Members in attendance: Elena Pravosudova, David Shintani, Kambiz Raffiee, Tom Harrison, Indira Chatterjee, Ivy Chin, Fred Holman, Shanon Taylor, Marsha Read, David Ryfe, Jane Detweiler, Gina Tempel.

Ex-Officio members in attendance: Joe Cline, Katy Schleef, Pat Ragains, Lance Bowen, Fini Dobyns, Dianne Hilliard, Maureen Cronin, Brady Janes, Russell Stone, Janet Stake.


Approval of minutes: November 18, 2013 (Regular and Procedure) - Approved

Discussion on Accelerated Program Guidelines (Maureen Cronin) – New guidelines for the development of accelerated programs have been developed. These will be added to the UAM. The guidelines stipulate that the program include 1) a clear 5 year track, 2) when the student can apply graduate work to the undergraduate program, 3) financial implications, 4) the BA/BS is posted first, and 5) encourages the description to include continuation information for the undergraduate program if the graduate is not earned.

Draft NSHE CCN Policy (Elena Pravosudova) – The draft policy was distributed. The NSHE CCN committee meets on Feb. 5th for review. There were a few concerns noted, particularly the additional time it will take if notifications are not sent out until after the institutional curriculum committee has approved the course. As well as the additional time it will take if there are changes during the CCN review and the proposal has to go through the curriculum committee again. Implementation will also be delayed as the course cannot be added to the catalog or the schedule until it has been added to the main CCN database; 10 days for notification response plus 10 additional days for NSHE approval means up to one month to get courses into the system. More time if there are changes as noted above. There were questions about the generic descriptions, where do they come from and where will they be housed? With the introduction of generic descriptions, shouldn’t description changes now require CCN notification? It seems this policy/process would require a lot more resources at all levels. Additional feedback from the committee was requested. Comments will be brought to the meeting on the 5th.

Curriculog Demonstration (Maureen Cronin) – Curriculog site was displayed. A proposal form was shown along with the steps to the workflow. The vendor is still working on our site. We have two more meetings with the vendor before it will be turned over. The system will use our single sign-on/netID for access.

Sub-Plan Reports (Maureen Cronin) – Sub-plan Reports will be distributed in the next few weeks. Sub-plans can be created for specialization/emphases and can be printed on the transcripts, or can be used for bookkeeping purposes only. Using sub-plans clarifies the audit as well as shortens the audit form. They can also help in projecting demand for courses.

Removing Alpha Characters from Course Numbers (Maureen Cronin) – The alpha characters on course numbers, particularly the “R” suffix is a remnant from the old SIS system. PeopleSoft has effective dated rows so we do not need them anymore. The committee approved a project to remove the extraneous alpha characters. This will be a summer project. Reports will be available at the next meeting.

Service Learning (Maureen Cronin) – The university has a goal to increase engagement with the community and service learning, as a component of a course, will be one way to achieve this accreditation benchmark. A course attribute can be added at the schedule level to signify a course with a service learning component. Service learning attributes will have to be approved by the Office of Service-Learning and Civic Engagement.

Typically Offered/5 Yr No Enrollment Report Responses – Responses to the recent 5 Yr No Enrollment and Typically Offered Reports was posted. There is still time to send in the reports.
### PROPOSED CHANGES IN DEGREES, MAJORS, AND COURSES

