



## GRADUATE STUDIES

---

- Present:** Alexander, Ballester, Bleeker, Butler, Childress, Crupper, Gerish, Ghosh, Houchins, Miller, Morrow, Schrader, Thayer, Williams, Yanik, Zhou
- Absent:** Albrecht, Hartman, Kjellman-Chapin
- Guests:** Jim Aber, Kathy Ermler, Joshua Smith, George Yancey

The Council of Graduate Studies met at 3:30 p.m. on Thursday, April 15, 2010 in the President's Conference Room. Dr. Michael Butler called the meeting to order.

1. Jim Aber provided council members with an update on the Emporia State Research Studies.
2. Minutes from the February 18 council meeting were unanimously approved.
3. The regular graduate faculty renewal request for Roberta Eichenberg was unanimously approved.
4. The associate graduate faculty renewal request for Climetine Clayburn was unanimously approved.
5. The associate graduate faculty request for Raffaele DeVito was unanimously approved.
6. Nancy Albrecht was unanimously approved to serve as the Vice Chair of the council for fall 2010/spring 2011.
7. Dean Alexander distributed a proposal regarding hooding for Ph.D. students at commencement. The proposal was unanimously approved by the council and will be forwarded to Provost Mehring for approval.
8. George Yancey discussed the justification for the revalidation requests for Julie Baxa. All three revalidation requests were unanimously approved by the council.
9. Joshua Smith, President of GSAC, gave a report on the activities of GSAC.
10. Dipak Ghosh, Chair of the Graduate Faculty Criteria Ad-hoc Committee, updated council members on suggested changes to the council bylaws. The suggested changes were posted to the council site on Blackboard. After council discussion, the topic was tabled until the next council meeting in the fall.
11. Deb Gerish, member of the Graduate Advising Assessment Ad-hoc Committee, discussed the proposed Graduate Advising Assessment Form which was posted on the council site on Blackboard. After council discussion, the form was unanimously approved. Dr. Bleeker asked council members to send any suggestions for amendments to him via email.
12. Deb Gerish discussed the recent meeting with consultants from Noel-Levitz. She suggested that graduate departments begin thinking about infrastructure needs and possibility of weekly informal lunch discussions.

Graduate Council Meeting Minutes

Page 2

April 15, 2010

13. Jorge Ballester discussed the need for clarification on the Graduate Dean's approval/disapproval of graduate faculty requests and if this decision is defined as a personnel matter. Dr. Bleeker advised this was being discussed with university counsel and would be discussed at the next council meeting.
14. Chair Butler thanked council members. He also stated that it had been a privilege to serve as chair of the council and work with Dean Bleeker.
15. Sophie Thayer thanked Dr. Bleeker for his leadership and wished him well in his retirement.
16. Michael Butler welcomed Kathy Ermler, Dean of Graduate Studies beginning June 14.
17. Jim Williams announced that consultants from Noel Levitz will be returning this summer and the consultants will include graduate experts. He also stated the EMS implementation was going well and would provide some excellent recruiting/retention tools.
18. Dean Bleeker announced that the Graduate Office would be meeting with graduate department chairs and their administrative assistants on Monday, April 19, at 3:00 in the PDK room of the Memorial Union. The discussion will center on mutual problems and possible solutions.

Meeting adjourned at 4:59.



EMPORIA STATE  
UNIVERSITY™

## GRADUATE STUDIES

---

TO: Teresa Mehring, Provost and Vice President for Academic Affairs  
FROM: Gerrit W. Bleeker, Dean, Graduate Studies  
DATE: April 29, 2010  
RE: Ph.D. Hooding

At its meeting on April 15, 2010, the Graduate Council voted unanimously to approve the proposal by Dean Alexander outlined below.

Candidates for the Ph.D. in Library and Information Management must have completed, presented, and received approval of their dissertation before being "hooded" in an ESU commencement ceremony.

I am forwarding this proposal for your approval as well.

Thank you!



**EMPORIA STATE UNIVERSITY**  
School of Library & Information Management

Memo

To: Gary Bleeker

From: Gwen Alexander

Date: April 9, 2010

Re: Proposal for Graduate Council Agenda

Please add this proposal to the April 15, 2010 agenda for the ESU Graduate Council meeting:

Candidates for the Ph.D. in Library and Information Management must have completed, presented, and received approval of their dissertation before being "hooded" in an ESU commencement ceremony.

Thank you.

*Gwen Alexander*

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

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

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

A. Departmental Approval:

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

Student EID: E10180040

Course No. and Title: ER 851- Research Design and Writing

Semester or year taken: Summer 2002 Original Grade: A Hours Credit: 3

Instructor: Loren Thompson

Department validation examiner: Gwen Carnes or Cathy Grover

Detailed description of method of revalidation:

Because Ms. Baxa has been continuously working in the field of human resources throughout this decade as an H.R. consultant, she has maintained her knowledge about many industrial-organizational psychology concepts. Subsequently, her re-validation method will involve

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

an oral exam of the major concepts in this course administered by the instructor.

A letter from the student explaining her circumstances is enclosed. I support her request as she is making progress. She has ~~submitted~~ proposed her thesis, collected her data, and is now in the final stages of data analysis and writing up her thesis for final defense.

Next Page

Signature of Advisor: George B. Yancey  
Signature of Department Chairperson: [Signature]

---

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: [Signature] Date: 4/2/10

---

**C. Graduate Council Approval:**

Method of Revalidation approved: ✓ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: Michael B. Butler Date: 2-15-2010

---

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

---

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

A. Departmental Approval:

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

Student EID: E10180040

Course No. and Title: PY 833 - Organizational Psychology

Semester or year taken: Spring 2002 Original Grade: A Hours Credit: 2

Instructor: George Yancey

Department validation examiner: George Yancey

Detailed description of method of revalidation:

Because Ms. Baxa has been continuously working in the field of human resources throughout this decade as an H.R. consultant, she has maintained her knowledge about many industrial-organizational psychology concepts. Subsequently, her re-validation method will involve

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

an oral exam of the major concepts in this course administered by the instructor

A letter from the student explaining her circumstances is enclosed. I support her request as she is making progress. She has ~~submitted~~ proposed her thesis, collected her data, and is now in the final stages of data analysis and writing up her thesis for final defense.

Next Page

Signature of Advisor: George B. Hancock  
Signature of Department Chairperson: [Signature]

---

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: [Signature] Date: 4/2/10

---

**C. Graduate Council Approval:**

Method of Revalidation approved:  Method of Revalidation denied:

Signature of Graduate Council Chair: [Signature] Date: 4-15-2010

---

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

---

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_



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

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

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

A. Departmental Approval:

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

Student EID: E10180040

Course No. and Title: PY 745 - Organizational and Legal Issues

Semester or year taken: Spring 2002 Original Grade: B Hours Credit: 3

Instructor: Brian Schrader

Department validation examiner: Brian Schrader

Detailed description of method of revalidation:

Because Ms. Baxa has been continuously working in the field of human resources throughout this decade as an H.R. consultant, she has maintained her knowledge about many industrial-organizational psychology concepts. Subsequently, her re-validation method will involve

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

an oral exam of the major concepts in this course administered by the instructor.

A letter from the student explaining her circumstances is enclosed. I support her request as she is making progress. She has ~~proposed~~ proposed her thesis, collected her data, and is now in the final stages of data analysis and writing up her thesis for final defense.

Next Page

Signature of Advisor: George B. Gancey  
Signature of Department Chairperson: [Signature]

---

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: [Signature] Date: 4/2/10

---

**C. Graduate Council Approval:**

Method of Revalidation approved: ✓ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: [Signature] Date: 4-15-2010

---

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

---

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

**DRAFT**  
**Graduate Student Academic Advising Survey**  
**Emporia State University**

**SECTION I**

Please check the classification that applies to you.

I am a degree-seeking student.

Major Program: \_\_\_\_\_

I am a non-degree seeking student.

I am a licensure-seeking student. (Drop down box for Departments)

I am a certificate-seeking student. (Drop down box for Departments)

**SECTION II**

Please use the following scale to answer each question about academic advising (advising for overall program/degree requirements and enrollment). Place an X in the appropriate box. (Each question will be followed by the following):

<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

1. My academic advisor answers my questions promptly and accurately.
2. My academic advisor is knowledgeable about program requirements.
3. My academic advisor helps me explore career goals and options for further study (if I ask about them).
4. My academic advisor supports me in achieving my educational goals.
5. My academic advisor assists me in developing a graduate degree plan.
6. My academic advisor assists me in enrolling in classes each semester (if I need help enrolling).
7. My academic advisor provides me with information about graduation requirements.
8. My academic advisor uses appropriate technology to support and enhance academic advising.
9. My academic advisor is able to see me or communicate with me within a reasonable time when I need advice or assistance.
10. My academic advisor is someone I would recommend to other students.

**SECTION III**

1. Please check the appropriate box:  I have one academic advisor.  
 I have multiple academic advisors.
2. How do you usually communicate with your academic advisor (check only one circle)?  
**O In Person (1) O Phone (2) O Email (3) O Social Networking Medium (e.g., Facebook) (4) O Other (5) (please specify) \_\_\_\_\_**

3. Please use the following scale to rate your overall evaluation of graduate academic advising at Emporia State University. Place an X in the appropriate circle.

**Very Satisfied** O(7) O(6) O(5) O(4) O(3) O(2) O(1) **Very Dissatisfied**

#### **SECTION IV**

1. What suggestions would you make to improve graduate academic advising at ESU?
2. If there is anything else you would like to tell us about your experiences with graduate academic advising at Emporia State University, please do so here.

Thank you for helping us better understand graduate students' advising needs and for helping us improve the advising program at ESU.



## OFFICE OF GRADUATE STUDIES

---

TO: Members of the Graduate Council  
FROM: Michael Butler, Chair, Graduate Council  
DATE: April 29, 2010

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

### AGENDA

1. Approval of minutes from the February 18, 2010 meeting.
2. Regular graduate faculty renewal:  
Roberta Eichenberg, Associate Professor, Art
3. Associate graduate faculty renewal:  
Climetine Clayburn, Associate Professor, School Leadership/Middle and Secondary Teacher Education
4. Associate graduate faculty:  
Raffaele DeVito, Professor, Business Administration and Education
5. Action items
  - a. Election of Vice Chair for 2011
  - b. Ph.D. hooding proposal – Alexander
  - c. Revalidation requests for Julie Baxa -- Schrader
6. Reports/discussion
  - a. GSAC update – Smith
  - b. ESRS update – Miller
  - c. Update from Graduate Faculty Criteria Committee – Ghosh
  - d. Update from Graduate Academic Advising Assessment Committee – Gerish
  - e. Reflections on meeting with Noel-Levitz consultant – Gerish
  - f. Graduate faculty approval process – Ballester
7. Comments from council members

**REFRESHMENTS WILL BE SERVED!**



## GRADUATE STUDIES

---

**Present:** Albrecht, Alexander, Ballester, Bleeker, Butler, Childress, Crupper, Ghosh, Hansen (Gerish), Houchins, Kjellman-Chapin, Miller, Schrader, Thayer, E. Yanik (J. Yanik), Zhou.

**Absent:** Groves, Morrow, Williams

The Council of Graduate Studies met at 3:30 p.m. on Thursday, February 18, 2010 in the President's Conference Room. Dr. Michael Butler called the meeting to order.

1. Dean Bleeker discussed the graduate program review the council will be doing in the future. The council will be reviewing three graduate programs each year (October, January, April). He distributed a sign-up sheet for council members to designate the meeting in which they want to present their departmental program review.
2. Minutes from the January 21 meeting were unanimously approved.
3. The following listed faculty were unanimously approved for Regular Graduate Faculty status renewal:  
Charles Brown, Professor, Social Sciences  
Ellen Hansen, Associate Professor, Social Sciences  
Phillip Kelly, Professor, Social Sciences  
Dan Kennett, Associate Professor, Accounting and Information Systems  
Darla Mallein, Associate Professor, Social Sciences
4. Betsy Yanik made a statement concerning graduate faculty guidelines.
5. Dipak Ghosh gave a status update on the committee discussing graduate faculty guidelines. After discussion, council members were asked to post their thoughts on the council site in Blackboard.
6. Dean Alexander discussed her proposal to not allow Ph.D. students from participating in commencement ceremonies until their degree was officially completed. She will submit a written proposal at the next council meeting and the council will vote on the issue.
7. Dean Bleeker distributed a handout regarding assessment of graduate student advising. He discussed the need for a new assessment survey and asked for council volunteers to assist him with the process. Deb Gerish, Sophie Thayer, and Brian Schrader will assist the Dean.
8. Dean Alexander distributed a handout with an overview of the SLIM programs. The Dean discussed the highlights of the SLIM programs with council members and the program review was unanimously approved by the council.
9. Chair Butler provided council members with an update on the search for a Dean of the Graduate School and Distance Education.
10. Dean Bleeker announced that Provost Mehring had approved the accreditation policy approved at the last council meeting.

Graduate Council Minutes

Page 2

February 18, 2010

11. Dean Bleeker announced that the Graduate Office would be awarding the Boylan Scholar Award and Harold Durst Research Award during 2010/2011. The Robert J. Grover Graduate Scholarship will not be awarded during 2010/2011.
12. Dean Bleeker reminded council members that the election for the new Vice Chair of the Council for 2010/2011 will be elected during the May meeting. He asked members to have their nominations ready.
13. Chair Butler asked council members to post their thoughts regarding the mission of the Graduate Council or any other thoughts regarding graduate faculty guidelines on the graduate site in Blackboard.

Meeting adjourned at 4:50pm .


[Join Now!](#)
[home](#)
[member sign in](#)
[be a panelist](#)
[quick tour](#)

## Survey Results

[INDIVIDUAL RESPONSES](#)

# Graduate Studies and Research | Emporia State University

## 2004 Graduate Advising Survey

Emporia State University is evaluating its advising services as part its preparation for accreditation by the Higher Learning Commission of North Central Association. As a recent graduate of a master's degree program, you are asked to complete the following survey to help us understand how well graduate students are advised. You may enter specific comments after each question.

