



GRADUATE SCHOOL

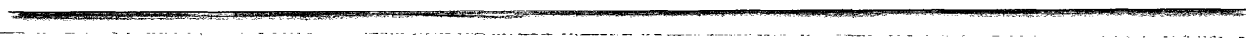
Present: Albrecht, Ballester, Butler, Crupper, Ermler, Gerish, Ghosh, Harrell, Houchins, Howell, McConnell, Miller, Morrow, Schrader, Shockley, Thayer, Zhou

Absent: Alexander, Kjellman-Chapin, Williams

The Council of Graduate Studies met at 3:30 p.m. on Thursday, September 16, 2010 in the President's Conference Room. Dr. Dipak Ghosh called the meeting to order.

1. Minutes from the April 15 meeting were unanimously approved.
2. The graduate faculty recommendations for the following listed faculty were unanimously approved.
 - 1) Mingchu (Neal) Luo, Assistant Professor, School Leadership/Middle and Secondary Teacher Education
 - 2) Sharath Sasidharan, Assistant Professor, Accounting and Information Systems
 - 3) Andrew Smith, Assistant Professor, School of Library and Information Management
 - 4) Jessica Stallings, Assistant Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
3. The regular graduate faculty **renewal** recommendations for the following listed faculty were unanimously approved.
 - 1) Nancy Albrecht, Professor, School Leadership/Middle and Secondary Teacher Education
 - 2) Alexis Downs, Associate Professor, Accounting and Information Systems
 - 3) Peggy Lane, Associate professor, Accounting and Information Systems
 - 4) Diane L. Miller, Professor, Special Education and School Counseling
 - 5) Jeremy T. Mitchell-Koch, Assistant Professor, Physical Sciences
 - 6) Kelly O'Neal-Hixson, Assistant Professor, Special Education and School Counseling
 - 7) James Persinger, Associate Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
 - 8) Jon Sward, Assistant Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
4. The associate graduate faculty recommendation for the following listed faculty was unanimously approved.
 - 1) Karen Bates, Associate Professor, Early Childhood/Elementary Teacher Education

5. The regular graduate faculty recommendations for the following listed faculty were tabled until the next council meeting for additional information.
 - 1) Mohammad Chowdhury, Professor, Business Administration and Education
 - 2) Ronald Freeze, Assistant Professor, Accounting and Information Systems
 - 3) Barbara Railsback, Associate Professor, Business Administration and Education
 - 4) Tanja Steigner, Assistant Professor, Business Administration and Education
 - 5) James Waagelein, Professor, Accounting and Information Systems



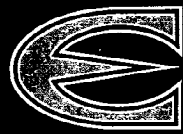
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 - 2) Ronald Freeze, Assistant Professor, Accounting and Information Systems
 - 3) Barbara Railsback, Associate Professor, Business Administration and Education
 - 4) Tanja Steigner, Assistant Professor, Business Administration and Education
 - 5) James Waegelein, Professor, Accounting and Information Systems
6. The regular graduate faculty **renewal** recommendation for the following listed faculty was tabled until the next council meeting for additional information.
 - 1) Allan Comstock, Associate Professor, Music
7. The associate graduate faculty approval recommendations for the following listed faculty were tabled until the next council meeting for additional information.
 - 1) Essam Abotteen, Associate Professor, Mathematics, Computer Science, and Economics
 - 2) Rob Catlett, Assistant Professor, Mathematics, Computer Science, and Economics
8. Dean Ermler announced the Noel Levitz Consultation visit had been rescheduled for September 29 and 30th.
9. Dean Ermler announced the Graduate School was working on admissions criteria for a centralized application process. Campaigns should be ready by the end of the year.
10. Dean Ermler announced there is a new Graduate tab in BuzzIn. The tab includes information and links for graduate students and faculty. Council members were asked to let the Graduate School know of any updates/edits they see.
11. Dean Ermler announced she is meeting with Mike Erickson regarding an electronic thesis/dissertation process. She asked council members to discuss this issue with their respective departments and discussion would continue at the next council meeting. She also agreed to send council members links to universities that currently have this process.
12. Council members discussed the current graduate faculty process. Two committees (criteria and process) were selected to discuss the current process and make recommendations to the council. Selected committee members are listed below:

Criteria – Marie Miller (chair), Mike Butler, Joyce Zhou, Gwen Alexander
Process – Scott Crupper (chair), Monica Kjellman-Chapin, Brian Schrader, Marvin Harrell

The process committee agreed to have recommendations by the next council meeting and the criteria committee will make recommendations during the November meeting.

13. Jorge Ballester discussed the need to determine what we are trying to accomplish with the graduate faculty. Council members were asked to discuss this issue with their departments and the discussion would continue at the next council meeting.
14. Dean Ermler distributed statistics regarding graduate applications. She asked that all graduate departments look at this data and clean up any applications in the "to be accepted" status.
15. Marvin Harrell requested that the university provide a list of proctors for distance/online courses. Dean Ermler announced the Distance Education office was working on this issue and would be distributing the requested list.

Meeting adjourned at 4:37.



Research and Grants Center

<http://www.emporia.edu/research>

The Research and Grants Center (R&G) is a unit within the Graduate School and Distance Education with the responsibility of facilitating activities of faculty and staff in seeking external support for research and scholarly/creative projects. The Center functions under the direction of the graduate dean and is responsible for 1) coordination of university-wide policies and procedures relevant to externally funded programs, 2) dissemination of funding information and opportunities, 3) assistance with all aspects of proposal submission, 4) fiscal administration of grants and contracts, and 5) assurance of compliance with federal, state, and university regulations governing externally sponsored programs. **All proposals for external funding, or other agreements or contracts that commit the university to provide services, products, or reports, must have the approval of R&G.** To facilitate the above, R&G provides a variety of services that are outlined below.

Pre-Award Services

To assist faculty and professional staff in identifying potential funding sources, R&G subscribes to services such as the Grants Resource Center (GRC) and InfoEd's SPIN. The R&G staff will assist faculty in the use of these services or will perform funding searches upon request.

- **The Grants Resource Center** serves as a liaison to federal funding agencies, provides monthly announcements of forthcoming proposal deadlines and grant opportunities, and provides personal assistance in identifying funding sources or obtaining information from federal agencies. Faculty and staff have access to GRC's web site, which contains electronic publications such as *GRC Deadlines*, *GRC Bulletin*, and *GrantWeek*, *Federal Register* announcements, a Foundation Guide, Proposal Development Handbook, and a searchable grant database called *Grantsearch*, as well as many articles on grant programs and announcements of web conferences (<http://www.aascu.org/grc/default.htm>). Contact the R&G Center for the username and password to access the database.
- **SPIN** (Sponsored Programs Information Network) is a service offered by InfoEd International that includes a searchable grant database containing information on more than 10,000 grant programs and **SMARTS/GENIUS**, an electronic matching and funding opportunity notification service (<http://www.infoed.org/home/officemenu.asp>).

The Research and Grants Center employs a graduate research assistant who is available to assist faculty in locating appropriate funding opportunities and can assist with proposal development. Contact R&G if you need this assistance.

The R&G web site contains many useful links for proposal development and proposal writing, including proposal writing tutorials, tips for new grant writers, and links to other proposal development resources. The web address is <http://www.emporia.edu/research/propdev.html>.

R&G offers financial incentives for faculty and unclassified staff who submit proposals for competitive grants to external granting agencies. Financial stipends range from \$500-\$1,500 per proposal. This program is jointly supported by R&G and the President's office, contingent upon available funds. Complete guidelines and criteria for receiving these stipends are available on the web site.

R&G will assist faculty and staff in proposal preparation and in actual submission of a grant or contract proposal. Assistance is provided with budget preparation, completion of federal forms, obtaining required signatures, and electronic submission. The R&G web site contains information necessary for proposal budgets including graduate assistant stipends, fringe benefit rates, tuition waivers, and the university F&A (indirect cost) rate. Boilerplate material is also available for ESU and the Schools/Colleges. The web address is <http://www.emporia.edu/research/other.htm>.

Post-Award Services

Once a grant award or contract/subaward is received, R&G is responsible for monitoring and tracking all expenditures. In addition, R&G will bill the granting agency for payment, will provide periodic financial reports to the principal investigator/grant director, and will prepare and submit all required financial reports to the granting agency.

Other Services

Policies and Procedures Guide – an electronic version of the R&G Policies and Procedures Guide is available on the web site at <http://www.emporia.edu/research/policies.htm>.

Institutional Review Board for Treatment of Human Subjects (IRB) – is charged with the responsibility of reviewing all experimental activities involving human subjects carried out by staff or students of the University. Please refer to the web site at <http://www.emporia.edu/research/irb.htm> for guidance and additional information.

Graduate Studies and Research Bulletin – an electronic newsletter distributed once each semester and once during the summer. It contains information about funding opportunities, services available, events and deadlines coming up, and other miscellaneous news from the Graduate Office and the Research & Grants Center. Current and past issues are available at <http://www.emporia.edu/research/bulletin.htm>.

Faculty Research and Creativity Committee – consists of 11 faculty members and works with the Graduate Dean and R&G to administer a grants program to facilitate research and artistic productivity by the faculty. The program is intended to provide seed money for projects that have potential for external funding. The program has an annual December deadline. For additional information, please refer to the annual grants program announcement at <http://www.emporia.edu/research/creativity.htm>.

Research and Creativity Forum – is held every April and features a poster session for faculty and graduate students to share their research and creative projects, and an award ceremony recognizing faculty and graduate students for research accomplishments during the year.

President's Award for Research and Creativity – is an award to honor an ESU individual who has been active in research, scholarly activity, or creative endeavors. The individual receiving this award must be peer-nominated and is selected by a subcommittee of the Faculty Research and Creativity Committee. A request for nominations is distributed in late January and the award is made in March.

Travel assistance program – provides travel assistance for faculty who are presenting papers at out-of-state conferences or for other eligible activities. Please refer to the program announcement for eligibility criteria and application information at <http://www.emporia.edu/research/travel.htm>.

Financial assistance for scholarly exhibition and page charges – provides assistance for faculty members whose scholarly and creative achievements require this type of funding. Requests for assistance should be submitted to R&G at least 30 days prior to any journal or exhibition deadlines. The guidelines and application form are available at <http://www.emporia.edu/research/pagecharges.htm>.

Graduate and undergraduate student research awards – Undergraduate and graduate students conducting research can receive up to \$500 in assistance from the R&G Center. These grants pay for operating expenses, such as paper, mailings, lab equipment, chemicals, software, and travel necessary to conduct research. The guidelines and application form are available at <http://www.emporia.edu/research/facstusupport.htm>.

Cost-sharing reserve fund – funds are available to meet cost-sharing requirements on externally-sponsored grants. Requests for these funds should be submitted to R&G when you begin preparing your grant proposal.

We are located in: Plumb Hall 313F. **Phone:** 620-341-5351. **Fax:** 620-341-5909. **Email:** pfllmor@emporia.edu
Web site: <http://www.emporia.edu/research>
Staff: Dr. Kathy Ermler, Dean, Graduate School and Distance Education; Pamela Fillmore, Grants Manager

Opportunities through the Graduate School and Distance Education

Research and Grants Center

1. Travel Assistance
 - a. Maximum of \$300 for domestic travel or \$600 for international travel – available to faculty who are presenting papers on research or scholarly activities at out-of-state meetings. Faculty member must receive partial support from school/college or department.
2. Financial Assistance for Scholarly Exhibition and Page Charges – assistance for scholarly exhibition and page charges for faculty whose scholarly and creative achievements require this type of funding. 1/3 of the total cost can be awarded, up to a maximum of \$500 per year. The award must be matched by the school/college or department.
3. Research Assistance - The Research and Grants Center has a graduate research assistant available to assist faculty with various aspects of a research project or a grant proposal. The GA will assist with literature searches, locating grant sources and training faculty on the SMARTS/GENIUS notification service.
4. Assistance with grant writing and boilerplate material for inclusion in grants.
5. Research and Creativity Grant Awards - The program is intended to provide seed money for projects that have potential for external funding. Full-time faculty members employed at the rank of instructor or above are eligible to apply. Three types of grants are available:
 - a. Year-long OOE grants – requests range from \$500 to \$3,000
 - b. Summer OOE grants - \$1,500 (typically)
 - c. Graduate Assistants
6. Financial Incentive Programs for Grant Proposals - The Research and Grants Center will provide, on a trial basis, financial incentives for those faculty and unclassified staff who submit to the Research and Grants Center a competitive grant proposal which has been submitted to an off-campus grant agency. This program is a joint effort between the President's Office and the Research and Grants Center. See <http://www.emporia.edu/research/Incentiveprogram.htm> for details and criteria.

Distance Education

1. Support for new online course development. Stipends range from \$700 for a 1 hour class to \$3,500 for a 5 hour class. Guidelines and forms are available through Distance Education (x5385).
2. Reimbursement for travel to off-campus teaching sites based on policies outlined in Distance Education policies handbook.
3. At MLC – assistance with various student services and office tasks (contact Jan Farwell for information and assistance).

Graduate School

1. Assist with grant and development opportunities for graduate programs at ESU.
2. Assistance with departmental recruiting of graduate students.
3. Faculty and graduate workshops on current topics (grants and APA/MLA formatting will be fall topics).
4. Graduate assistant orientation day for all GTA, GRA and GAA.
5. Travel assistance for Graduate Students.
6. Awards for Graduate assistantships – ability to recognize deserving graduate assistants.
7. Social networking opportunities for graduate programs (Facebook fan page and GradShare).

Contacts for Graduate School and Distance Education

Kathy Ermler – x5507

Peggy Anderson – x5508 – Graduate questions

Pam Fillmore - x5351 – Research and Grants questions

Jan Gerstner – x5385 – Distance Education questions

2008-2009 Application Data

Major	Program Code	Accepted (08)	Total Apps received	Incomplete	Denied	% Accepted of Total	% Incomplete of Total	% Denied of Total	Total Accepted Upon
Art Therapy	MA-ART-1	7	7	0	0	100.00%	0.00%	0.00%	7
	MA-ART-2	2	2	0	0	100.00%	0.00%	0.00%	2
Biology	MA-BIOBOT	9	15	0	6	60.00%	0.00%	40.00%	9
	MA-BIOGEB	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BADMGT	2	2	0	0	100.00%	0.00%	0.00%	2
	MA-BADMGT	2	2	0	0	100.00%	0.00%	0.00%	2
Business Education	MA-BEDUC	1	1	0	0	100.00%	0.00%	0.00%	1
	MA-BEDUC	2	2	0	0	100.00%	0.00%	0.00%	2
Business Information Management	MA-BISNMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BISNMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Management	MA-BUSMGT	6	7	0	1	85.71%	0.00%	14.29%	6
	MA-BUSMGT	1	2	0	1	50.00%	0.00%	50.00%	1
Business Administration	MA-BUADMGT	3	3	0	0	100.00%	0.00%	0.00%	3
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	15	18	0	3	83.33%	0.00%	16.67%	15
	MA-BUADMGT	62	65	0	3	95.38%	0.00%	4.62%	62
Business Administration	MA-BUADMGT	36	40	0	4	90.00%	0.00%	10.00%	36
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	11	11	0	0	100.00%	0.00%	0.00%	11
	MA-BUADMGT	109	115	0	6	93.97%	0.00%	6.03%	109
Business Administration	MA-BUADMGT	11	13	0	2	84.62%	0.00%	15.38%	11
	MA-BUADMGT	11	13	0	2	84.62%	0.00%	15.38%	11
Business Administration	MA-BUADMGT	4	5	0	1	80.00%	0.00%	20.00%	4
	MA-BUADMGT	4	5	0	1	80.00%	0.00%	20.00%	4
Business Administration	MA-BUADMGT	18	22	0	4	81.82%	0.00%	18.18%	18
	MA-BUADMGT	34	40	0	6	85.00%	0.00%	15.00%	34
Business Administration	MA-BUADMGT	36	40	0	4	90.00%	0.00%	10.00%	36
	MA-BUADMGT	4	5	0	1	80.00%	0.00%	20.00%	4
Business Administration	MA-BUADMGT	74	85	0	11	87.06%	0.00%	12.94%	74
	MA-BUADMGT	38	45	0	7	84.44%	0.00%	15.56%	38
Business Administration	MA-BUADMGT	67	78	0	11	85.90%	0.00%	14.10%	67
	MA-BUADMGT	67	78	0	11	85.90%	0.00%	14.10%	67
Business Administration	MA-BUADMGT	3	9	0	6	33.33%	0.00%	66.67%	3
	MA-BUADMGT	5	8	0	3	62.50%	0.00%	37.50%	5
Business Administration	MA-BUADMGT	8	17	0	9	47.06%	0.00%	52.94%	8
	MA-BUADMGT	13	16	0	3	81.25%	0.00%	18.75%	13
Business Administration	MA-BUADMGT	98	130	0	32	75.38%	0.00%	24.62%	98
	MA-BUADMGT	2	6	0	4	33.33%	0.00%	66.67%	2
Business Administration	MA-BUADMGT	9	11	0	2	81.82%	0.00%	18.18%	9
	MA-BUADMGT	11	17	0	6	64.71%	0.00%	35.29%	11
Business Administration	MA-BUADMGT	57	68	0	11	83.82%	0.00%	16.18%	57
	MA-BUADMGT	57	68	0	11	83.82%	0.00%	16.18%	57
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	6	11	0	5	54.55%	0.00%	45.45%	6
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	43	55	0	12	78.18%	0.00%	21.82%	43
	MA-BUADMGT	74	95	0	21	77.89%	0.00%	22.11%	74
Business Administration	MA-BUADMGT	117	150	0	33	78.00%	0.00%	22.00%	117
	MA-BUADMGT	17	20	0	3	85.00%	0.00%	15.00%	17
Business Administration	MA-BUADMGT	44	47	0	3	93.62%	0.00%	6.38%	44
	MA-BUADMGT	61	67	0	6	91.04%	0.00%	8.96%	61
Business Administration	MA-BUADMGT	16	16	0	0	100.00%	0.00%	0.00%	16
	MA-BUADMGT	2	2	0	0	100.00%	0.00%	0.00%	2
Business Administration	MA-BUADMGT	18	18	0	0	100.00%	0.00%	0.00%	18
	MA-BUADMGT	5	8	0	3	62.50%	0.00%	37.50%	5
Business Administration	MA-BUADMGT	1	1	0	0	100.00%	0.00%	0.00%	1
	MA-BUADMGT	6	9	0	3	66.67%	0.00%	33.33%	6
Business Administration	MA-BUADMGT	2	3	0	1	75.00%	0.00%	25.00%	2
	MA-BUADMGT	5	7	0	2	71.43%	0.00%	28.57%	5
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	3	4	0	1	75.00%	0.00%	25.00%	3
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
Business Administration	MA-BUADMGT	0	0	0	0	0.00%	0.00%	0.00%	0
	MA-BUADMGT	0	0	0	0	0			



EMPORIA STATE
UNIVERSITY

GRADUATE SCHOOL/DISTANCE EDUCATION

TO: Members of the Graduate Council
FROM: Dipak Ghosh, Chair, Graduate Council
DATE: October 25, 2010

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

AGENDA

1. Approval of minutes from the September 16 meeting.
2. Informational items
 - Noel Levitz Update
 - Thesis Guidelines – will all of you check the recommended manuals for your department and make sure these are correct.
 - Additional data to consider with programs
 - MBA review
 - Summer contacts for inquiries
3. Discussion Items
 - Graduate Faculty Procedures – Scott Crupper – handout available for review
 - Graduate Faculty Criteria – Marie Miller
 - Recruitment plans
 - Number of semester hours to complete GAs
4. Action items
 - Dual masters for curriculum and instruction and building level leadership in educational administration – handout available for review
 - Dual masters for curriculum and instruction and instructional leadership – handout available for review
5. Regular graduate faculty approval
 - James Waegelein, Professor, Accounting and Information Systems

Graduate Council Agenda

October 21, 2010

Page 2

6. Associate graduate faculty approval
 - Essam Abboteen, Associate Professor, Mathematics, Computer Science, and Economics

7. Regular graduate faculty renewal approval
 - Allan Comstock, Associate Professor, Music
 - Barbara Railsback, Assistant Professor, Business Administration and Education
 - Mohammad Chowdhury, Professor, Business Administration and Education
 - Jean Morrow, Professor, Early Childhood/Elementary Teacher Education
 - Tanja Steigner, Assistant Professor, Business Administration and Education

8. Comments from council members



GRADUATE SCHOOL

Present: Albrecht, Alexander, Ballester, Butler, Crupper, Ermler, Gerish, Harrell, Houchins, Howell, Kjellman-Chapin, Miller, Morrow, Schrader, Thayer, Zhou

Absent: Alexander, McConnell, Shockley

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

1. Minutes from the September 16 meeting were unanimously approved.
2. Dean Ermler distributed a handout highlighting the Noel Levitz recommendations. She discussed the highlights and stated the complete report would be available on the Blackboard site.
3. Dean Ermler announced she would need the name of a summer contact from each graduate department. This individual would be the contact for prospective students and campus visits. Seresa Howe would be contacting each department chair.
4. Dean Ermler discussed the difference between eligibility for graduate programs and admission to degree candidacy. She also reiterated the need for graduate departments to find students eligible/ineligible as soon as possible. She stated Mary Sewell would be sending each department a monthly listing of students that are still in the "to be accepted" status.
5. Dean Ermler announced graduate departments could make GA offers prior to FY allocations as long as they stipulate that the offer is "contingent on funding." She suggested departments could make offers up to 80% of their previous year's allocated GA funding.
6. Dean Ermler announced she had discussed with Dr. Williams her concerns regarding the procedure of dropping students in the unpaid status from their classes the Friday before classes begin. She asked council members to remind faculty/advisors in their respective departments to remind students they must pay their tuition/fees prior to this purge date.
7. Dean Ermler distributed the style list from the thesis guide and asked council members to make any corrections for their department.
8. Dean Ermler distributed several handouts with statistics showing state rankings of applications.
9. Dipak Ghosh distributed a power point presentation regarding the MBA program review and discussed some of the highlights.
10. Scott Crupper distributed a proposal regarding procedures for applying for graduate faculty status. After discussion, council members were asked to provide feedback on the proposal to Scott via email.
11. Marie Miller distributed a proposal regarding graduate faculty criteria. Discussion was tabled until the next council meeting and council members were asked to provide feedback on the proposal to Marie via email.

Graduate Council Minutes

October 21, 2010.

Page 2

12. Dean Ermler distributed information on recruiting plans for each graduate department. She asked each representative to take this information back to his/her chair. She asked that each graduate department submit a recruitment plan by January 21st for council review/approval.
13. The agenda item regarding semester hours for GAs was tabled until the next council meeting.
14. The proposal for a dual master's in curriculum and instruction and building level leadership in educational administration was unanimously approved.
15. The proposal for a dual master's in curriculum and instruction and instructional leadership was unanimously approved.
16. Regular graduate faculty status for the following listed faculty was unanimously approved:
James Waegelein, Professor, Accounting and Information Systems
17. Associate graduate faculty status for the following listed faculty was unanimously approved:
Essam Abboteen, Associate Professor, Mathematics, Computer Science, and Economics
18. Regular graduate faculty renewal requests for the following listed faculty were unanimously approved:
Allan Comstock, Associate Professor, Music
Barbara Railsback, Assistant Professor, Business Administration and Education
Mohammad Chowdhury, Professor, Business Administration and Education
Jean Morrow, Professor, Early Childhood/Elementary Teacher Education
Tanja Steigner, Assistant Professor, Business Administration and Education
19. Dusti Howell announced that IDT would once again be participating in "Superbowl Wednesday."

