

# EMPORIA STATE UNIVERSITY

## GRADUATE SCHOOL

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**Present:** Barnes, Butler, Church, Costello, Ermler, Gay, Gerish (Miracle), Ghosh, Howell, Koerner, Liss, McLain, Petersen, Schrader, Smith, Storm, Williams, Yanik

**Absent:** Morales, Rabender

The Council of Graduate Studies met at 3:30 p.m. on Thursday, April 17, 2014 in the President's Conference Room. Dr. Andrew Smith called the meeting to order.

### Action

- Minutes from the February 20, 2014 meeting were unanimously approved.
- Jerry Liss was unanimously elected to serve as Vice Chair for the 2014-2015 Graduate Council.

### Information

- Andrew Smith announced the Graduate Council had been reconfirmed by the Committee on Campus Governance for the next three years.
- Dean Ermler distributed the policy change regarding the submission of degree plans.

### Reports/Discussion

- Dean Ermler distributed proposed guidelines for accelerated degree programs. After council discussion, some corrections were suggested. Corrected copies will be sent to council members. She will be visiting with departmental chairs this summer regarding this issue. This will be an agenda item in September.
- A handout with proposed changes to the GTA award was distributed. Deb Gerish and Andrew Smith discussed the proposed changes. After council discussion, Dean Ermler agreed to put together guidelines to address the issue and they would be presented at the September meeting.
- Dean Ermler discussed the issues with gpa calculations for international graduate applications and the need for a last 60 gpa calculation. After council discussion, Jim Williams agreed to send additional information to Dean Ermler. This will be an item on the September agenda.

### Graduate Faculty

- The following listed faculty were unanimously approved as Regular Graduate Faculty:
  - Zeni Colorado, Associate Professor, IDT
  - Chad Wiley, Assistant Professor, Mathematics, Computer Science, and Economics
- The following listed faculty were unanimously approved as Associate Graduate Faculty:
  - Marjorie Bock, Professor, Elementary Education/Early Childhood/Special Education
  - Sonja Ezell, Assistant Professor, Elementary Education/Early Childhood/Special Education





## Graduate Council Minutes

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April 17, 2014

### **Comments**

- Liz McLain discussed her graduate recruiting schedule.
- Dean Ermler reminded council members to RSVP for the Graduate Faculty Social on May 1.
- Dean Ermler thanked council members for their hard work during the year.

Adjourned at 4:25

Next Meeting September 11, 2014



## **Revised Graduate Policy Graduate Degree Plans**

### **Masters Degree Programs**

For graduate programs requiring 30-45 credit hours, degree-seeking graduate students **must** submit an approved degree plan signed by their advisor, department chair, and approved by the Dean of the Graduate School and Distance Education to the Graduate School **after completion of 15 credit hours**. Graduate programs requiring more than 45 credit hours must submit an approved degree plan signed by their advisor, department chair, and approved by the Dean of the Graduate School and Distance Education to the Graduate Schools **after 30 credit hours**. After these credit hour limits, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account. (Changes based on Federal Regulations on Satisfactory Academic Program).

### **Ed.S. Program**

A specialist approved degree plan **must** be submitted to the Graduate School after a student completes 15 credit hours. After this credit hour limit, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account (Changes based on Federal Regulations on Satisfactory Academic Program).

### **Ph.D. Program**

An approved doctorate degree plan **must** be submitted to the Graduate School after the student completes 30 credit hours. After this credit hour limit, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account. (Changes based on Federal Regulations on Satisfactory Academic Program).



## Accelerated Degree Program Guidelines

### For Bachelor's/Master's Accelerated Degree Programs (4+1)

Emporia State University's Accelerated Degree programs (Bachelor's and Master's - 4+1) are designed by academic units to provide its selected highest quality students with the opportunity to link advanced undergraduate coursework with graduate coursework and degree completion with the opportunity to get a head start on the Master's degree while completing the Bachelor's degree. Such proposals must be reviewed and approved by the Graduate Council.

Each proposal must include the following:

- A program description
- A rationale for why the program is needed
- Admissions requirements
- Degree requirements
- A sample plan of study for both the undergraduate and graduate portions of the program

### Admission Standards

- Students must have a minimum of an overall undergraduate GPA of 3.3.
- Students must apply for admission to an accelerated master's option during their second semester of their junior year or after 75 credit hours.
- Students must meet all admission criteria established by the academic unit and Graduate Education, except the completion of the baccalaureate degree.
- The admission standards for the accelerated degree must be consistent with the admissions criteria of Graduate School and the academic unit for the Master's degree.  
A written statement detailing the satisfactory academic progress requirements to remain in the accelerated degree program must appear in all recruiting, admission materials and website provided by the academic unit.
- The academic unit must designate a faculty member responsible for coordinating the admissions process.
- Students will be eligible to start the accelerated program after completing 90 (senior status) credit hours of coursework towards their undergraduate degree program. During senior year, students must complete "Request to take Graduate Courses as an Undergraduate" form from the Graduate School.

### Monitoring Student Status

- The academic unit must specify how a student's academic progress in the program will be monitored and reported. A student will be considered an undergraduate until all undergraduate degree requirements have been completed, at which time the Master's degree program will be activated. Undergraduate students enrolled in the accelerated programs will be eligible to enroll in graduate level courses and seminars. However, **they will not be eligible for most graduate services including teaching and research assistantships and related health insurance, financial aid, or graduate award programs until the undergraduate degree is completed.**
- All recruiting and admission materials provided by the academic unit should include a written statement indicating that students will be considered undergraduates until all undergraduate





requirements have been met and the Bachelor's degree has been posted to the student's transcript.

- The academic unit must specify how the accelerated program will provide academic advising. Administration of the accelerated program must include an annual review of each student's academic progress in meeting both Bachelor's and Master's degree requirements. The academic unit must clearly outline satisfactory academic progress guidelines, including specific timelines, as well as the consequences of not meeting these requirements.
- Advisors must submit an undergraduate plan of study and a graduate degree plan for the student to appropriate offices.
- Undergraduate students who have been accepted to an accelerated bachelor's/master's degree program prior to the awarding of their undergraduate degree must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the semester for which they were admitted to the accelerated program.
- Undergraduate students may not use graduate level courses taken before they have been accepted in the accelerated master's program (i.e., students cannot retroactively become part of the accelerated degree). A degree plan must clearly identify the graduate course of study and identify the 9 shared hours.

## Degree Requirements

- Students in the accelerated degree program must meet all degree requirements of the Bachelor's and Master's programs.
- When a thesis is required for the Master's degree, the undergraduate honors thesis may not be substituted for the master's thesis.
- Accelerated Bachelor's/Master's programs may use a maximum of 9 pre-admission to Graduate School credits, which may include up to a maximum of 9 hours shared between the Bachelor's and Master's program. All 9 shared hours must be taken at the 700 level. No 500 or 600 level courses will be accepted as shared hours.
- Only course approved 700 level courses (9 shared hours) in which the student receives a B (B+, B or B-) or better will be transferred to the graduate transcript. This courses must be approved by advisor, Department Chair and Dean of the Graduate School.
- Transcripts - Two transcripts, one undergraduate and one graduate, will show the completed coursework for Accelerated Degree students. Undergraduate transcripts will contain all courses taken as an undergraduate, including any graduate courses taken during the first four years; prior to undergraduate degree being awarded. Graduate transcripts will contain all courses taken as a graduate student. All courses shown on the undergraduate transcript (including graduate courses) will be used to calculate the undergraduate GPA. Graduate GPA will be calculated using only the graduate courses taken during the fifth year.

## Program Monitoring

- The academic unit should outline a plan for monitoring the program's success after three years.
- For official university reporting purposes, students will be considered as undergraduates until the Bachelor's degree is awarded.



## Proposal Submission Procedures

- Accelerated degree program proposals must be submitted to Graduate School and Graduate Council for approval.
- The proposal must contain:
- A program description
- A rationale for why the program is needed
- Admissions requirements
- Degree requirements
- A sample plan of study for both the undergraduate and graduate portions of the program

## Leaving the Accelerated Degree Program

- Students admitted to the Accelerated Degree program, who decide not to pursue a graduate degree, or who are not admitted to the graduate program, may change majors back to a regular undergraduate program at any time. If an Accelerated Degree student chooses not to pursue a graduate degree, the student should notify the administering department in writing of this decision; this notification should include the specific undergraduate major that the student intends to pursue. At that time, the department will change the student's major code back to a regular undergraduate major (as specified by the student, in consultation with the department/advisor).

## Tuition and Financial Aid

- Undergraduate tuition rates apply to students up until undergraduate degree is awarded. After that time, graduate tuition rates will apply.
- Undergraduate students may receive federal financial aid (through the Financial Aid Office) for both undergraduate and graduate courses.
- However, once a student becomes a graduate student, financial aid is not available for undergraduate courses. In addition, financial aid as a graduate student is not available until an undergraduate degree has been conferred. This is why it is important for Accelerated Degree students to complete all undergraduate degree requirements and apply for an undergraduate degree during the first four years. Students are strongly encouraged to contact the financial aid office to discuss financial aid options during the fourth and fifth years.



Suggestions for University GTA Award applications:

1. Ask for only 3 items: a) nominating letter from a faculty member; b) nominee's statement of teaching philosophy; c) one sample activity or assignment, with discussion of how the nominee put it together and WHY s/he did it that way. If Grad Council feels that we must ask for student course evals,
2. Use Canvas's e-portfolio feature to submit applications online. The committee will then be able to read the applications online and potentially share comments and rankings with each other online.
3. Develop a rubric for evaluating applications.

Rationale:

1. Long portfolios are too much to wade through, and students who don't make them are at a disadvantage.
2. It's inconvenient for the award committee to read hard copies.
3. The committee is often comparing apples to oranges in the current process: WHAT nominees do versus WHY they do it. If we can see both parts of the student's teaching approach, differences between disciplines and GTA responsibilities will matter less.





