

MINUTES

Graduate Studies Committee

February 26, 2010 meeting

The meeting of the Graduate Studies Committee was called to order by Professor Lewallen at 10:00 a.m. in Conference Room A, EUC.

Present: Ananian, Carroll, Ehrhardt, Haddy, Hodges, Lewallen, Lewis, Mazgaj, Petersen, and Tedder.

Excused Absence: Adams, Bartlett, Callanan, Chesak, Jackson, Pond, Rowett-James, Saunders, Snowden, and Telfair.

APPROVAL OF MINUTES

Minutes from the January 29, 2010 meeting were approved as written.

REPORT OF THE CHAIR - DR. LEWALLEN

No report.

REPORT OF THE DEAN - DR. PETERSEN

A team of pharmacy school deans from University of Iowa, University of Minnesota and University of Maryland, Baltimore will visit UNCG next week for a series of meetings concerning the request to plans a School of Pharmacy. An addendum to the original proposal submitted to GA a year ago has been prepared. The Board of Governors will decide on the proposal at their April meeting.

ETS will implement a new version of the GRE general test in August 2011. According to ETS, the new version will do a better job of capturing the reasoning, critical thinking, and analysis skills needed for graduate study.

The Spring Graduate Faculty meeting originally scheduled for the afternoon of March 18 will coincide with a campus visit from Dr. Patti Clayton, a Senior Scholar at IUPUI and a consultant on engaged scholarship. The meeting will take place at Dr. Clayton's 10:30 - 11:45 session that day, "Engaged Graduate Education: Responding to, Preparing, and Supporting the Next Generation of Community Engaged Professionals and Scholars."

The University recently distributed one-time monies this spring and the Graduate School received funds to return summer assistantships levels to previous levels. Permanent funding for summer assistantships is still needed. The University also entertained requests for permanent funds. The Graduate School requested funds to reinstate the Director of Admission position that eliminated last year. The Provost decided to wait for reports from the implementation teams who are responding to the University's strategic goals before making any decisions about permanent funding.

One of the strategic goals is to increase graduate enrollment. Dean Petersen and others on this implementation team are drafting a proposal to increase recruitment and retention. Needs identified include increased graduate assistantships, increased private giving, broader range of professional development opportunities on campus, more summer classes and online classes, and shortened time to process applications. The Dean welcomed any suggestions.

REPORT OF THE CURRICULUM SUBCOMMITTEE – DR. HODGES

Routine Changes

The following were approved:

1. ATY, Delete courses, effective Fall 2010.
 - 533 Archaeology of Mexico
 - 576 Culture and Personality
 - 585 Social Dialects
 - 587 Foundations of Linguistic Theory

2. ATY, change prerequisites, effective Fall 2010
 - 501, 502 Selected Topics in Anthropology: Pr. permission of instructor
 - 510 Archaeology of South America: delete
 - 520 Economic Anthropology: delete
 - 523 Applied Archaeology: Pr. 360 or 370
 - 524 Applied Anthropology: delete
 - 553 Human Osteology: Description, Data Collection, and Analysis: Pr. 253 or BIO 105 or BIO 111
 - 555 Human Evolution: Pr. 253 or BIO 105 or BIO 111
 - 557 Primate Behavior: Pr. 253
 - 559 Disease and Nutrition in Ancient Populations: Pr. 253 or NTR 213 BIO 105 or BIO 111
 - 578 Research Methods in Historical Archaeology: delete
 - 595 Contemporary Issues in Anthropology: Pr. senior or graduate status
 - 597, 598 Special Problems in Anthropology: Pr. permission of instructor

3. BIO 606 Seminar in Evolutionary Biology, change prerequisite, effective Fall 2010.
 - Pr. 430 or permission of instructor.

4. ELC 691 School Organization and Leadership, change title and description, effective Fall 2010.
 - ELC 691 Urban School Organization Leadership: Best Practices
 - Examines essential organizational dimensions of urban schooling (structure, culture, politics, bureaucracy, community); explores practical organizational/ leadership initiatives that aim to promote educational excellence and encourage social justice.