Now, please answer each question honestly.

### 1. Following is the evaluation scheme that we ask you to use:

	1 I strongly disagree with the statement	2 I generally disagree with the statement	3 I am ambivalent; I don't have strong feelings one way or the other	4 I generally agree with the statement	5 I strongly agree with the statement	N/A
<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>						
1. A. I received accurate information about important deadlines.	2% 5	5% 10	4% 9	43% 89	45% 93	0% 0
2. B. I received accurate information about program requirements.	2% 5	5% 10	3% 7	36% 74	53% 110	0% 0
3. C. I received accurate information about course offerings.	1% 2	3% 6	7% 15	42% 86	47% 97	0% 0
4. D. The faculty were concerned about my welfare as a student.	1% 3	5% 10	13% 27	34% 70	46% 95	0% 1

[VIEW](#) 27 Responses

Other comments or suggestions to the University regarding your academic advising in 2. graduate school.

[VIEW](#) 93 Responses

3. From which department did you earn your master's degree at Emporia State University?



## CHAPTER 4: ACADEMIC POLICIES

### 4A. ACADEMIC ADVISING

Students and faculty share responsibilities for academic advising. Academic advising involves good course schedule planning and at the same time balances the student's course load with goals and capabilities, outside work, and other responsibilities. Special attention is given to students experiencing problems handling or maintaining interest in their academic work. Advisors are frequently general counselors. This may involve assisting a student who has personal, financial, family, work-related, housing, or other concerns to find help in resolving the problem. Advisors must be knowledgeable of the various campus support services and the help available.

#### 4A.01 BOARD OF REGENTS ADVISING REQUIREMENTS (approved by BOR 5/99)

The Board of Regents requires that an Academic Advising System include the following:

- Goal Setting: Each advisor will help students set both short-term and long-term educational goals.
- Information: Each advisor will accurately inform students of graduation requirements of their department. Strategic course selections should be made to minimize the number of semesters required for graduation. Students should be informed of career opportunities in their field of study.
- Transitions: Each advisor will inform students on how to change colleges, departments, and/or majors. Advisors should also provide information on the process and procedures to follow to enroll in the curriculum and to drop or add courses during the semester.
- Accessibility: Each advisor should have reasonable hours and methods of availability for students. Students will be able to set up appointments for an adequate amount of time to make curricular selections and career choice.
- Referral to Campus Resources: Each advisor will refer students to various campus resources including but not limited to: University counseling services, student activities, and career and employment services.

Students must be informed of their responsibilities in the advising process. Advisors must be trained to assist students in meeting the responsibilities of this policy. A mechanism will be developed at the department level for advising assessment and on a yearly basis the results will be reported to the Board of Regents.

**Criterion Three**

Criterion Statement

**Student Learning and Effective Teaching**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**Core Component - 3a**

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence

- The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.
- Assessment of student learning provides evidence at multiple levels: course, program, and institutional.
- Assessment of student learning includes multiple direct and indirect measures of student learning.
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.
- The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).
- The organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.
- Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.

**Core Component - 3b**

The organization values and supports effective teaching.

Examples of Evidence

- Qualified faculty determine curricular content and strategies for instruction.
- The organization supports professional development designed to facilitate teaching suited to varied learning environments.
- The organization evaluates teaching and recognizes effective teaching.
- The organization provides services to support improved pedagogies.
- The organization demonstrates openness to innovative practices that enhance learning.
- The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.
- Faculty members actively participate in professional organizations relevant to the disciplines they teach.

**Core Component - 3c**

The organization creates effective learning environments.

Examples of Evidence

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.
- The organization provides an environment that supports all learners and respects the diversity they bring.
- Advising systems focus on student learning, including the mastery of skills required for academic success.
- Student development programs support learning throughout the student's experience regardless of the location of the student.
- The organization employs, when appropriate, new technologies that enhance effective learning environments for students.
- The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

**Core Component - 3d**

The organization's learning resources support student learning and effective teaching.

Examples of Evidence

- The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.
- The organization evaluates the use of its learning resources to enhance student learning and effective teaching.
- The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.
- The organization supports students, staff, and faculty in using technology effectively.
- The organization provides effective staffing and support for its learning resources.
- The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.
- Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

**Visit our Web site**

for the Statement of Commitment by Regional Accrediting Associations for the Evaluation of Electronically Offered Degree and Certificate Programs and Best Practices for Electronically Offered Degree and Certificate Programs

### Criterion Three: Core Component 3c

#### The organization creates effective learning environments.

Colleges have created multiple learning environments, perhaps without being conscious of the pedagogical rationales behind them. Many graduate and upper-division courses have long used seminar formats instead of lectures, but now students of the freshman-year experience propose that freshman seminars might help student success and retention. Faculty-student research, once the purview of graduate education, now marks much undergraduate education. Internships and applied courses basic to good vocational education are now seen to be excellent ways for students to learn in the humanities and social sciences. Study abroad is a very specific learning environment. So too are new computer-based learning labs.

Research about factors that contribute to effective student learning can no longer be ignored. How students interact with other students is often as important as how they interact with faculty, but effective interaction is essential. Mentoring and advising, once thought to be primarily a faculty task, may now be found throughout an organization, particularly in the student services area. All these variables contribute to learning environments, electronic as well as face-to-face. Faculty members are coming to appreciate how they contribute to these environments, fully understanding that the classroom experience is only one part of any learning environment.

#### Examples of Evidence

As it defines and interprets evidence related to this Core Component, an organization may wish to consider the following Examples of Evidence.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.
- The organization provides an environment that supports all learners and respects the diversity they bring.
- \* • Advising systems focus on student learning, including the mastery of skills required for academic success.
- Student development programs support learning throughout the student's experience regardless of the location of the student.
- The organization employs, when appropriate, new technologies that enhance effective learning environments for students.
- The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

### Criterion Three: Core Component 3d

#### The organization's learning resources support student learning and effective teaching.

It was not that long ago that accreditation was understood to focus rather heavily on resources in the library. Accrediting teams counted staff members and the square footage allocated to the library and to book inventories. Unless libraries are used and valued by students and faculty, their impact on learning is small. In short, a library—or a learning resource center—exists to support learning and teaching. To make learning resources an integral part of a student's education, an organization will have to invest in appropriate materials and equipment and provide the staff that can maintain these resources, train students in their use, and provide assistance when it is needed. Colleges and universities should enter into formal agreements with other organizations upon whose learning resources their students depend.

Libraries are just one of many resources needed to support learning. Science education requires laboratories; arts education requires studios and performance space; and many programs require sites at which students can practice their professions under supervision. Increasingly, organizations cannot own all of these resources. They find ways to share them, or they discover that technology provides access unimaginable barely ten years ago. The test for accreditation is no longer ownership. Instead, it evaluates the organization's understanding of what resources are needed for effective learning and teaching and its creative ways of linking faculty and students to the resources and making sure they are used. Consequently, it is critical for colleges and universities to assess actual student use of equipment, materials, and media, collecting evidence that something worthwhile is happening to students

**Academic Advising Syllabus  
Student Advising Center  
Emporia State University**

**Student Advising Center:**

Director: Robert J. Goltra

Location: 206 Plumb Hall

Phone: 620-341-5421

Email: sac@emporia.edu

Office Hours: 8-5 Monday through Friday by appointment—(the first two weeks of every semester, students may walk-in for advising help without appointments)

**Required Materials:** Every student will be given a SAC PAC during their first advising session. Students are expected to read the contents of the SAC PAC and to bring the packet to each advising session.

**Mission Statement**

The mission of the Student Advising Center at Emporia State University is to provide academic advising and assistance which helps first year and undeclared students make a satisfactory transition to college life. Students learn not only to set personal and academic goals but to develop strategies for achieving those goals. The Student Advising Center and its faculty advisors subscribe to the philosophy of intrusive, developmental advising. Intrusive advising means showing an active concern for the academic welfare of our students, being proactive in contacting students, and helping them resolve problems. Developmental advising, an important aspect of intrusive advising, is the process of helping students clarify their short-term and long-term goals. This form of advising helps students to develop educational plans to meet those goals. The SAC's major activities are designed to help fulfill its mission, one which is central to the achievement of ESU's mission "to develop lifelong learning skills, impart society's cultural heritage, and educate and prepare for both the professions and advanced study."

**Advisee Responsibilities**

- ✓ Make and keep appointments with advisor. Be on time.
- ✓ Prepare for advising sessions by gathering any information the advisor might need
- ✓ Write down questions to ask the advisor
- ✓ Share important information with the advisor such as why student is missing class, how many hours the student works, why a class is difficult, etc.
- ✓ Follow up on plans made with the advisor
- ✓ Arrange for transcripts to be sent from other institutions the student has attended
- ✓ Know the requirements for the advisee's major and graduation requirements
- ✓ Monitor own academic progress
- ✓ Remember that the advisor cannot make exceptions to university policy
- ✓ Turn off cell phone for all appointments

**Advisor Responsibilities**

- ✓ Be available to advise during specific, uninterrupted office hours

- ✓ Inform student of university regulations, major field, and graduation requirements
- ✓ Help student set short and long-range academic goals.
- ✓ Know career opportunities related to the major or refer student to appropriate source of information
- ✓ Be approachable and be a good listener
- ✓ Know procedure for dropping and adding courses, for changing majors, and for enrolling
- ✓ Provide required forms when appropriate
- ✓ Treat student fairly
- ✓ Respect the student's confidentiality
- ✓ Refer student to appropriate campus resources

### **Expected Student Learning Outcomes**

- ✓ Student will utilize the resources and services on campus to assist in achieving academic, personal, and career goals
- ✓ Student will demonstrate an understanding of the value of the General Education Program
- ✓ Student will demonstrate an understanding of the requirements of the General Education Program
- ✓ Student will demonstrate an understanding of the requirements of his/her major program
- ✓ Student will demonstrate an understanding of the importance of setting academic goals
- ✓ Student will demonstrate knowledge of appropriate academic goals
- ✓ Student will demonstrate ability to access and use BUZZ IN for advising-related tasks
- ✓ Student will demonstrate knowledge of effective study strategies

### **Advising Schedule**

Students will make half-hour appointments to meet with academic advisor in Student Advising Center two times each semester. The first appointment each semester will be an advising appointment to discuss campus resources, academic goals, General Education requirements, major requirements, class choices for the next semester, and other pertinent information. The second appointment each semester will be to pre-enroll for the next semester. The pre-enrollment advising session will also allow time to discuss semester progress and needed resources.

### **Statement of Accommodation**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.



# EMPORIA STATE UNIVERSITY

## School of Library & Information Management

Situation at a Glance

SLIM Program Presentation to ESU Graduate Council

Gwen Alexander 2-18-2010

The School of Library and Information Management (SLIM) at Emporia State University is a competency-based professional school focused on the theory, tools, and applications of information science. Information science is a foundational discipline that blends with domain knowledge to make information of all kinds available. SLIM's Master of Library Science is fully accredited by the American Library Association with the next review scheduled for 2015. ESU's 108-year-old library education program has alumni around the globe and this network of professionals is our most important marketing tool.

SLIM programs and curriculum support its mission statement: *The School of Library and Information Management is an interdisciplinary, learning-centered program that prepares leaders for the library and information professions. SLIM supports the mission and values of Emporia State University for teaching, researching, and service, functioning as a distributed community with local, national, and global networks. The faculty, students, and staff embrace diversity, innovation, and academic excellence in an atmosphere of free, open, and civil intellectual debate.*

SLIM offers the Master of Library Science and the Ph.D. of Library Science and Information Management. There are 20 Ph.D. students, 137 MLS students at regional locations, and 187 MLS students at both Kansas locations. SLIM also teaches undergraduate courses for the Information Resources Studies major, which currently has 40 students in the major. In addition, SLIM offers a School Media Licensure program and an 18-credit-hour post-graduate certificate in Archives Management.

SLIM provides instruction in these programs at the ESU campus in Emporia (flagship Kansas program), Portland, Oregon; Salt Lake City, Utah; Denver, Colorado; Overland Park, Kansas; and online. Face-to-face classes are conducted in a weekend-intensive format with classes held from 6-9 p.m. on Friday evening and all day Saturday. Face-to-face courses are scheduled for two weekends per semester with additional instruction through Blackboard. Some elective courses are provided totally online.

SLIM is based on a two-year cohort model with one cohort beginning each year in Portland, cohorts beginning every-other year in Denver and Salt Lake City, and cohorts beginning every fall and spring semester in Overland Park and Emporia. The result is a total of six new cohorts of approximately 35 students each beginning each year. An additional cohort will be added to Orem, Utah in the spring 2011 semester to bring the total to seven cohorts per year. The change to a cohort system will increase SLIM's

capacity by thirty-five percent over the next two years. The change to providing 36 credit hours over a six-semester block has allowed us to sequence courses and schedule faculty in an efficient manner.

SLIM has 10 faculty lines, six of which are currently filled. In the past two years, there have been two resignations, three retirements, and one new hire. At the end of this semester there will be another retirement and the loss of one faculty member who did not fulfill tenure-track requirements. A search is currently underway to fill two of the vacancies and we anticipate receiving an exception to the hiring freeze to fill the two vacancies we will have in the spring, leaving SLIM with eight filled lines. SLIM currently has two full professors, one associate professor, and three assistant professors.

Full-time faculty teach all theory courses and some tools and applications courses. The remainder of the courses, about 50 percent, are taught by a cadre of part-time national faculty who are hired on one-semester contracts. These instructors are practicing professionals who bring skills and experience to the applications courses. The SLIM full- and part-time faculty is supported by five graduate assistants who provide teaching assistance, mostly via *Blackboard*. In addition, SLIM oversees two graduate assistants who work at the Newman School of Nursing Library and two interns who work at Emporia High School.

