GRADUATE COUNCIL FINAL REPORT: 2017-2018 ACADEMIC YEAR

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CHAIR 2017-2018)
OVERALL SUMMARY OF GRADUATE COUNCIL ACHIEVEMENTS

Graduate Council met a total of 15 times during the 2017-2018 academic year. In addition, Graduate Council Exec (Chair, Vice-Chair and Secretary) met 8 times. Attendance by GC members at meetings was very consistent with at least 7-8 of the nine voting members present at every meeting. A graduate student representative also attended approximately half of the meetings.

The major accomplishments of Graduate Council for the 2017-2018 academic year included Graduate Program Review for the College of Arts & Sciences, revisions to the Graduate Catalog (Appendix A), revision to the criteria for the CGPS research awards (which resulted in twice as many nominations; Appendix B), and review of curriculum. In addition Graduate Council developed a memo of concern in regard to changes in university policy and procedures that affected graduate programs in the fall of 2018 (Appendix C). As a result of this memo, as well as discussion between Graduate Council and Provost Licari, the changes that were in conflict with the Graduate Catalog were changed back to the original policy/procedure. Graduate Council also met with Dean Brauchle to solicit information regarding the proposal for Pearson to manage and market two graduate programs (and two undergraduate programs) and voiced concerns regarding the proposal during a meeting with Pearson representatives.

There are currently four proposals for accelerated graduate programs under review in Curriculog. Three of the four programs are currently being held at the Registrar level of review as implementation procedures are being worked out. One of the four proposals was rejected by the home college and has been sent back to the department. This writer facilitated a meeting with the Registrar, CGPS Dean and representatives from CAAC and Faculty Senate to discuss implementation of the accelerated programs in February of 2018. Although progress was made at this meeting, several questions remained thus it was suggested that the group meet a second time at the end of the Spring 18 semester. We are currently in the process of scheduling this meeting and have strong hopes that the that implementation questions can be resolved in order to move the three accelerated proposals currently at the Registrar level of review forward in Curriculog.

Graduate Council approved revisions to the Responsibilities of Students and Dissertation/Thesis Chairs and Committees document to include a statement regarding student enrollment in thesis/dissertation credits over the summer session (Appendix D). Graduate Council Exec addressed a concern about a 600-level graduate courses being cross-listed with 300-level courses. After discussion with the chair of the department, the program agreed to no longer cross-listed a 600-level course with an undergraduate course. Lastly, Graduate Council voted to approve the Career and Technical Education program move from BCOE to COT.

Graduate Council reviewed 15 Program Review reports covering 20 CAS graduate programs. All programs were evaluated by the Program Review subcommittee, which analyzed each program’s strengths,
weaknesses, and noted any other observations (Appendix E). As noted in the Program Review committee summary report (Appendix F), six of the Program Review reports were approved as written and nine Program Review reports were recommended for full Graduate Council review and discussion due to concerns. The six programs approved by the Program Review subcommittee were evaluated positively by Graduate Council and asked to adhere to the normal four-year review cycle. The remaining nine programs were invited to submit an addendum in response to the Program Review report and concerns. Graduate Council Exec then reviewed the Program Review Committee report as well as any addendums that were received (8 of the 9 programs submitted an addendum) and requested that representatives from seven of the nine programs attend a Graduate Council meeting to address questions and concerns raised in the Program Review Committee report. Ultimately, six of the nine programs that received more in-depth review were evaluated positively and asked to adhere to the normal four-year review cycle. Of the remaining three programs, one was asked to submit a full Program Review report in the next review cycle (report due in Fall of 2018), one was asked to submit an update by December 1 of 2018 and to submit a full Program Review report during the 2019-2020 review cycle (report due in Fall of 2019), and the third program was asked to submit a Program Review report during the 2019-2020 review cycle.

The Student Affairs subcommittee reviewed and made a recommendation for two graduate student appeals, one in the F17 semester and one in the Spring 18 semester. The Student Affairs subcommittee also made recommendations to revise the criteria for the CGPS Research Awards and also reviewed nominations for the awards and selected award winners. (see Appendix G for summary report)

Graduate Council, as well as the Curriculum- Courses subcommittee, reviewed a large number of curriculum proposals during the 2018-2019 academic year as well as five program proposals (See Appendix H for summary report from Curriculum Programs committee. In order to facilitate more consistent review of course proposals, Graduate Council Exec developed guidelines for review of curriculum proposals that were shared with the Curriculum- Courses subcommittee. (Appendix I) A summary report from the Curriculum-Courses committee is attached (Appendix J). Graduate Council took the following curricular action for the 2018-2019 academic year (these actions are reflected in the attached minutes, See Appendix K):

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Recommendations for Graduate Council Charges for 2018-2019

1. Continue to facilitate the review process (and development of implementation procedures) for the accelerated graduate programs currently under review.

2. Monitor the progress and implementation of approved accelerated degree programs and encourage the development of proposals for additional accelerated degree programs.

3. Work with CGPS Dean to make revisions to the Guidelines and Procedures for the Removal of a Student from an Academic Program to make it clear that these guidelines refer to procedures for possible dismissal due to non-grade concerns (i.e., ethical issues). Also consider changes in Graduate Catalog to reflect changes in this document.

4. Consider possible revisions to the Academic Renewal description and criteria in the Graduate Catalog. Changes may include
   a. Consideration of program/department input
   b. More specific information regarding conditions under which academic renewal may be granted (i.e., documented physical or mental health difficulties, family member who required assistance/care, etc.).

5. Follow-up with CAS programs that were asked to submit reports earlier than the 4 year review cycle
   a. College of Music: asked to submit report for 2018-2019 review cycle
   b. Communication MA/MS: asked to submit a one-page update/report by Dec 1 of 2018 with a focus on efforts to collect assessment data, the 4+1 accelerated program proposal, and recruitment efforts and outcomes.
      i. Also asked to submit a Program Review report for the 2019-2020 review cycle

6. Propose revisions to the Program Review guidelines to improve clarity and facilitate greater consistency in content across programs.

7. Explore enrollment options for graduate students who work in research labs over the summer and need to be enrolled for liability purposes but aren’t likely to receive tuition remission.
APPENDIX A: CHANGES TO GRADUATE CATALOG (APPROVED 4/20/18)
Admission to the College of Graduate and Professional Studies

Indiana State University has two main categories of admission, degree-seeking and non-degree-seeking. In all cases, applicants must submit official transcripts from each undergraduate and graduate institution attended (this includes any college course work attempted). Transcripts will be accepted as official only when they are sent directly to the Office of Admissions from the registrar of the institution. The College of Graduate and Professional Studies must receive a fully completed Graduate Admission Application with a non-refundable admission application fee. All application materials become the property of Indiana State University and are not returned to the student.

Degree-Seeking Applicants

Admission to Master’s Degree Programs

Regular Admission

Regular admission status to a master’s program, upon the recommendation of an academic unit, may be granted to an applicant who meets the minimum admission requirements of that academic unit as approved by the College of Graduate and Professional Studies and Indiana State University. The minimum requirements for graduate admission are that the applicant:

1. Hold a baccalaureate degree, by start of program, granted by a regionally accredited institution (for international students, a degree granted by a recognized institution).
2. Has earned a minimum cumulative grade point average of 2.7 in all undergraduate course work; or has earned a minimum cumulative grade point average of 3.0 in the last 60 credit hours of undergraduate course work; or has earned a minimum cumulative grade point average of 3.0 in the applicant’s major field of study; or has earned a minimum cumulative grade point average of 3.0 in all courses taken at the graduate level.
3. Where required, submit scores in the General Test of the Graduate Record Examination (GRE) or, where applicable, other appropriate standardized measures in accordance with program standards.
4. Satisfy and/or meet any and all additional admission requirements of the departments/program where admission is sought.
5. Submit to the College of Graduate and Professional Studies a fully completed Graduate Admission Application with a non-refundable admission application fee.

Conditional Admission

Conditional admission is intended for those students whose undergraduate record does not reflect their current capacity to do graduate work. In those circumstances, conditional admission status, upon the recommendation of the academic unit, may be granted. Conditional admission has a maximum time limit of one academic year. A final admission decision shall be reserved by the academic unit until an applicant’s performance has been evaluated after one academic year of enrollment. Conditional admission status to a master’s program, upon the recommendation of an academic unit, may be granted to an applicant who meets the minimum admission requirements of that academic unit as approved by the College of Graduate and Professional Studies and Indiana State University. The minimum requirements for conditional admission are that the applicant:

1. Hold a baccalaureate degree granted by a regionally accredited institution (for international students, a degree granted by a recognized institution).*
2. Has earned a minimum cumulative grade point average of 2.3 in all undergraduate course work; or has earned a minimum cumulative grade point average of 2.5 in the last 60 credit hours of undergraduate course work; or has earned a minimum undergraduate grade point average of 2.5 in the applicant's major field of study.
3. Where required, submit scores in the General Test of the Graduate Record Examination (GRE) or, where applicable, other appropriate standardized measures in accordance with program standards.
4. Satisfy and/or meet any and all additional admission requirements of the department/programs where admission is sought.
5. Submit to the College of Graduate and Professional Studies a fully completed Graduate Admission Application with a non-refundable admission application fee.

In order to move from conditional admission to regular admission, the student must complete nine credit hours of undergraduate or graduate courses prescribed by the applicant’s chosen academic unit at Indiana State University, and achieve a minimum cumulative grade point average of 3.0 during the first academic year.

*Students applying from non-accredited institutions may not be granted regular admission status. However, conditional admission status, upon the recommendation of the academic unit, may be granted.

**Admission to Doctoral and Educational Specialist Degree Programs**

*Regular Admission*

Regular admission status to a doctoral or educational specialist degree program, upon the recommendation of an academic unit, may be granted to an applicant who meets the minimum admission requirements of that academic unit as approved by the College of Graduate and Professional Studies and Indiana State University. The minimum requirements for graduate admission are that the applicant:

1. Hold a master’s degree granted by a regionally accredited institution (for international students, a degree granted by a recognized institution), unless applying to a department/program that accepts students with undergraduate degrees. In the latter case, an applicant must, at a minimum, meet the regular admission requirements for a master’s candidate (see **Admission to Master’s Degree Programs**).
2. Has earned a minimum cumulative grade point average of 3.0 in all courses taken at the graduate or undergraduate level.
3. Where required, submit scores in the General Test of the Graduate Record Examination (GRE) or, where applicable, other appropriate standardized measures in accordance with program standards.
4. Satisfy and/or meet any and all additional admission requirements of the department/program where admission is sought.
5. Submit to the College of Graduate and Professional Studies a fully completed Graduate Admission Application with a non-refundable admission application fee.

*Conditional Admission*

Conditional admission is intended for those students whose previous academic record does not reflect their current capacity to do doctoral/Ed.S level work. In those circumstances, conditional admission status, upon the recommendation of the academic unit, may be granted. Conditional admission has a maximum time limit of one academic year. The academic unit shall reserve the final admission decision until the evaluation of an applicant’s performance after completion of one academic year. Conditional admission status to a doctoral or educational specialist degree program, upon the recommendation of an academic unit, may be granted to an applicant who meets the minimum admission requirements of that academic unit as approved by the College of Graduate and Professional Studies and Indiana State University. The minimum requirements for conditional admission are that the applicant:

1. Hold a master’s degree granted by a regionally accredited institution (for international students, a degree granted by a recognized institution), unless applying to a department/program that accepts students with undergraduate degrees. In the latter case, an applicant must, at a minimum, meet the regular admission requirements for a master’s candidate (see **Admission to Master’s Degree Programs**).
2. Has earned a minimum cumulative grade point average of 3.0 in all courses taken at the graduate level.
3. Where required, submit scores in the General Test of the Graduate Record Examination (GRE) or, where applicable, other appropriate standardized measures in accordance with program standards.
4. Satisfy and/or meet any and all additional admission requirements of the department/programs where admission is sought.
5. Submit to the College of Graduate and Professional Studies a fully completed Graduate Admission Application with a non-refundable admission application fee.
In order to move from conditional to regular admission, the student must complete nine credit hours of undergraduate or graduate courses prescribed by applicant’s chosen academic unit at Indiana State University, and achieve a minimum cumulative grade point average of 3.0 during the first academic year.

**Additional Requirements for Admission of International Students**

International applicants, in addition to meeting the appropriate admission requirements in the respective admission categories as described in other sections of this Catalog, must submit the following:

1. Official academic records (transcripts) demonstrating successful completion of a baccalaureate degree granted by a recognized institution. Academic records from all universities attended must be received in English and the official language of the institution.

2. Official Test of English as a Foreign Language (TOEFL) score of a minimum of 550 on the regular examination, or 213 on the computer-based examination, or 79-80 on the iBT version; or a minimum score of 6.5 in the International English Language Testing System (IELTS); or Graduate Record Examination (GRE) verbal scores with a minimum score of 149; or a minimum of 30 credit hours of earned undergraduate credit hours at a regionally accredited college or university in the United States or recognized English-speaking colleges or universities approved by the College of Graduate and Professional Studies; or an undergraduate or graduate degree from a regionally accredited institution in the United States. Applicants from English-speaking countries may be exempted from the above requirements.

3. An Affidavit of Financial Support (United States Department of Justice Form I-134 or equivalent documentation).

4. Submit to the College of Graduate and Professional Studies a fully completed Graduate Admission Application with a non-refundable admission application fee.

5. Provide, on the application for admission, a complete educational history from secondary school (or the thirteenth year) through the highest level of education completed. Failure to list all institutions attended and the date of attendance could result in denial of admission or academic dismissal.

6. It should be noted that some academic units may have higher and/or additional admissions requirements.

**Non-Degree Seeking Applicants**

**Admission to Education Licensure or License Renewal**

Once admitted, these students should contact the Indiana State University Education Student Services Office (812-237-3131) for appropriate advising prior to enrolling in any courses toward their license.

**Initial Licensure (Educational Leadership Administrative License only), License Renewal or Professionalization**

To be considered for admission into these programs, applicants, at a minimum, must:

1. Possess a valid (current or expired) (State of Indiana Instructional License, and meet any additional requirements, in their chosen area of interest.

2. Submit to the College of Graduate and Professional Studies a fully completed Non-Degree Admission Application with a non-refundable admission application fee.

**Admission to Certificate Programs**

This category is intended for applicants who wish to earn non-degree certificates issued by Indiana State University. To be considered for admission into Indiana State University certificate programs applicants must:

1. Possess an undergraduate or graduate degree from a regionally accredited institution.

2. Submit to the College of Graduate and Professional Studies a fully completed Non-Degree Admission Application with a non-refundable admission application fee.

3. Meet any and all requirements of the academic unit offering the chosen program.

**Guest (Special) Admission**

Guest (special) admission status is intended for students enrolled in graduate programs at other institutions who wish to take graduate courses at Indiana State University for transfer and/or other purposes. The maximum number of credit hours under this category of admission shall not exceed 12 credit hours, total, per student. Upon recommendation of an academic unit, a student enrolled at another institution may be granted guest (special)
admission status. In order to be considered for such admission status in the College of Graduate and Professional Studies an applicant must:

1. Be in good standing (i.e. not under probation, suspension, and/or expelled), and enrolled in, or must have been admitted to, graduate school by a regionally accredited institution in the United States.

2. Submit an official transcript showing a minimum cumulative grade point average of 2.7 in all undergraduate course work; or a minimum cumulative grade point average of 3.0 in the last 60 credit hours of undergraduate course work; or submit official transcripts showing a minimum grade point average of 3.0 in applicant's major field of study. If applicable, applicants must submit transcripts that show a minimum cumulative grade point average of 3.0 in all courses taken at the graduate level.

3. Submit to the College of Graduate and Professional Studies a fully completed Non-Degree Admission Application with a non-refundable admission application fee.

**Unclassified Student Admission**

Unclassified student admission status is intended for applicants who wish to take a limited number of graduate courses for various reasons but are not seeking admission to pursue a degree, educational licensure, or an Indiana State University certificate. A maximum of 12 credit hours taken as an unclassified student may be transferred to a degree program. Upon approval by an academic unit, applicants may be permitted to take certain graduate courses on a semester-to-semester basis, depending on availability of space and the applicant's academic performance. To be considered for admission with unclassified status, applicants must meet the following minimum requirements:

1. Possess an undergraduate or graduate degree from a regionally accredited institution.
2. Submit to the College of Graduate and Professional Studies a fully completed Non-Degree Admission Application with a non-refundable admission application fee.

**Auditing Graduate Courses**

Students who wish to audit a graduate course for no credit must obtain written permission from the instructor of the course, the chairperson of the department which offers the course, and the Dean of the College of Graduate and Professional Studies during the registration period. The Permission to Audit form is available on the College of Graduate and Professional Studies website. Permission may be denied at the instructor's discretion. Those who audit a course do so for the purpose of hearing and seeing only; they do not have the privilege of participating in class discussions, laboratory work, or field work. They do not take tests, submit term papers, or receive grades. Students who audit a course will not appear on grade rosters, and no notation of the audit will be made on the student’s transcript. A student may not change their status from audit to credit or from credit to audit. A fee will be assessed per credit hour for each course audited.

**Enrollment in a Graduate Course as an ISU Undergraduate Student**

A senior student at Indiana State University with an overall grade point average of 3.0 or above may be granted permission to enroll in a limited number of 500-level graduate courses with approval of the student’s advisor, graduate program representative and the Dean of the College of Graduate and Professional Studies. Students in Accelerated Graduate Programs will be allowed to take up to 9 credit hours of 500-level courses and up to 6 credit hours of 600-level courses during their final year of undergraduate study.