<table>
<thead>
<tr>
<th>COB</th>
<th>DEANS</th>
<th>ents</th>
<th>Change</th>
<th>Description</th>
<th>Grad Council Approval / Core Board</th>
<th>WB/WM</th>
<th>CCN</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB</td>
<td>DEANS</td>
<td>ENT 493/693 113876/115464</td>
<td>Change course credits to repeatable</td>
<td>Approved; need to re-word 2 SLOs or take them out completely &lt;br&gt;OLD: Special Topics in Entrepreneurship (3 units) Study of selected topics in entrepreneurship. &lt;br&gt;NEW: Special Topics in Entrepreneurship (3 units) Study of selected topics in entrepreneurship. <strong>Maximum of 6 credits.</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>COB</td>
<td>DEANS</td>
<td>MR-ENT M405</td>
<td>Adjust program for credit change to ENT 493</td>
<td>Approved &lt;br&gt;A. Required Courses (9 units) &lt;br&gt;ENT 401 - New Venture Creation (3 units) &lt;br&gt;ENT 402 - Entrepreneurial Finance (3 units) &lt;br&gt;ENT 403 - Applied Entrepreneurship (3 units) &lt;br&gt;B. Elective Courses (9 units) &lt;br&gt;Choose any three courses from the following: &lt;br&gt;ENT 489 - Entrepreneurship Internship (3 units) &lt;br&gt;ENT 493 - Special Topics in Entrepreneurship (3 units) &lt;br&gt;Elective courses approved by Entrepreneurship Minor advisor</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>DHS</td>
<td>CAS</td>
<td>CAS 257</td>
<td>Create new course</td>
<td>Approved; need to reword SLOs to replace ‘understand/demonstrate’ with a different action verb &lt;br&gt;<strong>ADD: Fundamentals of Behavioral Health</strong> (3 units) &lt;br&gt;An overview of wellness dimensions, peer support specialists’ ethics, patient advocacy, and systems of care navigation for the mental health and substance abuse services provider.</td>
<td>N/A</td>
<td>N/A</td>
<td>OK</td>
</tr>
<tr>
<td>DHS</td>
<td>CAS</td>
<td>CAS 457</td>
<td>Create new course</td>
<td>Approved; need to reword SLOs to replace ‘understand/demonstrate’ with a different action verb &lt;br&gt;<strong>ADD: Peer Support Specialist Practicum</strong> (3 units)</td>
<td>N/A</td>
<td>N/A</td>
<td>OK</td>
</tr>
</tbody>
</table>
| DHS | CHS | CHS 440/640 Create new course | Field Placement in a community-based organization where students practice applying knowledge and skills attained in peer support specialist certificate classes  
Prereq: CAS154; CAS 257.  
Abbrev: Peer Support Spec Practicum  
Offerings: Every Fall  
Transfer agreements: N/A  
Implementation: FL14 |  
Approved; need to reword SLOs to replace 'understand/demonstrate' with a different action verb  
**ADD: Injury and Violence Prevention**  
(3 units)  
Examines injuries/violence as public health issues. Causes/consequences are examined in areas such as car accidents, home/work safety, area crime, family violence, and sports injuries.  
Abbrev: Injury and Violence Prevention  
Offerings: Every Fall  
Transfer agreements: No changes anticipated  
Implementation: FL14 | Routed – OK to consider | N/A | OK |
|---|---|---|---|---|---|---|---|
| DHS | NURS | NURS 759 Create new course | **Approved**  
**ADD: Planning Strategies for Care of Specialized Populations**  
(2 units)  
Concepts and planning strategies for advanced practice nursing in the care of specialized populations in the community setting.  
Coreq: NURS 760  
**Coreq must be taken concurrently**  
Abbrev: Plan Strategies for Spec Pops  
Offerings: Every Fall  
Transfer agreements: N/A  
Implementation: Every Fall | N/A | Approved | N/A |
| DHS | NURS | NURS 760R 110920 Change title, desc, credits, components, SLOs | **Approved**  
**OLD: NURS 760R - Advanced Nursing Care of Specialized Populations**  
(6 units)  
Concepts and planning strategies for advanced practice nursing in the care of specialized populations.  
Prerequisite(s): Admission to the MSN program.  
**NEW: NURS 760 - Advanced Nursing Care for Specialized Populations Practicum**  
(4 units S/U only)  
*Provides an opportunity for practice in the role of an advanced nurse generalist caring for a special population or aggregate of patients in a select health care agency.*  
Prerequisite(s): Admission to the MSN program.  
Coreq: NURS 759. | N/A | N/A | N/A |
<p>| EN | EBME | EE 490 104948 | Approved | OLD: Electrical Projects Laboratory | (3 units) | Design principles and dynamic signal processing techniques used for the design and integration of modern complex systems. (Major capstone course.) (Offered fall semesters.) Prerequisite(s): EE 320R ; EE 330R ; EE 362 ; EE 370R ; ENG 102 ; CH 201 ; junior or senior standing. | NEW: Electrical Projects Laboratory | (3 units) | Design principles and dynamic signal processing techniques used for the design and integration of modern complex systems. (Major capstone course.) (Offered fall semesters.) Prerequisite(s): EE 320R ; EE 330R ; EE 362 ; EE 370R ; CPE 301 ; ENG 102 ; CH 201; junior or senior standing. | Transfer agreements: No changes anticipated | Implementation: FL14 – offered scheduled term | Approved by Director/CB | N/A | N/A |
| EN | ME | CS 241 103610 | Approved | OLD: CS-241 - Introduction to Computer Methods for Engineers | (3 units) | Introduction to algorithm development and software for analysis of engineering problems and design. Computer skills development, file and data management, graphics and numerical methods, spreadsheets. Prerequisite(s): PHYS 180 . Corequisite(s): ME 241 or CEE 241 . | NEW: ME 203 - Introduction to Computer Methods for Engineers | (3 units) | Introduction to algorithm development and software for analysis of engineering problems and design. Computer skills development, file and data management, graphics and numerical methods, spreadsheets. Prerequisite(s): PHYS 180 . Corequisite(s): ME 241 or CEE 241 . | Abbrev: Intro to Computer Methods | Offerings: Every Fall and Spring | Transfer agreements: Changes required | Implementation: SU/FL14 – offered scheduled term | N/A | N/A | N/A |
| JO | JOUR | JOUR 107 113776 | Approved; need to reword SLOs to replace ‘understand/demonstrate’ with a different action verb | OLD: Multimedia News Reporting and Writing | (3 units) | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>JO</th>
<th>JOUR 108 113777</th>
</tr>
</thead>
<tbody>
<tr>
<td>desc, credits, components, SLO, prereq</td>
<td></td>
</tr>
<tr>
<td>Introduction to collecting, analyzing and presenting information across contemporary news media platforms. Emphasizes writing in journalistic styles with clarity. (Formerly JOUR 102; implementation FL09). Corequisite(s): ENG 101; JOUR 108.</td>
<td></td>
</tr>
<tr>
<td>NEW: All Things Media: Foundations</td>
<td></td>
</tr>
<tr>
<td>(3 units)</td>
<td></td>
</tr>
<tr>
<td>Introduction to journalism and strategic communications in the 21st century. Learn the foundations of producing news and strategic communications: how to ethically collect, analyze, aggregate, create and publish timely information to engage public audiences. (Formerly JOUR 102; implementation FL09). Corequisite(s): ENG 101.</td>
<td></td>
</tr>
<tr>
<td>Abbrev: All Things Media: Foundations</td>
<td></td>
</tr>
<tr>
<td>Offerings: Every Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Transfer agreements: No changes anticipated</td>
<td></td>
</tr>
<tr>
<td>Implementation: FL14-offered scheduled term</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LBA</th>
<th>CRJ 381</th>
</tr>
</thead>
<tbody>
<tr>
<td>desc, credits, components, SLO, prereq</td>
<td></td>
</tr>
<tr>
<td>Create new course</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>ADD: Diversity and Multiculturalism in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>(3 units)</td>
<td></td>
</tr>
<tr>
<td>Overview of issues related to diversity and multiculturalism in the criminal justice system. Prereq: CRJ 101; CRJ 102.</td>
<td></td>
</tr>
<tr>
<td>Abbrev: Diversity and Culture in CRJ</td>
<td></td>
</tr>
<tr>
<td>Offerings: Every Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Transfer agreements: No changes anticipated</td>
<td></td>
</tr>
<tr>
<td>Implementation: FL15</td>
<td></td>
</tr>
</tbody>
</table>

