GRADUATE SCHOOL

Present: Butler, Cauthon, Church, Costello, Eichenberg, Ermler, Gay, Gerish, Ghosh, Harrell (Yanik), Howell, Koerner, McLain, Morales (Ballester), Morrow, Schrader, Smith, Storm, Williams, Zhou

Absent: McCulloch

Action Items Taken:
1. Grading Policy. No grade below a C can be used in graduate courses.
2. All other items listed below were to be taken back to department for review and discussion at the November meeting.

The Graduate Council met at 3:30 p.m. on Thursday, September 20, 2012, in the President's Conference Room. Chair Jean Morrow called the meeting to order.

1.   Minutes from the April 19, 2012 meeting were unanimously approved.

2.   Information/Congratulations/News
   - Dusti Howell announced two of the IDT super bowl teams are going to the nationals.

3.   Action
   - Council members discussed *GPA* requirements for seniors taking courses for graduate credit and agreed to take this issue back to their respective departments. Item will be on the next agenda.
   - After discussion, council members unanimously voted to make the following change to the grade policy.
     - o   A grade of A, B, or P (no C, D or F grades) may be used in 500 and 600 level courses, *and no grade lower than C may be used in other graduate classes.*
   - Council members discussed enforcement of gpa requirements for summer graduate assistants. After discussion, members agreed to take this issue back to their departments. This will be an item on the next agenda.
   - The revalidation request for Karen Hayse, a student in the Early Childhood program, was unanimously approved by the council.

4.   Reports/discussion

- Council members discussed GPA requirements for graduate assistants and agreed to take this issue back to their departments. This will be an item on the next agenda.
- Council members discussed faculty teaching 500-level courses with a mixture of graduate and undergraduate students and agreed to take this issue back to their departments. This will be an item on the next agenda.
- Council members discussed the level of instruction for temporary graduate faculty and agreed to take this issue back to their departments. This will be an item on the next agenda.
- Council members voted unanimously to extend the time limit for Ph.D. students holding a graduate assistantship to 8 semesters.
- Dr. Ermler requested that two council members get together and write the draft for a "leave of absence policy" for graduate assistants.
- After council discussion regarding an appeals process for graduate assistants, members agreed to take this issue back to their departments. This will be an item on the next agenda.
- After council discussion regarding residency requirements, members agreed to take this issue back to their departments. This will be an item on the next agenda.
- After council discussion regarding a graduate assistant termination policy, Dr. Ermler agreed to put together a draft policy for the November 15 meeting.

5. Curricular change requests - The following curricular change requests were unanimously approved.
    - BUE program change request
    - MS in Early Childhood Education program change request
    - Name change for the MS in Early Childhood Education program
    - New course PY 812
    - New course PY 820
    - Ed.S. in School Psychology program change request
    - MS in School Psychology program change request

6. Associate graduate faculty - The following associate graduate faculty requests were unanimously approved by the council.
    - Christopher Blankenship, Assistant Professor, English, Modern Languages, and Journalism
    - Daniel Coulson, Assistant Professor, English
    - Thomas Eddy, Professor, Biological Sciences
    - Russell Fulmer, Assistant Professor, Counselor Education
    - Monica Kjellman-Chapin, Associate Professor, Art
    - Michael Lane, Professor, Accounting and Information Systems
    - Jessica Luke, Assistant Professor, Elementary Education/Early Childhood/Special Education
    - Dwight Moore, Associate Professor, Biological Sciences
    - Ann O'Neill, Professor, School of Library and Information Management
    - Terence Saldanha, Assistant Professor, Accounting and Information Systems
    - Sarah W. Sutton, Assistant Professor, School of Library and Information Management

- Cameron Tuai, Assistant Professor, School of Library and Information Management

7.   Regular graduate faculty - The following regular graduate faculty requests were unanimously approved by the council.
- Kalyani Ankem, Associate Professor, School of Library and Information Management
- Heather Caswell, Assistant Professor, Elementary Education/Early Childhood/Special Education
- William Clamurro, Professor, English, Modern Languages, and Journalism
- David Edds, Professor, Biological Sciences
- Susan Kendrick, Associate Professor, English, Modern Languages, and Journalism
- Ann Miller, Assistant Professor, Counselor Education
- Daniel Miller, Associate Professor, Mathematics, Computer Science, and Economics
- Katrina Miller, Associate Professor, Counselor Education
- Luisa Perez, Professor, English, Modern Languages, and Journalism
- Charles Pheatt, Professor, Mathematics, Computer Science, and Economics
- Anand Pore, Assistant Professor, Business Administration and Education
- Kevin Rabas, Associate Professor, English, Modern Languages, and Journalism
- Melissa Reed, Assistant Professor, Elementary Education/Early Childhood/Special Education
- Marian Riedy, Assistant Professor, Business Administration and Education
- Roxane Riegler, Associate Professor, English, Modern Languages, and Journalism
- Abdelilah Sehlaoui, Professor, English, Modern Languages, and Journalism
- Qiang Shi, Assistant Professor, Mathematics, Computer Science, and Economics
- Manjula Shinge, Associate Professor, English, Modern Language, and Journalism
- Lynnette Sievert, Professor, Biological Sciences
- Richard Sleezer, Associate Professor, Physical Sciences
- Amy Sage Webb, Professor, English, Modern Languages, and Journalism

After council discussion, council members agreed the regular graduate faculty request for John Morton should be resubmitted at the associate graduate faculty level.
Vernada Edwards was also pulled from consideration because she is no longer with the university.

8.   Comments
- Marvin Harrell announced that recruiting in the Math department has drastically improved.
- Dean Ermler asked council members to send any other issues they may have to her via email for the November meeting.

Meeting adjourned at 4:45.

EMPORIA STATE UNIVERSITY™

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) Karen Hayse   requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: E10259994

Course No. and Title: SD850 Characteristics of Gifted and Talented

Semester or year taken: 20053   Original Grade: A   Hours Credit: 3

Instructor: Dr. Connie Phelps

Department validation examiner: Dr. Connie Phelps

Detailed description of method of revalidation:
Course final exam
5-8 page research paper on a special population (approved by advisor)

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.
Karen Hayse E10259994 has requested validation of year nine coursework in order to complete degree students interrupted by serious, on-going family matters. Karen is an exceptional student in the Special Education Gifted Program—I rank her in the top 2 percent capable program students. Also, I can attest to the compelling nature of her circumstances as I have personally met the family and have known of these circumstances during the past seven years.

Signature of Advisor: _Connie Phelps by JM_

Signature of Department Chairperson: _Jean Moreau_

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _Jean Moreau by JM_ Date: _____

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____ Date: _____

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: _____

05/08

EMPORIA STATE UNIVERSITY™

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) Karen Hayse   requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: E10259994

Course No. and Title: SD864 Creative Teaching and Learning

Semester or year taken: 20051   Original Grade: A   Hours Credit: 3

Instructor: Dr. Connie Phelps

Department validation examiner: Dr. Connie Phelps

Detailed description of method of revalidation:
15 hours of lectures on creativity with summary, critique and application
6 weeks of insight journals with 3-4 daily entries integrating key theories of creativity
3-5 page reflective paper reviewing effectiveness of creative teaching and learning in classroom
during the past three years with instructional plan for 2012-2015.

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.
Karen Hayse E10259994 has requested validation of year nine coursework in order to complete
degree students interrupted by serious, on-going family matters. Karen is an exceptional student in
the Special Education Gifted Program—I rank her in the top 2 percent capable program students.
Also, I can attest to the compelling nature of her circumstances as I have personally met the family
and have known of these circumstances during the past seven years.

Signature of Advisor: _Carrie Phelps by JM_____

Signature of Department Chairperson: _Jean Morrow_____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _Jean Morrow_____ Date: _____

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____ Date: _____

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: _____

05/08

COMMITTEE ASSIGNMENTS
GRADUATE COUNCIL
2012-2013

Durst Research Award (Fall)

Deb Gerish
Dusti Howell
Katie McCulloch
Brian Schrader

Graduate Teaching Assistant Award (Spring)

Michael Butler
Cameron Cauthon
Greg Schneider
Betsy Yanik

Boylan Scholar Award (Spring)

Dipak Ghosh
Nathan Gay
Brenda Koerner
Jean Morrow

Boylan Thesis Award (Fall and Spring)

James Costello
Andrew Smith
Mel Storm
Joyce Zhou

TO: Members of the Graduate Council

FROM: Jean Morrow, Chair, Graduate Council

DATE: April 19, 2013

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, September 20, 2012 in the President's Conference Room.

AGENDA

1. Approval of minutes from the April 19, 2012 meeting.

2. Information/Congratulations/News
    - Incomplete grade policy

3. Action
    - GPA requirement for seniors taking course for graduate credit
    - Grades accepted toward graduate degree
    - Graduate assistants summer gpa
    - Validation of courses for Karen Hayse

4. Reports/discussion
    - GPA requirement for graduate assistants
    - Faculty teaching 500-level graduate/undergraduate courses
    - Temporary Graduate Faculty – course level of instruction
    - Ph.D. graduate assistantship limits
    - Student leave of absence
    - Maximum enrollment for seniors taking graduate hours
    - Appeals process
    - Residency requirements
    - Full-time status
    - Graduate faculty criteria
    - GA termination policy

5. Curricular Change Requests
    - BUE Program Change Request
    - MS in Early Childhood Education program change
    - Name change for MS in Early Childhood Education program
    - PY 812

- PY 820
- EdS in School Psychology Program Change
- MS in School Psychology program change

6. Associate graduate faculty requests
   - Christopher Blankenship, Assistant Professor, English, Modern Languages, and Journalism
   - Daniel Coulson, Assistant Professor, English
   - Thomas Eddy, Professor, Biological Sciences
   - Russell Fulmer, Assistant Professor, Counselor Education
   - Monica Kjellman-Chapin, Associate Professor, Art
   - Michael Lane, Professor, Accounting and Information Systems
   - Jessica Luke, Assistant Professor, Elementary Education/Early Childhood/Special Education
   - Dwight Moore, Associate Professor, Biological Sciences
   - Ann O'Neill, Professor, School of Library and Information Management
   - Terence Saldanha, Assistant Professor, Accounting and Information Systems
   - Sarah W. Sutton, Assistant Professor, School of Library and Information Management
   - Cameron Tuai, Assistant Professor, School of Library and Information Management

7. Regular graduate faculty requests
   - Kalyani Ankem, Associate Professor, School of Library and Information Management
   - Heather Caswell, Assistant Professor, Elementary Education/Early Childhood/Special Education
   - William Clamurro, Professor, English, Modern Languages, and Journalism
   - David Edds, Professor, Biological Sciences
   - Vernada Edwards, Assistant Professor, School Leadership/MSTE
   - Susan Kendrick, Associate Professor, English, Modern Languages, and Journalism
   - Ann Miller, Assistant Professor, Counselor Education
   - Daniel Miller, Associate Professor, Mathematics, Computer Science, and Economics
   - Katrina Miller, Associate Professor, Counselor Education
   - John Morton, Associate Professor, School Leadership/Middle and Secondary Teacher Education
   - Luisa Perez, Professor, English, Modern Languages, and Journalism
   - Charles Pheatt, Professor, Mathematics, Computer Science, and Economics
   - Anand Pore, Assistant Professor, Business Administration and Education
   - Kevin Rabas, Associate Professor, English, Modern Languages, and Journalism
   - Melissa Reed, Assistant Professor, Elementary Education/Early Childhood/Special Education
   - Marian Riedy, Assistant Professor, Business Administration and Education
   - Roxane Riegler, Associate Professor, English, Modern Languages, and Journalism
   - Abdelilah Sehlaoui, Professor, English, Modern Languages, and Journalism
   - Qiang Shi, Assistant Professor, Mathematics, Computer Science, and Economics
   - Manjula Shinge, Associate Professor, English, Modern Language, and Journalism
   - Lynnette Sievert, Professor, Biological Sciences
   - Richard Sleezer, Associate Professor, Physical Sciences
   - Amy Sage Webb, Professor, English, Modern Languages, and Journalism

8.   Comments

TO: Members of the Graduate Council

FROM: Jean Morrow, Chair, Graduate Council

DATE: November 16, 2012

The Council of the Graduate School will meet at 3:30 p.m. on Thursday, November 15, 2012 in the President's Conference Room.

AGENDA

1.   Approval of minutes from the September 20, 2012 meeting.

2.   Information/Congratulations/News

3.   Action
    - Gpa requirements for seniors taking courses for graduate credit
    - Dual degree – Instructional Leadership and Educational Administration
    - Summer graduate assistants
    - Revalidation request for Rhonda Atkins – Provost Alexander

4.   Reports/discussion
    - Gpa requirements for graduate assistants
    - IP grades for thesis hours
    - Level of instruction for temporary graduate faculty
    - Level of instruction for graduate teaching assistants
    - Grading level for graduate teaching assistants (Ph.D. and master's)
    - Leave of absence policy for graduate assistants (Ph.D. and master's)
    - Appeals process for graduate assistants
    - Residency requirements
    - Graduate assistant termination policy
    - Harold Durst Research Award--guidelines

5.   Curricular changes
    - ED 888 – new course
    - Admissions requirement for School Psychology program
    - EL 717
    - IS 834
    - IS 893
    - MBA admissions requirements
    - MS in Business Education admission requirements
    - MS in Clinical Psychology program change

6.   Associate graduate faculty
- John Morton, Associate Professor, School Leadership/MSTE

7.   Regular graduate faculty
- Susan Anderson, Assistant Professor, Elementary Education, Early Childhood, Special Education
- Joan Brewer, Associate Professor, Health, Physical Education, and Recreation
- Scott Crupper, Professor, Biological Sciences
- William Jensen, Associate Professor, Biological Sciences
- Larry Scott, Associate Professor, Mathematics, Computer Science, and Economics
- Rachelle Smith, Associate Professor, English, Modern Languages, and Journalism
- Marshall Sundberg, Professor, Biological Sciences

8.   Comments

EMPORIA STATE UNIVERSITY ™

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

___

A. Departmental Approval:

(Student Name) _Rhonda D Atkinson_ requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: _E10000668_

Course No. and Title: _LI 946 Readings and Exams_

Semester or year taken: _Fall 2004_   Original Grade: _P_   Hours Credit: _1_

Instructor: _Cathy Perley_

Department validation examiner: _Gwen Alexander_

Detailed description of method of revalidation:

Annotated Bibliography - WORKPLACE DEMOCRACY (subject of this one-hour directed reading course)

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.

Reorganization of slim doctoral faculty 2002-2007.

Signature of Advisor: _Irwin J. Alexander_

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____✓_____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: _11/15/12_

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____ Date: _11/15/12_

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: _11/16/1_

05/08

EMPORIA STATE UNIVERSITY™
Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) *Rhonda D. Atkinson* requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: *EJ0000668*

Course No. and Title: *LI 923 Special Problems in Information Transfer*

Semester or year taken: *Sum 2004*   Original Grade: *A*   Hours Credit: *3*

Instructor: *Herbert Achleitner*

Department validation examiner: *Gwen Alexander*

Detailed description of method of revalidation:

Paper: Learning Outcomes for Special Problems in Information Transfer Sum LI 923

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.

Paper: Learning Outcomes for Special Problems in Information Transfer Sum LI 923
Reorganization of Sim Doctoral Faculty/2002-2007

Signature of Advisor: _Gwen Alexander_

Signature of Department Chairperson: _[signature]_

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _Jean Morrow_ Date: _11/15/12_

D. Validation Completion Approval:

This is to certify that _ANDREW J M SMITH_ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _[signature]_ Date: _11/15/12_

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _[signature]_ Date: _11/16/1_

05/08

EMPORIA STATE UNIVERSITY ™
Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) _Rhonda D. Atkinson_ requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: _E10000668_

Course No. and Title: _LI 904 Quantitative Methods and Theories Research Strategies:_

Semester or year taken: _Spring 2004_ Original Grade: _A_ Hours Credit: _3_

Instructor: _Kathy Grover_

Department validation examiner: _Gwen Alexander_

Detailed description of method of revalidation:
Paper: Learning Outcomes for Sum LI 904 Quantitative Methods and Theory

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.

Signature of Advisor: _____

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: 11/15/12

D. Validation Completion Approval:

This is to certify that _____ has validated the above
course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder
in the Graduate Office.

Signature of Validating Examiner: _____ Date: 11/15/12

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: 11/16/12

05/08

EMPORIA STATE UNIVERSITY™

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) *Rhonda D. Atkinson* requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: *EI000668*

Course No. and Title: *LI 903 Research Philosophy*

Semester or year taken: *Fall 2003*   Original Grade: *A—*   Hours Credit: *3*

Instructor: *John Agada*

Department validation examiner: *Gwen Alexander*

Detailed description of method of revalidation:
Paper: Research Philosophy Learning Outcomes for LI 903.

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.
Reorganization of SLIM doctral faculty 2002-2007

Signature of Advisor: _Gwen J Alexander_

Signature of Department Chairperson: _____

B. Graduate Office Approval: '

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: ___✓_____ , Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: _11/15/12_

D. Validation Completion Approval:

This is to certify that _____ has validated the above course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder in the Graduate Office.

Signature of Validating Examiner: _____ Date: _11/15/12_

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: _11/16/12_

05/08

EMPORIA STATE UNIVERSITY™

Graduate Studies
Revalidation Request Form

In order to begin the revalidation process, section A must be completed and forwarded to the Graduate Office. A form must be completed for each course requiring revalidation. After council approval or disapproval, the form will be returned to the department chair. The department will complete section D and forward along with supporting material to the Graduate Office once revalidation is completed and approved. Courses will not be considered revalidated or used to satisfy degree requirements on the student's degree plan until the form with sections A-D has been completed and returned to the Graduate Office.

*Department may give one year extension (eight year). Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year dating from the first enrollment. No revalidation after the tenth year.

Signatures are NOT electronic. Print form when complete and submit with original signatures.

A. Departmental Approval:

(Student Name) *Rhonda D. Atkinson*   requests permission to validate the following course which was completed at least *nine years prior to the beginning of the current term.

Student EID: *E10000 668*

Course No. and Title: *LI 912 INFORMATION PSYCHOLOGY SEMINAR*

Semester or year taken: *SPRING 2003* Original Grade: *A*   Hours Credit: *3*

Instructor: *John Agada*

Department validation examiner: *Gwen Alexander, Ph. D.*

Detailed description of method of revalidation:
PAPER: Information Psychology Learning Outcomes for SLIM 212

Briefly explain the extenuation circumstances as to why an extension is necessary and the revalidation should be allowed.
Reorganization of SLIM doctoral faculty 2002-2007

Signature of Advisor: _____

Signature of Department Chairperson: _____

B. Graduate Office Approval:

Approval to forward revalidation proposal to the Council of Graduate Studies.

Signature of Graduate Dean: _____ Date: _____

C. Graduate Council Approval:

Method of Revalidation approved: _____ Method of Revalidation denied: _____

Signature of Graduate Council Chair: _____ Date: 11/15/12

D. Validation Completion Approval:

This is to certify that _____ has validated the above
course. The validating examination, or it's equivalent, is attached to this for filing in the student's folder
in the Graduate Office.

Signature of Validating Examiner: _____ Date: 11/15/12

E. Final Approval of Course Revalidation:

Signature of Graduate Dean: _____ Date: 11/16/12

05/08

EA Building (Masters/Non-Degree) Level Program
NOW ON WEB
35 hr degree/non-degree program

Thank you for requesting information concerning ESU's building-level certification and/or masters degree program for school administration. Unless previous graduate credit has been approved and/or specific courses waived, courses required for these programs are:

ER 752	Analysis of Research	3	EA 811	Supervision and Evaluation	3
ED 833	Beliefs, Values, & Issues in Ed.	3	EA 830	School Leadership Theory	3
ED 820	Curriculum Leadership: Models and Strategies	3	EA 849	Educational Law and Regulations	3
EA 773	Adv. Ed. Psych. for Teachers & Admin.	3	EA 885	Human Relations and Group Processes	2
EA 888	School Systems Management	3	EA 896	Building Practicum, Fall*	4
EA 750	Technological Applications in School Ldrshp	1	EA 897	Building Practicum, Spring*	4

(*All course work is to be completed prior to the Practicum unless otherwise approved by the advisor. Practicum location approved by dept. chair)

When enrolling in classes please note where classes are listed:
Educational Administration = EA750, EA811, EA885 etc   Secondary Education = ED833, ED820   Educational Research = ER752

Gaining admission to a graduate program in our department must be initiated by you through contact with the **School of Graduate Studies and Research, Campus Box 3, Emporia State University, Emporia, Kansas, 66801, (620) 341-5403, by returning the completed Graduate Application plus the fee to the Graduate Office or by applying on line at the following secure website https://slim.emporia.edu/esugrad/appl2.htm.** Upon completion of the application and fee to the graduate office you will be allowed to enroll in courses. In addition to meeting the requirements of the Graduate School, the Department of School Leadership and Middle/Secondary Teacher Education requires the following:

1) Graduate application completed and mailed to Graduate Office with payment of application fee.
   Once this has been completed and processed by the Graduate Office you are free to enroll in classes.

The Following items must be completed within the first semester timeframe.
2) Official transcripts of all college work (for masters degree send to Graduate Office, Non-degree send to Department office)
3) Completion of either the MAT or the GRE
4) Copy of a valid teaching certificate in public schools
5) Current resume or vita
6) Statement of professional goals for school administration
7) Successful completion of the Graded Departmental Application
8) Two recommendations on approved university forms from supervising administrators
   (Evidence of one year accredited experience* in a certified position verified on back of recommendation form)
9) Complete the Disposition Guidelines form.
10) Comprehensive Exam at end of program

* Three years teaching experience in content area required prior to application for licensure.
* GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed masters.
* Praxis Exam is required by KSDE (not a program requirement)

Information about GRE and MAT administration can be obtained by calling 620-341-5103. Should you have questions, please call me at 620-341-5776.

Masters Program Only – If you will be seeking financial aid please notify our office ASAP. You will need to be "admitted" into the program before being considered by financial aid office personnel.

Note: We can admit you on a "probationary basis" for financial aid consideration if needed but only if all transcripts are at the graduate office.

Sincerely,

Dr. Jerry D. Will, Department Chair
School Leadership/Middle & Secondary Teacher Education
Enclosures

Dept. of School Leadership/Middle & Secondary Teacher Education (SL/MSTE)
Proposed DUAL MASTERS
for
Building Level Educational Administration (EA) and Instructional Leadership (IL)

1) Potential EA Building and IL candidates must declare by the end of their third year in either program. Their intent to complete a Dual Masters must be completed within this time frame to maintain/ensure current knowledge established procedure.

2) The EA Building and IL Dual Masters candidates can have up to, and no more than, fourteen, (14) credit hours applied from one master program to the other as outlined below in #3 below.