Meeting adjourned at 5:00p.m.

Noel-Levitz.

October 4, 2010

TO: Dr. Kathy Ermler, Dean of Graduate Studies
Dr. James Williams, Vice President Enrollment Management

FROM: Sheila Mahan, Executive Consultant

CC: James Barrett, Gary Fretwell

SUBJECT: Recommendations from Graduate Recruitment Visit 1

Following is a summary of the initial recommendations from my graduate recruitment consultation visit to Emporia State University on September 29-30, 2010. These recommendations will be included (with greater context) in the full visit report, which will be forwarded within two weeks.

They are provided to Emporia State at this time to assist in moving forward with your graduate recruitment organization and planning. As we noted during the visit, this rather extensive list is intended to provide a roadmap for efforts over the next six months.

Goals and Recruitment Plans

1. Each college or graduate program should establish enrollment goals for Fall 2011 and then determine funnel targets to achieve that goal.
2. Departments should also prepare brief written recruitment plans that contain specific activities (travel, communications, etc.) that they will undertake this fall and winter to recruit students to achieve the goals.

Inquiry Data Capture and Management

3. Work should proceed as quickly as possible on the Graduate inquiry database with ability to extract reports of individual students as well as numbers, source etc. Then all schools should be given access and **REQUIRED** to input all inquiries to this database.
4. Department should also begin immediately posting their locally received inquiries in this database or students should be directed to the website.
5. Also immediately, departments should provide link to the grad office inquiry form on all department web pages.
6. The special registration form used for students enrolling in courses toward the licensure programs should be revised to ask for email address.

Centralized Recruitment Efforts

7. The Graduate Office acknowledgement of receipt of inquiry should be an email instead of snail mail. It should also be revised to be a positioning/marketing communication as well as transmitting the information. Ideally it should be

Strategic enrollment planning

Student recruitment and marketing

Student success retention

Market research and communications

Innovative tools and technologies

Financial aid strategy

Predictive modeling

Web strategy and e-communications

Student satisfaction assessment

Early-alert retention programs

Higher education research and learning venues

Trend studies

Conferences and workshops

Webinars on academic advising

Online courses in enrollment management and quality service

Colorado office

6300 South Syracuse Way
Suite 645

Centennial, CO 80111-7307

303 694-3330

Fax 303 741-5620

Iowa office

2350 Oakdale Boulevard
Coraville, IA 52241-9702

319 626-8300

Fax 319 626-8398

www.noellevitz.com

- program specific but this may not be possible until ESU automates communications.
8. Development of the messages for the Communications Campaigns should begin now with Departments and these messages should be used in this cycle in the emails that are being manually sent by departments. ESU needs to revise its graduate communications to address issues such as program quality, faculty quality, facilities and student outcomes. Communication plans should be launched and managed through the Graduate Office once Banner is up and running.
 9. The Graduate Office should consider setting aside a pool of funds that departments can request for recruitment (e.g. web site development, publications, travel, campus event)
 10. Once the coordinator is hired, some professional development should be provided for faculty who are recruiting graduate students on the key practices in graduate student recruitment.
 11. If not during this cycle, in the future ESU should explore centralized purchase of GRE and GMAT names. These students should receive at least three prospect communications. Can be very limited (e.g., Kansas and Region). Grad Studies can manage the communications.

Marketing and Web

12. If not during this cycle, in the future, ESU should explore the cost-benefit of some online listing and pay-per-click advertising— Grad Schools.com., MBA.com — especially to support the online degree programs. In addition, ESU should actively pursue social media opportunities to recruit students.
13. The Marketing Office should work with the Graduate Office and the programs to develop print materials to support graduate recruitment. A low cost travel piece for off-site recruitment, business and agency mailings, etc. and new template (or full publications) for the graduate programs are needed. Assistance with shaping the messages should be provided
14. Marketing should provide assistance to the graduate programs in developing their recruitment materials so that they address the major concerns of graduate students: Quality/reputation of the program, including student outcomes; Quality of faculty/instruction; Faculty mentoring and support; Quality of academic resources; and Financial aid/scholarships/cost
15. Work on the University's web pages should continue as quickly as possible. In the meantime, the "landing pages" should be exploited as much as possible to convey the major marketing messages. In addition, Marketing should assist each of the graduate programs to ensure that its departmental web pages also are effective in communicating the major messages of the program (and place the heavy information in secondary positions on those pages).

Program-based Recruitment Efforts

16. Individual departments and programs should establish formal plans for outreach to achieve new inquiry numbers that support their graduate enrollment goals: college visits, school visits, mail brochures to districts, attend professional conferences, conventions and career fairs.

17. It is essential that departments are responding to inquiries even through the summer. If faculty members are not going to be available in the summer, departmental staff should work with the graduate office staff to ensure that all new inquiries receive a response from ESU.
18. Communications with inquiries should include multiple contacts initial mailing and at least one follow up (phone call?) from faculty member promoting the program. Currently the responses from many departments contain an overwhelming amount of information and numerous links and attachments. These communications must be more streamlined and user-friendly.
19. Phone follow up to inquiries should include program promotion...not just asking "do you have any questions?" Also, initial email should invite students to provide a time for a phone conversation with a message like "If you would like to talk, email me a time that is good for you and I will call."
20. ESU should consider a graduate on campus event like "Discovery Day" or individual program events.
21. Departments with online programs should explore noontime webinars featuring faculty members that interested students can log in to for more about the program. Invitations can be sent to inquiries already received as well as via the ESU website.

Graduate application processing

22. All programs should review admissions criteria and procedures to ensure that they are not asking more of students "up front" than is necessary for the admission of students into the program. That is they should only ask for what is necessary to ensure that the student can succeed in the program. The goal should be to streamline and expedite the admissions process without compromising academic quality or integrity.
23. If the above review is successful, it may provide the opportunity to take a serious look at the two-tier "admit" process: If departments streamline and expedite decision-making, ESU should be able to eliminate or reduce dependence on the eligible to enroll step. Preliminary enrollment data suggests that this is a relatively small number.
24. Whatever final decision is made on the admit process, the Graduate Office should monitor the "TBA" and incomplete files of all departments and take a final action on every application (admit, deny, withdraw incomplete, defer to future semester) during every application term.
25. As Banner implementation moves forward, it may be necessary to modify the "shared" application with undergraduate admissions. Usually, graduate application needs to be separate from undergraduate if sharing the application means that the graduate application can't ask for information that is needed
26. ESU has been prohibited for asking for Social Security number on application. This is a highly unusual action that potentially creates significant challenges to match documents such as test scores to applications. Generally admissions applications have been considered as part of the "enrollment" provision that is one of the exceptions permitting the use of social security number. AACRAO or other higher education organizations could be consulted as well.

Distance Education

27. The Distance Education office is a good one-stop shop for online student services. However, it seems that they are not always aware of what is going on in the departments. Better communication between departments and the Distance Education office is needed so that DE knows what departments are saying/sending. DE might consider a liaison model where each staff member becomes an expert on a set of programs or departments.

Institutional Issues

28. In order to make the best strategic use of its graduate assistantship funds, ESU should be notifying new (prospective) students in February and March of their graduate assistantship. (April 15 is the agreed upon national deadline by which institutions ask students to notify them if they will accept the offer.) It is recommended that ESU develop some way to reach at least the top prospective students for stipends, for example by allocating 80% of the previous year's pool early in the cycle and then finalizing the allocations when the budget is in place. Otherwise, ESU is losing the impact of these funds as a recruitment tool – and may be giving funds to students who would come anyway.
29. As we discussed ESU should develop an investment/incentive model (or proposal system) that allows for support to programs that have capacity to grow. Programs with demonstrated demand by inquiries and applicants beyond the program's capacity, (i.e., waiting lists for enrollment), should develop proposals for resources to support additional enrollment. The Graduate Office and Enrollment Management should help these programs shape the proposals with revenue and cost estimates.
30. ESU should, as an institution, review the practice of "purging" student registrations on the Friday before classes begin. A balance should be struck between the need to eliminate students who have made no payments and the "enrollment management" priorities to recruit and retain students with as little hassle as possible. While every institution has policies and practices with respect to registration and payment deadlines (and in some cases state regulations), institutions should avoid being bureaucratic rather than student centered. These kinds of practices can affect graduate students disproportionately, since many are part-time, working adults, who are not necessarily in tune with the institution's schedules and deadlines. Reports are that this year's purge affected many more students than in the past, potentially creating lost enrollment.

State	RANK Applied	RANK Enrolled
AE	48	42
AK	46	42
AL	44	47
AP	54	51
AR	37	40
AZ	29	37
CA	12	15
CO	4	5
CT	33	27
DC	37	33
DE	46	37
FL	18	22
GA	26	22
HI	48	51
IA	10	9
ID	16	20
IL	11	12
IN	30	33
KS	2	1
KY	37	40
LA	44	47
MA	19	19
MD	30	21
ME	37	30
MI	23	27
MN	24	22
MO	3	3

State	RANK Applied	RANK Enrolled
MS	33	27
MT	41	51
NC	17	14
ND	48	42
NE	9	10
NH	41	33
NJ	22	17
NM	36	42
NV	33	36
NY	6	7
OH	8	8
OK	14	11
OR	5	4
PA	19	18
RI	53	47
SC	26	22
SD	41	51
TN	24	30
TX	13	12
UT	7	6
VA	19	30
VT	48	42
WA	15	16
WI	26	22
WV	48	47
WY	30	37
No state	1	2

*Top 5 States for
Graduate Students
who apply are Kansas,
Missouri, Colorado,
Oregon and New York*

*Top 5 State for
Graduate Students
who enroll are
Kansas, Missouri,
Oregon, Colorado and
Utah*

Applying for Graduate Faculty Status - Proposed Procedure

- 1. Academic departments are notified by the Graduate Office (in August) which faculty members are to be renewed during the upcoming year.**

There will be two application periods: Period 1 in which completed applications are due to the Office of Graduate Studies by the end of September, and Period 2 which has a deadline of February. This will allow each application to be evaluated by the Graduate Council at the October and March meetings, respectively. Other dates could be acceptable as well as determined by the Graduate Council.

- 2. The academic departments notify each faculty member who is up for renewal (including new faculty).**

- 3. Each faculty member fills out the application for Graduate Faculty, Associate Graduate Faculty, or Temporary Graduate Faculty status. The application must be filled out completely and incomplete applications will not be evaluated. No CVs will be accepted.**

There should be just one form for all applicants.

- 4. Applications are reviewed in each department by the graduate faculty and voted upon. Those receiving a positive recommendation from the department are forwarded by the Chair of the department to their college Dean. Applications denied at the department level are not forwarded.**

Does this create a lack of due process?

- 5. The college Dean forwards a recommendation to the Office of Graduate Studies.**

- 6. The Graduate Council evaluates each application and votes whether to recommend the application to the Graduate Dean. This vote is only a recommendation and not a binding vote.**

Should the council vote on all applications or just those that the Graduate Dean questions?

Any member of the Graduate Council who has applied for renewal should leave the room while their application is being discussed.

Only the council's recommendation (approval/denial) should appear in the minutes. The actual vote (i.e. numerical tally) should not appear in the minutes.

- 7. The Graduate Dean makes the final decision on the approval or denial of each application.**

Graduate Faculty Recommendation Renewal Form
Regular Graduate Faculty

Full membership in the Graduate Faculty is restricted to faculty at or above the rank of assistant professor who have received an appropriate terminal degree and who are actively participating in productive scholarly activities and the teaching and/or advising of graduate students. Full members of the Graduate Faculty assume all the rights and responsibilities stated in Article IV of these bylaws. Terms of appointment for full members are five years.

1. Name of candidate:
2. Present academic rank:
3. Department:

Provide evidence of your qualifications to be a graduate faculty member.

Teaching and/or Advising of Graduate Students

4. Graduate course taught within the last five years:

5. Graduate academic advising activities during the last five years:

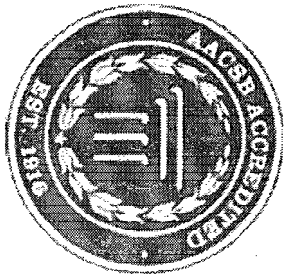
6. Other work with graduate students within the last five years (thesis/project committee, etc.)

Research/Creative/Scholarly Activities

(Remainder of form remains the same)



WHY AN MBA?



- Upgrade Problem-Solving Skills
- Improve Critical Thinking Skills
- Enhance Business Decision-Making Skills

Result: Upper-Level Position
Higher Salary



EMPORIA STATE
UNIVERSITY

Graduate School and Distance Education

TO: Members of the Graduate Council

FROM: Dipak Ghosh, Chair, Graduate Council

DATE: September 22, 2010

The Graduate Council will meet at 3:30 p.m. on Thursday, September 16, 2010 in the President's Conference Room.

AGENDA

1. Approval of minutes from the April 15, 2010 meeting.
2. Regular graduate faculty approval
 - Mohammad Chowdhury, Professor, Business Administration and Education
 - Ronald Freeze, Assistant Professor, Accounting and Information Systems
 - Mingchu (Neal) Luo, Assistant Professor, School Leadership/Middle and Secondary Teacher Education
 - Barbara Railsback, Associate Professor, Business Administration and Education
 - Sharath Sasidharan, Assistant Professor, Accounting and Information Systems
 - Andrew Smith, Assistant Professor, School of Library and Information Management
 - Jessica Stallings, Assistant Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
 - Tanja Steigner, Assistant Professor, Business Administration and Education
 - James Waegelein, Professor, Accounting and Information Systems
3. Regular graduate faculty renewal approval
 - Nancy Albrecht, Professor, School Leadership/Middle and Secondary Teacher Education
 - Allan Comstock, Associate Professor, Music
 - Alexis Downs, Associate Professor, Accounting and Information Systems
 - Peggy Lane, Associate professor, Accounting and Information Systems
 - Clinton Longacre, Associate Professor, Health, Physical Education, and Recreation
 - Diane L. Miller, Professor, Special Education and School Counseling

Graduate Council Agenda

Page 2

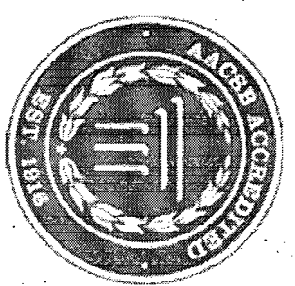
September 13, 2010

- Jeremy T. Mitchell-Koch, Assistant Professor, Physical Sciences
 - Kelly O'Neal-Hixson, Assistant Professor, Special Education and School Counseling
 - James Persinger, Associate Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
 - Jon Sward, Assistant Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
4. Associate graduate faculty approval
- Essam Abotteen, Associate Professor, Mathematics, Computer Science, and Economics
 - Karen Bates, Associate Professor, Early Childhood/Elementary Teacher Education
 - Rob Catlett, Assistant Professor, Mathematics, Computer Science, and Economics
5. Action items
- Noel Levitz
 - Centralized Applications
 - BuzzIn
 - Electronic Thesis and Dissertations – discussion item
 - Regular Faculty Status Policy – discussion item
6. Reports/discussion
- Graduate eligibility
7. Comments from council members

Next Graduate Council meeting will meet at 3:30 on October 21st in the President's Conference Room.



AACSB Accreditation



- Earned by <5% Schools of Business worldwide
- Earned by approximately 27% U.S. Schools of Business
- ESU's accreditation maintenance scheduled for February 2012



MBA AT ESU



➤ 36-Hour Program

➤ Programs offered:

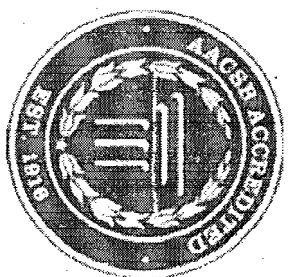
- General/Traditional MBA
- MBA w/Accounting Concentration
- MBA w/Information Systems Concentration
- MBA w/Enterprise Resource Planning (ERP) Concentration

➤ Program Locations:

- Main Campus
- Metro Learning Center (MLC) in Overland Park, KS



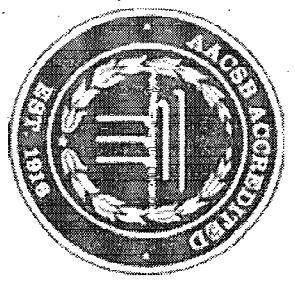
ENTRANCE REQUIREMENTS



- Bachelor's degree
- 2.5 Undergraduate GPA
- GMAT – Minimum Score 400
- TOEFL Score – 550 (International Students)
- Prerequisite Courses – Non-Business Students (9 possible courses)



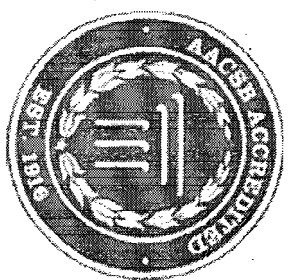
GRADUATE FACULTY



- Accounting - 4
- Economics - 2
- Finance - 2
- General Business - 3
- Information Systems - 5
- Management - 4
- Marketing - 3



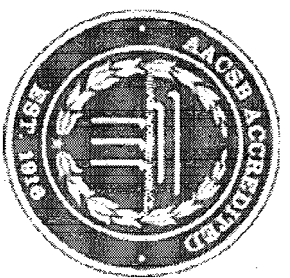
CROSS-FUNCTIONAL EXPERIENCE



- Joint real-world/case project combining efforts of two MBA classes
- Results presented at semester end
- Work with local businesses on real-world issues, i.e., Grenada Theater
- Require minimum of one cross-functional – Effective 2011/2012



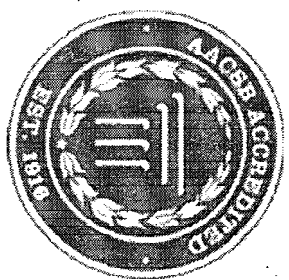
ASSESSMENT GOALS



- Have a comprehensive understanding of the functional areas of business and the relationship among them
- Apply critical thinking skills in making strategic business decisions
- Develop a process to analyze the implications of making socially responsible decisions in fulfilling strategic management responsibilities



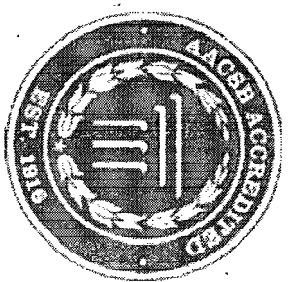
ASSESSMENT GOALS



- Work effectively in a team environment to achieve strategic management goals
- Recognize and consider global issues in making strategic management decisions



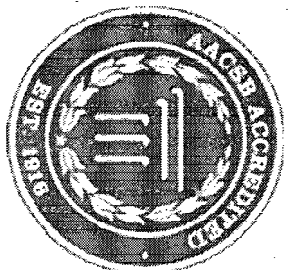
2009/2010 Changes



- Added Enterprise Resource Planning (ERP) concentration
- Changed three core courses from two to three hours each and dropped one elective course (program changed from 13 to 12 courses)
- Removed accounting course from the core and use AC 853 for the Accounting concentration and AC 843 for other programs



DEGREES AWARDED



2006/2007	26
2007/2008	33
2008/2009	31
2009/2010	34



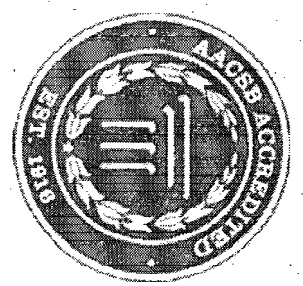
PROGRAM GROWTH



	FALL	SPRING
2006/2007	92	95
2007/2008	117	95
2008/2009	117	104
2009/2010	113	125
2010/2011	139	

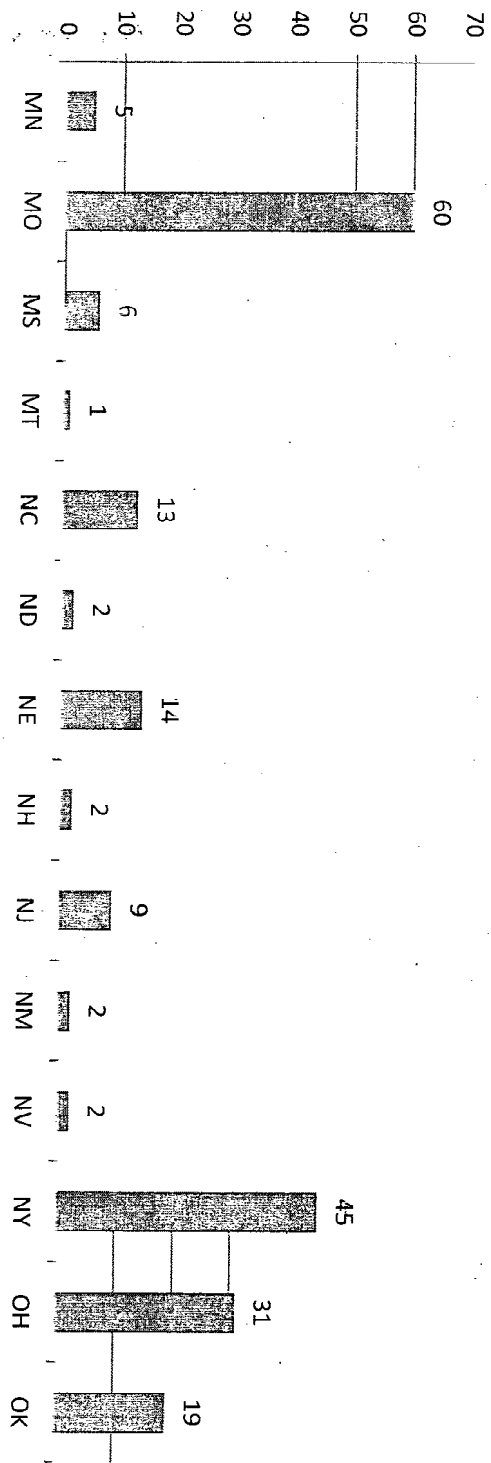


MLC – OVERLAND PARK



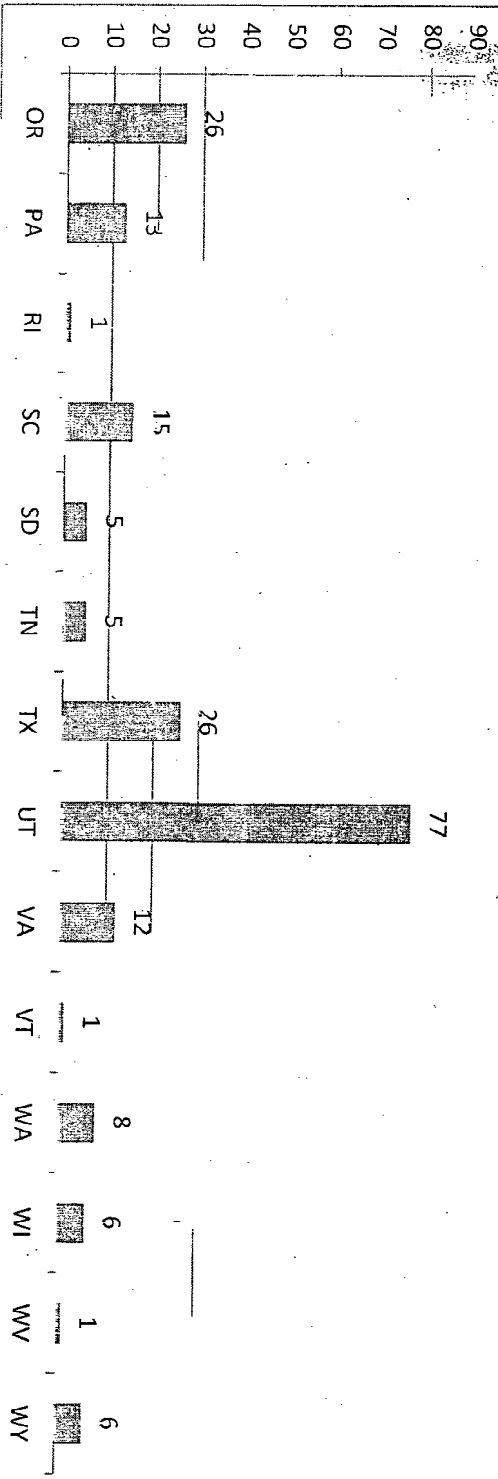
- Approved by KBOR Fall 2008
- Offering all concentrations
- Prerequisite requirements from ESU and JCCC
- First class Spring 2009 w/3 students
- Fall 2009 – 10 students
- Fall 2010 – 27 students