## RESEARCH

**Areas of interest:** Knot Theory and Braid Theory

PhD Thesis: Nugatory Crossings in Closed 3-Braid Diagrams

**Publications:**

- *Polynomials Generated by Binary Trees* May 2014  
Peer-reviewed research paper accepted for publication in the Missouri Journal of Mathematical Sciences
- *1985: The Jones Polynomial* Spring 2014  
Historical description of knot invariants and the Jones polynomial with related problems, published in the Pi Mu Epsilon Journal

**Presentations:**

- *Polynomials, Binary Trees, and Positive Braids* December 2013  
ESU Math department seminar
- *There's Math Beyond Calculus?* October 2013  
Invited presentation, Introduction to Mathematics (MA 125) course at ESU
- *The Challenges and Rewards of an Online Graduate Program* October 2013  
Kansas City Math Technology EXPO
- *Game Theory* Spring 2013  
Invited guest lecture, Industrial Organization (EC 327) course at ESU
- *Teaching Advanced Mathematics In An Online Setting* January 2013  
2013 AMS/MAA Joint Mathematics Meetings
- *Teaching Online Through Web Conferencing* March 2013  
ESU Math department seminar
- *Teaching Online Mathematics on a Budget* October 2011  
Kansas City Math Technology EXPO
- *Tree Polynomials* May 2011  
ESU Math department seminar
- *An Overview of Adobe Connect Pro* 2010  
ESU Math department seminar
- *Knots, Links, and the Jones Polynomial* March 2009  
Invited talk, UMKC Expository Mathematics Talk Series, UMKC
- *Crossing changes in closed 3-braid diagrams* October 2007  
Topology Seminar, University of California, Santa Barbara
- *A path representation of the A2 spider* August 2006  
Advancement to Candidacy Presentation, University of California, Santa Barbara
- Multiple presentations, Graduate Student Topology Seminar, UCSB 2003-present



**EMPORIA STATE**  
**U N I V E R S I T Y**  
*Graduate School*

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TO:           Members of the Graduate Council

FROM:       Andrew Smith, Chair, Graduate Council

DATE:       April 11, 2014

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, April 17, 2014 in the President's Conference Room.

**AGENDA**

1.    Approval of minutes from the February 20, 2014 meeting.
2.    Information/Congratulations/News
  - Graduate policy – degree plans
3.    Action
  - Election of Council Vice Chair for 2014-2015
4.    Reports/discussion
  - Accelerated degree programs
  - Award submissions electronic
5.    Regular graduate faculty
  - Zeni Colorado, Associate Professor, IDT
  - Chad Wiley, Assistant Professor, Mathematics, Computer Science, and Economics
6.    Associate graduate faculty
  - Marjorie Bock, Professor, Elementary Education/Early Childhood/Special Education
  - Sonja Ezell, Assistant Professor, Elementary Education/Early Childhood/Special Education
7.    Comments



## Peggy Anderson

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**From:** Peggy Anderson  
**Sent:** Friday, March 28, 2014 1:46 PM  
**To:** Mary Benjamin  
**Subject:** FW: Curricular Changes for approval  
**Attachments:** HL 710.pdf; HL 710 syllabus.pdf; HL 720.pdf; HL 720 syllabus.pdf; HL 780 (from HL 650).pdf; HL 820.pdf; HL 820 syllabus.pdf; EL 726-new course-level 2.pdf; EL 726-new course.pdf; Master Teacher program change (STEM).pdf; Master Teacher program change (STEM) attachment.pdf

The Graduate Council has approved the above curricular changes.

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**From:** Mary Benjamin  
**Sent:** Wednesday, March 26, 2014 4:36 PM  
**To:** Peggy Anderson  
**Subject:** Curricular Changes for approval

The attached curricular changes need to be reviewed for approval by the Grad Council. However, HL 780 is a Level 1 so I do not think it needs to be reviewed by the Grad Council but I wanted to make sure! Also, the Rehab Counseling from 60- 48 hrs that I sent you this morning needs to be reviewed as well.

Thanks,

Mary





# GRADUATE COUNCIL 2013-2014

Bill Barnes <i>yes</i>	Business Administration and Education	Box 4058	5456
Michael Butler <i>yes</i>	Health, Physical Education and Recreation	Box 4013	5947
Ed Church <i>yes</i>	School Leadership/Middle and Secondary Teacher Educ.	Box 4037	5742
James Costello <i>yes</i>	Counselor Education	Box 4037	5766
<del>Kathy Ermler</del>	Dean, Graduate School and Distance Education (Ex-Officio)	Box 4003	5403
Nathan Gay	Music	Box 4029	5432
Dipak Ghosh	Accounting and Information Systems	Box 4057	5891
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Brenda Koerner <i>yes</i>	Biological Sciences	Box 4050	5616
Jerry Liss <i>yes</i>	Elementary Education/Early Childhood/Special Education	Box 4036	5821
Elizabeth McLain	Recruitment and Grant Development Specialist (Ex-Officio)	Box 4003	5430
Amanda Miracle <i>yes</i>	Social Sciences	Box 4032	5462
Mike Morales	Physical Sciences	Box 4030	5978
Rachel Petersen	Graduate Student	Box 4003	5403
Amanda Rabender	Graduate Student	Box 4003	5403
Brian Schrader <i>yes</i>	Psychology	Box 4031	5317
Andrew Smith <i>yes</i>	School of Library and Information Management	Box 4025	5203
Mel Storm <i>yes</i>	English, Modern Languages, and Journalism	Box 4019	5563
Jim Williams	Vice President, Student Affairs (Ex-Officio)	Box 4045	5254
Betsy Yanik <i>yes</i>	Mathematics, Computer Science, and Economics	Box 4027	5630

Andrew Smith, Chair – Brenda Koerner, Vice Chair - Peggy Anderson, Executive Secretary



## Peggy Anderson

---

**To:** Council  
**Cc:** Kathy Ermler; Doug Cooper  
**Subject:** FW: Curricular Changes for approval  
**Attachments:** HL 710.pdf; HL 710 syllabus.pdf; HL 720.pdf; HL 720 syllabus.pdf; HL 780 (from HL 650).pdf; HL 820.pdf; HL 820 syllabus.pdf; EL 726-new course-level 2.pdf; EL 726-new course.pdf; Master Teacher program change (STEM).pdf; Master Teacher program change (STEM) attachment.pdf

Please review the attached curricular change proposals (except HL 780) and let me know if you approve/disapprove by Friday, March 28. Thank you!

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Thanks,

Mary



## **Peggy Anderson**

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**To:** Mary Benjamin  
**Subject:** RE: Curricular Changes for Grad Council and CAP

The Graduate Council approves the Reahabilitation Counseling program change.

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**From:** Mary Benjamin  
**Sent:** Wednesday, March 26, 2014 9:48 AM  
**To:** Peggy Anderson  
**Subject:** RE: Curricular Changes for Grad Council and CAP

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**From:** Peggy Anderson  
**Sent:** Wednesday, March 26, 2014 9:46 AM  
**To:** Mary Benjamin  
**Subject:** RE: Curricular Changes for Grad Council and CAP

Is there an attachment showing the program changes?

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**From:** Mary Benjamin  
**Sent:** Wednesday, March 26, 2014 9:38 AM  
**To:** Peggy Anderson  
**Subject:** RE: Curricular Changes for Grad Council and CAP

Yes, sorry! Here it is. There will be couple more coming hopefully later today.  
Thank you,  
Mary

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**From:** Peggy Anderson  
**Sent:** Wednesday, March 26, 2014 9:17 AM  
**To:** Mary Benjamin  
**Subject:** RE: Curricular Changes for Grad Council and CAP

Did you find out if a curricular change is coming through for Rehabilitation Counseling? Thanks!

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**From:** Mary Benjamin  
**Sent:** Wednesday, March 26, 2014 9:16 AM  
**To:** Peggy Anderson  
**Subject:** RE: Curricular Changes for Grad Council and CAP

Thank you!

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**From:** Peggy Anderson  
**Sent:** Wednesday, March 26, 2014 9:16 AM  
**To:** Mary Benjamin  
**Subject:** RE: Curricular Changes for Grad Council and CAP





## **Peggy Anderson**

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**To:** Council  
**Cc:** Doug Cooper; Kathy Ermler  
**Subject:** Curricular Changes  
**Attachments:** Rehabilitation Counseling-48HRS.pdf; Rehabilitation Counseling from 60-48 hours.pdf

Please review the attached curricular change request and let me know if you approve/disapprove by Friday, March 28.  
Thanks!

Peggy Anderson  
Graduate School  
Emporia State University  
[panderso@emporia.edu](mailto:panderso@emporia.edu)  
620-341-5508



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Andrew Smith, Chair – Brenda Koerner, Vice Chair - Peggy Anderson, Executive Secretary



The curricular changes for CE 801, CE 802, CE 804, CE 811, CE 800, CE 898, CE 899, Clinical Counseling program, Dual degree Art Therapy Counseling and Clinical Counseling program, Master Teacher name change, and Master Teacher new concentration (STEM) have been approved by the Graduate Council. Thanks!

---

**From:** Mary Benjamin

**Sent:** Monday, March 24, 2014 2:33 PM

**To:** Peggy Anderson; Joan Brewer

**Subject:** Curricular Changes for Grad Council and CAP

The attached curricular changes are ready to be reviewed by the Graduate Council and CAP.

Thank you,

Mary



## **Peggy Anderson**

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**Subject:** RE: Curricular Changes for Grad Council and CAP

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## **Peggy Anderson**

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**To:** Council  
**Cc:** Doug Cooper; Kathy Ermler  
**Subject:** FW: Curricular Changes for Grad Council and CAP  
**Attachments:** CE801 Crisis Counseling-level 2.pdf; CE801-Crisis Counseling Syllabus.pdf; CE802-Foundations of Professional Counseling-Syllabus.pdf; CE 802 Foundations of Professional Counseling.pdf; CE 804-Level 2.pdf; CE804-Clinical Supervision.pdf; CE 811-level 2.pdf; CE 811 Advanced Counseling Applilcations-Level 2.pdf; CE 880 Thesis in Clinical Counseling.pdf; CE880-Thesis-Syllabus.pdf; CE 898-Supervised Practicum in Counseling-Level 2.pdf; CE898-Supervised Practicum in Counseling-Syllabus.pdf; CE 899 Counseling Internship-Level 2.pdf; CE899-Counseling Internship.pdf; Clinical Counseling-Curriculum-Level 2.pdf; ClinicalCounseling-Curriculum3 11 14.pdf; Dual Degree.pdf; Dual Degree-attachment.pdf; Master Teacher program change (STEM).pdf; Master Teacher program change (STEM) attachment.pdf

I just received these curricular change requests for the Graduate Council. Please let me know by Wednesday, March 26, if you approve/disapprove. Thanks!

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**Sent:** Tuesday, March 11, 2014 2:15 PM  
**To:** Peggy Anderson  
**Subject:** Curricular Changes  
**Attachments:** SD710.pdf; SD 710 Syallbus.pdf; Certificate\_eLearning.pdf; Proposal for Certificate - eLearning-Online Teaching V2.pdf; SD 715.pdf; SD 715 Syllabus.pdf; PY change degree plan for Experimental concentration for Master's degree.pdf; PY Experimental Degree Plan-Current-Proposed.pdf; PY change degree plan for Industrial-Organizational concentration for Master's degree.pdf; PY IO Degree Plan-Current-Proposed.pdf

The attached Curricular Changes need to be reviewed by Grad Council.  
Thanks,  
Mary

*Approved by  
the Council  
3/14/14*





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Thanks,  
Mary

*Approved by Council  
3/14/14*



# EMPORIA STATE UNIVERSITY

## *Graduate School*

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**Present:** Barnes, Butler, Church, Costello, Ermler, Gay, Ghosh, Howell, Koerner, Liss, Miracle, Morales, Petersen, Schrader, Sutton (Smith), Storm, Williams, Yanik

**Absent:** Kjellman-Chapin, Rabender

**Date:** February 20, 2014

The Council of Graduate Studies met at 3:30 p.m. on Thursday, February 20, 2014 in the President's Conference Room. Dr. Brenda Koerner called the meeting to order.

