

## MINUTES

### UNIVERSITY GRADUATE COMMITTEE

March 6, 2013 (formerly February 20, 2013)

**Members Present:** Michael Amundson (History), Colleen Byron (MA in Administration), Joe Collentine (Modern Languages), Michael Costelloe (Criminal Justice), Y. Evie Garcia (Ex-Officio-Graduate College), Greg Glau (English), Matthew Bowker (Substitute; Forestry), April Judd (Mathematics and Statistics), Luis Fernandez (Sustainable Communities), Alan Lew (Geography, Planning and Recreation), Warren Lucas (Sociology), John Masserini (Chair; Music), Catherine Medina (Substitute; Educational Specialties), Gretchen McAllister (Teaching and Learning), Mary McClellan (Educational Psychology), Karen McCoy (Ex-officio: Cline Library), Ramona Mellott (Ex-Officio-Graduate Dean), Marcia Metcalf (Business Administration), Sean Parson (Politics & International Affairs),-Cassie Rivas (Graduate Student), James Sample (Earth Sciences and Environmental Sustainability), Brant Short (Applied Communication), Anna Sosa (Communication Sciences and Disorders), Kerry Thompson (Anthropology), Barbara Tomlinson (Nursing), and Meghan Warren (Physical Therapy),

**Members Absent:** Emily D. Babcock (Physician Asst Studies), Gary Emanuel (Educational Leadership), Steve Hempleman (Biological Sciences), Stephanie Hurst (Chemistry), Fred Hurst/Patrick Deegan (Ex-officio – Extended Campuses), Patricia Peterson (Faculty Senate), Sumner Sydeman (Psychology), David Trilling (Physics & Astronomy), and Niranjana Venkatraman (Engineering).

**Guests:** Karen Applequist (IHD/SBS), Russell Benford (Biology), Geeta Chowdry (Politics and International Affairs), Michael Collins (English), Sally Doshier (Nursing), Scott Galland (CASA), Annette Lawrence (SBS), Elise Lindstedt (Communication Sciences and Disorders), Nashelly Meneses (Biology), Janis Nicol (IHD/SBS), Debbie Noguera (Nursing), Steve Palmer (CHHS), Jenny Scott (Extended Campuses), Karen Sealander (Education Specialties), Steve Shuster (Biology), Laura Sujo-Montes (Education Specialties), Jamie Whelan (Education Specialties), Jim Wilce (Anthropology)

**Graduate College:** Victoria L. Endres, Kirsten Slaughter-Rice

The meeting was called to order at 3:01 pm by John Masserini, Chair.

#### I. Welcome, Announcements and Brief Reports

##### A. Approval of the Minutes of the January 23, 2013, Meeting — John Masserini

Minutes were approved by all present.

##### B. Graduate Student Government Report — Cassie Rivas

Cassie Rivas discussed the GSG nomination process for the upcoming elections, which are due March 13. She mentioned that students receive a stipend and experience in leadership by serving on GSG. The voting period is March 15 through March 22, 2013. She asked the UGC members to encourage interested students to run. Ms. Rivas also noted the extension of the travel awards deadline to April 1 for travel between January 1 and September 30, 2013. She also mentioned that GSG is considering rolling deadlines for travel in 2013-14. Lastly, Ms. Rivas noted that the National Graduate Student Organization is looking into open access for publications.

##### C. Dean's Remarks — Ramona Mellott

Dean Mellott notified the UGC that Graduate Coordinators, Department Chairs, and Administrative personnel received an email requesting information on admission requirements. Although some programs already have admission requirements posted in the *Online Catalog*, there is a need to standardize and update the requirements. Each department will be contacted individually for their admission requirements. By updating the basic requirements of each department, the new *Online Catalog* will also have the admission requirements.