**Graduation**

**Applying for Graduation**

Students who expect to complete a graduate degree or graduate certificate during the academic year or subsequent summer must file an Application for Graduation in the College of Graduate and Professional Studies no later than October 1 for December (fall semester) graduation, or March 1 for May (spring semester) graduation, or June 1 for August (summer semester) graduation. Only students who meet the October 1 and March 1 deadlines can be assured that their names will appear in the commencement program, which includes August graduates. While degrees are conferred in May, August, and December, commencement ceremonies are held only in May and December. In order to qualify for a degree, the student must complete all academic program requirements, all College of Graduate and Professional Studies requirements, and have submitted a completed Program of Study Form signed by the student, the student’s advisor, and the Dean of the College of Graduate and Professional Studies. Participation in
commencement is not required, but it is encouraged as a memorable culmination of a student’s achievements. Only students that have completed all degree requirements will receive a diploma during the graduation ceremony. Students who have only internships or other professional experiences remaining in their degree program may participate in the appropriate ceremony, but will officially graduate only when all degree requirements are met. Those attending the ceremony may purchase or rent the appropriate cap, gown, and hood (if applicable) from the University Bookstore.

**Master’s Degree Requirements**

A master’s degree is awarded to a student upon successful completion of one of the graduate curricula in this Catalog, earning a minimum of 32 credit hours of graduate courses for non-terminal degree programs, and as many as 93 credit hours for terminal degree programs. Students must conform to all rules and regulations of the College of Graduate and Professional Studies, and meet all of the requirements of the student’s chosen academic department/program. Generally, requirements include completion of a minimum of 18 credit hours in the major and six credit hours outside the major. At least one-half of the credit hours required for the degree must be earned in courses numbered 600 or above. Research experience and/or a culminating experience are required for all programs leading to the master’s degree, and these experiences must be satisfactorily completed. Neither the research experience nor the culminating experience may be transferred from one master’s degree program to another by a student who wishes to pursue a second master’s degree. It must be noted that the degree requirements of certain programs exceed the minimum standards of the College of Graduate and Professional Studies. Therefore, the student should contact the appropriate department chairperson or graduate program director for information about specific program requirements.

**Progress Toward Degree**

During the period of study leading to the master’s degree, a graduate student must show evidence of sound scholarship. The student must meet the following standards to retain good standing as a graduate student:

1. Maintain a GPA appropriate for graduate work (standards are program specific)
2. Maintain continuous enrollment in graduate work. Any student admitted to the College of Graduate and Professional Studies, and to a program, who has not enrolled and received graduate credit for work at Indiana State University for a period of two consecutive years will be required to re-apply for admission.
3. Meet program completion expectations within seven years. Students who exceed the standard timeline should consult with the College of Graduate and Professional Studies.
4. Have no encumbrances on their record.

**Thesis Expectations**

A thesis, if required by the master’s program, should be the result of scholarship that contributes to the discipline. A Thesis Committee form must be submitted and approved one semester prior to the proposal defense. A thesis committee consists of three graduate faculty and includes no more than one non-tenure-track faculty. Students are expected to defend their thesis proposal at least one semester prior to the final thesis defense. Thesis requirements include registration for the minimum credit hours stipulated by the program. In preparing the thesis, the candidate should carefully read the material found in this section and follow the procedures outlined in the section of this catalog on Regulations in addition to any materials on preparing or formatting a thesis provided by the College of Graduate and Professional Studies. Continuous enrollment during the fall and spring semesters is required until a student has completed all degree requirements and all documents are submitted to, and accepted by, the College of Graduate and Professional Studies, regardless of whether a student is in residence or is away from campus. Only students who apply for August graduation must register in the summer.

**Second Master’s Degree Requirements**

A student with a master’s degree from an accredited institution may apply for admission to a second master’s degree program for the purpose of completing a new major area of graduate study. Students admitted to such programs are directed to the appropriate department chairperson or program director who may accept up to 30% of the minimum credit hours required from the student’s first master’s degree program as transfer credit. Credit hours applied from the previous master’s degree can be older than seven years. The seven-year validity of credit hours earned
previously (see Progress Toward Degree) applies to all other credit hours. All regular requirements for the master’s degree program also must be met. A master’s degree programs completed as a second master's degree must include a new research component or culminating experience, neither of which can be transferred from the first master’s degree program.

**Doctoral and Educational Specialist Degree Requirements**

The doctoral degree is conferred only upon those students who have completed, with high distinction, a period of intensive study in a selected field. Candidates must have gained a thorough knowledge of the field, mastered the method of advanced study, and demonstrated this mastery through a dissertation or a scholarly or creative project. The educational specialist is regarded as an advanced practitioner's degree, and, as such, is a continuation of work completed in pursuit of the master’s degree in the area in which it is sought. The following standards must be met to retain good standing as a graduate student:

1. Complete a program specific minimum number of credit hours of graduate course work at a program specific GPA with at least one-half of the work toward the doctorate in courses numbered 600 or above.
2. Complete all general and academic requirements of the College of Graduate and Professional Studies as well as specific requirements of the student’s chosen degree program.
3. Have no encumbrances on their record.

**Progress Toward Degree**

During the period of study leading to the doctoral or educational specialist degree a graduate student must show evidence of sound scholarship. The following standards must be met to retain good standing as a graduate student:

1. Maintain a GPA appropriate for graduate work (standards are program specific and should be articulated at the onset of enrollment in a program of study approved by the program director).
2. Continuous enrollment in graduate work. Any student admitted to the College of Graduate and Professional Studies, and to a program who has not enrolled and received graduate credit for work at Indiana State University for a period of two consecutive years will be required to re-apply for admission.
3. Meet program completion expectations within nine years (eight years for Ed.S). Students who exceed the standard timeline should appeal to the College of Graduate and Professional Studies.
4. Have no encumbrances on his/her record.

**Research Proficiency**

Evidence of proficiency in appropriate research tools is expected of all doctoral candidates. Such proficiency shall be determined and judged by each candidate’s academic program or department. The College of Graduate and Professional Studies does not require and/or administer proficiency examinations of any kind. However, individual academic units may, at their discretion, require, establish, and administer their own proficiency examination(s). Any research proficiency requirement (e.g., foreign language, computer applications, statistics) shall be established by the candidate’s major department or program.

**Doctoral Programs with a Dissertation Expectation**

**Doctoral Committee.** Early in the student’s program, upon the student’s formal request and supported by the recommendations of the advisor, a doctoral committee is appointed (students should be in consultation with the advisor to ensure the doctoral committee meets the specific program requirements). The doctoral committee consists of a minimum of three members of the graduate faculty appointed in the same manner that the advisor was appointed. One of the doctoral committee members must be from outside the student’s major area, and the committee may include no more than one non-tenure track faculty. The doctoral committee conducts examinations, supervises the dissertation, and recommends the student for the degree to the Dean of the College of Graduate and Professional Studies. The Dean of the College of Graduate and Professional Studies is an ex-officio member of all committees.
Qualifying Examination. The student must satisfactorily pass program-specific examinations. The department will set dates for the administration of any examinations. The examination(s) will be prepared according to regulations established by the department and follow evaluation procedures developed by the program. The evaluation results will be certified by the appropriate department chairperson, the appropriate Dean, and the Dean of the College of Graduate and Professional Studies. When there is disagreement at the program-level resulting in lack of consensus regarding overall performance, the case will be referred to the department chairperson and Dean of the College of Graduate and Professional Studies. The preliminary examinations will be evaluated according to program criteria (which may allow for a single retake) as follows:

1. Pass.
2. Fail. Eligible for re-take pursuant to program rules.
3. Fail. Student is ineligible for a re-take and eliminated from the program.

When the student has met all requirements for candidacy, the chairperson of the committee will recommend to the department chairperson, to the appropriate Dean, and to the Dean of the College of Graduate and Professional Studies that the student be approved for admission to candidacy. Upon approval, the Dean of the College of Graduate and Professional Studies notifies all concerned.

Admission to Candidacy. A student cannot and does not become a candidate for a doctoral degree until such time they have been formally admitted to candidacy. Admission to candidacy must be based on the academic record with specific coursework and other program requirements satisfied and successful completion of the qualifying exam.

Dissertation. A dissertation, required of all candidates for the doctor of philosophy and doctor of psychology degrees, is the result of an original investigation which makes a contribution to knowledge of sufficient significance to justify its publication. The Dissertation Committee form must be submitted and approved by the College of Graduate and Professional Studies prior to scheduling the proposal defense. Students are expected to defend their proposal at least one semester prior to defending the dissertation. In some programs, students are advised to defend their proposal even earlier. Dissertation requirements include registration for the minimum dissertation credit hours stipulated by the program. In preparing the dissertation, the candidate should follow the Steps for Completing a Thesis or Dissertation. Continuous enrollment during the fall and spring semesters is required until a student has completed all degree requirements and all documents are submitted to and accepted by the College of Graduate and Professional Studies. Only students who apply for August graduation must register in the summer. Formal approval of the dissertation proposal is accomplished after admission to candidacy. Registration for dissertation credit may only occur following admission to candidacy and/or advisor approval. Late registration (under no penalty) for dissertation credit hours may be approved by the Dean of the College of Graduate and Professional Studies during the semester of admission to candidacy.

Dissertation Proposal. After admission to candidacy, and under the direction of the dissertation committee, the student prepares and submits a dissertation proposal for approval by the student’s committee, the appropriate Dean, and the Dean of the College of Graduate and Professional Studies. The proposal, as completely and explicitly as possible, describes the proposed original scholarship for the dissertation.

Dissertation Defense. At least nine weeks prior to the date the degree is to be conferred and at least two weeks prior to the final oral examination, copies of the dissertation should be made available to all members of the student’s doctoral committee. The oral examination may be set at any date convenient to the committee and the student, providing the University is officially open, but must be at least seven weeks (six weeks during the summer session) prior to the date the degree will be conferred. The time and place of the defense, together with the names of the student, the doctoral committee, and chairperson or dissertation director, and the title of the dissertation must be submitted to the College of Graduate and Professional Studies.
at least one week prior to the defense. The College of Graduate and Professional Studies will
notify the campus community of the details of the defense. Attendance at the defense is open
to any member of the campus community. Other interested individuals may attend the
examination with the permission of the committee chairperson. Following successful
completion of the oral exam, the student will forward a copy of the dissertation to the
academic college. After making edits requested by the academic college, and getting
approval from the college Dean on the Approval of Dissertation or Thesis Defense form, the
student will upload an electronic copy of the dissertation that has been approved by student’s
academic college to ProQuest. Students will also upload a signed Approval of Dissertation
or Thesis Defense form as a supplemental file. (See additional requirements related to
dissertation in section below.)

Graduation. A student enrolled in a doctoral degree program requiring a dissertation must take the
following steps in order to graduate:

1. Apply for graduation by the published deadline for the semester/term in which graduation is
   anticipated.
2. Complete the dissertation and defend it in an open examination before the student’s doctoral
   committee.
3. Make any changes to the dissertation, as directed by official action of the student’s doctoral
   committee and the College of Graduate and Professional Studies.
4. Obtain approval (Approval of Thesis or Dissertation Defense form) of members of the student’s
doctoral committee, department chairperson, Dean of the appropriate college, and the Dean of
the College of Graduate and Professional Studies.
5. Upload an electronic copy of the dissertation that has been approved by student’s academic
   college to ProQuest. Students will also upload a signed Approval of Dissertation or Thesis
   Defense form as a supplemental file. Students must adhere to the submission guidelines provided
   by the College of Graduate and Professional Studies. Submission guidelines are located on the
   College of Graduate and Professional Studies’ Web site. Copyright may be registered. The
   student is responsible for all associated fees.
6. Pay all costs associated with publication of the dissertation or its abstract.
7. Remove any encumbrances and/or incomplete grades on his/her record.

Doctoral Programs Without a Dissertation Requirement
Students enrolled in doctoral programs that do not require a dissertation are still responsible for
demonstrating research proficiency through a culminating project that is shared with the university
community. Students must consult with the program director regarding the requirements of the culminating
experience.

Graduation. A student enrolled in a doctoral degree program not requiring a dissertation must take the
following steps toward graduation:

1. Apply for graduation by the published deadline for the semester/term in which graduation is
   anticipated.
2. Complete the culminating experience and defend it in an open examination before the student’s doctoral
   committee.
3. Remove any encumbrances and/or incomplete grades on his/her record.

Awarding of Two or More Graduate Degrees
Two or more graduate degrees or certificates may be granted simultaneously provided all requirements for the
degrees have been completed, no more than 30% of the coursework is shared between the degrees, and the research
and/or culminating experiences (if required) are unique. However, since many students may choose to pursue a
certificate as well as a formal degree program, all credit hours completed as part of a certificate program can be
counted toward a subsequent or simultaneous degree award.
Thesis/Dissertation Guide

For the convenience of graduate students, the College of Graduate and Professional Studies has prepared a Thesis and Dissertation Handbook. A thesis or dissertation should represent original scholarship. Expectations regarding the type of thesis/dissertation, as well as the scope of the project, will be determined by individual graduate programs, and the thesis or dissertation advisor and committee.

Once the general area of research is determined through conference with the appropriate departmental faculty, the student begins the steps for completing a thesis or dissertation.

1. Early in the student’s program, upon the student’s formal request and supported by the recommendation of the advisor, a thesis/doctoral committee is formed. The thesis committee consists of three graduate faculty members, and includes no more than one non-tenure track faculty. The doctoral committee consists of at least five members of the graduate faculty (or at least three members of the graduate faculty in the College of Education and College of Technology) appointed in the same manner that the advisor was appointed. One of the doctoral committee members must be from outside the student’s major area. No more than one non-tenure track faculty member may serve on the committee. The thesis/dissertation committee form must be submitted and approved by the College of Graduate and Professional Studies prior to scheduling the proposal defense.

2. Under the direction of the committee, the student prepares and submits a thesis or dissertation proposal for approval. The proposal, as completely and explicitly as possible, describes the proposed original scholarship for the thesis or dissertation. After successful completion of the proposal, the committee will sign the Approval of Thesis or Dissertation Proposal Form. If the research involves human subjects or animal subjects, approval from the appropriate ISU committee (Institutional Review Board, Biosafety, Radiation Safety, or Animal Care and Use Committee) must be granted in writing, which requires a signed Thesis and Dissertation Proposal Form. The Approval of Thesis or Dissertation Proposal form along with a hard copy of the proposal document and, if required, approval of the appropriate ISU Committee (Institutional Review Board, Biosafety, Radiation Safety, or Animal Care and Use Committee), must be presented to the Dean of the College of Graduate and Professional Studies prior to any data collection. Master’s students may register for course 699 (Thesis) only after formal approval of their thesis proposal and/or approval from their advisor. Doctor of philosophy students may register for course 899 (Dissertation) after admission to candidacy and/or approval from their advisor. Doctor of psychology students and Ed.S. students may register for course 799 (Ed.S. Advanced Thesis or Doctoral Project) after admission to candidacy and/or approval from their advisor.

3. Students must enroll for thesis or dissertation credit in course 699 (Master’s Thesis), course 799 (Ed.S. Advanced Thesis or Psy.D. Doctoral Project), or course 899 (Ph.D. Dissertation). Once a student enrolls in course 699, 799, or 899, continuous enrollment during fall and spring semester is required until the student has completed all degree requirements, regardless of whether a student is in residence or away from campus. A student who applies to graduate in the summer must register for the appropriate summer term in course 699, 799, or 899 dependent upon degree program.

4. The student defends the thesis or dissertation at an open meeting. The time and place of this meeting, together with the names of the student, the committee, and chairperson or director, and the title of the thesis or dissertation must be submitted to the College of Graduate and Professional Studies at least one week prior to the event. To verify successful completion of the defense, the committee will sign, and the student will submit, an Approval of Thesis or Dissertation Defense form with the approved thesis/dissertation (described below).

5. Following successful completion of the oral exam, the student will forward a copy of the dissertation or thesis to the academic college and complete any edits requested.

6. After making edits requested by the academic college, and getting approval from the college Dean on the Approval of Dissertation or Thesis Defense form, the student will upload an electronic copy of the dissertation or thesis that has been approved by student’s academic college to ProQuest. Students will also upload a signed Approval of Dissertation or Thesis Defense form as a supplemental file. Submission guidelines are located on the College of Graduate and Professional Studies’ Web site. Copyright may be registered. The student is responsible for all associated fees.

7. The College of Graduate and Professional Studies must approve the thesis or dissertation after the student’s defense of the thesis. During preparation and final approval of the thesis/dissertation, a staff member in the College of Graduate and Professional Studies is available for consultation. It is expected, however, that when the copy is presented to the College of Graduate and Professional Studies few corrections will need to be made.
Upon final approval of the thesis or dissertation, the thesis or dissertation committee chairperson submits a letter grade for the thesis or a “satisfactory” for the dissertation.

**Grading and Scheduling**

**Letter Grades for Course Work Completed**

Letter grades indicating the quality of graduate course work completed, and for which the credit hours earned can be applied toward graduation requirements, can generally be interpreted as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.70</td>
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<tr>
<td>B+</td>
<td>3.30</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>2.70</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<td>F</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

The letter grades assigned for unsatisfactory course work are "F" for failure, and "U" (Unsatisfactory) for specially approved courses. Grades of "W" will be assigned to dropped/withdrawn courses after the last day to add for the semester/term and will not be calculated in the student’s grade point average.

