PRESENT: Donna Brooks, Joey Crosby (Vice Chair), Becky da Cruz, Elizabeth Desnoyers-Colas, John Hobe, Brenda Logan, Anita Nivens, Bryan Riemann, Joan Schwartz, Sandy Streater, Anne Thompson (ex officio), John Kraft (ex officio), Laura Barrett (ex officio), Stephen Jodis (ex officio), Trey Lawrence (ex officio)

ABSENT: Carol Andrews, José da Cruz, Ray Hashemi, Christopher Hendricks (Chair), David Lake, Regina Rahimi, Don Stumpf

GUESTS: Jill Bell, Joyce Bergin, Andy Clark, Pamela Mahan

I. Call to Order. The meeting was called to order at 2:30 p.m. by Dr. Joey Crosby.

II. Approval of Minutes. The minutes of March 8, 2011 were approved as presented.

III. Committee Reports
   A. Graduate Curriculum Committee (see Attachment 1). It was moved and seconded to approve the report of the Graduate Curriculum Committee. The motion carried.
   B. Graduate Faculty Status Committee (see Attachment 2). It was moved and seconded to approve the report of the Graduate Faculty Status Committee. The motion carried.
   C. Graduate Student Appeals Committee. No report.

IV. GSCC
Mr. Trey Lawrence reported that the spring event will be held April 29, from 6 p.m. to 10 p.m. at Wild Wings. They are looking into the possibility of hiring a band and having trivia at the event. Posters advertising the event are being hung around campus. Mr. Lawrence asked that faculty announce the event in their graduate classes.

Mr. Lawrence met with President Bleicken last week. She said she would be happy to look at a report regarding hooding. That report was submitted to her office today.

Mr. Lawrence also met with Vice President Carson and lobbied for Armstrong designating some areas for graduate students.

Recently the GSCC has funded some public health students. The deadline to use the budget is the end of May. Mr. Lawrence would like to meet with Mr. Carson to talk about the possibility of rolling money over from one academic year to the next. The Board of Regents has some rules regarding this, but there is a belief that there is a way to accomplish the goal.
V. John Kraft

The Educational Testing Service (ETS) is changing aspects of the Graduate Record Exam (GRE) (see Attachment 3). Dr. Kraft was at a conference session on the topic. In summary, the computerized platform will be put to better use, creating a better way for students to take the test. The section on antonyms and analogies is being dropped and will be assessed through reading passages. The scale on the verbal and quantitative sections is changing. The analytical section will still use the current 6 point scale.

The new exam will be given starting in August 1, 2011. However, the new concordance table will not be published until November 2011. This creates an issue of how to define and publish entrance requirements before the concordance table is published. The ETS representative at the conference suggested using percentiles, but there are problems with doing it this way. The other option given was to publish the current GRE criteria with the addition of a phrase such as, “or equivalent to what is published in November.”

Dr. Kraft recommend students be advised to take the GRE before August 1 where possible. However, the ETS is offering a 50% discount to students who take the exam in August and September. Once the new exam is in place, neither students or institutions will be provided with scores until the concordance table is published in November.

Dr. Kraft said he would draft a statement to be inserted into programs in the catalog and would send it to everyone for feedback.

Ms. Jill Bell noted that percentages cannot be entered in SHIP; only straight test scores can be entered. She said that starting with the new exam, the last four digits of the students’ social security numbers would be printed on the results, which will make matching scores to students easier.

VI. Jill Bell

Ms. Bell reported that the new PDF of the graduate application for fall is now available. There are two new items on the application that were added to comply with Board of Regents requirements. One is an addendum above the signature section dealing with consequences of falsifying information. The other is in the residency section and states that we will be verifying students’ legal presence in the state for determining eligibility for in-state tuition. The Board of Regents has not yet given clear instructions on what means are to be used to verify residency, so no one has been prevented from registering or being admitted at this time. The details of the means of verification are being worked out.