Approved by Director/CB
<p>| LBA | HIST | HIST 439C/639C | Create new course | Approved | ADD: Slavery and Race in Latin America | (3 units) | Explores the theme of slavery and its impact on the racial diversity of Latin America. | Abbrev: Slavery and Race Latin America | Offerings: Every Spring – Even Years | Transfer agreements: No changes | Implementation: FL14 | Routed - OK to consider | N/A | OK |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| LBA | HIST | HIST 485/685 | Create new course | Approved | ADD: Oral History | (3 units) | Use and understanding of oral history interviewing for the purposes of historical research for academic, public, and applied history. | Abbrev: Oral History | Offerings : Every Spring | Transfer agreements: No changes | Implementation: FL14 | N/A | N/A | OK |
| LBA | MUS | MUS 203R | Prereq change | Approved | OLD PRE/Coreq | NEW PRE/Coreq | NONE | Score of 60% or higher on the “OnMusic Fundamentals Placement Exam or MUS 101. | Transfer agreements: No changes anticipated | Implementation: FL14-offered scheduled term | N/A | N/A | N/A |
| SCI | MATH | MATH 310 | Prereq change | Approved | OLD PRE/Coreq | NEW PRE/Coreq | MATH 283R with a “C-” or better. | MATH 301 with a “C” or better. | Rec Prep: MATH 301 with a “C” or better. | Transfer agreements: No changes anticipated | Implementation: FL14-offered scheduled term | N/A | N/A | OK |
| SCI | MINE | MET 610 | Create new 600 level course for existing 400 level course - need new number 5/1/2014 | Approved | need verification of satisfaction of conditions prior to input into system | OLD: MET 410 - Pyrometallurgy | (3 units) | Quantitative and descriptive treatment of the unit processes used and fundamentals of smelting, melting, refining of metals by high temperature methods. Prerequisite(s): ME 311 or CHE 361 and MSE 232 with a “C” or better. | NEW: MET 410/610 - Pyrometallurgy | (3 units) | Quantitative and descriptive treatment of the unit processes used and fundamentals of smelting, melting, refining of metals by high temperature methods. Prerequisite(s): ME 311 or CHE 361 and MSE 232 with a “C” or better. | N/A | YES – Conditional Approval | N/A |</p>
<table>
<thead>
<tr>
<th>Abbrev: Pyrometallurgy</th>
<th>Offerings: Every Spring</th>
<th>Transfer agreements: N/A</th>
<th>Implementation: FL14</th>
</tr>
</thead>
</table>
| SCI MINE | MET 705 | **Approved; need verification of satisfaction of conditions prior to input into system**
*ADD: Environmental Chemistry of Metals* 
(3 units)
Current practice in industry to eliminate metal waste from effluent streams. Chemistry and chemical reactions of metals and metal precipitates. Various treatment technologies in practice.
| Abbrev: Env Chemistry of Metals | Offerings: Every Fall – Even Years | Transfer agreements: N/A | Implementation: FL14 |