### Information

- Minutes from the November 21, 2013 meeting were unanimously approved.
- A handout outlining the Three Minute Thesis Competition that will be held on Research and Creativity Day, May 1 was distributed to council members.
- Council members were reminded that graduate students are dropped on the 5<sup>th</sup> day.

### Reports/Discussion

- The council discussed accelerated degree programs and the possibility of offering these at ESU. Undergraduate and graduate programs would be allowed to share 9 credit hours. Council members were asked to take this information back to their departments and this would be an agenda item at the April meeting.
- The council discussed the possibility of an Interdisciplinary Ph.D. program at ESU. Council members were asked to take this information back to their departments and this would be an agenda item at the April meeting.
- Issues of faculty refusing to serve on thesis/dissertation committees or having chairs appoint faculty to serve on committees was discussed. After council discussion, it was decided this is not an issue at this time.

### Action

- Changes to the Council Bylaws regarding program review (Section 2) were unanimously approved.
- Proposed changes to current graduate policy regarding degree candidacy and graduate examinations were unanimously approved.

### Graduate Faculty

The following listed faculty were unanimously approved as Regular Graduate Faculty.

James Aber, Professor, Physical Sciences  
Jorge Ballester, Professor, Physical Sciences  
Marcia Schulmeister, Associate Professor, Physical Sciences  
Kenneth Thompson, Professor, Physical Sciences  
Eric Trump, Associate Professor, Physical Sciences

The following listed faculty were unanimously approved as Associate Graduate Faculty.

Robert Jones, Professor, Physical Sciences  
Michael Morales, Associate Professor, Physical Sciences

### Curricular Changes



## Graduate Council Minutes

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February 20, 2014

- The Master of Arts in Teaching curricular change was unanimously approved.
- The PE 804 curricular change was unanimously approved.
- The curricular changes for ED 840, ED 841, and the Alternate Route Program were tabled until corrections were made.
- Since the deadline for curricular changes will fall prior to the next council meeting, any future curricular changes will be distributed by email for a vote.

### Comments

- Michael Morales requested that Physical Sciences faculty have access to OnBase and InfoPath.
- Dusti Howell announced IDT would be hosting a Technology Integrated Learning Conference in Visser Hall on Saturday, February 22.
- James Costello announced Counselor Education would be hosting an Art Therapy Day the first weekend in March.
- Michael Morales announced Physical Sciences would be hosting a Science and Engineering Day on Saturday.
- Dean Ermler announced that graduate enrollment is up!

Adjourned at 4:10

Next Meeting April 17



### **Three Minute Thesis**

Three Minute Thesis (3MT™) is a research communication competition developed originally by The University of Queensland. The exercise develops presentation and communication skills and helps graduate students writing theses or dissertations effectively explain their research to a non-specialist audience.

This year at Research and Creativity Day, the Graduate School is sponsoring a 3 Minute thesis Contest. Graduate students will have 3 minutes to explain their thesis or dissertation and judges will pick the top 3 speakers. First prize is \$500, second is \$300, and third is \$100. Research and Creativity Day is May 1, 2014 in the Memorial Union (room TBA).

If you are interested in participating in the 3 Minute Thesis, please complete a very simple form at <http://www.emporia.edu/grad/graduate-forms/three-minute-thesis.html>

### **Date**

May 1, 2014 from 1 pm – 2 pm in Memorial Union (room TBA)

### **Prizes**

Winner - \$500

Runner up - \$350

Third - \$250

### **Rules**

1. A single static PowerPoint slide is permitted (no slide transitions, animations or movement of any type).
2. No additional electronic media (e.g. sound or video files) are permitted
3. No props (e.g. costumes, musical instruments, lab equipment) are permitted
4. Presentation are limited to 3 minutes maximum and anyone exceeding 3 minutes will be disqualified.
5. Presentations must be spoken word (e.g. no raps, songs or poetry)
6. The decision of the judging panel is final

### **Judging Criteria**

1. Communication style – was thesis/dissertation purpose and significance communicated in appropriate language for non-specialist audience?
2. Comprehension – could the non-specialist understand the research?
3. Engagement – did presentation make the audience want to know more about the topic?

### **Questions**

Contact Dr. Kathy Ermler, [kermier@emporia.edu](mailto:kermier@emporia.edu) or 620-341-5507





## PROPOSED CHANGES TO GRADUATE POLICY

Proposed changes are highlighted in yellow.

### Degree Candidacy

After having been admitted to graduate study with the objective of earning an advanced degree, the student must apply for and be admitted to candidacy for the degree sought. Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. Procedures and requirements for admission to candidacy are determined by the department in which the student is specializing, including the following general requirements:

1. The student must have met the entrance or candidacy requirements of the major department, and the results must be on file in the Graduate School.
2. If a student was admitted on probation, a release from probation must be processed before or concurrently with degree candidacy.
3. The student must have filed a degree plan in the Graduate School during the first semester of graduate study and the plan must have been approved by the Dean of the Graduate School and Distance Education.
4. The student must have completed at least six hours of course work on the graduate program of study before being admitted to degree candidacy.

Admission to degree candidacy is based not only on the minimal standards stated above, but also includes an appraisal of the student's record and potential. The Graduate School has a responsibility to maintain a standard of excellence determined by the graduate faculty.

Once those requirements have been completed, the graduate advisor must notify the Graduate School via email of the student's degree candidacy. The graduate advisor must send a notification to the Graduate School indicating a student has been admitted to degree candidacy. The Graduate School will send a letter notifying the student of their admittance to degree candidacy. If a student is denied degree candidacy, the graduate advisor must send a letter to the Graduate School indicating the reasons why the student has been denied degree candidacy. The Graduate School will notify the student of this decision and attach a copy of the departmental letter to the notification.

A student may be removed from degree candidacy (termination) based on academic progress. Notification of termination must come from the department that is terminating the student. The student must receive an official letter of termination with the reasons for the termination from the department chair/dean. If the student disagrees with the decision of termination, the student may appeal this decision in writing within thirty days from receipt of the letter. The written appeal



should be sent to the Dean of the Graduate School and Distance Education. The Dean will review the appeal and may consult with other colleagues in this review. The decision of the appeal is final. Notification to the student and his/her department will occur in writing within ten business days of receipt of the appeal request.

### **Graduate Examinations**

Departments offering a graduate program may require one or more examinations for admission to degree candidacy or for graduation. The nature of these examinations varies among departments. Students should confer with their graduate advisor concerning this requirement.

\*In a program that requires a final exam, the results (pass or fail) must be submitted by the department to the Graduate School for inclusion in the student's record. The department must convey the results to the student. The student must pass the final exam before a degree can be conferred.

\*Students must be enrolled in a minimum of 1 credit hour during the semester they take their final exam.



Graduate Council Bylaws:

Section 2. The duties of the Graduate Council shall be as follows:

F. To provide for periodic qualitative review of graduate programs

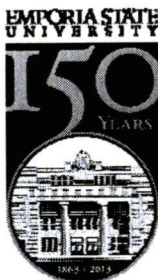
The major purpose of Graduate Program Review (GPR) at Emporia State University is to ensure that programs are functioning at the highest possible levels of academic quality and are operating in ways that are consistent with the mission of the University and the Graduate School. The process of GPR serves as a means to inform faculty, administrators, students and University governance bodies with respect to the relative merits and areas of needed improvement in particular programs. A GPR is an opportunity to reflect, evaluate and plan in a deliberative and collegial setting. GPRs can assist in identifying strengths, weaknesses, aspirations, opportunities and needs.

If the basic premise is accepted, then the Graduate Council would need to formulate the exact nature and format of the review. The following principles should be part of this formulation:

1. All graduate programs would be reviewed on the KBOR cycle and using either the KBOR report as the basis for the review or the replacement for the PASL.
2. All new programs (newly developed masters or doctoral programs) would be reviewed during the 3<sup>rd</sup> year of existence.
3. The review will provide feedback (written, oral or both) of the program to the department in which the program is located.







CHANGING LIVES SINCE 1863

## GRADUATE SCHOOL

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TO: Members of the Graduate Council

FROM: Andrew Smith, Chair, Graduate Council

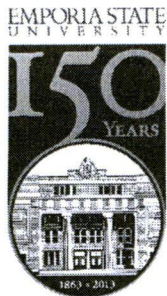
DATE: February 20, 2014

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, February 20, 2014 in the President's Conference Room.

### AGENDA

1. Approval of minutes from the November 21, 2014 meeting.
2. Information/Congratulations/News
  - Graduate students are never dropped
  - Three-minute thesis competition
3. Reports/discussion
  - Accelerated degrees
  - Interdisciplinary Ph.D.
  - Council program review policy
  - Graduate policy changes
  - Thesis/dissertation committees
4. Graduate faculty renewal
  - James Aber, Professor, Physical Sciences
  - Jorge Ballester, Professor, Physical Sciences
  - Robert Jones, Professor, Physical Sciences
  - Michael Morales, Associate Professor, Physical Sciences
  - Marcia Schulmeister, Associate Professor, Physical Sciences
  - Kenneth Thompson, Professor, Physical Sciences
  - Eric Trump, Associate Professor, Physical Sciences
5. Curricular Changes
  - Master of Arts in Teaching
  - ED 840
  - ED 841
  - PE 804
  - Alternate Route Program
6. Comments





CHANGING LIVES SINCE 1863

## GRADUATE SCHOOL

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**Present:** Barnes, Butler, Church, Costello, Ermler, Gay, Ghosh, Howell, Koerner Liss, McLain, Miracle, Morales, Rabender, Schrader, Smith, Storm, Yanik

**Absent:** Petersen, Ehlers (Kjellman-Chapin)

The Council of Graduate Studies met at 3:30 p.m. on Thursday, November 21, 2013 in the President's Conference Room. Dr. Andrew Smith called the meeting to order.

### Action

- Minutes from the October 17 meeting were approved with 1 abstention.
- After discussion, council members agreed there is no need for a policy regarding a graduate student advocate.