3) **Fourteen hours (14) qualifying for application from EA Building to IL masters:**
    EA773 (3 hrs) Advanced Ed. Psych. for Teachers & Admin. (required in EA/elective in IL
    EA885 (2 hrs) Human Relations and Group Processes (required in both EA & IL)
    ED820 (3 hrs) Curriculum Leadership: Models and Strategies (required in both EA & IL)
    ED833 (3 hrs) Beliefs, Values, & Issues in Education (required in EA/elective in IL)
    ER752 (3 hrs) Analysis of Research (required in both EA & IL)

    Fourteen hours (14) qualifying for application from IL to the EA Building masters:
    EA773 (3 hrs) Advanced Ed. Psych. for Teachers & Admin. (required in EA/elective in IL
    EA885 (2 hrs) Human Relations and Group Processes (required in both EA & IL)
    ED820 (3 hrs) Curriculum Leadership: Models and Strategies (required in both EA & IL)
    ED833 (3 hrs) Beliefs, Values, & Issues in Education (required in EA/elective in IL)
    ER752 (3 hrs) Analysis of Research (required in both EA & IL)

NOTE: If the candidate completes the EA master program first, EA830 and EA849 can be used as electives within the IL master program. If the candidate completes the IL program first and completes a combination of EA773, EA830, EA849, or ED8333 that exceeds the 14 hour limit, the candidate can choose to complete the Building Level EA Non-Degree program to allow credit for 15 or more hours.

From:	Kathy Ermler
Sent:	Thursday, September 27, 2012 2:20 PM
To:	Peggy Anderson
Subject:	FW: Faculty Senate AAC question

Peggy
Please put this topic on the Graduate Council Agenda for Nov.

Kathy

From: Lynnette Schreiner
Sent: Thursday, September 27, 2012 11:32 AM
To: Kathy Ermler
Cc: Lynnette Schreiner
Subject: Faculty Senate AAC question

Dear Kathy,
As Chair of the Faculty Senate Academic Affairs Committee, I am sending you this.
We would like you to ask the graduate council for suggestions as we thought that would be the most efficient way to get feedback from all the graduate programs. Please feel free to either send us a summary of what they/you think, or you are welcome to join us at one of our AAC meetings. We always welcome your presence. I look forward to hearing back from you -
Lynnette

Elaine Henrie has asked for input on how to handle the issue of students who begin a thesis track and then switch to non-thesis, specifically what to do about the hours of IP they have received for the registered hours of thesis. Several members of the Academic Affairs Committee said this is a fairly common occurrence in their disciplines.

The issue is that a thesis is quite different from a regular semester course in that when someone signs up for thesis it usually takes at least a couple of semesters for the research, writing, and approval process. IP – In Progress – is basically a place marker grade indicating the student is still working on the thesis. It is similar to Incomplete in that the grade will be assigned when the thesis is completed. The difference is that the hours are usually spread out over a couple or more semesters. But since it is just one project there is only one grade assigned for all the hours at completion. This means that if a student switches to non-thesis track there is no grade for any thesis hours accrued previous to the switch because the thesis was not completed. In the past it was not as much of a problem when records were paper and not electronically stored.

Elaine mentioned that there is a possibility to simplywithdraw the student from the hours. Students she had talked with didn't like this option because they lose hours they have paid for or it looks like they did no work and withdrew. They felt W or WP looks bad on their transcript. There is also the possibility it could result in registration or financial aid liabilities.

One suggestion from AA is to set specific criteria for the student to accomplish each semester, similar to an independent study, and then grade it with either a letter grade or Pass/Fail. In essence, the student would sign up for thesis, or independent study – thesis, and receive a grade each semester instead of an IP. The committee

decided it would be best to receive some guidance and ideas from Dr. Ermler and the Graduate Council since that body deals specifically with graduate programs and all the graduate programs have representation.

Leave of Absence
Graduate students who are forced to interrupt their studies for a period of one or more years should request a leave of absence from the university. In consultation with their graduate advisor, students should define the program modifications that the leave of absence requires and complete the leave of absence form. This form needs to be signed and approved by the graduate advisor, department chair, and Graduate Dean. Requests shall indicate the reason for leaving and the expected date of return to the university.

The leave of absence is designed to suspend the requirement for continuous enrollment. It does not affect the maximum time limitation set for a degree program as documented in the time limitation section.

GRADUATE SCHOOL
Harold Durst Graduate Research Award Application

For Academic Year 2012-2013
Deadline: October 5, 2012

Graduate students completing the thesis/dissertation option for a graduate degree program are eligible to compete for an award amount up to $898. The award may be used to provide financial support for creative activities or research necessary for the completion of a thesis/dissertation. Funds shall not be used to cover the cost of typing or binding the thesis. **Incomplete proposals will not be considered for the award. It is the student's responsibility to make sure proposals are complete.**

Applicants must prepare a proposal in accordance with the attached guidelines (approved by the Graduate Council in Spring 2005).

Please complete the information below and submit your proposal with this form attached.

- -

Name _____ Student Identification Number_____

Address _____

E-mail address_____Telephone_____

Graduate major _____ Graduate concentration (if applicable)_____

Overall grade point average: Undergraduate _____Graduate_____

Date of admission to graduate program _____

Date of expected completion of graduate program_____

Return completed form with proposal to: Harold Durst Graduate Research Studies Committee
Graduate School - Campus Box 4003
Emporia State University
Emporia, KS 66801

09/12

HAROLD DURST GRADUATE RESEARCH AWARD
PROPOSAL PREPARATION GUIDELINES

Please use the following format, which includes the various elements that are important for proposal evaluation. Your format may vary slightly to best describe your proposed project; however, it is to your benefit to label the components as they are listed below. *Note that individuals outside of your discipline will review and evaluate your proposal; therefore, technical jargon should be avoided and proposals should be written as clearly as possible.* **Proposals are to include page numbers and are *not* to exceed ten pages,** excluding the vita.

I. Introduction

Describe in general terms what you want to accomplish, such as hypotheses to be tested, creative object to be produced, or other appropriate introduction to the work proposed. Here and throughout the proposal avoid technical jargon and explain what you propose to do in plain English. Committee members who are not experts in your field will evaluate it. Any ambiguity in your proposal is likely to result in a less favorable evaluation.

II. Background

Provide a short review of the relevant literature to acquaint readers with the current state of knowledge in the field. If applicable, review your own previous work in the field.

III. Significance of Proposed Work

Explain how your project will complement existing knowledge. How is it particularly significant or important? **Note: you are marketing your idea—it is your job to convince the committee of the significance of your work. Remember, faculty who are not experts in your field will review your proposal.**

IV. Methodology

Provide an overall description of the research or creative methods for the proposed project. Include details of the design, data collection, and analysis. **Include a timetable for accomplishing specific tasks.** If a survey or questionnaires will be used in the project, a copy or preliminary draft must be attached. If the project involves the use of animal or human subjects, attach a copy of your application to the Institutional Review Board for Treatment of Human Subjects or the Animal Care and Use Committee. (Final approval by the Review Board is not required at this stage.)

V. Expected Outcomes

State whether the completed work or artistic product will lead to publication, exhibition, or performance. Identify specific journals to which you may submit a manuscript, or where you might exhibit or perform this work.

VI. Literature Cited

List references in a format appropriate for your discipline.

VII.Budget

Itemize allowable expenses and, for requests such as travel and supplies, clearly explain how you arrived at the amount requested.

VIII.Vita

Attach a c.v. of no more than two pages.

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Curricular Change Request
Level Two Change Form

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School/College: Teachers College ▼

Department: School Leadership

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ● Add   ○ Modify   ○ Delete

	Course:	Credit Hours	Course Title
Old:	None		
New:	ED888	3	Practicum/Action Research MEd

Other major change (program, major, etc.):

There are no changes, this course is a part of the MEd curriculum for Option 2 and the course needed to be developed and get a permanent number

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The course ED888 Practicum/Action Research MEd will be a requirement for the MEd students in Option 2 who are already licensed teachers or others who may be in a corporate setting and do training sessions for employees.

B. What is the rationale for the proposal?

The purpose is to get students into a real world setting for exploration and evaluation of aspects related to teaching.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The course using an umbrella number is required for Option 2 in the MEd curriculum. The program is assigning a permanent number.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

     ○ Yes

     ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

    ◉ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

9/14/2012

X *Jerry A. Will*

Signed by: jwill

School/College Dean   ☐ Send to Academic Affairs

⚜ Click here to sign this section
Academic Affairs
                                                          ☐ Finalize
⚜ Click here to sign this section

Document Routing Control Panel
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CAP-pending
Grad Council-pending 9/20/12

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Syllabus ED888
Practicum-Action
Research MEd.docx
Microsoft Word
Document
188 KB
Attachment:

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Curricular Change Request

School/College: Teachers College ▾

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊂ Add ⦿ Modify ⊂ Delete

	Course #	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Add admissions requirement for School Psychology Program

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The current admissions process describes all required elements, but only suggests the inclusion of a letter of intent, rather than requiring one. The section regarding letter of intent currently reads as follows:

Additionally, it is traditional that applicants would also include a statement of purpose or letter of intent with their materials. Its purpose is to introduce themselves to the committee. What do they want to study? Why do they want to study it? What experience or background do they have relevant to this area? What do they plan to do with their degree once they have it? It should also explain anything in the application materials that they believe should be elaborated upon, make clear that they understand and care about the profession of school psychology, and should demonstrate that they have the academic background, maturity, and diligence to succeed in the program. Some helpful suggestions as to what such a letter might contain can be seen at http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf. Applications are accepted without a letter of intent, but providing one helps the admission committee understand the context of the application and can facilitate admissions decisions.

What is proposed is that all existing requirements remain the same, but the section on letter of intent state:

Applicants must include a statement of purpose or letter of intent with their materials. Its purpose is to introduce themselves to the committee. What do they want to study? Why do they want to study it? What experience or background do they have relevant to this area? What do they plan to do with their degree once they have it? It should also explain anything in the application materials that they believe should be elaborated upon, make clear that they understand and care about the profession of school psychology, and should demonstrate that they have the academic background, maturity, and diligence to succeed in the program. Some helpful suggestions as to what such a letter might contain can be seen at http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf. Applications are not accepted without a letter of intent, as providing one helps the admission committee understand the context of the application and can facilitate admissions decisions.

B. What is the rationale for the proposal?

An occasional applicant provides application materials, but never includes a document with explanation as to what their intent is in submitting those materials. E.g., whether they are pursuing an M.S. in school psychology, an Ed.S., or perhaps already have those degrees but from out of state so are pursuing a KS license. Often, such applicants appear to have submitted "generic" materials, perhaps broadcast to multiple programs, with hopes of stepping into any graduate program that will accept them. When faculty contact such applicants to discuss their intent, many such applicants indicate that they didn't understand they were applying to a school psychology program, express a fundamental misunderstanding of the nature of the profession of school psychology, and/or their intent in applying doesn't align with the program's goals.

This change will require that a letter of intent be submitted prior to applications being reviewed for admissions decisions. That will better help faculty decide upon the suitability of the candidate for admissions purposes, and better advise the applicant whether the program can meet their intended purpose for graduate studies.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It doesn't impact the curriculum, but does affect Step one of the Unit Assessment System, i.e., admissions decisions.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ⦿ Yes
      ○ No

If yes, explain:

It changes admissions requirements for the School Psychology Program, which targets KSDE licensure as an outcome.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

⦿ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: Syllabus, course outlines, etc. should be included with this form when necessary. This information is **always** attached when adding a course.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

🖑 Click here to sign this section

School/College Dean   ⬚ Send to Academic Affairs

🖑 Click here to sign this section
Academic Affairs   ⬚ Finalize

🖑 Click here to sign this section

Attachment: 📎 File Attachment

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Curricular Change Request
Level Two Change Form

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School/College: Teachers College

Department: EE/EC/SE

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add   ◉ Modify   ○ Delete

	Course:	Credit Hours	Course Title
Old:	EL 717	3	Reading Recovery Teacher Training 1
New:	EL 717	4	Reading Recovery Teacher Training 1

Other major change (program, major, etc.):

The change is to incorporate the material from EL 716 (a 1 credit class) into EL 717 and make it a 4 credit class.

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

The two courses (EL 716 and EL 717) are traditionally taught simultaneously. The reason for making them into a single course is to recognize what in fact is the common situation in offering these courses. The new course description is as follows:

Participants in this course will learn to interpret and apply procedures for instruction as specified in the reading Recovery Program which is an early intervention designed to help young children who are having difficulty learning to read and write. Participants learn to administer, interpret, and apply procedures for assessment and instruction as specified in Reading Recovery. Participants enrolled in this course will simultaneously teach four children daily in Reading recovery lessons for the purpose of developing an in-depth understanding of the program and the concept of accelerated progress.. Participants will be prepared to implement the program within their school or district. Class sessions will involve the use of a one-way glass for demonstration teaching and observation. Enrollment is limited to those teachers who have been accepted for training by the Jones Institute for Educational Excellence at Emporia State University.

B. What is the rationale for the proposal?

This change reflects the reality of the instruction and simplifies scheduling.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This is appropriate to the Reading Recovery Training Program.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

          ○ Yes
          ● No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

    ● Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

🔲 Invalid signature

X *[signature]*

Signed by: jmorrow

School/College Dean

☐ Send to Academic Affairs

🖉 Click here to sign this section

Academic Affairs

☐ Finalize

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Document Routing Control Panel

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Current User: mbenjami   Next Route: jmorrow@empo...   My Other Routes:

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Attachment:
EL717 syllabus.doc
Microsoft Word 97 - 2003
Document
140 KB

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Curricular Change Request
Level Two Change Form

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School/College: School of Business ▼

Department: Accounting and Information Systems

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊙ Add ◌ Modify ◌ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	IS 834	3	Healthcare Systems Technology Integration

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

Add course IS 834 titled – "Healthcare Systems Technology Integration". The course offering is dependent on funding of the program's position by the Kansas Board of Regents.

B. What is the rationale for the proposal?

This course is proposed as a core course for the Nursing concentration of the Masters of Informatics curriculum - a program recently approved by the Kansas Board of Regents.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This proposed change was requested from the committee developing the Masters of Informatics curriculum. This is one of several courses that are being developed between the School of Library Information Management and the School of Business to support the proposed curriculum.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ○ Yes

      ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      ◉ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

10/22/2012

X *[signature]*
_____
Signed by: plane

School/College Dean   ⬜ Send to Academic Affairs

10/25/2012

X *[signature]*
_____
Signed by: gestes@emporia.edu

Academic Affairs   ⬜ Finalize

🖋 Click here to sign this section

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Document Routing Control Panel

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IS834-Syllabus.docx
Microsoft Word
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Attachment:

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Curricular Change Request
Level Two Change Form

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School/College: School of Business ▾

Department: Accounting and Information Systems

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⦿ Add   ○ Modify   ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	IS 893	3	SAP TERP 10 Certification Academy

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add a new course IS 893. This course was offered as a special topics Spring 2012.

B. What is the rationale for the proposal?

This course offers students with an opportunity to learn about different processes in ERP and to take a certification exam at the end of the course.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course will be taken by the MBA students concentrating in Enterprise Resource Planning (ERP).

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

    ○ Yes

    ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

    ◉ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

. 10/22/2012

X *Pay Loton*

Signed by: plane

School/College Dean   ☐ Send to Academic Affairs

10/25/2012

X *John Rich*

Signed by: gestes@emporia.edu

Academic Affairs   ☐ Finalize

🖈 Click here to sign this section

Document Routing Control Panel
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IS 893 TERP 10 syllabus
new course request.doc
Microsoft Word 97 - 2003
Document
59.0 KB
Attachment:

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Curricular Change Request
Level Two Change Form

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School/College: School of Business ▼

Department: MBA - Business Administration and Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊂ Add   ⊙ Modify   ⊂ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Delete under the section Requirements for Degree Candidacy, paragraph f. Complete a cross-functional pairing of courses.

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

The School of Business MBA faculty unanimously agree that the degree requirement for MBA students to complete a cross-functional pairing of courses be deleted as a degree requirement.

B. What is the rationale for the proposal?

The cross-functional pairing of courses has been an effective part of the MBA program for a number of years. In a periodic review of the MBA program, it was felt this requirement places an extra burden on the few faculty members who teach the fours courses used for the cross-functional pairing. In addition, with the growth of the MBA program in Overland Park, the need to offer these pairing of courses more frequently will negatively impact overall class scheduling resulting in the reduced availability of undergraduate classes, especially in the

area of finance. The faculty recognize that the good intent of the cross-functional pairing of classes can be effectively accomplished in other ways, which will not impact on faculty resources and class scheduling.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No effect

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ⌒ Yes
      ⦿ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      ⦿ Library resources are adequate   ⌒ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

🌲 Click here to sign this section

School/College Dean

⌐ Send to Academic Affairs

10/9/2012

X *John Riley*

Signed by: gestes

Academic Affairs

⌐ Finalize

🌲 Click here to sign this section

Document Routing Control Panel
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Microsoft Word 97 - 2003
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Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Business ▼

Department: Business Administration and Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add ◉ Modify ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Change the entrance requirement for the Master of Science in Business Education degree.

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

This will change the entrance requirement for the Master of Science in Business Education to only require the following: A minimum undergraduate GPA of 2.70 in the last 60 hours and at least 15 undergraduate hours from the following areas: information systems, accounting, finance, management and marketing.

This change will eliminate the Graduate Record Exam as an admission requirement from the MSBE program.

B. What is the rationale for the proposal?

Based on experience over the last 20 years, it appears that an applicant's GPA in the last 60 hours is as good of a predictor of success in the Master of Science in Business Education program as being able to pass the Graduate Record Exam. Additionally, a 2012 research study by the National Association for Business Teacher Education of universities offering graduate degrees in business education indicates that the majority of universities do not require either the GRE exam or the GMAT exam for entrance to their programs.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This change will not affect the Master of Science Education curriculum.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

⦿ Yes

○ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

○ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

🔏 Click here to sign this section

School/College Dean   ☐ Send to Academic Affairs

10/16/2012

X _J-- R--_

Signed by: jrich

Academic Affairs   ☐ Finalize

🔏 Click here to sign this section

Document Routing Control Panel
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Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College ▼

Department: Psychology

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ○ Add   ◉ Modify   ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Modify the Master of Science degree plan in Clinical Psychology to reflect the modifications made to PY 806, PY 810, PY 807, and PY 815.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Modify the Master of Science degree plan in Clinical Psychology to reflect the modifications made to PY 806, PY 810, PY 807, and PY 815.

The modifications to the degree plan will affect the total hours of required courses (reflecting the modifications to PY 806, 807, 810, and 815), and will affect the number of hours for Scientific Electives and Electives, but will not affect the total number of hours required. The Master of Science in Clinical Psychology will remain a 60 hour program.)

(The current and modified degree plans will be attached.)

B. What is the rationale for the proposal?

To modify the degree plan to accurately reflect course changes that will be made.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

Since the course modifications only consisted of combining existing courses, there should be no significant change.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ○ Yes

      ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      ○ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

Invalid signature

X 𝓼𝓵𝓵𝓵

Signed by: bschrade@emporia.edu

School/College Dean   ⌐ Send to Academic Affairs

🖈 Click here to sign this section
Academic Affairs   ⌐ Finalize

🖈 Click here to sign this section

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Clinical MS thesis and
non-thesis Degree Plan
cur+proposed.doc
Microsoft Word 97 - 2003
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Attachment:

EMPORIA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
MASTER of SCIENCE DEGREE PLAN in CLINICAL PSYCHOLOGY (Non-Thesis Option) *(current & proposed versions)*

Name:_____Telephone:_____

Present Mailing Address:_____

Student ID#: E_____E-Mail Address_____

		REQUIRED COURSES						SUBSTITUTIONS		
DIV	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
PY	806	Personality Assessment	2			PY	806	Personality Assessment & Report Writing	3	
PY	807	MMPI	2			PY	807	Projective Techniques & MMPI	3	
PY	815	Projective Assessment	3							
PY	827	Seminar in Psychopathology	3			PY	827	Seminar in Psychopathology	3	
PY	841	Assessment of Intelligence	3			PY	841	Assessment of Intelligence	3	
PY	810	Clinical Report Writing	2							
PY	846	Culture, Assessment, and Treatment	3			PY	846	Culture, Assessment, and Treatment	3	
PY	847	Techniques of Psychotherapy	3			PY	847	Techniques of Psychotherapy	3	
PY	848	Family and Group Systems Psychotherapy	3			PY	848	Family and Group Systems Psychotherapy	3	
PY	849	Ethics and Professional Practice	3			PY	849	Ethics and Professional Practice	3	
PY	858	Interdisciplinary Referral and Collaboration	3			PY	858	Interdisciplinary Referral and Collaboration	3	
PY	859	Internship in Clinical Psychology	6			PY	859	Internship in Clinical Psychology	6	
PY	851	Behavior Modification	3			PY	851	Behavior Modification	3	
ER	851	Research Design & Writing	3			ER	851	Research Design & Writing	3	
ER	857	Statistics II	3			ER	857	Statistics II	3	

SCIENTIFIC FOUNDATIONS (9 hours) & ELECTIVES (6 hours)						SCIEN. FOUNDATIONS (9 hours) & ELECTIVES (9 hours)				

TRANSFER CREDIT, 15 HOURS MAXIMUM

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE

Adviser Signature _____   Date _____

Student Signature _____   Date _____

Department Chair Signature _____   Date _____

Graduate School Dean Signature _____   Date _____

9/12

EMPORIA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
MASTER of SCIENCE DEGREE PLAN in CLINICAL PSYCHOLOGY (Thesis Option) *(current and proposed versions)*

Name:_____Telephone:_____

Present Mailing Address:_____

Student ID#: E_____ E-Mail Address:_____

DIV	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS.	SEM.
		REQUIRED COURSES (CURRENT)						**PROPOSED**		
PY	806	Personality Assessment	2			PY	806	Personality Assessment & Report Writing	3	
PY	807	MMPI	2			PY	807	Projective Assessment & MMPI	3	
PY	815	Projective Assessment	3							
PY	827	Seminar in Psychopathology	3			PY	827	Seminar in Psychopathology	3	
PY	841	Assessment of Intelligence	3			PY	841	Assessment of Intelligence	3	
PY	810	Clinical Report Writing	2							
PY	846	Culture, Assessment, and Treatment	3			PY	846	Culture, Assessment, and Treatment	3	
PY	847	Techniques of Psychotherapy	3			PY	847	Techniques of Psychotherapy	3	
PY	848	Family and Group Systems Psychotherapy	3			PY	848	Family and Group Systems Psychotherapy	3	
PY	849	Ethics and Professional Practice	3			PY	849	Ethics and Professional Practice	3	
PY	858	Interdisciplinary Referral and Collaboration	3			PY	858	Interdisciplinary Referral and Collaboration	3	
PY	859	Internship in Clinical Psychology	6			PY	859	Internship in Clinical Psychology	6	
PY	851	Behavior Modification	3			PY	851	Behavior Modification	3	
ER	851	Research Design & Writing	3			ER	851	Research Design & Writing	3	
ER	857	Statistics II	3			ER	857	Statistics II	3	
PY	800	Thesis	5			PY	800	Thesis	5	

SCIENTIFIC FOUNDATIONS ELECTIVES (10 hours)						**SCIEN. FOUND. ELECTIVES (10 hours) & ELECT (4 hours)**				

TRANSFER CREDIT, 15 HOURS MAXIMUM

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE

Adviser Signature _____ Date _____

Student Signature _____ Date _____

Department Chair Signature _____ Date _____

Graduate School Dean Signature _____ Date _____
9/12

GRADUATE SCHOOL

EMPORIA STATE
UNIVERSITY

Present:	Ballester, Butler, Cauthon, Church, Eichenberg, Ermler, Gay, Gerish, Ghosh, Howell, Koerner, McCulloch, McLain, Morrow, Schrader, Smith, Storm, Williams, Yanik, Zhou
Absent:	Costello
Guests:	Gwen Alexander

The Council of Graduate Studies met at 3:30 p.m. on Thursday, November 15, 2012 in the President's Conference Room. Dr. Jean Morrow called the meeting to order.

