MINUTES
UNIVERSITY GRADUATE COMMITTEE

October 23, 2013

Members Present: Michael Amundson (History), Karen Applequist (Educational Specialties), Steven Barger (Psychology), Emily Babcock (Physician Assistant Studies), Colleen Byron (Administration), Joe Collentine (Modern Language), Michael Costelloe (Criminology and Criminal Justice), William Crawford (English), Gary Emanuel (Educational Leadership), Crystal Ewen (Graduate Student Government), Evie Garcia (Ex-officio: Graduate College), Amy Hughes (Ex-officio: Cline Library), Stephanie Hurst (Chemistry), April Brown Judd (Mathematics and Statistics), Tom Kolb (Forestry), Alan Lew (Geography, Planning, and Recreation), John Masserini (Music), Gretchen McAllister (Teaching and Learning), Ramona Mellott (Ex-officio: Graduate Dean), Catherine Propper (Biological Sciences), Brant Short (School of Communication), Anna Sosa (Chair, Communication Sciences and Disorders), Fred Solop (Sub – Politics and International Affairs), Kerry Thompson (Anthropology), Barbara Tomlinson (School of Nursing), Niranjan Venkatraman (Engineering), and Meghan Warren (Physical Therapy)

Members Absent: Yuly Asencion-Delaney (Modern Languages), Kim Curtis (Sustainable Communities), Patrick Deegan (Ex-officio: Extended Campuses), Michelle Harris (Sociology), Fred Hurst (Ex-officio: Extended Campuses), Mary McLellan (Educational Psychology), Marcia Metcalf (College of Business), Patricia Peterson (Faculty Senate Representative), Jim Sample (School of Earth Sciences and Environmental Sustainability), and David Trilling (Physics and Astronomy)

Guests: Sharon Cardenas (Center for Science Teaching and Learning), Ward Cockrum (Teaching and Learning), Debbie Craig (Athletic Training), Glenn Edgerton (Athletic Training), Bruce Fox (School of Forestry), Scott Galland (Office of Curriculum, Learning Design, and Academic Assessment), Steve Palmer (College of Health and Human Services), Jenny Scott (Extended Campuses), Melinda Treml (Office of Curriculum, Learning Design, and Academic Assessment), Lisa Williams (Registrar), and Lisa Wischmeier (Extended Campuses).

Graduate College: Kirsten Slaughter-Rice

The meeting was called to order at 3:02 pm by Anna Sosa.

I. Welcome, Announcements, and Brief Reports
   A. Approval of the Minutes from the September 25, 2013, Meeting – Anna Sosa

   The minutes were approved by all present.

   B. Graduate Student Government Report – Crystal Ewing

   Crystal Ewing reported that the Dismissal Policy was presented to the Graduate Student Government representatives, and the feedback was positive. Ms. Ewing reminded the members about the upcoming constituency meetings and asked them to encourage their students to attend. She plans to discuss the Dismissal Policy at her meeting.

   C. Dean’s Remarks – Ramona Mellott
Dean Mellott discussed the 3 Minute Thesis Project, which the Graduate College is promoting. A call for abstracts will be out before the next UGC meeting, and she asked members to encourage their students to participate. Dean Mellott updated the Committee on the Associate Dean search, which is currently underway. Members will have an opportunity to attend presentations by candidates over the next couple of weeks.

II. Curricular Changes – Consent Items
A. College of Engineering, Forestry, and Natural Sciences
   1. Center for Science Teaching and Learning
      a. Science Teaching; Master of Arts, Fall 2014 – Admission Requirements, Major Requirements-Course(s) Added, Unit Change, and Text within Plan

A motion was approved for the changes to the program.

III. Action Items
A. College of Education
   1. Teaching and Learning
      a. ECI 530, “The Role of Phonics in Reading Instruction,” Spring 2014 – New Course

Ward Cockrum, Professor in the Department of Teaching and Learning, provided a summary of the ECI 530 course. Previously, this course content was taught as a 599 course. With the addition of the reading endorsement certificate, many students want to take the course, and the state department asked that the course be added to the endorsement. The course requires that students work with and assess children and provide instruction when weaknesses are found during the assessment.

A motion was approved for the new course.