### Reports/Discussion

- The issue of admissions for felons or individuals in prison or after release from prison was discussed. These individuals cannot be blocked from admissions and council members were asked to inform their departments.
- Liz McLain announced the Graduate School does have a handbook for undergraduate students considering graduate school and can deliver copies to departments as needed.
- A handout regarding the need for a council program review policy was distributed to council members. Council members will take this issue back to their departments and this will be an agenda item in January. Council members were asked to be ready with specific ideas at the January meeting.
- Council members discussed the handout for proposed graduate policy changes concerning release from probation, degree candidacy, and required enrollment. This will be an agenda item in January after council members have had a chance to discuss the changes with their respective departments.
- A discussion on graduate faculty who refuse to serve on thesis/dissertation committees was initiated. Council members were asked to discuss this with their departments and this would be an agenda item in January.
- After council discussion, Dean Ermler agreed to investigate the problem of student access to secured areas and report back to the council.

### Regular Graduate Faculty

- The Graduate Council unanimously recommended Diane Nutbrown as Regular Graduate Faculty.
- The Graduate Council recommended Gaile Stephens as Regular Graduate Faculty with 2 no votes and 3 abstentions.

### Comments

- Michael Morales requested that the numbering in the Council Bylaws be corrected.

Adjourned at 4:15

Next Meeting, January 16, 2014



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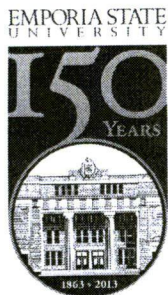
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CHANGING LIVES SINCE 1863

## GRADUATE SCHOOL

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TO: Members of the Graduate Council

FROM: Andrew Smith, Chair, Graduate Council

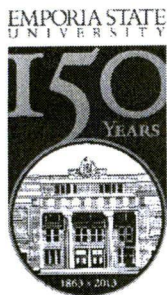
DATE: November 20, 2013

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### AGENDA

1. Approval of minutes from the October 17, 2013 meeting.
2. Information/Congratulations/News
3. Action
  - Graduate student advocate
4. Reports/discussion
  - Graduate program reviews
  - Program policy changes
  - Graduate student access to secured areas
5. Graduate faculty
  - Diane Nutbrown, Assistant Professor, Physical Sciences
  - Gaile Stephens, Assistant Professor, Music
5. Comments





## CHANGING LIVES SINCE 1863

### GRADUATE SCHOOL

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**Present:** Barnes, Butler, Costello, Ermler, Ghosh, Howell, Kjellman-Chapin, Koerner, Liss, Morales, Schrader, Smith, Storm, Williams, Yanik

**Absent:** Church, Gay, Miracle, Petersen, Rabender

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

#### Action

- Minutes from the September 19, 2013, meeting were unanimously approved.

#### Information

- Graduate statistics were distributed to council members and discussed

#### Reports/Discussion

- The motion to require inactive students to obtain departmental approval for reactivation was passed with 1 abstention.
- After council discussion, no action was taken on a GPA requirement for licensure students.
- More information is needed on student access to secured areas. This will be an agenda item in November.
- After council discussion regarding funeral leave for graduate assistants, council members agreed graduate students were not benefit eligible so should make up the time taken for funerals.
- The SWOT analysis was distributed to council members which represented the strengths, weaknesses, threats and opportunities for the Graduate School. After discussion, the council unanimously accepted the document with the following listed changes.
  - Page 2 under Opportunities – add accredited programs
  - Page 4 under Weaknesses for Selected Student and Faculty Services – add in-state tuition for military
  - Last page under Programs and Academic Offerings – delete last bullet point under Threats
- The need for a graduate student advocate was discussed. Council members agreed to discuss this issue with their respective departments and this would be an agenda item in November.
- Council members discussed the proposed changes to the Graduate Council Bylaws regarding graduate faculty requirements for Assistant Professors. The proposal was not approved and council members agreed to take this issue back to their respective departments and this would be an item on the November agenda.

#### Curricular Changes

The curricular change requests for CH 573 and CH 778 were unanimously approved.



## Graduate Council Minutes

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October 17, 2013

### **Regular Graduate Faculty**

- Regular Graduate Faculty status was unanimously approved for the following listed faculty:
  - Edwin Church, Associate Professor, School Leadership/MSTE
  - Joella Mehrhof, Professor, HPER
  - Andrew Miller, Assistant Professor, Physical Sciences
  - Steven Neill, Associate Professor, School Leadership
  - Mark Stanbrough, Professor, HPER

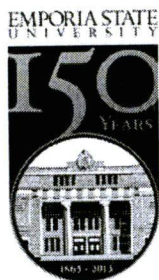
### **Associate Graduate Faculty**

- Associate Graduate Faculty status was unanimously approved for Heidi Webb, Associate Professor in Accounting and Information Systems.

Council adjourned at 4:25pm.







# Graduate Student Profile

## Fall 2013

### GRADUATE STUDENT ENROLLMENT

Student Level	Enrollment	Percent Full-time
<b>Non-Degree</b>	<b>306</b>	<b>3.6%</b>
LIC & CTR	152	4.6%
NDG	154	1.3%
<b>Degree</b>	<b>1,854</b>	<b>17.9%</b>
GR	1,833	17.8%
EDS	5	80.0%
PHD	16	6.3%
<b>Total</b>	<b>2,160</b>	<b>15.8%</b>

New & Continuing	Non-Degree	Degree	Total
New (First-Time)	98	559	657
Continuing	208	1,295	1,503

Location*	Non-Degree	Degree	Total
Online	206	2,697	2,903
Emporia	170	1,329	1,499
Olathe	7	29	36
Topeka	13	0	13
Other Locations	10	115	125

\* Headcounts are duplicated if a student takes courses in more than one location

College (School)	Non-Degree	Degree	Total
School of Business	0	131	131
Liberal Arts & Sci	1	249	249
Library & Info Mgt	3	317	320
Teachers College	148	1,158	1,306
No Major	154		154
<b>University Total</b>	<b>306</b>	<b>1,854</b>	<b>2,160</b>

School Leadership & Middle/Secondary Education	426
Early Childhood/Elem. Educ./Special Educ.	325
Library & Information Management	317
Health, Physical Education and Recreation	192
Counselor Education	156

### STUDENT CHARACTERISTICS

Gender	Non-Degree	Degree	Total
Female	65.4%	67.7%	67.4%
Male	34.0%	32.2%	32.4%
Gender not reported	0.6%	0.1%	0.2%

Race/Ethnicity	Non-Degree	Degree	Total
African American	1.6%	2.9%	2.7%
Amer Indian/Alaskan	0.3%	0.3%	0.3%
Asian	0.0%	0.7%	0.6%
Hispanic of Any Race	1.6%	3.9%	3.6%
Hawaiian/Pac Isl.	0.0%	0.2%	0.1%
White	81.7%	77.8%	78.4%
Two or More Races	1.0%	1.7%	1.6%
International	1.3%	8.4%	7.4%
Not reported	12.4%	4.0%	5.2%

Age	Non-Degree	Degree	Total
Mean	43	33	34
Median	41	30	31
20-24	4.4%	18.0%	16.2%
25-29	16.0%	30.5%	28.5%
30-39	24.8%	29.4%	28.8%
40-49	22.1%	13.6%	14.8%
50 & Older	31.0%	7.7%	10.8%
Not reported	1.7%	0.9%	1.0%

Departments with the Largest Number of Graduate Majors



Residency	Non-Degree	Degree	Total
Kansas	254	1,188	1,442
U.S., Non-Kansas	44	367	411
Corky Plus	2	45	47
NEARR	2	98	100
International	4	146	150
Partnership		10	10
<b>Total</b>	<b>306</b>	<b>1,854</b>	<b>2,160</b>

Major KS Counties	Non-Degree	Degree	Total
Johnson	50	273	323
Lyon	54	162	216
Sedgwick	13	107	120
Shawnee	24	90	114
Douglas	7	53	60
Wyandotte	5	36	41
Butler	4	30	34
Leavenworth	6	24	30
Other County	91	413	504
<b>Total KS Resident</b>	<b>254</b>	<b>1,188</b>	<b>1,442</b>

Major Out-of-State	Non-Degree	Degree	Total
Missouri	3	58	61
Oregon		51	51
Colorado	1	45	46
Ohio	19	23	42
New York		33	33
Utah		29	29
Illinois	4	15	19
Washington	1	18	19
Massachusetts	3	13	16
Virginia	5	11	16
Texas		14	14
Other	12	200	212
<b>Total out-of-State</b>	<b>48</b>	<b>510</b>	<b>558</b>

Major International	Non-Degree	Degree	Total
China	4	105	109
Saudi Arabia	0	18	18
South Korea	0	5	5
Japan	0	3	3
Other	0	25	25
<b>Total International</b>	<b>4</b>	<b>156</b>	<b>160</b>

## FIRST-TIME GRADUATE STUDENTS

(Based on Student Type = G on 20th Day and new graduate students for Summer 2013 still enrolled Fall 2013)

Residency	Non-Degree	Degree	Total
Kansas	67	330	397
U.S., Non-Kansas	27	180	207
International	4	49	53
<b>Total</b>	<b>98</b>	<b>559</b>	<b>657</b>

Major KS Counties	Non-Degree	Degree	Total
Johnson	19	67	86
Sedgwick	2	40	42
Lyon	3	38	41
Shawnee	6	28	34
Douglas	5	21	26
Riley	1	9	10
Wyandotte	2	8	10
Leavenworth	3	6	9
Butler	1	7	8
Franklin	2	6	8
Cowley		9	8
Other County	23	92	115
<b>Total KS Resident</b>	<b>67</b>	<b>330</b>	<b>397</b>

Major Out-of-State	Non-Degree	Degree	Total
Ohio	9	13	22
Oregon		21	21
New York		13	13
Washington	1	12	13
Missouri	2	11	13
Virginia	4	5	9
Colorado	1	7	8
Other State	8	75	83
<b>Total out-of-State</b>	<b>27</b>	<b>180</b>	<b>207</b>