A comprehensive curriculum and program review resulted in 58 course changes becoming effective in the fall 2008 semester. The number of required credits for an MLS dropped from 42 to 36, most core course credit hours were increased from two to three, and the Archives Certificate became post-graduate instead of part of the MLS degree. Other changes include updating the Ph.D. program. SLIM now accepts up to 15 new doctoral students every odd-numbered year.

The SLIM program relies on Regional Directors in Portland, Salt Lake City, Denver, and Kansas to advise students, manage student records, and coordinate orientation and graduation events. In addition, the support staff at the Emporia campus includes:

- Director of Academic Programs Administration
- Manager of Technology
- Business Manager
- Office Manager

The SLIM organization is “flat,” with no associate or assistant deans and no departmental chairs. All faculty and staff report directly to the dean. The SLIM faculty is responsible for the curriculum and program of instruction; the dean allocates resources, maintains external relations, and oversees the operation of the organization. The chair of the faculty is elected by the faculty for a one-year term. Except for faculty committees, all other standing committee chairs are appointed by the dean. The result of this team effort is shared governance of SLIM.

Students are enrolled through the Lifelong Learning Department at ESU. In spring 2010, tuition is \$604 per credit hour for classes taught in Portland, Salt Lake City, or Denver for

seven or fewer hours. Classes held at the Emporia campus cost \$231 per credit hour for Kansas residents. Online-course tuition is \$217 per credit hour for Kansas residents and \$328 per credit hour for non-residents, plus an added \$60 technology fee. SLIM contributed \$398,000 revenue over expenses to ESU from regional sites in FY2009.

SLIM traditionally provides approximately \$60,000 in academic scholarships; however, that amount was decreased to \$12,000 this year. In addition, the earnings from a bequest of nearly \$2 million (earnings of approximately \$100,000 beginning in FY2009) has supported SLIM's Martha Furbur International Service Learning Program. This program provides a week of learning and service at international locations as part of unique Current Issues courses. Since the fall of 2008, students in these courses have visited San Miguel de Allende, Mexico to catalog over 700 books in English, Spanish, French, and German; assisted with the 2008 Sofia International Library Conference in Sofia, Bulgaria; and visited Paraguay to help catalog digitized arrest documents from the "Reign of Terror." In March, with the last of allocation-of-earnings funds, the last group of students will help preserve documents in a Croatian monastery.

SLIM is nearing the end of its three-year Emporia Diversity Initiative, which is funded by the Institute of Museum and Library Science in the amount of \$857,750. The program provides for full tuition, books, conference attendance, annual leadership institutes, and mentoring for 16 minority students. SLIM has also submitted a request for extension of this grant to take the students/graduates to Washington, D. C. in spring 2011 for an enrichment course in "Preserving Cultural Identity: Treasuring America's Diversity through Librarianship."

Distinctive factors of the SLIM program are that face-to-face instruction takes place on weekends, part-time faculty teach nearly half of all courses, and, with the exception of graduate assistants and interns, very few SLIM students live in Emporia. The distributed nature of the students requires innovative approaches to participation in the academic community. Another distinction is the SLIM faculty work week, which is Tuesday-Saturday to fit the Friday/Saturday teaching model. Faculty are expected to be on campus, traveling, or teaching four days each week with one day dedicated to scholarship.

A unique element of the dean's responsibilities is maintaining relationships with professional associations, leading employers, state librarians, students, part-time faculty, and other stakeholders in four separate states. Another factor is the absence of department chairs and associate/assistant deans. Therefore, the SLIM organization depends on efficient and effective processes and procedures to accomplish its goals. Strategic planning, continuous improvement concepts, and assessment and remediation programs guide SLIM program activities.

Learning outcomes and professional values\* are the foundation for the SLIM curriculum. Assessment of teaching and the SLIM program is accomplished through teaching evaluations (IDEA Group) submitted by students, observations of classroom teaching by peers and the dean, annual reviews of faculty accomplishments, stakeholder surveys,



focus groups, exit interviews, capstone courses, assignments to standing and ad-hoc committees, unsolicited complaints and suggestions, and compliments. The program also relies on guidance from its national advisory council, three regional advisory councils, and advisory boards for the doctoral and Archives Certificate programs. The Dean and the Director of Academic Programs Administration work together to review, summarize, and communicate the results of assessment activities and to provide remediation.

Program challenges include budget cuts, faculty recruitment, and loss of full professors to retirement. Managing a program that covers four states and five teaching sites, dozens of part-time faculty, and updating a curriculum that is designed to educate professionals in a rapidly-changing environment are constant issues.

Program strengths include the network of alumni who have graduated over the past 108 years, the caliber of SLIM graduate students, support of employers in the information science field, members of our SLIM Advisory Councils, and ALA accreditation.

#### **\*MLS Program Learning Outcomes**

The goal of the Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Graduates of the Master of Library Science Program will be able to:

1. Articulate a philosophy of client-centered information services based on the epistemological and ethical foundations of the library and information professions;
2. Explain and apply interdisciplinary theories and models relevant to managing library and information service agencies;
3. Conduct an information needs assessment, and design and evaluate customized information services and products based on those needs;
4. Identify a need, then retrieve, interpret, and/or repackage relevant information resources and evaluate their use and impact;
5. Affect appropriate changes by using effective collaborative, communication, and organizational skills;
6. Teach information literacy skills in order to facilitate effective learning organizations;
7. Demonstrate life-long learning skills by continually acquiring new knowledge, skills, and perspectives to respond to changing conditions;
8. Communicate effectively in writing, in conversation, and in using information technologies.

#### **Professional Values**

As reflective practitioners, graduates will demonstrate the following professional values:

1. Value self and others, i.e., possess confidence in one's decisions and value diversity in its many forms;
2. Exhibit professional behavior, knowledge, and attitudes, based on client-centered philosophy and ethical guidelines;
3. Advocate for others by displaying a commitment to quality and equity;
4. Demonstrate leadership by displaying vision, adaptability, openness to new ideas, and risk-taking behavior;
5. Imagine outside the box by demonstrating creativity in problem solving, management, and other professional activities.

*Senal*

## GRADUATE PROGRAM REVIEW SCHEDULE

### Review Date

### Department

#### 2010/2011

October 2010 \_\_\_\_\_ MBA – Bill Barnes \_\_\_\_\_

January 2011 \_\_\_\_\_ Music \_\_\_\_\_

April 2011 \_\_\_\_\_ Psychology \_\_\_\_\_

#### 2011-2012

October 2011 \_\_\_\_\_ Physical Sciences \_\_\_\_\_

January 2012 \_\_\_\_\_ Social Sciences \_\_\_\_\_

April 2012 \_\_\_\_\_ Mathematics \_\_\_\_\_

#### 2012-2013

October 2012 \_\_\_\_\_ Special Education \_\_\_\_\_

January 2013 \_\_\_\_\_ Early Childhood \_\_\_\_\_

April 2013 \_\_\_\_\_ School Leadership \_\_\_\_\_

#### 2013-2014

October 2013 \_\_\_\_\_ Biology \_\_\_\_\_

January 2014 \_\_\_\_\_ English/Modern Languages \_\_\_\_\_

April 2014 \_\_\_\_\_ Business Administration and Education \_\_\_\_\_

#### 2014-2015

October 2014 \_\_\_\_\_ Health, Physical Education and Recreation \_\_\_\_\_

January 2015 \_\_\_\_\_ IDT \_\_\_\_\_

April 2015 \_\_\_\_\_ SLIM \_\_\_\_\_

## **Graduate Departments and Programs:**

Biological Sciences – MS and MA in Biology

Business Administration and Education – MS in Business Education

Early Childhood/Elementary Teacher Education – MS in Early Childhood Education, MS in Master Teacher

English, Modern Languages, and Journalism – MA in English, MA in TESOL

Health, Physical Education, and Recreation – MS in Health, Physical Education, and Recreation

Instructional Design and Technology – MS in Instructional Design and Technology

Mathematics, Computer Science, and Economics – MS in Mathematics

MBA Program – MBA in Business Administration

Music – MM in Music

Physical Sciences – MS in Physical Science

Psychology, Art Therapy, Rehabilitation and Mental Health Counseling – MS in Art Therapy, MS in Clinical Psychology, MS in Mental Health Counseling, MS in Psychology, MS in Rehabilitation Counseling, MS in School Psychology, EDS in School Psychology

School Leadership/Middle and Secondary Teacher Education – MS in Curriculum and Instruction, MS in Education Administration, MED in Teaching

School of Library and Information Management – MLS in Library Science and Ph.D. in Library and Information Management

Social Sciences – MA in History, MAT in Social Sciences

Special Education and School Counseling – MS in School Counseling, MS in Special Education

## GRADUATE PROGRAM REVIEW SCHEDULE

**Review Date**

**Department**

**2010/2011**

October 2010

MBA - Bill Barnes

January 2011

Music -

April 2011

**2011-2012**

October 2011

January 2012

Social Sciences MA+MAT

April 2012

**2012-2013**

October 2012

Elementary Teacher Ed

January 2013

~~Elementary Teacher Ed~~ EARLY CHILDHOOD

April 2013

Schad Leadership / Mid Secondary Education

**2013-2014**

October 2013

Biological Sciences - MS/MA

January 2014

English, Modern Languages, & Journalism

April 2014

Business Administration + Education

**2014-2015**

October 2014

Health, Physical Education and Recreation

January 2015

IDT

April 2015

SLIM

## **Graduate Departments and Programs:**

Biological Sciences – MS and MA in Biology

Business Administration and Education – MS in Business Education

Early Childhood/Elementary Teacher Education – MS in Early Childhood Education, MS in Master Teacher

English, Modern Languages, and Journalism – MA in English, MA in TESOL

Health, Physical Education, and Recreation – MS in Health, Physical Education, and Recreation

Instructional Design and Technology – MS in Instructional Design and Technology

Mathematics, Computer Science, and Economics – MS in Mathematics

MBA Program – MBA in Business Administration

Music – MM in Music

Physical Sciences – MS in Physical Science

Psychology, Art Therapy, Rehabilitation and Mental Health Counseling – MS in Art Therapy, MS in Clinical Psychology, MS in Mental Health Counseling, MS in Psychology, MS in Rehabilitation Counseling, MS in School Psychology, EDS in School Psychology

School Leadership/Middle and Secondary Teacher Education – MS in Curriculum and Instruction, MS in Education Administration, MED in Teaching

School of Library and Information Management – MLS in Library Science and Ph.D. in Library and Information Management

Social Sciences – MA in History, MAT in Social Sciences

Special Education and School Counseling – MS in School Counseling, MS in Special Education



OFFICE OF GRADUATE STUDIES

---

TO: Members of the Graduate Council  
FROM: Michael Butler, Chair, Graduate Council  
DATE: February 16, 2010

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, February 18, in the President's Conference Room.

**AGENDA**

1. Approval of minutes from the January 21, 2010 meeting.
2. Regular graduate faculty approval  
Charles Brown, Professor, Social Sciences  
Ellen Hansen, Associate Professor, Social Sciences  
Phillip Kelly, Professor, Social Sciences  
Dan Kennett, Associate Professor, Accounting and Information Systems  
Darla Mallein, Associate Professor, Social Sciences
3. Action items
  - a. Graduate faculty guidelines update
  - b. SLIM Ph.D. hooding proposal - Alexander
4. Reports/discussion
  - a. Assessment of graduate advising - Bleeker
  - b. Program review—SLIM - Alexander
  - c. Rotation of program reviews - Bleeker
5. Comments from council members



## GRADUATE STUDIES

---

**Present:** Albrecht, Ballester, Bleeker, Butler, Childress, Crupper, Gerish, Ghosh, Hartman, Houchins, Kjellman-Chapin, Miller, Morrow, Schrader, Thayer, Williams, Yanik, Zhou

**Absent:** Alexander

The Council of Graduate Studies met at 3:30 p.m. on Thursday, January 21, 2010 in the President's Conference Room. Dr. Michael Butler called the meeting to order.

1. Minutes from the November 19 meeting were unanimously approved.
2. Regular Graduate Faculty status was approved for Larry Scott, Associate Professor of Mathematics, Computer Science, and Economics with a vote of 8 for, 6 against, and 2 abstain.
3. Dean Bleeker distributed a policy change request regarding accredited institutions along with a listing of accrediting organizations. The following listed policy change was unanimously approved by the council.

**The sentences throughout the Graduate Policy Handbook that refer to accredited institutions and/or approved/accredited institutions of recognized standing should be changed to read "regionally accredited institutions."**

4. Associate Provost Williams discussed the consultation services of Noel-Levitz. The firm has been contracted to review and give recommendations on undergraduate and graduate recruiting and retention. The process should take approximately 10 months.
5. Dean Bleeker discussed the possibility of promoting graduate programs through GradSchools.com. He distributed a letter from their Business Development Manager and example of their web site. He will be hosting a conference call with their representative in the President's Conference Room on the 28<sup>th</sup> at 3:00 p.m. Anyone interested is welcome to attend.
6. Associate Provost Williams announced that all webmasters should have received an email from the webmaster concerning the migration of current web sites to the new templates. He asked council members to check with their webmasters and if they haven't received an email to notify Brad Goebel via email and copy him.
7. Chair Marcus Childress presented a program review for Instructional Design and Technology. He distributed copies of the presentation to council members. After the presentation, council members voted to unanimously approve/accept the review.
8. The agenda item regarding assessment of graduate advising will be tabled until the next agenda.
9. Council chair Butler provided an update to the search for a Dean of Graduate School and Distance Education. The job description is posted on the council Blackboard site. He stated they have received 40+ applications and would begin narrowing the candidates on Friday, January 22.