5. KIN, change course titles and/or descriptions to reflect departmental and major name change to kinesiology, effective Fall 2010
 - 595 Kinesiology Internship

 - 610 Statistical Methods for Kinesiology
 - Basic statistics with applications for-kinesiology

 - 611 Research Methods for Kinesiology
 - Concepts and methods of research for kinesiology; formulation of problems, design and methodologies, evaluation of research, development of research proposals.

 - 612 Research in Kinesiology II: Advanced Topics
 - Examination of selected strategies, methods, statistical or interpretative analytic processes used in kinesiology research. May be repeated for credit when topic varies.

 - 635 Gender Issues in Kinesiology

694 Internship in Kinesiology

696 Laboratory Technology in Kinesiology

Cost, function, and operation of laboratory equipment used in the area of kinesiology (e.g., oxygen consumption, cinematography, body composition, kinetic analysis, specific computer applications, and timing techniques).

697 Field Practicum in Kinesiology

698 Field Project in Kinesiology

Pr. approved candidates for the master's degree in kinesiology only

700 Special Topics in Kinesiology

Advanced study in special topics from the various subspecialties within the field of kinesiology. May be repeated for credit when topic varies.

701 Research Topics in Kinesiology

708 College Teaching in Kinesiology

Introduction to issues and methods for teaching kinesiology in higher education. Seminar and online discussion format. (Graded on S-U basis)

709 Mentored Teaching in Kinesiology

Mentored teaching experience in kinesiology developed by student and faculty mentor, beyond graduate assistantship. May be repeated for a maximum of 6 credits. (Graded on S-U basis)

750 Seminar in Kinesiology

Integrative seminar focusing on major issues confronting the field of kinesiology, and applying concepts to professional practice and higher education.

751 Advanced Research Seminar in Kinesiology

6. IAR 543 Historic Preservation Principles and Practice, IAR 548 Architectural Conservation, change prerequisites, effective Fall 2010.

Pr. admission to a graduate program in interior architecture or history or permission of instructor

7. MUS 529 Renaissance Music, MUS 530 The Baroque Period in Music, MUS 532 The Post-Romantic Tradition in Music: 1850-1914, MUS 533 Twentieth-Century Music (c. 1890-1950), change titles and descriptions, effective Fall 2010.

MUS 529 Music before 1600

Examination of musical traditions from before 1600 beyond the survey level. Topics may include gender/ sexuality, geography, institutions, orality, performance practice, print/manuscript culture, and/or religion.

MUS 530 Music from 1600-1800

Examination of musical traditions from ca. 1600-1800 beyond the survey level. Topics may include performance practice, nationalism, gender/ sexuality, religion, orality/notation, organology and iconography.

MUS 532 Music of the Nineteenth Century

Examination of musical traditions from ca. 1789-1914 beyond the survey level. Topics may include gender/ sexuality, institutions, nationalism, nature, performance practice, and/or religion.

MUS 533 Music of the Twentieth-Century

Examination of musical traditions from ca. 1880 to present beyond the survey level. Topics may include music and the State, gender/ sexuality, ethnicity and identity, cultural policy/politics, religion, multimedia.

New/Amended Course Proposals

The following was approved:

CCI 579 Readings in Roman History

MUS 631 Selected Topics in Ethnomusicology

The following were approved with minor revisions:

BIO 600 Introduction to Graduate Studies

BIO 607 Seminar in Environmental Health Science

BIO 631 Environmental Health Sciences I: Ecosystems to Individuals

BIO 632 Environmental Health Sciences II: Individuals to Molecules

BIO 633 Workshops in Environmental Health Science

BIO 790 Directed Study in Environmental Health Science

BIO 791 Independent Doctoral Research

BIO 799 Dissertation

HDF 660 Families in Middle and Later Life

The following were tabled:

HIS 629 Museum Education

PSY 724 Ethical Responsibilities of Clinical Psychologists

PSY 745 Multicultural Issues in Clinical Psychology

ELC 669 Nurture and Authority

Program Revisions

The following were approved:

1. Post-Master's Certificate in School Administration, Department of Educational Leadership and Cultural Foundations, effective Fall 2010. No change in hours.
 - a. Eliminate admission interview for most applicants.
 - b. Revise Required Courses to ELC 660, 670, 684 and 694.
 - c. Add Capstone Experience.
2. PhD in Educational Studies, Higher Education concentration, Department of Teacher Education and Higher Education, effective Fall 2010.
 - a. Reduce required hours from 66-69 to 63.
 - b. Add prerequisite requirements for history of higher education, student development theory and higher education administration (equivalent to HED 661, 601 and 606, respectively).
 - c. Increase Required Core Courses from 12 to 18.
 - (1) Remove HED 661, 662 from Required Core Courses and add HED 746, 744, 747 and 748 (see below).
 - (2) Remove CED 601 as an option (HED 745 only).
 - d. Specify one advanced course in research methods for the Research Requirements.