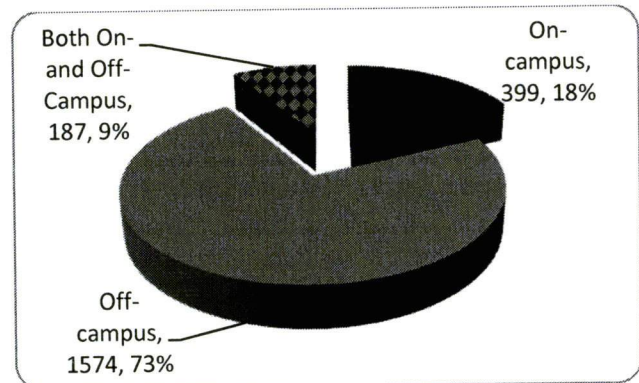




### Graduate Students with ESU Degrees Awarded

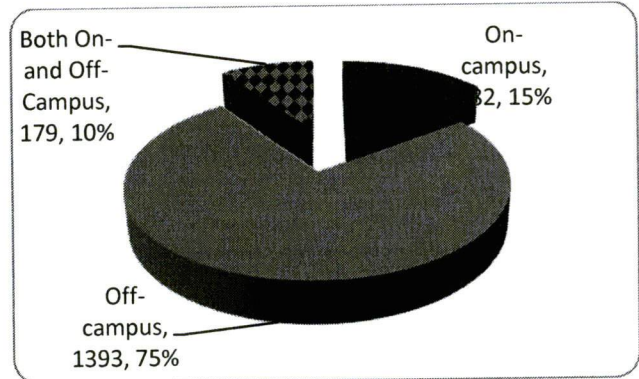
All Graduate Students	Other Institu. Degree Awarded	ESU Degree Awarded	Total
Kansas Resident	1,005	437	1,442
U.S., Non- Resident	542	16	558
International	139	21	160
Total	1,686	474	2,016
Kansas Resident	69.7%	30.3%	100%
U.S., Non- Resident	97.1%	2.9%	100%
International	86.9%	13.1%	100%
Total	78.1%	21.9%	100%

### ON-AND-OFF CAMPUS GRADUATE STUDENTS All Graduate Students

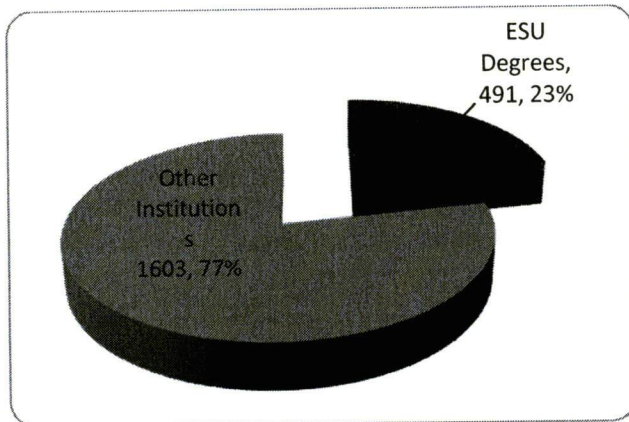


First-Time Graduate Students	Other Institu. Degree Awarded	ESU Degree Awarded	Total
Kansas Resident	289	108	397
U.S., Non- Resident	202	5	207
International	48	5	53
Total	539	118	657
Kansas Resident	72.8%	27.2%	100%
U.S., Non- Resident	97.6%	2.4%	100%
International	90.6%	9.4%	100%
Total	82.0%	18.0%	100%

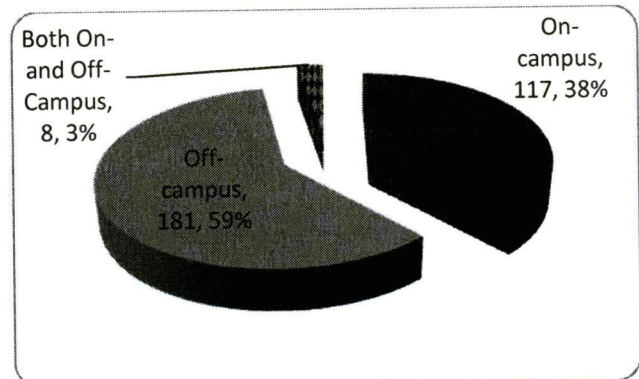
### Degree-Seeking Graduate Students



### All Graduate Students – Undergraduate Degrees



### Non-Degree Seeking Graduate Students





How did you find out about ESU's graduate programs (choose up to 3)?

ESU Website	38
Colleague	29
Google Search	26
Alumni	20
Other	20
Faculty Member	10
Email	7
GradSchools.com	5
Poster on campus	4
Direct Mail	3
Grad Fair	3

If you selected other; please indicate:

US Education Advisor
Human Resource Director in Topeka Public Schools
Employer
Education Fair
<a href="http://www.degreeinfo.com">www.degreeinfo.com</a>
Field Trip with High School Students
ALA Website
Librarian
MO Library Vendor Booth
WSUV Librarian
ESU Undergrad
Mentor at Undergraduate School
Olathe Public Schools
Researching online programs (no website given)

What was the most important factor in deciding to apply to ESU? (Select up to 2 items.)

Availability	57
Quality of the Program	55
Cost	52
Other	29
Faculty Members	13

If you selected other; please indicate:

Respected distance program
Scholarship
TOEFL score
Closeness to home
Continue to work
Program length
Dual Track
Campus in Kansas City





## ESU to National Trends 1 Year Trends

Areas	ESU	National
Number of Application	13% inc in apps	3.1% inc in apps
Enrollment change	3.10%	-3.60%
Number of Degrees Awarded	1.70%	2.40%
Full-Time Students	18%	55%
Enrollment by Gender	67% Female 33% Male	65% Female 35% Male

Areas	ESU	National
Most Enrolled Areas	Education (62%), SLIM (15%), Business (6%)	Education (20%), Business (16%), Health Sciences (13%)
Least Enrolled Areas	MAT Soc Sc (.19%), Instr Lead (.42%), History (.56%)	Physical Science (3.5%), Math (4.9%), Public Administration (4.9%)
Area with highest increase in Apps	Math (47%), MBA (66%), ECU (53%)	Math (19%), Engineering (13%), Health Science (8%)



# Graduate SWOT Analysis

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## *Summary Report, Findings and Suggestions (Graduate Faculty, Staff, Council participants)*

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As a part of the development of a new strategic plan, all areas were requested to undertake a SWOT analysis and provide summary information to the Strategic Planning Executive Cabinet. This SWOT analysis was completed with three groups (a selected group of graduate faculty, the graduate staff, and the graduate council). The report consists of three sections: Top areas in each section, Suggestions/Recommendations, and Summary of SWOT Findings. It is important to remember that this SWOT was undertaken from a GRADUATE perspective and while most of the information is related to both undergraduate and graduate, some information is only specific to the graduate area.

The Summary of SWOT Findings (Section 3) was sectioned into "areas" where strengths, weaknesses, opportunities and threats were examined. The bulleted comments are not intended to be value judgments on any particular area but intended to reflect the perception of the individuals taking part in this SWOT analysis.

### **Section 1: Top Areas in Strengths, Weaknesses, Opportunities and Threats**

#### ***Strengths***

1. Image and Reputation
2. Programs and Academics

The two areas selected as the top strengths were image/reputation and programs/academics. These selections were based on the strong reputation ESU has in the state and region for its academic programs. In addition, the strong tradition and reputation of The Teachers College was mentioned, as well as the uniqueness of the SLIM Master's and PHD programs. Contributing to the strong image and reputation is the early adoption of online learning by graduate programs, which has led to a strong foothold in the area of online learning in several graduate programs. Finally, ESU has a tradition of graduate preparation and leads the state in the proportion of graduate to undergraduate students. One of the unique strengths of ESU is its graduate programs.

#### ***Weaknesses***

1. Economy/Resources - Infrastructure, building, equipment, technology
2. Communication

The weaknesses suggested by the groups represent a subjective assessment of the areas that need improvement. The most identified area was the lack of fiscal stability and decrease in resources across the university. Comments also focused on the growing reliance on private funding and grants to maintain programs. Concerns were mentioned about the increasing cost of tuition and fees. In addition, the funding issue was extended to lack of faculty and staff raises, concerns about retention of faculty/staff, inadequate support for student and faculty travel, inadequate number of graduate scholarships, and the non-competitive salaries for GAs.





Infrastructure issues related to the lack of deferred maintenance available through the state, the uneven approach to classroom updates and campus improvements, and the limited view of technology as only computer or computer-related equipment.

Communication was a second area of weakness noted. Concerns expressed include the lack of information related to how, why, and who made a decision; accurate and reliable information and data; the problem of only higher levels having information; and issues related to communicating and following through with partnerships with other institutions and countries.

### **Opportunities**

1. Competition
2. Program and Academics

Opportunities are typically those events or items that occur externally to ESU that might be pursued through innovation and new strategies. The area of competition and competitive edge was discussed. Tuition may seem equitable in Kansas, but the tuition rates are very low compared to other states and areas of the country. This value should be marketed in a more effective and visible manner. Another competitive edge of which ESU could take advantage is the decreased willingness of R1 institutions to take master's students. The R1 schools would rather invest and recruit PHD students. ESU has the opportunity to make a distinctive mark in master's programs.

With regards to programs and academics, ESU needs to examine employment areas that meet workforce needs, particularly as the needs relate to employment in Kansas. This would relate to the importance KBOR has placed on workforce education and growth. In addition, a more structured and well visualized plan of how growth and related realignment of resources should occur. The current system is viewed as cumbersome and ineffective. This leads to lack of flexibility and the inability to be creative in generating new programs, curricular offerings, and scheduling diversity. This challenges the ability to have long-range goals for schools/colleges, departments and programs.

### **Threats**

1. Funding
2. Outside Agencies

Threats typically are outside the control of ESU and as such, energy, resources and planning should focus on the strengths and weaknesses and take advantage of the opportunities rather than expend time and effort on things we have little or no control over. The two areas identified as threats include the funding levels allocated to higher education through the state legislature. Additionally, changing state regulations, federal regulations, accreditation standards all lead to issues that cause stress on the institution.

### **Section 2: Summary and Recommendations**

1. ESU must create and implement a process of planned growth, as well as recognize the needs (faculty, staff, GAs, financial assistance, scholarships, etc.) in order for program growth and enrollment increases.
2. Capacity of both undergraduate and graduate programs should be delineated. Some graduate programs have significant potential for growth but this growth is dependent on more flexible methods of degree offerings and relocation of resources.
3. Recruiting and marketing efforts need to support both graduate and undergraduate levels. Recruiting and marketing must extend beyond on-campus students to off-site locations and opportunities (ESU-KC, online, and community colleges).



4. Graduate programs should examine ways of offering more flexible program and course scheduling.
5. Tuition flexibility and innovation needs to be encouraged.
6. Methods to attract, retain and support faculty and staff must be developed.
7. The headcount for graduate students needs to diversify – with 62% of the graduate headcount in The Teachers College, any fluctuations in education graduate students affects the entire Graduate School.
8. The development of partnerships is decentralized and often are not developed once the partnerships have been established. A single point of contact for all partnerships is recommended.
9. Communication of decisions needs to be improved and the “trickle” down method of passing information should be replaced by a multi-channel method of distributing information from the original source.
10. ESU needs to find ways to become the leading Master’s institution in the nation. This is a large population and one that is usually overlooked in favor of undergraduate or PHD students. This could be a very distinct niche for ESU.
11. Data for programs and colleges continues to be difficult to access. Additionally, various reports often conflict with each other. Standardized, accurate reports with programmatic data should be developed so that programs could access this information at any time. Accurate and reliable data would allow programs to recognize where student volume occurs, where new markets are, and what marketing is needed.
12. An annual review of programs should have a formalized process with recommendations (discontinuance, continuance, or needs improvement) to assist with planned growth opportunities.
13. New graduate and undergraduate programs should be planned and examined from workforce development perspective.
14. A PHD program in the Teachers College needs to be developed.
15. Planning in all areas needs to be ongoing and long-term and provide direction for programs and support areas.