Action

- Minutes from the September 20, 2012 meeting were unanimously approved.

- The revalidation requests for Rhonda Atkins were unanimously approved. The revalidation requests included LI 912, 903, 904, 923, and 946.

- The overall gpa requirement of a minimum of 2.5 for seniors taking courses for graduate credit was unanimously approved.

- The request to share 14 credit hours between the dual degrees of Instructional Leadership and Educational Administration was unanimously approved.

- After discussion, the council approved leaving the current gpa requirements for graduate assistants unchanged. The vote included 1 opposed and 1 abstaining.

- After discussion regarding the course level requirement for temporary graduate faculty, council members unanimously approved temporary graduate faculty can teach at any course level.

- After discussion, the council unanimously approved sending a recommendation to the Faculty Senate Academic Affairs Committee that the current IP policy remain unchanged.

Information/Congratulations/News

- Chair Morrow congratulated the IDT department for their win at nationals. Their students took second and third place.

- Chair Morrow congratulated Betsy Yanik and Matt Seimears for receiving an Epscor grant.

- Andrew Smith announced that a SLIM professor and student won an award at the Midwest Chapter of Medical Librarians Conference.

Reports/Discussion

- After council discussion, the issue of the gpa requirement for summer graduate assistants was tabled until the January meeting.

- The council discussed a course level policy for graduate teaching assistants. Dean Ermler will check on accreditation requirements regarding this issue. This issue was tabled until the January meeting.

- Dean Ermler distributed a proposed leave of absence policy for graduate assistants. Council members will discuss this policy with their respective departments and this will be an agenda item at the January meeting.

- Dean Ermler announced that graduate assistants could be terminated at any time. Any appeals to the termination will be handled according to the current Human Resources' policy for all employees.

- The issue regarding residency requirements does need any additional discussion since the Ed.S. is the only program with this requirement.

- Dean Ermler announced that the application for the Durst Research Award will now allow students to attach their proposal and submit electronically. Submissions for the award can now be distributed to the awards committee electronically.

Curricular Changes

- The following curricular change proposals were unanimously approved by the council:
  - ED 888 – new course
  - Admissions requirement for School Psychology program
  - EL 717
  - IS 834
  - IS 893
  - MBA admissions requirements
  - MS in Business Education admission requirements
  - MS in Clinical Psychology program change

Graduate Faculty

- John Morton, Associate Professor, School Leadership/MSTE was unanimously approved for Associate Graduate Faculty status.

- The following listed faculty were unanimously approved for Regular Graduate Faculty status:
  - Joan Brewer, Associate Professor, Health, Physical Education, and Recreation
  - Scott Crupper, Professor, Biological Sciences
  - William Jensen, Associate Professor, Biological Sciences
  - Rachelle Smith, Associate Professor, English, Modern Languages, and Journalism
  - Marshall Sundberg, Professor, Biological Sciences

- The council voted unanimously **not** to approve Susan Anderson, Assistant Professor, Education, Early Childhood, Special Education for Regular Graduate Faculty status but did vote unanimously to approve Dr. Anderson for Associate Graduate Faculty status.

- The council voted not to approve Larry Scott, Associate Professor, Mathematics, Computer Science, and Economics for Regular Graduate Faculty status. The vote was 6 approve, 7 deny, and 3 abstain. Dr. Scott was unanimously approved for Associate Graduate Faculty status.

- The council voted to approved Rachelle Smith, Associate Professor, English, Modern Languages, and Journalism for Regular Graduate faculty status. The vote was 13 approve, 1 deny, and 1 abstain.

Comments

- The next council meeting will be January 16, 2013.

- The February 21 meeting will be devoted to the Graduate School Evaluation by the consultants from the Council of Graduate Schools. All council members should plan on attending.

- Dean Ermler announced the spring new graduate student scholarships had been awarded and ten more new graduate student scholarships would be available for Fall 2013. The application is now available on the graduate web site.

Adjourned at 5:10

TO: Members of the Graduate Council

FROM: Jean Morrow, Chair, Graduate Council

DATE: January 22, 2013

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, January 17, 2013 in the President's Conference Room.

AGENDA

1.   Approval of minutes from the November 15, 2012 meeting.

2.   Information/Congratulations/News
      • Graduate School Evaluation Agenda

3.   Action
      • GPA requirement for summer graduate assistants
      • Course level policy for graduate teaching assistants
      • Leave of absence policy for graduate assistants
      • Number of credit hours required for full-time status
      • Plus and minus grades/current grade policy

4.   Curricular Changes
      • AT program admission requirements
      • IS 835
      • Leadership and Administration concentration
      • LI 813
      • LI 859
      • MBA Test Requirement
      • School Library Media Licensure program

5.   Reports/discussion
      • Graduate assistant job postings
      • Mission and goals of Graduate School
      • Courses counted toward 6 hr. requirement for GAs
      • Technology policy

6.   Graduate faculty

5.   Comments

GRADUATE SCHOOL/DISTANCE EVALUATION
CONSULTANTS FROM COUNCIL OF GRADUATE SCHOOLS
Edelma Huntley, Appalachian State University
Timothy Mack, Indiana University of Pennsylvania

Thursday, February 14

8:00-9:00   Meet with Dean of Graduate School and Distance Education – Plumb Hall 313B

9:00-10:00   Meet with graduate department chairs – President's Conference Room

10:30-11:30   Meet with graduate faculty/advisors – Greek Room, Memorial Union

11:30-1:00   Lunch in Skyline Room – Memorial Union

1:00-2:00   Meet with Provost's Council – President's Conference Room

2:00-3:00   Meet with graduate students – Plumb Hall 409

3:30-5:00   Meet with Graduate Council – President's Conference Room

Friday, February 15

9:00-10:00   Meet with Graduate School/Distance staff – Plumb Hall 313B

10:30-11:30   Meet with Provost Alexander – Plumb Hall 202

11:30-12:30   Meet with Dean of Graduate School and Distance Education – Plumb Hall 313B

Leave of Absence – Ph.D.

Graduate students who are forced to interrupt their studies for a period of one or more years should request a leave of absence from the university. In consultation with their graduate advisor, students should define the program modifications that the leave of absence requires and complete the leave of absence form. This form needs to be signed and approved by the graduate advisor, department chair, and Graduate Dean. Requests shall indicate the reason for leaving and the expected date of return to the university.

The leave of absence is designed to suspend the requirement for continuous enrollment. It does not affect the maximum time limitation set for a degree program as documented in the time limitation section.

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Curricular Change Request
Level Two Change Form

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School/College: Teachers College ▼

Department: Department of Counselor Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊂ Add   ⊙ Modify   ⊂ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

This request is a proposal to change the pre-requisites for the admission to the Graduate Art Therapy Program leading to the Master of Science Degree in Art Therapy Counseling to the standards set by the Education Program Approval Board (EPAB) of the American Art Therapy Association (AATA).

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

Currently, the pre-requisites for admission to the Graduate Art Therapy Program exceed the standards set by the Education Program Approval Board (EPAB) of the American Art Therapy Association (AATA). This puts our program at a disadvantage in terms of student recruitment, as we are in competition for prospective students with universities which follow the set standards.

The change would eliminate Theories of Personality as a pre-requisite and one "other" three-credit psychology courses; instead of 18 hours of psychology pre-requisites, applicants would need 12 hours of psychology pre-requisites

The EPAB Approval Handbook (2010) states:

Programs shall require that each student admitted to the degree program successfully complete not

later than twelve (12) months after entering the program (and including credits taken before admission):

1. A minimum of eighteen (18) semester hour credits (or twenty-seven [27] quarter-hour credits) of study in studio art which demonstrates proficiency and disciplined commitment in art making. Equivalency of non-academic studio art experience or art therapy based

coursework may be specified in the graduate program's literature. It is imperative that the applicant evidence a range of experience using a variety of art materials and processes.
2. A minimum of twelve (12) semester hour credits (or eighteen [18] quarter-hour credits) of study in psychology, which must include developmental psychology and abnormal psychology.

B. What is the rationale for the proposal?

The change in pre-requisites will not change the content of the Master of Science degree. It will simply
adjust the pre-requisites for admission to the standard set by EPAB. This will be very helpful in student recruitment

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

NA

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

- Yes
- No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

- Library resources are adequate   - Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements

regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

Invalid signature

X *Jame R Costell*

Signed by: jcostell

School/College Dean   ⌐ Send to Academic Affairs

⬤ Click here to sign this section
Academic Affairs   ⌐ Finalize

⬤ Click here to sign this section

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⌐ Reroute to:

Message from previous Router(s):
Mary,
This is an updated form. On the original I neglected to include the "Department." Same request i
PDF format for ALC.
Thanks, Jim

⌐ Dis|

W

Current and Proposed AT
Pre.docx
Microsoft Word
Document
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Attachment:

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Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Business ▼

Department: Accounting and Information Systems

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⦿ Add ⦾ Modify ⦾ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	IS 835	3	Nursing and Healthcare Informatics Applications

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Add course IS 835 titled – "Healthcare Informatics Applications".
Catalog Description:
(Prerequisite: IS 834)
This applications course integrates informatics concepts with tools used in nursing & healthcare informatics practice. The focus will be on the development and construction of software applications and website user interface design in nursing & healthcare settings. The development and construction will be in the context of critiquing existing tools and using development tools for conceptual modeling and data presentation. Topics include web applications, website design, data presentation, concept mapping, workflow analysis, and solution modeling.

B. What is the rationale for the proposal?

This course is proposed as a course that can be used in the Information Systems Concentration in the MBA and SLIM Ph.D. programs to show the use of technology through nursing and healthcare informatics. Informatics can be applied to a wide variety of fields. By focusing on nursing and healthcare, the depth of informatics can be explored.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course is proposed as a course that can be used in the Information Systems Concentration in the MBA and SLIM Ph.D. programs to show the use of technology through nursing and healthcare informatics. Informatics can be applied to a wide variety of fields. By focusing on nursing and healthcare, the depth of informatics can be explored.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ◯ Yes

      ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

    ◉ Library resources are adequate   ◯ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Chair

10/22/2012

X *Peng Le Lane*
_____

Signed by: plane

School/College Dean   ☐ Send to Academic Affairs

🔏 Click here to sign this section
Academic Affairs   ☐ Finalize

🔏 Click here to sign this section

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IS835 syllabus.docx
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Attachment:

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Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management ▼

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊙ Add   ⊖ Modify   ⊖ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

Proposed Concentration: Leadership and Administration

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

To add a nine-credit-hour concentration in Leadership and Administration to be earned concurrently with the Master of Library Science degree. Three courses will be required for this concentration: LI850 Leadership and Information Organizations (3 credit hours), LI859 Project Management in Information Organizations (3 credit hours), and LI868 Advocacy and Information Organizations (3 credit hours).

B. What is the rationale for the proposal?

To respond to SLIM's library constituencies, especially those who have identified a critical need to provide MLS students a broader introduction to leadership and administration, SLIM faculty have identified a nine-credit-hour concentration that would include the following courses: LI850 Leadership and Information Organizations (3 credit hours), LI859 Project Management in Information Organizations (3 credit hours), and LI868 Advocacy and Information Organizations (3 credit hours).

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This nine-credit-hour concentration in Leadership and Administration would be earned concurrently with the Master of Library Science degree

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

　　　　◌ Yes

　　　　◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

　　　　◉ Library resources are adequate　　　　◌ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

12/20/2012

X *Andy Smith*

Signed by: asmith37

School/College Dean   ⌐ Send to Academic Affairs

🖉 Click here to sign this section
Academic Affairs   ⌐ Finalize

🖉 Click here to sign this section

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Attachment:

EMPORIA STATE UNIVERSITY™

Curricular Change Request

School/College: School of Library and Information Management ▼

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊂ Add   ⊙ Modify   ⊂ Delete

	Course #	Credit Hours	Course Title
Old:	LI813	3.0	Reference and User Services
New:	LI813	3.0	Reference and User Services

Other major change (program, major, etc.):

Master of Library Science program change: change status from required course to elective course.

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

LI813 will no longer be a required course within the MLS program's curriculum. Its official course description will change as follows:

CURRENT COURSE DESCRIPTION:

Introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed. (Required) Prerequisite: LI 801 & LI 802.

PROPOSED COURSE DESCRIPTION:

Introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed. Prerequisite: LI 801 & LI 802.

B. What is the rationale for the proposal?

After a curriculum study by SLIM faculty, it was found that, while LI813 covers content important to librarians and information professionals and therefore should be taught as an elective, the content that covers its required curricular responsibilities is being taught in other required MLS courses. This change is intended to reduce redundancies within the MLS curriculum.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

LI813 will no longer be included as a Master of Library Science course requirement.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☑ Yes
☐ No

If yes, explain:
LI813 is currently a required course within both SLIM's Master of Library Science program and its School Library Media program. This proposal to delete the requirement.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate   ☐ Library resources are NOT adequate

NOTE: Syllabus, course outlines, etc. should be included with this form when necessary. This information is **always** attached when adding a course.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

12/20/2012

X ~~Andy Smith~~

Signed by: asmith37

School/College Dean

⌐ Send to Academic Affairs

4/6/2012

X ~~Larry Alexander~~

Signed by: galexan1

Academic Affairs

⌐ Finalize

🔔 Click here to sign this section

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School Library Media
Program Plan Approved
April 4-cb.docx
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Attachment:

⊜EMPORIA STATE UNIVERSITY™

Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Library and Information Management ▼

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ◉ Add   ◯ Modify   ◯ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	LI859	3.0	Project Management in Information Organizations

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

SLIM faculty proposes a new course be added to the SLIM curriculum that addresses the specific need to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

COURSE DESCRIPTION
This course examines the theory and practice of project management within information organizations.. Students study the roles and responsibilities of project managers and learn a practical approach to managing projects in information organizations. The course covers all aspects of the project life-cycle (initiating, planning, executing, monitoring/controlling, and closure), and addresses staffing, workflow, communication and team-building, tools and techniques, and software.

B. What is the rationale for the proposal?

In response to SLIM's constituents in the library community, SLIM faculty has developed a three-credit-hour course that specifically addresses the issues of project management in informational agencies. This proposed course will be one of three courses required by the

proposed Leadership and Administration Concentration.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It will be one of the three required courses of the Leadership and Administration Concentration. It will also be an elective of the Master of Library Science degree.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ◯ Yes

      ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

    ◉ Library resources are adequate   ◯ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures

Signature Order: Chair, Dean, Academic Affairs

Chair

🖎 Click here to sign this section

School/College Dean   ⎕ Send to Academic Affairs

12/20/2012

X *A̶h̶y̶p̶h̶h̶*

Signed by: asmith37

Academic Affairs   ⎕ Finalize

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LI859 XI Syllabus Fall
2013 Project
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Microsoft Word 97 - 2003
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324 KB

Attachment:

⊜ EMPORIA STATE UNIVERSITY ™

Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: School of Business ▼

Department: MBA

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊙ Add   ⦿ Modify   ⊙ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

As an entrance requirement for the MBA program, it is proposed that the GRE can be used as a substitute for the GMAT.

B. What is the rationale for the proposal?

Historically MBA programs have used the GMAT as an entrance requirement. today many MBA programs have added the GRE as a substitute for the GMAT. The GRE offers a simple conversion score to compare it to a GMAT score. This proposal will be beneficial for students who have previously taken the GRE for another program and now desire an MBA. In some international communities the GRE is available while the GMAT is not. This latter point has been a concern of Dr. Bruce.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

No impact

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

          ◯ Yes

          ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

     ◉ Library resources are adequate   ◯ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

11/8/2012

X *[signature]*

Signed by: jsterret

School/College Dean   ⌐ Send to Academic Affairs

11/29/2012

X *[signature]*

Signed by: gestes@emporia.edu

Academic Affairs   ⌐ Finalize

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EMPORIA STATE UNIVERSITY™
Curricular Change Request

School/College: School of Library and Information Management ▼

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊙ Add   ⦿ Modify   ⊙ Delete

	Course #	Credit Hours		Course Title
Old:				
New:				

Other major change (program, major, etc.):
PROGRAM CHANGE: SCHOOL LIBRARY MEDIA LICENSURE PROGRAM

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The proposed changes to the School Library Media Licensure Program:

Require LI858 Information Literacy and Instructional Collaboration (2 credits).

Require LI855 Collection Development and Management (3 credits)

Eliminate LI813 Reference and User Services (3 credits) and LI814 Cataloging and Classification (2 credits) as school library media program requirements.

Change the technology requirement from LI840 Structure and Organization of Information Technology (2 credits) to LI815 Information Technology (3 credits).

B. What is the rationale for the proposal?

The reasons for the proposed changes to the School Library Media Licensure Program are three-fold:

1) Based on an analysis of student scores in the library media specialist PRAXIS II test, SLIM faculty determined that the School Library Media Licensure Program needed a new course, LI858 Information Literacy and Instructional Collaboration, in order to increase information

literacy and understanding of instructional collaboration.

2) Based on a view of the alignment of the SLM licensure program and the MLS degree program, SLIM faculty determined that school library media licensure students should have instruction in more collection development content.

3) Based on a review of the contents of both LI802 Information-seeking behavior and user-centered services and LI804 Organization of Information, SLIM faculty determined that these courses fulfill the state school library media requirements for the instruction of reference and organization of information as established by KDOE and so SLIM could eliminate LI813 Reference and User Services and LI814 Cataloging and Classification as requirements.

4) Based on a review of the differences between the two-credit-hour LI840 Structure and Organization of Information Technology and the three-credit-hour LI815 Information Technology, SLIM faculty determined that it would serve SLM students better if their program were in alignment with the current technology requirements of the MLS program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It changes the number of School Library Media program required credit hours from 28 to 29 credit hours. The master's degree with the SLM program track will remain 36 credit hours.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

☑ Yes
☐ No

If yes, explain:
 See rationale above.

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

☐ Library resources are adequate   ☐ Library resources are NOT adequate

NOTE: Syllabus, course outlines, etc. should be included with this form when necessary. This

information is **always** attached when adding a course.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

12/20/2012

X *[signature]*

Signed by: asmith37

School/College Dean

☐ Send to Academic Affairs

4/9/2012

X *[signature]*

Signed by: galexan1

Academic Affairs

☐ Finalize

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School Library Media
Program Plan Approved
April 4-cb.docx
Microsoft Word
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15.2 KB

Attachment:

Mission

The Graduate School provides leadership for graduate study at Emporia State University. It fosters quality and academic excellence by creating an environment conducive to learning, scholarship, and creativity; encouraging continual expansion and discovery of knowledge; and serving as a catalyst for intellectual dialog between graduate faculty and students.

CHANGING LIVES SINCE 1863

GRADUATE SCHOOL

Present: Ballester, Butler, Cauthon, Costello, Eichenberg, Ermler, Gay, Gerish, Ghosh, Howell, Koerner, McLain, Morrow, Schrader, Storm, Williams, Yanik, Zhou

Absent: Church, McCulloch, Smith

The Council of Graduate Studies met at 3:30 p.m. on Thursday, January 17, 2013 in the President's Conference Room. Dr. Jean Morrow called the meeting to order.

Action

- Minutes from the November 15 meeting were unanimously approved.

- The council members were reminded of the graduate evaluation visit on February 14 & 15

- The following faculty received research and creativity grants:
  - Melissa Bailer
  - Scott Crupper
  - Jennifer Doyle
  - David Edds
  - Christopher Lovett
  - Paul Luebbers
  - Brian Miller
  - Diane Nutbrown
  - Roxane Riegler
  - Richard Sleezer
  - Elizabeth Stephens
  - Yixin Yang

- Council members discussed removing the gpa requirement for summer graduate assistants. After discussion, council members unanimously approved removing the gpa requirement for summer graduate assistants.

- Council members discussed the course level of courses taught by graduate assistants. After discussion, it was agreed to bring a draft policy and present it at the next council meeting in March.

- The leave of absence policy was distributed to council members. After council discussion, it was unanimously approved with the requirement that it only apply to Ph.D. students.

- Council members discussed the number of credit hours required to be considered a full-time graduate student. After discussion, council members approved (with 2 abstaining) requiring students to be enrolled in a minimum of 6 credit hours to be considered full-time graduate students.

- Council members discussed the effect of plus and minus grades on the current grade policies. Council members will take this issue back to their respective departments and this will be an agenda item in March.

- Council members discussed the need for a centralized listing of graduate assistant positions. Council members agreed that each department would send graduate assistant job listings to Peggy and she would post them on the graduate web site.

- The current Graduate Council mission statement was distributed to council members. They were asked to take the statement back to their respective departments for discussion. This will be an agenda item on the March agenda.

- The current policy of counting undergraduate courses toward the 6 credit hour enrollment requirement for graduate assistants was discussed. After discussion, council members voted unanimously that only graduate courses could be counted toward the required 6 credit hours. This change would take effect in summer 2013.

- The need for the current technology policy for graduate assistants was discussed. After discussion, a update of the policy will be drafted and placed on the agenda for the March meeting.

- Chair Morrow asked council members to think about the current graduate faculty policy and send any changes or concerns to her for discussion at the April council meeting. The current graduate faculty policy will be posted under the April meeting.

Curricular Changes

- AT program admission requirements unanimously approved.

- IS 835 unanimously approved.

- Leadership and Administration concentration approved with 1 abstention.

- LI 813 approved with 1 abstention.

- LI 859 approved with 1 abstention.

- MBA test requirement unanimously approved

- School Library Media Licensure program change approved with 1 abstention.

Reports/Discussion

- An APA workshop that is being offered in the Blue Key room from 1:00-3:00 on February 7.

- Distance Education will now be offering GRE prep tests. Students can enroll for the online course through Distance Education.

- Deb Gerish announced the library would be hosting workshops on Zotero on February 14 and March 14.

- Liz McLain announced she would be attending the Midwest Psychological Association Conference, Military Officers of America Conference, and Unified School Administrators of Kansas Conference. She encouraged any department interested to send their materials to her for display at the conferences.

