interdisciplinary Studies PhD program.

Currently, no certificate programs in qualitative research exist at universities in the State of Alabama. However, other universities outside Alabama with a strong emphasis in educational research have developed qualitative research certificates of their own. The University of Georgia has long emphasized a qualitative research program and has developed a sequence of courses leading to a certificate in qualitative inquiry. This 15-credit certificate is open to graduate students across the university and has averaged 20 certificates awarded each year, over the past three years. Similarly, the University of Tennessee offers a 15 credit graduate certificate through the College of Education. Georgia State requires certificate students to complete 21 credits in order to earn their Certificate in Qualitative Research in Education. Nova Southeastern University offers an off-campus certificate program that requires 18 credits for completion.

The Graduate Certificate Program in Qualitative Research distinguishes itself from its peers by offering 15 credits of coursework specifically focused on qualitative inquiry (other certificate programs allow for coursework in other content areas that simply use qualitative research). All graduate coursework required for the proposed certificate is already offered through the Educational Research Ph.D. program (CIP Code # 13.0603). As a consequence, students who earn a Certificate in Qualitative Research will have successfully completed five (5) courses all with a specific focus on qualitative inquiry. Further, the required fieldwork course (BER 687) will afford all students the opportunity to employ their methodological skill in the field, thereby gaining valuable hands-on
experience through which to understand their classroom knowledge. (Fieldwork experiences typically take place in school-based or community group locales and require the approval of the university Institutional Review Board before data collection can begin.)

Students who complete the Certificate Program in Qualitative Research will be provided with formal recognition of their expertise in qualitative research methods. This recognition will communicate to prospective employers that graduates have the skills and abilities necessary for rigorous qualitative research in addition to any content-area expertise related to the student’s content area. As a consequence, graduates who seek an academic position as a faculty member, for example, will be able to distinguish themselves from other applicants through their dedication to qualitative research methods. Further, the certificate program is designed so that graduates may go on to teach qualitative methods at the collegiate level. This will, again, improve the standing of our graduates in relation to their peers across the country.

Demand (Enrollment Projections 1-5 years/projected competed in first 5 years)
Graduate enrollment in current qualitative course offerings has been robust. It is expected that enrollment in the certificate program will consist of 25 students within the first five years of program implementation. Assuming that some of these students will have already completed introductory qualitative research courses at the time of the certificate’s inception, it is projected that 15 certificates will be awarded at the end of the 2016-2017 academic year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Total Enrollments</th>
<th>Projected Total Completions</th>
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<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>*</td>
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<tr>
<td>2</td>
<td>12</td>
<td>3</td>
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<td>3</td>
<td>15</td>
<td>6</td>
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<td>4</td>
<td>20</td>
<td>10</td>
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<tr>
<td>5</td>
<td>25</td>
<td>15</td>
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Delivery Format: Campus Only.


Resources: No additional personnel or resources needed. Course requirements for the Certificate Program are currently offered and represented in three-year course planning.

Statement of support of Dean and Provost: This certificate proposal was vetted fully in the appropriate committees in the College of Education, and Dean McLean indicates that it has his endorsement and the support of Provost Bonner.

B. Application, Admission, & General Requirements
An applicant to the Qualitative Research Certificate Program must have completed a master’s degree in education (or a related field) to apply for the Qualitative Research
nondegree certificate program. The applicant selects the Qualitative Research Certificate Program when applying at the Graduate School’s online “Graduate Application Center.”

The application will include the requested materials, including a Statement of Purpose focusing on the student’s goals in pursuing a Qualitative Research certificate. Applicants also submit a writing sample directly to the department for faculty consideration when the faculty review the Graduate School certificate program application.

**General Requirements:**
- The prerequisite for this certificate is that students have a Masters degree in education (or a related field) and be accepted to the Qualitative Research nondegree certificate program by the Graduate School and departmental faculty.
- Applications will consist of evidence of having a Masters degree, a statement of purpose, and writing sample.
- Minimum Required Hours: 15.
  - 9 unique hours to the certificate program in addition to the standard research method coursework students typically take as a part of their own traditional programmatic coursework (as an example, if enrolled in a doctorate program in the College of Education, graduate students typically take 3-6 hours of qualitative research courses as part of their doctoral degree program requirements. As a consequence, students who choose to enroll in the qualitative research certificate program will take an additional 9-12 hours of coursework specific to qualitative research).
- Certificate completion will be monitored by certificate program administrators.