Graduate Council Minutes

Page 2

January 21, 2010

10. Dean Bleeker discussed the effect of incomplete grades for graduate assistants and asked that all change of grade cards be processed as soon as possible to avoid any terminations of graduate assistants.
11. Dean Bleeker distributed a report on the Emporia State Research Studies.
12. Dean Bleeker discussed the next departmental program review. If Dean Alexander is unable to present in February, Dipak Ghosh stated he might be able to present for the MBA program. Program review guidelines will be posted on the council site on Blackboard.

Meeting adjourned at 4:58.



## Key to Major Accrediting Organizations

### *Regional Institutional Accrediting Organizations*

MSA .....	Middle States Association of Colleges and Schools, Commission on Higher Education
NWCCU .....	Northwest Commission on Colleges and Universities
NCA-HLC .....	North Central Association of Colleges and Schools, Higher Learning Commission
NCA-CASI .....	North Central Association of Colleges and Schools, Commission on Accreditation and School Improvement, Board of Trustees
NEASC-CIHE .....	New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education
NEASC-CTCI .....	New England Association of Schools and Colleges, Inc., Commission on Technical and Career Institutions
SACS .....	Southern Association of Colleges and Schools, Commission on Colleges
WASC-ACCJC .....	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
WASC-ACSCU .....	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

### *National Career-related Accrediting Organizations*

ABHES .....	Accrediting Bureau of Health Education Schools
ACCET .....	Accrediting Council for Continuing Education and Training
ACCSCCT .....	Accrediting Commission for Career Schools and Colleges of Technology
ACICS .....	Accrediting Council for Independent Colleges and Schools
COE .....	Council on Occupational Education
DETC .....	Distance Education and Training Council Accrediting Commission
NACCAS .....	National Accrediting Commission for Cosmetology Arts and Sciences

### *National Faith-related Accrediting Organizations*

ABHE .....	Association for Biblical Higher Education
AARTS .....	Association of Advanced Rabbinical and Talmudic Schools
ATS .....	Commission on Accrediting of the Association of Theological Schools
TRACS .....	Transnational Association of Christian Colleges and Schools

### *State-based Accrediting Organizations*

NYBOR .....	New York Board of Regents
-------------	---------------------------

**Peggy Anderson - Fwd: Re: Request for Graduate Policy Change**

---

**From:** Gary Bleeker  
**To:** Peggy Anderson  
**Date:** 1/25/2010 8:49 AM  
**Subject:** Fwd: Re: Request for Graduate Policy Change

---

FYI. GWB

Gerrit Bleeker  
Dean of Graduate Studies  
Emporia State University  
620-341-5403  
gbleeker@emporia.edu

>>> Tes Mehring 1/24/2010 11:59 AM >>>  
Approved. I will also pass along to barb kern to make any necessary changes in university documents.

-----Original Message-----

From: Gary Bleeker  
To: Tes Mehring <tmehring@emporia.edu>

Sent: 1/22/2010 11:39:06 AM  
Subject: Request for Graduate Policy Change

Tes: Please see the attached memo below. Thanks. GWB

Gerrit Bleeker  
Dean of Graduate Studies  
Emporia State University  
620-341-5403  
gbleeker@emporia.edu



EMPORIA STATE  
UNIVERSITY™

## GRADUATE STUDIES

---

TO: Teresa Mehring, Provost and Vice President for Academic Affairs

FROM: Gerrit W. Bleeker, Dean of Graduate Studies

DATE: January 22, 2010

RE: Accredited institutions

At its meeting on January 21, 2010, the Graduate Council voted unanimously to approve the request to change all references in the *Graduate Policy Handbook* that refer to “accredited institutions” and/or “approved/accredited institutions of recognized standing” to read “regionally accredited institutions.” This change is in keeping with ESU undergraduate program policy and complies with the accreditation requirements of the Kansas Board of Education, as communicated to me in a 12/11/09 email from Ms. Jacqueline Johnson.

I am asking that you approve of this change as well.

Thank.

**Requested change to policy regarding accredited institutions**

**The sentences throughout the Graduate Policy Handbook that refer to accredited institutions and/or approved/accredited institutions of recognized standing should be changed to read “regionally accredited institutions.”**

**Gary Bleeker - RE: GradSchools.com**

---

**From:** Tom Bazis <tbazis@educationdynamics.com>  
**To:** Gary Bleeker <gbleeker@emporia.edu>  
**Date:** 11/17/2009 8:23 AM  
**Subject:** RE: GradSchools.com  
**Attachments:** Testimonials.pdf

---

Gary,

Thanks so much for taking the time to speak with us. I was really excited after our conversation. Helping schools hit the numbers they need to in order to continue providing a high quality education is very rewarding for me (both of my parents were professors).

Based on what we have spoken about, I ran some numbers, and it looks like we could provide between 10,000 – 13,000 prospects to your institution in a 1 year term. This translates into between \$50,000 - \$65,000 worth of guaranteed prospective student delivery.

Generally schools of your size who are successful and pleased with our results are committing between \$15,000 and \$30,000 during the course of 1 year. Their return on investment is pretty spectacular. If we deliver one student, the tuition covers the cost of the investment, however in those situations we've more often than not taken them from not hitting their enrollment numbers to a place where they are rejecting applicants and increasing the quality of the programs.

The next steps are generally telling us which programs you would like to promote, and assigning a value to that group of programs. I can guarantee the current pricing until the 27<sup>th</sup>, at which point it may adjust upwards.

Let me know how you would like to proceed in this discussion.

Best,

**Tom Bazis**  
Business Development Mgr



EducationDynamics  
*Chart Your Course*

[Tbazis@educationdynamics.com](mailto:Tbazis@educationdynamics.com)  
Tel: 484-766-2953  
Fax: 610-499-9206  
<http://www.gradschools.com/>



**GradSchools.com**

The most comprehensive online resource of graduate school information.

**Here is what  
clients are saying  
about us!**

*"GradSchools.com has been extremely helpful to Pratt in increasing its graduate enrollment over the last 15 years. Graduate inquiries have increased by 33 percent, applications have tripled, and enrollment has doubled. Despite the fact that we have reached our capacity, we continue to use GradSchools.com to reduce our acceptance rate and to ensure a qualified pool."*

**Jack Klett**  
Director of Graduate Admissions  
Philadelphia University

**Judith Aaron**  
Vice President for Enrollment  
Pratt Institute

*"GradSchools.com is our go to source for quality, qualified leads. The amount of traffic their site generates makes working with them a no-lose proposition. They are routinely cited by our applicants as the place where they learned of our programs."*

*"GradSchools.com has provided us with a robust and informative option to further educate students around the nation and the globe about what we have to offer. Our recruitment efforts each year benefit greatly from leads provided through the GradSchools.com website. Besides direct information from our institution, GradSchools.com is the definitive source of information for those seeking graduate education."*

**Peter Difley**  
Dean of Graduate Studies  
University of Hartford

**Marcus Hanscom**  
Director of Graduate Cohort Recruitment  
University of New Haven

*"When I was googling graduate programs, GradSchools.com kept showing up on the front page. So I started promoting my programs through this search engine and enrollment continues to climb. GradSchools.com is also a great resource for identifying competitors and peers."*

*"GradSchools.com allows us to tailor our recruitment efforts to both our niche markets and to the general public. Through our individual program listings, we are able to introduce our students to a number of programs, which ultimately aids in their decision-making process. Upon surveying our applicants, it is clear that GradSchools.com is one of the top referring websites for Brandeis; often it is the first site to come up in a Google search. Because this is often the first site our prospective students find, you can bet we'll continue to ensure that it is updated and refreshed accordingly."*

**David F. Cotter**  
Assistant Dean, Graduate School of Arts and Sciences  
Brandeis University

[Home](#) | [Contact Us](#) | [Site Feedback](#) | [Help](#)

Sign In. Not Yet Registered? [Register Now](#)

Email:

Password:

Forgot Your Password?  Remember Me

[WHY GRAD SCHOOL](#) | [FIND A PROGRAM](#) | [FINANCE YOUR STUDY](#) | [GET INFORMED](#) | [MY GRADSCHOOLS](#)

[By Field of Study](#) | [By Subject](#) | [By Institution](#) | [By Metro Area](#) | [Online Programs](#) | [Business Programs](#) | [International Programs](#)



One at a time 1/15 ▶

[Next Program ▶](#)

**Modify Your Search**

\*Field of Study:

\*Subject:

Format:

Location:

[Save this Search](#)

**Emporia State University**

College of Liberal Arts and Sciences ▶

**Department of Biological Sciences**

1200 Commercial Street Department of Biological Sciences, Campus Box 4050 Emporia, KS 66801 US

Phone: 620-341-5608  
Fax: 1-620-341-5607

Help GradSchools.com Help You!  
Complete Our Survey  
Get **FREE Starbucks**

GradSchools.com

\* First 85 completed surveys each day and for U.S. residents only

<a href="#">At a Glance</a>	<a href="#">Program Requirements</a>	<a href="#">Tuition &amp; Financial Aid</a>	<a href="#">Institution Overview</a>
-----------------------------	--------------------------------------	---	--------------------------------------

**Previous Degrees**  
Applicants must have a baccalaureate degree with a major in a biological science: OR applicants with a baccalaureate degree but with a major in an area other than biology must have had an organismal biology course, microbial or cellular biology, and organic chemistry, or their equivalents.

**Pre-Requisite Courses**  
Applicants must have a baccalaureate degree with a major in a biological science: OR applicants with a baccalaureate degree but with a major in an area other than biology must have had an organismal biology course, microbial or cellular biology, and organic chemistry, or their equivalents.

**International Student Requirements**  
International students must pass the SPEAK test to be eligible for a teaching assistantship.

- Requirements**
- **Qualifying Exam:** None Required
  - **Minimum Exam Score:** 3.0
  - **GPA or Equivalent:** Yes
  - **English Proficiency:** Yes
  - **Research Competency:**
  - **Clinical Internship:**

**Work Experience**

**Volunteer Experience**

**Publications Experience**

**Foreign Language Requirement**

**Other Requirements**

1. Master of Science Degree in Biological Sciences: For students considering graduate work beyond the master's level, or employment as professional biologists, the Master of Science program of study is strongly recommended. Designed to provide students with more sophisticated research experiences than the Master of Arts program. The Master of Science in biology requires no fewer than 30 hrs of graduate credit, including a minimum of five hrs of thesis credit. 2. Master of Arts Degree in Biological Sciences: Students who prefer to place less emphasis upon research and more emphasis on broad biological training may, in consultation w/ their graduate committee, fulfill degree requirements by completing 35 hours of graduate credit and a comprehensive oral examination (comprehensive option) or 32 hours of graduate credit and a 3-hr (GB880) research project (project option).

Help GradSchools.com Help You!  
Complete Our Survey  
Get **FREE Starbucks**

GradSchools.com

\* First 85 completed surveys each day and for U.S. residents only

## Instructional Design & Technology Emporia State University

---



## Instructional Design and Technology?

---

The field of instructional design and technology encompasses the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional and noninstructional processes and resources intended to improve learning and performance in a variety of settings, particularly educational institutions and the workplace. Professionals in the field of instructional design and technology often use systematic instructional design procedures and employ a variety of instructional media to accomplish their goals. Moreover, in recent years, they have paid increasing attention to noninstructional solutions to some performance problems (Reiser, 2002).





## Overview

---

Emporia State University's Master of Science in Instructional Design and Technology program prepares individuals for leadership in the systematic design, development, and integration of technology and online learning into teaching and private sector training. Individuals obtaining the IDT degree serve as instructional designers/trainers in business, industry, health professions, and the military; charged with training, development, and eLearning programs within their organizations. Other graduates hold leadership positions in P-12 and post-secondary institutions. In addition to positions in the workplace, several graduates have chosen to pursue their Ph.D. degrees in IDT at top-ranked universities. The IDT program produces over 40 well-trained, in-demand master's degree graduates per year.



## Overview

---

The Instructional Design and Technology Department has been delivering engaging online courses leading to an MS in Instructional Design and Technology for over 10 years. With six faculty, Emporia State University boasts the largest Instructional Design and Technology program in Kansas, and one of the most successful and comprehensive IDT master's degree programs in the USA. Students in the IDT program have been recognized with awards from the Association for Educational Communications and Technology (AECT). In 2009, an ESU IDT student team earned first place in the AECT/PacifiCorp Instructional Design and Development Competition. The other two finalist teams consisted of Ph.D. students from Utah State University and Florida State University.



## About IDT

---

- Department formed in 1996
  - Pre-service instructional technology courses for P-12 education majors
    - FY 2009 undergraduate credit hours: 1,558
  - Master of Science in Instructional Design and Technology
    - FY 2009 graduate credit hours: 1,842
- 36 hour degree program
- One of the largest and most comprehensive in USA
- Entirely online: 2000
- Graduate Majors: 120
  - (Fall 2005 – Fall 2009 5 year average: 109.6)
- Currently active graduate students: 180+
- Faculty: 6



## Program Standards

---

- Evaluate and use computer and related technologies to support the instructional process.
- Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
- Demonstrate knowledge computer usage for problem solving, data collection, information management, communications, presentations, and decision-making utilizing multimedia, hypermedia and telecommunications technologies.



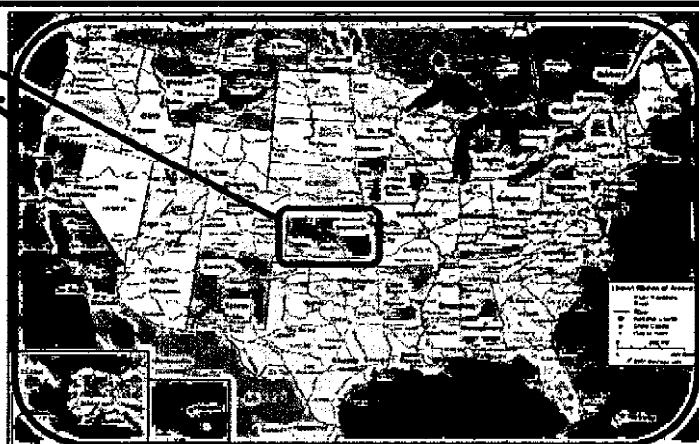
## Program Standards

- Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
- Demonstrate knowledge of multimedia, hypermedia, distance education and online learning theories and practices to support instruction.
- Possess functional knowledge of practices, theories, major research findings and trends related to the field of instructional design and technology.
- Possess functional knowledge of currently accepted principles of design and implementation as they relate to careers in the field of instructional design and technology.

