MINUTES
UNIVERSITY GRADUATE COMMITTEE
November 19, 2014

Members Present: Mike Amundson (History), Karen Applequist (Educational Specialties), Nadine Barlow (Physics & Astronomy), Steve Brown (Music), Amanda Butkiewicz (Graduate Student Government), Colleen Byron (Administration), Angelina Castagno (Educational Leadership), Nora Dunbar (Psychological Sciences), Evie Garcia (Educational Psychology), April Brown Judd (Mathematics & Statistics), Tom Kolb (Forestry), John Masserini (Ex-officio; Associate Dean), Gretchen McAllister (Chair; Teaching & Learning), Ramona Mellott (Ex-officio; Dean), Kooros Mahmoudi (Sociology), Marcia Metcalf (Business), Cathy Small (Anthropology), Anna Sosa (Communication Sciences & Disorders), Patricia Peterson (Faculty Senate Representative), Jim Sample (School of Earth Sciences and Environmental Sustainability), Peter Friederici (Sub; School of Communication), Nora Timmerman (Sustainable Communities), Barbara Tomlinson (School of Nursing), Niranjan Venkatraman (Engineering), and Meghan Warren (Physical Therapy).

Members Absent: Emily Babcock (Physician Assistant Studies), Joe Collentine (Modern Languages), Michael Costelloe (Criminology and Criminal Justice), William Crawford (English), Amy Hughes (Ex-officio; Cline Library), Stephanie Hurst (Chemistry & Biochemistry), Patrick Deegan (Ex-officio: Extended Campuses), Steve Hempleman (Biological Sciences), Fred Hurst (Ex-officio: Extended Campuses), Alan Lew (Geography, Planning, and Recreation), and Stephen Nuño (Politics & International Affairs).

Guests: Scott Galland (Curriculum and Assessment), Lisa Williams (Registrar), Jennie DeGroat (Educational Specialties/BME), Louise Lockard (Educational Specialties/BME), Katherine Mahosky (Institute for Human Development), and Jenny Scott (Extended Campuses).

Graduate College: Victoria Endres

The meeting was called to order at 3:02 pm by Gretchen McAllister.

I. Welcome, Announcements, and Brief Reports
   A. Approval of the Minutes of the October 22, 2014, Meeting – Gretchen McAllister

The minutes were approved by all present.

B. Graduate Student Government Report – Amanda Butkiewicz

Amanda Butkiewicz announced that GSG received recognition at the National Association of Graduate-Professional Students (NAGPS) National Conference at the University of Missouri, November 7-9, 2014. NAU’s Graduate Student Government received the 2014 Developing Member of the Year. Vice President, Seonmin Park, was recognized for Excellence in Service and as the Director of Finance for
NAGPS, and Jonathon Donald, the CEFNS representative, was elected as the Vice-Chair of the Western Region for NAGPS.

C. Associate Dean’s Remarks – John Masserini

Dr. Masserini, who is serving on the Search Committee for the Graduate College Dean position, said the search is underway for the new Dean. He remarked that the University is conducting an internal search and received a fine pool of candidates. The committee hopes to make an offer to someone before the University’s semester break.

D. Dean’s Remarks – Ramona Mellott

There were no statements from Dr. Mellott. It was noted at the end of the meeting that this was possibly her last UGC meeting as Dean of the Graduate College.

II. Curricular Changes

A. College of Education

1. Educational Specialties

a. BME 520/420, “Literacy and bi-Literacy Development,” Fall 2015 - Co-convene, New Course
b. Bilingual Endorsement-ADE Endorsement, Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted
c. Bilingual and Multicultural Education-Bilingual; M.Ed., Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted
d. Bilingual and Multicultural Education –ESL; M.Ed., Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted
e. English as a Second Language; GCRT, Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted
f. English as a Second Language-ADE; Endorsement, Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted

Louise Lockard, Associate Clinical Professor in the Department of Educational Specialties, and Jennie DeGroat, Senior Lecturer in the Department of Educational Specialties, presented the new co-convened course submission. This new course is a requirement for endorsements. The requirement applies to the requested major changes to programs. BME 520/420 will be offered as an elective for Educational Leadership (EDL) and Extended Campuses students, as it is an online course. This new course greatly enhances the current BME 420 with additional requirements for graduate students, including more readings, interactions with and presentations to undergraduates in the course, and a more theoretically-based research paper. The graduate students will take a leadership role in the course, mentoring the undergraduates.

A motion was approved for the new course.