**Grade Appeal**

**Basis for Appeal.** A student may appeal a grade granted by any instructor of any course. The student may appeal the grade based on one or more of the following:

1. An error in the calculation of the grade.
2. The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the same section of the same course, in the same semester, with the same instructor.
3. The assignment of a grade to a particular student on some basis other than performance in the course.
4. The assignment of a grade by a substantial departure from the instructor's previously announced standards for that section of that course.
5. The assignment of a grade by a substantial departure from the written, department-approved, standards for a course.

**Informal Appeal.** All students must follow the informal appeals process for questioning grades prior to engaging the formal appeal. In so doing, students are to, where possible, seek out the instructor for a face-to-face conversation. The instructor is encouraged to listen to the entirety of the student’s case and then to consider whether the current grade is appropriate. Should no resolution occur, the student is required to contact the department chairperson. The chairperson is required to meet with the student one-on-one, to seek a conversation with the
instructor one-on-one, and then is highly encouraged to meet with the two together. Students must initiate their informal appeal within 30 working days of the posting of the grade. Should no resolution occur, the student may choose to engage the formal appeal process.

**Filing a Formal Appeal.** A formal appeal is made in writing to the Dean of the college of the instructor, hereafter referred to as “The Dean.” When filing an appeal, a student must specify the basis of the appeal and do so within 30 working days of the conclusion of the informal appeal. The student must indicate one of the following:

1. The instructor is unable or unwilling to communicate with the student on the appeal and the informal appeal could not proceed.
2. No resolution resulted from the informal appeal process.

The contents of the appeal should include as much of the relevant physical or electronic record as is possible for the student to collect. If the second basis (differential standards) is asserted, the student should provide a list of the names of other students and specific assignments so that a review of the relevant materials and appropriate comparisons can be made.

**Verification of the Appropriateness of the Appeal.** An instructor “cannot respond” if she/he has died or has suffered a debilitating physical or mental condition. For appeals to grades submitted by instructors who have been terminated, resigned, or retired, it is the Dean’s responsibility to manage the notification process. In doing so, the Dean shall make three separate attempts at contacting the instructor within 30 days, with the last attempt being in writing via registered letter to the last known address. If after ten working days of the Dean’s receiving of the registered letter receipt, the instructor still refuses to discuss the grade appeal, the Dean shall convene the Grade Appeal Committee.

If an instructor has denied the grade appeal after having met with the department chairperson, the Dean must review the materials and discuss the matter with the student. The Dean may choose to discuss the matter with the instructor, the chairperson, or both. If the Dean cannot create a resolution satisfactory to the instructor and student, the Dean shall convene the Grade Appeal Committee.

**Study Week**

Study Week is intended to encourage student preparation for final examinations given during the final examination week. Class attendance, however, is expected. **No examination of any kind, including quizzes that count over four percent of the grade, shall be given during Study Week-preceding Finals Week.** Assignments due during Study Week must be specified in the class syllabus handed out to the students at the beginning of each semester. Online courses are treated, for the purpose of this policy, like all other courses. Courses of 11 weeks’ duration or less are exempt from this policy. Examinations for laboratory, intensive mini-courses, or summer are permitted. The student is responsible for notifying the Student Government Association of a violation of any of the above terms. The Student Government Association will take the correct procedures for informing the faculty member and the academic department chairperson of the failure to comply with the terms of the Study Week policy. The student’s name will be confidential to the Student Government Association.

**Course Repeat Policy**

Graduate students receiving a grade of C+ or lower may retake a non-repeatable course a maximum of one time. Once repeated, both the original and new grade will be included in the student’s grade point average. Both grades will remain on the student’s transcript.

**In Progress Grade Policy**

An “In Progress” grade (IP) can be used for graduate courses which require work of a continuing nature to extend over more than one semester. Upon completion of the course work, the instructor will assign a grade. A student changing from a program requiring a thesis/dissertation may, at the discretion of the major department, receive a grade “S” for the portion of the work completed. If a change of grade form is not submitted, any remaining “IP” grades on the transcript will be changed to “U” at the time of graduation or the designated time limits for completion
of degree, or an approved time limit extension. A student is not eligible to graduate with any “IP” grades remaining on their transcript.

Incomplete Grade Policy

An incomplete grade (IN) may be given only at the end of a semester or term to those students whose work is passing, but who have left unfinished a small amount of work (e.g., a final examination, a paper, or a term project) which may be completed without further class attendance. When a grade of incomplete (IN) is assigned, the instructor will specify, via the appropriate system, the work necessary to complete the course and receive a grade, the deadline date for completion, and the grade to be assigned if the work is not completed by the specified date. The date for completion will normally be within four weeks of the beginning of the next semester, but will not be longer than one calendar year. The sole exception is for graduate research courses, which will have no maximum deadline. In the event that the instructor from whom students receive an “IN” is not on campus, the disposition of students’ eventual grade resides with the appropriate department chairperson.

Student Withdrawal from Semester/Term

The University recognizes that numerous circumstances may arise which will necessitate a student ceasing class attendance prior to the end of the semester. An “official withdrawal” involves the student withdrawing from all classes for which they are registered, as well as the notification of appropriate administrative officials of their decision to leave the campus. If a student leaves without properly processing a withdrawal, their absences from class and from the campus are a justification for a failing grade (e.g., F) to be assigned for the courses in which the student is enrolled.

**Procedures.** The student is not officially withdrawn until he/she has completed official withdrawal procedures.

**Grade Determination.** Students who officially withdraw from the University by the last day to add classes (7th calendar day of a 16 week semester) will not have a grade or courses assigned to their transcript for that semester. After the last day to add, and through the 11th week of classes, the grade of “W” will be given for any classes in that semester. Dates and deadlines for summer and shorter-length classes vary based on the duration of the class. Please see the schedule of classes for specific information. “W” grades are not included in calculation of the grade point average.

**Residence Hall Contract Cancellation.** Withdrawal from registered courses results in cancellation of the residence hall contract; however, students are responsible for contacting Residential Life if they are not planning to return to the University. Residence hall students should review the terms and conditions of their residence hall contracts concerning refunds, contract cancellation service charges, and any other associated costs.

Course Load

A full-time course load is considered to be nine credit hours during the fall and spring semesters. During a regular semester the maximum course load is 12 credit hours, inclusive of graduate courses or any combination of graduate and undergraduate courses. In the summer terms, a student is allowed to earn no more than a total of 15 credit hours. However, upon the approval of a student’s academic advisor, the department chairperson, and the Dean of the College of Graduate and Professional Studies, a student may be permitted to enroll in additional credit hours beyond the limits indicated above. Full-time graduate assistants must maintain full-time enrollment as outlined in the Graduate Assistantship and Scholarship/Fee Waiver Award Guidelines. Except for unusual circumstances, students will not exceed a class load of 12 credit hours per semester. Part-time graduate assistants must enroll in a minimum of nine credit hours each semester, and one credit per summer session.

Course Numbers

Courses bearing the Catalog number 500 or above carry graduate credit. Those numbered in the 500 series may also have 400 counterparts, which are open to undergraduate students. A course taken at the 400 level for undergraduate
credit may not be repeated at the 500 level for graduate credit without permission of the academic unit and the Dean of the College of Graduate and Professional Studies. Courses numbered in the 600 series are open only to graduate students and undergraduate students admitted to Accelerated Graduate Programs. Students in Accelerated Graduate Programs will be allowed to take up to 6 credit hours of 600-level courses during their final year of undergraduate study. At least one-half of the credit hours required for a graduate degree must be earned in courses numbered 600 or above. Courses numbered in the 700 and 800 series are designated for students in post-master’s and doctoral programs.

**Academic Integrity**

Graduate students are expected to abide by the University’s Code of Student Conduct, which includes a statement about academic integrity. Issues of plagiarism discovered in a thesis, dissertation, or culminating project could result in withholding or revoking the graduate degree. Plagiarism or academic dishonesty during the completion of a graduate degree program could result in removal of the graduate student from their graduate program and the University.

**Academic Renewal**

Indiana State University provides Academic Renewal as an option to returning applicants who have been out of school for a significant period of time and whose previous academic performance may not be indicative of the academic work of which they are now capable. Academic renewal recognizes that such students are often hampered by a previous low grade point average, and offers them the opportunity to complete a graduate degree program.

While a student who has successfully petitioned the Dean of the College of Graduate and Professional Studies for academic renewal may be permitted to graduate as an exception to the existing grade point average guidelines, the overall grade point average and transcripts for that student will remain unchanged. The following conditions apply:

1. One or more years must have passed between the student’s previous enrollment in an Indiana State University graduate program and the current term of readmission to the student’s initial program of application; OR one or more years have passed between the student’s previous enrollment in an Indiana State University graduate program and the current term of readmission to a new program. Department review is required.
2. Academic Renewal can occur only once, and it is irreversible.
3. All academic requirements in place at the time of readmission must be met.
4. Students who have completed all degree requirements, met the minimum grade point average, and earned no grades lower than a “B” (3.0) following readmission will be graduated as an exception by a memorandum from the Dean of the College of Graduate and Professional Studies to the Provost.

To apply for Academic Renewal, students should consult with the College of Graduate and Professional Studies.

**Retention and Transfer**

**Retention**

A student whose grade point average drops below a 3.0 (or higher in certain programs) will be placed on probation, suspended from graduate study, or dismissed from the College of Graduate and Professional Studies. The Dean of the College of Graduate and Professional Studies, in accordance with the regulations of the student’s academic the College of Graduate and Professional Studies, will make decisions in such matters. In addition to academic standing, students may be removed from an academic program at the request of the program coordinator or department chairperson for failing to meet professional or licensure standards, or not meeting program-specific expectations outlined in the catalog or a program’s student handbook. A student who is suspended from graduate
study or dismissed from the College of Graduate and Professional Studies may request a review of the case by the applicable subcommittee of the Graduate Council.

**Continuous Enrollment/Readmission at ISU**

Any student admitted to the College of Graduate and Professional Studies, and to a program, who has not enrolled and earned graduate credit for work at Indiana State University for a period of two consecutive years, except when there is an approved leave of absence, will have their admission automatically cancelled. In order to re-enroll in classes, a student whose admission has been cancelled must reapply for admission to the College of Graduate and Professional Studies and the department/program of interest. Students who are readmitted in the above manner will be governed by the policies and regulations in effect at the time of readmission.

**Leave of Absence**

Students in good standing in their respective program, prior to suspension of enrollment, may apply for a leave of absence. Applications must be approved by the graduate committee, program director, and Dean of the College of Graduate and Professional Studies. Reasons for leave of absence may include military service, illness, personal medical leave, family medical leave, etc.

**Transfer Credit**

Work completed for graduate credit at other institutions may be transferred in partial fulfillment of degree requirements under the following conditions:

1. Transfer of credit will be considered for graduate work completed only at regionally accredited institutions or at institutions recognized by the U.S. Department of Education. Graduate credit hours earned from an international college or university will be evaluated by the International Programs and Services Office before being considered for transfer into an ISU degree program.

2. The research or culminating experience requirement for any degree program must be completed at Indiana State University. Graduate credit hours appropriate to the degree completed at Indiana State University may be accepted for transfer at the recommendation of the department or program.

3. Transfer credit requests for courses that are not part of a completed graduate degree, licensure, or post-bachelor's certificate program, and that were completed outside of the time to-degree completion guidelines, must be sent to the College of Graduate and Professional Studies for consideration. Each department or program is responsible for evaluating the currency of the student’s knowledge from courses presented for transfer.

4. Transfer credit hours approved at enrollment remain current within the specified time-to-degree completion period (seven years for master's, eight years for education specialist, and nine years for doctoral degrees).

5. Credit may be transferred, but grades earned in courses taken at other institutions do not transfer.

6. Only graduate courses in which a student has earned a grade of B (or 3.0 on a 4.0 scale) or better may be considered for transfer.

7. Graduate courses taken at another university on a credit/no credit, pass/fail, or satisfactory/unsatisfactory option are not accepted as transferable unless approved by the department or program.

**Master’s Degree Transfer Information**

1. Master’s programs will accept a maximum of nine transfer credit hours for programs that require fewer than 40 credit hours, 12 credit hours for programs that require 40-49 credit hours, and 15 credit hours for programs that require more than 49 credit hours. Such credit hours, however, must be earned at an institution that is regionally accredited to award graduate degrees. No course in which a grade lower than a "B" (3.0 on a 4.0 scale) was earned will be accepted for transfer. Furthermore, transfer work must meet the standards for the credit hours earned at Indiana State University. All transfer credit hours must be appropriate to the particular program in which the student is enrolled.

2. Individual graduate programs may set lower limits on transfer credit and therefore students should consult with the appropriate graduate program director or department chairperson for such information.
**Educational Specialist Degree Transfer Information**

A student working toward the educational specialist degree may transfer up to 39 graduate credit hours applied to a completed master’s degree or to an administrative license or certificate issued by a state department of education. Courses must be approved in advance by the program's admission committee or the advisor, in light of guidelines established by the committee or program.

**Doctoral Degree Transfer Information**

No specific rule regulates the number of graduate credit hours that are transferable from other institutions approved to offer graduate courses by the appropriate regional accrediting agency that may lead to a doctoral degree. However, programs may set a limit on maximum number of transfer credit hours, thus students should review transfer information at the program-level. The dissertation, and a minimum of 30 credit hours of course work, exclusive of the first 32 credit hours, must be earned at Indiana State University. Graduate work which has been completed previously will be evaluated by the program or department to determine which credit hours are applicable to the student’s program. Graduate credit hours earned more than seven years prior to admission to the program will not count toward the minimum credit requirements for the doctoral degree.

**Assessment of Prior Learning**

Select graduate programs may provide students with an opportunity to receive a limited amount of graduate credit as a result of an appropriate and rigorous assessment of prior learning which would ordinarily include the submission of documentary evidence such as a professional portfolio or a comprehensive examination.

Students must be enrolled at Indiana State University and have program consent to be eligible for credit by assessment of prior learning. If a student’s performance on the program's assessment meets or exceeds program standards, credit will be granted. Students who earn credit through an assessment of prior learning do not receive a letter grade for such credit.

No student may earn more than 30% of their total graduate credit hours through the assessment of prior learning. In addition, the combined total of transfer credit and assessment of prior learning may not exceed 30% of the total minimum credit hours required for the program. As such, master’s programs in the College of Graduate and Professional Studies will accept credit hours for transfer and/or prior learning that have been approved by the program and College of Graduate and Professional Studies for a maximum of nine credit hours for programs less than 40 credit hours, 12 credit ours for programs that require 40-49 credit hours, and 15 credit hours for programs that require more than 49 credit hours. Departments with specialized programs may seek an exception to this policy by petitioning the College of Graduate and Professional Studies through the Graduate Council. All associated testing fees, protocols, and related policies for the assessments are determined by the University Testing Office and approved by the University Board of Trustees. All students earning credit are also required to pay the standard credit by exam fee per hour earned as determined by the University Board of Trustees. All program proposals for a credit-bearing assessment of prior learning are to be approved by the Graduate Council.
APPENDIX B: REVISED CGPS GRADUATE AWARDS CRITERIA

Indiana State University
College of Graduate and Professional Studies
Graduate Awards
(revised 1/22/18)

Nomination Process and Procedures
The nomination process is open. Faculty, staff, and students may nominate an individual. Self-nominations are also welcome. The nomination materials should include a cover letter prepared by the nominator outlining qualifications, the student’s curriculum vitae, and copies of relevant evidence of accomplishments (e.g. the title page of published articles, abstracts, news articles, letter of support from community partner, reports, etc.). The nominators are responsible for coordinating the application process and nominations packets should be limited as follows: 1 page nomination letter noting which award you are nominating the student for (if nominator is not a faculty member, include a second letter of support from a faculty member), 1-2 page CV, up to 3 pages of supplemental evidence. Nomination materials should be representative of work completed at ISU, not necessarily comprehensive.

Selection Process
Nominations should be submitted to the College of Graduate and Professional Studies no later than the third Monday in February. The Graduate Council’s sub-committee on Student Affairs will review all nominations and forward a list of recipients to the Dean of the College of Graduate and Professional Studies. The awardees will be notified no later than the Friday prior to Spring Break.

General Eligibility Criteria
Students who have been actively enrolled and who have completed at least 1 semester at ISU are eligible for the award. A student may be nominated for either the CBRPS or the R&C award but not both. Nominees for the CBRPS and R&C award may also be nominated for the Ethos Award. Awardees will be assessed based on work and activities completed while in residence with ISU.

Community-Based Research and Problem Solving (CBRPS)
The CBRPS is intended to recognize outstanding graduate student contributions in the area of community engagement and applied research. This award is intended to recognize work in those fields for which community engagement, clinical practices, and/or action research are essential, but all students are eligible. One award may be made per degree level annually (Master’s, Specialist, and Doctoral) with additional awards not to exceed a total four (4) overall or two (2) per degree level at the discretion of the committee. Hence, the maximum number of awardees will not exceed four (4) per academic year. The committee may or may not make awards annually at each degree level depending on the strength of the nominee pool. In addition to the general eligibility criteria above, all nominees are required to have participated or will agree to participate in the ISU research showcase known as the “Exposium: A Celebration of Student Research & Creativity”.