Dean Mellott then discussed the new criteria and processes for the Higher Learning Commission. In comparison to the previous HLC review, this will be a very streamlined process. The Open Pathway Process has two required processes: NAU will provide evidence of meeting core criteria, and identify a Quality Initiative Project. The evidence

file for the core criteria is updated annually. By the end of this academic year 2012-13, the President will select a project for the Quality Initiative Project from a list of several projects identified by the Strategic Planning and Budget Committee. Other information included in the New Criteria for Accreditation document includes The Assumed Practices, which are a set of practices that are generally followed by institutions and are in place.

Dean Mellott then reminded the members about the curricular mapping and hoped that all departments/programs are working on their student learning outcomes. If outcomes have already been developed, departments should attend the curricular mapping workshop to begin the work of mapping curriculum to learning outcomes. There were questions raised on who should be receiving the documents related to newly developed learning outcomes. . Dr. Mellott will clarify with assessment office and let UGC know on the method for submitting information related to learning outcomes.

## **II. Consent Items**

All items were approved by the members present.

### **A. College of Arts and Letters**

1. English, Literature; MA, Fall 2013 – Major Requirements-Course(s) Added
2. School of Music
  - a. MUS 621, "Topics in Early Music," Fall 2013 – Catalog Description, Course Title
  - b. MUS 622, "Topics in Eighteenth Century Music," Fall 2013 – Catalog Description, Course Title
  - c. MUS 623, "Topics in Nineteenth Century Music," Fall 2013 – Catalog Description, Course Title
  - d. MUS 624, "Topics in Nineteenth Century Music," Fall 2013 – Catalog Description, Course Title
  - e. MUS 684, "Introduction to Music Research," Fall 2013 – Catalog Description, Number, Repeat Rule
  - f. MUS 625, "Topics in Renaissance Music," Fall 2013 – Delete Course
  - g. MUS 626, "Topics in 17th Century Music," Fall 2013 – Delete Course
  - h. MUS 627, "Topics in World and Popular Music," Fall 2013 – Delete Course

### **B. College of Engineering, Forestry, and Natural Sciences**

1. Mathematics
  - a. Mathematics; MS, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements – Course(s) Deleted

### **C. College of Social and Behavioral Sciences**

1. Politics and International Affairs
  - a. Masters in Public Administration
2. Sociology
  - a. Applied Sociology

## **III. Action Items**

### **A. College of Arts and Letters**

1. English
  - a. ENG 530, "Professional Environmental Writing, Fall 2013 – New Course

Michael Collins, Lecturer of English, spoke about the addition of a new course in environmental writing. This course will also be beneficial to students in the Business College and Forestry. There was a question about whether the addition of the course changed the plan. Collins responded that the addition of the course did not change the plan.

A motion was approved for the new course.

2. School of Music

- a. Music; Master of Music, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Subplan Requirements-Course(s) Added, Subplan Requirements-Course(s) Deleted, Text within Plan
- b. MUS 522, “Major Instrument Literature,” Fall 2013 – Co-convene, New Course
- c. MUS 523, “Major Instrument Pedagogy,” Fall 2013 – Co-convene, New Course
- d. MUS 620, “Major Performance Literature,” Fall 2013 – Catalog Description, Co-convene, Course Title, Numbers, Prerequisites
- e. MUS 640, “Pedagogy,” Fall 2013 – Catalog Description, Co-convene, Course Title, Numbers, Prerequisites, Units
- f. MUS 601, “Graduate Topics in Music Theory,” Fall 2013 – New Course
- g. MUS 602, “Post-Tonal Theory and Analysis,” Fall 2013 – New Course
- h. MUS 603, “Analytical Techniques,” Fall 2013 – Catalog Description, Course Title, Prerequisites

John Masserini, Associate Professor in the School of Music, discussed the proposed changes to the curriculum. There is one master’s degree in Music with 9 different subplans and changes to the graduate and undergraduate level courses. The theory curriculum will also change to offer more theory classes to both theory and non-theory track students. These additional theory courses were requested by students and will be covered by current faculty.