**ITEMS PENDING GRAD COUNCIL**

**PROPOSED CHANGES**

<table>
<thead>
<tr>
<th>ED</th>
<th>ED</th>
<th>PHD-ED 3228</th>
<th><strong>Approved</strong></th>
<th>Grad Council Approval / Core Board</th>
<th>CCN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contact Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MaryAnn Demchak, Associate Dean/Professor of Education  
(775)682-7852  
mad@unr.edu |
| II. Brief Introduction |
The College of Education offers a Doctor of Philosophy in Education (Ph.D.) degree with several areas of emphasis:  
Development, Learning, and Technology  
Literacy, Language and Culture  
Literacy Studies  
Special Education and Disability Studies  
Educational Leadership  
Math, Science, Technology, and Society  
Science, Technology, Engineering, & Mathematics (STEM)  
Education  
Equity and Diversity in Education |
The Ph.D. program in Education prepares graduates for careers in advanced professional practice, research or scholarly inquiry, and teaching at the college level. The Ph.D. program leads to both a broad and a deep scholarly knowledge of education, with an emphasis on the production of new knowledge within the profession. In addition, the college offers a Doctor of Education (Ed.D.) degree geared to the advanced

Approved GC 1/28/2014 N/A
practicing professional. The emphasis of the Ed.D. is limited to educational leadership with a focus on the challenges of school and higher education reform.

III. Program Objectives/Student Learning Outcomes

The Ph.D. program in Education prepares you at an advanced level to work in the professorial ranks of higher or assume positions of leadership in schools and agencies. The degree provides rich preparation by exposing you to a wide variety of courses and experiences related to fundamental theories and concepts associated with education, as well as current issues and trends in teaching and learning. Strengths of the program lie in the opportunity for you to be exposed to a variety of courses and to faculty members in the College of Education and the University, while having a defined area of emphasis for your study. The Ph.D. program leads to both a broad and a deep scholarly knowledge of education, with an emphasis on the production of new knowledge within the profession.

Student Learning outcomes:

- Students will complete a research proposal that includes a complete methods section tailored to the design chosen.
- Students will conduct and explain an original research study that demonstrates their understanding of research methods and the appropriate data analysis.
- Students will demonstrate the ability to read and critically analyze research studies and trends in their emphasis area as demonstrated by successful completion of the dissertation.