Spring, 2011



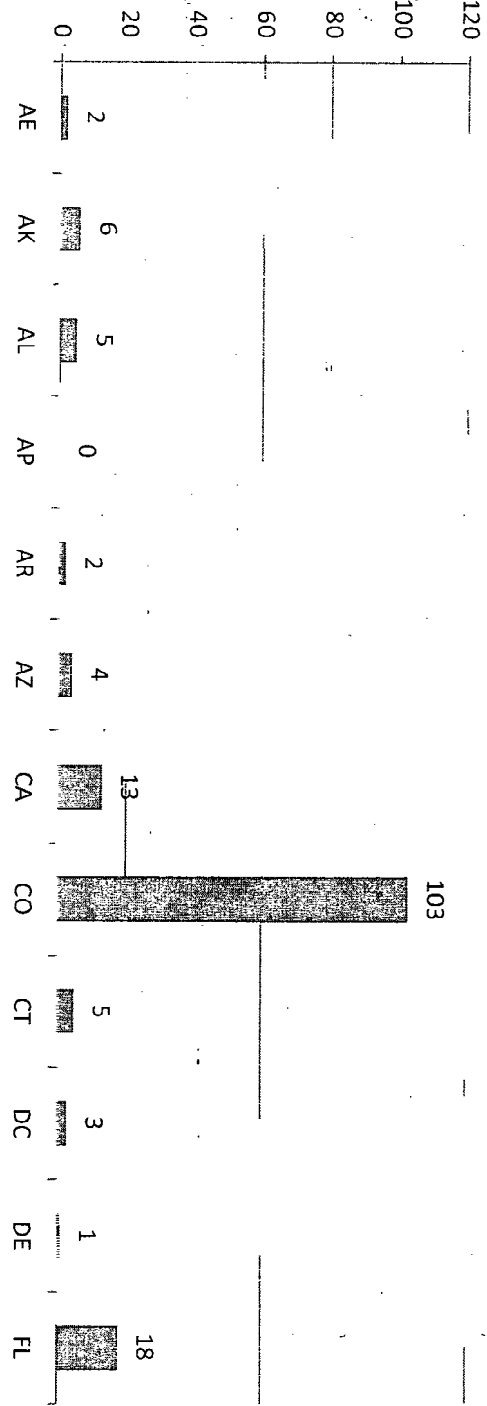
Spring, 2011

Spring, 2011



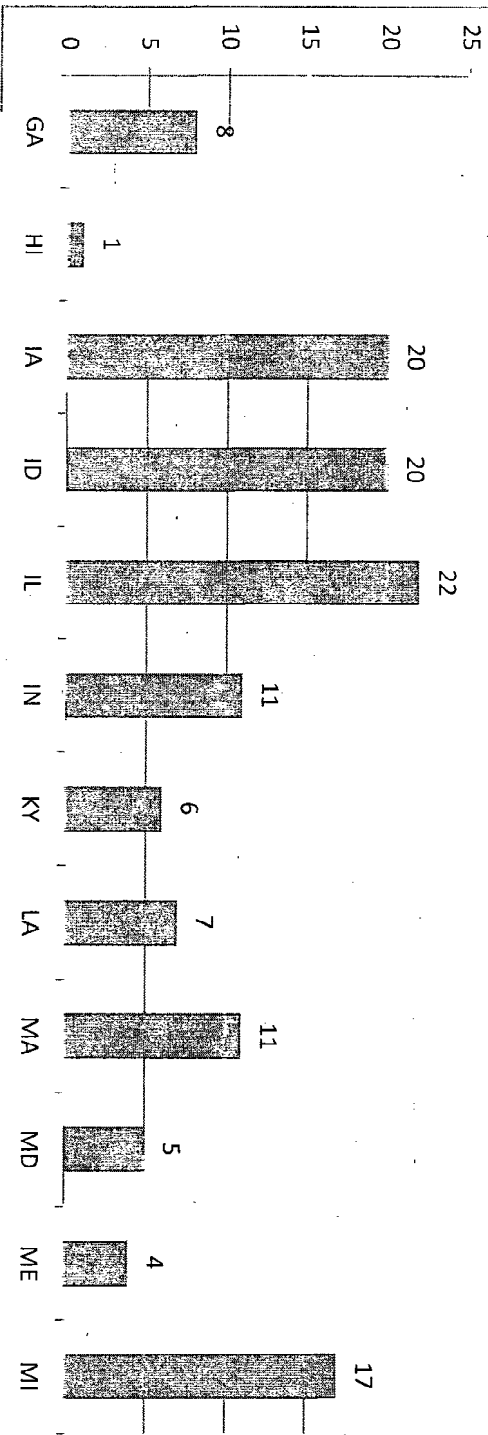
Spring, 2011

Spring, 2011



Spring, 2011

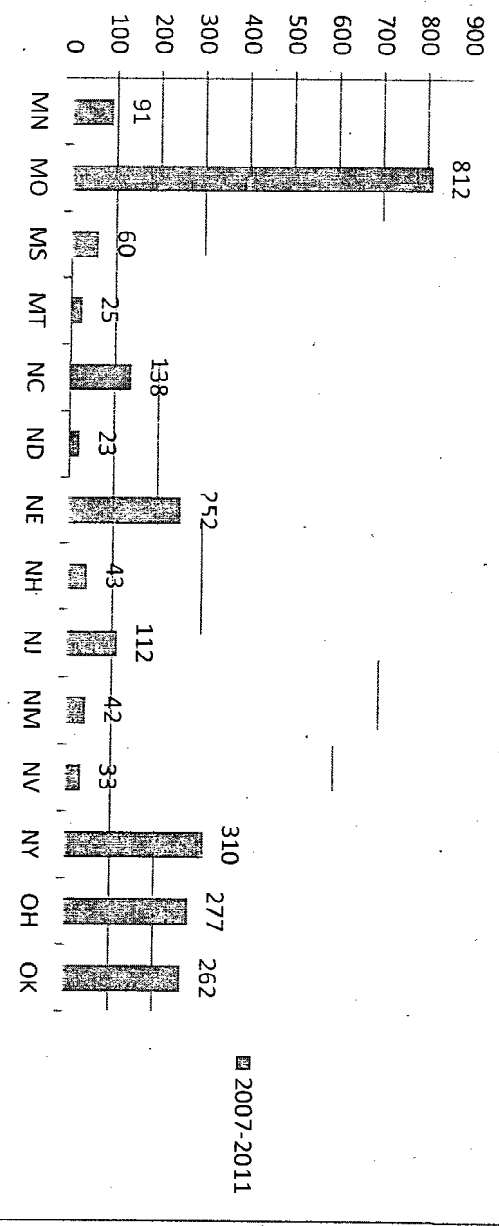
Spring, 2011



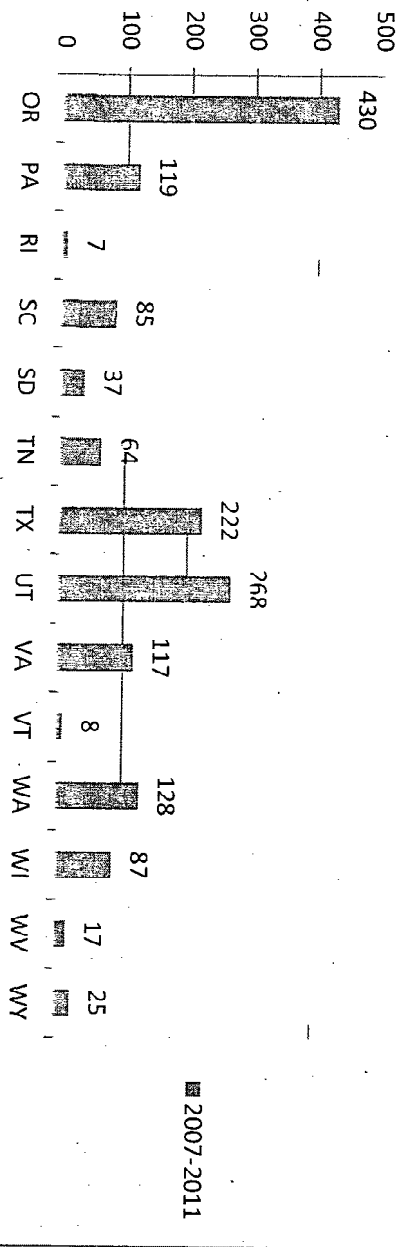
Spring, 2011

Data includes all inquiries, applications and admitted to degree totals for Spring, 2011 term only by state (Kansas is not listed -714)

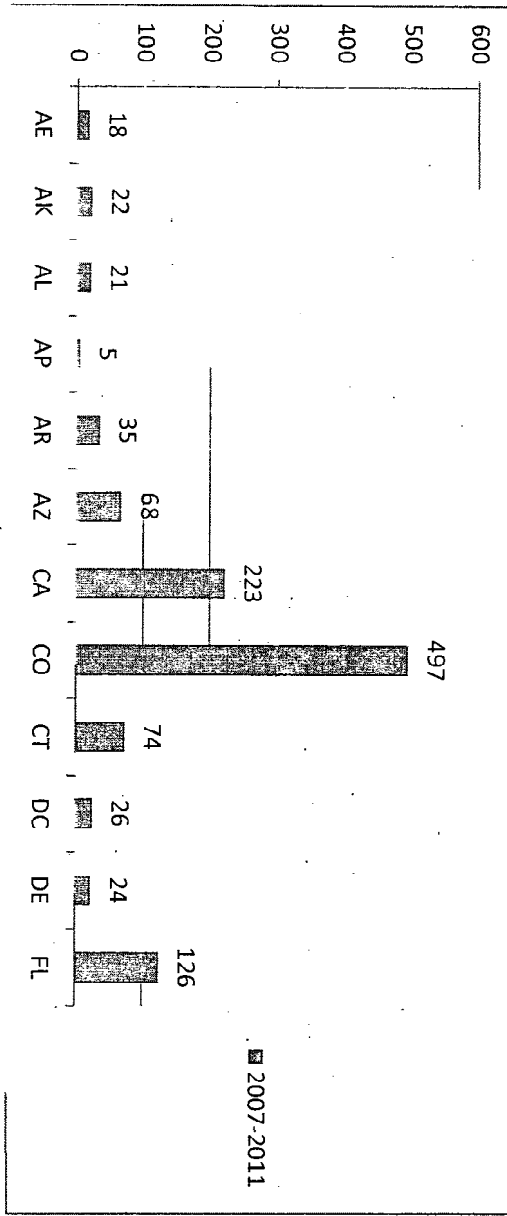
2007-2011



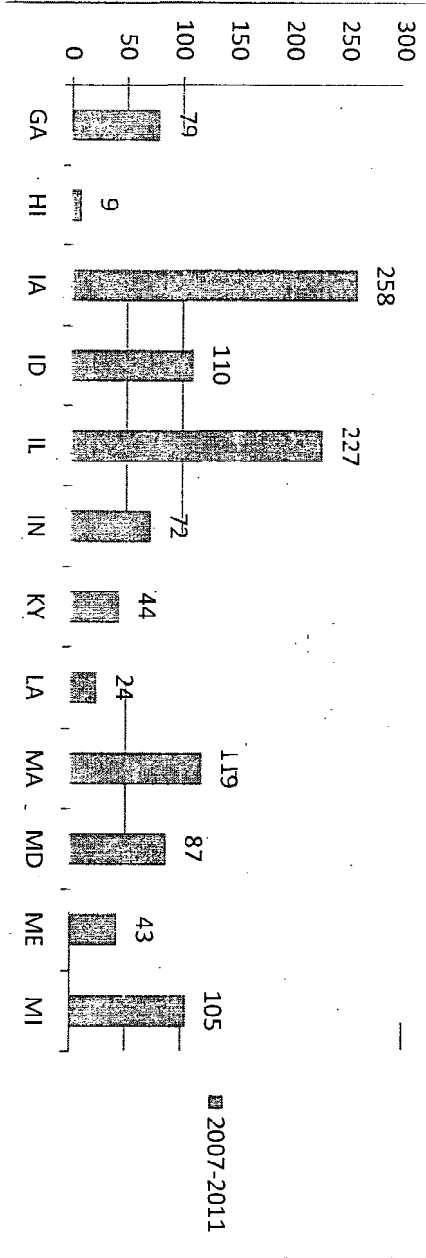
2007-2011



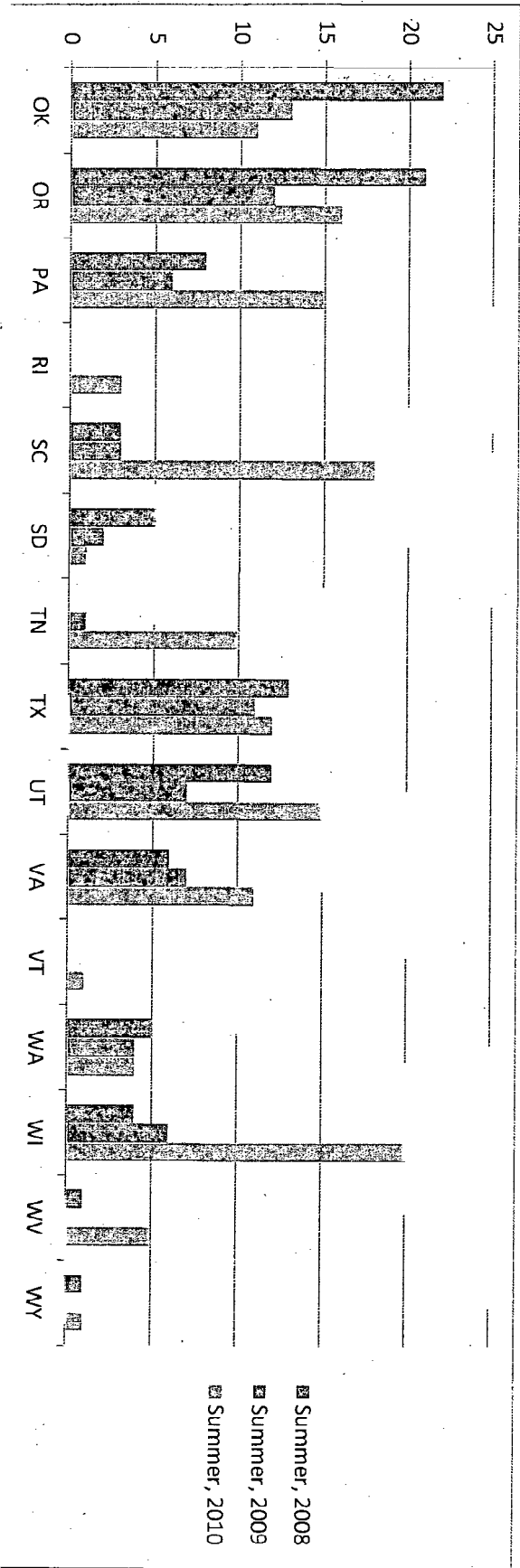
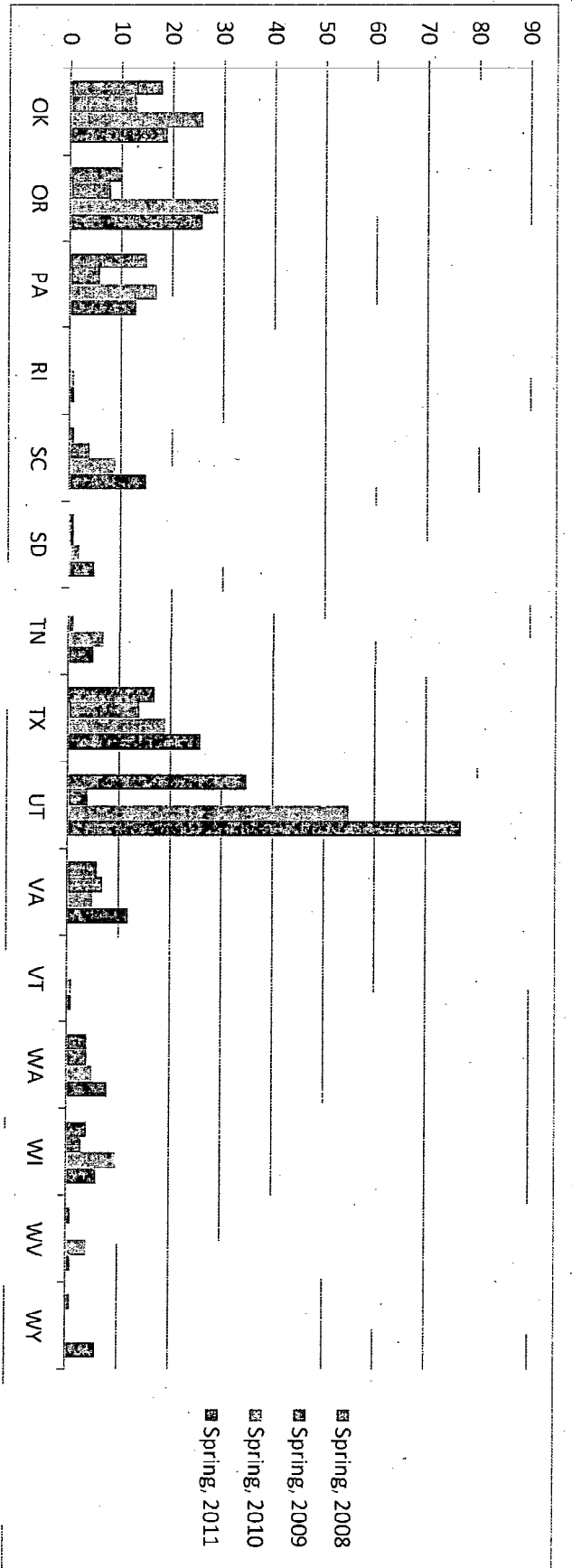
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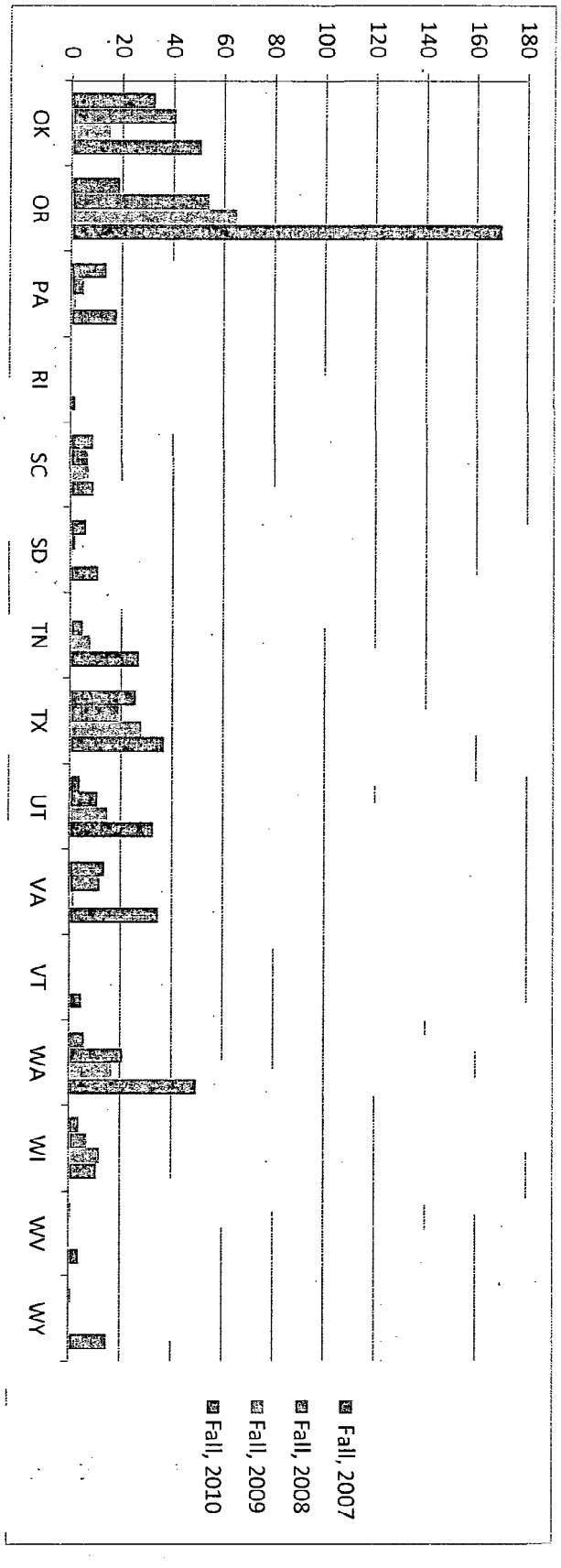
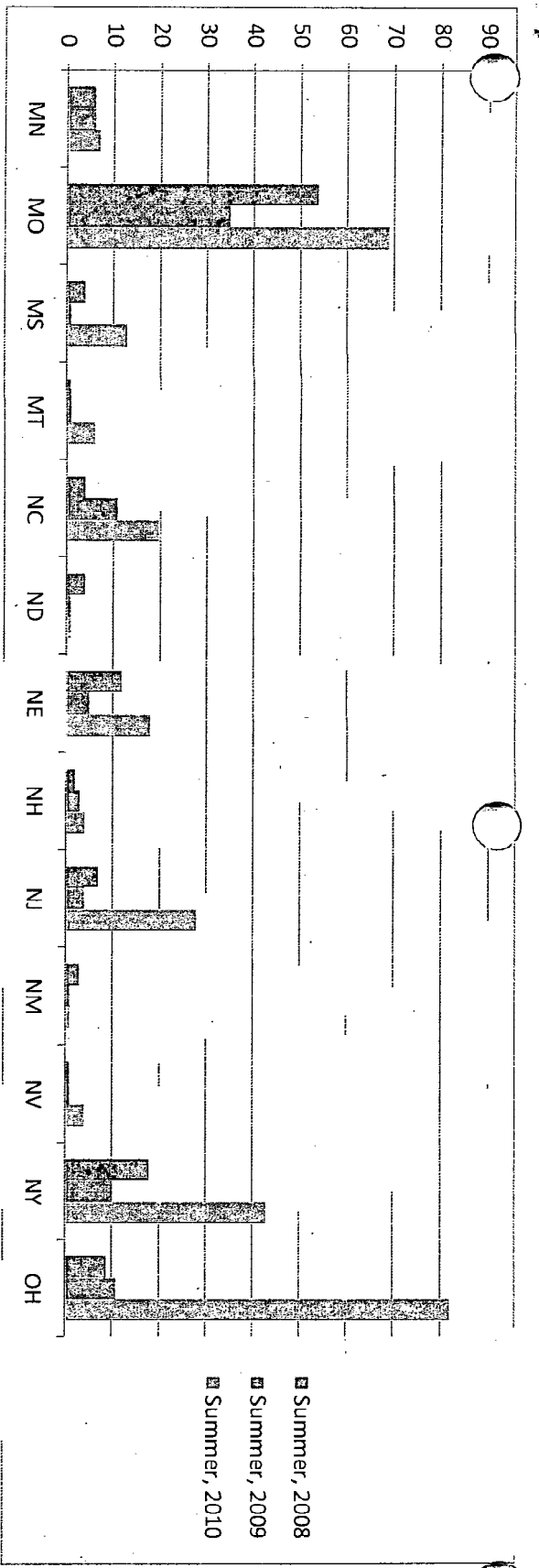