- Jim Williams discussed the possibility of ESU graduate assistants teaching at Kansas community colleges. He will meet with Dean Ermler to discuss this issue further.

Adjourned at 4:25 p.m.
Next meeting on Thursday, February 14.

Peggy Anderson

To:	Council
Cc:	Kathy Ermler
Subject:	Curricular changes
Attachments:	LI 800.pdf; LI 819.pdf; LI 844.pdf; LI 867.pdf; LI 869.pdf; LI 874.pdf; MS in Informatics.pdf; Nursing and Health Care Concentration.pdf

The attached curricular change requests from SLIM must be approved prior to our next council meeting. For this reason, I am distributing them via email. Please review and let me know if you have any questions/objections by Friday, December 14. If I do not receive any objections by that date, the curricular change requests will be considered approved by the council. Thank you.

Peggy Anderson
ESU – Graduate School
panderso@emporia.edu
620-341-5508

Peggy Anderson

To:	Andrew Smith; Candace Boardman
Cc:	Barb Kern
Subject:	Slim curricular changes

The following listed curricular change requests have been approved by the Graduate Council. Thank you!

LI 800, LI 819, LI 844, LI 867, LI 869, LI 874, MS in Informatics, Nursing and Health Care Concentration under the MS in Informatics

Peggy Anderson
ESU – Graduate School
panderso@emporia.edu
620-341-5508

EMPORIA STATE
U N I V E R S I T Y

TO: Members of the Graduate Council

FROM: Jean Morrow, Chair, Graduate Council

DATE: March 7, 2013

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, February 21, 2012, 2013 in the President's Conference Room.

AGENDA

1.   Approval of minutes from the January 17, 2013 meeting.

2.   Information/Congratulations/News

3.   Action

4.   Reports/discussion
- Graduate School evaluation – Dr. Tim Mack and Dr. Edelma Huntley

5.   Curricular changes
- AT 718
- CE 702
- CE 708
- ED 895 to ED 888
- Program change for MED in Teaching

6.   Graduate faculty renewal
- Alice Frost, Assistant Professor, Counselor Education
- Kirsten Limpert, Associate Professor, School Leadership/Middle and Secondary Teacher Education

5.   Comments

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Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department:

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⦿ Add   ⦿ Modify   ⦿ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	AT718	3	Art Media and Material Use in Art Therapy

Other major change (program, major, etc.):

Initiation of dual degree initiative (MHC and AT) see below.

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

All art therapy students in the ESU Graduate Art Therapy Program are required to take a course titled AR 708: Problems in Art for the Related Professional; The course is a studio art course intended to meet curriculum content mandated by the Education Program Approval Board (EPAB) of the American Art Therapy Association (AATA). The course is generally treated as an independent study by faculty in the Art Department who are eligible to teach graduate level courses; the course is taught in tandem with a course being offered by the art department faculty, and often meets three times a week. The art therapy faculty increasingly find a need to offer an equivalent independent study course to substitute for this requirement because art therapy students intern on Thursdays and Fridays, or cannot otherwise match the art department schedule to their own degree plan requirements. This course would secure a place for the required content within the ESU art therapy program curriculum, taught by art therapy program faculty. Additionally, the studio component would be specialized for the needs of the art therapy students, particularly regarding media use. The prosed course is AT718 (Art Media and Material Use in Art Therapy).

Course Description

This course is an advanced art therapy seminar providing opportunities for art therapy

graduate students to explore media and its application within the context of art therapy practice. Media exploration and use will emphasize Kagin and Lusebrink's Expressive Therapies Continuum (ETC) Model. The course will engage students in experiential learning, both in and out of class, and will underscore studio art practices within the context of art therapy and specific to application with clinical populations. Venue and cultural implications, as well as ethical and safety issues, of media use will be explored. The course also presents opportunities for students to plan for self-care, through art making, in future professional practice.

B. What is the rationale for the proposal?

This course addition reflects a needed curricular change to ensure the efficacy and coherence of the program. The proposal is prompted by the initiation of the dual curriculum of Art Therapy and Mental Health Counseling (MHC). In fact, this refers not to one combined degree, but to two separate Masters of Science Degrees, one in MHC, and one in Art Therapy Counseling. This course of study, full-time, will be a three-year course of study which meets the individual criteria for each degree.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

The course serves to maintain the curriculum content mandated by the Education Program Approval Board (EPAB) of the American Art Therapy Association (AATA).

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

        ◯ Yes

        ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      ◉ Library resources are adequate   ◯ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

1/23/2013

X _~~Jamar A. Costell~~_
_____

Signed by: jcostell

School/College Dean   ☐ Send to Academic Affairs

⚹ Click here to sign this section
Academic Affairs   ☐ Finalize

⚹ Click here to sign this section

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Attachment: AT 718-Syllabus.docx
Microsoft Word
Document
181 KB

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Curricular Change Request
Level Two Change Form

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School/College: Teachers College

Department: COUNSELOR EDUCATION

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⦿ Add   �ᴄ Modify   �ᴄ Delete

	Course:	Credit Hours	Course Title
Old:	NA		
New:	CE-702	3	Behavior Analysis, Art, and Play with the Child with Autism

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

Create a new Art Therapy course as a component of the Autism Certificate Program.

B. What is the rationale for the proposal?

This course will be an elective course for the Autism Certificate program. This will also provide an elective course for students in the Psychology, Counseling, and Education Departments.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course adds to the courses offered in Special Education and the certificate program addressing Autism and Related Disorders.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      ○ Yes

      ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

     ◉ Library resources are adequate   ○ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

If the curricular change proposal is adding a degree, major, program, or new sub-specialty, attachments of what is being proposed must be included. If the curricular change proposal is modifying an existing degree, major, program, or sub-specialty, the current and proposed requirements must be attached.

Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

1/7/2013

X *[signature]*

Signed by: jcostell

School/College Dean

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Curricular Change Request
Level Two Change Form

This form should be used for any major curricular change including a new degree, a new major, a new program, or a new sub-specialty under an existing degree. Also included are adding a new course (Courses previously taught under an umbrella number are considered new.), changing a course number to a different level, changing a course or degree program/concentration/minor/certificate that affects another department, an extensive modification to an existing course, or any change that needs approval by any of the governing bodies (Council on Teacher Education, General Education Council, Graduate Council, Committee on Advanced Programs). Approvals from the governing bodies must be completed prior to sending the curricular change request to the Provost's Office.

School/College: Teachers College

Department: COUNSELOR EDUCATION

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊙ Add   ○ Modify   ○ Delete

	Course:	Credit Hours	Course Title
Old:			
New:	CE708	3	Multicultural Issues in Counseling and Related Fields

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The new course title reflects the required content for the Art Therapy Counseling, Mental Health Counseling, and Rehabilitation Counseling Programs. This course is designed to meet licensure, certification, and accreditation requirements of the Kansas Behavioral Sciences Regulatory Board, Certified Rehabilitation Counselors, as well as CACREP and CORE. The course also meets the content approved by the Education Program Approval Board (BAPD) of the American Art Therapy Association, Inc. Furthermore, the changes will permit consolidation of multiple offerings in the Department of Counselor Education.

Course Description:

This course is designed meet the growing demand for culturally competent mental health service providers by providing graduate students in Art Therapy, Mental Health Counseling, and Rehabilitation Counseling with a foundation in multicultural counseling. The text provides interpretation, examination, and information on a broad range of cultures and potential views of therapy and treatment. Students are expected to comprehensively evaluate their own ethnic upbringing and belief systems, as well as a broad range of other cultural value systems

to enhance their level of understanding. Course material will be experienced through a variety of teaching and learning methods, including: reading, discussion, verbal presentation and experiential. This course will highlight the use of imagery and metaphor within counseling and art therapy settings. Given the language barriers which may inhibit conventional verbal counseling and therapeutic approaches, the non-verbal symbol systems in arts-based intervention can prove to be extremely effective with diverse cultures.

B. What is the rationale for the proposal?

To eliminate the necessity for art therapy counseling students who wish to complete the dual degree with mental health counseling to take two multicultural classes, as is required at this time, by adjusting this course to fulfill both disciplines' requirements.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

This course fulfills requirements for the art therapy counseling, mental health counseling, and rehabilitation counseling. It will meet the multicultural content requirements for CORE, NCACE, and BSRB as well as fulfill required curriculum content delineated by the Educational Programs Approval Board (EPAB) of the American Art Therapy Association.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

        ◌ Yes

        ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      ◉ Library resources are adequate   ◌ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

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X *Jame A Costell*

Signed by: jcostell

School/College Dean   ⌐ Send to Academic Affairs

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Curricular Change Request
Level Two Change Form

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School/College: Teachers College

Department: School Leadership/Middle and Secondary Teacher Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊂ Add   ⊙ Modify   ⊂ Delete

	Course:	Credit Hours	Course Title
Old:	ED895	3	C & I Curriculum Leadership Practicum
New:	ED888	3	Practicum/Action Research (MEd)

Other major change (program, major, etc.):

II. CURRICULAR CHANGE INFORMATION
A. What is proposed? Provide a general statement on proposal.

The original program for the MEd listed ED895 C & I Curriculum Leadership Practicum as one course in Option 2. ED888 Practicum/Action Research has just been approved and it needs to be substituted for ED895.

B. What is the rationale for the proposal?

The purpose is to have a practicum that ties into the MEd program rather than one designed for a C & I program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It was designed for the MEd program so fits very well.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

      $\bigcirc$ Yes

      $\circledast$ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      $\circledast$ Library resources are adequate $\bigcirc$ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

1/29/2013

X *Jerry R. Will*

Signed by: jwill

School/College Dean

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Curricular Change Request
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School/College: Teachers College ▼

Department: School Leadership/Middle and Secondary Teacher Education

I. COURSE/PROGRAM INFORMATION

This request is proposed to: ⊂ Add   ⊙ Modify   ⊂ Delete

	Course:	Credit Hours	Course Title
Old:			
New:			

Other major change (program, major, etc.):

This is a program change for the Master of Education in Teaching, replacing ED895 C & I Curriculum Leadership Practicum to ED888 Practicum/Action Research (MEd).

II. CURRICULAR CHANGE INFORMATION

A. What is proposed? Provide a general statement on proposal.

The original program for the MEd listed ED895 C & I Curriculum Leadership Practicum as one course in Option 2. ED888 Practicum/Action Research (Med) has just been approved and it needs to be substituted for ED895.

B. What is the rationale for the proposal?

The purpose is to have a practicum that ties into the MEd program rather than one designed for the C & I program.

C. How does this new course or proposed change fit into the curriculum of this major or of general education?

It was designed for the MEd program so fits very well.

Is this new course or proposed change directly related to any teacher preparation program or teacher or other school personnel licensure area? Check "yes" only if the course is required or is included in a limited set of elective courses from which the student must choose.

       ⌖ Yes

       ◉ No

If yes, explain:

If this is a proposal for a new program, concentration, or course, information must be provided on
the adequacy of library resources to support the program.

      ◉ Library resources are adequate   ⌖ Library resources are NOT adequate

NOTE: A current syllabus, course outlines, etc. must be included with this form when adding a course or significantly changing an existing course. Syllabus content must include statements regarding criteria set forth for grades (plus/minus grading system), student accommodations for disabilities, and how acts of academic dishonesty will be handled. In addition, if excessive absenteeism affects a student's grade, the syllabus must include a statement about how the grade will be affected.

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Signatures
Signature Order: Chair, Dean, Academic Affairs

Chair

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X *Jerry A. Will*
_____

Signed by: jwill

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GRADUATE SCHOOL

EMPORIA STATE
U N I V E R S I T Y

Present: Ballester, Butler, Costello, Gerish, Ghosh, Koerner, Schrader, Smith, Storm, Williams, Yanik, Zhou

Absent: Cauthon, Church, Kjellman-Chapin, McCulloch, McLain, Morrow

Guests: Dr. Tim Mack and Dr. Edelma Huntley

The Council of Graduate Studies met at 3:30 p.m. on Thursday, February 14, 2013 in the President's Conference Room. Dr. Andrew Smith called the meeting to order.

Action

- Minutes from the January 17, 2013, meeting were unanimously approved.

Reports/Discussion

- Council members met with Dr. Tim Mack and Dr. Edelma Huntley, consultants from the Council of Graduate Schools, for the first hour of the meeting.

Curricular Changes

- The following listed curricular change requests were unanimously approved.
  - CE 708
  - AT 718
  - CE 702
  - ED 888
  - Master of Education Teaching program change

Graduate Faculty

- The following listed faculty were approved for Regular Graduate Faculty status with 1 abstention.
  - Alice Frost, Assistant Professor, Counselor Education
  - Kirsten Limpert, Associate Professor, School Leadership/Middle and Secondary Teacher Education

Comments

- Brenda Koerner noted that Graduate Faculty Status Requirements will be on the April agenda.
- Several council members commented that an agenda for the meeting would have been welcome.

Adjourned at 5:00 p.m.
Next Meeting - April 18, 2013

From:	Peggy Anderson
Sent:	Tuesday, March 05, 2013 2:33 PM
To:	'Andrew Smith'; Betsy Yanik; 'Brenda Koerner'; 'Brian Schrader'; 'Cameron Cauthon'; 'Deborah Gerish'; 'Dipak Ghosh'; 'Dusti Howell'; Edwin Church; Gregory Schneider; 'James Costello'; 'James Williams'; 'Jean Morrow'; 'Jodi Brinkman'; 'Jorge Ballester'; 'Joyce Zhou'; Kathy Ermler; Katie McCulloch; 'Liz McLain'; 'Mel Storm'; 'Michael Butler'; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject:	MS in Forensic Science
Attachments:	MSForensic Science.docx; MSFS Proposal 04 March 2013.docx

Good Afternoon

I have attached two documents I need the graduate council members to look at and respond to me by March 7. The first is a proposal for the MS in Forensic Science – The Department of Biological Sciences would like to add this master's degree program next year. It will need to go through curricular review and to KBOR. I am NOT asking for approval of the proposal, but I am asking for the Graduate Council's support for the proposal as a priority item . You will see the letter I have attached, please read this letter and send me an email indicating your willingness to support this letter to the Provost and President. If you have questions, please just email me.

Kathy Ermler
Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

To: President Shonrock and Provost Alexander

From: Graduate Council

RE: MS Degree in Forensic Science

The Graduate Council has reviewed and support the proposal for the new master's program in forensic science at Emporia State University. The MS in Forensic Science is a very unique program for Kansas and would connect extremely well with the two undergraduate forensic science programs in the State of Kansas. Additionally, the new program represents an area where there is a need in the Kansas workforce for high qualified individuals in this area. The US Bureau of Labor Statistics expects a 19% growth in jobs for forensic scientists.

Based on the proposal, the master's program projects full capacity at 50 students. In order to begin recruiting graduate students for this program, the sooner the program is approved and accepted by the Kansas Board of Regents, the sooner, the program, college and Graduate School can begin to recruit for this program. Emporia State University must decide if it wants to develop and support new programs at the graduate level and offer its support early in order to develop a student recruiting population. The Department, College and the Graduate School cannot assist in recruiting students until the program has been approved.

The program represents a traditional campus-based master's program. However, there are valid reasons for such an approach for this degree; e.g., training graduate students to test for illegal substances is impossible to do in an online program. Based on the description of the degree, the program is a two year degree with practicum based experiences. The conversations the department has had with the Kansas Bureau of Investigation (KBI) indicates that they are more than willing to partner with Emporia State University. Additionally, they have indicated that the master's degree is more attractive to them when they seek out candidates to work for the KBI.

The Graduate Council recommends and supports the addition of the new MS degree in Forensic Science and encourages Emporia State University to place this new master's degree at the top of its academic priority list.

Respectfully Submitted

Jean Morrow, Chair of Graduate Council

Kathy Ermler, Dean, Graduate School and Distance Education

NEW PROGRAM PROPOSAL (Draft – March 4, 2013)

Basic Program Information

Emporia State University proposes creation of the Master of Science in Forensic Science (MSFS) program. The anticipated date of implementation is August 2014. This program will be an interdisciplinary collaboration between the Department of Biological Sciences and the Department of Physical Sciences at Emporia State University. The Center for Education Statistics, Classification of Instructional Program (CIP) code that will be associated with this program is ▨

Program Proposal Narrative

The mission statement of Emporia State University states that ESU is a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment. An accredited MSFS program would help ESU fulfill that mission by providing students the opportunity to enter a dynamic student-centered master's program designed to prepare students for a challenging career in forensic science. Qualified forensic scientists play critical roles in law enforcement at many levels (locally, regionally, and nationally). At present, there is no such graduate program in Kansas.

There are a relatively large number of Kansas students qualified for admission to the proposed MSFS program. Kansas currently has two colleges with baccalaureate programs in forensic science: Washburn University (11 students currently enrolled) and Wichita State University (55 students currently enrolled). Additionally, students obtaining a bachelor's degree in biology or chemistry may have an interest in forensic science but a bachelor's degree specifically in forensic science is not necessary for admission to a master's program in forensic science. A large number of students graduate with a bachelor's degree in biology or chemistry across the Kansas Regents institutions each year and these degrees would satisfy the admissions requirements for the MSFS program.

The U.S. Bureau of Labor Statistics expects 19% job growth in the area of forensic science between 2010 and 2020. Competition for jobs in the forensic sciences is typically fierce, as popularity of the field has soared. The Kansas Bureau of Investigation (KBI) currently employs approximately 270 employees (13 new hires in 2012), with forensic scientists in laboratories in Topeka, Great Bend, Pittsburg, and the Kansas City area. Forensic scientists are also employable by the Kansas City, Kansas, Police Department (crime scene investigation), the Johnson County Sheriff's Department (JCSD) Crime Lab, and the Sedgwick County Regional Forensic Science Center (SCRFSC). KBI, SCRFSC, and JCSD are full-service laboratories, with scientists working in forensic biology, drug identification, arson analysis, trace evidence (including paint and fiber analysis), and toxicology. In addition, similar jobs are available with comparable state and federal agencies across the United States. Students completing this program would have the knowledge and laboratory skills needed to obtain jobs in

1

industrial laboratories, if a career in forensic science was not attainable immediately upon graduation.

The minimum educational requirement to become a forensic scientist is a baccalaureate degree in a relevant field, typically a natural science. Forensic biology (DNA analysis) and chemistry (drug chemistry, toxicology) are usually the highest-hiring disciplines, and students with natural science backgrounds are typically the most employable. Only 10-15% of current KBI employees have master's degrees, so an applicant who already possesses a higher degree garners significant attention. Employees with advanced degrees typically receive a higher starting salary and higher raises than those with a baccalaureate. For example, SCRFSC will accept a master's degree in lieu of one year of experience in the field, allowing most applicants with an advanced degree to start one level higher than a similar applicant with only a bachelor's degree. KBI and SCRFSC have an avid interest in hiring and retaining Kansas residents, because most applicants (particularly those with advanced degrees) are from other states and there is a low incidence of these scientists permanently relocating to Kansas.

If the proposed program is approved, Emporia State University would have the only M.S. program in forensic science in the state of Kansas. Additionally, the program is designed to meet the accreditation requirements of the Forensic Science Education Programs Accreditation Commission (FEPAC), established by the American Academy of Forensic Sciences (AAFS), the premier accrediting body in the field. Students currently wishing to further their education must go to master's programs in neighboring states such as Oklahoma (Oklahoma State University), Nebraska (Nebraska Wesleyan University – Lincoln), or Missouri (Southeast Missouri State University). Of these MSFS programs, Emporia State would offer the only traditional-format MSFS program. The program at Oklahoma State University is almost exclusively online and the program at Nebraska Wesleyan University is designed for non-traditional students (almost all weekend courses). SEMSU offers an M.A. in Chemistry with a concentration in forensic science, but does not have an MSFS. Emporia State University has a very large graduate student community (36% of total enrollment). Engagement in research is essential to the MSFS program, and the Departments of Biological Sciences and Physical Sciences at ESU have a longstanding history of engaging students in research (300 publications or presentations in FY 2010-2012, 232 of which were authored or co-authored by graduate or undergraduate students with faculty mentors). Additionally, ESU already has one tenure-track faculty member with an MSFS who was employed by the Alabama Department of Forensic Sciences as a toxicologist.

The designation "MSFS" typically indicates that a program offers a comprehensive degree in forensic science with natural science as a focus (as opposed to behavioral science). Students who wish to earn an advanced degree in forensic science typically look for this designation, and a freestanding degree program has a higher profile than a concentration within an existing degree program .

institutional ranking of priority?

Admission Requirements

A bachelor's degree in a natural science (e.g., Chemistry or Biology) or in forensic science is required. Coursework should include completion of one year of general chemistry (CH 123/124 and CH 126/127 or equivalent), one semester of introductory biology (GB 140/141 or equivalent), general organic chemistry (CH 370/371 or equivalent), and quantitative analysis (CH 376/377 or equivalent). Undergraduate work will be evaluated, and any deficiencies will need to be remedied in addition to completing the program of study. The applicant will complete an application, including submitting letters of reference. The MSFS Admission Committee, composed of faculty from Biological Sciences and Physical Sciences, will make a decision based upon the applicant's undergraduate grade point average (minimum 3.0/4.0) and the content and quality of the other application materials. The applicant can be accepted unconditionally, with condition(s), on a probationary basis, or the applicant can be denied.

Proposed Program of Study

The proposed program of study is designed to meet all FEPAC accreditation requirements. It is designed to provide students a broad background and practical, hands-on experience through both coursework and research. Students graduating from this program will have knowledge in the fields of trace evidence, forensic biology, forensic toxicology, and forensic chemistry.

FEPAC guidelines mandate that a minimum of 10 instructional hours be devoted to each of the following subjects:

- Crime scene investigation
- Physical evidence concepts
- Law/science interface
- Ethics and professional responsibilities
- Quality assurance
- Analytical chemistry and instrumental analysis
- Drug chemistry/toxicology
- Microscopy and materials analysis
- Forensic biology
- Patterns of evidence.

Course Descriptions

Existing Courses

CH 777 Instrumental Methods of Analysis (lecture/laboratory)   5 hours
        (Prerequisite, CH 123 Chemistry I, CH 126 Chemistry II and CH 376 Quantitative Analysis.) The use of instruments to obtain qualitative, quantitative, and structural data is discussed. Basic theory, fundamental principles, and limitations underlying the techniques are included. Laboratory experiments acquaint the student with the operation of the instruments and the interpretation of data. Techniques drawn from the areas of spectroscopy and electroanalytical methods, include ultraviolet, visible, infrared, Raman,

fluorescence, phosphorescence, atomic absorption, atomic emission, nuclear magnetic resonance, and electron paramagnetic resonance spectroscopies; voltammetry; and polarography.

This course is currently taught in the Department of Physical Science and its prerequisites will be modified for the MSFS program.