IV. Admission Requirements

Applicants for the doctoral degrees must meet general university requirements for admission, Graduate School requirements, College of Education requirements and program requirements.

Each applicant must satisfy the regular graduate admission requirements listed for doctoral programs and the following special requirements:

The COE recommends, but does not require, that you have at least three years of relevant professional field experience by the time you finish your degree. This may be three years of work experience related to the area of emphasis prior to admission, three years of related work experience while in the doctoral program, or some combination thereof. Preference for applicants who hold a master’s degree from a regionally accredited institution in an area appropriately related to the chosen emphasis area. High achieving applicants who possess only a Bachelor’s degree from a regionally accredited institution will be considered. Emphasis of prior degree area(s) should be appropriately related to the chosen emphasis area.

All applicants must complete the GRE. Scores for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are each considered by the review committees. Although high scores are expected in all three areas, particular emphasis is placed on the Analytical Writing subtest.

Gain recommendation by the graduate faculty of the area of emphasis and gain approval of the doctoral admissions committee.
At least one faculty member in the area of emphasis must be willing to serve as temporary chair of the applicant’s committee.

V. Program Requirements
The standard doctorate graduate regulations apply with the following modifications:

Full-Time Study: Doctor of philosophy (Ph.D.) students must complete a two-semester residency consisting of successive semesters, excluding summer, of at least nine credits each semester. The same residency requirement holds for the doctor of education (Ed.D.); however, Ed.D. students have the option of satisfying the residency requirement by completing at least two full-time summer or regular semesters with a minimum of 12 graduate credits for each semester. For the Ed.D., a maximum of three credits of dissertation, independent study or workshop credits may be applied per full-time term. Residency requirements must be satisfied after admission to the doctoral program.

Program: The Ed.D. requires a minimum of 90 semester credits beyond the baccalaureate degree, including 12 credits of dissertation. The Ph.D. program requires a minimum of 96 credits beyond the baccalaureate degree, including 24 credits of dissertation. An Ed.D. program may include up to 30 credits earned for the master’s degree, and a Ph.D. program may include up to 24 credits earned as part of the master’s degree. In addition to these credits earned at the master’s degree level which may be included in doctoral programs of study, a maximum of 16 relevant credits in an accredited post-master’s degree program or licensure program beyond the master’s degree may be applied to approved Ed.D. or Ph.D. program.

A maximum of six graduate credits of S/U grades may apply toward the doctor of education or the doctor of philosophy degree. In preparation for the dissertation, all doctoral students must complete a required sequence of core, research, and statistics courses, including 15-18 hours for the Ed.D. and 24 hours for the Ph.D.

Dissertation: The dissertation must involve scholarly and practical consideration of a professional problem. The research should contribute to an improvement in educational practices or to the body of educational theory.

Foreign Language: There is no foreign language requirement.

Fees: All course credits are assessed at the regular fee schedule in effect at the time of registration.

Required Core Courses for all Emphases:
- EDUC 779 – Doctoral Seminar in Education
- EDRS 740 – Advanced Educational Measurement and Statistics*
- EDRS 741 - Applied Research Design and Analysis in Education I
- EDRS 743 - Applied Research Design and Analysis in Education II
- EDRS 752 – Qualitative Research in Education
- EDRS 753 – Advanced Qualitative Research in Education
- EDRS 790 - Research Applications in Education
- Research Elective – select one of the following with advisor/committee
  - EDRS 761 – Program Development and Evaluation
EDRS 785 – Survey Research in Education
Special Topics research courses such as Single Subject Design; Mixed Methods Design
Others from outside College of Education (with approval)
* = Lower level courses such as EDRS 640 and EDRS 700 or equivalents are prerequisites.

**Emphases:**

**Development, Learning, & Technology**

Each student is required to take:

- **One development course:**
  - CEP 705 – Advanced Human Growth and Development OR
  - A 700-level human development course.