B. College of Engineering, Forestry, and Natural Sciences
   1. Forestry
      a. FOR 515, “Forestry in Developing Countries,” Fall 2014 – Course Title

Tom Kolb, Professor in the School of Forestry, explained that the proposed change in course title reflects the inclusion of developed countries in the course content. The proposed course title is “Advanced International Forestry,” and most of the changes to the course consist of replacing “developing forests” with “global forests” or “international forests.”

There was some concern about the differentiation between graduate and undergraduate grading in this co-convened course. Dr. Kolb stated that the difference between the work required of graduate students is approximately 30% more than that required of the undergraduate students. When asked about the lack of different required readings among graduate and undergraduate students, he explained that graduate students have a leadership role where they convene with undergraduate students in small groups to discuss and analyze the readings. The graduate students are responsible for leading these small group meetings and helping the undergraduate students analyze the readings.

A motion was approved for the changes to the course.
C. College of Health and Human Services
   1. Physical Therapy and Athletic Training
      a. Athletic Training, MS; Fall 2014 – New Plan
      b. AT 500, “Bracing and Padding in Athletic Training,” Summer 2014 – New Course
      c. AT 501, “Clinical Education I,” Summer 2014 – New Course
      d. AT 502, “Clinical Education II,” Summer 2014 – New Course
      e. AT 503, “Clinical Education III,” Summer 2014 – New Course
      f. AT 504, “Clinical Education IV,” Summer 2014 – New Course
      g. AT 505, “Clinical Education V,” Summer 2014 – New Course
      h. AT 510, “Ethics Athletic Training Practice,” Summer 2014 – New Course
      i. AT 520, “Anatomy for Athletic Trainers,” Summer 2014 – New Course
      j. AT 525, “Rehabilitation of Athletic Injuries I,” Summer 2014 – New Course
      k. AT 526, “Rehabilitation of Athletic Injuries II,” Summer 2014 – New Course
      l. AT 530, “Therapeutic Modalities,” Summer 2014 – New Course
      m. AT 535, “Pathophysiology of Medical Conditions and Pharmacology in Athletic Training,” Summer 2014 – New Course
      o. AT 545, “Upper Extremity Injury Evaluation,” Summer 2014 – New Course
      q. AT 555, “Research methods in Athletic Training,” Summer 2014 – New Course
      r. AT 610, “Nutrition for Athletic Performance,” Summer 2014 – New Course
      s. AT 620, “Administration in Athletic Training Practice,” Summer 2014 – New Course
      t. AT 625, “Professional Development in Athletic Training,” Summer 2014 – New Course
      u. AT 635, “Psychology of the Injured Athlete,” Summer 2014 – New Course
      w. AT 655, “Research IV – Applied Project,” Summer 2014 – New Course

Deborah Craig, Associate Professor and Program Director of the Athletic Training Education Program, gave a brief summary of the changes to the Athletic Training Program from an undergraduate to graduate degree. Their national board is encouraging all programs to move to a Master’s level degree and has created new competencies that every accredited program was required to teach, beginning in January 2012. These new competencies elevated the work level for undergraduate students, so the program has already been teaching Master’s level content for two years. The knowledge, competencies, and proficiencies are similar between the graduate and undergraduate degrees because of this already elevated level of instruction and content. The main difference is that students will more thoroughly cover the nineteen pages of competencies and proficiencies and are required to do evidence- and discussion-based coursework.

One member asked about the AT 635 course, “Psychology of the Injured Athlete,” in regards to the credentials needed to assess whether an athlete is suffering from substance abuse. Dr. Craig responded that students are taught to identify the signs of substance abuse, use of performance enhancing drugs, and eating disorders, and how to perform an invention with a team of other administrators. The students are taught to perform identification of problems and intervention with the goal of referral to
treatment mental health and other professionals. The students are also taught about the laws that regulate interactions with minors. The member asked how the students are assessing the presence or absence of substance abuse or eating disorders, and Dr. Craig responded that the students have use of a text that provides all the information to assess eating disorders and substance abuse.