FS 820 Toxicology (lecture)   3 hours
(Prerequisites, GB 140 Principles of Biology and CH 123 Chemistry I and CH 126 Chemistry II or equivalent. Co-requisite, FS 778.) This course serves as an introduction to the basic principles of forensic toxicology. This course emphasizes the common drugs/poisons that are encountered by a practicing forensic toxicologist and the approach to determining their medico-legal role in establishing the cause of death and disease. Topics include the pharmacology and pharmacokinetics of drugs, impairment versus intoxication, and the interpretation of drug effect in the criminal court setting. The science of ethanol and other drugs of abuse, along with other important agents (sports doping drugs, therapeutic drugs, CO, etc.) are discussed as they relate to toxicology. An introduction to the basic applied methods of forensic toxicology is also presented, including biological samples, analytical schemes, and some of the special problems commonly encountered in forensic toxicology.

This course is a planned offering for Fall 2013 under the course number GB 459/859 – Special Topics – Toxicology.

New Courses

FS 707 Biological & Physical Evidence (lecture)   3 hours
    (Prerequisite, graduate standing in the Department of Biological Sciences or Department of Physical Sciences.) This course provides an introduction to the problems encountered and the techniques used in the scientific examination of physical and biological evidence. Topics include crime scene procedures, physical evidence documentation, application of the scientific method in crime scene investigation, scientific and legal integrity of physical evidence, ethical issues, professional standards, and expert testimony.

FS 710 Criminalistics (lecture/laboratory)   3 hours
    (Prerequisite, FS 707.) This course emphasizes the fundamental principles used in the analysis and evaluation of physical evidence, including microscopy and microchemistry of trace evidence such as controlled substances, glass, and fibers. Documentation skills are developed. Students will begin to develop their ability to critically assess forensic situations and testify about their results in moot court.

FS 711 Criminalistics Laboratory   2 hours
    (Co-requisite, FS 710.) Laboratory course to accompany FS 710. Microscopic and microchemistry techniques are emphasized, as well as documentation and reporting.

FS 770 Graduate Research Seminar   1 hour

    A practicum covering the various aspects of designing and delivering the types of presentations typical of a professional scientist. Students are required to attend and critique presentations throughout the semester and deliver a public departmental seminar.

FS 771 Forensic Science Seminar   1 hour
    A course to inform students of the research interests of invited forensic scientists, faculty, and graduate students. This course is graded on a pass/no credit basis.

CH 778 Advanced Instrumental Methods of Analysis (lecture/laboratory) 5 hours
    (Prerequisite, CH 123 Chemistry I, CH 126 Chemistry II and CH 376 Quantitative Analysis) The use of instruments to obtain qualitative, quantitative, and structural data and the application of these techniques to forensic evidence is discussed. Basic theory, fundamental principles, and limitations underlying the techniques are included. Laboratory experiments acquaint the student with the operation of the instruments and the interpretation of data. Techniques drawn from the areas of separations methods, include gas and liquid chromatography, capillary electrophoresis and mass spectrometry. This course also includes use of these techniques to analyze biological evidence (toxicology). Documentation, reporting, and testifying about analyses conducted will be emphasized.

FS 803 Current Research in Forensic Science   3 hours
    (Prerequisite, consent of instructor.) A course designed to allow students to develop an independent research project of their choosing in a classroom setting.

FS 809 Graduate Project in Forensic Science   1-3 hours
    (Prerequisite, consent of instructor.) Independent student work with the advice and aid of one or more members of the staff on a project in which he/she has some interest or competence.

FS 859 Molecular Techniques for Forensic Scientists   3 hours
    This laboratory course will acquaint students with various molecular techniques applicable to forensic science. Students will gain hands-on experience isolating DNA from samples and performing various DNA fingerprinting techniques utilizing both PCR and non-PCR based methods. Lecture over the different methodologies will be used to complement laboratory exercises.

FS 886 Internship: Forensic Sciences   1-6 hours
    (Prerequisite, consent of instructor.) A course to provide students with an opportunity to gain field experience in one of the forensic sciences. Successful completion of the course includes a research project that is developed jointly by the student, the faculty advisor, and the supervising practitioner. May serve as a substitute for FS 809 or FS 890 at the discretion of the student's graduate committee.

FS 890 Thesis, MSFS   1-6 hours
     (Prerequisite, consent of instructor.) Independent study and research in an
     approved field in biological or physical sciences.

Elective courses   6-9 hours
     Elective courses currently offered by the Department of Biological Sciences or
Department of Physical Sciences include Molecular Genetics, Research Design &
Analysis, Biochemistry, Human Cadaver Dissection, and relevant special topics courses
offered by either department.
Total   **40 hours**

Sample Schedule

Fall Semester – 1st Year

FS 707 Biological & Physical Evidence	3 hours
FS 859 Molecular Techniques for Forensic Scientists	3 hours
Elective course	3 hours
FS 771 Forensic Science Seminar	1 hour

Spring Semester – 1st Year

FS 710/711 Criminalistics (and Laboratory)	5 hours
Elective course	3 hours
FS 770 Graduate Research Seminar	1 hour

Fall Semester – 2nd Year

CH 777 Instrumental Methods of Analysis	5 hours
FS 803 or 809 or 886 or 890 (Research or Internship)	3 hours
FS 770 Graduate Research Seminar	1 hour

Spring Semester – 2nd Year

CH 778 Advanced Instrumental Methods of Analysis	5 hours
FS 820 Toxicology	3 hours
FS 886 or 890 Research or elective course	3 hours
FS 771 Forensic Science Seminar	1 hour

Total   **40 hours**

Internship Opportunities

     An internship with a cooperating agency such as KBI or SCRFSC could be
arranged if sufficient resources are available. Students would have the opportunity to
conduct their research during their internship. Internships may be on-site in a
cooperating lab or may be at ESU co-directed by a forensic practitioner and an ESU
faculty member, with visits to the coordinating agency as needed. Forming a relationship
with a forensic agency, whether on-site or remotely, will be encouraged, as field
experience is viewed as an extremely valuable asset by potential employers in the
forensic sciences.

Students wishing to enter the field of forensic biology must include the following courses in their curriculum:
- Biochemistry
- Molecular Biology
- Molecular Genetics
- Statistics

Additional certification opportunities

Students enrolled in full-time study in the proposed MSFS program would also have the opportunity to attain student crime scene certification from the International Association for Identification. This certification is valid for five years, during which time if the student is employed in a crime lab and obtains one year of crime scene investigation experience he/she can then become a Certified Crime Scene Investigator.

Graduation Requirements

In addition to successfully completing the coursework outlined above, each student is required to complete an independent research project. However, there are different options that can be used to satisfy the independent research requirement:

- Thesis Option- Students choosing this option complete no fewer than 6 credit hours of FS 886 or FS 890. Their research culminates in a written thesis of publishable quality. A public defense presentation of their findings with the student's graduate advisory committee present is required.

- Research Project Option – Students choosing this option complete FS 803, or 3 credit hours of FS 809 or FS 886 and 1 additional 3 credit hour elective course of the student's choosing. Their research culminates in a written report of publishable quality. The student presents their findings in an oral presentation during the second semester of FS 770 with the student's graduate committee in attendance.

All students are evaluated on the oral presentation of their research as well as a written or oral comprehensive examination administered by the student's graduate advisory committee. In addition, all students are required to take the American Board of Criminalistics Forensic Science Aptitude Test.

Each student is required to have a committee of at least three individuals who are responsible for mentoring the project. Two members of the student's research committee must be a full-time faculty member of the MSFS program. The other member can include full or part-time faculty, forensic practitioners, or others with specialized knowledge. At least one member of the committee must be external to the department sponsoring the research.

Program Faculty

The instructors for Biological & Physical Evidence, Criminalistics, Toxicology, as well as several possible elective courses are already tenured or tenure-track faculty members of the Department of Biological Sciences at Emporia State University. Two additional faculty members are requested – one in the Department of Biological Sciences and one in the Department of Physical Sciences – to teach Molecular Techniques for Forensic Scientists, Instrumental Methods of Analysis and Advanced Instrumental Methods of Analysis, coordinate the seminar course and internships, and supervise research. All faculty will have a Ph.D. in the appropriate area of specialty. The anticipated Program Director holds a Ph.D. in toxicology and an MSFS with a concentration in criminalistics, and has field experience working as a forensic toxicologist for a state agency. She is currently a tenure-track assistant professor in the Department of Biological Sciences.

Faculty and Staff Requests

First year:

- 1 additional tenure-track faculty member with a Ph.D. in Biology and a background in forensic science ($65,000 salary & fringe benefits + $30,000 equipment startup). Teaching and/or coordinating FS 859, FS 770, FS 771, FS 886, and relevant specialty courses is required (50% of load). The remaining 50% of the load will be spent teaching courses currently offered in the Department of Biological Sciences and supervising graduate research. This position requires approval by September 2013, and would have a start date of August 2014.

- A full-time, tenure-track faculty position with a Ph.D. in Analytical Chemistry and a background in forensic science ($65,000 salary & fringe benefits + $30,000 equipment startup). Teaching and/or coordinating CH 777, CH 778, FS 770, FS 771, FS 886, and relevant specialty courses is required (50% of load). The remaining 50% of the load will be spent teaching courses currently offered in chemistry by the Department of Physical Sciences and supervising graduate research. This position requires approval by September 2013, and would have a start date of August 2014.

- 4 additional graduate teaching assistant (GTA) lines ($7,950 each)
  - 1 GTA for Physical Sciences (Chemistry). Responsibilities of this GTA would include making solutions, preparing laboratory materials, and other duties as assigned for the Instrumental Analysis courses.
  - 3 GTAs for Biological Sciences
    - The laboratory courses (FS 711 and FS 859) that will be taught by the Department of Biological Sciences have large amounts of preparatory work that must be done and extensive amounts of grading associated with them. In addition, these labs will involve complex experiments and the use of controlled

substances, necessitating a small number of students per instructor for close supervision.

<u>Conditional faculty</u>

If the program exceeds a headcount of 25 students per class (50 students total) then an additional tenure-track faculty member in Biology will be required to manage additional sections of courses in the program and research supervision.

Support Needed

Academic and Technical Support

The William Allen White Library at Emporia State University currently supports ESU faculty and students. Its resources are of sufficient volume and quality to meet the needs of faculty and students in the MSFS program. Advising will be the responsibility of MSFS program faculty.

The installation of IT equipment (projector, computer, document reader, etc.) in one renovated classroom is needed ($8895). Ten computer systems are needed (total cost $9000) (4 for graduate teaching assistants, 6 in the new molecular biology teaching laboratory space). DNA analysis software (e.g GeneMapper for fragment analysis) ($3,500 for one license) will be required. Total IT costs – $21,395.

Two new support staff members are necessary for the success of this program:
- Return of part-time funding for the Biology Laboratory Coordinator (M.S. desirable - $30,000) is crucial. Currently, the faculty member who will teach Biological & Physical Evidence, Criminalistics, and Toxicology, and who will likely be the Program Director, is serving the Department of Biological Sciences as the Biology Laboratory Coordinator (0.5 credit load). Teaching these courses and directing the MSFS program is not possible unless her duties as Lab Coordinator are reassigned.
- A full-time Laboratory Coordinator (M.S. desirable and/or experience in instrument repair and maintenance) for Chemistry ($35,000) who would be responsible for ordering all consumable supplies needed for all chemistry laboratory courses, and instrument repair and maintenance is also needed.

Facilities
- Renovation of SH 147 for teaching laboratory space with the appropriate security for controlled substances
- Renovation of room X in Morse Hall to provide a new lecture space (smart classroom)
- Renovation of SH 44 to create two new laboratory spaces. One space would be a research area (including office space) for a new faculty member and the other would be an additional molecular biology teaching laboratory.
- Renovation of SH 45 and 46 to accommodate relocated equipment and specimens currently stored in the room located behind SH 44. Nine new cabinets are required to hold museum specimens (total cost $11,000).
- Total renovation cost estimate - $60,706 (renovation cost - $49, 706)

9

<u>*Equipment*</u>
New equipment needs:
- Head-space analyzer with autosampler for GC-FID ($80,000).
- UV-Vis spectrometer with diffuse reflectance ability ($40,000).
- Polarized light microscopy equipment [$48,000 for 12 microscopes, which can be a split purchase (6 in year 1, 6 in year 2)].
- Thermocyclers – (4) – $4,000 each (total $16,000).
- Micropipettes – nine complete sets (0.1-2ul, 2-20ul, 20-200 ul, and 100-1000 ul) – $1,000 per set (total $9,000).
- PCR work hoods (4) – $2,500 each (total $10,000).
- Agarose gel apparatus with power supply (5) – $700 each (total $3,500).
- Ultracold Freezer (2) – $7000 each (total $14,000).
- Refrigerator (2) – $700 each (total $1,400).
- Drug safes (2) - $500 each (total $1000).
- Small equipment (e.g. refractometers, nanodrops, plate readers) for new criminalistics, molecular techniques, and instrumental analysis laboratories - $80,000.

Existing equipment inventory

Instrument	Vendor/Model	Condition	Estimated Lifespan
Gas Chromatography-Mass Spectrometry	Varian Saturn 2100T	Good	5-8 years
Gas Chromatography-Flame Ionization Detector	Thermo Fisher Focus GC	Good	5-8 years
Atomic Absorption Spectrophotometer	Perkin Elmer AAnalyst 100	Good	5-8 years
Nuclear Magnetic Resonance Spectrometer	Anasazi EFT-90	Good	15 years
Infrared Spectrophotometer	Perkin Elmer Spectrum One	Good	5-8 years
Fluorimeter	Horiba Fluoromax-4	Good	5-8 years
Liquid Chromatography-Mass Spectrometry	Shimadzu	Good	5-8 years
Low Pressure Liquid Chromatography	Biorad BioLogic	Good	5-8 years
Ultraviolet-Visible Spectrophotometer	Cary 50 Bio	Good	5-8 years

Operating costs
- Approximately $15,000/year in additional OOE to Biological Sciences to cover the expense of consumables used in Molecular Techniques for Forensic Scientists and Criminalistics
- Approximately $5,000/year in additional OOE to Physical Sciences to cover the expense of consumables used in the instrumental methods of analysis series

Budget Summary
Startup Costs
IT	$21,395
Facilities	$60,706
Equipment	$302,900
Faculty Startup	$60,000

SUBTOTAL= $445,001

Annual Costs
Support staff salaries	$65,000
Faculty salaries	$130,000
GTA salaries	$31,800
OOE	$20,000

SUBTOTAL= $246,800

GRAND TOTAL= $691,801

Assessment

Successful completion of the program will require the student to be evaluated by several methods. The student will be evaluated on the oral presentation of their research and in a written or oral comprehensive exam designed and administered by the student's graduate advisory committee. The student will also be required to take the American Board of Criminalistics Forensic Science Aptitude Test, an objective tool for demonstrating the integration of knowledge of the forensic sciences that will be used as one measure of program effectiveness.

Program accreditation will be sought from the Forensic Science Education Programs Accreditation Commission (FEPAC), established by the American Academy of Forensic Sciences (AAFS), the premier accrediting body in the field. According to FEPAC guidelines, the process of applying for accreditation may not begin until at least two classes have graduated from the program. Thus, if this program begins in 2014, the first step, the submission of an institutional application ($500 fee), would be completed in 2017. Upon approval, the program director and faculty within the program would perform a self-study ($1,000 fee). If the self-study is deemed acceptable by FEPAC, a site visit by two FEPAC commissioners (a forensic educator and a forensic practitioner) would occur (travel expenses are the responsibility of the applicant program), and a decision by FEPAC would be made following the review of the application, self-study, and site visit report. Accreditation is granted for a period of no more than 5 years, and an

application for accreditation renewal would be submitted no later than 6 months prior to the expiration of accreditation. If ESU were given either a conditional or probationary accreditation, corrective action would need to be taken within a time frame specified by FEPAC, not to exceed 2 years. As accreditation is a multi-step process largely dependent on FEPAC review, the generation of an exact timeline is not possible; however, it is expected that the entire process will take at least 1 year.

From:	Peggy Anderson
Sent:	Tuesday, March 05, 2013 4:05 PM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: Mel Storm
Sent: Tuesday, March 05, 2013 4:02 PM
To: Peggy Anderson; Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: RE: MS in Forensic Science

I will support this letter.

Mel Storm

From: Peggy Anderson
Sent: Tuesday, March 05, 2013 2:33 PM
To: Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: MS in Forensic Science

Good Afternoon

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Kathy Ermler
Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

1

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 8:39 AM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: Dipak Ghosh
Sent: Tuesday, March 05, 2013 7:52 PM
To: Peggy Anderson; Kathy Ermler
Subject: RE: MS in Forensic Science

Kathy,

I share some of Dusti's concerns about the program. The argument for not having an online program doesn't seem to be supported by some evidence given in the application itself. On page 2, line 25 of the application .." *The program at Oklahoma State University is almost exclusively online and.......*" This seems to imply that online programs can train their student adequately. Now there may be other good reasons for having a face-to-face program, but they are not mentioned in the application.

Another concern I have is about the resources necessary for the program. In an environment where all departments are having to come up with significant cost savings, what are the prospects of obtaining $445,000 in startup costs and $246,000 in annual costs? I will be concerned about recommending a program which gets approved and enters the catalogue, but cannot be actually offered for lack of resources.

There certainly seems to be significant demand for graduates of a MSFS program. Is this demand currently not being met by the existing programs? The application states on page 2, line 12-15 "*KBI and SCRFSC have an avid interest in hiring and retaining Kansas residents, because most applicants (particularly those with advanced degrees) are from other states and there is a low incidence of these scientists permanently relocating to Kansas....*" Even if we start a MSFS program, how many Kansas applicants would there be, since the application states that the state agencies that hire forensic scientists would like to hire Kansas residents. If a face-to-face program is indeed superior to an online program, what would happen if most of the applicants are from other neighboring states. Would they find it more difficult to get jobs, in which case the attraction of the program for students will decline.

I am undecided about how I will vote on this recommendation, and therefore I will wait for your response before I vote.

Thanks
Dipak Ghosh

From: Peggy Anderson
Sent: Tuesday, March 05, 2013 2:33 PM
To: Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: MS in Forensic Science

Good Afternoon

1

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Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 8:39 AM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: Jorge Ballester
Sent: Tuesday, March 05, 2013 6:14 PM
To: Peggy Anderson; Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: RE: MS in Forensic Science

Hi all,

As requested, I support the letter to the Provost and President.

Jorge Ballester

From: Peggy Anderson
Sent: Tuesday, March 05, 2013 2:33 PM
To: Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
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1

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 8:39 AM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: Deborah Gerish
Sent: Tuesday, March 05, 2013 6:03 PM
To: Brenda Koerner
Cc: Peggy Anderson; Andrew Smith; Betsy Yanik; Brian Schrader; Cameron Cauthon; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: Re: MS in Forensic Science

I too support this proposal.

Sent from my iPad

On Mar 5, 2013, at 5:34 PM, "Brenda Koerner" <bkoerner@emporia.edu> wrote:

> I support this proposal.
>
>
> From my Android phone on T-Mobile. The first nationwide 4G network.
>
>
> -------- Original message --------
> Subject: MS in Forensic Science
> From: Peggy Anderson <panderso@emporia.edu>
> To: Andrew Smith <asmith37@emporia.edu>,Betsy Yanik <eyanik@emporia.edu>,Brenda
> Koerner <bkoerner@emporia.edu>,Brian Schrader <bschrade@emporia.edu>,Cameron Cauthon
> <ccauthon@emporia.edu>,Deborah Gerish <dgerish@emporia.edu>,Dipak Ghosh
> <dghosh@emporia.edu>,Dusti Howell <dhowell@emporia.edu>,Edwin Church
> <echurch@emporia.edu>,Gregory Schneider <gschneid@emporia.edu>,James Costello
> <jcostell@emporia.edu>,James Williams <jwilliam@emporia.edu>,Jean Morrow
> <jmorrow@emporia.edu>,Jodi Brinkman <jbrinkm1@emporia.edu>,Jorge Ballester
> <jballest@emporia.edu>,Joyce Zhou <xzhou@emporia.edu>,Kathy Ermler
> <kermler@emporia.edu>,Katie McCulloch <kmccull4@emporia.edu>,Liz McLain
> <emclain@emporia.edu>,Mel Storm <mstorm@emporia.edu>,Michael Butler
> <mbutler@emporia.edu>,Nathan Gay <ngay@emporia.edu>,Roberta Eichenberg
> <reichenb@emporia.edu>,Tanja Steigner <tsteigne@emporia.edu>
> CC:
>
>
> Good Afternoon

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Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

From: Peggy Anderson
Sent: Wednesday, March 06, 2013 8:39 AM
To: Kathy Ermler
Subject: FW: MS in Forensic Science

From: Nathan Gay
Sent: Tuesday, March 05, 2013 5:40 PM
To: Brenda Koerner
Cc: Peggy Anderson; Andrew Smith; Betsy Yanik; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Roberta Eichenberg; Tanja Steigner
Subject: Re: MS in Forensic Science

I support the proposal.

Nate

Autocorrected by my iPhone

On Mar 5, 2013, at 5:34 PM, "Brenda Koerner" <bkoerner@emporia.edu> wrote:

> I support this proposal.
>
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> From my Android phone on T-Mobile. The first nationwide 4G network.
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>
> -------- Original message --------
> Subject: MS in Forensic Science
> From: Peggy Anderson <panderso@emporia.edu>
> To: Andrew Smith <asmith37@emporia.edu>,Betsy Yanik <eyanik@emporia.edu>,Brenda Koerner <bkoerner@emporia.edu>,Brian Schrader <bschrade@emporia.edu>,Cameron Cauthon <ccauthon@emporia.edu>,Deborah Gerish <dgerish@emporia.edu>,Dipak Ghosh <dghosh@emporia.edu>,Dusti Howell <dhowell@emporia.edu>,Edwin Church <echurch@emporia.edu>,Gregory Schneider <gschneid@emporia.edu>,James Costello <jcostell@emporia.edu>,James Williams <jwilliam@emporia.edu>,Jean Morrow <jmorrow@emporia.edu>,Jodi Brinkman <jbrinkm1@emporia.edu>,Jorge Ballester <jballest@emporia.edu>,Joyce Zhou <xzhou@emporia.edu>,Kathy Ermler <kermler@emporia.edu>,Katie McCulloch <kmccull4@emporia.edu>,Liz McLain <emclain@emporia.edu>,Mel Storm <mstorm@emporia.edu>,Michael Butler <mbutler@emporia.edu>,Nathan Gay <ngay@emporia.edu>,Roberta Eichenberg <reichenb@emporia.edu>,Tanja Steigner <tsteigne@emporia.edu>
> CC:

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kermler@emporia.edu
620-341-5403

Peggy Anderson

From: Peggy Anderson
Sent: Wednesday, March 06, 2013 8:39 AM
To: Kathy Ermler
Subject: FW: MS in Forensic Science

From: Brenda Koerner
Sent: Tuesday, March 05, 2013 5:35 PM
To: Peggy Anderson; Andrew Smith; Betsy Yanik; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: Re: MS in Forensic Science

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-------- Original message --------
Subject: MS in Forensic Science
From: Peggy Anderson <panderso@emporia.edu>
To: Andrew Smith <asmith37@emporia.edu>,Betsy Yanik <eyanik@emporia.edu>,Brenda Koerner <bkoerner@emporia.edu>,Brian Schrader <bschrade@emporia.edu>,Cameron Cauthon <ccauthon@emporia.edu>,Deborah Gerish <dgerish@emporia.edu>,Dipak Ghosh <dghosh@emporia.edu>,Dusti Howell <dhowell@emporia.edu>,Edwin Church <echurch@emporia.edu>,Gregory Schneider <gschneid@emporia.edu>,James Costello <jcostell@emporia.edu>,James Williams <jwilliam@emporia.edu>,Jean Morrow <jmorrow@emporia.edu>,Jodi Brinkman <jbrinkm1@emporia.edu>,Jorge Ballester <jballest@emporia.edu>,Joyce Zhou <xzhou@emporia.edu>,Kathy Ermler <kermler@emporia.edu>,Katie McCulloch <kmccull4@emporia.edu>,Liz McLain <emclain@emporia.edu>,Mel Storm <mstorm@emporia.edu>,Michael Butler <mbutler@emporia.edu>,Nathan Gay <ngay@emporia.edu>,Roberta Eichenberg <reichenb@emporia.edu>,Tanja Steigner <tsteigne@emporia.edu>
CC:

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Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 8:39 AM
To:	Kathy Ermler
Subject:	FW: NO to the MS in Forensic Science

From: Dusti Howell
Sent: Tuesday, March 05, 2013 5:26 PM
To: Peggy Anderson; Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: NO to the MS in Forensic Science

Graduate Council,
I love the core idea for this degree. Ever since CSI programs started airing on television, Forensic Science has become more and more popular.
Sadly, I can not support this program that has been proposed. Only one reason is given for not going online.