A motion was approved for the changes to the above courses.

**B. College of Education**

1. Educational Psychology

- a. Counseling Psychology; PhD, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
- b. School Psychology; PhD, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
- c. EPS 706, “History of Systems of Psychology,” Fall 2013 – New Course
- d. EPS 708, “Social Bases of Behavior,” Fall 2013 – New Course
- e. EPS 710, Personality,” Fall 2013 – New Course
- f. EPS 740, “Doctoral Practicum in Professional Practice,” Fall 2013 – Catalog Description, Course Title
- g. Counseling, Student Affairs; Med, Fall 2013– Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
- h. EPS 682, “Student Affairs Practicum,” Fall 2013 – New Course

Karen Sealander, Professor of Educational Specialties, and Jamie Whelan, Senior Lecturer in Educational Specialties, explained that the changes to their program of study removed courses that students do not take and changed some of the course requirements. The three new courses (1c, 1d, and 1e) have been taught twice during the last three years. The change to EPS 740 (1f) adds supervision to a particular content area.

A motion was approved for the new courses and changes to the program and existing courses.

2. Educational Specialties

- a. Special Education – Cross-Categorical High Incidence Certified; Med, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
- b. Special Education – Severe/Profound Certified; Med, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
- c. ESE 526, “Foundations/Methods in Secondary Special Education” Fall 2013 – New Course

Dr. Sealander and Ms. Whelan summarized the changes to 2a and 2b as adding a more directed practicum related to student affairs. ESE 526 (2c) is a new course in secondary methods and transitioning, and ESE 426 will be offered to undergraduate students. This is a program for people who come back from the field and want a secondary education.

There was a question about the difference between the graduate and undergraduate courses, as the graduate course (ESE 526) looks like the undergraduate course (ESE 426). Sealander responded that although the outcomes are the same, the graduate course outcomes require more depth and complexity to achieve outcomes.

A motion was approved for the new course and for changes to the program and existing courses.

### **C. College of Engineering, Forestry, and Natural Sciences**

1. Biology
  - a. BIO 567, "Island Demography & Dynamics," Fall 2013 – New Course
  - b. BIO 568, "Conservation & Management of Imperiled Species," Fall 2013 – New Course

Steve Shuster, Professor, Russell Benford, Assistant Research Professor, and Nashelly Meneses, all of Biological Sciences, discussed the co-convened courses on the island of Saipan, which are part of the Northern Mariana Islands. The graduate courses will provide students with experience in data collection and field techniques, while learning the ecology of the island and issues that affect the daily life of a conservation resource manager. The goal of the courses is to round out the student's knowledge, so that the student is prepared to enter the conservation biology field.

There was a question about the frequency of the course offerings. The courses will be offered once per year. Dean Mellott suggested adding the course to the elective block in the program of study, so students can view their options.

A motion was approved for the new courses.

### **D. College of Health and Human Services**

1. Nursing
  - a. Family Nursing Practitioner; MSN, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Text within Plan
  - b. Generalist; MSN, Fall 2013 - – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Text within Plan
  - c. NUR 676, "Healthcare Systems, Technology, Quality, and Economics," Fall 2013 – New Course
  - d. NUR 560, "Rural Theory and Health Policy," Fall 2013 – Catalog Description, Corequisites, Prerequisites
  - e. NUR 605, "Graduate Research Seminar," Fall 2013 – Catalog Description, Corequisites, Grading Option, Prerequisites
  - f. NUR 608, "Fieldwork Experience," Fall 2013 – Catalog Description, Course Title, Prerequisites
  - g. NUR 660, "Family Primary Health Care I," Fall 2013 – Catalog Description, Corequisites, Prerequisites
  - h. NUR 661, "Family Primary Health Care Practicum I," Fall 2013 – Catalog Description, Prerequisites, Units
  - i. NUR 663, "Family Primary Health Care Practicum II," Fall 2013 – Catalog Description
  - j. NUR 665, "Family Primary Health Care Practicum III," Fall 2013 – Catalog Description, Corequisites

Sally Doshier, Associate Dean of the School of Nursing, spoke about the changes to the Master's program as required by their accreditation process. To address the new requirements, they added a new course and adjusted the sequencing of courses.