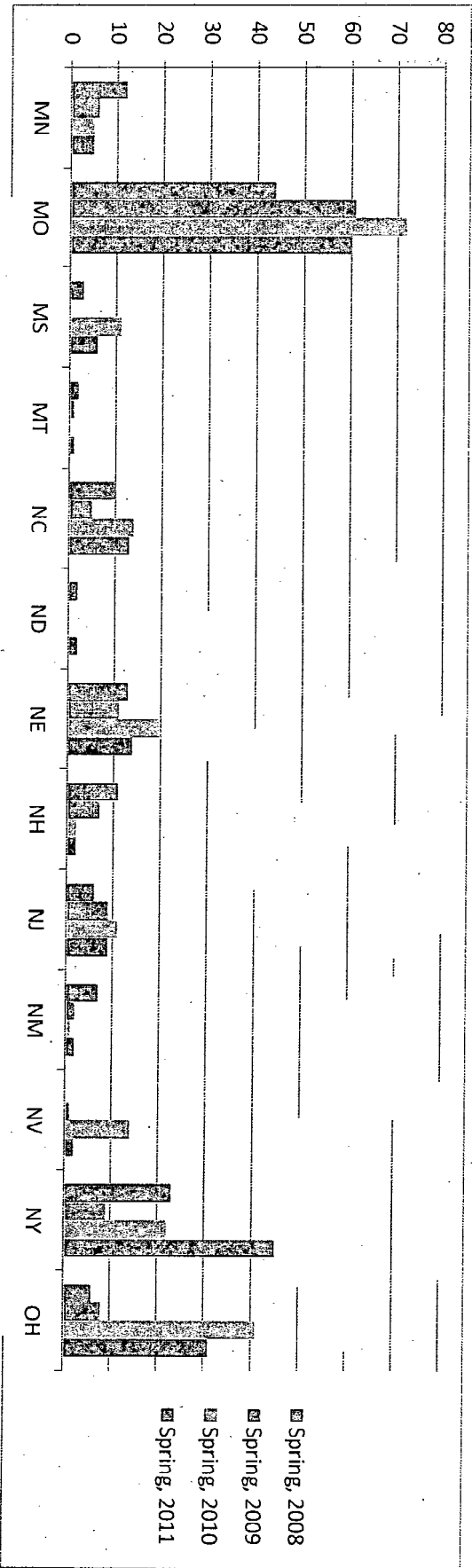
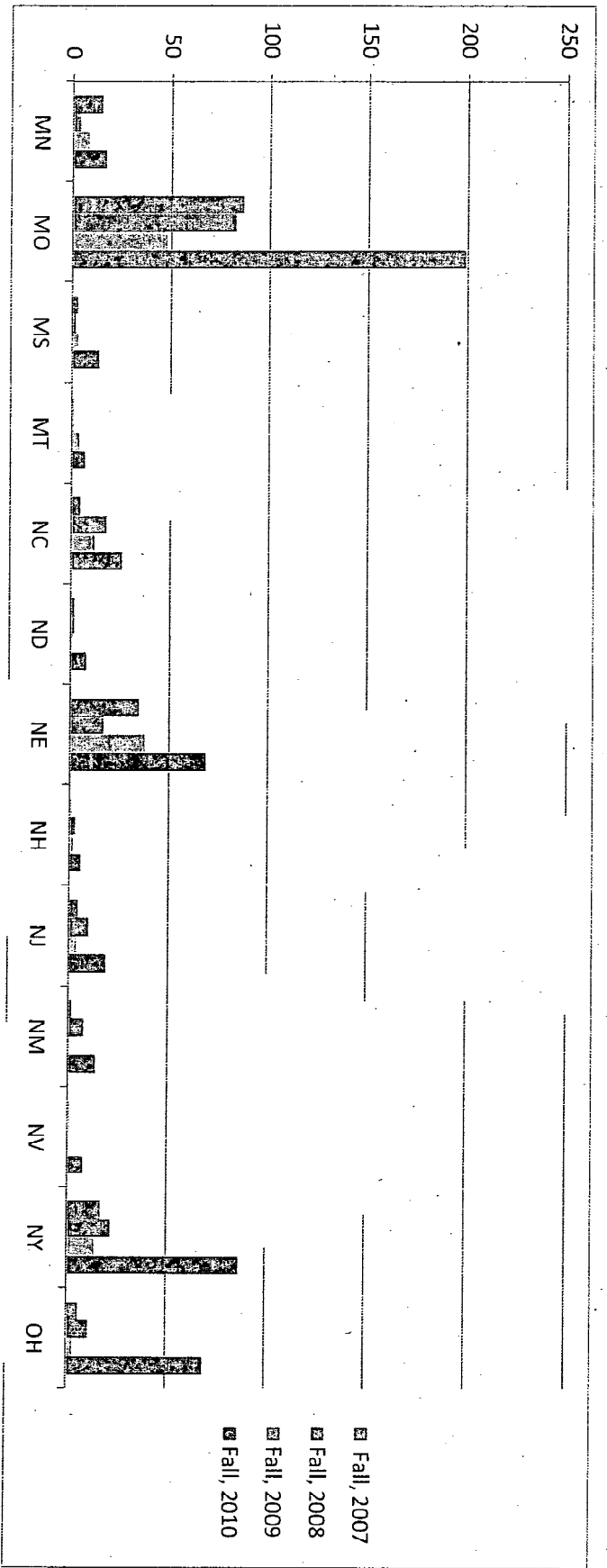
2007-2011

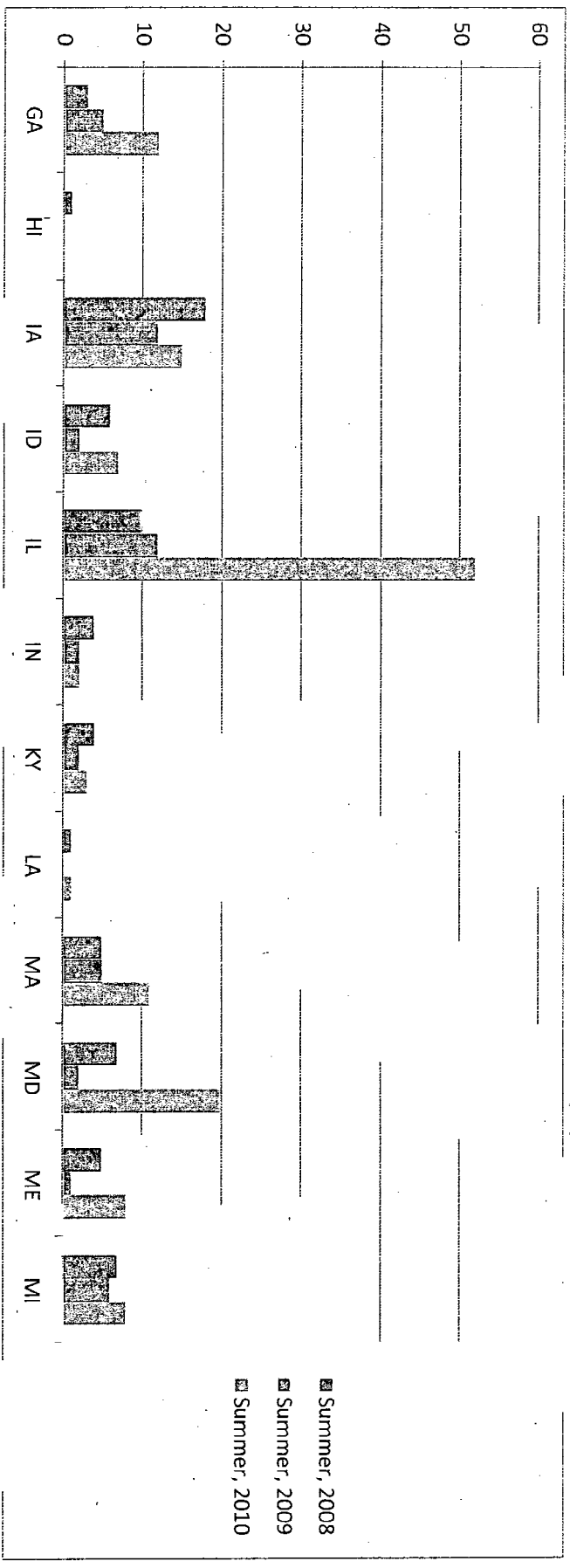
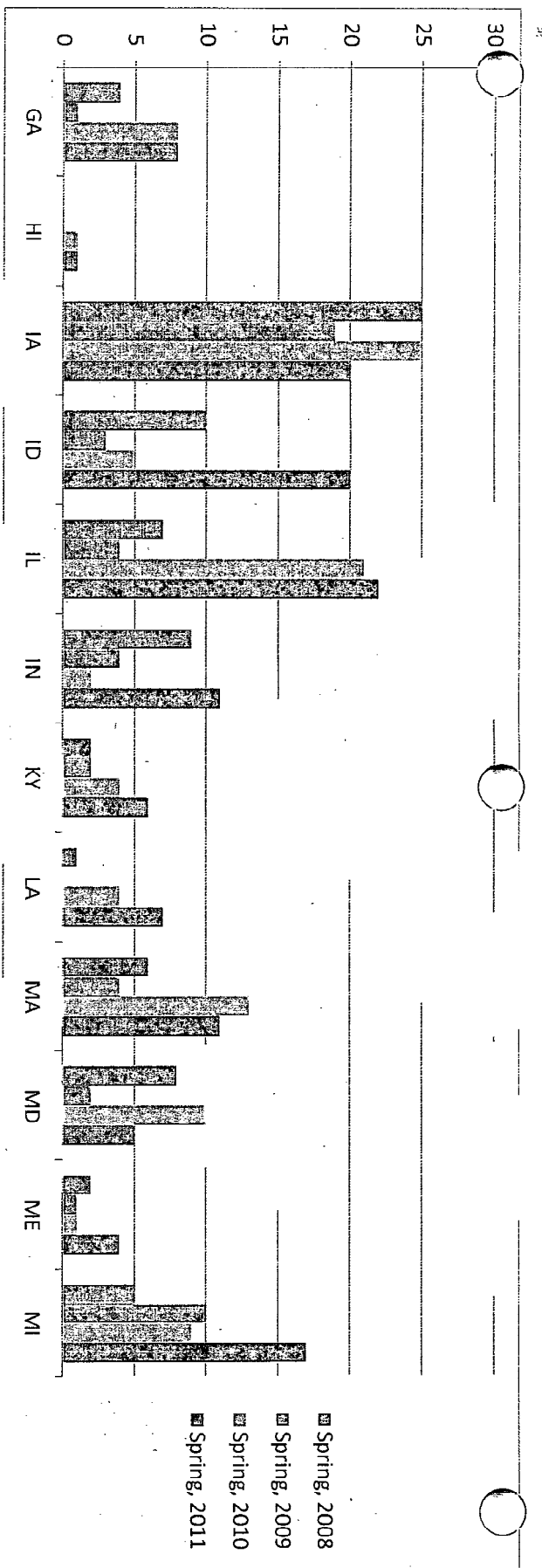


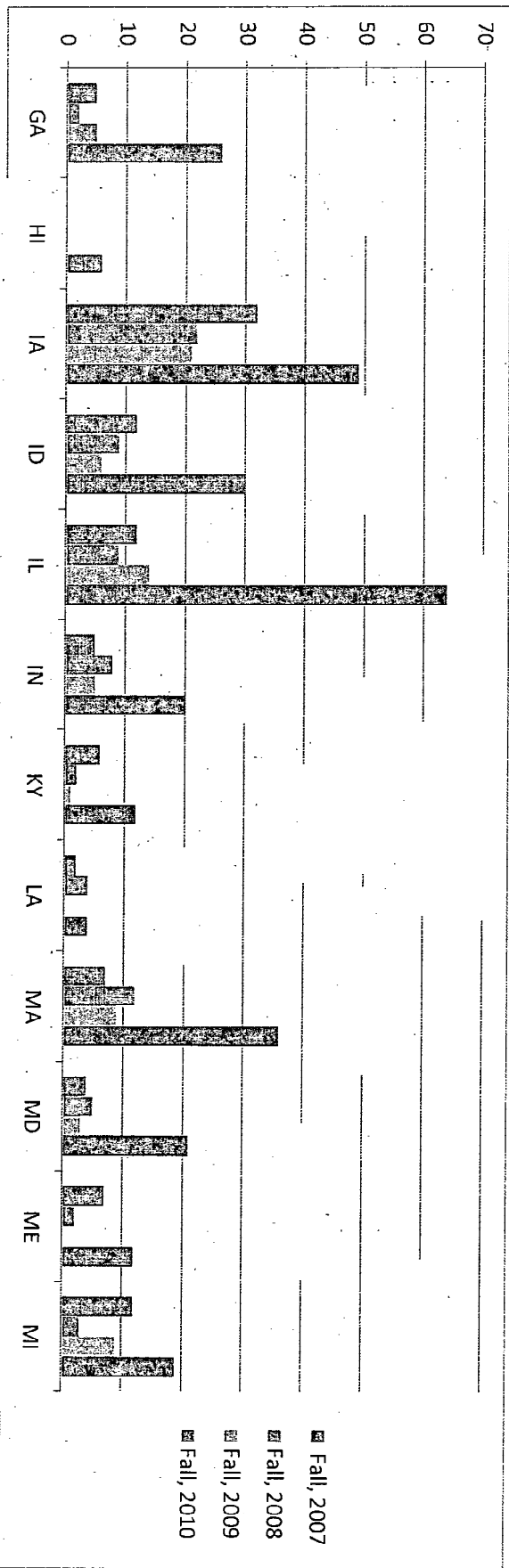
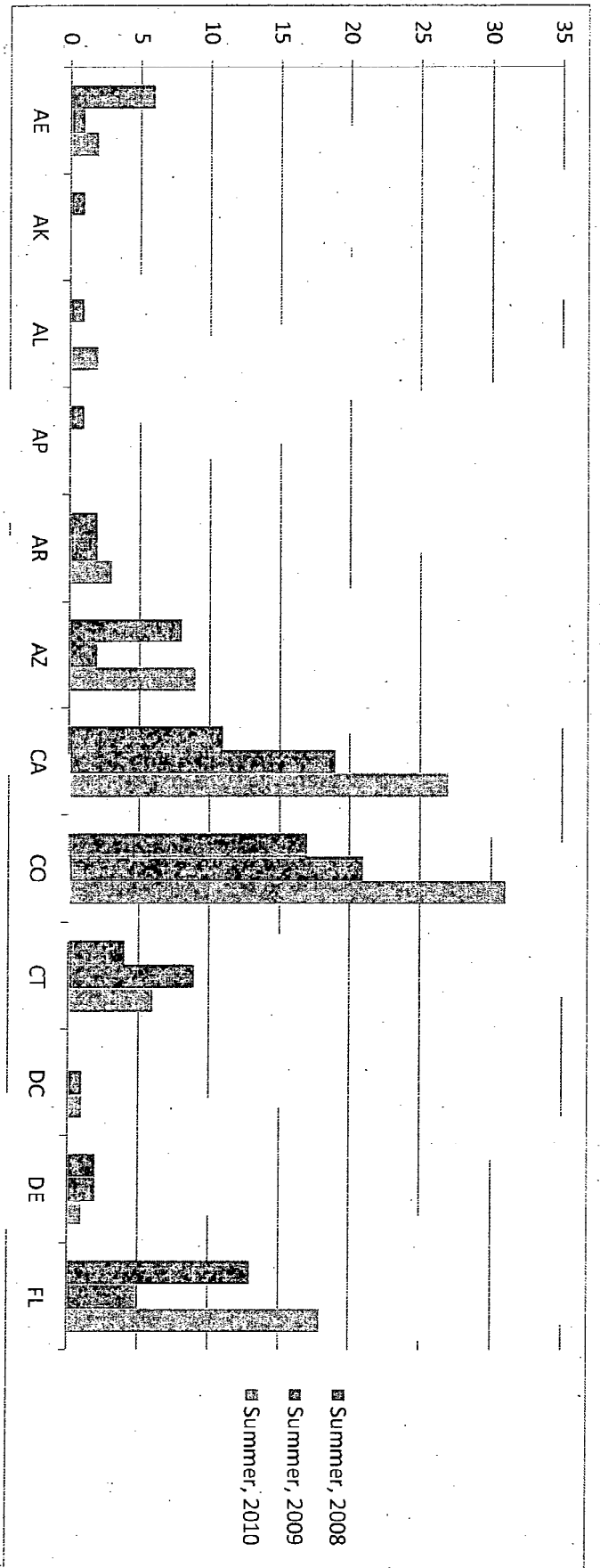
Data includes all inquiries, applications and admitted to degree totals for 2007-2011 (Kansas not listed - 12,659)

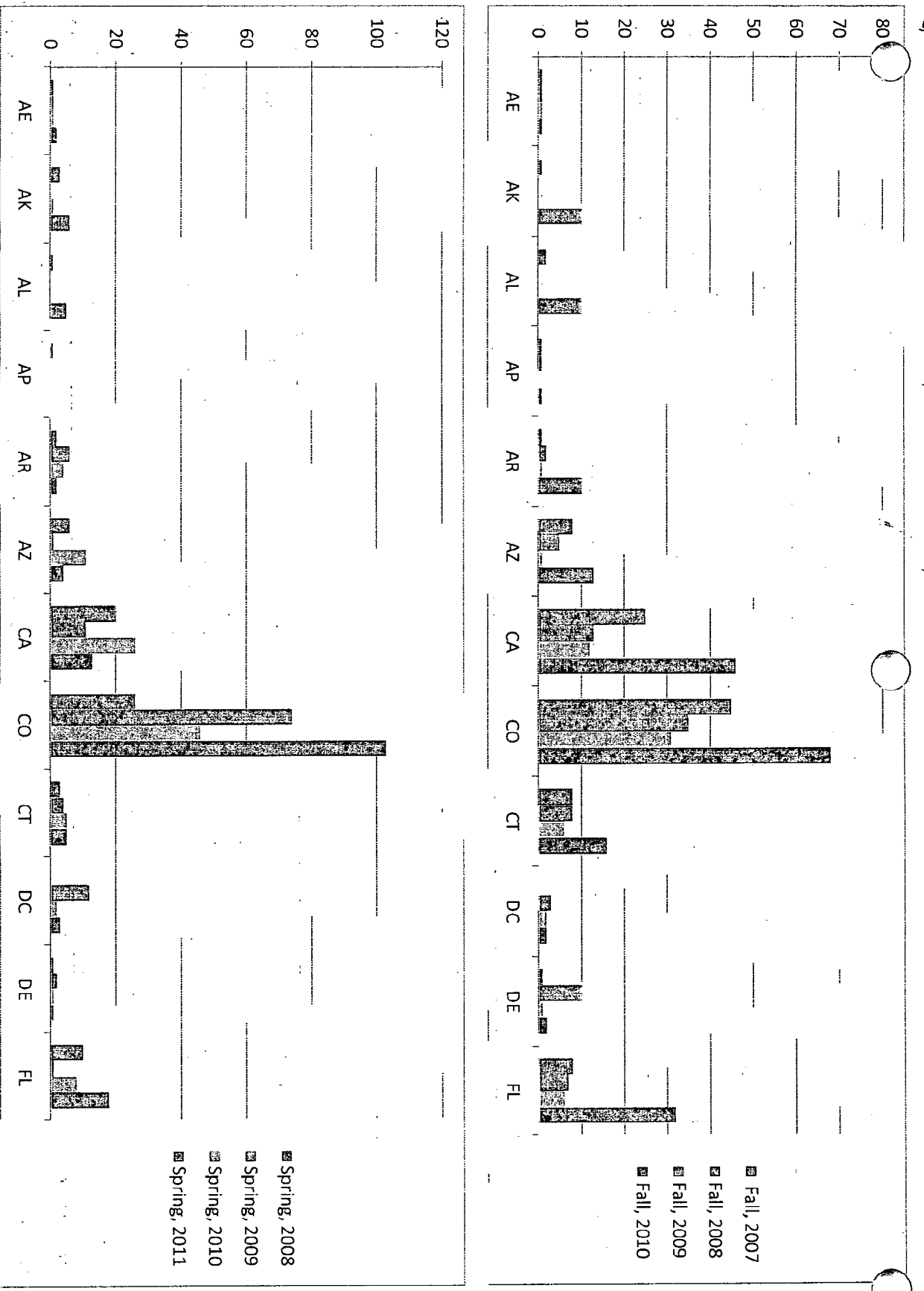












Data includes all inquiries, applications and admitted to degree totals for a given term – charts are shown to reflect state interest and trends per term by state.

Graduate Program Recruiting Plans

It has been strongly recommended by the Noel Levitz consultant that all Graduate Programs develop enrollment goals, funnel targets and a written recruitment plan for the 10-11 recruitment year.

In order to facilitate these plans and to support recruiting efforts, the Graduate School will provide \$500.00 to departments that provide a complete and reviewed recruiting plan by the January 20th, 2011 Council meeting. The funding should be used to support department specific graduate recruiting.

Recruitment plan

The recruiting plan must contain the following items:

1. Recruitment chart with 2009 and 2010 funnel data with projected 2011 goals – See below
2. Target your graduate students – who are your students? Where are they coming from?
3. Identify methods to increase recruit of graduate students to your program(s). See example below recruitment chart

Recruitment Chart

Fall, 2009 and Fall 2010 funnel data and recruitment goals for upcoming year. See below for example

Stage	Fall, 2007	Fall, 2008	Fall, 2009	Fall, 2010	Fall, 2011 Goal
Inquires	1219	1507	1581	2719	
Applications	1218	1500	1564	1476	
Conversions Rate	99.9%	99.5%	98%*	53%*	
Admit to Degree	351	448	358	431	
Accept Rate	28.8%	29.9%	22.9%	29.2%	
Enrolled Accepted to degree	147	239	247	283	
Overall yield	41.9%	53.3%	69%	65.7%	
Pre-grad accepts	16	28	26	62	
Pre-grad enrolled	6	13	11	25	
Non-degree accepts	91	75	102	147	
Non degree enrolled	37	50	56	57	

*Inquiries are not reflective of the true inquiries received about graduate programs at ESU.

Methods Example:

Method #1: Target 4-year colleges that do not grant masters degrees

Responsible for Implementation	Resources Required	Timeline	Assessment of Progress
Faculty in Program or Graduate Recruiter	Travel Assistance, printed material, web presence	Fall and Spring visits (1 per semester – rotating visits to different 4 year schools)	Number of applications from students with undergraduate degrees from targeted colleges

Dept. of School Leadership/Middle & Secondary Teacher Education (SL/MSTE)
DUAL MASTERS
for

Curriculum & Instruction (C & I) and Building Level Leadership in Educational Administration (EA)

Effective October 26, 2005, graduate students in either the C & I or EA masters programs can declare a Joint/Dual Masters within the first TWO years of their program and apply fifteen (15) hours from one masters program to the second masters program. To declare, simply contact the Graduate Office at 1-800-950-4723 and call our department office at 620-341-5776. Thank You.