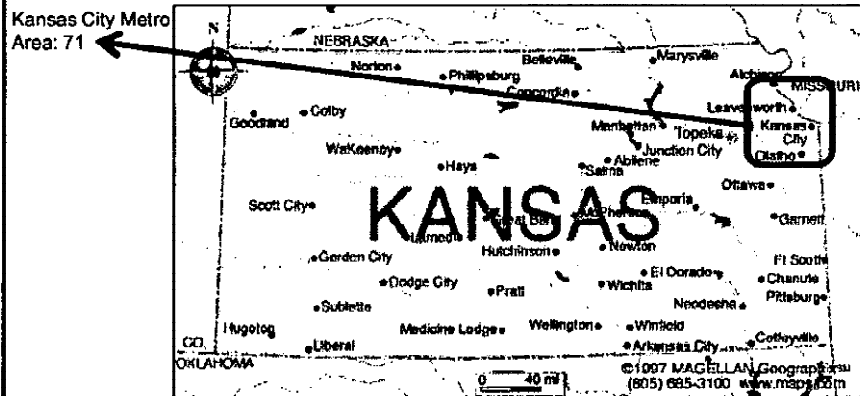


## Geographic Distribution of Students

In-State: 152  
Out-of-State: 42  
(23 states)  
International: 39  
(Lebanon, China,  
Egypt, Jordan,  
Pakistan, South  
Korea, Saudi  
Arabia, India)



## Geographic Distribution of Students



## Placement

- Instructional Designers
- Corporate Trainers
- Department of Defense Instructional Designers & Contractors
- Instructional Designers/Technologists in Healthcare Professions
- Technology Coordinators/Administrators
  - P-12, Community College, University
- Advanced Graduate Studies
  - Ph.D. programs

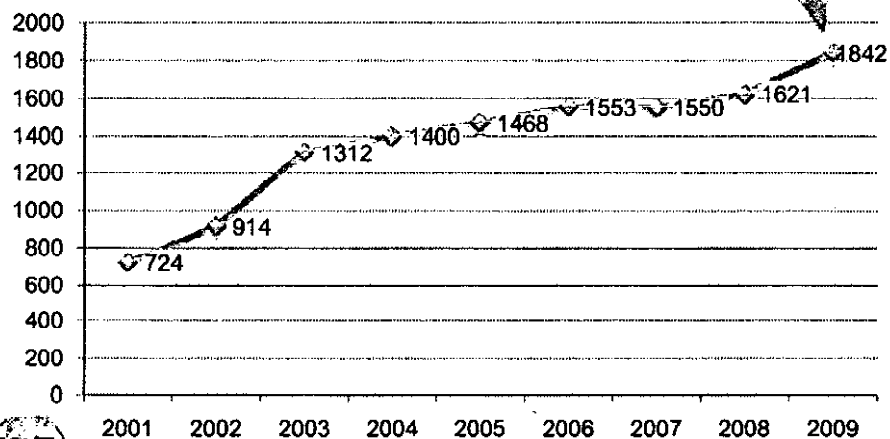


## Placement

- Trainer, National Weather Service, NOAA
- Project Manager, Simulation Technology, Business Transformation Services, IBM
- Corporate Trainer, Training and Marketing Authoring Network Department, John Deere
- Instructional Systems Specialist, Training Directorate, US Army
- Multimedia Developer-Training Specialist, Cubic Defense Applications Group
- Instructional Designer – Princeton University
- Senior Training Specialist, Federal Reserve Bank of Atlanta
- Chief Director of Operations, The Blissett Group (Learning solutions/workplace performance consulting firm)
- Instructional Designer, ADR Book Print and Multimedia Engineer, Raytheon



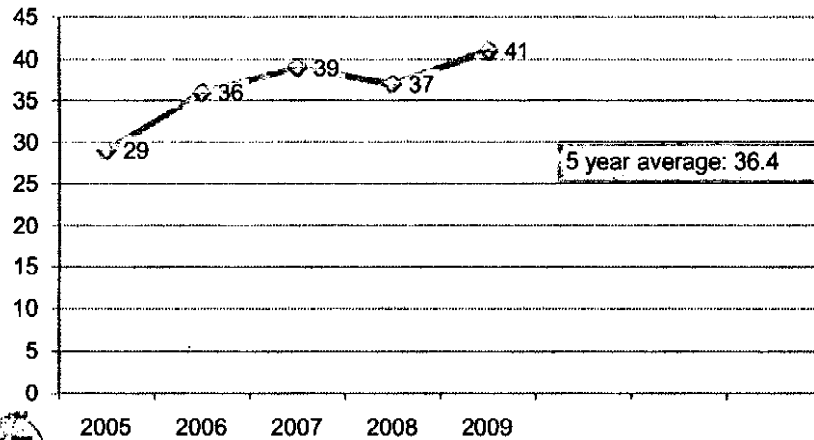
## Graduate Credit Hours FY 2001- FY 2009



ESU Data  
Book 2009



## Degrees Awarded, FY 2005-2009



ESU Data  
 Book 2009



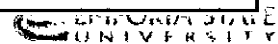
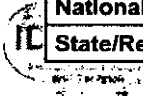
## Class Size and Scholarly Activity

### Number of Sections and Average Graduate Section Size - Fall 2009

Enrollment	Sections	Average Size
218	12	18.2

### Faculty Scholarly Activity 2008-2009 Academic Year

Type	Number
Books	1
Book Chapters	8
Refereed Journal Articles	11
National/International Presentations	16
State/Regional Presentations	29



## **Aggressive and Innovative Recruitment-Retention**

---

- Conferences/Conventions
  - Faculty/Student presentations
  - Exhibit booths
  - Social Events
- Leadership in state and national professional organizations
- Active electronic mailing list (listserv)



## **Aggressive and Innovative Recruitment-Retention**

---

- Engaging and up-to-date website
  - with avatar-agent
- Ning and Facebook
- Twitter
- Second Life
- Blogs
- YouTube
- Monthly webinars (Adobe Connect Pro)



## Gary Bleeker - ESRS Update

---

**From:** Katrina Miller  
**To:** Albrecht, Nancy; Bleeker, Gary; Chakraborty, Kalyan; Chase, Lynne; Edds, David; Hansen, Ellen; Kjellman, Monica; Stanbrough, Mark; Webb, Amy Sage  
**Date:** 1/20/2010 11:06 AM  
**Subject:** ESRS Update  
**CC:** James Aber

---

Greetings, Board Members!

I am pleased to report that during Fall 2009 and up to present we have received a total of eight submissions for consideration. Of these, one was rejected; three were recommended for publication and are now under revision by the authors; and four are presently being reviewed by peers in the Kansas university system, most of these with a return date of late February 2010. Faculty at Fort Hayes, Pittsburg, and K-State have all been most helpful in the review process.

Articles presently under consideration are listed here:

1. Incorporating service learning into college fitness classes. Under peer review.
2. Oh the humanities: Understanding information behavior to foster student literacy. Under peer review.
3. The holding environment as the context for intervention: A case study of two infants. Accepted; under author revision.
4. Listening to classical, pop, and metal music: An investigation of mood. Accepted; under author revision.
5. The relationship of student demographics and academic performance and self-regulated learning in online learning environments. Accepted; under author revision.
6. Collaboration in library and information science education in Gulf Cooperation Council (GCC); Current status, challenges, and future trends. Under peer review.
7. Teaching American history through film. Under peer review.

Sincerely,

Katrina R. Miller, Ed.D.  
Associate Professor  
Director, Rehabilitation Education Programs  
Co-Editor, Emporia State Research Studies  
1200 Commercial  
Campus Box 4031  
Emporia KS 66801  
620-341-5231  
[kmille12@emporia.edu](mailto:kmille12@emporia.edu)





OFFICE OF GRADUATE STUDIES

---

TO: Members of the Graduate Council  
FROM: Michael Butler, Chair, Graduate Council  
DATE: January 22, 2010

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, January 21, 2010 in the President's Conference Room.

**AGENDA**

1. Approval of minutes from the November 19, 2009 meeting.
2. Regular Graduate Faculty:  
Larry Scott, Associate Professor, Mathematics, Computer Science, and Economics
3. Action Items:
  - a. Policy change request regarding accepted accredited institutions
4. Reports/discussion:
  - a. Noel-Levitz consultant – Jim Williams
  - b. GradSchools.com phone conference
  - c. Program review IDT – Marcus Childress
  - d. Assessment of graduate advising
  - e. Update on Dean search – Butler
  - f. Incomplete grades for graduate assistants
5. Comments from council members



## GRADUATE STUDIES

---

- Present:** Albrecht, Ballester, Bleeker, Butler, Childress, Crupper, Gerish, Ghosh, Houchins, Kjellman-Chapin, Schrader, Sehlaoui (Miller), Thayer, Williams, Yanik, Zhou
- Absent:** Alexander, Groves, Morrow, Walker
- Visitors:** Senior faculty of Mathematics, Computer Science, and Economics department

The Council of Graduate Studies met at 3:30 p.m. on Thursday, November 19, 2009 in the President's Conference Room. Dr. Michael Butler called the meeting to order.

1. Minutes from the September 17, 2009 meeting were unanimously approved.
2. Joe Yanik made a motion to approve the Regular Graduate Faculty renewals for the faculty listed below with the addition of reconsidering the Regular Graduate Faculty renewal and approval for Larry Scott. After discussion by the council chair and Joe Yanik, it was agreed to amend the motion to only include the faculty listed below. A separate motion would be considered to address the reconsideration of Larry Scott. Motion was seconded and approved with three votes opposed. Regular graduate faculty status renewal was unanimously approved for the following listed faculty.

Stanford Felix, Assistant Professor, Music  
Tracy Freeze, Associate Professor, Music  
Jeffrey Hodapp, Associate Professor, Music

3. Joe Yanik once again made a motion to reconsider the vote for regular graduate faculty renewal for Larry Scott. After discussion by council members and mathematics faculty, council approved (with two opposing votes) a motion to table the reconsideration of Larry Scott for renewal to regular graduate faculty and require Larry Scott to submit a new application for renewal to regular graduate faculty.
4. Regular graduate faculty status was unanimously approved for the following listed faculty.  
  
Jun Yu, Assistant Professor, Business Administration and Education  
Xin (Joyce) Zhou, Assistant Professor, Business Administration and Education
5. Associate graduate faculty status was unanimously approved for the following listed faculty.  
  
Bhanu Balasubramnian, Assistant Professor, Business Administration and Education  
Marian Reidy, Assistant Professor, Business Administration and Education
6. Chair Butler presented an overview of the graduate program in the department of Health, Physical Education, and Recreation. He distributed a power point handout for council members to follow. Council members unanimously approved acceptance of the HPER program review.
7. Jorge Ballester made a motion to adjourn the council meeting but Chair Butler stated the meeting would continue until 5:00.

8. Chair Butler presented a demo of the Graduate Council site in Blackboard and stated all council materials would be posted there in the future.
9. Dean Bleeker distributed a handout listing the training provided to GTAs in each department. Since this is a requirement under graduate policy, this will be discussed at the next council meeting.
10. Dean Bleeker distributed a handout listing the assessment of graduate advising that is being done in each department. This will be discussed at the next council meeting.
11. Mike Butler discussed the subcommittee that he created to review the current process for graduate faculty appointments and make recommendations for improvement if necessary. Committee findings will be posted on the Blackboard site and discussed at upcoming council meetings. Committee members are Dean Bleeker, Chair Butler, Scott Crupper, Deb Gerish, and Dipak Ghosh.
12. Dean Bleeker discussed problems with the current process of approving graduate faculty appointments and council members discussed possible improvements.
13. Jim Williams announced there would be a national search for the new Graduate/Distance Education Dean. The new position will be responsible for both areas since most distance students are graduate. Dr. Phillip Bennett will be chairing the search committee. He offered to send council members a copy of the job description or it could be posted on the Blackboard site.
14. Dean Bleeker distributed copies of a handout entitled "Why Should I Get a Master's Degree?," designed by the Council of Graduate Schools.
15. Chair Butler announced the next council meeting will be in January.

Meeting adjourned at 5:00.



# Graduate Program in HPER

Presentation to the ESU Graduate School for  
Program Review

Fall, 2009




# Contents

- Mission Statement
- Program Goals
- Program Requirements
- Enrollment
- Grad Faculty
- Program Improvement
  - Program Strengths
  - Program Challenges
  - Other
    - General Information
    - Program delivery
    - Program Admission
    - Classes



# Mission Statement

The vision of the Department of Health, Physical Education, and Recreation (HPER) at Emporia State University is to inspire individuals to actively pursue healthy lifestyles. It is the mission of the Department of HPER to prepare professionals in the areas of Health, Physical Education, and Recreation; facilitate research and scholarly inquiry, and provide services in Health, Physical Education, and Recreation. The Department of HPER embraces and promotes lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles.





# Program Goals

In relationship to the above stated mission, there are goals specific to the Masters of Science Degree Program in Physical Education. Students completing this degree program will be able to:

1. Analyze and synthesize current research and scholarship in the professional discipline.
2. Integrate current theory and research to advance knowledge and skill for the improvement of current professional practice.
3. Integrate appropriate technology into professional practice.
4. Create an original piece of research/scholarship in a personal area of interest.
5. Demonstrate understanding and respect for differences among people represented in the various aspects of the discipline.