### Section 3: SWOT Findings

Image, Reputation and competition	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ History and reputation of graduate programs is strong in state and region</li> <li>○ Historic reputation of Teachers College</li> <li>○ Reputation of SLIM program particularly in western states</li> <li>○ Online programs – early adoption of online learning – developed a foothold early in online area</li> <li>○ Unique and distinctive ratio of graduate to undergraduate students</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Very few new graduate programs have been added to graduate programs in last 10 years.</li> <li>○ Marketing and recruiting for graduate school and programs is limited (graduate students are not an institutional priority)</li> <li>○ ESU continues to sound and act like an undergraduate school with a nod to graduate programs.</li> <li>○ Graduate programs are unaware of who their competitors are.</li> <li>○ Insufficient marketing allocations particularly at a departmental level</li> <li>○ Lack of advertising/recruitment funding compared with competitors</li> <li>○ Undergraduate program logic applied to graduate programs</li> <li>○ Too modest about programs</li> <li>○ Scholarships need to be developed and increased for graduate students</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Equitable tuition rates in Kansas but very low rates compared to east and west coast where ESU is a great educational value</li> <li>○ R1s are less willing and likely to</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Increase competition from private institutions who can be more agile in offerings and policies</li> <li>○ More opportunities available to students (online, hybrid) that permit students to “shop” for degrees</li> <li>○ 62% of all graduate programs reside in the</li> </ul>





	take a master's student. They want to take PHD students. ESU could make a distinctive mark in master's work.	Teachers College (need for diversification) ○ "Wealthier" (more resources) universities in close proximity
Selected Student and Faculty Services	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Very strong, well-developed student support services for on-campus, undergraduate students.</li> <li>○ Students at both graduate and undergraduate level are provided with personal attention by faculty and staff.</li> <li>○ Strong emphasis on personal attention</li> <li>○ Quality advising allows for high retention rates</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Services provided to military returning to school should be expanded</li> <li>○ Student services are primarily focused on on-campus, undergraduate students</li> <li>○ Access to improved graduate career services</li> <li>○ Access to student and faculty services need to be more visible and easily accessed.</li> <li>○ Lack of IT support for certain products</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Models of graduate student retention exist – need to review and implement a retention plan</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Difficulty is increasing in retaining quality faculty who are being pulled to other universities with more resources and higher salaries</li> <li>○ Potential faculty burn-out</li> </ul>
Infrastructure Capability and Technology	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Campus improvements (Union, Library, Richel Lab)</li> <li>○ Wireless campuses – improvements in overall technology</li> <li>○ BRM has been extremely useful in improving contact and follow-up with students.</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Fiscal instability</li> <li>○ Lack of deferred maintenance</li> <li>○ Uneven approach to classroom updates and campus improvements</li> <li>○ Changing technology without training time or regular, planned training</li> <li>○ Limited thinking about technology – computers are expected to turn over every 5 years, however, other types of technology are not set up on replacement schedule or supported by technology funding</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Opportunity to transform teaching and learning with new technologies</li> <li>○ New master plan is being developed for the university, which will help to prioritize improvements.</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Students coming into ESU with advanced technology skills without faculty prepared to use technology or without ESU equipped to have necessary technology</li> <li>○ Also a nontraditional group of students, particularly at graduate level, coming into programs without background in technology (Average age of degree seeking graduate student is 34, with 56.3% of degree seeking graduate students over age of 30. Average age of non-degree student is 43 with 79.6% of non-degree over 30).</li> <li>○ Need to increase resources to permit programs to grow</li> </ul>
Accreditation, Third Party Endorsements and State and	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Higher Learning Commission Accreditation</li> <li>○ AACSB (Business), NCATE</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Relevance of rankings</li> <li>○ Time and money spent on maintaining accreditations</li> </ul>





National Agencies	(Education), CACREP (Counseling), ALA (Library), NASP (School Psy), CORE (Rehabilitation), NASM (Music), AATA (Art Therapy) <ul style="list-style-type: none"> <li>○ US News rankings</li> <li>○ Online rankings</li> </ul>	<ul style="list-style-type: none"> <li>○ KBOR focus is strongly guided by political environment in state and federal level</li> <li>○ Geographical jurisdiction</li> <li>○ Lack of faculty involvement in HLC accreditation</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Self-study documents could potentially serve as a way take a long look on processes, programs and policies</li> <li>○ Use of high profile accreditation for student recruitment</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Changing requirements from national accrediting bodies requires responses and changes at institutional level.</li> <li>○ Changing regulations for teachers – ways to move up on pay scales, but this may be changing</li> <li>○ Cost of professional development vs tuition for graduate credit.</li> <li>○ State authorization and implications for graduate programs</li> <li>○ Kansas Legislature</li> </ul>
International/Gl obal Education	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ ESU has begun to diversify (moving away from only one country recruiting) to a more balanced approach</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Lack of support services for international students on the ESU campus.</li> <li>○ Language skills of international students</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ ESU students are traveling to international locals – enhances students' experiences available to students.</li> <li>○ Develop marketing information that highlights tuition particularly in areas of country where a state's in-state tuition is greater than ESU's nonresident tuition</li> <li>○ Growth potential in international and non-traditional students</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Increased competition by international universities for American students</li> <li>○ Decrease in number of US students will necessitate increase in international students recruiting</li> <li>○ Federal policy and international government expectations makes recruitment of international students more difficult.</li> </ul>
Environment, Community	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Very safe campus and community</li> <li>○ Rural setting</li> <li>○ Water quality</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Lack of potential employment for students to support education in Emporia</li> <li>○ Rural setting</li> <li>○ Difficult to find supervisors, mentors, for internships, practicums and student teachers</li> <li>○ The on-campus environment seems to be the only recruitment focus. ESU has a presence in KC, Wichita, Online and these are barely visible</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Partnerships developed for undergraduate programs could be expanded to graduate programs</li> <li>○ Collaboration with other schools (community colleges, 4 year schools, PHD programs) needs to be expanded</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Population in surrounding areas is shrinking; this reduces potential pool of students to recruit from nearby area.</li> <li>○ Online programs coming into the state that regional students will find attractive</li> </ul>





Collaborative Efforts & Partnerships	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Long standing partnerships with school districts</li> <li>○ Quality programs have led students graduating from academic programs to become a strong recruiting source.</li> <li>○ Loyal, cohesive alumni</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Lack of identified individual or area that would assist with development of new partnerships (with community colleges, 4 year schools or graduate schools)</li> <li>○ Lack of follow through and development on partnership opportunities that were started.</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Possibility of looking at admitting cohorts with tuition breaks</li> <li>○ ESU-KC is under used facility with great potential</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Number of off-campus sites and partnerships (Olathe, JCC, BCC, KCC, ESU-KC) – Are these effective or are we spreading resources too thin (particularly faculty)</li> </ul>
Faculty, staff and administration	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Committed, highly qualified faculty and staff</li> <li>○ Well-networked faculty (faculty who have national and international reach)</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Lack of pay increases in past 7 years</li> <li>○ Lack of consistent professional development for faculty and staff</li> <li>○ Reliance more and more on temporary/adjunct faculty</li> <li>○ Lack of strategic thinking in academic areas at both the graduate and undergraduate level</li> <li>○ Faculty, staff and administration need to be provided with professional development opportunities and some need extended, intensive development opportunities to improve skills</li> <li>○ Differences in working with undergraduate students and graduate students are not considered, particularly in relation to advising, recruiting, and mentorship</li> <li>○ Static or depressed resources and faculty hiring</li> <li>○ Insufficient faculty numbers; large class sizes</li> <li>○ Business model is being applied for production of headcount; this may not be the best educational model</li> <li>○ Failure to think strategically and long term</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Enhance teaching to greatness instead of a basic expectation</li> <li>○ Redefine tenure/promotion criteria to more effectively recognize service and student engagement</li> <li>○ 1/3 of faculty are within retirement age in the next 10 years.</li> <li>○ Large turn over in upper administration in past 5 years – might allow new look and perspective on processes and policies.</li> <li>○ Flexibility to restructure program and course time frames</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Lack of money to fund open faculty lines.</li> <li>○ Growth in graduate programs will require hiring of faculty with different credentials than undergraduate programs.</li> <li>○ 1/3 of faculty are within retirement age in the next 10 years.</li> <li>○ Ability to attract and retain highly qualified faculty.</li> <li>○ Faculty morale may cause an absence of continued effort and attendance in committees, governance, mentorship, etc.</li> </ul>
Changing Student profile	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Students appear to be comfortable</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Student preparation for higher education</li> </ul>





and demographics and student expectations	<ul style="list-style-type: none"> <li>in a technological environment</li> <li>Students experience considerable growth throughout both undergraduate and graduate programs (Graduate students are ready to enter a PHD program after completing a master's program).</li> <li>ESU continues to have more students from other universities enter graduate programs (77%) than own undergraduate programs (23%)</li> </ul>	
	<p>Opportunities</p>	<p>Threats</p> <ul style="list-style-type: none"> <li>Increased expectations (for high quality educational experiences as part of curriculum)</li> <li>Increased technological expectations</li> </ul>
Economy, Funding	<p>Strengths</p> <ul style="list-style-type: none"> <li>Potential growth in student body may help alleviate some of the funding issues.</li> <li>ESU has an extremely competitive price point, particularly outside of Kansas</li> <li>ESU continues to offer a tuition assistance program that helps retain faculty and staff</li> </ul>	<p>Weaknesses</p> <ul style="list-style-type: none"> <li>Decrease in grant funding has begun to restrict benefits that can be provided to faculty and graduate students.</li> <li>Trying to maintaining tuition rates at a competitive level, often leads to increasing fees</li> <li>Need to improve number and amount of student scholarships, particularly at the graduate level.</li> <li>Increasing reliance on private funds and grants (which have been steadily declining)</li> <li>Inadequate support for student and faculty travel</li> <li>Non-competitive GTA salaries and numbers of GTAs</li> <li>Lack of graduate scholarships</li> </ul>
	<p>Opportunities</p> <ul style="list-style-type: none"> <li>Possibility of differential tuition based on program demand</li> </ul>	<p>Threats</p> <ul style="list-style-type: none"> <li>Rising tuition costs and student debt</li> <li>Reduced state funding</li> <li>With increasing numbers of online programs, the future potential for alumni giving is in question</li> </ul>
Data, Assessment and Accountability	<p>Strengths</p> <ul style="list-style-type: none"> <li>Assessment has been part of the ESU culture for many years.</li> </ul>	<p>Weaknesses</p> <ul style="list-style-type: none"> <li>Continued and increased demand for reports without requisite feedback on information presented.</li> <li>Data reports for all programs should be developed and provided on a regular basis through IR.</li> <li>Inconsistency of data counting from institution to KBOR (example – full time graduates are counted as 9 hours but policy indicates a full-time student is 6 hours. Each university in Kansas has different definition of full/part time).</li> <li>Various systems used to produce data (EMUS, BRM, Cognos, Banner)</li> <li>Departments continue to be confused by data counting – how are numbers determined.</li> <li>Licensure students (which are advised in departments) are not counted in departmental</li> </ul>