1) Potential C & I and Building Level Leadership EA candidates must declare by the end of their second year in either program. Their intent to complete a Dual Masters must be completed within this time frame to maintain/ensure current knowledge.

2) The C & I and Building Level EA Dual Masters candidates can have up to, and no more than, fifteen, (15) credit hours applied from one masters program to the other as outlined below in #3.

3) **Fifteen hours (15) that qualify for application to the Building Level EA program:**

ED820 (3 hrs) Curriculum Leadership: Models and Strategies (required in both programs)

ED833 (3 hrs) Beliefs, Values, & Issues in Educational Practices (required in both programs)

ED886 (3 hrs) Designing Instructional Programs as sub for EA773 Ed. Psych for Teachers)

ER752 (3 hrs) Analysis of Research (required in both programs)

EA830 (3 hrs) School Leadership Theory (required in the Curriculum Leadership concentration and could be an elective under Effective Practitioner)

Fifteen hours (15) that qualify for application to the C & I program:

ED820 (3 hrs) Curriculum Leadership: Models and Strategies (required in both programs)

ED833 (3 hrs) Beliefs, Values, & Issues in Educational Practices (required in both programs)

ER752 (3 hrs) Analysis of Research (required in both programs)

EA830 (3 hrs) School Leadership Theory (required in the Curriculum Leadership concentration and could be elective under Effective Practitioner concentration)

EA885 (2 hrs) Group Processes and Human Relations and **EA750 (1 hr)** Technological Applications in School Leadership will combine to substitute for ED865 Adv. Theory & Practice in Teaching in the Curriculum Leadership concentration and the same three hours could be used as electives in the Effective Practitioner concentration.

Dept. of School Leadership/Middle & Secondary Teacher Education (SL/MSTE)
DUAL MASTERS

for

Curriculum & Instruction (C & I) and Instructional Leadership (IL)

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

2) The C & I and IL Dual Masters candidates can have up to, and no more than, fifteen, (15) credit hours applied from one masters program to the other as outlined below in #3.

3) **Fifteen hours (15) that qualify for application from C & I to IL masters:**

ED535 (3 hrs) Cultural Awareness for Educators (required in both programs)

ED820 (3 hrs) Curriculum Leadership: Models and Strategies (required in both programs)

ED887 (3 hrs) Developing Authentic Assessments (required in both programs)

ER752 (3 hrs) Analysis of Research (required in both programs)

Plus three hours (3 hrs) from C&I program that are on IL elective list, i.e., either ED833, or ED837, or ED865, or ED886.

Fifteen hours (15) that qualify for application from IL to the C & I masters:

ED535 (3 hrs) Cultural Awareness for Educators (required in both programs)

ED820 (3 hrs) Curriculum Leadership: Models and Strategies (required in both programs)

ED887 (3 hrs) Developing Authentic Assessments (required in both programs)

ER752 (3 hrs) Analysis of Research (required in both programs)

Plus three hours (3 hrs) from IL elective list that are required within the C & I masters, i.e., ED833 and ED837 which are part of the C& I core; or ED886 and ED865 which can be used in the School Leadership Concentration or Effective Practitioner Concentration.



EMPORIA STATE
UNIVERSITY

OFFICE OF GRADUATE STUDIES

TO: Members of the Graduate Council
FROM: Dipak Ghosh, Chair, Graduate Council
DATE: November 16, 2010

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, November 18, 2010 in the President's Conference Room.

AGENDA

1. Approval of minutes from the October 21, 2010 meeting.
2. Congratulations and News
 - Biology
 - IDT
 - Special Education
3. Information items
 - Commencement Reception – Dec. 17th – Sauder Alumni Center – 7 – 8 pm all graduate faculty, graduate students, friends and family are welcome.
 - Thesis due date for fall is Nov. 22nd unless arrangements have been made for extension
4. Reports/discussion
 - Graduate faculty procedures
 - Graduate faculty membership criteria
 - Semester hours for graduate assistants
 - Online graduate assistants
5. Regular graduate faculty approval
 - Nate Terrell, Associate Professor, Sociology, Anthropology, and Crime Delinquency Studies
 - Yixin Yang, Assistant Professor, Biological Sciences
6. Comments from council members



EMPORIA STATE
UNIVERSITY

GRADUATE SCHOOL

Present: Albrecht, Butler, Crupper, Ermler, Gerish, Shosh, Harrell, Houchins, Howell, McLain, Miller, Morales (Ballester), Morrow, Schrader, Shockley, Thayer, Zhou

Absent: Alexander, McConnell

The Council of Graduate Studies met at 3:30 p.m. on Thursday, November 18, in the President's Conference Room. Chair Dipak Ghosh called the meeting to order.

1. Minutes from the October 21 meeting were unanimously approved.
2. Information/Congratulations/News
 - Elizabeth McLain is the new recruitment and grant development staff member in the Graduate School.
 - Dean Ermler congratulated graduate students Jodie Haerlson (Biology), Michael Schwind and Rob Ervin (IDT) and Cathy Cowans (Special Education). Council were asked to send any news items related to graduate students to Peggy Anderson.
 - Dean Ermler announced that the Boylan Award recipient was announced on the front page of the *Emporia Gazette*.
 - The graduate commencement reception will be held on Dec. 17th from 7 – 8 pm at Sauder Alumni Center. All graduate faculty, graduate students and friends/family are welcome. 145 graduate students will be receiving degrees at December Commencement.
 - Thesis deadline is Nov. 22nd unless arrangements have been made for extension.
 - The TCS technology survey and CGS graduate survey are available on the graduate council site in Blackboard.
3. Reports/Discussion
 - Dr. Crupper presented a summarized procedure of graduate faculty. Three recommendations were made. Those recommendations will be included in the draft available on blackboard.
 - Dr. Miller presented a presented a draft of the graduate faculty criteria. Suggestions were made by council members for the committee to consider.
 - Under the current policy, graduate assistants may only hold a GA for 4 semesters. The possible extension of this time to 5 or 6 semesters was discussed. Council members were asked to bring this item to their graduate faculty for discussion and recommendation at the next graduate council meeting.
 - Currently there is no policy concerning online GTAs. The issue has been raised about the possibility of offering GTAs to students who would teach online courses and reside in

Graduate Council Minutes

November 18

Page 2

- different states. Council members were asked to bring this issue to faculty in their departments for continued discussion at the next graduate council meeting.
- Dean Ermler announced the graduate assistant application will be available online by January. If departments would like to search through students who have applied they can do so online. If departments have a GA available, they will be able to post a GA description online also.
- Graduate online giving will be available directly through the Graduate School homepage on Monday, Nov. 22nd as well as through the foundation.
- The Dean reminded council members recruiting plans are due on Jan. 20th for review by Graduate Council. Plans should be submitted directly to the Dean or Peggy Anderson. All plans submitted will be available on blackboard.

4. Regular graduate faculty approval

- Nate Terrell was unanimously approved.
- Yixin (Eric) Yang was unanimously approved.

5. Comments

- Next meeting is Jan. 20th.
- Agenda items should be sent to either Dipak Ghosh or Dean Ermler.

Meeting adjourned at 4:15

Procedures

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

1. The Graduate School notifies Graduate Faculty members who are due for reappointment. Initiative for appointment of new and current faculty members rests in the department.
2. Faculty members up for appointment or reappointment complete the appropriate application for Graduate Faculty (Regular, Associate or Temporary). The application must be filled out completely. Any incomplete applications will not be evaluated. No vitas will be accepted in lieu of the form.
3. All applications are reviewed and voted upon by the graduate faculty in the faculty member's department. The result of the vote in the department must be noted on the form. If the faculty member receives a positive recommendation from the department, the application is forwarded to the Chair of the Department.
4. The Department Chair sends forward approved applications to the Dean of the School or College.
5. The Dean of the School or College sends ^{approved} applications to the Graduate School for review by the Graduate Council.
6. The Graduate Council evaluates each application and votes on whether to recommend the application to the Graduate Dean. If any member of the Graduate Council has applied for reappointment, s/he must leave the room while his/her application is being reviewed. Only the council's recommendation (approval or denial) should appear in the Graduate Council minutes.
7. After receiving recommendations from the Graduate Council, the Dean of the Graduate School makes a final decision on the approval or denial of each application.

Appeal

If the applicant is not satisfied with the outcome of the graduate faculty status application process at any level (department, College/School Dean, or Graduate Dean) of the review process, he/she may request the application be forwarded to the next level for review. The applicant has the option of attaching a letter to accompany the application. If the applicant is not satisfied with the final decision of the Graduate Dean, he/she will be referred to Section 3D.0106.05 Grievance Procedures for Faculty, Staff, and Students in the University Policy Manual. ~~An appeal must be made within two weeks of the receipt of the letter of denial from the Dean of the Graduate School.~~

Proposed Change to Bylaws

ARTICLE III Membership in the Graduate Faculty

Section 3. Associate membership in the Graduate Faculty is open to faculty members at the rank of assistant professor and above who have a master's degree plus at least 30 hours of additional graduate work and have demonstrated productive scholarly activities appropriate to their field. Associate members may serve on graduate committees, but not as major advisor. Otherwise, they share the rights and responsibilities of full members. Terms of appointment for associate members shall be three years.

Section 3. Associate membership in the Graduate Faculty is open to faculty members at the rank of assistant professor and above who have a master's degree plus at least 30 hours of additional graduate work and *who are actively participating in productive scholarly activities or the teaching and/or advising of graduate students.* Associate members may serve on graduate committees, but not as major advisor. Otherwise, they share the rights and responsibilities of full members. Terms of appointment for associate members shall be three years.

Graduate Faculty Membership Criteria

Teaching and/or Advising of Graduate Students

The candidate provides evidence of activities including one or more of the following:

- Graduate courses taught within the last five years
- Graduate advising activities during the last five years - this can include:
 - Academic advising
 - Thesis/project advising and/or committee work

Research/Creative/Scholarly Activities

The candidate provides evidence including one or more of the following:

- Publications in professional journals
- Publications in professional journals – in press
- Professional invitational or juried presentations at state, regional, national, or international levels
- Invitational professional scholarship products (conducting, exhibits, productions, performances, etc.) at state, regional, national, or international levels
- Preparation (as lead writer) of self-study accreditation documents
- Preparation of program and/or accreditation review visit reports
- Other acholarly activity approved by the department

Technology Use at ESU - October 2010



Results Overview

Date: 11/9/2010 2:10 PM PST.

Responses: Completes | Partial | Screen Outs

Filter: Graduate students

- Statement of Informed Consent Your help is requested by Emporia State University's department of Technology and Computing Services (TCS) by completing a survey that identifies your perceptions regarding technology use. To complete the survey, provide the answer that best matches your opinions about each question. By doing so, you will be helping TCS make informed decisions regarding technology purchases, direction, and implementation, with an overall goal of improving technology delivery on our campus. The survey will take about 10 to 15 minutes to complete. No harm, lasting discomfort, or risks to you are foreseen as a result of your survey completion. Your personal identity information is strictly confidential and will not be made public or shared in any way. Thank you for your valuable opinions! You will be able to take the survey only once, and all completed submissions will be entered into a prize drawing for a \$100.00 Barnes and Noble gift certificate. Choose "Complete the Survey" or "Exit the Survey" and press Continue.

Complete the Survey		387	100%
Exit the Survey; I do not wish to participate		0	0%
Total		387	100%

2. What is your age?

18 - 24		66	17%
25 - 34		167	43%
35 - 44		80	21%
45 - 54		64	17%
55+		9	2%
Total		386	100%

3. What is your gender?



Male		101	26%
Female		285	74%
Total		386	100%

4. What is your class standing?



Graduate student		387	100%
Freshman (less than 30 semester hours)		0	0%
Sophomore (30 - 59 semester hours)		0	0%

Junior (60 - 89 semester hours)		0	0%
Senior (90 or more semester hours)		0	0%
Other		0	0%
	Total	387	100%












5. Are you currently a full-time or part-time student? (Part-time is fewer than 10 credit hours for undergraduates and fewer than 7 credit hours for graduates.)

Full-time		160	41%
Part-time		226	59%
	Total	386	100%

6. Do you reside on or off campus?

On campus		4	1%
Off campus		380	99%
	Total	384	100%

7. What is your major?

Accounting		10	3%
Art		0	0%
Art Therapy		4	1%
Biological Sciences		3	1%
Business Administration		8	2%
Business Education		7	2%
Communication/Theatre Arts		0	0%
Early Childhood/Elementary Teacher Education		33	9%
English/Modern Languages and Journalism		11	3%
Health, Physical Education, and Recreation (HPER)		25	7%
Information Systems		6	2%
Instructional Design and Technology		41	11%
Management		2	1%
Marketing		0	0%

Mathematics/Computer Science/Economics		5	1%
Music		1	0%
Nursing		0	0%
Physical Sciences		7	2%
Rehabilitation and Mental Health Counseling		20	5%
School Leadership/Middle and Secondary Teacher Education		36	9%
School of Library and Information Management (SLIM)		104	27%
Sociology/Anthropology /Crime and Delinquency Studies		0	0%
Special Education and School Counseling		35	9%
Undeclared/Other		26	7%
Total		384	100%

8. Which item best describes how you use your ESU-provided Email account?







I use it for official ESU communication only		292	75%
I use it as my primary E-mail account		40	10%
I automatically forward all ESU E-mail to an account of my choosing (Gmail, Yahoo, Hotmail, etc.)		52	13%
I do not use the ESU provided E-mail account at all		3	1%
Total		387	100%

10. Please rate your perception of the importance of each feature listed below as part of a university E-mail system.








Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Unimportant	Of little importance	Moderately important	Important	Very Important	Not sure

Web 2.0 user interface (e.g., similar to Gmail, Hotmail)	11 3%	23 6%	70 18%	115 30%	121 31%	46 12%
Larger storage capacity	10 3%	27 7%	46 12%	76 20%	210 54%	18 5%
No limit on the time you can retain E-mail	7 2%	13 3%	40 10%	69 18%	236 61%	21 5%
Accessible from Smartphones and tablet devices	46 12%	48 12%	57 15%	77 20%	135 35%	23 6%
Ability to access files and E-mail from the same website	7 2%	18 5%	52 14%	98 26%	182 47%	27 7%
Address Book with current students and faculty listed	9 2%	17 4%	37 10%	82 22%	209 55%	26 7%

11. Please rate the importance of having a single user-ID and password for ESU computing services?

1 Unimportant		2	1%
2 Of Little Importance		2	1%
3 Moderately Important		14	4%
4 Important		58	15%
5 Very Important		303	79%
6 Not sure		6	2%
Total		385	100%

12. How old is your personal desktop computer?

Don't own a desktop computer		169	44%
Less than 1 year old		22	6%
1 year old		16	4%
2 years old		40	10%
3 years old		38	10%
4 years old		24	6%
More than 4 years old		74	19%
Total		383	100%

13. How old is your personal laptop computer?

Don't own a laptop computer		47	12%
Less than 1 year old		91	24%
1 year old		60	16%
2 years old		80	21%
3 years old		59	15%
4 years old		22	6%
More than 4 years old		24	6%
Total		383	100%

14. Approximately how many hours each week do you spend actively doing Internet activities for school, work, or recreation?

Less than 1		0	0%
1		0	0%
2		1	0%
3		7	2%
4		7	2%
5		11	3%
6		9	2%
7		10	3%
8		14	4%
9		4	1%
10		51	13%
11		1	0%
12		16	4%
13		1	0%
14		14	4%
15		35	9%
16		7	2%
17		0	0%
18		7	2%
19		1	0%
20		46	12%
21		6	2%
22		2	1%
23		1	0%
24		6	2%

25		13	3%
26		0	0%
27		1	0%
28		9	2%
29		1	0%
30		24	6%
31		0	0%
32		1	0%
33		0	0%
34		0	0%
35		15	4%
36		0	0%
37		0	0%
38		0	0%
39		0	0%
40		20	5%
41		0	0%
42		0	0%
43		0	0%
44		0	0%
45		2	1%
46		0	0%
47		0	0%
48		1	0%
49		0	0%
50		17	4%
51		0	0%
52		0	0%
53		0	0%
54		0	0%
55		0	0%
56		1	0%
57		0	0%
58		0	0%
59		0	0%
60		9	2%
61		0	0%
62		0	0%
63		0	0%

64		0	0%
65		2	1%
66		0	0%
67		0	0%
68		0	0%
69		0	0%
70		6	2%
71		0	0%
72		0	0%
73		0	0%
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75		0	0%
76		0	0%
77		0	0%
78		0	0%
79		0	0%
80		1	0%
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97		0	0%
98		0	0%
99		0	0%
100		2	1%
101		0	0%
102		0	0%

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147	0	0%
148	0	0%
149	0	0%
150	0	0%
151	0	0%
152	0	0%
153	0	0%
154	0	0%
155	0	0%
156	0	0%
157	0	0%
158	0	0%
159	0	0%
160	0	0%
161	0	0%
162	0	0%
163	0	0%
164	0	0%
165	0	0%
166	0	0%
167	0	0%
168	0	0%
Total		383
		100%

15. How often do you do the following for school, work, or recreation?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Once per year	Once per semester	Monthly	Weekly	Several times per week	Daily
	Instant message	117 31%	20 5%	43 11%	48 13%	49 13%	52 14%
Text message	44 11%	3 1%	6 2%	19 5%	27 7%	71 19%	213 56%

Download web-based music or videos	52 14%	30 8%	48 13%	113 30%	66 17%	44 11%	30 8%
Use the ESU website	1 0%	1 0%	12 3%	31 8%	60 16%	110 29%	168 44%
Access Buzz In	0 0%	0 0%	7 2%	40 10%	41 11%	120 31%	174 46%
Access Blackboard	5 1%	2 1%	3 1%	5 1%	21 5%	149 39%	197 52%

16. (Continued) How often do you do the following for school, work, or recreation?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Once per year	Once per semester	Monthly	Weekly	Several times per week	Daily
Spreadsheets (Excel, etc.)	31 8%	20 5%	59 15%	106 28%	73 19%	61 16%	33 9%
Presentation software (PowerPoint, etc.)	8 2%	11 3%	85 22%	138 36%	70 18%	44 12%	26 7%
Graphics software (Photoshop, Flash, etc.)	86 22%	45 12%	77 20%	83 22%	42 11%	32 8%	18 5%
Audio-creation software (Audacity, GarageBand, etc.)	200 53%	51 13%	61 16%	40 11%	12 3%	14 4%	2 1%
Video-creation software (Moviemaker, iMovie, etc.)	168 44%	63 17%	73 19%	41 11%	20 5%	9 2%	4 1%

17. (Continued) How often do you do the following for school, work, or recreation?





Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Once per year	Once per semester	Monthly	Weekly	Several times per week	Daily
Social networking sites (Facebook, MySpace, Bebo, LinkedIn, etc.)	35 9%	4 1%	11 3%	22 6%	55 14%	62 16%	194 51%
Online multi-user computer games (World of Warcraft, Everquest, poker, etc.)	297 78%	18 5%	15 4%	26 7%	12 3%	8 2%	6 2%
Online-virtual worlds (Second Life, Forterra, etc.)	336 88%	14 4%	18 5%	7 2%	3 1%	3 1%	2 1%

Podcasts	178 46%	29 8%	59 15%	61 16%	38 10%	13 3%	5 1%
Social bookmarking/tagging (del.icio.us, etc.)	236 63%	27 7%	41 11%	24 6%	20 5%	17 5%	12 3%
Voice over Internet Protocol (VoIP) from your computer (Skype, etc.)	186 49%	40 11%	44 12%	44 12%	37 10%	16 4%	10 3%

18. How often do you contribute content to the following for school, work, or recreation?

<p>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</p>	Never	Once per year	Once per semester	Monthly	Weekly	Several times per week	Daily	
	Wikis (Wikipedia, course wiki, etc.)	182 48%	22 6%	61 16%	55 14%	31 8%	26 7%	6 2%
	Blogs	163 43%	16 4%	56 15%	72 19%	45 12%	23 6%	8 2%
	Video websites (YouTube, etc.)	214 56%	24 6%	42 11%	44 12%	29 8%	20 5%	9 2%

19. Which best describes your preference?

I prefer taking courses that use no information technology.		1	0%
I prefer taking courses that use limited information technology.		20	5%
I prefer taking courses that use a moderate level of information technology.		171	45%
I prefer taking courses that use information technology extensively.		147	38%
I prefer taking courses that use information technology exclusively.		45	12%
Total		384	100%

20. What is your skill level for the following?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
	Not at all skilled	Not very skilled	Fairly skilled	Very skilled	Expert
Using the ESU library website	12 3%	61 16%	177 46%	91 24%	43 11%
Accessing/using the Buzz In site	0 0%	3 1%	89 23%	191 50%	100 26%
Spreadsheets (Excel, etc.)	17 4%	59 15%	123 32%	134 35%	50 13%
Presentation software (PowerPoint, etc.)	4 1%	22 6%	122 32%	164 43%	67 18%
Graphics software (Photoshop, Flash, etc.)	67 18%	129 34%	97 26%	70 18%	16 4%
Computer maintenance (software updates, security, etc.)	36 9%	97 26%	131 34%	85 22%	31 8%
Using the Internet to effectively and efficiently search for information	1 0%	3 1%	54 14%	180 48%	140 37%
Evaluating the reliability and credibility of online sources of information	7 2%	20 5%	91 24%	162 42%	102 27%
Understanding the ethical/legal issues surrounding the access to and use of digital information	7 2%	28 7%	105 28%	164 43%	76 20%

21. Are you using the following for any of your courses this semester? Check all that you are using:

Spreadsheets (Excel, etc.)		137	37%
Presentation software (PowerPoint, etc.)		262	72%
Graphics software (Photoshop, Flash, etc.)		85	23%
Audio-creation software (Audacity, GarageBand, etc.)		50	14%
Video-creation software (MovieMaker, iMovie, etc.)		57	16%
Programming languages (C++, Java, etc.)		23	6%
Podcasts		73	20%

E-portfolios		40	11%
Discipline-specific technologies (Mathematica, AutoCAD, STELLA, etc.)		14	4%
Instant messaging		72	20%
Social networking websites (Facebook, MySpace, Bebo, LinkedIn, etc.)		80	22%
Wikis		110	30%
Blogs		113	31%
Online virtual worlds (Second Life, Forterra, etc.)		13	4%
Emporia State University library website		283	77%
Simulations or educational games		37	10%








22. How many of your instructors:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Almost none	Some	About half	Most	Almost all	Don't know
Use information technology (IT) effectively in courses.	10 3%	36 9%	52 14%	111 29%	163 42%	12 3%
Provide students with adequate training for the IT used in the course.	54 14%	73 19%	66 17%	87 23%	85 22%	19 5%
Have adequate IT skills for carrying out course instruction.	11 3%	48 13%	59 15%	108 28%	137 36%	19 5%



23. Have you ever taken a course that utilized Blackboard?

No		14	4%
Yes		367	96%
Don't know		3	1%
Total		384	100%






24. How often do you use Blackboard?

Never		3	1%
Once a year		6	2%
Once a semester		4	1%
Monthly		6	2%
Weekly		30	8%
Several times per week		142	39%
Daily		175	48%
Total		366	100%






25. Are you using Blackboard for any of your courses this semester?

Yes		338	92%
No		28	8%
Total		366	100%

26. What is your skill level using Blackboard?

Not at all skilled		1	0%
Not very skilled		10	3%
Fairly skilled		142	39%
Very skilled		170	47%
Expert		41	11%
Total		364	100%

27. Describe your overall experience using Blackboard

Very negative		3	1%
Negative		24	7%
Neutral		81	22%
Positive		206	56%
Very positive		52	14%
Total		366	100%






You're more than halfway done. Thanks for sticking on to complete the survey, and good luck in the prize drawing!