Nominees must have met one or more of the following criteria with evidence of community-based research or problem solving to be a recipient:
• evidence of significant engagement with a community-based organization(s) (e.g., Ryves Neighborhood association)
• one or more published (or accepted) peer-reviewed journal articles as sole or co-author; one or more solo shows or public performances of his or her creative work at an appropriate professional venue at the regional, national, or international level;
• one or more published creative works in an appropriate professional/disciplinary venue;
• one or more externally funded grant projects or contracts as PI or Co-PI;
• one or more papers published in a proceedings volume
• multiple examples of high quality published public scholarship (not necessarily peer reviewed);
• evidence of one or more outstanding and unique research or creative contributions to his/her discipline consistent with the practices of the profession or discipline.

Awardees will be selected based upon the strength of the nomination letter, eligibility, and quality of the community-based interactions.

Research & Creativity (R&C)
The Research & Creativity Award is intended to recognize those students who have evidenced significant contributions to their field and/or discipline. One award may be made per degree level annually (Master’s, Specialist, and Doctoral) with additional awards not to exceed a total four (4) overall, or two (2) per degree level, at the discretion of the committee. Hence, the maximum number of awardees will not exceed four (4) per academic year. The committee may or may not make awards annually at each degree level depending on the strength of the nominee pool. In addition to the general eligibility criteria above, all nominees are required to have participated or will agree to participate in the ISU research showcase known as the “Exposium: A Celebration of Student Research & Creativity”.

Nominees must have met one or more of the following criteria to be a recipient:
• one of more published (or accepted) peer reviewed journal articles as sole or co-author;
• one or more solo shows or public performances of his or her creative work at an appropriate professional venue at the regional, national, or international level;
• one or more published creative works in an appropriate professional/disciplinary venue;
• one or more externally funded grant projects or contracts as PI or Co-PI;
• one or more juried awards for their creative or research contributions;
• one or more papers published in a proceedings volume
• multiple examples of high-quality, published public scholarship (not necessarily peer reviewed);
• evidence of one or more outstanding and unique research or creative contributions to his/her discipline consistent with the practices of the profession or discipline.

Ethos Award
The Ethos Award is intended to recognize high-quality and balanced contributions (e.g., teaching, service, clinical service, scholarship) that embody the university mission and values of graduate education at ISU. These students have arguably served as the standard for excellence within a given degree program. A maximum of one award may be made per degree level (Master’s, Specialist, and Doctoral). The committee may or may not make awards annually at each degree level depending on the strength of the nominee pool.
APPENDIX C: MEMO OF CONCERN REGARDING CHANGES TO GRADUATE POLICY

MEMO

To: Faculty Senate

From: Graduate Council (Approved 7:0:0)

Re: changes to university policies and procedures that affect graduate programs.

Date: 10/27/17

During our meeting on 9/29/17, Graduate Council discussed the June 29, 2017 e-mail from the Registrar regarding the reassignment of tasks previously allocated to the College of Graduate and Professional Studies to the Office of Registration and Records and/or the Home Colleges. In addition Provost Michael Licari met with Graduate Council during our meeting on 10/13/17 to discuss these proposed changes. Although the discussion with Provost Licari was very helpful, members of GC continue to have some ongoing concerns in regard to the manner in which the changes were made as well as the lack of input from faculty governance in regard to the changes. Thus we would like to take this opportunity to provide our input to our colleagues as part of the process of shared governance.

The overarching concern that Graduate Council would like to express is that an e-mail sent from an administrative office (Office of Registration and Records) should not trump or supersede policy and procedure established through the process of shared governance. Graduate Council has found that the June 29th e-mail from ORR does both of these things, even if the original intent was not to do so. Graduate Council also holds that, given current policy, most of the changes proposed in the June 29th e-mail from the Registrar should not be implemented; many of the reassigned duties should remain with the College of Graduate and Professional Studies.

Graduate Council would like to provide some recommendations about each of the bullet points included in the June 29, 2017 email (please see attached copy of the e-mail for reference). The overarching intent of our recommendations is to avoid adding another layer of review to the procedures/processes as the changes outlined in the email appear to do (e.g., ORR or Associate Deans are added to the list of individuals/offices making decisions or processing forms).

Graduate Council Recommendations on proposed changes outlined in 6/29/17 email from ORR:

1. Under the section titled “Academic Colleges will Acquire Graduate Authorization of the Following Areas” Graduate Council recommends:
- Home Colleges be granted change of grade approval authority. This change does not contradict current policies and makes sense given change of grade processes used at ISU.
- Home Colleges not be granted Scheduling Authorization and Overrides. Current policy is that CGPS is responsible for scheduling authorization and overrides and adding Home College review would include a step that is not necessary.
- Graduate Council is unsure what “assist with graduation-related issues” means in the context of the June 29 e-mail. Graduate Council recommends that CGPS be charged with “Graduation-related Issues” consistent with current policy.
- Graduate Council recommends that graduation exceptions in MySam not be granted to Home Colleges. Rather, we recommend that graduation exceptions continue to be handled by CGPS as described in current policy (see Graduate Catalog).

2. Under the section titled “The Office of Registration and Records will Acquire the Following Responsibilities” Graduate Council recommends:
   - Regarding “Graduate Reporting,” Graduate Council is unsure of the intent of this change, but has no concern with the Office of Registration and Records coding data.
   - Graduate Council recommends that Graduate Checkout Review not be moved to the Office of Registration and Records. We recommend that Graduation Checkout Review remain with the College of Graduate and Professional Studies, as exists in current procedure and practice.
   - Graduate Council strongly recommends that transfer responsibilities not be moved to Office of Registration and Records but rather remain with the College of Graduate and Professional Studies as described in current policy. To the degree that transfer paperwork and coding our databases require the Office of Registration and Records involvement, Graduate Council recommends ORR involvement in that capacity.
   - Graduate Council clearly recognizes the need for the Office of Registration and Records to be involved in Degree Auditing.
   - Graduate Council recommends that the Office of Registration and Records assist with Graduate Student Commencement, as suggested in the June 29 e-mail.

In closing, Graduate Council would suggest that future changes to policies and significant changes to procedures in the domain of graduate education must adhere to the robust process of Shared Governance at Indiana State University. The June 29, 2017 e-mail referred to in this memorandum countermanded established policy, and created confusion as well as perhaps delays in processing paperwork. Confusion and delays have a negative impact on graduate programs and graduate students. It is Graduate Council’s hope that our recommendations can help the Senate and our Administrative partners adjust policy to the advantage of Graduate Education at Indiana State University. Lastly, Graduate Council strongly recommends that ISU maintains a robust College of Graduate and Professional Studies lead by a Graduate Dean who advocates and implements the University’s mission of quality teaching and creation of knowledge.
APPENDIX D: RESPONSIBILITIES OF STUDENTS AND DISSERTATION/THESIS CHAIRS AND COMMITTEES (REVISED VERSION APPROVED 4/30/18)
Responsibilities of Students & Dissertation/Thesis Chairs and Committees

Indiana State University

Passed by Graduate Council April 23, 2007
Revisions Approved April 30, 2018

The culminating experience of some doctoral, EdS programs and some master’s programs at Indiana State University is the completion of a dissertation or thesis. While the intent and construct of a dissertation/thesis varies by program area, its supervision is universally handled by a member of the ISU Graduate Faculty as chair and a committee of graduate faculty.

By way of guidance to the project, the following are the responsibilities of students, dissertation/thesis chairs, and committees:

RESPONSIBILITIES OF STUDENTS

As author of the project, students are ultimately responsible for the crafting and execution of the project through all of its phases including the completion of a final manuscript that has been properly edited and follows all of the expected conventions described in the Thesis and Dissertation Handbook. In addition, students are expected to:

1. Use the Chair as the central point of contact for the development of ideas, selection of an appropriate committee and development of early drafts; the approval point for submission of materials to the Committee; and the gatekeeper of a final manuscript for submission to the Graduate College.
2. Schedule regular meetings with the Chair to discuss the project and its development and when directed/suggested by the Chair, with members of the Committee.
3. Enroll in Dissertation or Thesis hours (699, 799, 899) in summer session if required by the Chair.
4. Submit all their own, original work and as appropriate to the conduct of research, properly cite the works of others that inform the study. Students should be familiar with polices on academic dishonesty and plagiarism. Misconduct in these arenas is treated seriously and can result in academic dismissal.
5. Obtain and maintain human subjects research certification; complete Institutional Review Board (IRB), and/or Institutional Animal Care and Use Committee (IACUC) and/or Biosafety, and Secure Data Sets Committee proposal paperwork, as applicable.
6. Take personal initiative to move the project forward and to discuss with the Chair any problems that may arise. In the event that there are issues that arise with the Chair that cannot get resolved or that are best discussed with another person, the student may opt to discuss them with the Department Chair and then the Dean of the College of Graduate and Professional Studies.
7. Be intimately familiar with the materials found in the Thesis and Dissertation Handbook, the core document that describes what is expected in a dissertation/thesis including ISU’s unique conventions. This would include all post-proposal and post-final defense steps that are required of students.

8. Be aware of, and accountable to, established defense date and manuscript submission deadlines.

9. Recognize that crafting a dissertation is an iterative process between the student and the Chair, and at key moments, between the student, the Chair, and the Committee. As such, students are expected to be responsive to feedback provided in a timely manner if they are to expect the same from the Chair and/or the Committee. Students need to also be respectful of the fact that Chairs and Committees have many other duties pressing on their time. Thus, realistic expectations around holiday and vacation times as well as normal busy periods (e.g., ends and starts of semesters) are necessary.

Students who feel that they can no longer sustain a collaborative working relationship with either a Committee member or their Committee Chair should consult with their Department Chair to determine appropriate actions.

RESPONSIBILITIES OF DISSERTATION/THESIS CHAIRS

Dissertation/Thesis Chairs are expected to:

1. Provide timely and thorough guidance to the student on the various elements necessary for the planning and execution of a dissertation or thesis study.

2. Recommend appropriate members to serve on the committee and to inform the student when they may circulate the manuscript to members of the committee.

3. Inform students when they should enroll in Dissertation or Thesis hours (699, 799, 899) in summer sessions.

4. Advise on proposal and final defense protocols, to ensure that students and their manuscripts are adequately prepared for the proposal and the defense, to facilitate the defense, to take notes for the student at the defense, and to discuss what revisions may be needed after the defense has been concluded.

5. Advise/remind students about College of Graduate and Professional Studies manuscript receipt deadlines as well as post-proposal or final defense time needed to get a manuscript ready for review by Department Chairs and/or the Dean’s Office as may be the convention of a particular unit \[^1\] prior to the manuscript and/or the approval form being sent to the College of Graduate and Professional Studies.

6. Be accessible to students for dialogue and formal meetings as needed.

7. Respond to student drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student within that 10 working day window if more time is needed.

7. Be intimately familiar with the materials found in the Thesis and Dissertation Handbook, the core document that describes what is expected in a dissertation/thesis including ISU’s unique conventions. This would include all post-proposal and post-final defense steps that are
required of students.
8. Maintain their Graduate Faculty Status and human subjects research certification, if applicable.
6. Either provide the editorial and citation support that students need to prepare a final correctly edited manuscript or make a referral to an outside resource that students can access for this purpose. Manuscripts with errors that are received by the College of Graduate and Professional Studies and/or relevant academic college will be returned to the student for corrections with an email sent to the Dissertation/Thesis Chair to make them aware of the problems.
7. Respect the power differential that exists between student and chair and not to abuse the trust placed in them as a member of the Graduate Faculty for the appropriate conduct of a dissertation/thesis project.
8. Be present at graduation to hood the doctoral student unless alternative arrangements are made.

Chairs who do not fulfill the above responsibilities may jeopardize their Graduate Faculty Status and/or their endorsement to chair dissertations/theses. Chairs who feel that they can no longer provide collaborative guidance to the student should consult with their Department Chair to determine appropriate actions.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Committee Members are expected to:

1. In collaboration with the Dissertation Chair, provide timely and thorough guidance to a student on project development and/or manuscript drafts.
2. Respond to student drafts in a timely manner. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student if more time is needed within that 10 working day window. It is also important to keep the Chair informed of feedback being provided to students outside of the formal defense settings.
3. Respect the power differential that exists between student and a committee member and not to abuse the trust placed in them as a member of the Graduate Faculty for the appropriate conduct of a dissertation/thesis project.

Members who do not fulfill the above requirements may jeopardize their Graduate Faculty Status. Members who feel that they can no longer provide collaborative guidance to the student should consult with their Department Chair to determine appropriate actions.

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[1] This issue is especially acute when students have particular near-term graduation moments in mind and do not realize all that is required to be eligible to graduate.
APPENDIX E: PROGRAM REVIEW COMMITTEE REPORTS FOR COLLEGE OF ARTS AND SCIENCES SELF-STUDIES
BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: Biology students give a significant number of presentations annually and have had a significant number of accepted publications and grants received in the evaluation period. The biology department also has a strong history of community service through the Center for Bat Research Outreach, and Conservation and the Center for Genomic Advocacy as well as the many local events that the students participate in. Students also have significant experiences with new technologies, research, and teaching. Biology has developed a 4 + 1 degree option as well as developed an online version of their program to increase enrollments.

Challenges: Biology has experienced a decline in graduation rates since 2013 (while enrollments have remained relatively stable) which they relate to changes in assistantships for students. They discussed the loss of teaching assistant funding, but were not able to talk about whether this loss of teaching assistants is an ongoing issue. They also did not address who is teaching the courses in lieu of the missing teaching assistants. They did not mention whether this drop in teaching assistants impacts the number of undergrad research projects that are mentored. They talked about a decrease in funding for graduate student education, but not specifically how that would impact them or where the decrease in funding was coming from (assumption was the teaching assistantships).

Observations for further consideration: The report was well written with adequate evidence of student accomplishments. The committee would have liked more explicit information on how the 4+1 degree and the online program will increase enrollments and how students will get the necessary in-person experiences (research) required for the job market. It appears this program area has undergone significant resource changes since last review. There were significant variations in dashboard numbers that we didn’t understand. A question left over from the previous review period was how well integrated the department is between all of its programs and how the work load is shared between all faculty (undergraduate and graduate) – especially as it relates to dissertation chairs and the significant mentoring they wrote about.
Date: January 29, 2018
Department: Biology
Program: MS Genetic Counseling
Contact: Megan Tucker (from website)

___________ Needs Graduate Council Discussion

Program Review Committee: Anna M. Viviani (Chair)
Stan Buchanan
Mehran Shahhosseini
Cat Peterson
Edith Campbell

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: The program is an accredited program (received in their first year) and the accreditation letter was supplied. They appear to have a very large, academically strong pool of applicants to choose from. They are utilizing an interdisciplinary model drawing from biology, counseling, and psychology to provide coursework for their students. They are providing a valuable service to the community through The Center for Genomic Advocacy and the ISU Genetic Counseling Clinic at Union Hospital. (Cat Peterson disclosed that she is on their advisory board. Anna Viviani disclosed that she teaches a course for their students.)

Challenges: This is a very new program (in their first year) and so data is very limited. The current FTE model is limiting faculty available to teach. Additionally, they have had a key genetic counselor educator leave their program leaving their program in jeopardy. They related their struggle of being an interdisciplinary program and how that impacts faculty availability. The other issue facing the program is the size of each cohort. This is limited by numbers of clinical cases. Their program admissions are also limited by accreditation and other factors.

Observations for further consideration: Significant resources were provided for startup of the program. They did not address how long they receive special university funding and how that will impact the health of the program.
BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: The mathematics program has productive faculty as well as many graduates that continue on to doctoral degree programs. The mathematics program appears to have a strong recruitment plan. They are moving forward with the 4 + 1 option as well as moving coursework to a distance format to serve student needs. The implementation of the distance format is showing initial increases in enrollments. They have provided an impressive number of publications and presentations by faculty.

Challenges: They have experienced a significant loss of enrollments to Computer Science. There was no discussion of the concentrations within the degree of mathematics. This could have been helpful information, even in the recruiting process. There is some concern about whether the degree will be successful in the fully online format – there was discussion about what is being done to prepare for an online format (e.g. faculty training). They did not talk about how they use the information gleaned from post-graduation surveys to improve their program.

Observations for further consideration: Mathematics wants to increase the number of teaching assistants, however there is concern since other programs have experienced significant losses of teaching assistants. In the previous review, they talked about ‘significant changes,’ however did not indicate what those changes were. In this review, they specifically talked about the move to a fully online format and the 4+1 option. We couldn’t tell if they have increased the number of computer science courses into math program to increase viability and marketability. They do not talk about how other programs in the University are dependent on mathematics especially at the undergrad level which supports their needs for replacement of retiring faculty. There was no discussion about the application of math skills (college and career readiness) – no projects, no presentations, or publications discussed. They discussed the use of faculty evaluated project-based information to evaluate whether students have met program standards, but did not offer any objective measures.
Date: 01/29/18
Department: Department of Mathematics and Computer Science
Program: MS in Computer Science
Contact: Jeff Kinne

____________ Needs Graduate Council Discussion

Program Review Committee: Anna M. Viviani (Chair)
Stan Buchanan
Mehran Shahhosseini
Cat Peterson
Edith Campbell

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: Computer Science appears to be a growing program as both full-time and part-time enrollments are increasing each year. The faculty have had a number of publications, presentations and grant awards. They talked about the two concentrations they offer and how each meets the differing needs of students. They use a number of assessment methods to track student success and satisfaction.