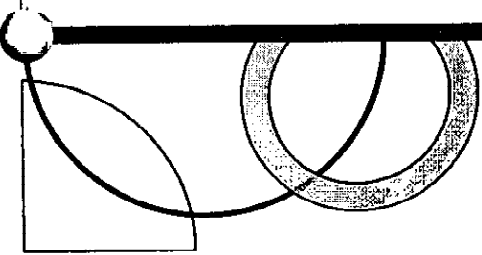
# Program Requirements

- To Apply for the MS Program in Physical Education, the Candidate must:
- A 2.75 overall GPA. Official transcripts must be forwarded to the graduate school at Emporia State University.
- Resume or vita.
- Three written reference letters.
- Undergraduate professional preparation - You must possess a degree in health, physical education or recreation. If you do not have an undergraduate degree in physical education, health or recreation, you are required to have at least 12 hours of undergraduate work in physical education, including an exercise physiology class before you can enter the graduate program. These classes must be approved by the Graduate Advisor.



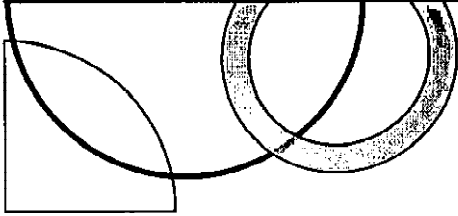
# Enrollment

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
169	166	149	188	185



# Graduate Faculty

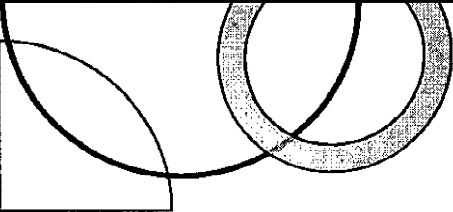
- 9 full time
- 5 adjunct





# Program Improvement

- Bring in expert adjunct faculty to enrich and broaden course offerings.
- Increased number of grad faculty to better accommodate student needs and to be able to offer broader and more diverse courses.
- In-house professional development to better take advantage of new technologies.
- Focus groups (students and faculty every 5 years).



# Program Strengths

- Richness and diversity of students.
  - Students from every state in the US and some international students.
- Faculty have a lot of experience with online courses – since 1996.
- First program at ESU to receive accreditation.
- Faculty are very up-to-date and professionally active.




# Program Challenges

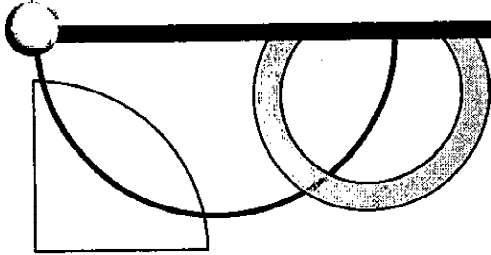
- Program growth and marketing.
- Address campus access and benefits for distance students.
- Have an effective but manageable capstone experience.
- Continue to make the best possible use of new technologies for effective course delivery.



## General Information

The graduate program in the Department of HPER at Emporia State University was the first online masters degree in the United States to be completely on-line. It remains the leading online MS Program in Physical Education in the United States. Students take all course work through web-based classes. This program is completely accredited through the Higher Learning Commission and NCATE.





# Program Delivery

All classes are presented to the students through Blackboard, the class portal for ESU. However, each class is different and unique to the personality of the professor teaching the course. Faculty members in HPER use podcasts, powerpoints, discussion boards, live video feeds, electronic content material, timed quizzes and tests, blogs, etc. in their courses. Classes in our program are very interactive between faculty and students and among the students in the class.

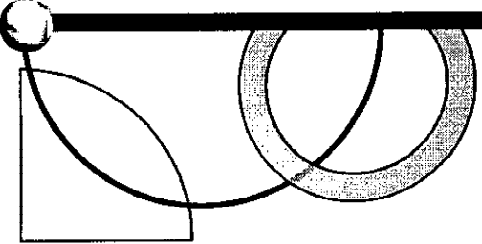


# Program Admission

- **Admission Deadlines**

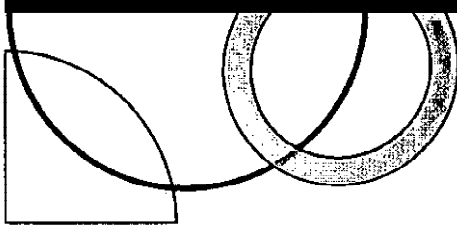
- If you are interested in becoming a graduate student in the Department of HPER, you should be aware of application deadline. The Department of HPER admits students to the program three times per year. These dates are:
  - February 15 - for admission into Summer classes,
  - June 1 - for admission into Fall classes
  - September 15 - for admission into Spring classes





**Q. If I missed the admission deadline,  
can I still apply?**

**A. Yes, but your materials will be rolled to  
the next admission deadline.**



# Classes

- **MS in Physical Education Program**
- PE 707 - Applied Psychology in HPER - (3 hours)
- PE 738 - Advanced Technology in HPER (3 hours)
- PE 768 - Advanced Exercise Physiology in HPER (3 hours)
- PE 801 - Directed Readings (3 hours)
- PE 858 - Ethics in HPER (3 hours)
- PE 859 - Issues and Trends in HPER (3 hours)
- PE 865 - Design and Assessment in HPER (3 hours)
- PE 868 - Final Research Project (3 hours) (Prerequisite PE 801)
- ER 752 - Analysis of Research (3 hours) or accepted substitute
- 8 hours of Electives
- **Total Hours - 35 hours**



# Electives

## **Recommended Electives**

- PE 700 Art of Coaching - 1 hour
- PE 700 Science of Coaching - 2 hours
- PE 700 Bioenergetics - 3 hours
- PE 715 History of Sport and Politics - 3 hours
- PE 740 Legal Issues in HPER - 3 hours
- PE 745 Leadership in HPER - 3 hours
- PE 762 Analysis of Teaching/Coaching - 3 hours
- PE 862 Instructional Innovations - 3 hours
- PE 864 Sociology of Sport - 3 hours

# Suggested Class Sequence

Fall - Year 1	Spring - Year 1	Summer - Year 1
PE 859	PE 707	PE 768
PE 738	3 hour elective	3 hour elective
Fall - Year 2	Spring - Year 2	Summer - Year 2

PE 858

PE 865

PE 868 (PE 801 is a  
prereq for this class)

2 hour elective

PE 801

ER 752 or approved  
elective

A Report  
Departmental Pedagogical Course for Training GTAs  
Compiled by G.W. Bleeker  
11/19//09

1. Social Sciences requires HI 893: GTA Training Seminar (1 cr. hr.). S/U grade. Syllabus submitted.
2. Psychology requires PY 703: Introduction to University Teaching (1 cr. hr.). Letter grade. Syllabus submitted.
3. Music does not require a course but GTAs work closely with Tess Ziek who coordinates the course instructors.
4. English requires EG 895-Teaching Practicum (1 cr. hr.). No syllabus submitted.
5. Early Childhood/Elementary Education requires EL 745: Graduate Assistant Training (1 cr. hr.). Syllabus submitted.
6. Biology requires GTAs to attend a two-day workshop/orientation. Schedule of Fall 2009 workshop submitted. Also, GTAs have weekly meetings with lab coordinators throughout the entire semester to discuss the strategies for teaching the labs during that particular week.
7. Physical Sciences requires PS 768: Workshop in Physical Science Teaching—Special Edition (1 cr. hr.). Letter grade. Syllabus submitted.
8. Instructional Design and Technology does not require a course but have weekly training. IDT GTAs have instructor of record overseeing them during class times and they assist with online courses.
9. HPER requires PE 700: Teaching Health and Physical Education (1 cr.hr.). Letter grade. Syllabus submitted.
10. Accounting and Information Systems does not ask GAs to teach in the classroom.
11. SESC does not require a course.

A Report  
Assessment of Graduate Academic Advising  
Compiled by G.W. Bleeker  
11/19/09

1. English, Modern Languages, and Journalism

MA TESOL and TESOL Licensure Programs administer a Graduate Program Advising Assessment Form and a TESOL Program Survey. English administers an eleven item Advising Assessment Form, distributed to advisees during the last couple weeks of the spring semester by the graduate director, collected by the front office, and relayed to the department chair.

2. Educational Administration and Curriculum & Instruction

There is one question on our post graduate survey that addresses the graduate advising experience, and it is discussed during our graduate focus review groups conducted alternating years.

3. Music

During an exit interview with all of our graduate students, we ask for feedback on all aspects of our program, including advising.

4. Biological Sciences

Do not really have a formal process for assessing how well a given major advisor is performing. Have periodically examined measures such as the number of years until completion of the masters and drop-out rates to examine certain aspects of masters program.

5. Psychology

Assessment of graduate advising is done informally by students letting the Chair or other faculty know if there is a problem as well as via the alumni survey which asks about graduate advising.

6. Mathematics

Departmental graduate committee/departmental assessment committee are in the process of surveying current students/alumni regarding graduate advising.

7. HPER

For those graduate students who are graduating, there is an exit survey. Advising quality is one of the topics evaluated through this survey. Every three years we form a graduate

focus group which discusses many aspects of the masters degree program—one of the topics is graduate advising.

8. Accounting and Information Systems

MBA graduates complete an exit survey. One section of the survey asks specific questions about the advising function in the MBA office and provides additional space for comments. Also do direct assessment of the academic side of the MBA program.

9. Physical Sciences

Exit Interviews are intended to be conducted with all “graduate student” graduates (MS and GSA Grad Certificate completers). There are four questions/protocols in the Exit Interview: post-graduate plans, an opportunity to elaborate on any Exit Questionnaire points, the most positive of the ESU experience, and the most negative of the ESU experience. Occasionally, advising surfaces in a discussion of one of these points.

Exit Questionnaires are intended to be administered to all “graduate student” graduates. Among the 45 questions in Section II of the Questionnaire are six related to Advising (questions 23-28).

10. Early Childhood/Elementary Teacher Education  
Special Education & School Counseling

Plan to be more intentional in the future about adding assessment of graduate advising to our exit interview/survey and to the focus group discussions.



OFFICE OF GRADUATE STUDIES

---

TO: Members of the Graduate Council  
FROM: Michael Butler, Chair, Graduate Council  
DATE: November 19, 2009

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, November 19, 2009 in the President's Conference Room.

**AGENDA**

1. Approval of minutes from the September 17, 2009 meeting.
2. Regular graduate faculty renewal approval  
Stanford Felix, Assistant Professor, Music  
Tracy Freeze, Associate Professor, Music  
Jeffrey Hodapp, Associate Professor, Music
3. Regular graduate faculty approval  
Jun Yu, Assistant Professor, Business Administration and Education  
Xin (Joyce) Zhou, Assistant Professor, Business Administration and Education
4. Associate graduate faculty approval  
Bhanu Balasubramnian, Assistant Professor, Business Administration and Education  
Marian Reidy, Assistant Professor, Business Administration and Education
5. Reports/discussion
  - a. HPER Qualitative Review – Butler
  - b. Blackboard – Butler
  - c. Pedagogy course requirement for GTAs – Bleeker
  - d. Graduate faculty criteria subcommittee – Butler
  - e. Review of graduate faculty reappointment process – Butler
  - f. Assessment of graduate academic advising – Bleeker
6. Comments from council members





## GRADUATE STUDIES

---

- Present:** Albrecht, Ballester, Bleeker, Butler, Childress, Conrad (Kjellman-Chapin), Crupper, Gerish, Ghosh, Houchins, Miller, Morrow, Thayer, Walker, Williams, Wiley (Yanik), Yancey (Schrader), Zhou
- Absent:** Alexander
- Guests:** Jim Aber, Katrina Miller, Gary Wyatt

The Council of Graduate Studies met at 3:30 p.m. on Thursday, September 17, 2009 in the President's Conference Room. Dr. Michael Butler called the meeting to order.

1. Gary Wyatt discussed the need for a plan to assess the effectiveness of graduate advising. This assessment plan will be used for the strategic plan. After discussion, Dean Bleeker suggested council members discuss this issue with their respective departments and submit any assessment procedures their departments are currently using to assess their graduate advising to him via email. He will compile the results and this will be an agenda item at the next council meeting.
2. Jim Aber and Katrina Miller discussed the past history of the Emporia State Research Studies. They distributed the guidelines for publication and a copy of an upcoming publication. They requested council members help recruit submissions when possible. Jim Aber discussed the possibility of selecting the best thesis written this year and that thesis would be included as a submission for publication in ESRS. Discussion on this item will be continued at the next council meeting.
3. Minutes from the April 16, 2009, meeting were unanimously approved.
4. Dean Bleeker discussed the process for graduate faculty appointments and renewals. Council members received the guidelines for renewal with their agenda. He expressed the need for a subcommittee of the council to aid in this review process. This discussion will be continued at the next council meeting.
5. The requests for Regular Graduate Faculty status were unanimously approved for the following listed faculty:  
  
John Barnett, Assistant Professor, Social Sciences  
Kalyan Chakraborty, Associate Professor, Accounting and Information Systems  
Janet Holland, Assistant Professor, Instructional Design and Technology  
Brian Miller, Assistant Professor, Social Sciences  
Amanda Miracle, Assistant Professor, Social Sciences  
Shawna Shane, Assistant Professor, Health, Physical Education, and Recreation  
William Shimeall, Associate Professor, School Leadership/Middle and Secondary Teacher Education  
Kim Simons, Assistant Professor, Physical Sciences  
Rajesh Singh, Assistant Professor, School of Library and Information Management  
Vicki Worrell, Associate Professor, Health, Physical Education, and Recreation
6. The requests for Associate Graduate Faculty status were unanimously approved for the following listed faculty:  
  
Connie Phelps, Assistant Professor, Special Education and School Counseling  
Anand Pore, Associate Professor, Business Administration and Education
7. The renewal requests for Regular Graduate Faculty status were unanimously approved for the following listed faculty:  
  