**Typical Course Sequence:**
- Spring: BER 632
- Fall: BER 633
- Spring: BER 630
- Fall: BER 687
- Spring: BER 695

**Transfer of Credit:** None.

**Certificate Completion Requirements:**
BER 630: Case Study
BER 632: Reflexivity and Resistance in Research (Re)Presentations: Qualitative Research Methods II
BER 633: Aesthetics & Ethics: Qualitative Research Methods III
BER 687: Field Experience
BER 695: Special Topics (focus shifts yearly)
Capstone Presentation

Time Limit: 6 Years.
*Hours that might be used later:* No more than 9 hours may be used towards a doctoral degree in Educational Research at the University of Alabama, at the discretion of the program faculty. Because students enrolled in the Educational Research doctoral degree already develop an area of methodological expertise through their doctoral coursework, their participation in this certificate would be redundant. As a consequence, students who enroll in the Educational Research doctoral degree are not eligible for the certificate.

C. **Evaluation**

Plan to determine if certificate program is meeting both program’s expected outcomes and expected student learning outcomes:

The overarching certificate evaluation is displayed in the following charts regarding (I.) Student Learning Outcomes and (II.) Programmatic Outcomes:

### I. **STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>How Measured</th>
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<tbody>
<tr>
<td>1) Demonstrate knowledge of historical and theoretical literature on Qualitative Research.</td>
<td>- Development of historical and theoretical literature review for research prospectus (BER 633); &lt;br&gt;  o BER 633 instructor will evaluate this component using Student Learning Outcome rubric (see below).</td>
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<tr>
<td>2) Demonstrate application of qualitative research coding and analytic strategies.</td>
<td>- Design and implementation of observation research assignment (BER 632) &lt;br&gt;  o BER 632 instructor will evaluate this component using Student Learning Outcome rubric (see below).</td>
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<tr>
<td>3) Demonstrate ability to design and conduct independent research in the field.</td>
<td>- Design, implementation, and write-up of field-based inquiry assignment (BER 687) &lt;br&gt;  o BER 687 instructor will evaluate this component using Student Learning Outcome rubric (see below).</td>
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<tr>
<td>4) Demonstrate ability to communicate</td>
<td>- Capstone presentation of research</td>
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In order to maintain evaluative consistency across the certificate, student learning outcomes will be assessed according to the same 5-point rubric (see below). Thus all successful certificate students must achieve passing scores in the four student learning domains.

The following rubric will be utilized to evaluate student-learning outcomes (score of 3 or better is required to pass each outcome):

5 = (Target) Excellent. All points of the learning outcome are answered fully and persuasively with comprehensive documentation. All the information is valid and pertinent. Organization is logical and language is clear and concise.

4 = Good. All points of the learning outcome are answered with documentation that generally supports the answer. By and large the information is valid and pertinent. Organization is logical and language is clear and concise. Minor errors of detail are tolerated.

3 = Adequate. All points of the learning outcome are treated but at a minimal level and with superficial documentation. Most of the information is valid and pertinent. Organization is logical and language is clear. Small errors are tolerated.

2 = Inadequate. Some of the points called for by the learning outcome are answered and documentation is either lacking or is erroneous. Portions of the information are invalid and not pertinent. Organization lacks a logical flow and language is vague. Major points made in the answer are in error.

1 = Unacceptable. Few of the points asked for by the learning outcome are answered, documentation is absent, and most of the information is incorrect. The answer does not address the question, lacks logical flow and indicates a deficiency in verbal skills.

0 = N/A The learning outcome was not completed.

II. PROGRAM OUTCOMES

<table>
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<th>Program Outcomes</th>
<th>How Measured</th>
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<tr>
<td>1) Enrollment of 25 students within first five years of program inception, developing as follows:</td>
<td>• Enrollment figures, compiled on an annual basis</td>
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<tr>
<td>a. 7 new students in year 1;</td>
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<td>b. 5 new students in year 2;</td>
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<tr>
<td>c. 3 new students in year 3;</td>
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| **d.** 5 new students in year 4;  
**e.** 5 new students in year 5. | 2) **Award 10 certificates by year 4; 15 certificates by year 6.**  
- Based on number of students who complete all certificate requirements.  
3) **Develop network of certificate scholars both currently enrolled and graduated.**  
   **a.** Utilize network as student and programmatic resource (list of certificate graduates & employment, etc.)  
   - List of enrollees and graduates maintained by certificate coordinators.  
     - Invite certificate graduates to Capstone presentations;  
     - Make available list of graduates and occupations as example of uses of certificate and skills. |