Challenges: They use a significant number of survey questions, versus direct measures. They did not indicate whether jobs that graduates secure are related to the degree.’ We had questions about how they are clarifying what sets of skills the master’s program provides that are different from the undergraduate. We also point out little is discussed related to enrichment opportunities or community engagement. More information about student presentations and publications/grants (as they did with faculty) would have been helpful.

Observations for further consideration: The lack of project-based learning and the lack of discussion about what students are doing was discussed. For example, the review talked about ‘basic’ computer programming. A member felt this ‘basic’ work should be accomplished in undergrad and so questioned the rigor of the graduate degree if the focus is still on basic concepts. In exit interviews, students asked for application processes which faculty seem to be responding to. It is important to note that less than half of students completed surveys. We also would like to see them add some objective measures in addition to the faculty review of student mastery. The use of rubrics or other objective measures for measuring SLO would be very helpful. They did address all concerns listed in the previous review in this review.
Below are the identified strengths, challenges, and observations for further consideration.

Strengths: This is a nationally accredited program with strong connections to the community through the Community School of the Arts. Significant opportunities for community engagement and experiential learning are afforded through this partnership. Since the last review, the music program is now part of the School of Music (versus Department of Music). Their enrollment numbers have remained consistent each year.

Challenges: Enrollments in the music program continue to be low (only 5-6 students each year). These low numbers create problems for any kind of meaningful program assessment. Further, there was no analysis of benchmark items in the majority of Student Learning Outcomes with no explanation of the deficit. There was no use of rubrics and the generalization of results with such low numbers is not meaningful. There was limited information on what their graduates do upon graduation.

Observations for further consideration: They talk about a period of change with a new dean and projected changes in president and buildings, but did not discuss how those events are actually impacting them. There seemed to be significant information missing. Many of the same issues around enrollment have not been resolved from the last review.

In the 2014 review, accreditation was discussed, but this was not discussed in this review. There was no letter or other evidence provided related to accreditation. Request Graduate Council review.
BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: This program seems able to accept quality students even without accreditation and are attempting to meet the needs of non-traditional students. This program has a long history at ISU and is meeting needs of the local community.

Challenges: A major challenge that this program is facing is not being accredited due to the low number of faculty – they have 2 and need 5 to apply for accreditation. There has been a reduction in student credit hours as well as degrees conferred since the last review. They mention the recession, however the recession ended prior to this reporting period. They are experiencing the loss of a unique niche with the increasing popularity of other online programs and various MBA programs (online, weekend, and evening formats). We would have liked to see a thoughtful reflection on the declining enrollments and what they can do about it (versus point to the recession, etc). There was no discussion about what admission requirements they have and whether that impacts enrollments, they simply reflect that fewer students are admitted due to low faculty numbers.

Observations for further consideration: We felt it important for the program to consider what kind of multidisciplinary degree can be created to reach those MBA students or other MPAs and bring them to ISU. Refer to Graduate Council for review.
Below are the identified strengths, challenges, and observations for further consideration.

Strengths: For the MA in Geography, they have submitted through Curriculog accelerated degree offerings as well as modification of course courses and electives to better reflect the department goals and regional job market. To be effective Fall 2018. For the MS in Earth and Quaternary Sciences, enrollments have stayed consistent between 6 and 10 students with 1 to 7 degrees conferred. For the PhD in Spatial and Earth Sciences, degrees conferred was stable at 2 per year between 2016 and 2016. Enrollments have stayed between 5 and 9 students each year with a mix of full- and part-time students. All three programs attract strong students who go on to conduct their own research resulting in new discovery and an impressive number of publications and presentations as primary author. They have community connections not only with Indiana, but around the world where their students are making significant contributions to science. The department also utilizes their graduate programs to provide undergraduate students with opportunities to participate in meaningful research. A final strength of these programs are the wide array of methods used to evaluate student academic growth and development both as an academic and as a researcher.

Challenges: For the MA in Geography, the number of full- and part-time enrollments is down from 7 in 2012 to 1 in 2016 and down from 3 in 2013 to 0 in 2016 respectively. New enrollments have remained flat at about 1. Degrees conferred is inconsistent moving from 2 in 2012 and 2013 to 5 in 2015, but then down to 1 in 2016. Number of degrees conferred was a concern in the 2014 review (2-4 graduates per year). Student FTEs have dropped to 0.08 in 2017. Overall, they have had to manage faculty sabbaticals and planned retirements without replacement of faculty which has negatively impacted their FTEs.

Observations for further consideration: Continued efforts toward recruitment and enrollment of qualified students.
Additional comments addressed from 2014 review: They specifically addressed all concerns from the previous (2014) review. In the last review, it was suggested that students apply for grants directly in addition to being included in faculty grants and research activity. They clearly have taken the recommendation as student have written numerous grant proposals resulting in 17 grants awarded totaling over $61,750 between 2012 and 2016. They have moved forward with an accelerated degree program and changes in course offerings to boost enrollments.
Below are the identified strengths, challenges, and observations for further consideration.

Strengths: Historically strong program consistent with the University mission serving the Wabash Valley and beyond with low cost psychological services in a variety of settings. Their enrollments have stayed consistent with only one year (2015) where they accepted fewer students rather than accept poorly qualified students into the program. During this review cycle their national examination pass rate was 95% compared to 83% in the previous review (2014) indicating improvements to their already strong program. Assistant/tenure-track faculty. Accredited program through the American Psychological Association since 1985 and have been rated #3 of 50 best PsyD Clinical Psychology programs for the past three years. They use a variety of measures to assessment student learning outcomes at multiple points throughout the program of study.

Challenges: The bulk of their faculty (5 of 6) are tenure-track and teach at least 50% of their time teaching in the PsyD program. While that is an asset, it also poses a challenge as their only tenured faculty person is retiring. For the program to remain strong, they will need the replacement line along with support for current tenure-track faculty to navigate the tenure process.

Observations for further consideration: One committee member suggested the establishment of a minimum course grade of B (instead of B-) to align with the grad school’s expectations for excellence. A Placement Progress Report was mentioned (no rubric provided), but it was unclear whether this was implemented after placement/graduation?

Additional comments addressed from 2014 review: The biggest challenge from the 2014 review was to keep student numbers even or increasing 8-10 students each year 2006 - 2012) without losing quality of program. They continue to enroll 8-9 students each year (5 students in 2015).
Program Review Committee: Anna M. Viviani (Chair)
Mehran Shahhosseini
Cat Peterson
Edith Campbell
Stan Buchanan

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: This program attracts academically strong student from Indiana as well as the rest of the nation. Their graduation rate has increased from 6 in 2014 to 12 in 2015 and 9 in 2016 showing strong growth. Their students have opportunities to teach as well as conduct research and then present at conferences.

Challenges: Enrollments are stable at about 3 students per year, however, new students remain very low at 1-2 new students per year. The program is a general experimental psychology program, however they lack faculty with an experimental psychology background. Students specifically seek out qualified faculty to work with, so the lack of experimental psychologists could have a detrimental effect on long term applicants/enrollments. They have requested faculty for the PsyD Clinical Psychology program, but we were unsure if that person would have an experimental psychology background to help fill this void. It is important to support their new faculty request to provide breadth across all psychology programs.

Observations for further consideration: Several questions were raised related to how final defenses and oral presentations done, whether there is there a rubric to determine consistency of quality, why the students take three years to complete 33 credits. We were unsure what ‘high standards’ mean in the last assurance of learning matrix? This is a training program leading to doctoral studies, however there was no information indicating whether we retain any/most/none of these MA/MS students in our doctoral program. There was evidence of students presenting at smaller conferences, however would have liked to hear how students are involved in research that is presented at APA.

Additional comments addressed from 2014 review: The small number of faculty (5) at the last review was a concern given the research/teaching/advising load for the undergraduate and graduate programs. They did move to 6 faculty, however one has since retired leaving them at 5 again.
Date: 02/22/18
Department: History
Program: MA/MS Programs
Contact: Steven Stofferahn, Chair

____ XX ______ Needs Graduate Council Discussion

Program Review Committee: Anna M. Viviani (Chair)
Stan Buchanan
Mehran Shahhosseini
Cat Peterson
Edith Campbell

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: The history department has a well-respected reputation at ISU and in the historical community. New student enrollments up in 2014 after the implementation of a distance program in 2013. New student enrollment have been 12, 8, and 9 in years 2014, 2015, and 2016 respectively as compared to an average of 6 prior to that change. The graduate assistants in history provide important support to faculty in the undergraduate history program that is essential to Foundational Studies at ISU.

Challenges: There was a sharp decrease in full-time enrollments from 2015 to 2016, however their part-time enrollments went up by the same amount. There were no degrees conferred in 2015 while the years preceding and after do not reflect a compensation for that deficit. They did not discuss the rigor of thesis option versus final project. There were a significant number of students not completing courses. There were no rubrics or other assessments provided to support their narrative. The Student Learning Summary Form was not included.

Observations for further consideration: Organization outlined in the Program Self-Study Instructions were not clearly followed making it hard to find information. There were a number of enrollment discrepancies based on narrative.

Additional comments addressed from 2014 review: They were asked to talk about the distance program and the opportunities that it offers both students and faculty. However, there was little discussion on how the distance program is helping them grow or how they have utilized distance resources on campus.
Date: 02/13/18

Department: Languages, Literature & Linguistics

Program: MA Teaching English as a Second Language and Linguistics
Certificate Teaching English as a Second Language/Teaching English as a Foreign Language

Contact: Melanie D’Amico

_____ XX _____ Needs Graduate Council Discussion

Program Review Committee: Anna M. Viviani (Chair)
Stan Buchanan
Mehran Shahhosseini
Cat Peterson
Edith Campbell

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: With the addition of new faculty, they have seen increases in student presentations at conferences both individually and co-presenting with faculty. There graduates have gone on to a variety of positions including doctoral programs and teaching domestically and internationally.

Challenges: They lost three (half) of the tenured (full professor) faculty in 2015. These three individuals had sole responsibility for the creation of the program in 2001 and its operation since that time. Currently they have two tenured Associate Professors and four tenure-track Assistant Professors. All metrics show a dramatic drop in students (full-time, new, and degrees conferred) from 2015 to 2016. They recognize this and are making attempts to correct and rebuild the program. The Student Learning Summary Form, while mostly complete, needs further attention. They did not demonstrate multiple assessments throughout the program of study. They recognize decreased enrollments as a problem area and are taking measures to understand and respond to it.

Observations for further consideration: While the Curriculum Map was completed, they did not demonstrate a comprehensive assessment in the Student learning Summary Form. This could be due to the reorganization of the program, but would like to see additional points of assessment within the program of study.

Additional comments addressed from 2014 review: They were asked to direct attention to poor passing rates on student comprehensive exams. They were asked a number of questions around faculty support and impact on students. These concerns were not addressed and current passing rates on the Comprehensive Exams were not mentioned in the 2017 report.
BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: They are being proactive about changes in the program to make it more relevant to prospective students. They have added a distance program, six new courses, and four new certificate programs. They have improved their average GPA at admission yearly since 2013. They have 9 full-time faculty that teach over 400 undergraduate students as well as in their master’s program. The faculty have generated an impressive list of presentations and publications since 2013. They are also anticipate participation in the 4+1 initiative at ISU.

Challenges: Degrees conferred and enrollments have steadily decreased since 2014. GRE scores have only been required since 2015 and remain relatively low. They also now require letters of reference and applicants’ written response to several prompts. Minimum GPA also not indicated. Assessment data were limited to the Assessment Plan Template which did not provide any results, only targets.

Observations for further consideration: See Challenges and Additional comments below.

Additional comments addressed from 2015 review: They were reviewed in 2015 and provided with feedback around involvement of graduate faculty and decreasing enrollments. They specifically addressed this through extensive review and revision of the program to include more relevant curriculum, targeted recruiting, seeking new populations through program/course revision, and revisions that work to the strengths of the faculty. They have created clusters/concentrations for students to choose from (digital media and ICTs, Leadership, Public Advocacy, & Health Communication Patient Advocacy) based on intensive research and ad hoc subcommittee meetings over the past two years.
Date: 02/22/18
Department: Criminology and Criminology Justice
Program: MA / MS in Criminology and Criminal Justice
Contact: Shannon M. Barton

____ XX _____ Needs Graduate Council Discussion

Program Review Committee: Anna M. Viviani (Chair)  
Mehran Shahhosseini  
Cat Peterson  
Edith Campbell  
Stan Buchanan

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: They offer on-campus and distance delivery options for their students. Students regularly have opportunities to be involved in faculty research and participate in study-abroad opportunities. They have 11 full-time tenure-track faculty as well as connections with Public Administration/Political Science faculty to teach courses, mentor students, supervise thesis, and grade comprehensive examinations. Despite the challenges they have faced in the last year, they have improved their graduation rate from 23 to 32 in a single year.

Challenges: The Dashboard for the program shows steady enrollments and new students over the period from 2012 to 2016. However, in their narrative, they state that they experienced a 26% decrease in enrollments in Fall 2017. They contribute this to better screening of applicants, negative publicity of law enforcement in the news media, growing competition with other distance programs, and the loss of the departmental administrative assistant who has access to Image Now (only person). They do not collect any data on their graduates’ experiences after commencement to know if students are employed in their major field.

Observations for further consideration: The Program Self-Study Instructions were not fully utilized making it difficult to find all required information. It appears they have developed some assessments for use in their program, however they are still developing and may not offer the most accurate view of their work. They also recognize the challenges they are facing and have formed a Department Recruitment and Scholarship Committee to work on marketing and other recruitment efforts. They are working diligently to complete students’ Plan of study in a timely fashion and that has resulted in students completing sooner with fewer credits over the degree need.

Additional comments addressed from 2014 review: Inconsistent enrollments and falling GPAs were of significant concern in 2014. Enrollments were leveling out until 2017 and graduates are consistently at 3.5 upon graduation. Information about how faculty are deployed was
questioned. They provided a list of faculty primary responsibilities as well as a listing of how they are contributing at the state, region, national, and international levels. Assessment of the students and the program were a problem in 2014 – there were no assessments available for review. In this review, they provided their ISU Graduate Student Learning Goals and Outcomes document. Feedback within that document show they were on track and simply need to make some course delivery and assessment adjustments. A list of scholarship (7 items) was included, but it was not indicated whether this was only a representative list or all-inclusive. In this review (2017) they reported only 4 publications. They also reported 5 research experiences and 7 (1 extramural, 6 intramural) grants or contracts.
Strengths: the English MA program provides a vital recourse for the community, region, and state by educating individuals who want to work in academia without a doctoral degree. Many of these individuals teach in secondary education and community colleges which are extremely important to the state’s health. They have a strong relationship with the College of Education and the Curriculum and Instruction PhD.

Challenges: This program has had inconsistent enrollments with a high of 10 in 2012 and a low of 3 in 2015. They have high standards to prepare students for PhD work, whether the student plans on pursuing a PhD or not. They recognize national enrollments have declined and are working to improve recruitment efforts with limited funds. They indicated that they collect data “anecdotally and formally in meetings” that is shared with the Graduate Committee and the Graduate Faculty, however there was no discussion of what data is collected and what they do with the data nor the feedback. They did not provide the University Assessment/Assurance of Student Learning document for review. Overall, they presented vague comments with little data to support their program needs. It is important to note that they have lost faculty without being able to replace them and that they are still in need of a Director Writing Programs.

Observations for further consideration: The Program Self-Study was very limited both in depth and breadth. While they recognize changes at the state level create difficulty, they feel it vital to continue to focus on excellence by not lowering the admission or graduation standards. While they recognize the need to increase enrollments, they did not state anything that gives an idea of their plan on how they hope to increase those enrollments.

Additional comments addressed from 2014 review: The recruiting challenges that they faced in 2014 continue – predominate number of students are high school teachers and others looking for teaching endorsements and the State (of Indiana) not requiring an advanced degree for high school teachers. They were asked to consider modification of language requirements and alignment of assistantships requirements with other institutions. Neither of these were addressed in the document.
Date: 02/13/18
Department: Art
Program: MFA Program and MA in Art Studio
Contact: William Ganis

_____ XXXXX _____ Needs Graduate Council Discussion

Program Review Committee: Anna M. Viviani (Chair)
Mehran Shahhosseini
Cat Peterson
Edith Campbell
Stan Buchanan

BELOW ARE THE IDENTIFIED STRENGTHS, CHALLENGES, AND OBSERVATIONS FOR FURTHER CONSIDERATION.

Strengths: These programs are accredited by the National Association of Schools of Art and Design (NASAD) and the College Art Associations (CAA) ensuring a quality education in the arts. They contribute to the University community through the exhibition of their work and through the courses that they teach for undergraduate programming. They also state that they attract a significant number of international students (although not reflected in their new students or enrollments).

Challenges: There is are more PhD programs in art which may be adversely affecting the MFA enrollments. Student enrollments continue to decline with only one new student in 2016. They provided pages of student reports that contained student names, 991#s, email addresses, home addresses, phone numbers, and GPAs. We felt this was an inappropriate use of student information when condensed data could have been supplied. They made many statements in their narrative that were not supported with data. There was no use of rubrics (or other metrics) to evaluate the quality of the works (whether art projects or papers).

Observations for further consideration: The tables provided were not useful. Student names with 991 #s and other personal information were absolutely not necessary.