- e. Reduce Supporting Courses from 21-24 to 12 hours.
- f. Add a non-credit Academic Portfolio requirement.

The following related new course proposals were approved pending revisions:

HED 746 Theories of College and University Organization

HED 747 Advanced Student Development Theory

The following related routine course changes were approved:

- HED 749 Disciplined Inquiry in Higher Education, change title, prerequisites, and description, effective Fall 2010.
HED 749 Seminar in Higher Education Research
Pr. 601, 606, and 661
Overview of higher education as a field of study. Participants develop research interests, practice critical reading and writing strategies, and produce an in-depth literature review.
- HED 751 Higher Education: Economics and Finance, renumber, change title, prerequisites, and description, effective Fall 2010.
HED 744 Higher Education: Finance and Political Economy (3:3)
Pr. 601, 606, and 661
Research and scholarship on political economy of higher education, budget models, strategic planning, impact on students, and policy argumentation. Course participants produce an in-depth literature review on a related topic.
- HED 752 Law of Higher Education, renumber, change prerequisites and description, effective Fall 2010.
HED 748 Law of Higher Education (3:3)
Pr. 601, 606, and 661
Overview of law and implications for decision-making in higher education. Focus on constitutional, statutory, and case law. Prepares higher education leaders to protect individual rights of faculty, staff, students, others.

3. MS in Kinesiology, School and Community Youth Sport Studies concentration, Department of Kinesiology, effective Fall 2010. No change in hours.
 - a. Change concentration name Community Youth Sport Development.
 - b. Add concentration to degree's Course Work Only Option.
 - c. Limit course choices for Core Requirements: Sociohistorical/Behavioral – KIN 630, 632, 644 and 656; Biophysical – KIN 576, 665 and 670.
 - d. Revise Concentration Core courses: KIN 519, 521 and 676 for Thesis/Project Option and KIN 519, 520, 521 and 676 for Course Work Only Option.
 - e. Limit Course-Work Only Option Integrative Experience (Capstone Experience) to KIN 694 Internship and KIN 697 Field Practicum.
 - f. Revise list of suggested electives.
4. MM in Composition, MM in Music Education, MM in Music Theory, School of Music, effective Fall 2009.
Incorporate new sequence for performance studies.

5. MM in Performance, School of Music, effective Fall 2009.
 - a. Incorporate new sequence for performance studies.
 - b. Change Accompanying Concentration Ensemble requirement to MUS 648.
6. DMA in Performance, PhD in Music Education, MM in Performance, MM in Music Education, School of Music, effective admit term Spring 2011.
 - a. Remove GRE from admission requirements and require a writing sample instead.
 - b. Require GRE only for consideration for University-wide competitive fellowships.

New Concentration

The following was approved:

MEd in Curriculum and Instruction, Elementary Mathematics Education – Teacher Leadership Track, effective Summer 2010.

New Certificate Programs

The following were approved:

1. Post-Master's Certificate in Urban School Leadership and Administration, Department of Educational Leadership and Cultural Foundations, effective Fall 2010.
2. Post-Master's Certificate in Ethnomusicology, School of Music, effective Fall 2010.

Program Discontinuations

The following were approved:

1. Post-Master's Certificate in College Teaching, Learning, and Leadership, Department of Teacher Education and Higher Education, effective Fall 2010.
2. MS in Human Development and Family Studies, Family Life and Parent Education concentration only, Department of Human Development and Family Studies, effective Fall 2010.

REPORT OF THE POLICIES AND PROCEDURES SUBCOMMITTEE – DR. SNOWDEN

Discussion Item:

Proposed addition to policy on Conflict of Interest, Bulletin, page 18

The proposed addition to the Conflict of Interest policy fills a gap. We have a policy regarding conflicts of interest for the student-instructor relationship and for faculty-as-student but not for student-as-faculty. The following policy formally requires department to follow the same procedures that the Graduate School currently requires of departments on a case-by-case basis.