Tim Burnett, Associate Professor, Biological Sciences  
James Costello, Associate Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling  
Mirah Dow, Associate Professor, School of Library and Information Management  
Stuart Ervay, Professor, School Leadership/Middle and Secondary Teacher Education  
Colleen Etbach, Associate Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling

Eileen Hogan, Professor, Early Childhood/Elementary Teacher Education  
Cooper Holmes, Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling  
Jim Hoy, Professor, English  
Marvin Kuehn, Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling  
Lawrence Lyman, Professor, Early Childhood/Elementary Teacher Education  
Marie Miller, Professor, Music  
Connie Schrock, Professor, Mathematics, Computer Science, and Economics  
John Schrock, Professor, Biological Sciences  
Nancy Smith, Professor, Early Childhood/Elementary Teacher Education  
Penelope Speedie, Associate Professor, Music  
Mel Storm, Professor, English  
Scott Waters, Professor, Early Childhood/Elementary Teacher Education  
Kenneth Weaver, Professor, Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling  
Elizabeth Yanik, Professor, Mathematics, Computer Science, and Economics  
Joe Yanik, Professor, Mathematics, Computer Science, and Economics

8. The request for renewal of Graduate Faculty status for Richard Keller was reviewed by all council members. A motion was made to approve the request. Council voted to deny the request. The vote was 7 no, 4 yes, 5 abstain. A new motion was made for approval as Associate Graduate Faculty. This motion carried with a vote of 12 yes, 2 no, and 1 abstain. Richard Keller will be renewed as Associate Graduate Faculty.
9. The request for renewal of Graduate Faculty status for Kirsten Limpert was reviewed by all council members. A motion was made to approve the request. Council voted to deny the request. The vote was 9 no, 3 yes, and 3 abstain. A new motion was made for approval as Associate Graduate Faculty. This motion carried with a vote of 10 yes, 2 no, and 2 abstain. Kirsten Limpert will be renewed as Associate Graduate Faculty.
- The request for renewal of Graduate Faculty status for Larry Scott was reviewed by all council members. A motion was made to approve the request. Council voted to deny the request. The vote was 9 no, 4 yes, and 2 abstain. A new motion was made for approval as Associate Graduate Faculty. This motion carried with a vote of 12 yes, 2 no, and 1 abstain. Larry Scott will be renewed as Associate Graduate Faculty.
11. George Yancey discussed the revalidation requests for Alicia Rumold. She requested revalidation of seven courses. The revalidation requests were unanimously approved with a graduation date of May 2010.
12. Dean Bleeker distributed a handout listing the proposed new members of the board for the Emporia State Research Studies. Council members unanimously approved the new board members.
13. Dean Bleeker distributed the committee assignments for 2009/2010.
14. Dean Bleeker distributed flyers the Graduate Office had put together and asked council members to let Peggy Anderson know if they would like any copies.
15. Dean Bleeker asked council members to send him the names of any students that would be interested in serving on the council this year.
16. Agenda items #7c – 7f will be moved to the next council agenda.

Meeting adjourned at 4:57 .



## **Emporia State Research Studies**

**<http://www.emporia.edu/esrs/>**

*Emporia State Research Studies (ESRS)* is an international, on-line, peer-reviewed, open-access journal. *ESRS* publishes original scholarly and scientific papers and creative works accompanied by critical or scholarly analysis. From 1930-2001, *ESRS* was published in traditional print format. We are pleased to announce that *ESRS* is presently fully available in electronic format.

### **Now considering manuscripts for publication in 2010.**

#### Instructions For Authors

- Authors should provide manuscripts for review in PDF format. Other electronic formats may be accepted on a case-by-case basis.
- Text and reference style appropriate to the discipline should be utilized.
- Length of articles is quite flexible, ranging from short notes to monographs.
- It is the author's responsibility to obtain permission for reproduction of any copyrighted materials.
- Final versions of accepted manuscripts should be sent digitally in rich-text format (rtf) along with a PDF version.
- Image files may be black-and-white or color pictures, and should be provided separately in tiff, gif or jpeg format.
- Do not embed images in the text file.
- Digital image resolution should be at least 300 dpi.
- Sample humanities format available at: <http://www.emporia.edu/esrs/style2.pdf>
- Sample science format available at: <http://www.emporia.edu/esrs/style1.pdf>

#### Submissions

Please send submissions and questions about the peer-review process to Katrina R. Miller, Co-Editor, *ESRS*, Rehabilitation Programs, at [kmille12@emporia.edu](mailto:kmille12@emporia.edu), 620-341-5231.

Papers are formatted and prepared for publication by James S. Aber, Co-Editor, *ESRS*, Earth Science Department, [jabcr@emporia.edu](mailto:jabcr@emporia.edu).

## Effects of stereotype threat on undergraduate women's math performance: Participant pool vs. classroom situations – Preprint

LINETTE M. McJUNKIN

*Psychology and Research in Education, School of Education, University of Kansas <lmcjunkin@ku.edu>*

This experiment investigated the effect stereotype threat has on women's math performance, utilizing participant pool and classroom testing. The participant sample utilized college students enrolled in undergraduate psychology classes, and the classroom sample utilized students enrolled in an upper-level psychology course. I introduced stereotype threat, alleviated stereotype threat, or did not present stereotype threat, and assessed math scores accordingly. These findings support current research regarding the detrimental effects stereotype threat has on women's math performance. Because there was no difference noted in testing situations, this research suggests that stereotype threat is present in mock testing situations that carry no motivational factors as well as in real-life testing situations.

*Keywords: stereotype threat, math performance, gender differences.*

The statement "girls just aren't good at math" has been used to explain the gender gap in mathematics for decades. In elementary and middle schools, girls' and boys' scores are relatively equal on standardized tests. However, beginning in junior high school and continuing through adulthood, the gender gap widens between boys' and girls' scores. The National Center for Educational Statistics (NCES) reports that from 1990 to 2003, both girls and boys in the 4th and 8th grades had increases in mean math scores, with boys outperforming girls in 4th grade by one to three points, and 8th grade boys scoring one to two points above their female classmates on the mathematics assessments (NCES, 2003). A study in 2000 found that 15-year-old boys in the United States scored seven points higher than 15-year-old girls in the United States in mathematical literacy (NCES, 2000). Looking at college-bound seniors, the evidence is remarkably similar to the previous age groups. From 1991 to 2001, boys' scores increased from 504 to 507 on the math section of the SAT-I (NCES, 2002) and from 20.6 to 21.4 on the ACT (NCES, 2001). Meanwhile, from 1991 to 2001, girls who took the SAT-I had score increases from 496 to 502 (NCES, 2002), and on the ACT girls' scores went from 19.4 to 20.2 (NCES, 2001). The question remains apparent, if both genders have shown parallel increases in math scores, why do boys still outperform girls on mathematical tests? Research on stereotype threat has offered insight into what causes this constant difference in scores.

Researchers have presented environmental, societal, and educational factors as contributors to the difference between men and women in math scores. Researchers have examined many influences involved in performance gaps including biological models, brain differences, genetic factors, evolutionary processes, and hormonal influences (Keller, 2002). Keller also cited learned helplessness, anxiety, expectations, and values as psychosocial factors as elements,

which may be affecting performance. Research has also extended to examining the role socioeconomic components play in academic performance. Croizet and Claire (1998) examined the repeated demonstration of the relationship between socioeconomic status and intellectual ability, including the dramatic differences in scholastic achievement between low and high socioeconomic individuals. However, recent psychological research on gender differences in mathematical performance has seen an important development in stereotype threat theory.

Stereotype threat occurs when a negative stereotype about one's group becomes self-relevant, typically as an interpretation for something one is doing, an experience one is having, or for the situation one is in, which has relevance to one's self definition (Steele, 1997). Stereotype threat sets up a mutually reinforcing system, the fear of confirming the stereotype leads to behavior that confirms it; moreover, individuals do not have to believe the stereotype to be true for it to influence their behavior (Hyde & Kling, 2001). Any failure on the individual's part could support the stereotype. Members of any stereotyped group are susceptible to anxiety about being stereotyped, which in turn triggers an internal inferiority doubt, causing a decrease in performance, which is at least in part, if not fully, influenced by stereotype threat (Steele). Stereotype threat has been used as an explanation of poorer performance in research involving women's math scores, for the under performance of students from low socioeconomic backgrounds (Croizet & Claire, 1998), and for the continually low standardized test scores of African American youth (Steele). Stereotype threat has also emerged as a possible cause of the inequalities women face upon entering majors and careers dominated by men, such as science, math and engineering (Steele, James, & Barnett, 2002).

Alicia Rumold  
604 Withington  
Allen, KS 66833

August 5, 2009

Dr. Brian Schrader, Associate Professor/ Interim Chair  
Department of Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling  
Emporia State University  
1200W Commercial  
Emporia, KS 66801

Dear Dr. Schrader,

I am writing to request a ninth year extension to complete my Master's degree in Industrial/Organizational Psychology. I was granted an eighth year extension from my department chair and I understand a ninth year extension must be granted by the graduate council and begin with a request to you, my advisor.

I completed my coursework in the spring of 2003. The following year I focused on finding a job. I know that this should have been the year that I completed my thesis and if I would have had any idea how the next few years would go I would have. I got a job in April of 2004 as the Personnel Director for an organization that had never really had good human resource practices in place. Thus, I spent long hours putting together a solid human resources department.

I got married the next January and was informed shortly after that if I wanted to continue working that I would need to complete the process to be licensed as a nursing home administrator. I spent the majority of 2005 working on completing the required coursework and preceptorship for licensure. In January of 2006 I had our first child. During that year I completed the required preceptor hours for my licensure, completed the state licensing exam, and successfully passed the national exam. In August of 2006 my husband had extensive surgery requiring me to manage job, house, and child for approximately three months.

By the end of 2006, I had begun working on my thesis project, meeting two separate times with Dr. Karen Tinker. These meetings were predominantly to help me choose a thesis topic. They were the boost I needed to begin surveying literature and developing a thesis idea. I continued to read and refine my ideas through the first few months of 2007 when my husband and I decided to complete our family with one more child. By the beginning of May I found out that I was indeed pregnant. I also knew that I was down to the wire needing to finish my thesis project. I continued to read and began writing. By the summer this became increasingly difficult as this second pregnancy was very draining.

Dr. Brian Schrader  
August 5, 2009  
Page 2

Towards the end of that summer I discussed with my options with you. You suggested that I seek an extension for an eighth year to complete the project. I was granted the extension late in the summer. In the same month, I found out that I was not pregnant with just one baby, but two. As my pregnancy progressed it became very difficult for me to function in any capacity that was not absolutely necessary. Thus, work on my thesis stopped. Our twin sons were born at the end of 2007.

Raising twins and a child just two years older has been the biggest challenge of my life. I had no idea how demanding and time consuming my children would be. Even now, as the twins are getting older, the challenge is still there it just changed; they are mobile and headed in different directions.

In order to devote time to my thesis I began taking a half a day off of work each week. It quickly became apparent that this was not enough, so now I am off a whole day each week. I have spent a great deal of time and have sacrificed to see that I have come up just short. As of this date my thesis is ready to propose to my committee and I would like the opportunity to finish what I have started. This extension will allow me the time to finish. I am prepared to continue taking time off of work each week. Additionally, I have gained permission from my employer to utilize my office at work on the weekends to devote to writing. This will allow me to make progress without worrying about my childrens' interruptions. I believe that I will successfully complete this project.

Respectfully,



Alicia Rumold

STUDENT NAME: FRY, ALICIA KAY

ADDRESS: RT 1 BOX 5A  
FORD, KANSAS

GRADUATE

BIRTHDAY:

DECEMBER 28

PAGE 1

DATE PRINTED: 07/06/2004

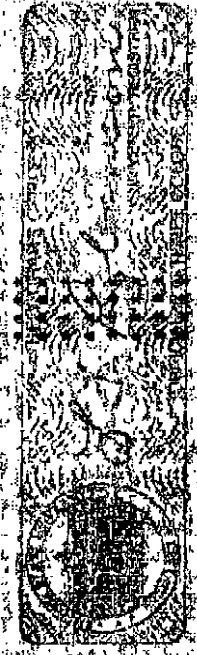
RT	COURSE	TITLE	SEM	GRADE	GRADE POINTS	SEM	DATE	GRADE POINTS
		COLLEGE AND DEGREE						
		BETHANY COLLEGE						
		LINDSBORO, KANSAS						
		BA 2001						
		FALL SEMESTER 2001						
		MOTIVATION & TRAINING	3.0	A	12.0			
		INDUSTRIAL PERSONNEL PSYCH	3.0	A	12.0			
		SEM IN BEHAVIOR MODIFICATION	1.0	A	4.0			
		INTRO TO UNIV TEACHING	1.0	A	4.0			
		GPA FALL 01 - 4.00	13.0		40.0			
		FON DEGREE 4.00 HR/DEG	9.0		36.0			
		SPRING SEMESTER 2002						
		STAT METH/ED & PSY II	3.0	A	11.0			
		ORGANIZATIONAL PSYCHOLOGY	3.0	A	12.0			
		ORGANIZ ISSUES/LEGAL ISSUES	3.0	A	12.0			
		BEHAVIORAL ASPECTS OF MGMT	3.0	A	12.0			
		GPA SPRING 02 - 3.92	11.0		43.1			
		FON DEGREE 3.92 HR/DEG	11.0		43.1			
		FALL SEMESTER 2002						
		FOUNDATIONS OF PSYCHOLOGY	3.0	A	12.0			
		WORK ATTITUDES	3.0	A	12.0			
		RESEARCH DESIGN AND WRITING	3.0	A	12.0			
		INTERNSHIP IN PSYCHOLOGY	3.0	A	12.0			
		INTRO/GENIV LEVEL TEACHING	1.0	A	4.0			
		GPA FALL 02 - 4.00	7.0		28.0			
		FON DEGREE 4.00 HR/DEG	6.0		24.0			
		SPRING SEMESTER 2003						
		PSYCHOLOGY OF THE ADULT LE	3.0	A	12.0			
		PERSONNEL SELECTION/WRITING	3.0	A	12.0			
		THESIS M.S	2.0	IP	4.0			
		UNIVERSITY LEVEL TEACHING	1.0	A	4.0			
		MEMO & ORGANIZATION THEORY	3.0	A	12.0			
		GPA SPRING 03 - 3.00	10.0		40.0			
		FON DEGREE 4.00 HR/DEG	9.0		36.0			

SUMMER SEMESTER 2003  
 PY 800EC THESIS M.S (3.0) 12.0  
 PY 839PE INTERNSHIP IN PSYCHOLOGY (3.0) 12.0  
 GPA SUMMER 03 0.00  
 FOR DEGREE 4.00 HR/DEG 5.0  
 OVERALL KSN GPA 3.98 36.0 15.1  
 GRAD DEGREE GPA 3.48 40.0 139.1

NOTES: GRADUATE GPA FOR DEGREE IS CALCULATED ON ONLY THOSE COURSES FOUND ON THE DEGREE PLAN WHICH MUST BE FILLED BEFORE A GPA FOR DEGREE WILL APPEAR. CONTACT THE GRADUATE OFFICE WITH ANY QUESTIONS CONCERNING THE DEGREE PLAN.