28. What is your opinion of the following statements?

Top number is the count of respondents selecting the option. Bottom % is percent of	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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the total respondents selecting the option.						
I get more actively involved in courses that use IT.	2 1%	28 7%	145 39%	166 44%	35 9%	
The use of IT in my courses improves my learning.	4 1%	22 6%	117 31%	188 50%	44 12%	
IT makes doing my course activities more convenient.	1 0%	9 2%	48 13%	184 49%	134 36%	
By the time I graduate, the IT I have used in my courses will have adequately prepared me for the workplace.	4 1%	17 5%	111 30%	173 46%	68 18%	
My institution's IT services are always available when I need them for my coursework.	3 1%	19 5%	104 28%	194 52%	52 14%	
I skip classes when materials from course lectures are available online.	203 54%	73 20%	76 20%	19 5%	2 1%	

29. Which of the following best describes you?




I am skeptical of new technologies and use them only when I have to.		9	2%
I am usually one of the last people I know to use new technologies.		35	9%
I usually use new technologies when most people I know do.		165	44%
I like new technologies and use them before most people I know do.		122	33%
I love new technologies and am among the first to experiment with and use them.		42	11%
Total		373	100%

30. I like to learn through (select all that apply):

Text-based conversations over e-mail, IM, and text messaging		195	54%
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Programs I can control, such as video games, simulations, etc.		122	34%
Contributing to websites, blogs, wikis, etc.		173	48%
Running Internet searches		273	76%
Creating or listening to podcasts or websites		157	44%





31. Do you own a handheld device that is capable of accessing the Internet (whether or not you use that compatibility)? Examples include iPhone, Treo, BlackBerry, other Internet-capable cell phones, iPod Touch, iPad, Palm, etc.

No, and I don't plan to purchase one in the next 12 months.		111	29%
No, but I plan to purchase one in the next 12 months.		45	12%
Yes.		222	59%
Don't know.		1	0%
Total		379	100%

32. How often do you use the Internet from your handheld device?

Never (do not use the Internet capability)		31	14%
Once a year		6	3%
Once a semester		12	5%
Monthly		11	5%
Weekly		26	12%
Several times per week		33	15%
Daily		101	46%
Total		220	100%

33. Approximately how much time each week do you use the Internet from your handheld device?

Less than 15 minutes		43	21%
15 minutes		9	4%
30 minutes		12	6%
45 minutes		6	3%

1 hour		22	11%
2 hours		30	15%
3 hours		11	5%
4 hours		14	7%
5 hours		15	7%
6 hours		3	1%
7 hours		7	3%
8 hours		4	2%
9 hours		3	1%
10 - 20 hours		20	10%
21 - 30 hours		4	2%
31 - 40 hours		2	1%
41 - 50 hours		0	0%
51 - 60 hours		0	0%
51 - 70 hours		0	0%
71 - 80 hours		0	0%
81 - 90 hours		0	0%
90 - 100 hours		0	0%
More than 100 hours		1	0%
Total		206	100%

34. Which of these Internet activities do you do from your handheld device? (Check all that apply.)

Instant message		83	43%
E-mail		162	83%
Report what you're doing on Twitter		19	10%
Use social networking websites		130	67%
Check information (news, weather, sports, specific facts, etc.)		159	82%
Read or contribute to blogs		31	16%
Use maps (e.g., find places, get directions, plan routes)		134	69%
Conduct personal business (banking, shopping, etc.)		84	43%

Use Internet photo sites		30	15%
Watch mobile TV		22	11%
Download/stream music		61	31%
Download or watch videos online		38	19%
Download or play games online		38	19%

35. In the next three years, I expect my use of the Internet from a handheld device will:




Greatly decrease		10	5%
Decrease		4	2%
Stay the same		38	17%
Increase		105	48%
Greatly Increase		61	28%
Total		218	100%

36. Do you use the Internet from your handheld device even when a networked computer (laptop or desktop) is easily available?














Never		52	24%
Very seldom		44	20%
Seldom		40	18%
Neither seldom nor often		29	13%
Often		42	19%
Very often		10	5%
Total		217	100%

37. Which of ESU's IT services would you be most likely to use if they were available on your handheld Internet device? (Check up to 3.)

Student administrative services (official grades, registration, etc.)		97	46%
Library services		89	42%
Blackboard		168	79%
E-mail system		181	85%
Campus information (news, events, map, directory, bus routes, handbook,		37	17%

etc.)			
Payment for things on campus (vending machines, food services)		20	9%
Download/stream course lectures (podcasts)		67	31%
Use as clickers for course polling and quizzing		47	22%

38. What keeps you from using the Internet, or using it more often, from a handheld device (Check up to 3)

Plenty of other ways to access the Internet		170	46%
No compelling reason to access the Internet		45	12%
Cost of the handheld device		135	36%
Cost of the data service		143	39%
Device usability issues (small screen, keyboard, etc.)		150	41%
Inadequate battery life		64	17%
Limited access to the network (e.g., hotspots, wireless carrier coverage)		66	18%
Network connection too slow		78	21%
Lack of applications that are useful to me		29	8%
Cost of applications that are useful to me		42	11%
Concern about the security/privacy of mobile technology		38	10%
Concern about the potential health problems of mobile technology		9	2%
Other		32	9%

39. What is your opinion about the following statements?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't Know
While I'm in class; I regularly use my cell phone or handheld Internet device for course activities (texting, Internet access, etc.).	175 47%	95 25%	58 16%	17 5%	15 4%	14 4%
While I'm in class, I regularly use my cell phone or handheld Internet device for non-course activities (texting, Internet access, playing games, etc.).	181 49%	88 24%	43 12%	38 10%	12 3%	10 3%
Instructors should have the authority to forbid the use of cell phones and handheld devices during class time.	25 7%	37 10%	55 15%	94 25%	148 40%	13 3%
In the next three years, I expect to do many things on a cell-phone or handheld Internet device that I currently do on a laptop or computer desktop.	26 7%	40 11%	90 24%	116 31%	89 24%	11 3%

One more step! Click "Continue" once more to save and send your survey. Once you do, you will see confirmation that your survey has been submitted and you will be registered to win the \$100.00 Barnes and Nobel gift certificate.

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Table 2.2 Applications for Admission to Graduate School by Broad Field and Degree Level, Fall 2009

Broad Field	Doctoral		Master's/Other *		Total				
	Total	Accepted Applications	Total	Accepted Applications	Total	Accepted Applications			
Total	556,762	134,471	24.2%	1,100,055	605,469	55.0%	1,694,333	760,530	44.9%
Arts and Humanities	66,654	12,051	18.1%	91,965	35,712	38.8%	160,125	48,802	30.5%
Biological and Agricultural Sciences	67,762	14,397	21.2%	38,999	18,723	48.0%	107,266	33,392	31.1%
Business	22,992	4,141	18.0%	206,279	104,851	50.8%	230,238	109,446	47.5%
Education	25,329	12,544	49.5%	135,743	101,386	74.7%	162,955	115,127	70.6%
Engineering	86,421	22,088	25.6%	116,690	54,564	46.8%	204,826	77,785	38.0%
Health Sciences	36,497	12,339	33.8%	103,133	50,321	48.8%	142,185	63,873	44.9%
Mathematics and Computer Sciences	44,342	10,211	23.0%	61,330	29,670	48.4%	106,166	40,107	37.8%
Physical and Earth Sciences	53,971	14,476	26.8%	15,161	6,968	46.0%	69,699	21,748	31.2%
Public Administration and Services	3,660	1,186	32.4%	49,240	33,142	67.3%	53,268	34,672	65.1%
Social and Behavioral Sciences	109,496	18,343	16.8%	84,998	49,476	58.2%	195,525	68,203	34.9%
Other Fields	17,418	5,108	29.3%	89,921	50,967	56.7%	110,230	58,170	52.8%

* Includes applications to graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.9 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2009

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents
Total	462,720	340,682	83.5%	67,540 16.5%
Arts and Humanities	28,572	21,504	86.9%	3,248 13.1%
Biological and Agricultural Sciences	18,789	13,307	76.9%	3,987 23.1%
Business	66,950	47,487	79.6%	12,146 20.4%
Education	88,317	74,941	96.6%	2,657 3.4%
Engineering	35,270	16,800	51.7%	15,707 48.3%
Health Sciences	42,860	35,477	92.9%	2,709 7.1%
Mathematics and Computer Sciences	17,859	8,312	50.7%	8,069 49.3%
Physical and Earth Sciences	10,693	6,572	67.6%	3,143 32.4%
Public Administration and Services	23,210	19,325	95.0%	1,011 5.0%
Social and Behavioral Sciences	36,151	26,938	85.4%	4,591 14.6%
Other Fields	36,219	27,671	87.4%	4,005 12.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.13 Total Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2009

Broad Field	Total	Men	Women	Full-Time	Part-Time
Total	1,811,817	720,915	1,033,310	1,013,532	790,160
		41.1%	58.9%	56.2%	43.8%
Arts and Humanities	109,089	46,466	62,375	73,500	34,491
		42.7%	57.3%	68.1%	31.9%
Biological and Agricultural Sciences	79,185	36,526	42,572	61,505	17,247
		46.2%	53.8%	78.1%	21.9%
Business	272,937	147,308	124,171	153,056	119,356
		54.3%	45.7%	56.2%	43.8%
Education	368,681	92,362	276,024	150,095	217,673
		25.1%	74.9%	40.8%	59.2%
Engineering	126,437	98,139	28,109	86,530	38,686
		77.7%	22.3%	69.1%	30.9%
Health Sciences	158,578	33,002	125,218	98,828	59,508
		20.9%	79.1%	62.4%	37.6%
Mathematics and Computer Sciences	65,197	46,276	18,770	40,824	23,972
		71.1%	28.9%	63.0%	37.0%
Physical and Earth Sciences	49,175	30,793	18,322	39,583	9,009
		62.7%	37.3%	81.5%	18.5%
Public Administration and Services	66,254	16,943	49,287	38,504	27,434
		25.6%	74.4%	58.4%	41.6%
Social and Behavioral Sciences	143,225	51,295	91,782	100,393	42,123
		35.9%	64.1%	70.4%	29.6%
Other Fields	111,507	42,948	68,379	55,199	56,304
		38.6%	61.4%	49.5%	50.5%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.15 Total Graduate Enrollment by Broad Field and Degree Level, Fall 2009

Broad Field	Total	Doctoral	Master's/Other*
Total	1,811,817	424,574	1,325,452
Arts and Humanities	109,089	42,874	65,463
Biological and Agricultural Sciences	79,185	46,937	32,073
Business	272,937	14,828	257,815
Education	368,681	61,187	305,371
Engineering	126,437	50,314	75,406
Health Sciences	158,578	35,298	122,857
Mathematics and Computer Sciences	65,197	22,053	42,812
Physical and Earth Sciences	49,175	34,919	14,167
Public Administration and Services	66,254	5,058	61,081
Social and Behavioral Sciences	143,225	56,533	85,997
Other Fields	111,507	16,310	94,293
		24.3%	75.7%
		39.6%	60.4%
		59.4%	40.6%
		5.4%	94.6%
		16.7%	83.3%
		40.0%	60.0%
		22.3%	77.7%
		34.0%	66.0%
		71.1%	28.9%
		7.6%	92.4%
		39.7%	60.3%
		14.7%	85.3%

* Includes total enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known degree levels.

See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.22 Graduate Degrees and Certificates Awarded by Degree Level and Broad Field, 2008-09

Broad Field	Doctoral Degrees		Master's Degrees		Certificates	
Total	57,599	100.0%	502,713	100.0%	27,193	100.0%
Arts and Humanities	5,056	9.5%	24,046	5.6%	644	3.8%
Biological and Agricultural Sciences	7,220	13.6%	11,598	2.7%	401	2.4%
Business	1,573	3.0%	103,908	24.1%	1,787	10.6%
Education	7,618	14.4%	117,011	27.2%	7,849	46.6%
Engineering	7,429	14.0%	30,996	7.2%	896	5.3%
Health Sciences	6,907	13.0%	37,183	8.6%	1,671	9.9%
Mathematics and Computer Sciences	2,746	5.2%	17,646	4.1%	603	3.6%
Physical and Earth Sciences	4,826	9.1%	6,134	1.4%	135	0.8%
Public Administration and Services	501	0.9%	22,869	5.3%	564	3.3%
Social and Behavioral Sciences	7,165	13.5%	30,789	7.1%	1,196	7.1%
Other Fields	1,933	3.6%	28,632	6.5%	1,106	6.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known broad fields. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.2 Applications for Admission to Graduate School by Broad Field, 1999 to 2009

Broad Field	% Change, 2009 to 2009	Average Annual % Change, 2004 to 2009	Average Annual % Change, 1999 to 2009
Total	8.3%	5.9%	4.8%
Arts and Humanities	6.3%	2.9%	4.7%
Biological and Agricultural Sciences	8.1%	6.8%	3.8%
Business	6.7%	9.5%	3.2%
Education	6.6%	2.9%	4.0%
Engineering	4.9%	5.4%	3.8%
Health Sciences	14.6%	12.2%	5.6%
Mathematics and Computer Sciences	3.1%	4.1%	5.8%
Physical and Earth Sciences	6.6%	4.2%	3.0%
Public Administration and Services	10.9%	4.5%	3.2%
Social and Behavioral Sciences	8.4%	3.1%	4.6%
Other Fields	12.6%	4.9%	3.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.6 First-Time Graduate Enrollment by Broad Field, 1999 to 2009

Broad Field	% Change, 2008 to 2009	Average Annual % Change, 2004 to 2009	Average Annual % Change, 1999 to 2009
Total	5.5%	5.4%	4.7%
Arts and Humanities	1.2%	0.9%	1.9%
Biological and Agricultural Sciences	7.8%	4.8%	4.1%
Business	3.3%	5.2%	4.5%
Education	0.1%	4.6%	5.7%
Engineering	7.0%	7.4%	4.8%
Health Sciences	9.0%	9.3%	6.1%
Mathematics and Computer Sciences	1.0%	2.9%	3.6%
Physical and Earth Sciences	2.9%	1.7%	1.3%
Public Administration and Services	12.1%	4.3%	3.9%
Social and Behavioral Sciences	7.0%	2.9%	4.4%
Other Fields	7.5%	2.7%	2.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.15 Total Graduate Enrollment by Broad Field, 1999 to 2009

Broad Field	% Change, 2008 to 2009	Average Annual % Change, 2004 to 2009	Average Annual % Change, 1999 to 2009
Total	4.7%	2.5%	3.7%
Arts and Humanities	0.9%	0.9%	1.0%
Biological and Agricultural Sciences	4.7%	3.2%	3.4%
Business	4.8%	3.3%	5.0%
Education	1.2%	1.3%	3.3%
Engineering	6.4%	3.1%	4.0%
Health Sciences	13.6%	9.3%	7.0%
Mathematics and Computer Sciences	2.0%	1.3%	3.4%
Physical and Earth Sciences	2.2%	1.5%	2.1%
Public Administration and Services	7.7%	2.8%	2.5%
Social and Behavioral Sciences	6.8%	3.0%	3.4%
Other Fields	4.7%	0.9%	2.1%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.25 Graduate-Level Certificates Awarded by Broad Field and Gender, 2007-08 to 2008-09

	Total	Men	Women
	% Change, 2007-08 to 2008-09	% Change, 2007-08 to 2008-09	% Change, 2007-08 to 2008-09
Broad Field			
Total	25.3%	25.3%	23.7%
Arts and Humanities	0.7%	13.6%	-7.4%
Biological and Agricultural Sciences	37.9%	34.9%	40.4%
Business	35.9%	23.5%	48.7%
Education	29.7%	37.1%	29.2%
Engineering	18.9%	24.2%	-11.1%
Health Sciences	-8.4%	-31.5%	1.4%
Mathematics and Computer Sciences	28.5%	25.3%	36.1%
Physical and Earth Sciences	-9.3%	-7.2%	-12.3%
Public Administration and Services	16.2%	19.4%	15.6%
Social and Behavioral Sciences	-58.3%	-43.0%	-65.0%
Other Fields	2.8%	-5.1%	13.2%

Note: See Appendix B for the survey taxonomy. Five- and ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



EMPORIA STATE
UNIVERSITY

Graduate School and Distance Education

TO: Members of the Graduate Council
FROM: Dipak Ghosh, Chair, Graduate Council
DATE: January 25, 2011

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, January 20, 2011 in the President's Conference Room.

AGENDA

1. Approval of minutes from the November 18, 2010 meeting.
2. Congratulations and News
3. Information items
 - Online GA Material – available by going to <http://www.emporia.edu/grad/GTA/gtamaster.php> - click on the name for complete details and contact
4. Reports/discussion
 - MA/MS degree requirements – current policy attached
 - Graduate Recruiting Plans
 - Number of semester hours to hold GA – suggested change - attachment
 - Online GTAs
 - Graduate application fee
 - Graduate viewbook pictures
 - Graduate faculty procedures
 - Graduate faculty membership criteria
5. Regular graduate faculty renewal approval
 - Marcus Childress, Professor, Instructional Design and Technology
 - Geraldine Coffman, Professor, Early Childhood/Elementary Teacher Education
 - Elizabeth Dobler, Associate Professor, Early Childhood/Elementary Teacher Education
 - Jean Morrow, Chair and Professor, Early Childhood/Elementary Teacher Education
 - Sophie Thayer, Assistant Professor, Early Childhood/Elementary Teacher Education
6. Comments from council members



GRADUATE SCHOOL

Present: Alexander, Butler, Crupper, Ermler, Gerish, Limpert (Albrecht), Houchins, Howell, Kjellman-Chapin, McLain, Ballester, McConnell, Morrow, Schrader, Shockley, Storm, Yanik, Zhou

Absent: Thayer

The Council of Graduate Studies met at 3:30 p.m. on Thursday, January 20th, in the President's Conference Room. Chair Dipak Ghosh called the meeting to order.

1. Minutes from the November meeting were unanimously approved with correction of absence of Kjellman-Chapin
2. Information/Congratulations/News
 - Tim Burnett received the Undergraduate Campus Faculty Scholar Award from K-inbre
 - Research Day - will be on April 21st and will include undergraduate and graduate research (departments were encouraged to have research displays on this day). There will also be internal recruiting for graduate programs on this day.
 - Graduate and Distance Commencement Reception will be on May 13 from 5:00 pm - 6:30 pm at Sauder Alumni Center.
3. Reports/Discussion
 - MA/MS degree - Graduate Council recommended that MA degree follow the same requirements as MBA, MS and MLS.
 - Graduate Recruiting Plans - Nine recruiting plans were submitted for review. Liz McLain (Graduate recruiting specialist) will be reviewing and offering assistance to departments who have submitted plans.
 - Number of semester hours to hold GA – Graduate Council approved change from a maximum of 4 semester hours to 6 semester hours. Policy will read, "A graduate student may hold a graduate assistantship funded via university allocations for a maximum of six semesters (excluding summers) while working on a single graduate degree. Ph.D. students may hold an assistantship for a maximum of six academic semesters (excluding summers). Departments may grant extended funding beyond these limits up to 6 and 8 semesters respectively for research assistantships if such funds are provided via external (non-university-allocated) sources. Graduate students in a 60 hour program can hold a graduate assistantship for up to three years.

Graduate Council Minutes

January 20

Page 2

- Online GTAs Currently there is no policy concerning online GTAs. Based on conversations, it was suggested to conduct a pilot to determine issues and concerns that may arise with online GTAs.
 - Graduate application fee - A proposed change in the graduate application fee was presented to council for feedback. The Graduate Council was supportive of the change with a question on dual masters degrees being required to pay the application fee twice.
 - Graduate view book pictures - Graduate view book is in draft form and Public Affairs and Marketing will be making appointments with departments to get photos for this publication.
 - Graduate faculty procedures - The draft of the faculty procedures was presented for clarification. Several items were addressed. A vote on the revised procedures will take place at the February Graduate Council Meeting.
 - Graduate faculty membership criteria.
4. Regular graduate faculty approval
- Marcus Childress was unanimously approved
 - Geraldine Coffman was unanimously approved
 - Elizabeth Dobler was unanimously approved
 - Sophie Thayer was unanimously approved
 -
5. Comments
- Next meeting is Feb. 17th.
 - Mike Butler asked question about the availability of specific types of technology available to Distance Education students. Kathy Ermler will speak with Mike Erickson and bring back information to the Graduate Council.
 - Agenda items should be sent to either Dipak Ghosh or Dean Ermler.

Meeting adjourned at 4:30

Current statement on MA requirements

Candidates for the Master of Arts and Specialist in Education degrees may use no grade lower than B or P in meeting degree requirements.

Candidates for the Master of Business Administration, Master of Science, Master of Music, and Master of Library Science degrees must earn a grade point average of B (3.0) in all courses used for the degree. A grade of A, B, or P (no C, D or F grades) may be used in 500 and 600 level courses. P grades will not be calculated in the GPA. All C credits must be balanced with an equal number of A credits; in such balancing an A earned in 500-600 level courses may be used to balance a C grade earned in a 700-999 level course. Courses in which grades of C, D or F are earned may be retaken. Only those courses in which a grade of B or higher has been earned may be transferred from another institution. Courses in which P grades have been earned may be transferred from another accredited college or university, but the total of transfer P grades and P grades earned at ESU used to meet degree requirements cannot exceed two-fifths of the total credit hours for the degree. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages.

Term Limits for Graduate Assistants (Proposed Policy)

Current policy

A graduate student may hold an assistantship funded via university allocations for a maximum of four semesters (excluding summers) while working on a single graduate degree. Ph.D. students may hold an assistantship for a maximum of six academic semesters (excluding summers). Departments may grant extended funding beyond these limits up to 6 and 8 semesters respectively for research assistantships if such funds are provided via external (non-university-allocated) sources. Graduate students in a 60 hour program can hold a graduate assistantship for up to three years.

Suggested policy

A graduate student may hold a graduate assistantship funded via university allocations for a maximum of six semesters (excluding summers) while working on a single graduate degree. Departments may grant extended funding beyond these limits up to 6 and 8 semesters respectively for research assistantships if such funds are provided via external (non-university-allocated) sources.

From: Kathy Ermler
To: Bennett, J. Phillip
CC: Anderson, Peggy
Date: 1/24/2011 10:09 AM
Subject: GTAs

Phil

The graduate council has been in discussions about online GTAs. The council suggested a pilot program for next fall to see the effects of an online GTA and what needs and issues might arise if online GTAs were used. I would like to provide IDT and HPER with 1 GTA each to pilot test this issue. Here are the terms for the pilot

1. GTA must teach online 100 level classes
2. GTA must not be on campus - person must be a distance graduate student and not a campus based graduate student
3. GTA must be will to provide feedback on issues and problems to graduate dean and chair
4. GTA must permit faculty observations in blackboard class.
5. GTA must take 6 hours in order to maintain GTA
6. Graduate School will guarantee the GTA for 2 years

I have not spoken with the chairs of the department, if you would like to discuss this with them and them get back to me, I would appreciate it.