		headcount or load
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Use assessment data to predict and improve programming, student recruitment, and marketing</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Institutions and organizations are investing heavily in data mining to review areas and make informed decisions. This is not occurring at ESU.</li> </ul>
Mission and Vision	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Consistent with core values developed by the university community.</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Mission and vision (current) reflect the same ideas.</li> <li>○ Current mission is generic – no distinctiveness in mission – could be 1 of a thousand schools</li> <li>○ Choosing a mission and vision that does not showcase the reputation of the university.</li> <li>○ Not using the mission and vision to draft the new strategic plan</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Make the new mission an “active” mission</li> </ul>	<b>Threats</b>
Communication	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ A well-defined and shared belief in shared governance</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Perceived lack of information about decisions being made on campus by administration; faculty are perceived as a “no need to inform/ask” group.</li> <li>○ Perception that decisions are being made, but there is very little understanding why the decision was made, by whom and for what reason.</li> <li>○ Too much “trickle down” information instead of relying on passing information down through channels historically created to distribute initial information to a wider audience.</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Opportunities to recruit current undergraduates to graduate programs has room for growth</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Without an improved/enhanced level of communication between administration and faculty, morale is affected and mistrust emerges.</li> </ul>
Programs and Academic Offerings	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Perception that programs have rigor and are of high quality with highly relevant content</li> <li>○ More than an niche, but the Teachers College is and continues to be a strength of ESU</li> <li>○ Academic programs are monitored by accreditations and program review</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Lack of agile curricular process to update or modify programs</li> <li>○ Inability or resistance for the elimination of programs to reallocate resources to growing programs or create newer programs</li> <li>○ Programs need to have long range course schedules readily available for students as guides</li> <li>○ Capacity not defined for graduate programs – what is the capacity that is optimal for graduate school?</li> <li>○ Hesitation of programs to change programs</li> </ul>
	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Niche programs can be developed to meet workforce needs</li> <li>○ Greater flexibility in program scheduling and course sequencing</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Planning of course schedule needs to occur early and this planning is predicated on knowledge of available faculty and resources to offer courses including for the summer sessions.</li> <li>○ Lack of statewide visibility in high schools and junior colleges</li> </ul>



# **BYLAWS OF THE GRADUATE SCHOOL EMPORIA STATE UNIVERSITY**

## **ARTICLE I**

### **Name**

The name of this organization shall be the Graduate School, Emporia State University.

## **ARTICLE II**

### **Purpose**

The purpose of these bylaws is to define policies and procedures of the Graduate School and to define the roles and responsibilities of the Graduate Faculty and the Graduate Council.

## **ARTICLE III**

The Graduate Faculty of Emporia State University shall consist of the faculty of the school/college who have been nominated and approved as members of the Graduate Faculty. Appointments will be as either a regular, associate or temporary member. The President, Provost/Vice-President for Academic Affairs, Deans and Associate/Assistant Deans of the Academic Schools/Colleges and Dean of the Graduate School are members of the Regular Graduate Faculty.

### **Requirements for Membership in the Graduate Faculty**

#### **Procedures**

The appointment/reappointment process begins at the departmental level. The deadlines for receipt of applications in the Graduate School are September 30 and February 28.

1. The Graduate School notifies Graduate Faculty members who are due for reappointment at the beginning of each semester. Initiative for appointment of new and current faculty members rests in the department.
2. Faculty members up for appointment or reappointment complete the appropriate application for Graduate Faculty (Regular, Associate or Temporary). The application must be filled out completely. Any incomplete applications will not be evaluated. No vitas will be accepted in lieu of the form. Application forms are located in InfoPath.
3. All applications are reviewed and voted upon by the graduate faculty in the faculty member's department. The result of the vote in the department must be noted on the form. If the faculty member receives a positive recommendation (simple majority) from the department, the application is forwarded to the Chair of the Department.
4. The Department Chair sends forward approved applications to the Dean of the School or College.
5. The Dean of the School or College sends forward approved applications to the Graduate





School for review by the Graduate Council.

6. The Graduate Council evaluates each application and votes on whether to recommend the application to the Graduate Dean. If any member of the Graduate Council has applied for reappointment, s/he must leave the room while his/her application is being reviewed. Only the council's recommendation (approval or denial) should appear in the Graduate Council minutes.
7. After receiving recommendations from the Graduate Council, the Dean of the Graduate School makes a final decision on the approval or denial of each application.

### **Article III**

#### **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.

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 have a master's degree plus at least 30 hours additional graduate work or an ABD and have demonstrated productive scholarly activities appropriate to their field.  
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.

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.

**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 membership in the Graduate Faculty. They may not chair 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. 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.

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They may chair up to 3 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 be allowed to exceed this limit.

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

- 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



**ARTICLE V**

**The Graduate Council**

**Section 1.** The Graduate Council shall be a representative body of the Graduate Faculty and graduate students. Its purpose shall be to enhance the quality of graduate education by providing a forum for broad participation in the formulation of academic policies that govern graduate programs. The Graduate Council shall recognize the need for shared responsibility in the governance of graduate education. The departments, schools and colleges shall be responsible for the support and management of graduate programs, whereas the Graduate Council shall perform the functions of review and coordination. The objectives of the Graduate Council shall be as follows:

- A. To develop and maintain high standards of quality in all graduate programs,
- B. To recommend general academic policies and procedures relating to graduate programs in the University,
- C. To represent the interests of the Graduate Faculty and graduate students in the University,
- D. To advise the Dean of the Graduate School concerning the administration of the Graduate School.

**Section 2.** The duties of the Graduate Council shall be as follows:

- A. To review and approve minimum standards for admission to graduate degree programs;
- B. To review and approve the basic requirements for graduate degrees;
- C. To review and approve new and revised graduate courses and degree programs;
- D. To recommend policy for support of graduate students;
- E. To review the administrative structure of graduate degree programs that involve more than one department, school, or college;
- F. To provide for periodic qualitative review of graduate programs;
- G. To develop general criteria and procedures for the establishment of membership in the Graduate Faculty;
- H. To provide a copy of the minutes of all meetings of the Graduate Council to the chair of the Committee on Campus Governance, the President of the Faculty, and members of the Graduate Council.





**Section 3.** The Graduate Council shall be composed as follows:

- A. The chair of each department offering graduate coursework or a regular member of the graduate faculty designated by the chair,
- B. The Dean of the Graduate School,
- C. Two graduate students selected by the Dean of the Graduate School and the Graduate Student Advisory Committee, to serve two-year staggered terms.

**Section 4.** The organization of the Graduate Council shall be as follows:

A. Officers:

- 1. The Chair shall be elected annually by the Graduate Council from its membership.
- 2. A Vice-Chair to be elected annually by the Graduate Council from its membership.

B. Meetings:

- 1. The Graduate Council shall meet monthly during the academic year. Any monthly meeting can be cancelled by the Chair with the consent of the Vice-Chair. Special meetings may be called by the Chair as required.
- 2. Meetings are open to all members of the Graduate Faculty who may debate issues but not vote.
- 3. Minutes of meetings shall be recorded and maintained by the Graduate School, which shall be responsible for distributing the minutes as stated in Article V, Section 2, item H, above.
- 4. Agenda items must be submitted to the Chair at least ten calendar days prior to the meeting at which they are to be considered.
- 5. Items that involve a change in university graduate policy shall not be voted upon until the meeting following the meeting of introduction.

C. Committees:

- 1. There shall be no standing committees of the Graduate Council.
- 2. Special committees may be appointed by the Chair as required and may include graduate students and members of the Graduate Faculty who are not members of the Council.





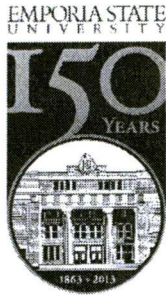
## **ARTICLE VI**

### **Amendments**

Section 1. A proposed amendment to these bylaws shall be submitted in writing to the Chair of the Graduate Council at least ten calendar days prior to the regular meeting at which it is to be discussed.

- (a) Any proposed amendment shall be submitted to the Graduate Council and shall become effective upon approval by two-thirds vote.
- (b) Proposed amendments may not be voted upon until the meeting following the meeting at which they are introduced.





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## GRADUATE SCHOOL

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TO: Members of the Graduate Council

FROM: Andrew Smith, Chair, Graduate Council

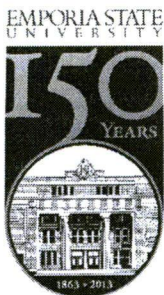
DATE: October 21, 2013

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

### AGENDA

1. Approval of minutes from the September 19, 2013 meeting.
2. Information/Congratulations/News
3. Action
  - New eligibility for students once they have become inactive and return
  - Licensure students and gpa
4. Reports/discussion
  - Student access to secured areas – update from Biological Sciences
  - Funeral leave for graduate assistants
  - SWOT review – please review SWOT Report
  - Graduate student advocate
  - Graduate faculty guidelines – Brenda Koerner
5. Curricular changes
6. Regular graduate faculty
  - Edwin Church, Associate Professor, School Leadership/MSTE
  - Joella Mehrhof, Professor, HPER
  - Andrew Miller, Assistant Professor, Physical Sciences
  - Steven Neill, Associate Professor, School Leadership
  - Mark Stanbrough, Professor, HPER
7. Associate graduate faculty
  - Heidi Webb, Associate Professor, AIS
8. Comments





CHANGING LIVES SINCE 1863

## GRADUATE SCHOOL

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- Present:** Butler, Childress (Howell), Church, Ehlers (Kjellman-Chapin), Ermler, Gay, Ghosh, Koerner, Liss, Miller (Costello), Miracle, Morales, Rabender, Smith, Storm, Wade (Schrader), Yanik
- Absent:** Barnes, Petersen
- Guests:** Brent Thomas and Melissa Bailey

The Council of Graduate Studies met at 3:30 p.m. on Thursday, September 19, 2013 in the President's Conference Room. Dr. Andrew Smith called the meeting to order.