THIS IS THE LAST PAGE OF 1 PAGE(S)

ISSUED TO STUDENT





Graduate Studies  
Revalidation Request Form

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

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

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

**A. Departmental Approval:**

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

Student EID: E10293782

Course No. and Title: M6 853 Behavioral Aspects of Mngmt.

Semester or year taken: Spring 2002 Original Grade: A Hours Credit: 3

Instructor: Thomas Stocombe

Department validation examiner: Thomas Stocombe

**Detailed description of method of revalidation:**

Because Mrs. Rumold has continued in a Human Resources capacity she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009



Signature of Advisor: *[Handwritten Signature]*  
Signature of Department Chairperson: *[Handwritten Signature]*

---

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: *[Handwritten Signature]* Date: 9/3/09

---

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: *[Handwritten Signature]* Date: 9-17-09

---

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

---

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_



Graduate Studies  
Revalidation Request Form

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

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

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

A. Departmental Approval:

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

Student EID: E10293782

Course No. and Title: PY 745 Organizational and Legal Issues

Semester or year taken: Spring 2002 Original Grade: A Hours Credit: 3

Instructor: Brian Schrader

Department validation examiner: Brian Schrader

Detailed description of method of revalidation:

Because Mrs. Rumold has continued in a Human Resources capacity, she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009

Signature of Advisor: [Handwritten Signature]  
Signature of Department Chairperson: [Handwritten Signature]

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: [Handwritten Signature] Date: 9/3/09

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: [Handwritten Signature] Date: 9-17-09

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

# EMPIRIA STATE UNIVERSITY™

## Graduate Studies Revalidation Request Form

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

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

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

### A. Departmental Approval:

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

Student EID: E10293782

Course No. and Title: PY 833 Organizational Psychology

Semester or year taken: Spring 2002 Original Grade: A Hours Credit: 3

Instructor: George Yancey

Department validation examiner: George Yancey

### Detailed description of method of revalidation:

Because Mrs. Rumold has continued in a Human Resources capacity she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009.

Signature of Advisor: *[Handwritten Signature]*

Signature of Department Chairperson: *[Handwritten Signature]*

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: *[Handwritten Signature]* Date: 9/3/09

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: *[Handwritten Signature]* Date: 9-17-09

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_



Graduate Studies  
Revalidation Request Form

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

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

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

A. Departmental Approval:

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

Student EID: E10293782

Course No. and Title: ER 857 Stat II

Semester or year taken: Spring 2002 Original Grade: A- Hours Credit: 3

Instructor: Loren Tompkins

Department validation examiner: Gwen Carnes

Detailed description of method of revalidation:

Because Mrs. Rumold has continued in a Human Resources capacity she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009

Signature of Advisor: \_\_\_\_\_

*[Handwritten Signature]*

Signature of Department Chairperson: \_\_\_\_\_

*[Handwritten Signature]*

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: \_\_\_\_\_

*[Handwritten Signature]*

Date: *9/3/09*

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: \_\_\_\_\_

*[Handwritten Signature]*

Date: *9-17-09*

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_

Date: \_\_\_\_\_

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_

Date: \_\_\_\_\_



Graduate Studies  
Revalidation Request Form

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

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

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

A. Departmental Approval:

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

Student EID: E10293782

Course No. and Title: PY851 Seminar in Behavior Modification

Semester or year taken: Fall 2001 Original Grade: A Hours Credit: 3

Instructor: Jim Persinger

Department validation examiner: Jim Persinger

Detailed description of method of revalidation:

Because Mrs. Rumold has continued in a Human Resources capacity she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009



Signature of Advisor: \_\_\_\_\_

*[Handwritten Signature]*

Signature of Department Chairperson: \_\_\_\_\_

*[Handwritten Signature]*

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: \_\_\_\_\_

*[Handwritten Signature]*

Date: \_\_\_\_\_

*9/3/09*

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_

Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: \_\_\_\_\_

*[Handwritten Signature]*

Date: \_\_\_\_\_

*9-17-09*

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_

Date: \_\_\_\_\_

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_

Date: \_\_\_\_\_



Graduate Studies  
Revalidation Request Form

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

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

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

A. Departmental Approval:

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

Student EID: E10293782

Course No. and Title: PY 832 Industrial Personnel Psychology

Semester or year taken: Fall 2001 Original Grade: A Hours Credit: 3

Instructor: Brian Schrader

Department validation examiner: Brian Schrader

Detailed description of method of revalidation:

Because Mrs. Rumold has continued in a Human Resources Capacity she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009

Signature of Advisor: [Handwritten Signature]

Signature of Department Chairperson: [Handwritten Signature]

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: [Handwritten Signature] Date: 9/3/09

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_ Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: [Handwritten Signature] Date: 9-17-09

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_ Date: \_\_\_\_\_



Graduate Studies  
Revalidation Request Form

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

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

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

**A. Departmental Approval:**

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

Student EID: E10293782

Course No. and Title: PY 741 Motivation and Training

Semester or year taken: Fall 2001 Original Grade: A Hours Credit: 3

Instructor: George Yancey

Department validation examiner: George Yancey

**Detailed description of method of revalidation:**

Because Mrs. Rumold has continued in a Human Resources capacity she will still be quite knowledgeable about many I/O Psychology concepts. As such her re-validation method will involve successfully passing the equivalent of a final exam in oral and/or written format. This will be administered and graded by the instructor who currently teaches the course.

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

A letter from the student, explaining her circumstances, is enclosed. I support her request as she is making progress. Her thesis proposal meeting is scheduled for Sept. 9, 2009

Signature of Advisor: \_\_\_\_\_

*[Handwritten Signature]*

Signature of Department Chairperson: \_\_\_\_\_

*[Handwritten Signature]*

**B. Graduate Office Approval:**

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

Signature of Graduate Dean: \_\_\_\_\_

*[Handwritten Signature]*

Date: \_\_\_\_\_

*9/3/09*

**C. Graduate Council Approval:**

Method of Revalidation approved: \_\_\_\_\_

Method of Revalidation denied: \_\_\_\_\_

Signature of Graduate Council Chair: \_\_\_\_\_

*[Handwritten Signature]*

Date: \_\_\_\_\_

*9-17-05*

**D. Validation Completion Approval:**

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

Signature of Validating Examiner: \_\_\_\_\_

Date: \_\_\_\_\_

**E. Final Approval of Course Revalidation:**

Signature of Graduate Dean: \_\_\_\_\_

Date: \_\_\_\_\_

## Renewal of Graduate Faculty Membership

1. Renewal of **Regular Graduate Faculty** membership is contingent upon the review of evidence that the nominee has continued to teach and/or advise at the graduate level and actively participated in productive scholarly activities during his/her five year appointment. Faculty who do not meet the renewal criteria will not be approved for an extension of their **Regular Graduate Faculty** membership.
2. Renewal of **Associate Graduate Faculty** membership is contingent upon the review of evidence that the nominee has continued to teach and/or advise at the graduate level and actively participated in productive scholarly activities during his/her three year appointment. Faculty who do not meet the renewal criteria will not be approved for an extension of their **Associate Graduate Faculty** membership.

9 = No

4 = Yes

2 = Abst.

Scott  
Reg. Soc.

1 - Ab

2 - No

12 - Yes

Scott  
Assoc.

Singlet - class.

$$Ab = 2$$

$$N = 2$$

$$Y = 10$$

Singlet - Reg. Grad. Fac

$$Ab = 3$$

$$\text{Yes} = 3$$

$$\text{No} = 9$$



Yes = 12  
N = 2  
A = 1

Rich  
Keller  
Assoc.  
Assoc.  
Assoc.



EMPORIA STATE UNIVERSITY  
Graduate Studies and Research

Richard Keller  
No - 7  
Yes - 4  
Ab - ~~5~~ 5

Reg  
Assoc  
Assoc

**COMMITTEE ASSIGNMENTS  
GRADUATE COUNCIL  
2009-2010**

**Durst Research Award (Fall)**

Gwen Alexander  
Marcus Childress  
Scott Crupper  
Xin Zhou

**Graduate Teaching Assistant Award (Spring)**

Marie Miller  
Brian Schrader  
Laura Walker  
Joe Yanik

**Boylan Scholar Award (Spring) (Not sure if this committee will meet – depends on funds)**

Nancy Albrecht  
Jorge Ballester  
Dipak Ghosh  
Jean Morrow

**Robert Grover Scholarship (Spring) (Not sure if this committee will meet – depends on funds)**

Deb Gerish  
Andrew Houchins  
Monica Kjellman-Chapin  
Sophie Thayer

**Graduate Research Studies Editorial Board Members**

<b>School/College</b>	<b>Number of Members</b>	<b>Initial Term</b>	<b>Board Member</b>
School of Library and Information Management	1	2 Years	Lynne Chase (2009-11)
School of Business	1	2 Years	Kal Chakraborty (2009-11)
College of Liberal Arts and Sciences	4	3 Years	Monica Kjellman Chapin (2009-12)
		2 Years	Amy Sage Webb (2009-11)
		2 Years	David Edds (2009-11)
		1 Year	Ellen Hansen (2009-10)
Teachers College	2	3 Years	Nancy Albrecht (2009-12)
		1 Year	Mark Stanbrough (2009-10)
Graduate Office	1	Indefinite	Gerrit Bleeker, Ex-Officio



## OFFICE OF GRADUATE STUDIES

---

**TO:** Members of the Graduate Council  
**FROM:** Gerrit Bleeker, Dean, Graduate Studies  
**DATE:** September 21, 2009

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, September 17, 2009 in the President's Conference Room.

### AGENDA

1. Approval of minutes from the April 16, 2009 meeting.
2. Regular graduate faculty approval:  
John Barnett, Assistant Professor, Social Sciences  
Kalyan Chakraborty, Associate Professor, Accounting and Information Systems  
Janet Holland, Assistant Professor, Instructional Design and Technology  
Brian Miller, Assistant Professor, Social Sciences  
Amanda Miracle, Assistant Professor, Social Sciences  
Shawna Shane, Assistant Professor, Health, Physical Education, and Recreation  
William Shimeall, Associate Professor, School Leadership/Middle and Secondary Teacher Education  
Kim Simons, Assistant Professor, Physical Sciences  
Rajesh Singh, Assistant Professor, School of Library and Information Management  
Vicki Worrell, Associate Professor, Health, Physical Education, and Recreation
3. Associate graduate faculty renewal:  
Connie Phelps, Assistant Professor, Special Education and School Counseling  
Anand Pore, Associate Professor, Business Administration and Education
4. Regular graduate faculty renewal:  
Tim Burnett, Associate Professor, Biological Sciences  
James Costello, Associate Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling  
Mirah Dow, Associate Professor, School of Library and Information Management  
Stuart Ervay, Professor, School Leadership/Middle and Secondary Teacher Education  
Colleen Etzbach, Associate Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling  
Eileen Hogan, Professor, Early Childhood/Elementary Teacher Education  
Cooper Holmes, Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling

Graduate Council Agenda

Page 2

September 17, 2009

Jim Hoy, Professor, English

Marvin Kuehn, Professor, Psychology, Art Therapy, Rehabilitation and Mental Health  
Counseling

Lawrence Lyman, Professor, Early Childhood/Elementary Teacher Education

Marie Miller, Professor, Music

Connie Schrock, Professor, Mathematics, Computer Science, and Economics

John Schrock, Professor, Biological Sciences

Nancy Smith, Professor, Early Childhood/Elementary Teacher Education

Penelope Speedie, Associate Professor, Music

Mel Storm, Professor, English

Scott Waters, Professor, Early Childhood/Elementary Teacher Education

Kenneth Weaver, Professor, Psychology, Art Therapy, Rehabilitation, and Mental Health  
Counseling

Elizabeth Yanik, Professor, Mathematics, Computer Science, and Economics

Joe Yanik, Professor, Mathematics, Computer Science, and Economics

5. Regular graduate faculty renewals for discussion:

Richard Keller, Professor, English

Kirsten Limpert, Assistant Professor, School Leadership/Elementary Teacher Education

Larry Scott, Associate Professor, Mathematics, Computer Science, and Economics

6. Action items

a. Revalidation request for Alicia Rumold (Fry). – George Yancey

b. Approval of ESRS editorial board

7. Reports/discussion

a. Graduate academic advising – Gary Wyatt

b. ESRS report – Jim Aber and Katrina Miller -- thesis award

c. HPER Qualitative Review – Mike Butler

d. Pedagogy course requirement for GTAs

e. Graduate faculty criteria subcommittee

f. Graduate student retention – Jim Williams

8. Comments from council members