"However, there are valid reasons for such a [campus-based] approach for this degree; e.g., training graduate students to test for illegal substances is impossible to do in an online program."

The University of Florida has over 750 students in their online graduate forensics program.
http://www.forensicscience.ufl.edu
They've figured out how to test for illegal substances in an online program. How is this 'impossible'?
As UF has demonstrated, Forensic Science can be an amazing online program.
I warmly welcome this as an online (or possibly hybrid) program.
How can a cutting edge program in science, using the latest high tech assessment and diagnostic tools, at the same time reject the latest high tech tools in presentation and training?
I can't support such a proposal.
Dusti

From: Peggy Anderson <panderso@emporia.edu>
Date: Tuesday, March 5, 2013 2:32 PM

Good Afternoon

I have attached two documents I need the graduate council members to look at and respond to me by March 7. The first is a proposal for the MS in Forensic Science – The Department of Biological Sciences would like to add this master's degree program next year. It will need to go through curricular review and to KBOR. I am NOT asking for approval of the proposal, but I am asking for the Graduate Council's support for the proposal as a priority item . You will see the letter I have attached, please read this letter and send me an email indicating your willingness to support this letter to the Provost and President. If you have questions, please just email me.

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Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 8:45 AM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: Edwin Church
Sent: Wednesday, March 06, 2013 7:06 AM
To: Peggy Anderson
Subject: RE: MS in Forensic Science

I have no problem supporting the proposal as a priority item. Ejc

From: Peggy Anderson
Sent: Tuesday, March 05, 2013 2:33 PM
To: Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: MS in Forensic Science

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1

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 9:01 AM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: Dipak Ghosh
Sent: Wednesday, March 06, 2013 9:00 AM
To: Peggy Anderson; Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
Subject: RE: MS in Forensic Science

I support the letter to the provost and the president.

Dipak Ghosh

From: Peggy Anderson
Sent: Tuesday, March 05, 2013 2:33 PM
To: Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
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Kathy Ermler
Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu
620-341-5403

From:	Peggy Anderson
Sent:	Wednesday, March 06, 2013 9:28 AM
To:	Kathy Ermler
Subject:	FW: MS in Forensic Science

From: James Costello
Sent: Wednesday, March 06, 2013 9:20 AM
To: Peggy Anderson; Andrew Smith; Betsy Yanik; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
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Colleagues,

Colleagues,

I'm sorry, but I can't support the proposal at this time. The 19% growth rate in job opportunities for this specialization is considered about as fast as average according to the US department of labor statistics. Also, at full capacity the program would have 50 full-time students generating revenue that would take more time than I can support to become cost effective. If this were a time where the university were not seeking areas to cut, and invest in proven areas of growth, this program may make more sense.

Also, I agree with Dr. Howell where he suggested the lack of investment in on-line education in this program using current technological methodologies significantly limits this program. I believe there are solutions to providing on-line training programs where technical laboratory skills, equipment and learning must take place. Perhaps the suggested relationship with KBI and other agencies in and out of Kansas could benefit the development and growth and experiential learning of students in this program.

I just don't think now is the time.

Regards, Jim Costello

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From: Peggy Anderson
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To: Kathy Ermler
Subject: FW: MS in Forensic Science

From: Roberta Eichenberg
Sent: Thursday, March 07, 2013 8:23 AM
To: Betsy Yanik; Peggy Anderson; Andrew Smith; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Tanja Steigner
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These are the same sentiments from the Psychology Department.

Brian

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Sent: Wednesday, March 06, 2013 5:18 PM
To: Peggy Anderson; Andrew Smith; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
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From: Peggy Anderson
Sent: Thursday, March 07, 2013 9:51 AM
To: Kathy Ermler
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From: Andrew Smith
Sent: Thursday, March 07, 2013 9:51 AM
To: Brian Schrader; Betsy Yanik; Peggy Anderson; Brenda Koerner; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Roberta Eichenberg; Tanja Steigner
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I have read this proposal carefully, and while I applaud the efforts of the departments to seek additional ways to increase student numbers and to seek educational gaps, I am concerned by several of the choices made, and I regret to say I do not support it in its current form.

Dusti has already raised the issue of the delivery mechanism. I think we need to see more data on prospective students. If programs in surrounding states are delivering this program online or in a weekend format for non-traditional students, we should be asking if this is in response to their research as to student preference. If we are restricting it to on-campus students, then it is not clear there are enough students within Kansas to sustain the program. The current standard within the profession appears to be a bachelor's degree. It is not really clear from the proposal what the real advantage of a master's degree is. If it is advantageous, then might there not be a market of those currently employed within the field to upgrade their skills, which would require some rethinking of how or when classes were offered to allow working people to take the degree, or are we talking about essentially the same skills simply taught at different levels, so those with the bachelor's qualification would not have any need of this particular master's degree?

The program as listed will take 22 months to complete as a full-time student, with no summer classes or activities. There is mention in the proposal of optional internships and a history of research collaboration within the appropriate departments, but this is not built into the program. If the program is to attract students, we need to be offering something the other programs are not. There is an opportunity here to make the program special with internship opportunities and research projects with faculty, but unless this is formalized, it is not a selling point.

The proposed program also relies on expertise that is not currently available within the departments – it looks as if a central 13 credit hours are not able to be taught by current faculty, so two new faculty appointments are requested.

I think this proposal requires additional data to support the choices made, before it is ready to be considered.

Again, I do not support the proposal in its current format.

Thanks,

Andrew

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Getting tired of hearing from me- right? (Sorry) I just wanted to clarify or "recast" my comments. My department does feel this would be a good choice for an enhancement proposal to the legislature. We think the proposal is well written and thought out and has potential. As noted, for our dept it was a question of how resources are obtained. We didn't have any reluctance about this program's design as an onsite program

From: Roberta Eichenberg
Sent: Thursday, March 07, 2013 8:23 AM
To: Betsy Yanik; Peggy Anderson; Andrew Smith; Brenda Koerner; Brian Schrader; Cameron Cauthon; Deborah Gerish; Dipak Ghosh; Dusti Howell; Edwin Church; Gregory Schneider; James Costello; James Williams; Jean Morrow; Jodi Brinkman; Jorge Ballester; Joyce Zhou; Kathy Ermler; Katie McCulloch; Liz McLain; Mel Storm; Michael Butler; Nathan Gay; Tanja Steigner
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2

To: President Shonrock and Provost Alexander

From: Graduate Council

RE: MS Degree in Forensic Science

The Graduate Council has reviewed and support the proposal for the new master's program in forensic science at Emporia State University. The MS in Forensic Science is a very unique program for Kansas and would connect extremely well with the two undergraduate forensic science programs in the State of Kansas. Additionally, the new program represents an area where there is a need in the Kansas workforce for high qualified individuals in this area. The US Bureau of Labor Statistics expects a 19% growth in jobs for forensic scientists.

Based on the proposal, the master's program projects full capacity at 50 students. In order to begin recruiting graduate students for this program, the sooner the program is approved and accepted by the Kansas Board of Regents, the sooner, the program, college and Graduate School can begin to recruit for this program. Emporia State University must decide if it wants to develop and support new programs at the graduate level and offer its support early in order to develop a student recruiting population. The Department, College and the Graduate School cannot assist in recruiting students until the program has been approved.

The program represents a traditional campus-based master's program. However, there are valid reasons for such an approach for this degree; e.g., training graduate students to test for illegal substances is impossible to do in an online program. Based on the description of the degree, the program is a two year degree with practicum based experiences. The conversations the department has had with the Kansas Bureau of Investigation (KBI) indicates that they are more than willing to partner with Emporia State University. Additionally, they have indicated that the master's degree is more attractive to them when they seek out candidates to work for the KBI.

The Graduate Council recommends and supports the addition of the new MS degree in Forensic Science and encourages Emporia State University to place this new master's degree at the top of its academic priority list.

Respectfully Submitted

Jean Morrow
Chair of Graduate Council

Kathy Ermler,
Dean, Graduate School and Distance Education

GRADUATE SCHOOL

EMPORIA STATE UNIVERSITY

Present:	Ballester, Butler, Cauthon, Costello, Ermler, Gay, Gerish, Ghosh, Howell, Kjellman-Chapin, Koerner, Limpert (Church), McLain, Schrader, Smith, Storm, Joe Yanik (Betsy Yanik), Zhou
Absent:	McCulloch, Morrow
Guests:	Abdelilah Sehlaoui

The Council of Graduate Studies met at 3:30 p.m. on Thursday, April 18, 2013 in the President's Conference Room. Dr. Andrew Smith called the meeting to order.

Information

- GTA awards have increased.
- Graduate student travel allocations have increased.
- New award established for support of thesis/dissertation costs.
- GA allocations should be the same as FY 13.
- GTAs must be provided training in teaching.

Action

- Minutes from the February 14, 2013 meeting were unanimously approved.
- After council discussion, the following policy regarding the levels of teaching for GTAs was unanimously approved.
  GTA's may teach courses at the 100-200 level. With department chair approval, GTA's may also teach courses at the 300 level. GTA's may not teach courses at the 400-500 level without approval from the Department Chair, College/School Dean, and Graduate Dean.
- The revised Graduate School Mission statement was unanimously approved with some changes.
- After discussion, Dr. Ermler agreed to have the university attorney, Kevin Johnson, review the proposed Graduate Assistant Technology Policy. This will be an agenda item in September.
- Brenda Koerner was elected by unanimous vote as Vice Chair of the Graduate Council for 2013-2014.
- After discussion, council approved admitting Azra Basic to the SLIM program with 1 vote opposing and 1 vote abstaining. The admittance of students with 3 year degrees under the Bologna agreement will be an item on the September agenda.

Reports/Discussion

- Dean Ermler discussed the statistics that were distributed to council members.
- After council discussion regarding plus and minus grades, it was decided to leave the current grade policy unchanged.
- Dean Ermler would like the dates of all thesis/dissertation defenses sent to her two weeks in advance of the defense.
- After council discussion regarding unofficial transcripts, the following listed statement will be added to graduate policy on a trial basis.
  Verification of undergraduate degree completion must be sent to the Graduate School before student may

enroll in classes. (Documents of degree completion include an unofficial transcript, copy of diploma or letter from undergraduate institution registrar. The documents can be faxed to 620-341-5909, emailed to gradinfo@emporia.edu or mailed to: Emporia State University, Campus Box 4003, 1200 Commercial St., Emporia KS 66801)

- Council members were asked to take the proposed changes to the Graduate Faculty Guidelines back to their departments for discussion. This will be an item on the September agenda.

Regular Graduate Faculty

- Sheila O'Hare, Assistant Professor in the School of Library and Information Management was unanimously approved.
- Jennie Long, Assistant Professor in Elementary Education/Early Childhood/Special Education was approved with 1 opposing vote.

Associate Graduate Faculty

- Eric Beeson, Assistant Professor in Counselor Education was unanimously approved.

Curricular Changes

- The following listed curricular changes were unanimously approved.
  AC 533
  Accounting and Information Systems
  Archives Studies Certificate
  Art Therapy Counseling
  BE 573
  BE 583
  BU 530
  CD 839
  CE 730
  CE 735
  CE 833
  CE 835
  Dual degree Mental Health Counseling/Art Therapy Counseling
  LI 882
  LI 883
  LI 884
  MA History—Public History
  MA History—non-thesis
  MA History--thesis
  MA History—Social Sciences concentration
  MA Tesol
  Mental Health Counseling
  MK 530
  MK 805
  MS Clinical Psychology
  PY 806
  PY 807
  RE 683
  RE 746
  Rehabilitation Counseling
  School Counseling

Special Education--Adaptive
SD 899

Comments

- Dr. Ermler thanked all the council members for their hard work during the year.

Adjourned at 5:00 p.m.
Next Meeting September 19, 2013

Draft Mission for Graduate School at Emporia State University

The Graduate School promotes, fosters and advances excellence in graduate education, and research and creative endeavors.

ESU VALUES

EXCELLENCE   RESPECT   RESPONSIBILITY   SERVICE

Draft Vision for Graduate School

The Graduate School strives to provide dynamic and responsive graduate programs through partnerships with schools and colleges in order to prepare scholars, academic leaders and professionals committed and empowered as innovators, educators, scholars and change agents.

Foundation of Excellence in Graduate Student Experiences

Foundation of Excellence in Research and Creative Activities

Foundation of Excellence in Graduate Student and Faculty Support and Services

EMPORIA STATE UNIVERSITY
GRADUATE SCHOOL
GRADUATE ASSISTANTSHIP ACCEPTANCE/REJECTION FORM

Students are required to show normal academic progress (3.00 grade point average) each semester. When a student's semester grade point average (GPA) falls below 3.00, the student will be placed on academic probation and may be dismissed from her/his graduate assistantship position at the discretion of the department. Two consecutive semesters of a GPA below 3.0 will result in termination of the graduate assistantship. **When a student's semester GPA falls below 2.5, the graduate assistantship will be terminated**; the department may reappoint the student to a graduate assistantship when the student's cumulative GPA is 3.00 or better and the most recent semester GPA is 3.0 or better.

Please keep in mind that to be considered a full-time student for financial aid and academic reporting purposes, you must be enrolled for at least 7 cr. hrs. A minimum load of three (3) hours is required during a summer term. The summer enrollment requirement will be waived for students holding an assistantship during the intercession period between the spring and summer semesters if the student held a graduate assistantship during the previous spring semester and maintained an enrollment of 6 cr. hrs. or the student was an enrolled graduate student and maintained an enrollment of at least 3 cr. hrs. Courses which count toward the 6 cr. hr. enrollment requirement for graduate assistants must include required prerequisites or graduate courses. The student's advisor must request approval (prior to enrollment) for any courses that do not fit into either of these categories. Once the 6 cr. hr. requirement has been fulfilled, the student may take additional courses. Failure to comply with this policy will result in termination of the assistantship and assessment for all relevant fee reductions. The effective date of forfeiture will be the date of withdrawal from a course which reduces the load to less than six credit hours. Graduate Assistants are encouraged to check with the graduate office prior to withdrawing from or adding a course to avoid violation of the terms of appointment. Requests for any exceptions to these policies must be submitted with written approval from the graduate advisor or department chairman, along with a written justification, to the Dean of the Graduate School.

Graduate assistantships may also be terminated at any time with two weeks notice to the student on non-academic grounds including, but not limited to, misrepresentation of academic credentials or application materials, unsatisfactory performance on assigned tasks, insubordination, violation of University or departmental rules or policies, a criminal conviction, or a lack of appropriations or funding.

Full-time graduate assistants are eligible for a tuition waiver. If a graduate assistant's award is terminated prior to the end of the contract, the student will be required to repay the tuition waiver on a prorated basis. To be eligible for tuition reductions during the summer, graduate assistants must hold an assistantship for at least one month of the summer term. **Graduate assistants will be responsible for paying the campus privilege fees each semester. All new graduate assistants are expected to attend the university graduate assistant orientation scheduled at the beginning of the fall semester.**

All teaching assistants are required to complete course work, or equivalent, in instruction provided by their respective department to assure knowledge of the teaching processes and effective instruction. This factor is a condition of employment. Exemptions may only be granted by the Dean of the Graduate School (contact the Graduate School to clarify exemption guidelines).

Graduate Assistants shall comply with all relevant policies, procedures and regulations contained in the *Graduate Policy Handbook*, Emporia State University faculty handbook, the ESU Academic and Scientific Integrity Policy, and the Board of Regents Policy and Procedures Manual.

I, Katie McCulloch, have read and understand the above stated policies and conditions of my assistantship award.

By signing below, you accept this graduate assistantship and the terms stated above for the payroll period of May 12, 2013 - August 3, 2013, with contracted work dates of May 13, 2013 - August 2, 2013, at a salary of $2160.00.

_____   _____
(Signature)   (Date)

Please sign and return this form within two weeks of receipt.

Note: Should this form not be returned to the Graduate Office, your assistantship offer may be withdrawn.

RETURN FORM TO: Graduate School
                        Campus Box 4003
                        Emporia State University
                        Emporia, KS 66801-5087

11/08

Graduate Teaching Assistant

A Graduate Teaching Assistant (GTA) serves an instructional role in a class or laboratory offered by an academic unit for credit. The GTA need not be the instructor of record. Duties may include actual instruction in a classroom setting; leading discussion sessions; conducting help and/or tutoring sessions; assisting with laboratory setup; helping faculty prepare lectures and course materials; grading papers, exams, laboratory reports, projects, and class homework; coaching; and performing other duties pertaining to the instructional mission of ESU.

All teaching assistants are required to complete course work, or equivalent, in instruction provided by their respective department to assure knowledge of the teaching processes and effective instruction. This factor is a condition of employment. Exemptions may only be granted by the Dean of the Graduate School (contact the Graduate School to clarify exemption guidelines).

GTAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GTAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Each graduate assistant must have access to a dedicated computer and work station with appropriate software and network connection to support his/her graduate assistant work within his/her department (approved November, 2004).

Draft Revision

Graduate students have access to computer systems, networks and appropriate software owned or operated by Emporia State University, either through campus based labs, wireless connections or through SKY. This access imposes certain responsibilities and obligations and is granted subject to university security policies, and local, state, and federal laws. Acceptable use always is ethical and reflects academic honesty and aligns with ESU's Policy on Acceptable Use of Computing and Information Technology Resources (FSB 05010). It demonstrates respect for intellectual property, security of data and IT systems, and individuals' rights to privacy and to freedom from intimidation and harassment.

Bologna Agreement and three year bachelor's degree programs.

Re. Azra Basic

Conversation with Patty at Educational Credential Evaluators, Inc. 3/27/13

ECE conducted a catalog match evaluation report on Azra Basic and reported an equivalence of three years of undergraduate work at a US institution – 90 credit hours.

What is missing is General Ed courses.

This is standard for evaluating the new European three year bachelor's degrees against US degrees, so this finding is not unusual.

There is no question that Azra Basic has earned a Bachelor of Business Communication from the University of Sarajevo.

There is no concern that this Bachelor's degree is not in full compliance with the Bologna Agreement standards for.

There are no concerns with the University of Sarajevo in terms of awarding credit or degree structure in terms of the Bologna Agreement.

The question of the three year "Bologna" degree is coming up frequently, according to ECE.

It is the individual university's decision as to whether or not to accept the three year bachelor's degree as suitable preparation for master's level study.

****

Further investigation of materials from World Education Services, suggests that there should be no automatic rejection of the three year "Bologna" bachelor's degree. The general education requirements are more usually met within European high schools, with the study at the university level confined to the major/minor areas of concentration – hence the apparent credit hour difference.