A motion was approved for the new course and for changes to the program and existing courses.

2. Communication Sciences & Disorders
  - a. Clinical Speech-Language Pathology; MS, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Unit Change, Text, Text within Plan
  - b. CSD 515, "Augmentative and Alternative Communication for the SLP," Fall 2013 – New Course
  - c. CSD 651, "Stuttering: Diagnosis and Treatment," Fall 2013 – Catalog Description, Course Title, Units

d. CSD 652, "Voice Disorders: Assessment and Treatment," Fall 2013 – Catalog Description, Course Title

Elise Lindstedt, Chair of Communication Sciences and Disorders, discussed the changes to the courses and program and the addition of a new course as a response to their accreditation body. The addition of the one-credit course (2b) moves content embedded in other courses to one course and allows the department to document that students are meeting the alternate and augmentative communication standard. The Stuttering course (2c) is reduced from three to two credits to maintain the total number of required credits and because the content can be delivered in two credits without compromising the knowledge of the students. There is also an addition of a comprehensive exam to 2a that students must pass before graduating.

One member asked if this class was truly one credit, referring to the CSD 515 class and the DIS 525 syllabus. Although the textbook has 19 chapters, only certain topics and chapters will be emphasized, so the class is only one credit.

Regarding the name changes, Dr. Lindstedt noted that the change to the Voice disorders course (2d) is due to accreditation, and the change to the Stuttering course (2c) reflects the decrease in content time devoted to fluency diagnostics and treatment, so the topics can be covered in less time.

Karen Applequist and Janis Nicol from the Human Development Institute discussed the course duplication between the new course (2b) and DIS 525 in the Graduate Certificate Program in Assistive Technology. By adding this new course, they noted that the enrollment in their course could drop.

Dr. Lindstedt responded that the impact on DIS 525 was reviewed, and of the 65 CSD students, only 7 students were taking the DIS 525 course. As this is an elective course, students will still be encouraged to take the DIS 525 course after completing the required course (2b). By taking the proposed one credit course, students can now show their experience in ACE content on their transcripts. She also noted that the accreditation only asks for one credit of content, and the courses are not interchangeable. Only two of the nineteen chapters in the textbook are the same between the two courses. She believes that by requiring students to take this one credit course, people will likely want more knowledge and will choose to take the DIS 525 course.

One member asked if the two courses use the same equipment. Dr. Lindstedt responded that the new course is not device-oriented but instead looks at evidence-based practice. Another member asked if the new course would give students more exposure to the content area. Dr. Lindstedt responded that the students would receive more exposure. Another member then asked if the DIS 525 course was a required part of the degree. Ms. Nicol noted that the DIS 525 course has been in existence for over 10 years, and every topic in the textbook they propose to use is currently covered in the DIS 525 course. She also noted the lack of collaboration or concern of the impact in the creation of this new course.

Dr. Masserini asked why there was no collaboration in the creation of the new course. Dr. Lindstedt responded that she did speak with Ms. Nicol two years ago. Communication Sciences & Disorders (CSD) did consider cross-listing the course but chose to offer a separate course in order to preserve the other electives.

Dr. Sosa spoke in support of the new course because it provides the basics of SLP knowledge to all students, not just to the students who choose to take the DIS 525 course.

A motion was approved to only change the catalog description and course titles for CSD 651 (2c) and CSD 652 (2d). The units will not change in CSD 651.

Dr. Lindstedt then discussed the addition of the comprehensive exam in 1a in order to assess the skills of students as a part of the program and a condition of graduation. Dean Mellott suggested that CSD work very closely with Dr. Garcia regarding the guidelines and options on the comprehensive exam.