Student as Faculty

Graduate students should not be given teaching assignments that would generate conflict of interest. If graduate students are assigned to teach graduate level courses, the department must seek permission from the Dean of The Graduate School, providing rationale for the assignment and including a plan to ensure that conflict of interest is avoided.

Discussion:

The Committee thought that "Teaching Assignments" ought to be defined and clarified. They asked if teaching assignments included graduate students grading their peers' work or if it meant the class preparation, design of lectures, exams, and papers as well as grading. Also, they wondered if this document should say something about the role of Teaching Assistants vis-à-vis conflicts of interest.

Some Committee members asked about the role of graduate teaching assistants and assignments in 500 level courses. Dean Peterson said his decisions in such situations are to allow the Teaching Assistants and teaching assignments to include the grading of undergraduate exams, but the course's professor should grade the graduate exams.

Discussion Item:

Proposed revision of Residence Requirement Policy, Bulletin, page 23

The proposed revision tightens the current policy in three respects:

1. By requiring two semesters of **coursework** the revision excludes dissertation registration as a means of satisfying the requirement; the student must be registered for courses.
2. The revision excludes independent study as a means of satisfying the residence requirement.
3. The revision excludes distance coursework as a means of satisfying the requirement.

Residence Requirement

Doctoral candidates are expected to satisfy a residence requirement, which provides them the opportunity for an extended period of intensive study an intellectual and professional development among a community of scholars.

The basic requirement is two consecutive full-time semesters (minimum of 6 hours per semester) of graduate **coursework (excluding independent study) on the main campus** after admission to a doctoral program. Consecutive semesters are either fall/spring, spring/summer, or summer/fall with the two sessions of summer school counting as one semester. Undergraduate courses taken in support of a graduate program cannot count towards residence.

Discussion:

The Committee wondered if this minimum requirement should include independent study courses and dissertations as well as courses that have course numbers. Charles Tedder thought that it should exclude both categories toward fulfilling the minimum requirement.

A Committee member believed that perhaps this document should include what she called “borderline” or “pre-candidacy” courses, that is, courses that are designed and count toward a doctoral program, which are completed by the student before he or she is admitted to candidacy in that doctoral program. The Committee member stated that these were not independent study courses or courses toward a student’s dissertation, but constituted their own category.

Also, the Committee thought the P & P Subcommittee should clarify what is meant by “Doctoral Candidates” although it states later on in the document that it could mean “after admission to a doctoral program.” Thus, a revision to this section should address and clarify the difference between “doctoral candidacy” and “admission to a doctoral program.”

Discussion Item:

Proposed revision of GPA Requirement for Graduation Policy

Parts of the policy currently appear under Grades, page 15, and Academic Eligibility to Continue in Graduate School, page 16, of the Bulletin. The relevant text will be moved under the new heading GPA Requirement for Graduation between current headings Appeal of Grades and Academic Eligibility to Continue in Graduate School. A change to the policy restricts the number of hours that may be added to the plan of study to 25% because 12 hours was not appropriate for certificate programs. Adding that no

independent study courses may be added emphasizes that students with a GPA below 3.0 are not allowed to register for independent study.

GPA Requirement for Graduation

In the case of a student who has attempted the minimum number of semester hours for the degree **or certificate**, the Dean of The Graduate School, upon recommendation of the department, may permit the student to continue. If permission is granted, a maximum of **25% of coursework** hours may be added to the plan of study, not to exceed 12 hours. **The additional hours may not be independent study.**

Discussion:

Committee members asked if “25% of coursework” represented the minimum required number of courses to graduate from a program or all the coursework that the student had taken up to the present, which might be more than the minimum. If the latter scenario were the case, the committee thought that would be an unfair expectation, and that this document should be revised to represent 25% of the minimum required coursework to graduate from a program and exclude factoring in any additional courses. The Committee agreed that creating a new section was a good idea.

REPORT OF THE STUDENT AFFAIRS SUBCOMMITTEE – MS. CALLANAN

No report.

REPORT OF THE SENATE REPRESENTATIVE – DR. JACKSON

No report.

OTHER

With no further business, the meeting adjourned at 10:45 a.m.