STATE Table 1	2009	2010	2011	2012
Alaska	2	2	1	0
Arizona	3	1	2	3
Arkansas	4	3	3	4
California	13	14	9	10
Colorado	39	16	35	22
Connecticut	4	5	2	1
Delaware	4	1	0	0
District of Columbia	1	1	0	0
Florida	9	6	5	8
Georgia	3	11	6	9
Hawaii	0	0	1	1
Idaho	4	4	5	2
Illinois	10	10	10	13
Indiana	3	3	4	4
Iowa	■	■	■	■
Kansas	1,227	1,333	1,373	1,401
Kentucky	1	2	4	2
Louisiana	2	2	1	2
Maine	2	3	2	2
Maryland	3	8	6	5
Massachusetts	15	18	14	13
Michigan	3	1	6	5
Military - Zip 090-098	1	2	1	1
Military - Zip 962-966	1	1	0	0
Minnesota	4	4	6	9
Mississippi	3	6	10	6
Missouri	62	61	53	57
Montana	0	0	1	1
Nebraska	11	15	13	9
Nevada	0	1	0	0
New Hampshire	2	1	2	5
New Jersey	4	7	5	3
New Mexico	6	6	4	3
New York	■	■	■	■
North Carolina	8	7	4	6
North Dakota	1	1	1	3
■	■	■	■	■
Oklahoma	21	14	9	7
Oregon	■	■	■	■
Pennsylvania	6	11	6	4
Rhode Island	1	1	1	1
South Carolina	4	5	2	2
South Dakota	2	0	1	2
Tennessee	■	■	■	■
Texas	17	12	15	9
Utah	19	28	19	19
Vermont	0	2	0	0
Virginia	3	1	4	7
Washington	11	13	13	12
West Virginia	0	0	2	2
Wisconsin	5	6	4	3
Wyoming	2	3	2	1
No ID	142	157	132	145

Number of out of state students enrolled by program from 09-2012

Program	Count
CRT-ARC	3
CRT-GSA	2
CRT-HLE	2
LIC-TED/BL	1
LIC-TED/EC/K	1
LIC-TED/HLTH	24
LIC-TED/LR	1
LIC-TED/MATH	2
LIC-TED/SP	1
MA-BIO/	3
MA-ENG	8
MA-HIS/	4
MA-TES-	6
MAT-SSM/SSE	1
MBA-BUA	50
MED-TCH	1
MLS-LIS	130
MM-MUS/MEV	15
MS-ARE	9
MS-BIO/	8
MS-BUE	2
MS-CLP	5
MS-CUI/	4
MS-ECE	2
MS-EDA/EDK	7
MS-HPR-THESI	129
MS-IDT	30
MS-MHC	3
MS-MTH	13
MS-MTR/	5
MS-PSC	21
MS-PSY/	10
MS-RHC	4
MS-SCH	5
MS-SED	16
MS-SPY	1
PHD-LIM	14

Students from states by program they are enrolled – Enrolled students – 09-12

AZ	Arkansas	California	CO	CT	FL	GA	HI	ID	IL
IDT	SPY	HPER	MLS	HPER	HPER	HPER	HPER	MLS	HPER
HPER	SSM/SSE	MLS	PHD-LIM		PSC	MTR		PHD	LIC/HLTH
	HPER	TES	MS-HPR		IDT	CUI			PSc
	PHD	MTH	MS-IDT		ARE	IDT			SCH
		PSC	MS-SED/ASE		MLS				ARE
		PHD	MS-ARE-N						
			MS-PSC						

IN	IA	KY	LA	ME	MD	MA	MI	MN	MS
MLS	HPER	LIC-HLTH	IDT	BUE	HPER	HPER	HPER	PSC	HPER
HPER	CLP	HPER	MLS	IDT			LIC-HLTH	HPER	SED
	PSY						BIO	Math	CUI
								Lic/SP	IDT
								MLS	
								Lic/Hlth	
								EDA	

MO	MT	NE	NH	NJ	NM	NY	ND	OH	OK
HPER	ENG	PHD	HPER	HPER	PSC	HPER	HPER	HPER	HPER
SED		MED			ARE	EC	PHD	LiC-HLTH	PSY
Math		RHC			CRT-GSA	PSC		CRT-HLE	SED
EDA		MLS						LIC-BL	PHD
MLS		CLP							IDT
SCH		ARE							
MTR		HIS							
CRT - ARC									
LIC-EC									
CUI									
LIC-LR									
IDT									
PHD									
MHC									
PSC									
HIS									
ECE									
LIC-Math									

OR	PA	RI	SC	SD	TN	TX	UT	VA	WA
MLS	HPER	HPER	Music	ARE	HPER	HPER	MLS	Math	MLS
PHD	BUE			MHC		PSC		SED	
PSY						PSY		IDT	
HPER						CUI		LIC/Math	
SED						TES			

WV	WI
HPER	BIO
MTR	HPER
	PSC
	MLS

Applications by Month

Liberal Arts and Science

ENGLISH					
Year	2013	2012	2011	2010	2009
Jan.	5	0	2	1	4
Dec.		0	3	0	1
Nov.		2	3	2	2
Oct.		3	2	0	2
Sept.		2	0	0	2
August		3	1	3	1
July		2	0	0	0
June		1	1	1	2
May		1	2	2	1
April		4	4	2	1
March	3	2	4	0	1
Feb.	4	2	6	1	0
Total	9	22	28	12	17
Ave		1.83	2.33	1.00	1.42

HISTORY					
Year	2013	2012	2011	2010	2009
Jan.	3	1	2	1	4
Dec.		0	2	0	1
Nov.		0	2	1	1
Oct.		1	0	0	1
Sept.		1	2	0	0
August		2	0	2	0
July		0	2	1	1
June		0	0	2	2
May		0	1	3	2
April		3	2	2	1
March	1	1	3	1	1
Feb.	1	0	2	2	2
Total	4	9	18	15	16
Ave	2	0.75	1.5	1.25	1.333333

MAT Social Science

Year	2013	2012	2011	2010	2009
Jan.	3	1	0	0	1
Dec.		0	0	1	1
Nov.		0	0	0	1
Oct.		0	0	0	0
Sept.		0	0	0	0
August		1	0	0	2
July		0	0	2	3
June		0	0	1	0
May		0	0	2	1
April		0	2	1	1
March		0	0	0	0
Feb.	0	0	0	0	0
Total	3	2	2	7	10
Ave	1.5	0.166667	0.166667	0.583333	0.833333

TESOL

Year	2013	2012	2011	2010	2009
Jan.	2	0	2	1	7
Dec.		1	0	3	3
Nov.		2	2	2	1
Oct.		3	0	2	1
Sept.		0	3	3	2
August		2	1	0	5
July		4	3	2	2
June		3	1	4	2
May		4	2	2	4
April		7	3	3	3
March	6	3	2	4	1
Feb.	3	5	2	1	2
Total	5	34	21	27	33
Ave	2.5	2.833333	1.75	2.25	2.75

MUSIC

Year	2013	2012	2011	2010	2009
Jan.	1	2	2	1	1
Dec.		1	0	1	3
Nov.		2	1	2	0
Oct.		5	0	2	0
Sept.		0	0	0	0
August		1	3	0	0
July		0	0	2	0
June		1	1	1	0
May		2	5	0	3
April		5	3	1	0
March	2	1	2	0	0
Feb.	1	1	1	1	0
Total	2	21	18	11	7
Ave	1	1.75	1.5	0.916667	0.583333

BIOLOGY

Year	2013	2012	2011	2010	2009
Jan.	3	2	1	4	2
Dec.		5	1	1	1
Nov.		3	6	0	5
Oct.		4	2	1	3
Sept.		3	0	0	0
August		2	0	1	3
July		1	2	1	2
June		1	1	1	1
May		0	3	2	1
April		1	3	2	2
March	10	2	2	0	2
Feb.	4	6	2	0	7
Total	7	30	23	13	29
Ave	3.5	2.5	1.916667	1.083333	2.416667

PHYSICAL SCIENCE

Year	2013	2012	2011	2010	2009
Jan.	5	6	1	2	3
Dec.		2	4	.2	4
Nov.		1	2	0	1
Oct.		2	4	2	1
Sept.		6	3	2	2
August		3	4	2	5
July		2	2	1	1
June		2	1	0	1
May		6	3	2	3
April		3	2	1	4
March	3	3	2	1	3
Feb.	4	4	2	0	1
Total	9	40	30	15	29
Ave	4.5	3.333333	2.5	1.25	2.416667

MATHEMATICS

Year	2013	2012	2011	2010	2009
Jan.	3	4	1	2	4
Dec.		2	2	2	2
Nov.		6	1	1	3
Oct.		4	4	0	4
Sept.		1	3	0	2
August		4	2	2	2
July		2	3	2	4
June		6	5	2	1
May		13	4	4	4
April		0	4	1	2
March	17	5	7	1	3
Feb.	13	6	0	3	3
Total		53	36	20	34
Ave		4.416667	3	1.666667	2.833333

School of Business

MBA

Year	2013	2012	2011	2010	2009
Jan.	10	11	3	7	11
Dec.		11	14	8	8
Nov.		8	7	8	12
Oct.		12	14	7	13
Sept.		14	10	7	11
August		12	8	15	17
July		9	3	8	9
June		21	5	10	7
May		15	14	6	11
April		25	8	15	8
March	17	23	9	13	8
Feb.	16	11	8	13	5
Total	33	172	103	117	120
Ave		14.33333	8.583333	9.75	10

BUSINES EDUCATION

Year	2013	2012	2011	2010	2009
Jan.	5	0	2	1	2
Dec.		1	1	1	1
Nov.		3	1	0	2
Oct.		0	0	0	1
Sept.		1	0	0	1
August		3	0	2	3
July		1	0	0	2
June		0	0	2	0
May		0	0	3	1
April		2	1	4	3
March	4	0	2	3	1
Feb.	2	0	0	0	3
Total	11	11	7	16	20
Ave		0.916667	0.583333	1.333333	1.666667

School of Library Management

PHD

Year	2013	2012	2011	2010	2009
Jan.	2	2	6	1	3
Dec.		1	2	1	0
Nov.		0	1	1	0
Oct.		1	1	0	1
Sept.		1	1	0	0
August		0	0	0	1
July		0	1	0	3
June		0	1	0	2
May		1	0	0	3
April		1	0	0	8
March		6	2	1	3
Feb.	0	1	1	0	3
Total	2	14	16	4	27
Ave	1	1.166667	1.333333	0.333333	2.25

MLS

Year	2013	2012	2011	2010	2009
Jan.	23	18	13	16	18
Dec.		18	20	10	20
Nov.		28	8	16	21
Oct.		24	8	15	19
Sept.		28	30	33	28
August		17	13	22	26
July		16	7	12	11
June		16	8	10	7
May		21	16	7	16
April		19	42	34	41
March	11	15	29	32	36
Feb.	27	14	22	18	21
Total	50	234	216	225	264
Ave	25	19.5	18	18.75	22

Teachers College

ART THERAPY

Year	2013	2012	2011	2010	2009
Jan.	8	2	5	9	3
Dec.		0	1	0	2
Nov.		5	1	2	4
Oct.		2	2	1	4
Sept.		5	0	0	0
August		1	1	1	0
July		1	1	2	2
June		0	0	3	1
May		2	0	1	1
April	8	0	3	0	0
March	5	5	2	3	1
Feb.	3	3	4	5	1
Total	11	26	20	27	19
Ave	5.5	2.166667	1.666667	2.25	1.583333

MED

Year	2013	2012	2011	2010	2009
Jan.	4	2	1	0	0
Dec.		2	2	2	0
Nov.		4	1	1	0
Oct.		2	0	0	0
Sept.		3	2	1	0
August		2	2	1	0
July		1	7	2	0
June		2	14	1	0
May		2	5	9	0
April		5	2	1	0
March	5	4	7	1	0
Feb.	2	1	2	0	0
Total	6	30	45	19	0
Ave	3	2.5	3.75	1.583333	0

CURRICULUM AND INSTRUCTION

Year	2013	2012	2011	2010	2009
Jan.	4	6	8	5	8
Dec.		2	4	1	4
Nov.		3	5	5	3
Oct.		4	5	8	1
Sept.		4	3	7	23
August		11	11	6	9
July		8	5	8	6
June		5	3	5	4
May		10	3	4	7
April		10	3	6	4
March	8	10	7	11	5
Feb.	7	1	6	5	4
Total	11	74	63	71	78
Ave	5.5	6.166667	5.25	5.916667	6.5

CLINICAL PSYCHOLOGY

Year	2013	2012	2011	2010	2009
Jan.	7	5	4	4	6
Dec.		2	3	2	1
Nov.		1	0	2	4
Oct.		3	2	3	2
Sept.		1	0	0	0
August		2	1	0	0
July		1	1	2	2
June		3	0	0	1
May		0	4	1	1
April		1	1	4	4
March	5	2	4	4	2
Feb.	9	6	6	9	6
Total	16	27	26	31	29
Ave	8	2.25	2.166667	2.583333	2.416667

EDUCATIONAL ADMINISTRATION

Year	2013	2012	2011	2010	2009
Jan.	6	2	7	8	2
Dec.		4	6	1	6
Nov.		5	11	5	5
Oct.		3	3	6	2
Sept.		6	4	5	11
August		5	10	6	9
July		6	6	5	12
June		4	6	1	6
May		10	8	14	7
April		11	8	4	8
March	9	10	7	9	7
Feb.	4	3	4	4	4
Total	10	69	80	68	79
Ave	5	5.75	6.666667	5.666667	6.583333

EARLY CHILDHOOD

Year	2013	2012	2011	2010	2009
Jan.	3	6	3	2	3
Dec.		6	4	2	4
Nov.		3	0	2	2
Oct.		1	5	3	6
Sept.		4	2	2	4
August		6	6	7	1
July		7	2	6	3
June		6	3	7	5
May		6	8	3	5
April		10	1	3	2
March	3	4	2	3	3
Feb.	4	1	3	6	7
Total	7	60	39	46	45
Ave	3.5	5	3.25	3.833333	3.75

IDT

Year	2013	2012	2011	2010	2009
Jan.	11	6	11	7	6
Dec.		4	4	5	5
Nov.		4	6	4	7
Oct.		4	8	3	4
Sept.		5	3	5	3
August		6	8	11	7
July		6	3	3	6
June		4	5	3	5
May		10	6	8	8
April		6	5	4	6
March	6	6	3	4	9
Feb.	7	3	9	9	10
Total	18	64	71	66	76
Ave	9	5.333333	5.916667	5.5	6.333333

HPER

Year	2013	2012	2011	2010	2009
Jan.	12	15	16	21	15
Dec.		6	9	9	8
Nov.		9	5	4	9
Oct.		14	23	5	5
Sept.		6	11	20	13
August		14	12	13	9
July		8	11	9	2
June		9	8	7	9
May		13	12	16	20
April		22	12	18	17
March	11	18	11	16	6
Feb.	21	13	14	17	15
Total	33	147	144	155	128
Ave	16.5	12.25	12	12.91667	10.66667

MENTAL HEALTH

Year	2013	2012	2011	2010	2009
Jan.	5	2	4	4	4
Dec.		1	4	3	1
Nov.		0	2	2	3
Oct.		4	2	4	4
Sept.		2	2	1	2
August		2	1	1	1
July		2	2	1	0
June		3	1	1	1
May		1	2	0	3
April		5	3	6	0
March	4	3	2	3	4
Feb.	1	4	1	5	3
Total	6	29	26	31	26
Ave	3	2.416667	2.166667	2.583333	2.166667

INL

Year	2013	2012	2011	2010	2009
Jan.	2	1	1	0	0
Dec.		0	0	0	0
Nov.		0	0	1	0
Oct.		1	2	4	0
Sept.		0	0	1	0
August		1	0	6	0
July		1	1	1	0
June		2	3	0	0
May		2	1	0	0
April		2	1	0	0
March		7	1	0	0
Feb.	0	2	2	0	0
Total	2	19	12	13	0
Ave	1	1.583333	1	1.083333	0

MASTER TEACHER

Year	2013	2012	2011	2010	2009
Jan.	2	1	3	2	4
Dec.		0	2	0	1
Nov.		4	3	0	2
Oct.		2	2	9	4
Sept.		1	2	3	2
August		5	6	5	5
July		3	8	9	6
June		5	4	9	6
May		8	6	7	8
April		3	5	4	10
March	3	4	4	4	9
Feb.	2	1	3	0	3
Total	4	37	48	52	60
Ave	2	3.083333	4	4.333333	5

PSYCHOLOGY

Year	2013	2012	2011	2010	2009
Jan.	9	7	3	2	1
Dec.		1	4	3	1
Nov.		2	2	2	1
Oct.		0	0	0	1
Sept.		2	1	0	1
August		0	0	1	4
July		1	0	1	1
June		1	0	0	1
May		1	4	1	0
April		3	3	1	3
March	4	5	4	1	1
Feb.	5	3	4	5	2
Total	14	26	25	17	17
Ave	7	2.166667	2.083333	1.416667	1.416667

REHAB COUNSELING

Year	2013	2012	2011	2010	2009
Jan.	1	0	1	1	2
Dec.		2	1	0	0
Nov.		0	3	4	2
Oct.		1	0	1	1
Sept.		0	0	1	0
August		2	1	3	5
July		1	2	1	4
June		1	0	3	1
May		1	3	2	2
April		2	1	3	1
March	1	2	3	3	1
Feb.	2	1	0	1	0
Total	3	13	15	23	19
Ave	1.5	1.083333	1.25	1.916667	1.583333

SCHOOL COUNSELING
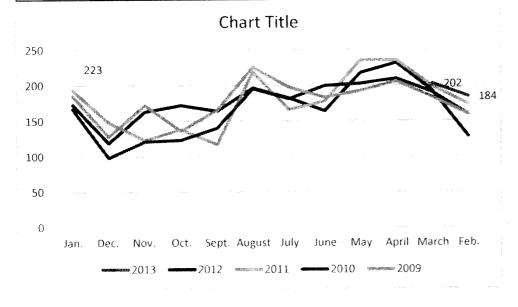
Year	2013	2012	2011	2010	2009
Jan.	5	8	5	3	8
Dec.		3	5	2	9
Nov.		5	1	2	8
Oct.		6	4	5	8
Sept.		4	3	2	4
August		6	3	4	10
July		8	2	4	3
June		6	3	3	6
May		1	4	7	4
April		7	8	2	4
March	6	2	6	4	2
Feb.	9	2	3	2	6
Total	14	58	47	40	72
Ave	7	4.833333	3.916667	3.333333	6

SCHOOL PSYCHOLOGY

Year	2013	2012	2011	2010	2009
Jan.	4	3	2	7	2
Dec.		1	0	0	2
Nov.		4	2	0	2
Oct.		2	1	1	1
Sept.		1	3	2	1
August		1	1	1	0
July		1	0	1	2
June		1	1	1	0
May		2	0	0	0
April		2	1	1	0
March	4	1	1	1	0
Feb.	3	1	0	5	9
Total	7	20	12	20	19
Ave	3.5	1.666667	1	1.666667	1.583333

SPECIAL EDUCATION

Year	2013	2012	2011	2010	2009
Jan.	8	4	8	3	11
Dec.		6	7	9	9
Nov.		5	7	6	8
Oct.		12	6	9	18
Sept.		8	4	7	7
August		17	10	12	10
July		25	17	16	14
June		14	12	15	7
May		17	22	14	10
April		11	8	22	7
March	10	4	9	11	9
Feb.	6	8	4	10	11
Total	14	131	114	134	121
Ave	7	10.91667	9.5	11.16667	10.08333

Graduate Applications by Month (total regardless of term of application)

Year	2013	2012	2011	2010	2009
Jan.	223	173	193	167	185
Dec.		119	148	98	128
Nov.		163	123	121	172
Oct.		172	138	123	136
Sept.		164	117	140	165
August		196	218	195	225
July		182	166	181	197
June		164	177	199	183
May		217	235	202	192
April		231	235	209	205
March	202	192	198	190	183
Feb.	184	128	173	159	159
Totals		**2101**	**2121**	**1984**	**2130**

Chart Title

	200910	200930	200950	201010	201030	201050	201110	201130	201150	201210	201230	201250	201310	201330	201350
EDS	0	4	3	5	2	2	1	2	5	7	0	7	5	2	0
Bio	3	5	23	5	0	13	2	2	16	3	1	22	10	2	21
Eng	6	1	7	3	3	12	2	2	16	8	0	12	16	1	8
History	3	4	7	3	0	15	4	2	10	3	2	8	3	0	5
TESOL	11	6	15	7	9	11	8	9	5	8	6	22	7	2	4
SSM	1	1	7	2	1	5	2	2	0	1	0	1	1	2	0
MBA	41	22	52	47	23	56	34	21	39	47	29	89	56	18	17
MED	0	0	0	0	10	4	7	23	9	10	14	7	13	3	3
MLS	87	16	155	100	5	127	102	10	134	77	11	108	123	8	64
Music	2	3	1	3	3	1	2	7	11	4	3	8	7	2	3
ARE	2	0	12	5	0	27	5	0	16	3	1	17	5	1	21
BUE	4	5	6	7	10	3	4	4	3	1	2	2	8	4	2
CLP	1	3	23	5	0	26	3	2	23	3	4	16	7	0	22
CUI	14	21	42	10	28	27	22	19	32	17	28	32	13	11	3
ECE	12	18	13	14	14	19	14	9	18	17	13	28	15	3	6
EDA	22	21	37	23	26	21	21	25	30	22	31	21	19	11	3
HPER	36	34	50	42	54	53	48	49	50	50	57	58	53	28	5
IDT	25	18	30	23	23	30	24	18	23	25	15	31	28	5	7
INL	0	0	0	0	0	8	6	3	5	4	12	5	3	2	0
MCH	5	3	19	7	5	17	9	2	17	5	8	17	6	3	7
Math	5	7	14	7	6	11	4	8	19	13	14	20	16	10	9
MTR	9	30	18	10	17	27	15	20	21	6	15	17	10	3	0
PHSC	9	2	14	8	3	5	7	1	14	13	9	26	10	5	10
PSY	4	0	12	3	1	12	3	0	21	4	1	28	3	0	19
RHC	1	0	14	6	5	12	7	0	13	3	2	9	1	1	4
SCH	10	17	23	26	10	21	16	12	16	16	12	27	20	8	14
SED	36	36	40	38	40	58	37	37	49	27	37	61	38	8	4
SPY	5	5	10	3	1	17	2	2	7	4	3	9	4	1	13
PHD	0	7	19	1	1	1	1	3	6	0	5	17	0	0	3
All CERT	8	9	9	7	7	9	7	5	11	16	10	7	27	4	2
All LIC	95	178	102	104	128	72	80	157	89	71	110	55	64	25	2
Totals	457	476	777	524	435	722	499	456	728	488	455	787	591	173	281

Number of apps received for a specific term by program

Graduate Funnel Data – from 201150 – 201350

National data about Conversion and Yield rates (taken from Noel Levitz 2012 Study)

For Master's granting institutions (public and Private)

1. Conversion from Inq to App – 27.5%
2. App to Admit – 71.3%
3. Yield from Admit to Enroll – 73.9%

For all Public Institutions regardless of Carnegie Type

1. Conversion from Inq to App – 37.5%
2. App to Admit – 62.4%
3. Yield from Admit to Enroll – 75.4%

Emporia State University's Conversion Rate based on terms 201150-201330

1. Conversion from Inq to App – 38.34%
2. App to Admit – 85.06%
3. Yield from Admit to Enroll – 65.49%

	201150	201210	201230	201250	201310	201330	201350	Total
IN	1,495	823	569	2,825	1213	547	1,473	7,472
Aps	534	400	390	810	496	235	432	2,865
Ad	505	382	349	659	398	144	229	2,437
Enr	370	271	199	387	304	65	22	1,596
Conv I to A	35.72%	48.60%	68.54%	28.67%	40.89%	42.96%	29.33%	38.34%
Conv A to Ad	94.57%	95.50%	89.49%	81.36%	80.24%	61.28%	53.01%	85.06%
Conv Ad to En	73.27%	70.94%	57.02%	58.73%	76.38%	45.14%	9.61%	65.49%

Conversion and Yield Rates for Programs based on terms 201150-201330

Teachers College

ARE	CLP	C&I	ECE	EDA	HPER	IDT
234	150	254	244	245	619	262
42	52	138	91	136	332	129
33	42	133	85	132	298	113
16	18	113	59	102	182	85
17.95%	34.67%	54.33%	37.30%	55.51%	53.63%	49.24%
78.57%	80.77%	96.38%	93.41%	97.06%	89.76%	87.60%
48.48%	42.86%	84.96%	69.41%	77.27%	61.07%	75.22%

INL	MHC	MTR	PSY	RHC	SCH	SED	SPY
59	101	219	177	78	221	362	58
24	52	77	66	27	104	216	27
22	44	71	57	24	92	201	20
13	20	46	24	19	49	143	10
40.68%	51.49%	35.16%	37.29%	34.62%	47.06%	59.67%	46.55%
91.67%	84.62%	92.21%	86.36%	88.89%	88.46%	93.06%	74.07%
59.09%	45.45%	64.79%	42.11%	79.17%	53.26%	71.14%	50.00%