Additional comments addressed from 2014 review: The previous review stressed the need for attracting new students and that ‘owing to high quality’ was not enough. There was no discussion about what they are doing to address this issue.
Suggestions to Graduate Council for Program Review 2018-19 Consideration

Overall, we felt the instructions to programs under review could have been more precise. Most of the programs who submitted review documents seemed to struggle with the instructions and providing the correct information. We felt stating each piece of evidence that is required clearly, then in a different section offering what they may optionally include could be helpful. We thought perhaps an actual template.

We talked about having undergraduate GPA and other admissions criteria could be helpful in understanding enrollment challenges, especially with those programs who have low enrollments. Also, including how many credits the program requires or how long a full-time student takes to complete might be helpful in creating an overall picture of the program. Optional areas that we felt should be required are related to the programs’ connection to community engagement and with grants or contracts if applicable.

The following would have been helpful in the review process:

Consistency of information provided
CIP codes not always provided for program under review
Inclusion of any rubrics mentioned (or at least a sample)
A section specifically for the to address concerns from the previous review
Connection of program with Grants/Contract
Undergrad GPA info

Reflections over this time period that may be affecting programs:

Overall Grad School issues with online application process and admissions
Overall lack of investment in graduate programs
Lack of recruitment resources and funding
APPENDIX F: PROGRAM REVIEW SUBCOMMITTEE SUMMARY REPORT

Graduate Council Program Review Committee
2017-2018

Program Review Committee: Anna M. Viviani, Chair
Stan Buchanan
Mehran Shahhosseini
Cat Peterson
Edith Campbell

The Program review committee met three (3) times between August 2017 and February 2018. Mehran Shahhosseini participated in all meetings, Edith Campbell attended one (1), Cat Peterson attended part of one (1) meeting, and Stan Buchanan did not attend any. Each committee member was given two (2) programs to review and provide feedback to the committee prior to the scheduled meetings. All completed this initial review task.

The Program Review Committee of the Graduate Council is charged with reviewing Graduate program review materials. Our charge for 2017-2018 was to review 15 graduate programs’ materials (20 programs total were reviewed as some reports provided information for >1 program) and provide feedback to the Graduate Council.

Of the 15 programs review reports that were reviewed, six (6) were approved as written and nine (9) were sent to Grad Council for further discussion and review due to concerns noted by the Program Review Committee.

For the first half of reviews, written feedback was provided to the Graduate Council Chair on 02/06/18; feedback on the second half of the review report was provided on 02/22/18.

Conducting reviews were difficult this year as there was little consistency in member participation and I had no experience as chair. I will certainly get started on this much earlier next year if asked to chair this again.

The committee did recognize that there were several issues that may have played a role in decreasing graduate enrollment. Those may have included issues with the CGPS online application and admissions process, overall lack of investment in graduate programs at the University level, and lack of recruitment resources.

The following changes are suggested for 2018-2019 to improve the review process. The most significant issue in reviewing was finding the correct information both within and across the reports. For example, when programs provided the Quantitative Metrics and Dashboard Data document, the program’s CIP code was not listed, so unless the program provided that
information it was difficult to know which program line was being discussed in some instances (e.g. those with two MS or PhD programs). There seemed to be a very loose format for the self-study. The remaining information (2.1.2 through 2.1.4) was simply optional or requested. This lack of specific requirements left room for significant inconsistency from one report to another. So many program areas are doing wonderful things, but did not appear to take the time to talk about what they are doing within their self-study. It also would have been helpful if programs would include rubrics (at least a sample) that are discussed in the self-study. Individual programs that had concerns in their previous review did not include the previous review and in some cases did not discuss how they addressed the previous concerns. Therefore, a section specifically for the program to address concerns from the previous review
APPENDIX G: STUDENT AFFAIRS SUBCOMMITTEE SUMMARY REPORT

Graduate Council Student Affairs Committee
2017-2018 Activities Report

Members: Vicki Hammen, Chair, Jeff Stone, Whitney Blondeau, Michael Williamson,

1) The committee reviewed two student appeals and provided the committee’s decision and rationale to the Graduate Council Chair.

2) We completed a review of the current CGPS criteria for the graduate awards. Changes to the criteria were submitted to the Graduate Council for approval.

3) Information about CGPS graduate awards was distributed to campus community. The committee reviewed all applications and by submitted the names to the awardees to the Graduate Council by the specified due date.

4) The committee met with the Dean of the CGSP to discuss the Assistantship/Fee Waiver budget over the past 7-8 years. Dean Maurer provided some data regarding the budget. Given that there will be a new Dean for the CGPS, the committee felt it would be best to defer making specific recommendations regarding the assistantship/fee waiver budget until a discussion with an interim or new Dean occurred.
APPENDIX H: CURRICULUM - PROGRAMS SUBCOMMITTEE SUMMARY REPORT

Graduate Curriculum – Programs Subcommittee

1. The Committee met 4 times from August of 2017 through April of 2018 and had a meeting by email with an electronic vote. Charges to the committee included:
   a. My role of Chair started November 2017: We reviewed programs in Curriculog, allowed representatives from departments to provide feedback to the committee as we reviewed program proposals, so that we could understand better the rationales. Attendance:
      a. September 19th – Attendance: 4 members attended (Kinne (Chair), Abhyankra, Kuhlman, Roberts-Pittman). Not in attendance: Payne
      b. September 26th – Attendance: 4 members attended (Kinne (Chair), Abhyankra, Kuhlman, Payne, Roberts-Pittman Special guest – Diana Quatroche Teaching and Learning
      c. February 12th – Attendance: 4 members attended (Kuhlman (Chair), Abhyankra, Payne, Roberts-Pittman). Special Guest – Kent Games from DAT
      d. April 7th – Attendance: 4 members attended (Kuhlman (Chair), Abhyankra, Payne, Roberts-Pittman).
      e. April 30th – Electronic vote for the two education programs

2. Overall, 6 programs, 1 certificate program, and 1 Post-Master’s Non-degree were approved. They were:
   a. M.A. History
   b. M.S. History
   c. Certificate program for Geonomic Advocacy
   d. M.Ed. Teaching and Learning
   e. M.S. Criminology and Criminal Justice
   f. Doctorate of Athletic Training
   g. M.Ed in School Administration and Supervision
   h. School Administration and Supervision - Initial License Post-Master’s Non-Degree
APPENDIX I: GUIDELINES FOR REVIEW OF CURRICULUM

Graduate Council Curriculum Affairs Courses Subcommittee
Guidelines for Review of Curriculum
Jan 2018

1. If there are several courses from the same program, course revisions may be part of a program revision or new program. Check with individual that initiated the proposal (you can see this name at the bottom of the list of individuals in the comments/decisions section on the right side). If course revisions ARE part of a larger program change, wait for program change to be approved (by Curriculum Affairs Program Subcommittee) before reviewing course proposals.

2. Unless the change being proposed is very straightforward (e.g., minor change in prerequisite, change in credit hours which does not affect total credit hour counts in the program), consider inviting the individual who initiated the proposal to attend the meeting to address any questions that members may have about the proposal.
   a. If several courses from the same program, it is especially helpful to have a representative from the program attend the meeting. This prevents holdups in the review process and a need for more meetings than necessary.
   b. If the rationale for the course change is not clear, consider inviting a representative from the program and/or the chair of the subcommittee could call or email the representative prior to the meeting to get some clarification.

3. When evaluating a course proposal, the following should be considered
   a. If a NEW course proposal, carefully review the syllabus (which must be included for any new course proposals). The following syllabus guidelines (from ISU CAPS manual) should be considered
      i. Syllabi must include instructor contact information, course description, student learning outcomes, class policies, required materials, assignments and grading, and a representative class schedule.
      ii. If the content area of the new course is content that may be covered in another program on campus (e.g., Biogeography course being proposed by either Biology or Geography), check to see if proposal notes that the program consulted with other departments/programs that may teach a similar course.
         1. Section in Curriculog just before “Resources) addresses this issue:
            a. What steps have you taken to notify other faculty or departments who may be affected?
            b. If a 400/500 course, how do requirements for the 500-level course differ from 400 level course (additional paper, additional meetings, readings, etc.).

Procedures for Documenting Committee Discussion/Decisions:

1) Include a brief summary of committee questions/discussion in the minutes of the meeting.
2) Note subcommittee vote in the meeting minutes as well as in Curriculog. A summary of any concerns or issues can be included in Curriculog along with the subcommittee vote if necessary.

3) If the subcommittee approved the proposal with a minor revision or modification, note this change both in the minutes and in the Curriculog approval.

4) Post minutes on Curriculum- Courses Blackboard site and/or forward to Graduate Council Chair (who can ask GC grad assistant to post the minutes).

5) Notify GC chair of subcommittee actions by either emailing the minutes of the meeting or notifying GC chair that minutes are posted on the Blackboard site.
Graduate Curricular Sub-Committee

1. The Committee met 9 times from August of 2017 through May of 2018. Charges to the committee included:
   a. My role of Chair started November 2017:
      We reviewed courses in Curriculog, allowed several representatives from departments to review course proposals, so that we could understand better the rationales. In reviewing:
      i. If a NEW course proposal, carefully review the syllabus (which must be included for any new course proposals). The following syllabus guidelines (from ISU CAPS manual) should be considered
      ii. Syllabi must include instructor contact information, course description, student learning outcomes, class policies, required materials, assignments, and grading, and a representative class schedule.
      iii. If the content area of the new course is content that may be covered in another program on campus (e.g., Biogeography course being proposed by either Biology or Geography), check to see if proposal notes that the program consulted with other departments/programs that may teach a similar course. 1. Section in Curriculog just before “Resources) addresses this issue:
         a. What steps have you taken to notify other faculty or departments who may be affected?
      iv. If a 400/500 course, how do requirements for the 500-level course differ from 400 level course (additional paper, additional meetings, readings, etc.).
   b. Procedures for Documenting Committee Discussion/Decisions:
      6) Include a brief summary of committee questions/discussion in the minutes of the meeting.
      7) Note subcommittee vote in the meeting minutes as well as in Curriculog. A summary of any concerns or issues can be included in Curriculog along with the subcommittee vote if necessary.
      8) If the subcommittee approved the proposal with a minor revision or modification, note this change both in the minutes and in the Curriculog approval.
      9) Post minutes on Curriculum- Courses Blackboard site and/or forward to Graduate Council Chair (who can ask GC grad assistant to post the minutes).
      10) Notify GC chair of subcommittee actions by either emailing the minutes of the meeting or notifying GC chair that minutes are posted on the Blackboard site.

2. Attendance:

c. February 13th – **Attendance:** 4 members attended (Walters (chair), Chuang, Howard-Hamilton, and Arrington. Special guest – Steven Aldrich from ENVI. **Not in attendance:** Evans

d. March 6th – **Attendance:** 5 members attended (Walters (chair), Chuang, Howard-Hamilton, Arrington, and Evans.

e. April 3rd – **Attendance:** All 5 members attended.

f. April 24th – Comm courses are in Curriculog to review, but not finalized if ready for our committee.

3. Overall, 45 courses were considered, 40 (5 courses were reviewed/denied/then approved) were approved and 10 (5 came back through and were approved) were denied.
APPENDIX K: MINUTES FOR ALL GRADUATE COUNCIL MEETINGS 2017-2018
ISU Graduate Council  
Meeting Minutes  
September 1, 2017  

Attendance:  
Members: Kenneth Games, Rusty Gonser, Jolynn Kuhlman, Jennifer Latimer, Liz O’Laughlin, Marion Schafer, Anna Viviani.  
Representatives: Denise Collins, April Hay, Bridget Roberts-Pittman, Jacqueline Shin, Bassam Yousif.  
Assistant: Josue Millan  

Call to order  
[Facilitator Name] called the meeting to order at 9:00am on September 1, 2017 in Gillum 203.  

Adoption of agenda (Rusty, Jolynn)  

Approval of minutes from last meeting on 5/3/2017  
   a. Marion Schaefer moved, seconded by Liz O’Laughlin (5:0:2)  

Old Business  
   None for now  

New business  
   1) Introductions  
   2) Election of Officers  
      a) Liz O’Laughlin: Chair (Kent, Marion: 7:0:0)  
      b) Jolynn Kuhlman: Vice Chair (Marion, Rusty, 7:0:0)  
      c) Stephen Aldrich: Secretary (Rusty, Kent, 7:0:0)  
   3) Faculty Senate Charges  
      a) Nominee for Theodore Dreiser Award Committee  
         i) Jeff Stone was nominated and will be contacted to confirm his willingness to accept nomination  
   4) Approval of Subcommittee Slates  
      a) All in favor, none opposed.
5) Meeting time  
   a) Fridays every other week starting on September 15, 2017 from 9:00am to 10:00am. Location for meetings will be announce at least a week in advance and posted in the outlook calendar.

6) Items for Graduate Council to consider as self-generated charges at suggestion of outgoing chair  
   a) Defer to next meeting

Reports  
   1) Administrative  
      a) Jackie Shin (Associate Dean)  
         i) Several upcoming revisions to graduate catalogue

   2) Graduate Student Representatives  
      a) No graduate student representative at present

   3) Faculty Senate Liaison  
      a) No report from Bridget Roberts-Pittman

   4) Graduate Council Chairperson  
      a) No report

Adjournment  

   [Facilitator Name] adjourned the meeting at 9:40
ISU Graduate Council  
Meeting Minutes  
September 15, 2017

Attendance:
Members: Rusty Gonser, Jolynn Kuhlman, Jennifer Latimer, Liz O'Laughlin, Marion Schafer & Anna Viviani.

Representatives: Denise Collins, April Hay, Bridget Roberts-Pittman, Jacqueline Shin, Bassam Yousif, Lynn M. Maurer & Yassenka Peterson.

Assistant: Josue Millan

a) Introductions (9:01am)
b) Call to Order (9:06am)
c) Adoption of Agenda (Rusty/Jolynn)
d) Approval of 5/3/2017 Minutes (5:0:0)
e) New Business
   a. Additional Charges for Grad Council (Rusty/Jolynn, 5:0:0)
      i. Changes to Grad catalog to provide more complete information about Accelerated Programs
   b. Additional Charges to Student Affairs sub-committee (Rusty/Chris; 5:0:0)
      i. Charge to Student Affairs to examine criteria and promote CGPS research awards.
      ii. Charge to Student affairs to examine Assistantship/Fee Waiver budget over the past 7-8 years
   c. Possible GC Statement in regard to recent changes in policy and procedures that affect graduate programs
      ● consensus among voting members to develop a memo outlining our concerns to present to Faculty Senate
f) Old Business
   a. None
g) Reports
   a. Lynn
      ● Decline in graduate students. We had more graduate students graduating in 2016-2017. Lower graduate enrollment overall this year.
      ● 72 fewer international students, only 68 returning international students.
• CGPS is considering factors that may help to explain decline in enrollment
• Associate Dean Shin has coordinated periodic social events for graduate students across campus.

b. Graduate Student Representative
• no graduate student representative at present

h) Adjournment (9:55am)
ISU Graduate Council
Meeting Minutes
September 29, 2017

Attendance:

Members: Kenneth Games, Jolynn Kuhlman, Liz O'Laughlin, Chris MacDonald, Steve Aldrich.

Representatives: Yasenka Peterson, April Hay, Bridget Roberts-Pittman, Jacqueline Shin, Bassam Yousif, Ashley Layman

Assistant: Josue Millan

a) Call to order

b) Adoption of agenda (Games moved, MacDonald second)

c) Motion to approve 9/1 minutes, moved by Kenneth Games, MacDonald second (5-0-0)

d) Old Business

None for now

e) New business

b) Curriculum:

i) History MA (Guest: Lisa Phillips), Move to approve, Games, MacDonald second (5-0-0)

(1) Put changes through last year, but department was behind on grad-level assessment. What History is doing with both proposals is to have students concentrate on an area. Under previous curriculum students were taking HIST661 and HIST671, which complicated faculty evaluation and looked odd on transcripts.

ii) History MS (Guest: Lisa Phillips), Move to approve, Games, MacDonald second. (5-0-0)

iii) COMM-514. Reactivation of a topics course. Move to approve, Kulman, Macdonald second. (5-0-0)

iv) LING-525. New course, Curricular Review for Courses subcommittee had no concerns. Move to approve, Macdonald, Games second (5-0-0)
c) June 29th Memo about redistribution of some duties from CGPS to Office of Registration and Records and Home Colleges.

i) Provost may be sending a memo/message regarding this e-mail and its effect on graduate education.

ii) Graduate Degree Audits: April Hay indicates that programs must “be sure your published curriculum aligns with what you’re actually doing.” Many programs of study do not follow published curriculum. When ORR does the audits, they use the published curriculum – when they have an issue they will work with CGPS to align published curriculum with programs of study.

iii) When is this effective? April Hay says it was supposed to be effective for Fall 2017, but they’re still working on implementation. One area where work is ongoing is in the area of transfer courses.

iv) Routing of forms, transfer work, etc.: If you send in a form that says to go to CGPS send it to CGPS and they will get it to the appropriate Associate Deans. ORR will be updating forms, and replace them on the CGPS website. Jolynn Kuhlman requests that forms come to Grad Council for review before adoption and April Hay agreed that could be done. Flow has been determined by the Associate Deans and ORR in a meeting.

v) Transfer work needs to make it into the system when students are admitted, not as part of graduation checkout. Transfer work will be processed by Associate Deans, but perhaps also CGPS if they indicate that they want to be involved. GPDs have processed this historically, then routed it through the CGPS for approval.

d) Executive Session, 9:35am, End Executive Session, 9:53am.

f) Reports

5) Administrative
   a) Jackie Shin (Associate Dean)
      i) Had a few events, had GPD meeting. Coffee chats are coming up.
   g) 

6) Graduate Student Representatives
   a) No graduate student representative at present
   h) 

7) Faculty Senate Liaison
   a) Bridget Roberts-Pittman. Provost is interested in declining graduate enrollment, so information there would be appreciated. Biennial Review is moving forward. Fine Arts building renovation is moving forward. Committees should do good due-diligence on the Pearson arrangement. Kenneth Games asks about Distance Education allocations, asks if Distance doctoral and masters (and EDS) students can have graduate-level writing and statistics work.
      i) 

8) Graduate Council Chairperson
a) Graduate Student Representative volunteered, will get a faculty reference before inviting them to Council.
b) A student appeal has already moved through Student Affairs
c) Student Affairs will work on recommendations for student award modifications.

j) Adjournment

[Facilitator Name] adjourned the meeting at 9:53am
ISU Graduate Council  
Meeting Minutes  
October 13, 2017

Attendance:
Members: Kenneth Games, Jolynn Kuhlman, Liz O'Laughlin, Jennifer Latimer, Rusty Gonser, Marion Schafer, Chris MacDonald.