The new online application is being worked on, and it is hoped that a test version will be available soon. The goal is to phase out CollegeNET and have an online application that is strictly Armstrong.
VII Other Business

There was a question regarding out-of-state tuition waivers. Mr. Andy Clark said that nothing has changed and we can still only wave out-of-state tuition for 134 students. The Athletics Department gets half of the waivers, and a good many are reserved for use by international students, so that does not leave many. Graduate assistants do get an out-of-state tuition waiver. Students can lose their waiver if their GPA is too low. There are more waivers available in summer than at any other time, because some students using waivers do not take summer classes. However, waivers awarded in summer under those circumstances would be for summer use only, since the waiver would go back to the original student in the fall. For the last three or four years, it has worked out that everyone who has applied for a waiver has gotten one.

VIII. Adjournment. The meeting was adjourned at 3:00 p.m.

Respectfully submitted

Phyllis L. Panhorst
Coordinator of Faculty Information and
Graduate Catalog Editor
CALL TO ORDER. The meeting was called to order at 2:15 p.m. by Dr. Regina Rahimi.

APPROVAL OF MINUTES. The minutes of February 25, 2011 were approved as presented.

ITEMS

I. College of Education
   A. Adolescent and Adult Education (no items)

   Items 1-6 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

B. Childhood and Exceptional Student Education

1. Modify the following course:
   EEXE 7319 Career Development and Transition Planning
   Prerequisite: Permission of instructor

   Rationale: The prerequisite is no longer appropriate for this course.

   Effective Term: Fall 2012

2. Modify the following course:
   EEXE 7510 Assistive Technology for Students with Physical and Sensory Disabilities
   Prerequisite: Permission of the instructor

   Rationale: The prerequisite is no longer appropriate for this course.

   Effective Term: Fall 2012

3. Modify the following course:
   EEXE 7020 Methods and Strategies for Teaching Students with Autism
   Prerequisite: Permission of the instructor

   Effective Term: Fall 2012
Rationale: The prerequisite is no longer appropriate for this course.

Effective Term: Fall 2012

4. Modify the following course:
   **RDEN 8070 RDEN 7070** Understanding Readers and the Reading Process  
   **3-0-3 3-V-3**
   Description: Major theories underlying reading and the teaching of reading, current topics and issues in the literacy field, variety of teaching strategies, and an introduction to past and present literacy scholars and their contributions to the teaching of reading. The first of three courses that will lead to the reading endorsement certificate. **A field experience is required.**

Rationale: The course number is too high and has been changed to the appropriate 7000 level. A field experience is required in this course.

CURCAT
Course Equivalent: RDEN 8070

Effective Term: Fall 2012

5. Modify the following course:
   **RDEN 8071 RDEN 7071** Linking Literacy Assessment to Instruction  
   **3-0-3 3-V-3**
   Description: Emphases include understanding and applying a variety of assessment techniques and making informed decisions based on the assessment data. The second of three courses that will lead to a reading endorsement certificate. **A field experience is required.**

Rationale: The course number is too high and has been changed to the appropriate 7000 level. A field experience is required in this course.

CURCAT
Course Equivalent: RDEN 8071

Effective Term: Fall 2012

6. Modify the following course:
   **RDEN 8072 RDEN 7072** Instructional Strategies in the Content Areas  
   **3-0-3 3-V-3**
   Description: Reading strategies applicable to P-12 content areas. The third of three courses that will lead to a reading endorsement certificate. **A field experience is required.**

Rationale: The course number is too high and has been changed to the appropriate 7000 level. A field experience is required in this course.