MED	EDS	Total for TC
96	39	3,418
62	27	1,602
57	23	1,447
36	16	951
64.58%	69.23%	46.87%
91.94%	85.19%	90.32%
63.16%	69.57%	65.72%

Liberal Arts and Sciences

BIO	ENG	HIS	MATH	MUSIC	PSC	SSM	TESOL	Total
178	152	131	366	60	153	47	182	1,269
67	61	19	113	37	69	5	63	434
46	43	18	95	34	51	4	48	339
25	26	11	52	23	32	3	28	200
37.64%	40.13%	14.50%	30.87%	61.67%	45.10%	10.64%	34.62%	34.20%
68.66%	70.49%	94.74%	84.07%	91.89%	73.91%	80.00%	76.19%	78.11%
54.35%	60.47%	61.11%	54.74%	67.65%	62.75%	75.00%	58.33%	59.00%

School of Business

MBA	BUE	Total SOB
468	81	549
259	23	282
152	18	170
118	10	128
55.34%	28.40%	51.37%
58.69%	78.26%	60.28%
77.63%	55.56%	75.29%

School of Library and Inf Mg

PHD	MLS	Total SLIM
64	991	1,055
30	472	502
22	423	445
7	284	291
46.88%	47.63%	47.58%
73.33%	89.62%	88.65%
31.82%	67.14%	65.39%

	201150 ARE	BIO	MBA	BUE	CLP	C&I	ECE	EDA	ENG	HIS	HPER	IDT
IN	81	53	76	9	46	62	59	60	35	36	131	53
Aps	14	15	37	1	16	31	17	27	14	8	42	23
Ad	12	13	35	1	15	31	16	27	10	8	40	23
Enr	7	9	28	1	7	29	14	19	9	6	28	18
Conv I to A	17.28%	28.30%	48.68%	11.11%	34.78%	50.00%	28.81%	45.00%	40.00%	22.22%	32.06%	43.40%
Conv A to Ad	85.71%	86.67%	94.59%	100.00%	93.75%	100.00%	94.12%	100.00%	71.43%	100.00%	95.24%	100.00%
Conv Ad to En	58.33%	69.23%	80.00%	100.00%	46.67%	93.55%	87.50%	70.37%	90.00%	75.00%	70.00%	78.26%

Total University

IN	1,495	
Aps	534	
Ad	505	
Enr	370	
Conv I to A	35.72%	
Conv A to Ad	94.57%	
Conv Ad to En	73.27%	

	201210 ARE	BIO	MBA	BUE	CLP	C&I	ECE	EDA	ENG	HIS	HPER	IDT
IN	22	8	69	3	8	29	37	38	18	29	69	44
Aps	4	3	46	1	2	16	15	21	9	1	48	21
Ad	4	3	36	1	2	16	15	21	8	1	48	20
Enr	3	2	28	0	1	15	9	20	6	1	33	14
Conv I to A	18.18%	37.50%	66.67%	33.33%	25.00%	55.17%	40.54%	55.26%	50.00%	3.45%	69.57%	47.73%
Conv A to Ad	100.00%	100.00%	78.26%	100.00%	100.00%	100.00%	100.00%	100.00%	88.89%	100.00%	100.00%	95.24%
Conv Ad to En	75.00%	66.67%	77.78%	0.00%	50.00%	93.75%	60.00%	95.24%	75.00%	100.00%	68.75%	70.00%

Total University

IN	823	
Aps	400	
Ad	382	
Enr	271	
Conv I to A	48.60%	
Conv A to Ad	95.50%	
Conv Ad to En	70.94%	

	A	B	C	D	E	F	G	H	I	J	K	L	M
37													
38	201230	ARE	BIO	MBA	BUE	CLP	C&I	ECE	EDA	ENG	HIS	HPER	IDT
39	IN	1	2	34	4	4	36	24	46	1	1	110	36
40	Aps	0	1	30	1	4	30	13	32	0	0	86	18
41	Ad	0	0	17	1	3	30	13	32	0	0	78	18
42	Enr	0	0	8	1	1	22	6	23	0	0	34	14
43	Conv I to A	0	50.00%	88.24%	25.00%	100.00%	83.33%	54.17%	69.57%	0.00%	25.00%	78.18%	50.00%
44	Conv A to Ad		0.00%	56.67%	100.00%	75.00%	100.00%	100.00%	100.00%	#DIV/0!	50.00%	90.70%	100.00%
45	Conv Ad to En			47.06%	100.00%	33.33%	73.33%	46.15%	71.88%	#DIV/0!	0.00%	43.59%	77.78%
46													
47	Total University												
48	IN	569											
49	Aps	390											
50	Ad	349											
51	Enr	199											
52	Conv I to A	68.54%											
53	Conv A to Ad	89.49%											
54	Conv Ad to En	57.02%											
55													
56													
57	201250	ARE	BIO	MBA	BUE	CLP	C&I	ECE	EDA	ENG	HIS	HPER	IDT
58	IN	87	63	151	11	55	56	64	40	50	10	111	71
59	Aps	17	33	79	2	24	32	29	21	16	6	60	35
60	Ad	13	22	37	2	18	29	25	21	12	6	55	29
61	Enr	6	8	29	2	5	24	16	16	6	3	35	20
62	Conv I to A	19.54%	52.38%	52.32%	18.18%	43.64%	57.14%	45.31%	52.50%	32.00%	60.00%	54.05%	49.30%
63	Conv A to Ad	76.47%	66.67%	46.84%	100.00%	75.00%	90.63%	86.21%	100.00%	75.00%	100.00%	91.67%	82.86%
64	Conv Ad to En	46.15%	36.36%	78.38%	100.00%	27.78%	82.76%	64.00%	76.19%	50.00%	50.00%	63.64%	68.97%
65													
66	Total University												
67	IN	2,825											
68	Aps	810											
69	Ad	659											
70	Enr	387											
71	Conv I to A	28.67%											
72	Conv A to Ad	81.36%											
73	Conv Ad to En	58.73%											

	A	B	C	D	E	F	G	H	I	J	K	L	M
74													
75	201310	ARE	BIO	MBA	BUE	CLP	C&I	ECE	EDA	ENG	HIS	HPER	IDT
76	IN	34	45	110	43	34	44	44	35	43	45	109	44
77	Aps	5	12	46	10	5	13	15	19	20	2	55	25
78	Ad	3	8	22	8	3	13	14	18	11	2	50	18
79	Enr	0	6	21	6	3	12	13	14	5	1	38	15
80	Conv I to A	14.71%	26.67%	41.82%	23.26%	14.71%	29.55%	34.09%	54.29%	46.51%	4.44%	50.46%	56.82%
81	Conv A to Ad	60.00%	66.67%	47.83%	80.00%	60.00%	100.00%	93.33%	94.74%	55.00%	100.00%	90.91%	72.00%
82	Conv Ad to En	0.00%	75.00%	95.45%	75.00%	100.00%	92.31%	92.86%	77.78%	45.45%	50.00%	76.00%	83.33%
83													
84	Total University												
85	IN	1213											
86	Aps	496											
87	Ad	398											
88	Enr	304											
89	Conv I to A	40.89%											
90	Conv A to Ad	80.24%											
91	Conv Ad to En	76.38%											
92													
93	201330	ARE	BIO	MBA	BUE	CLP	C&I	ECE	EDA	ENG	HIS	HPER	IDT
94	IN	9	7	28	11	3	27	16	26	5	3	89	14
95	Aps	2	3	21	8	1	16	2	16	2	0	41	7
96	Ad	1	0	5	5	1	14	2	13	2	0	27	5
97	Enr	0	0	4	0	1	11	1	10	0	0	14	4
98	Conv I to A	22.22%	42.86%	75.00%	72.73%	33.33%	59.26%	12.50%	61.54%	40.00%	0.00%	46.07%	50.00%
99	Conv A to Ad	50.00%	0.00%	23.81%	62.50%	100.00%	87.50%	100.00%	81.25%	100.00%	#DIV/0!	65.85%	71.43%
100	Conv Ad to En	0.00%	#DIV/0!	80.00%	0.00%	100.00%	78.57%	50.00%	76.92%	0.00%	#DIV/0!	51.85%	80.00%
101													
102	Total University												
103	IN	547											
104	Aps	235											
105	Ad	144											
106	Enr	65											
107	Conv I to A	42.96%											
108	Conv A to Ad	61.28%											
109	Conv Ad to En	45.14%											
110													

	N	O	P	Q	R	S	T	U	V	W	X	Y
74												
75	INL	PHD	MLS	MHC	MATH	MTR	MUSIC	PSC	PSY	RHC	SCH	SED
76	12	4	226	18	80	28	9	22	15	10	39	59
77	3	0	127	6	19	11	5	8	4	2	20	36
78	2	0	106	5	14	10	4	6	3	1	17	34
79	0	0	85	2	10	7	4	4	2	0	9	29
80	25.00%	0.00%	56.19%	33.33%	23.75%	39.29%	55.56%	36.36%	26.67%	20.00%	51.28%	61.02%
81	66.67%	#DIV/0!	83.46%	83.33%	73.68%	90.91%	80.00%	75.00%	75.00%	50.00%	85.00%	94.44%
82	0.00%	#DIV/0!	80.19%	40.00%	71.43%	70.00%	100.00%	66.67%	66.67%	0.00%	52.94%	85.29%
83												
84												
85												
86												
87												
88												
89												
90												
91												
92												
93	INL	PHD	MLS	MHC	MATH	MTR	MUSIC	PSC	PSY	RHC	SCH	SED
94	5	0	47	3	75	25	7	9	3	2	27	40
95	2	0	18	3	24	4	2	5	0	1	15	16
96	2	0	9	3	14	2	1	2	0	0	11	9
97	2	0	1	0	2	0	0	0	0	0	4	1
98	40.00%	#DIV/0!	38.30%	100.00%	32.00%	16.00%	28.57%	55.56%	0.00%	50.00%	55.56%	40.00%
99	100.00%	#DIV/0!	50.00%	100.00%	58.33%	50.00%	50.00%	40.00%	#DIV/0!	0.00%	73.33%	56.25%
100	100.00%	#DIV/0!	11.11%	0.00%	14.29%	0.00%	0.00%	0.00%	#DIV/0!	#DIV/0!	36.36%	11.11%
101												
102												
103												
104												
105												
106												
107												
108												
109												
110												

	N	O	P	Q	R	S	T	U	V	W	X	Y
111	INL	PHD	MLS	MHC	MATH	MTR	MUSIC	PSC	PSY	RHC	SCH	SED
112	13	8	238	32	97	21	12	244	79	15	34	26
113	2	1	110	7	17	2	3	11	33	4	18	10
114	2	0	59	5	11	1	0	6	20	2	11	5
115	0	0	7	0	2	0	0	0	2	0	1	0
116	15.38%	12.50%	46.22%	21.88%	17.53%	9.52%	25.00%	4.51%	41.77%	26.67%	52.94%	38.46%
117	100.00%	0.00%	53.64%	71.43%	64.71%	50.00%	0.00%	54.55%	60.61%	50.00%	61.11%	50.00%
118	0.00%	#DIV/0!	11.86%	0.00%	18.18%	0.00%	#DIV/0!	0.00%	10.00%	0.00%	9.09%	0.00%
119												
120												
121												
122												
123												
124												
125												
126												
127												

	Z	AA	AB	AC	AD
1	SPY	SSM	MED	TESOL	EDS
2	22	7	14	25	10
3	4	0	9	7	4
4	0	0	8	6	3
5	0	0	6	3	3
6	18.18%	0.00%	64.29%	28.00%	40.00%
7	0.00%	#DIV/0!	88.89%	85.71%	75.00%
8	#DIV/0!	#DIV/0!	75.00%	50.00%	100.00%
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20	SPY	SSM	MED	TESOL	EDS
21	4	2	12	27	10
22	3	1	10	8	8
23	3	1	10	7	8
24	0	1	5	4	7
25	75.00%	50.00%	83.33%	29.63%	80.00%
26	100.00%	100.00%	100.00%	87.50%	100.00%
27	0.00%	100.00%	50.00%	57.14%	87.50%
28					
29					
30					
31					
32					
33					
34					
35					
36					

	Z	AA	AB	AC	AD
37					
38	SPY	SSM	MED	TESOL	EDS
39	4	2	16	15	0
40	3	0	14	9	0
41	2	0	13	8	0
42	1	0	8	4	0
43	75.00%	0.00%	87.50%	60.00%	#DIV/0!
44	66.67%	#DIV/0!	92.86%	88.89%	#DIV/0!
45	50.00%	#DIV/0!	61.54%	50.00%	#DIV/0!
46					
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					
57	SPY	SSM	MED	TESOL	EDS
58	20	29	20	65	10
59	13	1	9	22	8
60	11	1	8	15	6
61	8	1	5	10	3
62	65.00%	3.45%	45.00%	33.85%	80.00%
63	84.62%	100.00%	88.89%	68.18%	75.00%
64	72.73%	100.00%	62.50%	66.67%	50.00%
65					
66					
67					
68					
69					
70					
71					
72					
73					

	Z	AA	AB	AC	AD
74					
75	SPY	SSM	MED	TESOL	EDS
76	4	4	22	27	4
77	2	1	14	8	3
78	2	1	13	7	3
79	0	1	8	6	3
80	50.00%	25.00%	63.64%	29.63%	75.00%
81	100.00%	100.00%	92.86%	87.50%	100.00%
82	0.00%	100.00%	61.54%	85.71%	100.00%
83					
84					
85					
86					
87					
88					
89					
90					
91					
92					
93	SPY	SSM	MED	TESOL	EDS
94	4	3	12	23	5
95	2	2	6	9	4
96	2	1	5	5	3
97	1	0	4	1	0
98	50.00%	66.67%	50.00%	39.13%	80.00%
99	100.00%	50.00%	83.33%	55.56%	75.00%
100	50.00%	0.00%	80.00%	20.00%	0.00%
101					
102					
103					
104					
105					
106					
107					
108					
109					
110					

	Z	AA	AB	AC	AD
111	SPY	SSM	MED	TESOL	EDS
112	30	10	17	27	5
113	19	0	4	10	2
114	10	0	3	5	1
115	2	0	0	0	0
116	63.33%	0.00%	23.53%	37.04%	40.00%
117	52.63%	#DIV/0!	75.00%	50.00%	50.00%
118	20.00%	#DIV/0!	0.00%	0.00%	0.00%
119					
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127					

Membership in the Graduate Faculty

Section 1. Regular membership in the Graduate Faculty is open to those faculty members who demonstrate all of the categories listed below.

1. Are full-time, tenure-track faculty members at the rank of assistant professor and above or faculty members with the rank of associate professor or above, having 35 semester hours beyond the master's degree from an accredited institution and engaged in research or creative activities.
2. Hold a terminal degree appropriate for his or her academic field.
3. Have demonstrated the ability to teach at the graduate level and supervise theses and projects with at least 3 of the following: (exceptions will be made for assistant professors if they have the support of their department. See paragraph below.).
   a. Demonstrate a record of current engagement (within the past 5 years) in graduate level teaching and/or advising supported by such items (but not limited to) peer evaluations and student evaluations.
   b. Demonstrate successful supervision of theses or graduate student projects.
   c. Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants
   d. Demonstrate a record of current participation in professional activities. Examples include but are not limited to participation on university committees or in state, regional, or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice

Assistant Professors: Entering tenure-track (not tenured) assistant professors who have recently completed (received PhD. within the past 5 years) the Ph.D. will be permitted to teach graduate classes and are eligible to apply for ~~associate~~ *regular* membership in the Graduate Faculty. ~~They may not chair thesis committees or doctoral dissertation committees.~~ *However, they will normally not be allowed to chair more than 5 concurrent thesis committees or doctoral dissertation committees.* In exceptional circumstances and with the approval of the Department Chair and the Dean of the Graduate School, ~~may chair a masters committee~~ *may be allowed to exceed this limit.* ~~Entering tenure-track (not tenured) assistant professors with significant prior post-doctoral experience may apply for regular graduate faculty status and if appointed, serve as chairs of thesis and/or doctoral committees.~~

Regular members of the Graduate Faculty assume all the rights and responsibilities stated in Article IV of these bylaws. Terms of appointment for regular members are five years.

Section 2. Associate membership in the Graduate Faculty is open to faculty members who:

1. Are full-time, tenure-track faculty members at the rank of assistant professor and above
2. Hold a master's degree plus at least 30 hours additional graduate work.
   Demonstrate 2 of the 3 categories listed below:

a) Demonstrate a record of current engagement (within the past 5 years) in graduate level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, ~~thesis and/or project supervision,~~ and graduate teaching assignments;

b) Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants or other (use of work coming from other category must be approved through procedural steps as defined in article II);

c) Demonstrate a record of current participation in professional activities. Examples include but are not limited to participation in state, regional or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice.

Associate members may serve on graduate committees, but not as major advisor. Otherwise, they share the rights and responsibilities of regular members. Terms of appointment for associate members shall be three years.

New faculty members who are expected to immediately teach graduate courses should be nominated for membership in the Graduate Faculty at the same time as they are recommended for appointment.

Section 3. Temporary membership in the Graduate Faculty is open to faculty who:

d) Have significant professional accomplishments in their field may be appointed as Temporary members of the Graduate Faculty for a specified period. Appointments are made by the Graduate Dean upon recommendation of the school or college Dean.

Temporary members are appointed to teach a specified graduate course or, because of unique qualifications, to serve as a member of a graduate committee. The length of the temporary appointment will be specified at appointment time for a maximum of three years and be consistent with the nature of the specified duties. A temporary appointment can be renewed at the end of the three-year period.

Section 4. Upon completion of terms of appointment, the Graduate Office will notify the appropriate departments. The Graduate Faculty of the department (through the chairperson) must decide whether to reappoint members for another term. Initial and continuing membership in the Graduate Faculty is contingent upon the same criteria.

At the time of reappointment, faculty members who during their five-year appointment cannot document current scholarship, active professional activity and graduate teaching/advising effectiveness are not eligible for reappointment as regular graduate faculty members. Regular members who meet the qualification are reappointed for another term.

At the time of reappointment, associate members who during their three years cannot document at least 2 areas from the following 1) current scholarship, 2) active professional activity, or 3) graduate teaching effectiveness are not eligible for reappointment at the associate level.

Section 5. The President, Provost/Vice President for Academic Affairs, Deans and Associate Deans of the academic schools/colleges, and Dean of the Graduate School are members of the Regular Graduate Faculty.

ARTICLE V

Functions and Responsibilities of the Graduate Faculty

Section 1. The purpose of the Graduate Faculty is to teach, advise, and demonstrate scholarly activity in graduate programs at Emporia State.

Section 2. Regular and associate members of the Graduate Faculty teach graduate classes and seminars, advise students in the design of their graduate study plans, and approve said plans. Graduate faculty members can serve as committee members, but only regular members serve as major advisors for theses, dissertations, projects, and performances.

Section 3. Regular and associate Graduate Faculty in the individual academic units shall have responsibility for the content and quality of graduate programs offered, for determining when the requirements for a graduate degree have been met and, through the Dean of the School or College and the Dean of the Graduate School, for recommending to the President and to the Board of Regents that the degree be conferred.

Section 4. All members of the Graduate Faculty may initiate action on any matter of concern pertaining to graduate education by bringing it before the Graduate Council and may appear before the Council to debate the item, but may not vote on any motion that may result. Agenda items should be presented to the Chairperson of the Graduate Council ten days before the meeting at which they are to be considered, either directly or through the appropriate representative on the Graduate Council.

Appeal
If the applicant is not satisfied with the outcome of the graduate faculty status application process at any level (department, College/School Dean, or Graduate Council) of the review process, he/she may request the application be forwarded to the next level for review (e.g., not recommended at the department level – request a review from the College or School Dean). The applicant has the option of attaching a letter to accompany the application. If the applicant is not satisfied with the final decision of the Graduate Dean, he/she will be referred to Section 1E.01 Grievance Procedures for Faculty, Staff, and Students in the University Policy Manual.

Membership in the Graduate Faculty

Section 1. Regular membership in the Graduate Faculty is open to those faculty members who demonstrate all of the categories listed below.

1. Are full-time, tenure-track faculty members at the rank of assistant professor and above or faculty members with the rank of associate professor or above, having 35 semester hours beyond the master's degree from an accredited institution and engaged in research or creative activities.
2. Hold a terminal degree appropriate for his or her academic field.
3. Demonstrate a record of current engagement (within the past 5 years) in graduate-level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments; and
4. Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants; and
5. Demonstrate a record of current participation in professional activities. Examples include but are not limited to participation on university committees or in state, regional, or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice.

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    Demonstrate 2 of the 3 categories listed below:
    *   Demonstrate a record of current engagement (within the past 5 years) in graduate-level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments; **and/or**
    *   Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants or other (use of work coming from other category must be approved through procedural steps as defined in article II); **and/or**
    *   Demonstrate a record of current participation in professional activities. Examples include but are not limited to participation in state, regional or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice.

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TO: Members of the Graduate Council

FROM: Jean Morrow, Chair, Graduate Council

DATE: April 17, 2013

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, April 18, 2013 in the President's Conference Room.

AGENDA

1.   Approval of minutes from the February 14, 2013 meeting.

2.   Information/Congratulations/News
- GTA awards will be $500 each for FY 14.
- Student travel allocations will be $500 out-of-state and $250 in-state for FY 14.
- The Graduate School will award $5000 for support of student's working on a thesis/dissertation. Five awards of $500 each will be awarded to students each fall and spring semester beginning in FY 14.
- GA allocations for 2014.
- GTA job description on training of GTAs.

3.   Action
- Course level of courses taught by master's graduate assistants.
- Graduate Council Mission Statement.
- Technology policy for graduate assistants.
- Vice Chair election.
- Bologna agreement.

4.   Reports/discussion
- Graduate statistics.
- Plus and minus grades effect on current grade policies.
- Thesis/dissertation defense.
- Unofficial transcripts.
- Graduate faculty policies.

5.   Curricular Changes
- AC 533
- Accounting and Information Systems
- Archives Studies Certificate
- Art Therapy Counseling

- BE 573
- BE 583
- BU 530
- CD 839
- CE 730
- CE 735
- CE 833
- CE 835
- Dual degree Mental Health Counseling/Art Therapy Counseling
- LI 882
- LI 883
- LI 884
- MA History—Public History
- MA History—non-thesis
- MA History--thesis
- MA History—Social Sciences concentration
- MA Tesol
- Mental Health Counseling
- MK 530
- MK 805
- MS Clinical Psychology
- PY 806
- PY 807
- RE 683
- RE 746
- Rehabilitation Counseling
- School Counseling
- Special Education--Adaptive
- SD 899

6. Regular Graduate Faculty
   - Jennie Long, Assistant Professor, Elementary Education/Early Childhood.
   - Sheila O'Hare, Assistant Professor, School of Library and Information Management.

7. Associate Graduate Faculty
   - Eric Beeson, Assistant Professor, Counselor Education

8. Comments