- **One learning theory course:**
  - CEP 738 – Learning Theory in Education
  - CEP 636 – Cognitive Learning

- **One Information Technology course:**
  - CEP 720 – Instructional Design in Information Technology
  - CEP 725 – Assessment in Information Technology

**Educational Leadership**

Each student is required to complete a course in the following areas:

- School Law
- Organizational Theory
- Leadership

**Literacy Studies**

Each student must take a minimum of 1 course from the following:

- EDUC 741a – Special Topics: Multiple Literacies
- EDUC 600 – Foundation of Literacy
- EDRL 771h – Research in Literacy
- EDRL 775 – Psychology of Literacy

**Science, Technology, Engineering, & Mathematics (STEM) Education**

Each student is required to take the following course:


**Special Education and Disabilities Studies**

Each student if required to complete a minimum of one assessment course and one methods course as well as a seminar course:

**Assessment:**

- EDSP 652 – Assessment for Special Education Teachers
- EDSP 718 – Assessment of Infants/Preschoolers with Special Needs
- EDSP 719 – Assessment of Students with Severe Disabilities

**Methods:**

- EDSP 643 – Special Education Curriculum: General Methods
- EDSP 667 – Teaching Students with Intellectual Disabilities
- EDSP 676 – Curriculum & Intervention ECSE: Birth - 3
- EDSP 677 – Curriculum & Intervention ECSE: Ages 3-8
- EDSP 726 – Methods of Teaching Students with Autism
Seminar
EDSP 772 – Seminar in Special Education (or another seminar course)
The specific assessment and methods courses to be competed are determined by the area being emphasized by the student.

Equity and Diversity in Education
Courses will be selected from the student’s area of focus and can address one of the following areas:
- Exceptionality
- Gender and Sexual Identity
- Global/International Education (including migration)
- Indigenous Studies
- Race, Ethnicity, and Culture
- Social Class
- Social Justice

Additional courses will be determined by the student’s advisor and committee and will be based on the student’s focus in the specific emphasis area as well as aligned with students’ needs.

VI. Total Units
The doctor of philosophy degree program (Ph.D.) includes a minimum of 96 units beyond the baccalaureate degree, including 24 units of dissertation.

The doctor of education degree program (Ed.D.) includes a minimum of 90 units beyond the baccalaureate degree, including 12 units of dissertation. The Ed.D. is available only for Educational Leadership emphasis area.

VII. Notes
Degree candidates should consult the college website for more information.

Transfer agreements: N/A
Implementation: FL14

<table>
<thead>
<tr>
<th>LBA</th>
<th>ENG</th>
<th>MFA- ENGLISH  Creative Writing Specialization Create new program</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>GC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved/ Need BOR</td>
</tr>
</tbody>
</table>

I. Contact Information
Christopher Coake
Associate Professor
Department of English
Office: 775-682-6385
cjcoake@unr.edu

II. Brief Introduction
The Master of Fine Arts (MFA) degree is a professional degree that establishes emphases, in its curriculum, on both students’ writing and graduate-level scholarship in English. The degree offers a three-year course of study, incorporating coursework in literary history, critical theory, and literary craft, as well as requiring a core series of rigorous workshops centered on the development of the students’ creative work. Students will have the opportunity not only to develop a significant body of publishable creative work, but will also be able to do so with an understanding of, and the ability to communicate effectively, the work’s historical/literary context.
The MFA will initially offer courses of study in the major specializations of fiction and poetry. The program in particular welcomes fiction writers wishing to work with high quality genre fiction (i.e., science fiction, fantasy, mystery, horror, etc.), as well as those wishing to focus on contemporary literary fiction. Students are required to take at least one course in a specialization other than that of their primary course of study. In addition to classes taught by creative writing faculty, students are required to take credits in courses already offered by English department faculty in all emphases, as well as from interdepartmental elective courses chosen to fit students’ individual interests.

III. Program Objectives/Student Learning Outcomes
The MFA provides top-level training and experience to writers of promise, in order to best prepare them to be publishing creative writers and/or to pursue careers in college-level teaching. In addition, the program allows apprentice writers to develop their gifts amidst a community of artists in a university setting; the program also provides a link between student writers and the wider professional community of published writers, editors, and agents. Students produce bodies of original work, based on an understanding and study of historic, contemporary, and avant-garde literatures, culminating in a book-length thesis. Students are expected no only to produce creative work, but to develop traditional scholarly and pedagogical skills, so as to better articulate their knowledge—to a potential audience including readers, colleagues, and students—as befits the recipient of a terminal degree in English.