Dr. Kathy Ermler
Dean, Graduate School and Distance Education
Emporia State University
kermler@emporia.edu

Proposed change in Graduate Application Fee – Fall, 2011

- All degree seeking applicants for masters degrees must pay a \$40.00 non-refundable application fee for every degree for which the applicant applies. *Current policy: All degree seeking applicants for masters degrees must pay a one time \$40.00 non-refundable application.*
- If a student applies for more than one degree program or comes back to get an additional graduate degree, the student must submit another application and pay the application fee. *Current policy: One-time fee, not part of the current policy.*
- Non-degree, licensure and certification applicants must pay a non-refundable \$25.00 application fee. *Current policy: All non-degree, licensure and certification all pay a one-time non-refundable \$40.00 fee.*
- If a student changes from a non-degree to a degree seeking student, s/he must complete an application and pay the \$40.00 application fee. *Current policy: if student has already paid the fee as non-degree, s/he would not have to pay to become a degree seeking student.*
- Former students who wish to be re-admitted to a degree program after becoming inactive must pay a non-refundable \$25.00 reactivation fee. A student becomes inactive after three years and must reapply. *Current policy: Students become inactive after 1 year, however, if students wish to be readmitted, they do not have to pay any fee to reactive their application.*
- Workshop courses/ courses used for professional development: No application fee. These courses would need a specific identification number. *Current policy: Workshop participants must pay a \$40.00 one-time, non-refundable fee.*

Graduate Application Fee Change Request

- Emporia State University (ESU) has a onetime application fee for graduate applications. A comparison of other universities in the State of Kansas indicates ESU is the only university to have this policy.

Pittsburg State University

- \$35.00-application fee for degree seeking students
- Nonrefundable
- If a student applies for more than one degree program – the student submits another application fee
- Non-degree and non-certification are not charged a fee
- Certification and licensure students must pay a \$35.00 application fee
- If a student changes from non-degree to degree, s/he must pay \$35.00 application fee
- If the person has been inactive non-degree (has not taken classes for 3 semesters) s/he needs to reapply – but no fee
- If the person is an inactive degree seeking student (after 3 semesters), s/he must re-apply, if in the same program then no fee but if it is a different program, new fee

Fort Hays State University

- \$35.00 application fee for degree and non-degree students
- Nonrefundable
- If the student changes degrees, s/he must re-apply and pay application fee
- If the student is a non-degree student after 5 years of inactivity, s/he must reapply and pay fee
- If the student is an inactive degree student (six years) – s/he must re-apply and pay fee

Wichita State University

- \$50.00 application fee for degree and non-degree students
- If the student changes from non-degree to degree, s/he pays a \$50.00 fee
- If the student changes from one program to another program, s/he pays another \$50.00 fee
- If the student leaves and comes back within a few years – reactivate with no fee or new application

Kansas State University

- \$40.00 for degree seeking students
- Nonrefundable
- Non-degree seeking students do not pay an application fee
- If the student changes from non-degree to degree, s/he pays a \$40.00 fee
- If the student changes programs, s/he must re-apply and pay a new \$40.00 fee
- If the student is a non degree seeking - s/he has 1 year before the person needs to reapply with no fee – after 1 year – fee
- If the student is an inactive degree seeking (after 1 year) – s/he must reapply and pay fee

University of Kansas

- \$55.00 for degree seeking and \$30.00 for non-degree seeking students
- Nonrefundable
- If the student starts as a non-degree student and moves to a degree seeking student, s/he pays the \$30 for non-degree and then pays \$55 app fee to apply as a degree seeking student
- Non-degree and degree students have 5 years of inactivity before they must reapply for re-activation. This may be shortened to 3 years

Rationale for Fee Change

At the current time, no other state university in Kansas has a one-time graduate application fee. This one-time fee needs to be reevaluated and restructured for the following reasons:

1. It would be appropriate to align with other state universities' fee policies.

2. Students who have taken graduate classes from ESU have forgotten if they have paid the one-time fee at any time. In the past year, the graduate office has had about 50 requests for refunds. These refunds are processed through the graduate office and through the cashier's office. Each check is then mailed back to the student.
3. Each degree, readmission or change in degree requires the same amount of processing as the initial degree. Currently 1/3 of all graduate applications are exempt from fee since the students have paid the one time fee.
4. The number of dual or second masters degree is approximately 45 students per year. It is unknown how many non-degree or licensure students move from to degree each year. A three year time period has been selected based on a review of the other state universities in Kansas. PSU makes students inactive after 1 year; FSU makes students inactive after 5 years; WSU makes students inactive after a "few years"; KSU makes students inactive after 1 year; and KU makes students inactive after 5 years but are shortening this time to 3 years.
5. Workshops and courses used for professional development and personal enrichment are short-term classes. These classes cannot be used for graduate credit or part of graduate program.

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

Article II

Procedures

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

1. The Graduate School notifies Graduate Faculty members who are due for reappointment at the beginning of each semester. Initiative for appointment of new and current faculty members rests in the department.
2. Faculty members up for appointment or reappointment complete the appropriate application for Graduate Faculty (Regular, Associate or Temporary). The application must be filled out completely. Any incomplete applications will not be evaluated. No vitas will be accepted in lieu of the form.
3. All applications are reviewed and voted upon by the graduate faculty in the faculty member's department. The result of the vote in the department must be noted on the form. If the faculty member receives a positive recommendation (simple majority) from the department, the application is forwarded to the Chair of the Department.
4. The Department Chair sends forward approved applications to the Dean of the School or College.
5. The Dean of the School or College sends forward approved applications to the Graduate School for review by the Graduate Council.
6. The Graduate Council evaluates each application and votes on whether to recommend the application to the Graduate Dean. If any member of the Graduate Council has applied for reappointment, s/he must leave the room while his/her application is being reviewed. Only the council's recommendation (approval or denial) should appear in the Graduate Council minutes.
7. After receiving recommendations from the Graduate Council, the Dean of the Graduate School makes a final decision on the approval or denial of each application.

Article III

Membership in the Graduate Faculty

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

1. **Appointment Type and rank** – Are full-time, tenure-track faculty members at the rank of assistant professor and above or faculty members with the rank of associate professor or above, having 35 semester hours beyond the master's degree from an accredited institution and engaged in research or creative activities, may be considered for appointment to the regular graduate faculty.
2. **Degree** - Hold a terminal degree appropriate for his or her academic field.
3. **Graduate Teaching/Advising** – Demonstrate a record of current engagement (within the past 5 years) in graduate-level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments; **and**
4. **Research/Scholarly Activity** – Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants or other (use of work coming from other category must be approved through procedural steps as defined in article II); **and**
5. **Active participation in professional service**– Demonstrate a record of current participation in professional activities. Examples include but are not limited to participation on university committees or in state, regional or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice.

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

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

1. **Appointment Type and rank** – Are full-time, tenure-track faculty members at the rank of assistant professor and above
2. **Degree** - Hold a master's degree plus at least 30 hours additional graduate work.

Demonstrate 2 of the 3 categories listed below:

- **Graduate Teaching/Advising** – Demonstrate a record of current engagement (within the past 5 years) in graduate-level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments; **and/or**
- **Research/Scholarly Activity** – Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants or other (use of work coming from other category must be approved through procedural steps as defined in article II); **and/or**

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

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

New faculty members who are expected to immediately teach graduate courses should be nominated for membership in the Graduate Faculty at the same time as they are recommended for appointment. Assistant Professors: Entering tenure-track (not tenured) assistant professors who have recently completed the Ph.D. will be permitted to teach graduate classes and are eligible to apply for associate membership in the Graduate Faculty. They may not chair thesis committees or doctoral dissertation committees. In exceptional circumstances and with the approval of the Department Chair and the Dean of the Graduate School, may chair a masters committee. Entering tenure-track (not tenured) assistant professors with significant prior post-doctoral experience may apply for regular graduate faculty status and if appointed, serve chairs of thesis and doctoral committees.

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

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

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

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

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

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

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

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

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Section 3. Full and associate Graduate Faculty in the individual academic units shall have responsibility for the content and quality of graduate programs offered, for determining when the requirements for a graduate degree have been met and, through the Dean of the School or College and the Dean of the Graduate School, recommend to the President and to the Board of Regents that the degree be conferred.

Section 4. All members of the Graduate Faculty may initiate action on any matter of concern pertaining to graduate education by bringing it before the Graduate Council and may appear before the Council to debate the item, but may not vote on any motion that may result. Agenda items should be presented to the Chairperson of the Graduate Council ten days before the meeting at which it is to be considered, either directly or through the appropriate representative on the Graduate Council.

Appeal

If the applicant is not satisfied with the outcome of the graduate faculty status application process at any level (department, College/School Dean, or Graduate Council) of the review process, he/she may request the application be forwarded to the next level for review (e.g., not recommended at the department level – request a review from the College or School Dean). The applicant has the option of attaching a letter to accompany the application. If the applicant is not satisfied with the final decision of the Graduate Dean, he/she will be referred to Section 1E.01 Grievance Procedures for Faculty, Staff, and Students in the University Policy Manual.

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3. All applications are reviewed and voted upon by the graduate faculty in the faculty member's department. The result of the vote in the department must be noted on the form. If the faculty member receives a positive recommendation (simple majority) from the department, the application is forwarded to the Chair of the Department.
4. The Department Chair sends forward approved applications to the Dean of the School or College.
5. The Dean of the School or College sends forward approved applications to the Graduate School for review by the Graduate Council.
6. The Graduate Council evaluates each application and votes on whether to recommend the application to the Graduate Dean. If any member of the Graduate Council has applied for reappointment, s/he must leave the room while his/her application is being reviewed. Only the council's recommendation (approval or denial) should appear in the Graduate Council minutes.
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2. **Degree** - Hold a terminal degree appropriate for his or her academic field.
3. **Graduate Teaching/Advising** – Demonstrate a record of current engagement (within the past 5 years) in graduate-level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments; and
4. **Research/Scholarly Activity** – Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants; and
5. **Active participation in professional service**– Demonstrate a record of current participation in professional activities. Examples include but are not limited to participation on university committees or in state, regional, or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice.

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

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

1. **Appointment Type and rank** – Are full-time, tenure-track faculty members at the rank of assistant professor and above
2. **Degree** - Hold a master's degree plus at least 30 hours additional graduate work.

Demonstrate 2 of the 3 categories listed below:

- **Graduate Teaching/Advising** – Demonstrate a record of current engagement (within the past 5 years) in graduate-level teaching and/or advising supported by such items (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments; **and/or**
- **Research/Scholarly Activity** – Demonstrate a record of current engagement in research (within the past 5 years) or scholarly or creative contributions to the discipline recognized beyond the university. Examples include but are not limited to publications, presentations, performances, exhibits, competitions, journal editorship, review panels, grants or other (use of work coming from other category must be approved through procedural steps as defined in article II); **and/or**
- **Active participation in professional service**– Demonstrate a record of current participation in professional activities. Examples include but are not limited to

participation in state, regional or national professional organizations, consulting/contract work in disciplinary or research interest, relevant professional practice.

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

New faculty members who are expected to immediately teach graduate courses should be nominated for membership in the Graduate Faculty at the same time as they are recommended for appointment. Assistant Professors: Entering tenure-track (not tenured) assistant professors who have recently completed (received PhD. within the past 5 years) the Ph.D. will be permitted to teach graduate classes and are eligible to apply for associate membership in the Graduate Faculty. They may not chair thesis committees or doctoral dissertation committees. In exceptional circumstances and with the approval of the Department Chair and the Dean of the Graduate School, may chair a masters committee.

Entering tenure-track (not tenured) assistant professors with significant prior post-doctoral experience may apply for regular graduate faculty status and if appointed, serve or chairs of thesis and doctoral committees.

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

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

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

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

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

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

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EMPORIA STATE
UNIVERSITY

Graduate School and Distance Education

TO: Members of the Graduate Council
FROM: Dipak Ghosh, Chair, Graduate Council
DATE: February 18, 2011

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, February 17, 2011 in the President's Conference Room.

AGENDA

1. Approval of minutes from the January 20, 2010 meeting.
2. Information/Congratulation/News
 - Provost approves changes to grade policy
 - Provost approved changes to GA term policy
 - Three to five talking points about your graduate program(s)
3. Reports/discussion
 - Technology available to distance students
4. Recruiting Update
 - Presence at Washburn Graduate and Career Day
 - Purchasing of GRE names
 - Internal recruiting – past 5 years of undergraduates
 - Visiting departments to talk about recruiting plans
5. Regular graduate faculty approval
 - Nancy Hite, Professor, Business Administration and Education
 - Kevin Kienholz, Associate Professor, English, Modern Languages, and Journalism
 - Cynthia Patton, Associate Professor, English, Modern Languages, and Journalism
6. Master of Music Program Review – Andy Houchins
7. Graduate Faculty Status Policy and Procedures - vote
8. Comments
 - Research Day – April 21st
 - Next meeting March 17
 - Spring Graduate Commencement Reception – May 13 – 5:00 – 6:30 pm Sauder Center
 - Agenda items should be sent to either Dipak Ghosh or Kathy Ermler.



EMPORIA STATE
UNIVERSITY

GRADUATE SCHOOL

Present: Albrecht, Alexander, Ballester, Brewer (Butler), Crupper, Ermler, Gerish, Ghosh, Houchins, Howell, Kjellman-Chapin, Morrow, Schrader, Shockley, Storm, Thayer, Yanik, Zhou

Absent: McConnell

The Graduate Council met at 3:30 p.m. on Thursday, February 17, 2011, in the President's Conference Room. Chair Dipak Ghosh called the meeting to order.

1. Minutes from the January 20 meeting were unanimously approved.
2. Information/Congratulations/News
 - Provost Mehring approved the changes to the grade policy
 - Provost Mehring approved the changes to the GA term policy
 - Dean Ermler would like each graduate department to submit three talking points to her via email. She would like these by the next council meeting.
3. Reports/Discussion
 - In meetings with TCS, it was determined that we currently have 250 seats in a virtual lab. TCS is currently discussing the possible need for more and funding possibilities. Council members were encouraged to contact the Technology and Communication Committee with any concerns they have.
4. Recruiting Update
 - Liz McLain attend the Washburn University Career Day and brought back 8 inquiry cards.
 - The graduate office has purchased 9500 names from GRE and would be sending recruiting letters to these students:
 - We also obtained the names of undergraduate students who have graduated during the last five years and would also be sending recruiting letters to these students.
 - The Dean announced she and Liz McLain have visited with four departments regarding their recruitment plans and would eventually visit each department.
4. Regular graduate faculty renewal approval
 - Nancy Hite was unanimously approved
 - Kevin Kienholz was unanimously approved
 - Cynthia Patton was unanimously approved

5. Andy Houchins presented a review of the Music graduate program.
6. The Graduate Faculty Status Policy and Procedures document was unanimously approved with changes. The revised document will be made available on the council Blackboard site and will be sent to Provost Mehring for approval.
7. Comments
 - Problems with the pregraduate status for graduate students should be corrected with the new admissions process that will take effect in the fall 2011 semester.
 - Reminder of Assessment Day on Friday, February 18.
 - Graduate and Undergraduate Research Day is scheduled for April 21st.
 - Guidelines and scores for the new GRE test have been posted on the council Blackboard site.
 - The Spring Commencement Reception is scheduled for Friday, May 13, from 5:00 – 6:30 in the Sauder Center.
 - Graduate enrollment is down.
 - 210 graduate degrees were awarded in December. This is the highest number ever awarded and the number of graduate degrees awarded in the spring should also be high.
 - A record number of grant proposals were submitted this year.
 - Since 2007 ESU has added four concentrations and one new degree program. The Dean suggested graduate departments review their current programs and think about possible new programs/concentrations.
 - The Graduate School has awarded approximately \$245,000 to faculty and students for travel.
 - ESU's current retention rate is 81%.
 - Dean Ermler thanked all council members and graduate departments for their hard work.
 - Chair Ghosh reminded all council members we would be electing a new Vice Chair for the council at the next meeting.

Meeting adjourned at 4:13

Emporia State

University of

Department of

Missio

Program Review

Graduate School

- 44 Dr. Catherine Bergman - temporary
- 45 Dr. Allan Comstock - temporary
- 46 Dr. Martin Cuellar - regular
- 47 Dr. Stanford Felix - regular
- 48 Mr. Nathan Gay - regular
- 49 Dr. Andrew Houchins - temporary
- 50 Dr. Carol Krueger - regular
- 51 Dr. Dawn McConkie - temporary
- 52 Dr. Marie Miller - regular
- 53 Dr. Penelope Speedie - regular
- 54 Dr. Jeremy Stair - regular
- 55 Dr. Gary Ziek - temporary
- 56 Ms. Terrisa Ziek - temporary

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The Department of Music at Emporia State University is committed to delivering superior graduate education to delivering a wish to pursue graduate education for students in an atmosphere of quality graduate studies for students in a curriculum, mentoring, and instruction in an foster broad intellectual and class superior musicianship in an environment. The is rigorous, safe, and development. The humanistic philosophy in an environment and baccalaureate music program provides jobs teaching K-12 or community colleges to perform and teach in the public or private sectors, and to prepare students for pursue doctoral studies in those who wish to education. Students receive in performance or studies based on a core of comprehensive strong research, history and theory, a education or music performance in music research interests that the student can dedicate toward individual

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A student may choose from the Music Education Emphasis or the Performance Emphasis.

Many music educators desire to pursue graduate study but cannot afford to pursue university. Many are too distant to quit their response to this need, the Department Education Committee developed the Emphasis Emphasis developed the Department in online courses during the Music semesters. Courses that may also online are offered in the spring and fall. We have had a good response with this program and the students have expressed they appreciate the flexibility of the hybrid format with online courses and opportunities to meet and interact personally with faculty in the summer.

International
Music Educators
Association

Students wishing to pursue the
M.M. Music Education Emphasis
will submit:
A quality DVD of their classroom
teaching, student teaching, or
conducting;
And submit a formal statement of their
music education philosophy.

#6 Students wishing to pursue the M.M.
Performance Emphasis:

#7 Submit a repertoire list:

#8 Present a live audition before the applied
faculty and two members of the graduate
committee of approximately the applied
length. If a live audition creates an undue
hardship, a CD or DVD may be submitted
beginning of the first semester of study.

#9 A prospective student who completed
a music degree student who completed
his/her Senior Recital who completed
performance audition as the
performed within the previous two
semesters.

55 Incoming students' music theory and
music history background is evaluated
56 with an entrance assessment.
57 Students needing remediation in theory
enroll in an online graduate theory review
course.

58 Students showing weakness in theory
historical period are advised into the
appropriate period history course.
59 Music education students who have not
had an orchestration course
undergraduate are required to enroll
in a graduate orchestration course.

60 International students are required to
pass a TOEFL exam before enrolling
in a graduate orchestration course.
61 Graduate School can formally accept
them. They may, however, enroll in
applied lessons.

- 65 Demonstrate ability to identify salient compositional techniques of major periods of music history.
- 66 Demonstrate ability to identify salient elements of common practice and early century music theory.
- 67 Demonstrate knowledge and explain reference sources.
- 68 Demonstrate ability to successfully conduct music research and accurately report these results in accepted and discipline formats.
- 69 Demonstrate ability to accurately identify major musical compositions representative of all performance genres and periods.
- 70 Performance Emphasis - Demonstrate knowledge of and ability to perform major instrument.
- 71 Music Education Emphasis - Demonstrate knowledge of learning theories in music and music education history, philosophy, and curriculum.

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The Master of Music at Emporia State University consists of 32 credits (approximately 34%) of supportive studies (approximately 11 credits) and theory. Introductory studies in research, history, techniques of analysis, one of the history courses, and one of the elective courses are required for all master's students. The music education emphasis has 15 credits (approximately 47%) in the area of Research in Music Education. These courses include Computer Literacy, Learning Theories in Music, then a choice of Graduate Project, Instructional Research, Thesis, or Capstone Research. There are 6 credits (approximately 19%) of electives.

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The performance emphasis has 14 credits (approximately 44%) in the area of ensembles, including applied music course, Graduate Recital, Graduate Performance Research Project, Graduate pedagogy credits (approximately 22%) of electives.

ff Students work with their advisor and major professor to complete all the requirements for graduation. The student forms a committee of music graduate faculty members to review their final projects.

ff For the music education emphasis it is a project or thesis.
ff For the performance emphasis it is a recital.

ff All graduate students in music must complete the Written Graduate Comprehensive Examination.

ff The Written Graduate Comprehensive Examination will consist of questions solicited from the committee - three from their major professor, and one from each of the areas of history, theory, and research.
ff The candidates must pass at a rate of 80% for each of the questions.

ff This examination will be administered during the final semester.

Capstone Proposal

- * The capstone proposal is completed as the coursework for MU 880 - Capstone Research, MU 880 is a course requirement for either Research, MU 889 - Research in Music Education (grade of B or better) in student in MU 880. It is recommended that the degree coursework is completed.
- * During MU 880, the student will identify the capstone topic and format (practicum, project or thesis), including literature research, prepare the capstone format, and submit this to the students Graduate Faculty Committee. Upon approval of the proposal by the Graduate Faculty Committee, the student may enroll in the appropriate capstone course for completion of the capstone.
- * The Capstone Proposal must be approved by all committee members with a final copy including all corrections/ amendments submitted to committee chair before the student can begin work on the capstone practicum, project or thesis.

MD 802 - Instructional Practicum

A topic specific course including over specified grade levels within the program in an area of interest and research. The planning and instruction must include an assessment plan consisting of both formative and summative assessments. The report is concluded with the submission of a Practicum Report.

The Practicum Report should provide a comprehensive plan of the practicum including student outcomes, detailed lesson plans, assessment descriptions, and reflection. The report completed in APA format and results, detailed lesson plans, and reflections to research gathered as part of the Capstone Proposal.

MD 883 - Graduate Project

A contemporary instructional tool for use in specific grade education program in an area of interest and research. The sequential lesson plans that employ the project and research of the lesson plans with students and reflection. The effectiveness of the tool in instruction and assessment of the student's choice. Suggestions include an instructional recording project.

The project is concluded with the submission of a Practicum Report. The project report should provide a comprehensive description and materials including student outcomes, project rubric, and materials. Student assessment and data, project of the Capstone Proposal should include a research gathered as part

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WU 884 - Graduate Thesis

Original research in traditional thesis format. It must move beyond the mere reporting of information to include the following:

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67 Collecting information to include the

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68 Extensive review of literature

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69 Data collection and analysis

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70 Applying the analyzed information to

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71 content of thesis

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72 Reporting of this in an academically accepted format

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73 Research applied in APA format (historical, philosophical, and scientific or quantitative)

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74 Research applied in APA format (descriptive, experimental, and

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75 Research applied in APA format (descriptive, experimental, and

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Selection of the Graduate Faculty Committee

Each candidate is responsible for the selection of Graduate Faculty Committee members (see 804). This committee will review and approve the Graduate Performance Research Project (GPRP).

Graduate Recital

The Graduate Recital must be a minimum of 15 minutes in length. The recital can only be presented once the Graduate Performance Research Project is completed. The recital must be presented once the Graduate Performance Research Project is completed. The recital must be presented once the Graduate Performance Research Project is completed. The recital must be presented once the Graduate Performance Research Project is completed.

A music department committee of graduate faculty selects graduate teaching assistants from the pool of applicants. Contingent upon the assigned duties, each assistant works more regularly to train them in their duties.

All of the music faculty who meet with them work with the assistants on a regular basis. Graduate teaching assistants provide mentoring and least one section of Basic Music for the Elementary teacher.

There are also opportunities for assignment to assist and direct ensembles.

Graduate assistants focusing upon piano studios and perform as part of faculty chamber ensembles.

Graduate assistants focusing upon piano studios and perform as part of faculty chamber ensembles.