Guest: Michael Licari  
Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 9:01am

Adoption of Agenda (by acclamation)

a) Motion to approve 9/29/17 minutes, moved by Kuhlman, Games second (4:0:2)
   i) Change in the wording of the 9/29 minute to incorporate ‘writing and statistics tutoring’.

New business

a) Changes in graduate policy and procedures  
a. Provost Licari was available to answer questions
   i. (Q: were you aware that the changes are in violation of polices in the graduate catalog?) No, and I apologize.
   ii. (Provost Licari’s comments on changing role of CGPS and CGPS Dean) “We need a graduate college and a graduate dean to set overall guidance and strategy, to ensure graduate education has a strategic plan that is in line with the mission and vision of the institution and CGPS operations are working effectively”
      1. (role of the CGPS Dean?) The Graduate Dean must set the general rules of the graduate school to ensure smooth operations of the graduate programs. CGPS ensures integrity of graduate education
   iii. (What is the likely impact of these changes on program directors?) Because every program has different needs, decentralization would help to move decision making to the person that has the most knowledge to improve the system, hence program directors should have more power.
1. Changes primarily involve shift of operational responsibilities (graduate program directors, associate deans and registrar).
   iv. Protect and enhance graduate education
   1. The graduate programs offer the creation of knowledge.

b) Proposed contract with Pearson to market and manage academic programs
   a. Dean Brauchle was available for questions
      i. Pearson offers student support functions to help distance students. Also provides marketing strategy, recruitment and administrative follow up.
      ii. The content of the online courses will be made by the ISU faculty.
      iii. Dean Brauchle did not have information available regarding specific institutions that are in partnership with Pearson for distance education teaching (and their views/outcomes).
      iv. Cost wise is expensive, Pearson wants 60% for an administrative role.
   b. Question from K. Games (not related to Pearson Proposal)
      i. Is there tutoring available for distance education students for writing and statistics?
         1. Can make this available

c) Curriculum
   a. Teaching and Learning M.Ed., Move to approve, Kuhlman, Marion second
      i. Request that program provide more specific information in regard to what math/statistics “oriented” courses would be approved for the math/Statistics oriented elective.
      ii. Gonser moved to table motion, Kuhlman 2nd

Reports:
   a) Administrative
      a. Jackie Shin (Associate Dean)
         i. Reports that Graduate Fair went well
         ii. Suggestion from GC member that event be moved back to HMSU, rather Tirey to get more foot traffic
   b) Graduate Student Representatives
      a. Makoto Omoto; new doctoral rep
         i. No report.
   c) Faculty Senate Liaison
      a. Bridget Roberts-Pittman
         i. Her report was covered by Provost Licari.

Adjournment
Liz O’Laughlin adjourned the meeting at 10:00am.
ISU Graduate Council  
Meeting Minutes  
October 27, 2017

Attendance:
Members: Kenneth Games, Jolynn Kuhlman, Liz O'Laughlin, Chris MacDonald, Steve Aldrich, Rusty Gonser, Anna Viviani, Marion Schafer.


Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 9:01 am

Adoption of Agenda (by acclamation)
a) Motion to makes changes and approve 10/13/17 minutes, moved by Kent Games, Marion Schafer second (4,0,1).
i) Correction of misspelled words and adding Chris MacDonald into the member section.

New business
a) Curriculum
   i) Motion to approve Teaching and Learning M.Ed., moved by Jolynn Kuhlman, Liz O'Laughlin second (7,0,0).
      a. The GC made a motion to approve the program based on the overall curriculum of the program and the fact the subcommittee approved it.

Old Business
a) Proposed contract with Pearson to market and manage academic programs
   a. Moved to next GC meeting.

b) Changes in graduate policy and procedures
   a. Motion to come out of the executive section, moved by Rusty Gonser, Stephen Aldrich second (7,0,0).
   b. Motion to amend and approve the GC Memo on changes to university policies and procedures, moved by Rusty Gonser, Marion Schafer second (7,0,0).
      i. The GC Memo will be pass to the senate executive meeting and the full senate.
      ii. The GC Memo includes recommendations with clarifications in details of the governance process.
Reports
   a) Administrative (CGPS Dean, Registrar)
      a. Jackie Shin (Associate Dean)
         i. Banner will include the title of the personnel status, ex. grad course
            professor, committee members, grad faculty status, among others.
            We should put everybody in banner as much as possible.
   b) Graduate Student Representatives
      a. Makoto Omoto
         i. No report.
   c) Faculty Senate Liaison
      a. Bridget Roberts-Pittman
         i. No report.
   d) Graduate Council Chairperson
      a. Liz O’Laughlin
         i. New courses are pending to be reviewed by their respective
            programs.
         ii. Program reviews coming soon at November 1st, 2017 meeting.
            1. The appendix of the program reviews should include
               expectations about quality of dissertations/thesis.

Adjournment
Liz O’Laughlin adjourned the meeting at 10:01am.
ISU Graduate Council
Meeting Minutes
November 10, 2017

Attendance:

Members: Kenneth Games, Jolynn Kuhlman, Liz O'Laughlin, Chris MacDonald, Steve Aldrich, Anna Viviani, Marion Schafer, Jennifer Latimer

Representatives: Bridget Roberts-Pittman, Bassam Yousif, Ken Brauchle, Ashley Layman, Peggy Weber, Makoto Omoto, April Hay, Chris McGrew.

Guest: Amanda Muhammad.

Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 9:01 am

Adoption of Agenda (by acclamation)
a) Approval of 10/27/17 Minutes, motion to approve Viviani, Aldrich second (6,0,1).

New business
b) Curriculum
   a. Motion to approve new TAM courses as a group. Move to approve Kuhlman, MacDonald second. (7,0,0)
      i. TAM - 524 - Global Sourcing Strategies
      ii. TAM - 526 - Info Analysis in Merchandising
      iii. TAM - 526 - Information Analysis in Merchandising
      iv. TAM - 527 - Softgoods Branding and Promoting
      v. TAM - 528 - Softgoods - Selling and Managing
   b. Motion to approve 2 new courses, Aldrich, Viviani second. (7,0,1)
      i. AHS - 899 – Dissertation
      ii. CRIM - 640 - Ethics in Criminal Justice

Old Business
c) Proposed contract with Pearson to market and manage academic programs
   a. L. O'Laughlin attending an FAQ with Pearson representative on 11/13/17.

d) Changes in graduate policy and procedures
   a. Motion to read the GC statement at the next senate meeting, move to approve O'Laughlin, second Aldrich. (8,0,0)

Meeting Interruption
a) Fire alarm activated at 9:13am, the meeting resumed outside of Gillum Hall at approximately 9:20.

Reports

e) Administrative (CGPS Dean, Registrar)
   a. No report.

f) Graduate Student Representatives
   a. Makoto Omoto
      i. Writing Circle has been well received by grad student participants

g) Faculty Senate Liaison
   a. Bridget Roberts-Pittman
      i. No report.

h) Graduate Council Chairperson
   a. Liz O’Laughlin
      i. Curriculum committee will be reviewing several new course proposals at their meeting on 12/6/17
      ii. December 1st, 2017 GC meeting likely to be cancelled as curriculum will not be ready for review

Adjournment
Liz O’Laughlin adjourned the meeting at 9:19am.
ISU Graduate Council
Meeting Minutes
December 15, 2017

Attendance:

Members: Kenneth Games, Jolynn Kuhlman, Liz O’Laughlin, Jennifer Latimer, Rusty Gonser, Marion Schafer, Chris MacDonald, Stephen Aldrich, Anna Viviani.


Assistant: Josue Millan

Call to Order
Liz O’Laughlin called to order at 9:00 am

Adoption of Agenda
A) Marion Schafer moves to approve, Stephen Aldrich second. (6,0,1)

Approval of 11/10/17 Minutes
A) Approved by acclamation

New business

A) Curriculum
   a. Courses where tabled until conversation with their respective Departments next year.
   b. Subcommittees should include course consultation on new course proposals.
   c. Rational for program changes should be explained in the committee vote process, including subcommittee vote and course syllabus that follow all requirements in the grad book.

B) Proposed changes to graduate catalog (General Policies and Regulations)
   a. Will plan to vote on changes in January 2018 meeting.
      i. Routine updates, language, and modification to format.

Old Business

j) Proposed contract with Pearson to market and manage academic programs
   a. Proposal is “on hold” currently.

k) Changes in graduate policy and procedures
   a. Liz O’Laughlin went to the Senate to answer questions.

l) Reports:
a. Administrative (CGPS Dean, Registrar)  
   Lynn Maurer  
   i. Grad College web site was updated and now includes vision, mission and values.  
   ii. Allowance for Tuition Waiver funds for Graduate Assistants got a significant budget cut for FY19.  
   iii. Grad catalog should be revised for potential changes.

B. Graduate Student Representatives  
   i. No report.

C. Faculty Senate Liaison  
   i. No report.

D. Graduate Council Chairperson  
   Liz O’Laughlin  
   i. Congratulations to Lynn Maurer for her new position at Lamar University in Texas starting in July.  
   ii. Meetings next year will be on Mondays at 2:00pm.

Adjournment  
Liz O’Laughlin adjourned the meeting at 9:54 am.
ISU Graduate Council
Meeting Minutes
January 22, 2018

Attendance:

Members: Kenneth Games, Liz O’Laughlin, Steve Aldrich, Anna Viviani, Marion Schafer, Jennifer Latimer.

Representatives: Bridget Roberts-Pittman, Bassam Yousif, Ken Brauchle, Peggy Weber, April Hay, Jacqueline Shin, Denise Collins, Yasenka Peterson.

Assistant: Josue Millan

Call to Order
Liz O’Laughlin called to order at 2:02 pm.

Adoption of Agenda (by acclamation)
A) Approval of 12/15/17 Minutes
   a. minutes not available, tabled until Feb. 5th meeting

New business
   c) Recommendations from Students Appeals Committee regarding Graduate Awards
       a. Motion to discuss and update the Memo for Recommendations for Students Appeals Committee regarding Graduate Awards, move to approve Aldrich, Marion second. (6,0,0)
       b. Motion to approve changes to the Memo, move to approve Viviani, Latimer second. (6,0,0)

Old Business
A) Curriculum tabled at last meeting:
   ENVI – 567 – Biogeography
       a. Aldrich waiting to hear back from Biology curriculum committee
   MATH – 510 – Introduction to Analysis
       a. O’Laughlin waiting to hear back from Math

B) Proposed changes to graduate catalog (General Policies and Regulations)
   a. started discussion of changes, will continue discussion at 2/5/18 meeting.

Reports
   i) Administrative (CGPS Dean, Registrar)
       a. Ken Brauchle
           i. Tutor available for doctoral level statistics.
       b. Jacqueline Shin
           i. Grad faculty status now available in Banner.
ii. Should discuss if instructors can receive a grad faculty status.
iii. CGPS staff willing to assist with Program Review process if needed.
iv. Should discuss Non GPA reasons for grad student dismissal.

j) Graduate Student Representatives
   a. No report

k) Faculty Senate Liaison
   a. Bridget Roberts-Pittman
      i. Focus has been on comments regarding biennial review process

l) Graduate Council Chairperson
   a. Liz O'Laughlin
      i. Curriculum review for courses is meeting next week
      ii. Academic Affairs will be asking graduate programs to examine courses
           not taught in the last 7 years or more.

Adjournment
Liz O'Laughlin adjourned the meeting at 3:01pm.
ISU Graduate Council
Meeting Minutes
February 5, 2018

Attendance:
Members: Rusty Gonser, Liz O'Laughlin, Steve Aldrich, Anna Viviani, Marion Schafer, Jennifer Latimer, Jolynn Kuhlman, Chris MacDonald.

Representatives: Bassam Yousif, Ken Brauchle, April Hay, Denise Collins, Yasenka Peterson, Lynn Maurer, Ashley Layman.

Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 2:02 pm.

Adoption of Agenda (by acclamation)
B) Approval of 12/15/17 Minutes
a. Moved by M. Schafer, Steve Aldrich second. (8,0,0)

C) Approval of 1/22/18 Minutes
a. Moved by M Schafer, S. Aldrich, second. (5,0,3)

New business
d) Curriculum
   a. Math 510 – Introduction to Analysis
      i. Motion to approve Math 510 with current language move by Liz O'Laughlin, Stephen Aldrich second. (7,0,1)
   b. Math 511, 512, 513
      i. Motion to approve the courses Math 511, 512 & 513 with revised language move by Chris MacDonald, Steve Aldrich second. (7,0,1)
   c. Music 500A, B, C, D
      i. Motion to approve changes in remedial courses codification move by Chris MacDonald, Anna Viviani second. (5,3,0)
   d. Social Work 501, 502, 503, 505
      i. Hold off on voting until representative from SW can attend meeting to answer questions

Old Business
C) Curriculum tabled at Dec meeting
   a. ENVI 567 – Biogeography
      i. Motion to approve the course with comment that Biology plans to submit a proposal for a cross-listed course, moved by Jolynn Kuhlman, Marion Schafer second. (7,0,1)
D) Proposed changes to graduate catalog (General Policies and Regulations)
   a. Tabled until March meeting.
      i. All members of the Graduate Council have until next meeting (Monday, Feb. 19th) to email all suggestions to Liz O'Laughlin regarding potential changes to the graduate catalog.

Reports
m) Administrative (CGPS Dean, Registrar)
   a. Lynn Maurer
      i. Upcoming graduate programs director's meetings. Open to program directors, administrators and one faculty member per program.
         1. February 21st (Wednesday) in UH Whitaker Room 110G from 2:00 pm - 3:30 pm.
         2. February 22nd (Thursday) in UH Whitaker Room 110G from 2:00 pm - 3:30 pm.

n) Graduate Student Representatives
   a. No report

o) Faculty Senate Liaison
   a. No report

p) Graduate Council Chairperson
   a. Liz O'Laughlin
      i. Upcoming curriculum: several Envi courses
      ii. Friday, February 9th, 2018 is the upcoming deadline for Title IX online training.

Adjournment
Liz O'Laughlin adjourned the meeting at 2:50pm.
ISU Graduate Council
Meeting Minutes
February 19, 2018

Attendance:

Members: Rusty Gonser, Liz O’Laughlin, Steve Aldrich, Anna Viviani, Marion Schafer, Jennifer Latimer, Jolynn Kuhlman, Chris MacDonald, Kenneth Games.

Representatives: Bassam Yousif, Lynn Maurer, Ashley Layman, Bridget Roberts, Jacqueline Shin.

Guest: Jennifer Todd, Robert Guell

Assistant: Josue Millan

Call to Order
Liz O’Laughlin called to order at 2:00 pm.

Adoption of Agenda (by acclamation)
D) Approval of 2/5/18 Minutes
  a. Motion moved by Rusty Gonser, Anna Viviani second. (6,0,0)

New business
e) Curriculum
  a. Bio 685: Foundations in Genetic Counseling
     i. Motion to approve Bio 685 move by Anna Viviani, Stephen Aldrich second. (7,0,1)
  b. Envi 506, 507, 508, 521, 522, 572
     i. Updated title course changes based on current trends and in accordance to ISU’s vision and mission.
     ii. Motion to approve the Envi courses as a group move by Chris MacDonald, Marion Schafer second. (7,0,1)

f) Program Review
  a. Biology MS and Ph.D.
     i. Motion to approve Program Review Report moved by Steve Aldrich, Marion Schafer second, (8,0,1)
  b. Biology MS Genetic Counseling
     i. Motion to approve Program Review report moved by Steve Aldrich, Chris MacDonald second, (8,0,1)
  c. Math MA Program
     i. Motion to table the Math MA Program until further discussion with representative from Math program moved by Steve Aldrich, Chris MacDonald second. (9,0,0)
  d. MS in Computer Science
i. Motion to approve Program Review report moved by Rusty Gonser, Jennifer Latimer second. (8,0,1)

Old Business
E) Social Work course proposals
      i. Jennifer Todd and Robert Guell presented information and answered questions in regard to all 9 proposals. R. Guell reported that CHHS has asked that students not in the SW program be allowed to register in some of the courses. Committee members noted that this change was not reflected in the proposals. Several other errors were noted including the wrong course name and course number for one proposal (should be SW 507 rather than 607).
      ii. Motion to reject all nine SW course proposals by Steve Aldrich, Anna Viviani second. (9:0:0)

F) Proposed changes to graduate catalog
   a. General Policies and Regulations
      i. Tabled until March meeting.
         1. Will integrate any additional edits and discuss at March 5 meeting.