By the end of their degree program, MFA candidates should be able to:
- Demonstrate mastery of manipulation of elements of craft/technique within their chosen area of emphasis. (in fiction, this is defined as: form (the novel, novella, and short story); generic tropes; narrative structure; point of view; tone; and voice. In poetry, this is defined as: traditional forms; line/enjambment; imagery and metaphor; meter; rhyme and free verse);
- Demonstrate an understanding of the contemporary publishing landscape for fiction (both genre and literary) and/or poetry, for book-length works as well as for individual stories/poems;
- Demonstrate the ability to curate/edit the creative work of others for publication;
- Create a book-length of work of publishable creative writing, as well as identify its audience/market;
- Analyze and describe their creative work within the context of historical trends/movements and genres in literature;
- Compile a professional portfolio demonstrating an understanding of future career options and approaches to same.

IV. Admission Requirements
Candidates will be accepted for fall semester admission only, and must submit applications by the Department of English’s January 15 deadline. Applicants are required to submit, for Department of English graduate Committee approval a) a creative writing sample of 30 pages in fiction or 10 pages in length of poetry, demonstrating the student’s strongest work in the genre of application; b) a scholarly writing sample of ca. 15 pages in length, demonstrating readiness for graduate study in English; c) a 2-3 page statement of intent, including declaration of genre of study; d) official transcripts; e) three letters of recommendation; and f) GRE scores.

V. Program Requirements
MFA candidates must be enrolled full-time (minimum 9 credits per semester), except during the last semester of study, when they are expected to finalize/finish a thesis project. Candidates must maintain a minimum 3.5 grade-point average. During the second year of study, candidates must choose one Department of English creative writing faculty member to serve as the MFA
committee chair and advisor; two additional department faculty (one from creative writing, and one outside the student’s declared course of study) to serve as committee members; and a fourth committee member from outside the Department of English, chosen in consultation with the committee chair. During the student’s third year of study the MFA program requires the candidate to take a comprehensive written examination, on topics of the committee chair’s choosing, over the candidate’s knowledge of a 30-book reading list and annotated bibliography; this will be followed closely thereupon by an oral examination, conducted by the student’s full committee, during which the student will defend written exam answers, annotated bibliography, and professional portfolio. At this time the candidate will also present to the committee a prospectus for the thesis for committee approval. At the end of the third year of study, students will complete and present to the full committee a written book-length thesis or original fiction/poetry, of publishable quality. At the conclusion of 60 credits hours the student will be required to pass a defense of the completed thesis before the full committee.

The degree will require 60 credit hours (three years of study) from the following:

- 20 credit hours in Graduate Workshop in Poetry/Fiction (ENG 705/ENG 709 (course in process))
- 12 credit hours Creative Writing Curriculum (ENG 707, ENG 708, ENG 710)
- 15 credit hours Electives (at least 3 outside the Department of English)
- 9 credit hours Thesis Study (ENG 797)
- 3 credit hours Introduction to Graduate Study
- 1 credit hour Comprehensive Exam (ENG 795)

Students on assistantship may also be required to take credits in ENG 737 – Teaching College Composition and ENG 793 (course in process).

VI. Total Units
The degree requires 60 credit hours (three years of study)

VII. Undergraduate Prerequisites
Applicants must present a Bachelor’s degree or Bachelor of Fine Arts degree with a minimum of 3.0 grade-point average from an accredited university, school, or college. Applicants need not have received their previous degree in English.

Transfer agreements: N/A
Implementation: FL15

CONSENT AGENDA - (Items on the consent agenda are voted upon as a group. Any member of the committee may request that item(s) be removed from the consent agenda for individual consideration)

PROPOSED CHANGES

<table>
<thead>
<tr>
<th>DHS</th>
<th>MED</th>
<th>MED 624</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Remove Internship/Practicum Component</td>
</tr>
</tbody>
</table>