### Action

- Minutes from the April 18, 2013 meeting were unanimously approved.

### Introduction

- Council made introductions.

### Information

- The new process for Graduate Faculty Recommendations was discussed, Peggy Anderson followed this discussion with an email to chairs and Council members on procedures to access recommendations.
- A handout of graduate enrollment statistics was distributed to council members.

### Reports/Discussion

- Council members discussed the need for a policy regarding eligibility for inactive students. Council members will discuss this issue with their respective departments and this will be an agenda item in October.
- Council members discussed the need for a policy regarding licensure students with a low gpa. Council members will discuss this issue with their respective departments and this will be an agenda item in October.
- The agenda item regarding the graduate assistant technology policy was tabled until the October meeting.
- After council discussion regarding the admittance of students with 3 year degrees under the Bologna agreement, the council approved the admittance of these students with 1 opposed and 3 abstentions.
- Brenda Koerner discussed the issues concerning graduate students not able to get keys for admittance after hours. The issue will be taken to facilities and Provost Council and information will be brought back to council in October.
- The agenda item regarding Graduate Faculty Guidelines was tabled until the October meeting.
- After discussion, council approved adding a sentence stating we support the University Dishonesty Policy to our Graduate Policy Handbook.

### Curricular Changes

- The following listed curricular changes were approved by the Graduate Council.





## Graduate Council Minutes

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September 19, 2013

- a. MS Forensic Science – 1 abstention
  - b. FO 702 – 1 abstention
  - c. FO 710 – 1 abstention
  - d. FO 711 – 1 abstention
  - e. FO 720 – 1 abstention
  - f. FO 770 – 1 abstention
  - g. FO 771 – 1 abstention
  - h. FO 803 – 1 abstention
  - i. FO 809 – 1 abstention
  - j. FO 850 – 1 abstention
  - k. FO 886 – 1 abstention
  - l. FO 890 – 1 abstention
  - m. Master of Accountancy admission requirements
  - n. Master of Accountancy degree candidacy requirements
  - o. Master of Accountancy elective requirements
  - p. Master of Accountancy program requirements
  - q. School of Business admission requirements
- The curricular change requests for CH 573 and CH 778 were tabled until the October meeting. Mike Morales agreed to ask the department for clarification and report back at the October meeting.
  - The Associate Graduate Faculty requests for the following listed faculty were unanimously approved by the council.
    - a. Essam Abotteen, Associate Professor, Mathematics, Computer Science, and Economics
    - b. Xiaoyan Bao, Assistant Professor, Accounting and Information Systems
    - c. Janet Capps, Assistant Professor, School of Library and Information Management
  - The Regular Graduate Faculty requests for the following listed faculty were approved by the council with 1 abstention.
    - a. Melissa Bailey, Assistant Professor, Biological Sciences
    - b. Karen Bates, Assistant Professor, Elementary Education/Early Childhood/Special Education
    - c. Paul Bland, Professor, School Leadership/MSTE
    - d. Carol Daniels, Assistant Professor, Psychology
    - e. Deborah Larson, Assistant Professor, Elementary Education/Early Childhood/Special Education
    - f. Pamelyn MacDonald, Professor, Psychology
    - g. Dennis Pelsma, Professor, Counselor Education
    - h. Charles M. Seimears, Associate Professor, Elementary Education/Early Childhood/Special Education
    - i. Gregory Schneider, Professor, Social Sciences
    - j. George Yancey, Professor, Psychology

### Comments

- Council members discussed the recent changes to the International Student admissions process.

Adjourned at 4:20

Next Meeting October 17



**COMMITTEE ASSIGNMENTS  
GRADUATE COUNCIL  
2013-2014**

**Durst Research Award (Fall)**

Dipak Ghosh  
Dusti Howell  
Amanda Rabender  
Betsy Yanik

**Graduate Teaching Assistant Award (Spring)**

Michael Butler  
Amanda Miracle  
Amanda Rabender  
Andrew Smith

**Boylan Scholar Award (Spring)**

Bill Barnes  
Nathan Gay  
Brenda Koerner  
Jerry Liss

**Boylan Thesis Award (Fall and Spring)**

James Costello  
Mike Morales  
Brian Schrader  
Mel Storm

**Robert J. Grover Award (Fall)**

Bill Barnes  
Ed Church  
Monica Kjellman-Chapin  
Rachel Petersen



## Peggy Anderson

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**From:** Kathy Ermler  
**Sent:** Thursday, July 25, 2013 6:55 PM  
**To:** Brenda Koerner  
**Cc:** Peggy Anderson; Melissa Bailey; Brent Thomas  
**Subject:** Re: Student access to secured areas

Brenda

I appreciate you bringing this to my attention. It will be on council agenda. I believe other areas also have same issues

Sent from my iPad

On Jul 25, 2013, at 3:29 PM, "Brenda Koerner" <[bkoerner@emporia.edu](mailto:bkoerner@emporia.edu)> wrote:

Hi Dr. Ermler,

A graduate student issue just came to my attention that if appropriate I would like to have addressed during the September graduate council meeting. I just became aware that graduate students who do not have a GTA or GRA are not allowed to obtain keys for any of the rooms on campus. I have two students that I accepted for the MS program in my lab that will not be under contract this fall, so they will be unable to have keys to my lab, and they will also not be able to have keys to their own office space. It is only in the last year that the policy for keys has changed on campus. I have previously had students (both graduate and undergraduate) that were not under contract that have had keys to various rooms in the department. This will become even more problematic if the MSFS program is approved because those students will have office space and will be conducting projects (many of which involve time outside of regular university building hours), and they will not be able to access the spaces they need to conduct their research. Please let me know if you have any questions. This may not be an issue that affects all graduate programs equally, but it seems problematic to me to accept graduate students, and then not give them access to the areas they require to complete the work necessary for their degree program.

Brenda

Brenda Koerner, Ph.D.  
Ecosystem Ecology  
Department of Biological Sciences  
Emporia State University  
1200 Commercial St.  
Emporia, KS 66801  
(620)341-5616  
[bkoerner@emporia.edu](mailto:bkoerner@emporia.edu)







## GRADUATE SCHOOL

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**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 Schlaoui

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 are now based on enrollment and graduation numbers.
- 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*



## Graduate Council Minutes

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January 19, 2012

*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



Graduate Council Minutes

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January 19, 2012

**Comments**

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

Adjourned at 5:00 p.m.

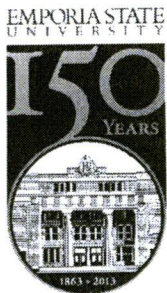
Next Meeting September 19, 2013





Metrics	2003	2007	2013
Graduate students enrolled for fall	1844	2033	2160*
Graduate students enrolled by deg or ND	N/A	359 Non-degree (18%) 1674 Degree (82%)	306 Non-Degree (14%) 1854 Degree (86%)
Degrees	Masters (1824); EDS (5); PHD (20) Non-Deg and Deg not bro-	Masters ( 1291); EDS (5); PHD (24); Non-degree (359)	Masters (1725 ); EDS (9); PHD (23); Non-degree (306)
Degrees Awarded	Total # of students graduating (1156); Total # of UG (758); and GR (398)	Total # of students graduating (1291); Total # of UG (771); and GR (520)	Total # of students graduating (1393); Total # of UG (710); and GR (683) (2012)
% of total graduating students completing degrees	40% GR 60% UG	40% GR 60% UG	49% GR 51% UG (2012)
% of total student body who are graduate students	29% GR 71% UG	32% GR 68% UG	36% GR 64% UG
% Part-Time vs Full-Time	14% Full-Time 86% Part-Time	15% Full-Time 85% Part-Time	18% Full-Time 82% Part-Time

Metrics	2003	2007	2012 or 2013
% of graduate students on graduate assistantship	151	156	144 GAS/
% of graduate students on financial aid	N/A		43%
% of SCH for graduate and undergraduate	17% or 25,067 (GR) 83% or 123,658 (UG)	20% or 30,343 (GR) 80% or 124,249 (UG)	23% or 32,072 (GR) 77% or 108,130 (UG) (tentative)
% of graduate students from ESU UG programs vs external institutions	N/A	23% (ESU) 77% (External)	23% (ESU) 77% (External)
Number of applications received for FY	N/A	1672	2216 (2012)
% of residents vs non-residents	N/A	26% Out-of-state 74% In-state	33% Out-of-state 67% In-state
% of students on campus vs off campus	On-campus 39% Off-campus 61% Both was not a category	On-campus 22% Off-campus 63% Both 13%	On-campus 21% Off-campus 72% Both 7%



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## GRADUATE SCHOOL

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TO: Members of the Graduate Council

FROM: Andrew Smith, Chair, Graduate Council

DATE: September 20, 2013

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, September 19, 2013 in the President's Conference Room.

### AGENDA

1. Approval of minutes from the April 18, 2013 meeting.
2. Introductions
3. Information/Congratulations/News
  - Graduate Faculty Renewal Process
  - Headcount – Graduate Profile
4. Action
5. Reports/discussion
  - New eligibility for students once they have become inactive and then return to program
  - Licensure students and gpa
  - Graduate assistant technology policy
  - Admittance of students with 3 year degrees – Bologna agreement
  - Student access to secured areas – Brenda Koerner
  - Graduate faculty guidelines
  - Academic dishonesty policy
6. Curricular Changes
  - MS Forensic Science
  - CH 573
  - CH 778
  - FO 702
  - FO 710
  - FO 711
  - FO 720





- FO 770
- FO 771
- FO 803
- FO 809
- FO 850
- FO 886
- FO 890
- Master of Accountancy admission requirements
- Master of Accountancy degree candidacy requirements
- Master of Accountancy elective requirements
- Master of Accountancy program requirements
- School of Business admission requirements

7. Associate graduate faculty

- Essam Abotteen, Associate Professor, Mathematics, Computer Science, and Economics
- Xiaoyan Bao, Assistant Professor, Accounting and Information Systems
- Janet Capps, Assistant Professor, School of Library and Information Management

8. Regular graduate faculty

- Melissa Bailey, Assistant Professor, Biological Sciences
- Karen Bates, Assistant Professor, Elementary Education/Early Childhood/Special Education
- Paul Bland, Professor, School Leadership/MSTE
- Carol Daniels, Assistant Professor, Psychology
- Deborah Larson, Assistant Professor, Elementary Education/Early Childhood/Special Education
- Pamelyn MacDonald, Professor, Psychology
- Dennis Pelsma, Professor, Counselor Education
- Charles M. Seimears, Associate Professor, Elementary Education/Early Childhood/Special Education
- Gregory Schneider, Professor, Social Sciences
- George Yancey, Professor, Psychology

8. Comments