CURCAT
Course Equivalent: RDEN 8072

Effective Term: Fall 2012
7. Modify the Program of Study for the Master of Education in Early Childhood Education

A. Professional Education (12 hours)
- FOUN 7060 Educational Research ................................................................. 3
- ECEG 7070 Teaching for Cross Cultural Communication .................................. 3
  Or
- ECEG 7090 Early Childhood Curriculum & Methods ..................................... 3
- ECEG 7110 Advanced Child Growth & Dev .................................................... 3

B. Support Courses (9 hours)
- RDEN 8070 7070 Understanding Readers & the Reading Process ...................... 3
- RDEN 8071 7071 Linking Literacy Assessment to Instruction (RE II) .................. 3
- RDEN 8072 7072 Instructional Strategies in the Content Areas (RE III) .......... 3

C. Specialized Content for Teaching (9 hours)
Courses in Early Childhood Education selected from educating exceptional learners, reading/language arts through technology, research and best practices, social sciences, sciences in mathematics and the sciences creative activities content areas ........ 9

TOTAL 30 hours

Rationale: The 8000 level courses were changed to the appropriate 7000 level. FOUN 5400 was deleted by action of the CoE Curriculum Committee and the Graduate Curriculum Committee at their January and February 2011 meetings, respectively. Changes to the specialized content selections will help align the program of study more effectively to its standards and learning outcomes.

Effective Term: Fall 2012

II. College of Health Professions (no items)
III. College of Liberal Arts (no items)
IV. College of Science and Technology (no items)

ADJOURNMENT. The meeting was adjourned at 2:20 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor
Graduate Faculty Status (GFS) Committee GAC Report - 03072011

The Graduate Faculty Status (GFS) Committee consists of Don Stumpf (Chair), Alice Adams, Annette Wilson, Elizabeth Desnoyers-Colas, James Brawner, Pamela Mahan, Ray Hashemi

The GFS committee reviewed and approved two application packets (see table below). There are currently no other application packets ready for review.

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Respectfully submitted by,

Dr. Don Stumpf, chair
Welcome to our Top Story for the May 2010 issue of the GRE® revised General Test eUPDATE. If you haven’t already signed up to receive future issues of the eUPDATE, sign up now: www.ets.org/gre/updates >

For more updates, information and past issues, please visit www.ets.org/gre/infocenter >

TOP STORY

THE NEW SCORE SCALE: More Simplicity in Distinguishing Performance Differences Between Candidates

One of the most significant changes incorporated in the launch of the GRE® revised General Test is the new score scale for the Verbal Reasoning and Quantitative Reasoning measures. In this article, we’ll explain the following score scale changes to help you and your institution prepare for the new scale as early as possible:

- Verbal Reasoning and Quantitative Reasoning scores will be reported on a new scale of 130 – 170 instead of the current scale of 200 – 800.
- Scores will be reported in 1-point increments, versus the current 10-point increments.
- The score scale is moving to a 41-point scale from the current 61-point scale.

We’ll also explain the reasons behind these score scale changes and how the new scale can help you make admissions decisions — including important tools you can use to compare candidates with scores from the current test, the GRE revised General Test or both tests.

While it’s important to know what to expect with the new score scale, it’s also important to know that the changes are designed to offer you a clear advantage: more simplicity in distinguishing performance differences between your candidates.

THE NEW 130 – 170 SCALE: A Notable Difference from the Current Scale

Starting in November 2011, scores from the three measures of the GRE revised General Test will be reported as follows:

- Verbal Reasoning and Quantitative Reasoning scores will be reported on a new 130 – 170 score scale, in 1-point increments, versus the current scale of 200 – 800 in 10-point increments.

Continued

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Analytical Writing scores will continue to be reported on the same 0–6 score level, in half-point increments.

The new 130–170 scale will indicate that these scores are from the GRE revised General Test. This range was carefully selected to avoid any overlap with scores from existing GRE tests, to further help with the transition. We also recognize that many graduate programs have IT systems set up for 3-digit fields and created a score scale range that works with those systems.

Although the score scale is changing, GRE General Test scores and GRE revised General Test scores will continue to be valid for five years. We'll explain how to compare current test and revised test scores later in this article.