B. College of Social and Behavioral Sciences
1. **Anthropology**
   a. Anthropology – Applied; M.A., Fall 2015 - Major Requirements-Course(s) Added, Course(s) Deleted; Subplan Requirements-Course(s) Deleted, Text within Plan
   b. Anthropology – Research; M.A.; Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted; Subplan Requirements-Course(s) Deleted, Text within Plan

Cathy Small, Professor in the Department of Anthropology, explained the two degree programs in Anthropology: an Applied MA and a Research MA. Currently, the Applied MA lists three “emphasis” areas, and the Research MA lists three “focus” areas. All of these areas, regardless of degree, are: Archaeology, Linguistic, and Sociocultural. Each of these areas are now listed as “concentrations” in both degrees. This aligns the two degrees to make a neater and clearer degree program.

One member asked if students were able to “mix and match” courses within the concentrations and emphases. Dr. Small responded that this is possible, with skillful advising by the department. Another member asked if there was space within the program to take courses in other departments, such as EDL. Dr. Small responded that students may take electives both inside and outside of the subfields and degrees. Another member suggested addressing the mixture of third- and second-person language within the revised outcomes.

A motion was approved for the plan changes.

2. **School of Communication**
   a. COM 540, “Communicating Science,” Fall 2015 – New Course

Peter Friederici, Associate Professor in the School of Communication, presented this new one-credit, 5-week course specifically targeted to graduate students who are research and social scientists. After discussions with faculty in the sciences, it was discovered that there is a need for this type of course to help graduate students communicate their research in a variety of professional settings, to journalists, and to the general population. This course will also give the graduate students valuable hands-on experience.

A motion was approved for the new course.

3. **Institute for Human Development**
   a. DIS 504, “Applications of a Disability Studies Framework,” Fall 2015 - New course
   b. DIS 503, “Contexts of Disability in Society,” Fall 2015 – Catalog Description, Course Title
   c. Interdisciplinary Disability Policy and Practice; GCRT, Fall 2015 – Major Requirements-Course(s) Added, Course(s) Deleted, Text within Plan

Karen Applequist, IHD Director of Pre-service Training, and Katherine Mahosky, IHD Program Manager, spoke about their program revision. As changes in the national conversation involving disability continue to develop, the Institute for Human Development (IHD) certificate needs to be aligned with this new framework. The certificate is intended to be an “add-on program” to degrees where the students might
not have as many electives. This certificate also provides an opportunity to increase the recruitment of students across the campus and community. DIS 503 was revised to reframe the conversation surrounding disabilities within a “Disabilities Studies” perspective and will serve as a foundations course. DIS 504 is a new course which takes an in-depth look at historical representations of disability, disability legislation and its impact on those with disabilities, and how interdisciplinary collaboration and evidenced-based practices can promote improved attitudes and increase access and full inclusion for people with disabilities in all aspects of society. Reframing these foundation courses is a part of their overall goal and strategy. The courses may draw upon aspects of other disciplines, bringing in other perspectives and imbedding as much as they can across the disciplines, which encourages conversations around “perspectives” vs. “culture.” Marketing will be done locally as well as statewide. Two options are available for most students: they can take one course a semester over the course of a two-year degree, or there is a one-year option as a “stand alone” certificate.

A motion was approved for the new course, the course changes, and the certificate changes.

III. Informational Items
   A. November 19, 2014 FAST TRACK Report

Item was reviewed with no comment by representatives.

IV. Discussion Items
   A. Co-convene Standards

The document is now one page after suggested changes from the October meeting, with a separate appendix for examples of best practices. Minor wording changes were suggested.

A motion was approved for the standards, pending the discussed minor changes.

   B. Applying for Graduation Policy Clean Version

Dr. Massserini opened the discussion with a request for comments and questions regarding this policy. Before the University can grant a degree or graduate certificate, the University must verify that the student has met all degree requirements. Dissertations should be defended before participation in the graduation ceremony. The student cannot be hooded until after they defend. It was suggested during discussion that Master students also defend before walking in the graduation ceremony.

Concerns regarding the early deadline submissions of graduation applications were discussed and addressed. The policy states that graduation applications are due the semester before graduation. This early deadline is attributed to processing time for the Graduate College and the printing date of the ceremony program. A member questioned why the undergraduate deadlines were different. The undergraduate graduation process is completely automated and initiated through LOUIE, while the graduate process is still a paper system with Graduate College personnel verifying all degree requirements.
Questions regarding major changes to a dissertation or thesis after the defense will be addressed at the next meeting.

The meeting was adjourned at 4:17 pm.