Grad Council Approval / Core Board: App-J Cline
CCN: N/A

February 3, 2014
University Courses & Curricula Committee Minutes
Page 13 of 16
<table>
<thead>
<tr>
<th>Code</th>
<th>Department</th>
<th>Course</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS</td>
<td>MED</td>
<td>MED 639</td>
<td>Approved</td>
<td>Remove Internship/Practicum Component</td>
</tr>
<tr>
<td>DHS</td>
<td>MED</td>
<td>MED 641</td>
<td>Approved</td>
<td>Remove Internship/Practicum Component</td>
</tr>
<tr>
<td>LBA</td>
<td>ANTH</td>
<td>ANTH 400E/401</td>
<td>Reactivate</td>
<td>Native American Literature (3 units)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANTH 426R/626R</td>
<td>Reactivate</td>
<td>Medical Anthropology (3 units)</td>
</tr>
<tr>
<td>LBA</td>
<td>CRJ</td>
<td>BA-CRJ 4895</td>
<td>Remove credit limitation on online and Independent Learning course</td>
<td></td>
</tr>
<tr>
<td>LBA</td>
<td>ENG</td>
<td>ENG 100J</td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

Transfer agreements: N/A
Implementation: SP14

App-J Cline: N/A

App-J Cline: OK
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Proposal</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 114423      | Change component | Make discussion component optional.  
Transfer agreements: N/A  
Implementation: SP14 |

**INFORMATIONAL ITEMS**

**PROPOSED CHANGES**

<table>
<thead>
<tr>
<th>Graduate Council Approval / Core Board</th>
<th>CCN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS SW</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Acknowledged</td>
<td></td>
</tr>
<tr>
<td>Remove: Acceptance into Professional Sequence (for undergrad only)</td>
<td></td>
</tr>
<tr>
<td>Transfer agreements: N/A</td>
<td></td>
</tr>
<tr>
<td>Implementation: SP14</td>
<td></td>
</tr>
</tbody>
</table>

| DHS SW                              | N/A N/A |
| Acknowledged                        |     |
| Remove: SW 101 with a “C” or better. (for undergrad only) |     |
| Transfer agreements: N/A            |     |
| Implementation: SP14                |     |

| ED ED                              | N/A N/A |
| Acknowledged                        |     |
| Current: Required Courses - Year 1 |     |
| EDSP 671 - Introduction to ECSE (3 units) |     |
| EDSP 632 - Serving Individuals with Disabilities and Their Families (3 units) OR |     |
| EDSP 668 - Augmentative/Alternative Communication (3 units) OR |     |
| EDSP 722 - Autism: Characteristics and Educational Methods (3 units) |     |
| EDSP 672 - Typical and Atypical Development of the Young Child (3 units) (elective based upon past coursework) |     |
| Revised: Required Courses - Year 2 |     |
| EDSP 718 - Assessment of Infants/Preschoolers with Special Needs (3 units) |     |
| EDSP 632 - Serving Individuals with Disabilities and Their Families (3 units) OR |     |
| EDSP 668 - Augmentative/Alternative Communication (3 units) OR |     |
| EDSP 676 - Curriculum & Intervention ECSE: Birth-3 (3 units) OR |     |
| EDSP 677 - Curriculum & Intervention in ECSE: Ages 3-8 (3 units) (elective based upon past coursework) |     |
| EDSP 671 - Introduction to ECSE (3 units) |     |
| EDSP 632 - Serving Individuals with Disabilities and Their Families (3 units) |     |
| EDSP 672 - Typical and Atypical Development of the Young Child (3 units) |     |
| EDSP 718 - Assessment of Infants/Preschoolers with Special Needs (3 units) |     |
| EDSP 676 - Curriculum & Intervention ECSE: Birth-3 (3 units) |     |
EDSP 677 - Curriculum & Intervention in ECSE: Ages 3-8 (3 units)
EDSP 668 - Augmentative/Alternative Communication (3 units)
EDSP 722 - Autism: Characteristics and Educational Methods (3 units)
EDSP 726 – Methods of Teaching Students with Autism
EDSP 712 – Medical Aspects of Disabilities

Transfer agreement: N/A
Implementation: SP14

| LBA | HIST | PSC 100 111748 Remove credit limitation with HIST 102 from description
|     |      | Acknowledged
|     |      | Introduction to the political history of Nevada through an examination of the Nevada Constitution. Satisfies the Nevada Constitution requirement. Not open to students who have obtained credit for PSC 103, PSC 208, or HIST 102, HIST 111, HIST 217.
|     |      | Transfer agreements: N/A
|     |      | Implementation: SP14

PENDING ITEMS FROM PRIOR MEETINGS - **NONE**

TRANSFER AGREEMENTS - **NONE**