REPORTING IN 1-POINT INCREMENTS: An Easier Way to Compare Candidates

While the current Verbal Reasoning and Quantitative Reasoning scores are reported in 10-point increments, on the revised test these scores will be reported in 1-point increments. By changing the reporting metric in this way, the new scale will produce scores that don’t exaggerate small performance differences between examinees.

Here’s why: Reporting in 10-point increments can create the impression that there are bigger differences in ability than there actually are. Reporting in 1-point increments makes it clearer and much simpler for you to compare candidates.

“The current GRE 200–800 score scale implies that there could be a meaningful difference between two candidates, say at 500 to 510. This difference appears large, but in reality, the difference is only one score point.” — Liora Schmelkin, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies at Hofstra University and 2009–10 GRE Board Chair

Now, with the new 1-point increments, small score differences will be less likely to be interpreted as meaningful differences when comparing candidates’ performances. And candidates with larger differences will stand out more clearly.

41 POINTS: Leading to Even Better Admissions Decisions

The 41-point score scale was selected to balance the changes in content, new question types, the new psychometric model and test length. When combined together, the design features of the GRE revised General Test and the 41-point score scale will truly improve your ability to assess candidates’ verbal reasoning and quantitative reasoning skills — helping you make more accurate comparisons between candidates and make better admissions decisions for your graduate or business programs.

The new 41-point score scale will help institutions make more meaningful and appropriate comparisons

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between candidates. While at first glance the fewer points available on the 41-point scale appear to provide less differentiation among candidates, we will be making more effective use of the entire score scale than occurs with the current 61-point scale.

For example, when you look at the current distribution, as reported in the annual GRE® Guide to Use of Scores, the 99th percentile of the Verbal Reasoning measure encompasses 7 score scale points (i.e., 740 – 800). With the new 41-point score scale, each point on the score scale will be more meaningful since candidates will be more spread out across the scale. When evaluating Quantitative Reasoning scores, the new score scale will provide more information as well, particularly at the top of the scale. For example, if you are interested in reviewing the candidates who score in the top 25 percent of the population in terms of quantitative skills, there are currently only 9 score points that cover that group — scores from 720 to 800. With the new scale, we anticipate that there will be approximately 15 score points that cover the top 25 percent of candidates, providing better differentiation between top-scoring candidates.

WHY THE SCORE SCALE IS CHANGING

Since significant modifications were made to the Verbal Reasoning and Quantitative Reasoning measures on the GRE revised General Test, professional standards (American Educational Research Association, American Psychological Association and National Council on Measurement in Education) require us to change the score scale.

It’s important to note that the score scale changes were thoughtfully developed with feedback from the broader graduate community, including the GRE Board and Committees, the Technical Advisory Committee, deans, admissions officers and other admissions decision makers.

HOW TO MAKE ADMISSIONS DECISIONS WITH THE NEW SCORE SCALE

GRE scores are valid for five years, which means you may get candidates with scores from the current GRE General Test, the GRE revised General Test — and even candidates with scores from both tests. How do you compare them to make admissions decisions? We are creating several important tools to help you, including:

- **A new score concordance table** that will create an easy bridge from current test scores (200 – 800 score scale) to revised test scores (130 – 170 score scale). It’s designed to help you compare current scores with new ones, includes percentiles and features printed charts and online tools to allow you the flexibility of using the style that fits you best.

This new table will become available in November 2011 after the statistical analyses required for the conversion to the new 130 – 170 score scale are completed.
• A revised score report that’s been enhanced to offer even more information about a candidate. The revised score report will feature scores, percentiles and concordance information when appropriate, directly on the score report, so you will have all the information you need at your fingertips to compare applicants — easily and effectively. This information will also be reported in the electronic data files sent to institutions through SCORELINK® Internet Delivery Service and on CD.

• An updated GRE comparison tool that will be provided to schools that need to compare GMAT® scores to GRE General Test and GRE revised General Test scores. This tool will help you work with all three types of scores when it becomes available in November 2011.

