

Armstrong

Graduate Affairs Committee

Burnett Hall Board Room

Agenda, October 4, 2011, 2:30 p.m.

- I. Call to Order
- II. Approval of Minutes of September 13, 2011
- III. Committee Reports
 - A. Graduate Curriculum – (See Attachment 1)
 - B. Graduate Faculty Status (See Attachment 2)
 - C. Graduate Student Appeals – no report
- IV. GA Task Force (See Attachment 3)
- V. GSCC—Trey Lawrence
- VI. John Kraft
- VII. Anne Thompson
- VIII. Jill Bell
- IX. Adjournment

Armstrong

GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, September 21, 2011

PRESENT: Carol Andrews (Chair), Allison Belzer, John Hobe, Brenda Logan, Sara Plaspohl, Helen Taggart, Phyllis Panhorst (Catalog Editor)

ABSENT: Ashraf Saad

GUESTS: Joyce Bergin, Judy Ginter, Zaphon Wilson

CALL TO ORDER. The meeting was called to order at 2:01 p.m. by Dr. Carol Andrews.

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

ITEMS

I. College of Education

A. Adolescent and Adult Education (no items)

Items 1-31 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee.

B. Childhood and Exceptional Student Education

1. Change the following course description and course hours:

EEXE 7508 Strategies for teaching Students with Multiple and Severe Disabilities 3-0-V-3

Description: The study of instructional methodologies, curriculum development and implementation based on a community referenced model for students with mental retardation, autism, orthopedic impairments, visual impairments, deaf-blindness, and multiple impairments. **A field experience is required.**

Rationale: A field experience is required for this course.

Effective Term: Fall 2012

2. **Delete the prerequisite for the following course:**
EEXE 6027 Disabilities that Impact Learning and Behavior 3-0-3
Prerequisite: ~~CEUG 2100~~

Rationale: This prerequisite is no longer appropriate for the course.

Effective Term: Fall 2012

3. **Modify the following course:**
ECEG 7190 Diagnosis and Correction of Reading Difficulties 3-0-3
Prerequisites: ~~ECEG 7150, ECEG 7180~~

Rationale: These prerequisite courses are no longer taught.

Effective Term: Fall 2012

4. **Modify the following course:**
ECEG 7310 Field-Based Research in Writing V-V-(1-6)
Prerequisites: Permission of instructor/department, ~~ECEG 7300~~

Rationale: This prerequisite course is no longer taught.

Effective Term: Fall 2012

5. **Modify the following course:**
EEXE 7310 Advanced Behavioral Intervention Procedures 3-0-3
Prerequisites: ~~EEXE 6680~~

Rationale: This prerequisite course is no longer taught.

Effective Term: Fall 2012

6. **Delete the following course:**
~~ECEG 7040 Whole Language~~ 3-0-3

Rationale: This course is longer taught.

Effective Term: Fall 2012

7. **Delete the following course:**
~~ECEG 7120 Development of Language and Literature in the Young Child~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

8. **Delete the following course:**
~~ECEG 7140 Practicum in Kindergarten~~ ~~V V (1-3)~~
- Rationale: This course is no longer taught.
- Effective Term: Fall 2012**
9. **Delete the following course:**
~~ECEG 7150 Teaching of Reading~~ ~~3-0-3~~
- Rationale: This course is no longer taught.
- Effective Term: Fall 2012**
10. **Delete the following course:**
~~ECEG 7170 Psychology of Reading~~ ~~3-0-3~~
- Rationale: This course is no longer taught.
- Effective Term: Fall 2012**
11. **Delete the following course:**
~~ECEG 7180 Problems in Reading~~ ~~3-0-3~~
- Rationale: This course is no longer taught.
- Effective Term: Fall 2012**
12. **Delete the following course:**
~~ECEG 7200 Teachers, Environment, and Free Enterprise Institute~~ ~~V V (1-6)~~
- Rationale: This course is no longer taught.
- Effective Term: Fall 2012**
13. **Delete the following course:**
~~ECEG 7210 Remedial Reading~~ ~~3-0-3~~
- Rationale: This course is no longer taught.
- Effective Term: Fall 2012**

14. Delete the following course:

~~ECEG 7130 Organization and Supervision of Early Education~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

15. Delete the following course:

~~ECEG 7160 Reading Programs in the Schools~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

16. Delete the following course:

~~ECEG 7220 Organization and Administration of Reading Programs~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

17. Delete the following course:

~~ECEG 7250 Seminar in Elementary Education~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

18. Delete the following course:

~~ECEG 8010 Dynamics of the American Economy~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

19. Delete the following course:

~~ECEG 8020 Personal Finance~~ 3-0-3

Rationale: This course is no longer taught.