Another member had concerns about the AT 510 course, “Ethics in Athletic Training Practice,” and its outcome to recite the NAPCA Code of Ethics. The member asked if the students were required to recite the code of ethics from memory. Dr. Craig responded that the students should know the four comprehensive codes of ethics. The member then asked about the lack of emphasis on laws related to injuries sustained in athletics. Dr. Craig responded that students learn about the reporting statutes for every athletic trainer and coach, the laws on concussions, as well as other statutes and laws. The coursework discusses licensure for athletic trainers, and concussions are covered in every class. Students are also required to compare the concussion laws of different states. The member then asked about how the issues of bullying, initiation, and lack of supervision on buses were addressed in the coursework. Dr. Craig responded that these were all coaching, not athletic training, issues, and that the Athletic Training program looks more at medical issues.

Dr. Sosa asked if any of the courses would be co-convened as the undergraduate degree phases out. Dr. Craig responded that there are no co-convened courses and the faculty members are managing the overlap.

A motion was approved for the new plan and new courses.

IV. Informational Items
   A. October 23, 2013 Fast Track Report

Item was reviewed with no comment by representatives.

V. Policy Items
   A. Integrated Bachelor’s/Master’s Program

Dean Mellott summarized the changes to the policy, which include a change from “Integrated” to “Accelerated” and a change in the admissions standards allowing programs to admit students at the time of undergraduate admission or transfer to the university.

The policy was approved by all present.

   B. Dismissal Policy and Dismissal Policy Comments

Dr. Garcia explained the updated version of the policy distributed yesterday, which highlighted the major changes to the policy. The language in the “Definitions” section was updated, including the exceptions for certain programs that allow more “C” grade units and programs that require fewer units of “C” grades in the program of study.

Dr. Garcia also explained the changes to Section 2, which clarified when students are placed on academic probation and allows programs to recommend probation for specific failures, including lack of progress on theses and dissertations and failure to take courses toward the program of study. These
changes allow programs more leeway, especially if their student handbook defines academic progress and provides students with a fair option to remedy the situation, consistent with the Dismissal Policy.

Another member asked if all courses a student takes are included in the allowed units of “C” grades, even if the student does not count the courses toward their program of study. Dr. Garcia responded that all courses are included in the “up to 6 units of ‘C’ grades,” even if the courses are not included in the program of study. One member asked if this included courses taken prior to the enrollment in the program. Dean Mellott noted that these courses could be included on a case-by-case basis.

Dean Mellott provided clarification on the difference between academic dishonesty and dismissal in response to a question. If a student is accused of academic dishonesty for plagiarism, then the student is dismissed at the university level, and there is no need to also dismiss the student at the program level through the Dismissal Policy. Dr. Garcia noted that the Academic Dishonesty Policy and processes predate the Dismissal Policy and are firmly in place. The two policies may intersect if, for example, a student receives an F in a course due to academic dishonesty. Academic probation will result due to the F grade.

There was a question about whether programs could require a higher GPA standard by adding “unless specified in the program handbook” to the first bullet point under Section I.A. Dean Mellott responded that this could not be added because a GPA of 3.0 is the national and university academic standard. Once the policy is approved, the policy can be revisited if additional standards are needed.

Drs. Mellott and Garcia summarized the changes that will be made to the policy as a result of discussion
• Punctuation will be standardized in the bullet points
• Number of “C” grades will reflect overall performance of the student rather than program of study performance only
• Section 2 will be clarified

A revised policy will be distributed via email for review prior to the next UGC meeting when the policy will be put to a vote.

VI. Discussion Items
   A. Recommendation of Dissertation Committee Form

Following some discussion, the item was tabled until a later time.

   B. Proposal for Restructuring Curriculum and Assessment

Drs. Fox and Venkatramen and Ms. Treml introduced the proposal and requested the Committee provide feedback. The purpose of the proposal is to enhance student learning and opportunities and to maintain faculty as stewards of the curriculum. Assessment and curriculum processes have been disconnected and will now merge together. The proposal documents include a summary of the proposal, an appendix with the background and details of the proposal, and the feedback received from different groups on campus. The proposed structure of the curriculum committee will also include assessment and will look at the university level learning outcomes. The proposal will go before the Faculty Senate on November 4, 2013.
Following some discussion, including potential for other models, the Committee was asked to send feedback and ideas for other potential models to Dr. Sosa.

The discussion was then tabled.

The meeting was adjourned at 5:09 pm.