Reports
q) Administrative (CGPS Dean, Registrar)
   a. Lynn Maurer
      i. For the next academic cycle, recommended to provide Graduate Dean with access to Curriculog proposals at the Grad Council level of review.

r) Graduate Student Representatives
   a. No graduate student representative present

s) Faculty Senate Liaison
   a. Bridget Roberts-Pittman
      i. Faculty Senate considering comments on Biennial review process

  t) Graduate Council
     a. Jolynn Kuhlman
        i. Upcoming program reviews in Criminology MS, Criminal Justice MS, and Doctor in Athletic Training courses.
     b. Liz O’Laughlin - Chairperson
        i. Graduate Award deadline extended to Monday, February 26th, 2018.
        ii. Encourage students to apply for state residency status as soon as they have the required documents.

Adjournment
Liz O’Laughlin adjourned the meeting at 3:05pm.
ISU Graduate Council
Meeting Minutes
March 5, 2018

Attendance:

Members: Rusty Gonser, Liz O'Laughlin, Stephen Aldrich, Anna Viviani, Jennifer Latimer, Jolynn Kuhlman, Chris MacDonald, Kenneth Games, Makoto Omoto

Representatives: Lynn Maurer, Bridget Roberts, Jacqueline Shin, Ken Brauchle, April Hay, Yassenka Peterson.

Guest: Nathan Myers

Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 1:58 pm.

Adoption of Agenda (by acclamation)
E) Approval of 2/19/18 Minutes
   a. Motion to approve minutes with corrections moved by Rusty Gonser, Stephen Aldrich second. (7,0,0)

New business

g) Program Review
   a. Masters in Public Administration (MPA)
      i. Nathan Myers summarized responses from an addendum in response to Program Review committee report
      ii. Motion to open discussion and to approve the program review with addendum moved by Rusty Gonser, Chris MacDonald second. (8,0,0)

h) Curriculum: Courses
   a. CS 501: Programming for Data Science & Analytics I
   b. CS 601: Programming for Data Science & Analytics II
      i. Motion to bundle CS 501 & CS 601 together and open discussion move by Anna Viviani, Stephen Aldrich second.
      ii. Motion to table CS 501 & CS 601 until course schedule and amendments to grade calculation is received moved by Kenneth Games, Rusty Gonser second. (8,0,0)
   c. Bio 507: Cancer Genetics
      i. Syllabus must be updated with the corresponding course title.
      ii. Motion to approve Bio 507 move by Stephen Aldrich, Chris MacDonald second. (7, 0, 1)
i) Curriculum: Programs
   a. Criminal and Criminal Justice M.S.
      i. Motion to approve revisions to increase flexibility in program, student may take courses similar to current concentrations but no longer required to choose one concentration area, moved by Kenneth Games, Chris MacDonald second. (8,0,0)

Old Business
G) Proposed changes to graduate catalog (General Policies and Regulations)
   a. Motion to table pending clarification of conditional admission section, moved by Stephen Aldrich, Liz O'Laughlin second. (8,0,0)

Reports
u) Administrative (CGPS Dean, Registrar)
   a. Lynn Maurer
      i. Academic dismissal policies should be reviewed.

v) Graduate Student Representatives
   a. Makoto Omoto
      i. No report

w) Faculty Senate Liaison
   a. Bridget Roberts
      i. Search for Dean for COT almost completed, due date for dept P&T updates has passed, language change in handbook.

x) Graduate Council
   a. Liz O'Laughlin
      i. Recipients for the Graduate Awards haven’t been selected.
      ii. Volunteer banner carrier for graduation
          1. Morning: Rusty Gonser
          2. Afternoon: Jolynn Kuhlman
      iii. At least 5 program reviews and 9 graduate courses will be presented in the upcoming meetings.

Adjournment
Liz O'Laughlin adjourned the meeting at 2:57 pm.
ISU Graduate Council  
Meeting Minutes  
March 19, 2018  

Attendance:  
Members: Rusty Gonser, Liz O’Laughlin, Stephen Aldrich, Marion Schafer, Jennifer Latimer, Jolynn Kuhlman, Chris MacDonald, Kenneth Games.  
Representatives: Lynn Maurer, Bridget Roberts-Pittman, Jacqueline Shin, April Hay, Denise Collins, Bassam Yousif.  
Assistant: Josue Millan  

Call to Order  
Liz O’Laughlin called to order at 1:59 pm.  

Adoption of Agenda (by acclamation)  
F) Approval of 3/5/18 Minutes  
   a. Motion to approve minutes with corrections moved by Marion Schafer, Chris MacDonald second. (8,0,0)  

New business  
j) Curriculum  
   a. ATTR 871: Health Information Technology  
   b. ATTR 872: Innovations in Collaborative Health Care  
   c. ATTR 875: Applied Physiology for Patient Care  
      i. Motion to bundle together ATTR 871, 872 & 875 and approve move by Chris MacDonald, Marion Schafer second. (7,0,1)  
   d. BIO 683: Human Population Genetics  
      i. Motion to approve move by Kenneth Games, Stephen Aldrich second. (7,0,1)  
   e. GEOG 629: Individual Research in Geography and Sustainability  
   f. GEOG 699: Master’s Thesis  
   g. GEOG 711: Seminar in Geography and Sustainability  
      i. Motion to bundle together GEOG 629, 699 & 711 and approve move by Kenneth Games, Rusty Gonser second. (6,0,2)  
   h. PASS 613: Clinical Diagnostics  
      i. Motion to approve move by Stephen Aldrich, Chris MacDonald second. (6,1,1)  

k) Program Review  
   a. EES Programs: MA Geography, MS Earth & Quaternary Sciences, Ph.D. Spatial and Earth Sciences
i. Stephen Aldrich introduced the EES program proposals to the graduate council. With proposed changes the EES department expect to enhance enrolment into their graduate programs.
ii. Potential consolidation of programs in the future.
iii. Motion to approve moved by Jolynn Kuhlman, Rusty Gonser second. (6,0,2)

b. Psychology: Clinical Psychology Doctoral program (Psy.D.)
i. Liz O’Laughlin noted that the Program Review Committee included an error in regard to number of tenured faculty in the program.
ii. Motion to approve move by Marion Schafer, Stephen Aldrich second. (7,0,1)

c. Psychology: MA/MS in Experimental Psychology
i. Liz O’Laughlin noted that almost all of the coursework for the MA/MS program overlaps with courses required for the Psy.D. program.
ii. Motion to approve moved by Chris MacDonald, Stephen Aldrich second. (7,0,1)

d. History MA/MS
i. Tabled until next meeting when department representative is available to answer questions.

e. Math MA/MS
i. Tabled until next meeting when department representative will be available to answer questions.

**Old Business**

H) Proposed changes to graduate catalog (General Policies and Regulations)
   a. Edits were suggested by J. Shin in regard to thesis and dissertation approval form (hard copy with signatures is forwarded electronically rather than hard copy)
      i. GC Exec will review document and propose additional revisions in future meeting.

**Reports**

y) Administrative (CGPS Dean, Registrar)
   a. Lynn Maurer
      i. April 18, 2018: graduate faculty appreciation reception.
   b. Jacqueline Shin
      i. Graduate award breakfast will be held on March 27, 2018.

z) Graduate Student Representatives
   a. No report

aa) Faculty Senate Liaison
   a. Bridget Roberts-Pittman
      i. Senate continuing to review the Biennial Review process

bb) Graduate Council
   a. Liz O’Laughlin
      i. Representatives from three departments will join our next meeting to address challenge noted in the Program Review Committee reports.
ii. Next meeting will include latest review for proposed changes to the graduate catalog.
   1. April 16, 2018 is the deadline for catalog changes but will not be publicly available until May.
   2. Updates for expectation for students and advisors will be discussed.
   3. Conditional admission policies will be considered in future revisions (will keep as is for now).

Adjournment
Liz O’Laughlin adjourned the meeting at 2:50 pm.
ISU Graduate Council
Meeting Minutes
April 2, 2018

Attendance:

Members: Rusty Gonser, Liz O’Laughlin, Stephen Aldrich, Marion Schafer, Jolynn Kuhlman, Chris MacDonald, Kenneth Games, Anna Viviani.

Representatives: Lynn Maurer, Jacqueline Shin, April Hay, Denise Collins, Bassam Yousif, Ken Brauchle, Makoto Omoto.

Guests: Lisa Phillips, Henjin Chi, Jeffrey Kinne, Kathleen Kincade.

Assistant: Josue Millan

Call to Order
Liz O’Laughlin called to order at 1:59 pm.

Adoption of Agenda (by acclamation)
G) Approval of 3/19/18 Minutes
   a. Motion to approve minutes with corrections moved by Marion Schafer, Stephen Aldrich second. (8,0,0)

New business
I) Program Review
   a. History MA/MS
      i. Lisa Phillips summarized an addendum to the Program Review report and responded to questions.
      ii. Motion to approve by Stephen Aldrich, Kenneth Games second. (8,0,0)
   b. English MA
      i. Kathleen Kincade summarized addendum report and responded to questions.
      ii. Motion to approve with suggestion to maintain focus on increasing enrollment by Jolynn Kuhlman, Anna Viviani second. (8,0,0)
   c. Math MA/MS
      i. Henjin Chi summarized addendum information and responded to questions.
      ii. Motion to approve with suggestion to maintain focus on increasing enrollment in the program by Stephen Aldrich, Marion Schafer second. (8,0,0)

Old Business
A) Tabled Curriculum
   a. CS 501 & CS 601
i. Jeff Kinne provided revised syllabi that include a tentative course schedule.

b. Math 540
   i. Motion to group CS 501, CS 601 & Math 540 and approve with revised syllabi move by Stephen Aldrich, Marion Schafer second. (8,0,0)

B) Proposed changes to graduate catalog (General Policies and Regulations)
   a. Vote on the proposed changes to the graduate catalog will be on April 16, 2018.

Reports
cc) Administrative
   a. Lynn Maurer
      i. April 18, 2018: Graduate faculty appreciation reception at the Heritage Ballroom, Tirey Hall. (4:30pm – 6:30pm)

dd) Graduate Student Representative
   a. Makoto Omoto
      No report

ee) Faculty Senate Liaison
   a. Bridget Roberts-Pittman
      i. Senate continues to review the Biennial Review process.

ff) Graduate Council
   a. Liz O’Laughlin
      i. A total of four remaining program reviews are coming in the next meeting. Also, will have some curriculum and program proposals to review in remaining meetings.

Adjournment
Liz O’Laughlin adjourned the meeting at 2:59 pm
ISU Graduate Council
Meeting Minutes
April 16, 2018

Attendance:
Members: Rusty Gonser, Liz O'Laughlin, Stephen Aldrich, Marion Schafer, Jolynn Kuhlman, Chris MacDonald, Kenneth Games, Anna Viviani, Jennifer Latimer.

Representatives: Lynn Maurer, Jacqueline Shin, Denise Collins, Bassam Yousif, Makoto Omoto, Yasenka Peterson, Bridget Roberts-Pittman.

Guests: Terry Dean, Terry McDaniel, Amanda Muhammad.

Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 1:59 pm.

Adoption of Agenda (by acclamation)
H) Approval of 4/2/18 Minutes
   a. Motion to approve minutes with corrections moved by Marion Schafer, Anna Viviani second. (8,0,0)

New business
m) Program Review
   a. LLL MA
      i. Tabled for April 30th, 2018 meeting.
   b. Music MM
      i. Terry Dean summarized the report and responded to questions.
      ii. Motion to accept the report with recommendations and resubmit the report in a year move by Stephen Aldrich, Anna Viviani second. (9,0,0)
   c. Crim MA/MS
      i. Motion to approve report with standard review move by Marion Schafer, Stephen Aldrich second. (9,0,0)

n) Agreement to move Career and Technical Ed Program from BCOE to COT
   a. Terry McDaniel and Amanda Muhammad summarized agreement documents and responded to questions.
      i. Motion to accept transfer move by Jolynn Kuhlman, Stephen Aldrich second. (8,0,0)

o) Curriculum – Courses
   a. Phil 525: Bioethics of Genetic and Genomic Counseling
Motion to approve move by Chris MacDonald, Stephen Aldrich second. (9,0,0)

Curriculum – Programs
  a. Doctoral in Athletic Training
    i. Jolynn Kuhlman summarized the program and responded to questions.
    ii. Motion to approve move by Chris MacDonald, Stephen Aldrich second. (8,0,1)

Old Business

C) Proposed changes to graduate catalog
  a. Motion to approve the final version of proposed changes to the graduate catalog move by Marion Schafer, Anna Viviani second. (9,0,0)

Reports

Administrative
  a. Lynn Maurer
    i. April 18, 2018: Graduate faculty appreciation reception at the Heritage Ballroom, Tirey Hall. (4:30pm – 6:30pm)

Graduate Student Representative
  a. Makoto Omoto
    i. The Graduate Writing Circle is successfully meeting every other week with great resources for graduate students.

Faculty Senate Liaison
  a. Bridget Roberts-Pittman
    i. Grad catalog revisions have pass and will get to the senate for approval.

Graduate Council
  a. Liz O'Laughlin
    i. Next meeting on April 30th, 2018 will be the last Graduate Council meeting of the semester. Remaining programs reviews, upcoming courses and tabled topics will be evaluated in the final meeting.

Adjournment
Liz O'Laughlin adjourned the meeting at 2:59 pm.
NOTE: April 30th Minutes have NOT yet been approved since this was our last meeting of the semester

ISU Graduate Council
Meeting Minutes
April 30, 2018

Attendance:

Members: Rusty Gonser, Liz O'Laughlin, Stephen Aldrich, Marion Schafer, Jolynn Kuhlman, Chris MacDonald, Kenneth Games, Anna Viviani, Jennifer Latimer.

Representatives: Lynn M Maurer, Jacqueline Shin, Bassam Yousif, Makoto Omoto, Bridget Roberts-Pittman, Angie MacLaren.

Guests: Scott Sterling, Richard Vincent.

Assistant: Josue Millan

Call to Order
Liz O'Laughlin called to order at 2:00 pm.

Adoption of Agenda (by acclamation)
1) Approval of 4/16/18 Minutes
   a. Motion to approve minutes with corrections moved by Kenneth Games, Rusty Gonser second. (9,0,0)

New business

q) Program Review
   a. Communications MA
      i. Richard Vincent summarized the program review report, introduced course proposals and responded to questions.
      ii. Motion to accept the report with recommendations and the requirement of periodical progress reports move by Stephen Aldrich, Jolynn Kuhlman second. (9,0,0)
   b. LLL MA
      i. Scott Sterling summarized the report and responded to questions.
      ii. Motion to accept the report with recommendations move by Chris MacDonald, Rusty Gonser second. (9,0,0)
   c. Art MA/MS and MFA
      i. Motion to approve report move by Kenneth Games, Stephen Aldrich second. (9,0,0)
r) Curriculum – Courses
   a. COUN 634: Counseling Practicum &
   b. COUN 739D: Internship
      i. Motion to bundle COUN 634 & COUN 739D and approve both courses
         move by Stephen Aldrich, Rusty Gonser second. (8,0,1)
   c. COM 602: Research Methods
   d. COM 603: Research Practice
   e. COM 612: Persuasion Theory and Practice
      i. Motion to bundle COM 602, COM 603 & COM 612 and approve
         courses move by Rusty Gonser, Stephen Aldrich second. (9,0,0)
   f. COM 611: Interpersonal Communication
   g. COM 626: Health Communication
   h. COM 633: Social Media
      i. Motion to bundle COM 611, COM 626 & COM 633 and open
         discussion move by Rusty Gonser, Stephen Aldrich second.
      ii. Motion to table COM 611, COM 626 & COM 633 move by Jolynn
         Kulman, Marion Schafer second. (9,0,0)

s) Curriculum – Programs
   a. School Administration and Supervision M. Ed and post-masters non-degree
      i. Jolynn Kuhlman summarized the program and responded to questions.
      ii. Motion to approve move by Stephen Aldrich, Chris MacDonald second.
         (8,0,1)

 t) Proposed Edits to Responsibilities of Students & Dissertation/Thesis Chairs and Committees
   a. Motion to approve edits move by Marion Schafer, Stephen Aldrich second.
      (6,0,0)

Reports

kk) Administrative
   a. Lynn Maurer
      i. Dean Maurer congratulated the Graduate Council for it hard work and commitment to enhance the graduate school at ISU.

ll) Graduate Student Representative
   a. Makoto Omoto
      i. Presented his gratitude to the Graduate Council for allowing him to represent graduate students at the council during a full academic year.

mm) Faculty Senate Liaison
   a. Bridget Roberts-Pittman
      i. The Biannual Review got approved by the Senate.
Graduate Council
   a. Liz O’Laughlin
      i. PASS 610 and 617 were tabled by Curriculum Courses committee (waiting for PASS 655 and 613 to get to GC level of review).
      ii. Open session for CGPS Dean applicant (May 2nd).
      iii. Policy report for non-academic dismissal should be review and voted by the Graduate Council.

Adjournment
Liz O’Laughlin adjourned the meeting at 3:06 pm.