Effective Term: Fall 2012

20. Delete the following course:

~~ECEG 8030 Economics USA~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

21. Delete the following course:

~~ECEG 8040 Teaching Economics in American History~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

22. Delete the following course:

~~EEXE 6680 Classroom Behavior Management~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

23. Delete the following course:

~~EEXE 7100 Internship in Teaching Behavior Disorders~~ ~~1 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

24. Delete the following course:

~~EEXE 7120 Internship in Teaching Learning Disability~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

25. Delete the following course:

~~EEXE 7280 Characteristics of Mental Retardation~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

26. Delete the following course:

~~EEEXE 7290 Methods Mental Retardation~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

27. Delete the following course:

~~EEEXE 7300 Preschool Assessment~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

28. Delete the following course:

~~EEEXE 7514 Orientation and Mobility for Teachers~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

29. Delete the following course:

~~EEEXE 7520 Education of Students with Emotional and Behavioral Disorders~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

30. Delete the following course:

~~EEEXE 7991 Practicum in Special Education~~ ~~3 0 3~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

31. Delete the following course

~~EEEXE 7990 Special Topics in Special Education~~ ~~V V (1 3)~~

Rationale: This course is no longer taught.

Effective Term: Fall 2012

II. College of Health Professions (no items)

III. College of Liberal Arts

A. Art, Music, & Theatre (no items)

Items 1-18 from the Department of Criminal Justice, Social and Political Science were discussed and approved by the committee.

B. Criminal Justice, Social and Political Science**1. Modify the following course:**

CRJU ~~8801~~ **6801** Proseminar in Ethics and Criminal Justice 3-0-3

Rationale: MA in CJ program core courses should be designated with a 6000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8801

2. Modify the following course:

CRJU ~~8810~~ **6810** Criminological Theory 3-0-3

Rationale: MA in CJ program core courses should be designated with a 6000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8810

3. Modify the following course:

CRJU ~~8811~~ **6811** Criminal Justice Leadership and Management 3-0-3

Rationale: MA in CJ program core courses should be designated with a 6000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8811

- 4. Modify the following course:**
CRJU ~~8813~~ **6813** Advanced Research Methods 3-0-3

Rationale: MA in CJ program core courses should be designated with a 6000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8813

- 5. Modify the following course:**
CRJU ~~8820~~ **7820** Law Enforcement Problems & Practice 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8820

- 6. Modify the following course:**
CRJU ~~8821~~ **7821** Seminar in Advanced Police Administration 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8821

- 7. Modify the following course:**
CRJU ~~8822~~ **7822** Law Enforcement Problems & Practice 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8822

8. Modify the following course:

CRJU ~~8840~~ **7840** Institutional Incarceration/Treatment 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8840

9. Modify the following course:

CRJU ~~8841~~ **7841** Law Enforcement Problems & Practice 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8841

10. Modify the following course:

CRJU ~~8842~~ **7842** Seminar in Advanced Corrections 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8842

11. Modify the following course:

CRJU ~~8843~~ **7820** Topics in Corrections 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8843

12. Modify the following course:

CRJU ~~8850~~ **7850** Criminal Process 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8850

13. Modify the following course:

CRJU ~~8851~~ **7851** Seminar in Law/Social Control 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8851

14. Modify the following course:

CRJU ~~8852~~ **7852** Advanced Criminal Law 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8852

15. Modify the following course:

CRJU ~~8853~~ **7853** Topics in Law & Courts 3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8853

16. Modify the following course:CRJU ~~8880~~ **7880** Practicum I

3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8880

17. Modify the following course:CRJU ~~8881~~ **7881** Practicum II

3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8881

18. Modify the following course:CRJU ~~8890~~ **7890** Thesis

3-0-3

Rationale: MA in CJ program major courses should be designated with a 7000 level course number in line with the new Graduate Course Numbering.

Effective Term: Fall 2012

CURCAT

Course Equivalent: CRJU 8890

- C. Economics (no items)
- D. Gender and Women's Studies (no items)
- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)
- G. Liberal and Professional Studies (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Informational item: This item is being read into the minutes for purposes of documentation. On April 1, 2011 it was discovered that the course entitled Language Disorders in School-Age Children was listed in the catalog under two different course

numbers: CSDS 7143, and CSDS 7146. Research was done on the history of the two course numbers. Conversation between the Registrar and the Department of Communication Sciences and Disorders lead to the recommendation that all instances of CSDS 7146 in the catalog and in Banner be changed to CSDS 7143. This recommendation was implemented with administrative approval.