A note about percentiles: Percentiles are very beneficial when comparing current and new scores because they’re indicative of how well the candidate performed; they are based on three years of GRE General Test performance data. Both the score concordance table and the revised score report include percentiles for easier comparison between candidates.

THE NEW GRE SCORE REPORT (EFFECTIVE NOVEMBER 2011): A Guide

Information provided on the revised score report starting in November 2011:

- If a candidate has taken the GRE revised General Test, the revised score report will show scores based on the new 130 – 170 score scale, along with associated percentiles.

- If a candidate has taken the GRE General Test prior to August 2011 and submits their scores after November 2011, the revised score report will show the scores originally earned on the 200 – 800 scale, the estimated scores on the new 130 – 170 score scale and the associated percentiles.

- Candidates who take either the current or the revised test will continue to have Analytical Writing measure scores based on the 0 – 6 score level along with the associated percentile.

If a candidate presents scores from both tests, use the new score as part of your consideration for admissions, since the revised test is more closely aligned with the skills needed in graduate and business school programs.

If you currently do not receive paper score reports in addition to the electronic reports, or if your institution doesn’t list both scaled scores and percentiles on your internal admissions paperwork, speak to your processing department to make sure they’re prepared for the new scores and can provide you with the information you need.

Continued →

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New test taker information including email address, telephone number and intended graduate major field.

Special heat-sensitive ink for added security.

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**SAMPLE SCORE REPORT, BEGINNING NOVEMBER 2011**

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**SMITH, MARY A.**

Last (Family/Spouse) Name, First (Given) Name Middle Initial.

**Email:** msmith@bdn.edu

**Phone:** 1-601-974-3212

**Date of Birth:** 02/02/1983

**Social Security Number:** 8766

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**RECIPIENT**

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**GENERAL TEST SCORES**

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**SUBJECT TEST SCORES**

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Scores on the prior scale for administrations before August 2011.

Estimated scores on the new scale for administrations before August 2011.

Scores on the new scale for administrations in August 2011 or later.

Percentiles based on the most recent three-year period.

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WHAT YOU CAN DO NOW TO PREPARE FOR THE NEW SCORE SCALE

While the launch of the GRE revised General Test is still more than a year away, there is a lot you can do to get ready before then:

1. Tell all of your potential applicants about the changes in the GRE revised General Test content and score reporting timing to ensure they meet your school’s admissions deadlines.
   - Candidates who take the GRE revised General Test between August and October 2011 will start receiving their score reports in November 2011. Throughout November, there will be slightly different reporting time frames. Beginning December 2011, normal score reporting of 10 – 15 days will resume. **Note:** If scores are required before November 2011, tell your candidates to take the GRE General Test before August 1, 2011.
   - If they don’t need their scores until after November 2011, encourage them to take the GRE revised General Test.

2. If you need to publish admissions criteria for this period now, here’s what you should consider:
   - Tell applicants your normal admissions requirements, based on the current GRE score scale of 200 – 800. In addition, let them know you’re accepting applicants with **approximately the same GRE percentile performance.**
   - Since the percentiles on the current score scale and the new score scale will be based on the same norms group, both your admissions teams and your applicants will be able to manage any combination using percentiles.

3. We recognize that each program within an institution presumably has scores and/or percentiles that correlate with success in its individual programs. Please note that those programs can continue to use scores/percentiles but should consider using slightly broader criteria and supporting documents for candidates who would normally fall outside of your requirements — until you can determine which GRE revised General Test scores are best suited for measuring the skills needed for success in each individual program.

Between now and 2011, we will provide other resources to help you prepare for the new score scale. From our GRE Client Relations Team on the ground and in-depth articles, to helpful videos and informative webinars, we’re committed to doing everything we can to help the graduate community get ready for the new score scale — and the many advantages that come with the GRE revised General Test.

We’ll continue to feature additional topics in upcoming issues. In the meantime, if you have any questions, contact our Helpline: GREhelpline@ets.org. And if you’d like more information on the GRE revised General Test, please go to www.ets.org/gre/revisedtest.

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