FR Graduate teaching assistants function
as academic and musical role models
for the undergraduate students.
FR They model and provide informal
instruction to the undergraduate
rehearsal and concert ensembles in
as study and practice regimens.

ENROLLMENT AND GRADUATION STATISTICS

⁶⁶ We have been steadily increasing
our graduate numbers.
⁶⁵ 2008-2009: 11 MM; 8 graduated.
⁶⁴ 2009-2010: 13 MM; 9 graduated.
2010-2011: 18 MM (includes 3 pre-grad);
11 graduating.

54 For many years the Department of Music
has offered the Great Plains Music
Education Workshops to meet the needs
of both in-service and degree seeking
students.

55 The workshops take place on the ESU campus
during the third week of June.

56 Clinicians include music department faculty and
nationally recognized music pedagogues
covering a wide range of topics for elementary
middle school, and high school vocal and
instrumental teachers.

57 Salaries for the program director and the
clinicians are funded in part from workshop fees
and in part from the summer budget for the
department.

58 Workshops are generally well received
and include participants from Kansas,
Oklahoma, and Missouri.

59 Students in the Master of Music - Education
Emphasis program typically enroll in two
workshops each summer.

45 The university has committed to the
46 recruitment of international students.
47 Until an international student has
48 completed the ESL requirements they
49 are listed as pre-graduate has
50 The department has already accepted
51 these students, they have committed to
52 taking music degree and are
53 counted as music majors, however they are not
54 graduate numbers.
55 A change in this policy is up to the
56 university.

65

Four tenure-track lines are unfilled.

The low brass position was changed from one-year track to one-year.

Two of these lines have been changed from tenure contacts.

And one line (low strings) has been filled with one-year.

One tenured faculty position has been left vacant and only teaches one course for us.

The reduction in the number of OPA's has exacerbated the increased workload for both faculty and graduate assistants.

Growth in the graduate workload for OPA's has also resulted in the extra work associated with more graduate students - individual projects, mentoring, etc.

56 Undergraduate loads also put pressures on graduate faculty loads since it is the same people involved.

57 Strong undergraduate recruitment efforts have resulted in the significant growth of several studios, especially the digital audio studio, which also add to faculty responsibilities.

58 Many international students are taking advantage of the opportunities to study music that were not available to them in their home countries due to the expense and the focus of their educational system.

59 There are many ancillary tasks that have to be absorbed or supervised by faculty and/or CPAs and staff - the various budgets, recording of all recitals, managing the score library, and the inventory and maintenance of instruments, to name a few.

45 We are currently in the process of
converting the Director of Orchestras
and Director of Choral Activities back
to tenure-track lines.
46

47 Proposals have been submitted to
request the GTA positions that were
eliminated, fill the low string position
hire a facilities manager, and hire a
faculty member to meet the needs of
the growing numbers in the Digital
Audio concentration.
48 These are dependent on funding.

49 Sections of class voice and piano for
fun have been added, although we are
still having to turn away students.

48
The hybrid delivery of the MM Music Education Emphasis has made our program accessible to working music educators. However, while graduate music educators express a decided preference for face-to-face delivery.

49
This is a result of students wishing to study topics that do not easily translate to online and the inherently social nature of music.

50
Graduate students and prospective students are expressing the desire for opinions that practical studies, especially conducting, individual instruments and voice, in addition to theoretical, research, and general music studies.

51
Kansas State University offers a 3-summer Masters in conducting that is delivered entirely face-to-face during the summer.

6R
Even though mailings and advertisement programs, face-to-face interaction has proven to be the most effective method to turn prospective students into applicants.

6E
International recruitment trips by faculty with face-to-face interactions have resulted directly in an increase of this demographic.

6D
There are unique opportunities created by yearly music educator conferences especially the NEAPP conferences.

6C
A concerted effort at the NEAPP States Association conference resulted in increases in the hybrid Music Educators

6B
We had begun these efforts in significant Missouri, and Texas, but finding ways before penetration of the market could be achieved.

55 The loss of CTRAs has hurt recruitment
56 efforts.

57 The department uses the award as one tool
58 among others, to recruit quality graduate
59 students.

60 The opportunity to teach college classes
61 gives a Masters student an advantage when
62 applying for jobs or doctoral studies.

63 Dr. Krueger, the new choral director, had
64 three students that wished to follow her here
65 and study at the graduate level if they could
66 get support.

67 The tuition waiver, in connection with the
68 staff stipend, makes us competitive for top
69 graduates who are being offered CTRAs at
70 other institutions.

65 The department buys advertisements in
66 all issues of the Kansas Music review.
67 The department buys booth space at
68 both the Kansas Music Educators
69 Association and Kansas Bandmasters
70 Association conferences.
71 These conferences have allowed several faculty
72 to establish ongoing professional relationships.
73 Faculty perform and present workshops at the
74 conferences.
75 These initiatives have increased the visibility of
76 our department and we have become a resource
77 for music educators.
78 Music faculty regularly review assess,
79 and revise curriculum within the context of
80 dynamic job environmental trends, the context
81 of current educational trends, the context
82 of feedback, and accreditation, student
83 requirements, and accreditation.

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There are curricular opportunities
presented by the summer
workshops to offer summer music
conducting and elective music
ESU faculty and methods courses in
clinicians and special courses by
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The Graduate Committee is discussing
options to address the loss of GTA's
department's limited scholarship
funds.

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Unfortunately, the department does not have
the resources to provide tuition waivers and
benefits, often the primary reason waivers and
prospective students select a program.

Committees

Education Chair

Daniel J. Bennett

University of California –
Los Angeles

2011 Conference Chair

Francesca A. Reed

Marymount University

2012 Conference Chair

Julia K. Bourquin

Harvard Graduate School of
Education

Professional Development Chair

Cammie Baker Clancy

Empire State College – SUNY

Membership Committee Chair

Judith Baker

Nazareth College of Rochester

Marketing Communication

Committee Chair

Felicia L. Townsend

Dominican University

Publication/Editor Chair

Colleen Flynn Thapalia

The College of Saint Rose

Research and Global Issues Chair

Kristen Sterba

University of Arkansas for
Medical Sciences

Publications Committee

John Bury, Editor Emeritus

The University of Tulsa Graduate
School

Milen Bartnick

New Mexico State University

Dave Fletcher

Barry University

Jami Hill-Smith

Marymount University

PREPARING REVIEWERS FOR THE ARRIVAL OF THE GRE REVISED GENERAL TEST

By Dawn S. Piacentino, GRE Program, Educational Testing Service

In August 2011, the GRE revised General Test will replace the current GRE General Test. The test has been enhanced to closely align with the skills needed in today's graduate and business school programs. Those involved in the admissions process will need to be aware of critical timelines and significant changes, including the introduction of the new score scale for the Verbal Reasoning and Quantitative Reasoning measures.

Changes to the Test Content

The content and design of the new General Test are being revised to be better aligned with the skills needed in graduate and business programs. Test content changes include the following:

- The Verbal Reasoning measure will emphasize complex reasoning skills. The measure will stress reading and will include new question types and new computer-enabled tasks, such as highlighting a relevant sentence to answer a question.
- The Quantitative Reasoning measure will assess the same basic mathematical concepts (including arithmetic, algebra, geometry and data analysis), but will include a greater proportion of questions devoted to real-life scenarios and data interpretation. An on-screen calculator will reduce the emphasis on computation. The measure will include new question types, such as entering a numerical answer.
- The Analytical Writing measure will not change dramatically. However, test takers will be asked to provide more focused responses to questions, so they can more accurately demonstrate their skill in directly responding to the task presented.

The test design will present a friendlier, more flexible test-taking experience. New functionality will allow test takers to edit or change answers, and to move forward and backward within a timed section.

The New 130–170 Score Scale

When the revised General Test is introduced, there will be new score scales for the Verbal Reasoning and Quantitative Reasoning measures as follows:

- Verbal Reasoning scores will be reported on a new 130–170 score scale, in one-point increments (versus the current 200–800 score scale in 10-point increments).
- Quantitative Reasoning scores will be reported on a new 130–170 score scale, in one-point increments (versus the current 200–800 score scale in 10-point increments).
- Analytical Writing scores will continue to be reported on the same 0–6 score scale, in half-point increments.

When significant changes are made to a test, professional standards require that the score scale also be changed. The new score scale should help institutions make more meaningful and appropriate comparisons between candidates. By changing the reporting metric to one-point increments, the new scale will produce scores that don't exaggerate small performance differences between applicants. Reporting in the current version of the test – in 10-point increments – can create the impression that there are bigger differences in ability than there actually are. With the one-point increments, small score differences will be less likely to be interpreted as meaningful differences when comparing applicants' performance. Applicants with larger differences will stand out more clearly.

continued on the next page

PREPARING REVIEWERS CONTINUED

The new 41-point score scale was selected to balance changes in content, new question types, the new psychometric model and the test length. While at first glance the fewer points available on the 41-point scale appear to provide less differentiation among candidates, ETS will be making more effective use of the entire score scale than occurs with the current 61-point scale. For example, when you look at the current distribution for the GRE Verbal Reasoning measure, as reported in the annual *GRE® Guide to the Use of Scores*, the 99th percentile encompasses 7 score scale points (i.e., 740–800).

With the new 41-point score scale, each point on the score scale will be more meaningful since candidates will be more spread out across the scale.

A Redesigned Score Report

Along with introducing the new score scale, there will be a redesigned GRE Score Report (both paper and electronic), starting in November 2011 on the first revised General Test scores are released. For individuals who take the GRE revised General Test in August 2011 or later, the score report will contain scaled scores on the revised test and percentile rank information. For individuals who took the GRE General Test prior to August 2011, the score report will contain scaled scores on the existing 200–800 score scale, estimated scores on the new 130–170 score scale, and percentile rank information. The redesigned score report will also include expanded test-taker information, such as email address, telephone number, and intended graduate major field. In addition, concordance tables will be available on the GRE website at www.ets.org/gre/institutions to assist GRE score users in comparing the scores of applicants who test on or after August 1, 2011, with those who test prior to August 2011.



Score Reporting Timelines Between August and November 2011

For test takers who take the revised General Test between August and November, score reports will be issued throughout November and early December – instead of the usual 10-15-day reporting period. The reason for this extended reporting period is to provide the necessary statistical analysis required for the new test.

The specialist timeline for reporting scores may affect how graduate admissions professionals process applications and publish deadlines.

- For test takers who take the GRE revised General Test in August and September 2011, score reports will be reported early to mid-November 2011.
- For test takers who take the GRE revised General Test in October and November, there will be a special score reporting schedule.
- In December, score reporting will return to the reporting period of 10-15 days following the test date.

It is important to note that if applicants need to submit their GRE scores to you prior to November 2011, they must take the current test before August 1, 2011. A full detailed score reporting schedule will be available at www.ets.org/gre/institutions in early 2011.

Comparing Applicants

Since GRE scores are valid for five years, you may receive applications with one of three score scenarios: scores based on the new score scale, scores based on the prior scale, and scores based on both scales. This mix of score reporting will be most prevalent in the first year of the revised test, but it is likely to continue for the next several years until prior scores are no longer reported.

Reviewers should keep in mind that all official GRE scores are valid. However, if an applicant presents two sets of scores, ETS would advise using the new scores for admissions consideration, since part of the impetus for revising the GRE test was to create a measure that closely reflects the skills and abilities needed to succeed in graduate and business school programs.

Another technique for reviewing scores on different scales would be to compare percentile ranks. Percentiles are very beneficial when comparing current and new scores because they indicate how well the applicant performed based on three years of GRE General Test performance data. Both the concordance table and the revised score report will include percentiles to simplify comparison between candidates.

The GRE team at ETS recognizes that each program within an institution, presumably, has scores or percentiles associated with success in its individual programs. Those programs can continue to use scores and percentiles, but should consider using slightly broader criteria and supporting documents for candidates who would normally fall outside of your requirements until you can determine which GRE revised General Test scores are best suited for measuring the skills needed for success in each individual program.

What You Can Do to Start Preparing Now

There are several things graduate enrollment managers can do to prepare for the transition to the GRE revised General Test:

- Inform your admissions, fellowship and scholarship committees – as well as faculty and staff – of the coming changes to the GRE General Test and score scale.
- Advise applicants about the score reporting timelines to ensure smooth application processing and admissions.
- Review your internal and externally published admissions criteria to provide for the score scale changes. ETS recommends that you update your website to include this information next to your admission requirements.
- If you need to publish admissions criteria, consider telling applicants

your admissions requirements, based on the current GRE score scale of 200-800 and the corresponding GRE percentile performance. Since the percentiles on the current score scale and the new score scale will be based on the same norm group, both your admissions teams and your applicants will be able to manage any combination using percentiles.

- Plan for a higher volume of score reports to arrive, beginning in November 2011.
- Become familiar with the new score scale and have procedures in place to review the new scores when score reporting for the revised test begins in November 2011.
- If you currently do not receive paper score reports in addition to the electronic reports, or if your institution does not list both scaled scores and percentiles on your internal admissions paperwork, speak to your processing department to

make sure staff is prepared for the new scores and can provide you with the information you need.

- Keep in mind that applicants who need their GRE scores before November 2011 must take the test prior to August 1, 2011, to avoid admissions delays.

If You Would Like More Information

A brief summary of the changes is available on the GRE website at

www.ets.org/gre/revisedtest.

There are also short videos, newsletters, and other tools available at www.ets.org/gre/infocenter for those who would like greater detail. And, individuals who would like to receive a monthly electronic newsletter with information about the GRE revised General Test can sign up at www.ets.org/gre/updates.



The Conference Committee visited the 2011 Annual Conference Hotel in January. Pictured (L to R) are Christina Swift, Anna B. Jordan, Julia K. Bourquin, Francesca A. Reed and Emily Tse.



EMPORIA STATE
UNIVERSITY

Graduate School

TO: Members of the Graduate Council
FROM: Dipak Ghosh, Chair, Graduate Council
DATE: March 17, 2011

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, March 17, 2011 in the President's Conference Room.

AGENDA

1. Approval of minutes from the February 17, 2010 meeting.
2. Information/Congratulation/News
 - a. Marcus Childress – elected President of Association for Educational Communications and Technology
 - b. Joella Mehrhof – received Elementary Physical Education Distinguished Service Award
3. Action
 - a. Elect council vice-chair for 2011-2012
4. Reports/discussion
 - a. Letter from graduate office – suggestions for changes
 - b. Recruiting opportunities occurring through Graduate School
 - c. Admission decisions and transcripts
 - d. Current status of applications for summer and fall for each program
 - e. *events*
5. Regular graduate faculty renewal
 - a. Harvey Foyle, Professor, Instructional Design and Technology
 - b. Connie Phelps, Associate Professor, Special Education and School Counseling
 - c. Gaelynn Wolf Bordonaro, Professor, Psychology, Art Therapy, Rehabilitation and Mental Health Counseling
6. Comments
 - a. Research Day – April 21st – Posters and Awards will be Sauder Alumni Center
 - b. Commencement reception – May 13th – Sauder Alumni Center – 5:00 – 6:30 pm
 - c. No April Meeting – Next Meeting – Sept. 15, 2011



EMPORIA STATE
UNIVERSITY

GRADUATE SCHOOL

- Present:** Butler, Crupper, Ermler, Gerish, Ghosh, Harrell (Yanik), Houchins, Howell, Kjellman-Chapin, Limpert (Albrecht), McLain, Schrader, Shockley, Smith (Alexander), Williams, Zhou
- Absent:** Ballester, McConnell, Morrow, Storm, Thayer
- Guests:** Joan Brewer

The Council of Graduate Studies met at 3:30 p.m. on Thursday, March 17, 2011 in the President's Conference Room. Dr. Dipak Ghosh called the meeting to order.

Minutes from the February 17 council meeting were unanimously approved.

Information/Congratulations/News

- It was announced that Marcus Childress was elected as President of the Association for Educational Communications and Technology.
- It was announced Joella Mehrhof received the Elementary Physical Education Distinguished Service Award.

Action

- The election of the vice chair of the council for 2011/2012 was postponed because both nominees were absent. The election will be handled through a Blackboard survey.

Reports/Discussion

- A welcome letter was distributed to Council members. This letter is sent by the Graduate School to new and returning graduate students. Council members were asked to take the letter back to their respective departments and send any suggestions for change to Peggy Anderson by April 21.
- Liz McLain distributed her tentative schedule for recruiting/career events for 2011/2012 and discussed several recruiting initiatives. A copy of the list is available on blackboard site. Departments should send any materials they want to be distributed at these events to her prior to the targeted event.
 - Graduate School has developed a new Powerpoint presentation and she would be sending it to all graduate departments. The presentation can be customized by departments.
 - New postcards that have been developed for internal and external recruiting.
 - Graduate departments would be contacted regarding departmental representatives for the
 - Graduate Career Fair scheduled for September 21. The fair is sponsored by the Graduate School and Career Services specifically for internal recruiting.
- Dean shared the rankings and map of the states we receive inquiries/applications. This information will be used to determine the states we need to target for recruiting. This information can be obtained at <http://emporia.edu/grad/rank.html>.
- It was announced that the university would be doing 8 weeks of advertising on Facebook. In the future, the university will look into advertising on Google.
- Deb Gerish requested brochure samples from other departments but the Dean suggested she contact Public Affairs and Marketing for a brochure template.

- Associate Provost Williams suggested also doing TV ads in some of the targeted states.
- Dean announced TBA files had been cleaned up to within one year. Departments can request data on the number of applications received and acted upon from the Dean.
- It was announced the Graduate School would be sponsoring two workshops for faculty and graduate assistants each semester beginning next year. Topics suggested were SPSS, APA style, or thesis writing. Council members were asked to send suggestions for workshop topics to the Dean.

Regular Graduate Faculty Renewal

- Regular graduate faculty renewal for Harvey Foyle was unanimously approved.
- Regular graduate faculty renewal for Connie Phelps was unanimously approved.
- Regular graduate faculty renewal for Gaelynn Wolf Bordonaro was unanimously approved.

Comments

- The Undergraduate and Graduate Research Day that will be held Thursday, April 21, at the Sauder Center.
- Graduate Commencement Reception that will be held Friday, May 13, at the Sauder Center from 5:00-6:30pm.
- No council meeting in April due to Research Day.
- Marvin Harrell discussed concerns his department had concerning the new eligibility timeline of one semester. Several ideas were discussed and it was suggested this problem could be resolved using probationary admittance. However, this issue would be examined and information sent to council.

Curricular Changes

- Joan Brewer and Andrew Smith joined the council meeting to answer any questions council members might have regarding the recent curricular change requests.

Meeting adjourned at 4:05pm.

{ DATE \@ "MMMM d,yyyy" }

{ MERGEFIELD "FNAME" } { MERGEFIELD "LNAME" }
{ MERGEFIELD "STRI" }
{ MERGEFIELD "CITY" }; { MERGEFIELD "STATE" } { MERGEFIELD "ZIP" }

Dear { MERGEFIELD "FNAME" }:

New student gets this
{ IF { MERGEFIELD STYP_CODE } = "G" "Thank you for your application to graduate studies at Emporia State University. If you applied to a degree-seeking program or certificate, your application is pending until all required official transcripts have been received. The department to which you have applied must make the final admissions decision on your graduate materials and admission to the program. If you applied to a licensure program or as a non-degree seeking student, you have been admitted for graduate study." }
{ IF { MERGEFIELD STYP_CODE } = "G" "We are glad to have you back! If you are reapplying as a degree-seeking or certificate graduate student, your application is pending until all required official transcripts have been received. The department to which you have applied must make the final admissions decision on your graduate materials and admission to the program. If you applied to a licensure program or as a non-degree seeking student, you have been admitted for graduate study. Please check Buzzin' to view the status of your new application. If you are reapplying as a non-degree seeking graduate student, your application has been processed and you are now eligible to enroll at Emporia State University." }
Returning student gets this

ESU has assigned you an email account at this point in the admission process to facilitate communication. **Your assigned student email address is { MERGEFIELD "LOGIN_ID" }@emporia.edu.**

Your username/userid is { MERGEFIELD "LOGIN_ID" }. To obtain your University ID and assigned default password for Buzzin', go to <http://techsite.emporia.edu/> and click on the "Password Problems? Need to change password or look up E-Number" section. Next, click on "Look Up My E-Number." In the Username field, enter the username assigned to you in this letter and in the Password field enter your Social Security Number. Your University ID/default password for Buzzin' will be displayed. (If you did not submit your SSN on your application, please call the Graduate Office to obtain your University ID.)

You can access your ESU Buzzin' account via { HYPERLINK "http://buzzin.emporia.edu" }. Your username is the one assigned to you in this letter and your default password is EsuXXXXXX (X's are the last six digits of your University ID). If you need assistance with your ESU email account, password, or username/userid, please contact the Technology and Computing Services Department at 620-341-5555 or toll free at 877-341-5555. **All future correspondence from the Graduate Office will be sent via the assigned ESU email address.**

If non degree gets this
{ IF { MERGEFIELD NAME_ADVISOR } = "" "Please contact the office of Lifelong Learning at (620) 341-5385 / (877) 332-4249 or the Registrar's office at (620) 341-5211 to enroll in coursework." }
Department Center
{ IF { MERGEFIELD NAME_ADVISOR } = "" "Your assigned advisor is { MERGEFIELD "NAME_ADVISOR" }. You will need to contact your advisor prior to enrolling for coursework." }
It degree seeking gets this

To pay your application fee, if it is owed, and view your account balance, sign into your Buzzin' account and click on the Academic Life tab. On the left hand side of the page, you will see My Account. Click on the "Pay Account Balance" icon to submit payment. You can also review the status of your pre-graduate application with a checklist of outstanding transcripts and the eligibility status of your graduate application with a checklist of any outstanding departmental materials via the "Graduate Admissions Checklist" link.

Once again, please know that both your University ID and your assigned ESU email account are pertinent for communication and interaction with the Graduate Office at Emporia State University. It will be your responsibility as a graduate student at ESU to **regularly check this email account and self service Banner.**

Thanks for choosing ESU!

Mary M Sewell

Mary M Sewell

Tentative Recruiting Schedule 2011-2012 Graduate School

2011	Event	Location	Sponsor
3/30	Career Fair	Ottawa, KS	Univ. of Ottawa
4/7	Working Women Fair	Emporia, KS	KVOE
7/13	Diversity Job Fair	Wichita, KS	Urban League/Wichita Eagle
9/13	Career & Graduate Fair	Topeka, KS	Washburn University
Sep TBA	Career Fair	New York, NY	
9/20	Career Fair	Emporia, KS	ESU
9/21	Internal Grad Fair	Emporia, KS	ESU
9/4-9/6	Graduate & Prof Fair	Chicago, IL	UChic (4), UIUC (5), UIC (6)
9/27-30	Graduate & Prof Fair	Virginia (Various)	VTec (27), UVa (29), VCU (30)
10/12	Graduate & Prof Fair	Minneapolis, MN	University of Minnesota
10/26-28	FACC Conference	Naples, FL	FL Assoc of Community Colleges
Nov TBA	Education Career Fair	Emporia, KS	ESU
2012			
March	Private Recruit Meetings	Various*	ESU
Mar TBA	NCUR Grad School Fair	Ogden, UT	NCUR/Weber State

***Kansas School Recruiting**

Kansas Wesleyan
 Tabor
 McPherson
 Manhattan Christian
 Mid-America Nazarene
 Baker
 Benedictine
 St. Marys
 Bethel
 Friends
 Newman

Other Possible Recruiting Cities:

Las Vegas, NV
 Dallas, TX
 Boston, MA
 Cleveland, OH
 Denver, CO
 St. Louis, MO