ADJOURNMENT. The meeting was adjourned at 2:12 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor

Armstrong

Graduate Faculty Status Committee Report: September 27, 2011

Members: Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Daniel Skidmore-Hess (Chair), Annette Wilson

The committee recommends approval of the following applications for graduate faculty status:

Full:

Jean Neils-Strunjas	Communication Sciences & Disorders	Initial application
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Temporary

Taylor Brickley	Criminal Justice, Social & Political Sci.	Initial application
Charles Roessing	Criminal Justice, Social & Political Sci.	Initial application

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Graduate Assistant Task Force- Minutes from 9/14/11 meeting

Attendance: Anita Nivens, Becky da Cruz, Regina Rahimi, Melanie Mirande, Bryan Riemann

We met on 9/14 at 1:30 PM. The recommendations as a result of the meeting are as follows:

- a. Application and Award Notification Recommendations:
 - i. Recommend moving up the dates for being awarded GAs to the end of the fall semester to assist with recruiting. We recommend aiming for an October 15 application deadline for this coming year with notification by December 1.
 1. Rationale: this will allow program coordinators to better utilize GA for student recruitment.
- b. Application Recommendations:
 - i. Remove the "Type of Assistantship" and checkboxes from application and prompt applicants to describe the percentage of time GA would spend doing research, teaching and other duties.
 1. Rationale: Because some GA perform mixed duties, this will allow the applicant to more accurately describe the expected duties.
 - ii. Change "Department" to "Program" at the top of the application
 1. Rationale: This change is to be consistent with the GA program philosophy recommendations we are making (see next section).
- c. Graduate Assistant Program and Allocation Philosophy Recommendations:
 - i. Adopt the standard that graduate programs have initial priority over graduate assistant allocations. There are currently 17 graduate assistantships that are typically available each year; with 14 current graduate programs this would, at minimum, allow three graduate assistantship available for applications at large. If past trends continue, it is not expected that all 14 programs will always apply for a graduate assistant position, so it is likely several more assistantships would be available for the campus at large.
 1. Rationale: Currently, the relatively few graduate assistantships that are available are open to any faculty or staff member. This has resulted in some graduate programs being excluded from having a single student being awarded a graduate assistantship. In addition, many graduate programs have special needs that cannot be met without graduate assistants. Not only does this impact a programs ability to use a graduate assistantship for recruitment, it has also left some graduate programs with a void in their ability conduct program evaluation, research activities that impact faculty and students affiliated with the program, etc. By adopting this standard, equity across all programs would be ensured.
 - ii. Graduate assistantships should be used for graduate student recruitment as much as possible.

- iii. Applications for graduate assistantships would still need to be completed by the programs wishing to have a graduate assistant, with a review committee assigned still charged with ensuring that minimal criteria are met and that the graduate assistants are used in manners that advance the educational experience of the student and fulfill a role in the scholarship, teaching or service missions of the university.
 - 1. Rationale: This would contribute to avoiding some of the issues in the past such as programs using graduate assistants for clerical and secretarial duties. These sorts of activities are better suited to be assigned to work-study students.
- iv. Accomplishment reports should be filed by faculty awarded graduate assistantships for the review committee to evaluate at the end of each academic year prior to renewing the graduate assistantship for a subsequent year.
 - 1. Rationale: This would contribute to avoiding some of the issues in the past such as programs using graduate assistants for clerical and secretarial duties. These sorts of activities are better suited to be assigned to work-study students.
- v. Members of the review committee should have graduate faculty status.
 - 1. Rationale: Active graduate faculty members are optimally suited to evaluate what activities are appropriate and would enhance a graduate student's education.
- vi. After the graduate assistantship needs of the graduate programs are met, a list of others faculty (faculty not with graduate programs) who are awarded graduate assistantships should be circulated to all graduate program coordinators so qualified candidates can be identified in a timely manner, thereby also allowing these assistantships to be used as incentives for recruiting quality graduate students.
 - 1. Rationale: This again will help meet our recommendation that graduate assistantships be used to recruit excellent graduate students as much as possible.
- vii. We recommend that efforts are made by persons with the necessary authority to increase the number of graduate assistantships available to academic faculty.
 - 1. As stated in our previous minutes, it appears that currently student affairs has 15 GAs (10 in student affairs and 5 in the rec center) and athletics has 11 GAs. Academic programs do not have the same ability to raise revenue by increasing student fees. The fact that nonacademic units on campus have been allocated graduate assistantships further dilutes the resources available to faculty and academic programs. Further, it appears that student affairs and athletics are given graduate tuition waivers once they come up with the GA stipends. It is essential that this same practice also be available to faculty (i.e., faculty be allocated a tuition waiver once stipend money is raised). Again, it is

important to note that the costs of the waivers for student affairs and athletics is greater by 9 tuition waivers than what is available to faculty.

- viii. The procedure and policies in which tuition waivers are awarded through the graduate admission office should be thoroughly reviewed and adjustments made to better utilize these waivers for student recruitment. Initial specific recommendations include awarding the waivers for a limited time for a particular student (i.e., four semesters) and that a process be developed to ensure equity across each of the graduate programs.
- d. Plan to move forward:
- i. We would like the GAC to review our recommendations and if deemed appropriate endorse them with a vote at the October meeting.
 - ii. Following approval, our task force will work on developing a draft evaluation rubric that would be used by the graduate assistantship review committee. The goal would be to have a rubric that could be used this year. It is likely that this rubric will be a work in progress and may require several iterations after it is used by the committee.