One member asked if licensing could be used instead of a comprehensive exam. Receiving a license cannot be a condition of graduation, since licenses are granted by external sources over which NAU has no control.

A motion was contingently approved for 1a, pending the submission of a revised proposal that reflects the title changes of the courses, the syllabi with the units they currently have (3 units instead of 2), and a revised program of study.

The CSD 515 (2b) was tabled, as no other motion was presented.

## **E. College of Social and Behavioral Sciences**

### **1. Anthropology**

- a. Applied Emphasis, Anthropology; MA, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Major Requirements-Unit Change, Name Change

Jim Wilce, Professor of Anthropology, discussed the decrease of 42 credits down to 37 credits for the Applied Emphasis in Anthropology. He noted that the program would still be rigorous and no quality issues were at stake.

A motion was approved for the changes to the program.

### **2. Sustainable Communities**

- a. Sustainable Communities; MA, 2013 – Major Requirements-Course(s) Added
- b. SUS 601, "Visions of Good and Sustainable Societies: Self, Other, and Community," Fall 2013 – Catalog Description, Course Title, Prerequisites
- c. SUS 602, "Visions of Good and Sustainable Societies: Community, Technology, and Values," Fall 2013 – Catalog Description, Course Title, Prerequisites
- d. SUS 603, "Social Transformations," Fall 2013 – New Course
- e. SUS 604, "The Art of Inquiry," Fall 2013 – New Course
- f. SUS 644, "Thesis Proposal Development," Fall 2013 – New Course

Luis Fernandez, Director of Sustainable Communities Program, spoke about the process of reviewing the degree program and corresponding courses. The core course will increase from 3 to 5 courses and the elective courses will decrease from 21 to 15 courses. He believes these changes will allow the students to succeed in the program.

There was a question regarding the availability of faculty to teach the 5 core courses. Fernandez responded that two lecturers will teach the two new core courses. There was also a question about the similarity between the student outcomes in the new courses and another question about where the programmatic learning outcomes were. Fernandez responded that the outcomes identify the problems students face and address what is lacking in the program. He also noted that courses are structured to have overlapping learning outcomes that reinforce concepts.

A motion was approved for the changes to the program and course and the addition of the new courses.

## **IV. Graduate Certificate Review**

Informational item was reviewed with no comment by representatives.

## **V. Informational Items**

- A. March 6, 2013 FAST TRACK Report

Informational item was reviewed with no comment by representatives.

## **VI. Discussion Items**

- A. Research Integrity – Ramona Mellott

Dean Mellott had asked the committee members at the last meeting to take the proposal and report back to their departments for feedback. She received feedback that the CITI courses were long, and students may not complete the training. There is a need for a broad and comprehensive, but brief, training course, and then researchers can develop their own training course. She noted that CITI is developing a "lite" training course, which covers all of the topics. She will have another update for the UGC in the fall.

- B. Incomplete Grade Policy – Evie Garcia

Dr. Garcia noted that the policy has been discussed by the University Curriculum Committee, but they are waiting for the UGC to vote. She noted that requirements have been tightened, and the “Students must be passing and must have completed a majority of the coursework” clause is the driving factor of the policy. Individual instructors can still determine what is passing and completing the majority of the coursework.

One member noted that she had previously given due dates for incomplete work to be turned in, which were less than 12 months. The student failed to meet the deadline or contact her by the deadline but then contacted her prior to the 12 month deadline. The member asked if she had to give 12 months or could use her own deadline. Dr. Garcia responded that instructors can choose their own deadlines for incomplete work to be turned in, up to 12 months. The student has until the deadline in the contract to complete all of the work and do not necessarily have the full 12 months.

A motion was approved to accept the Incomplete Grade Policy.

#### C. Dismissal Policy – Evie Garcia

Dr. Garcia explained that the policy has been edited to be more workable given varied departmental preferences and practices. There was concern that the policy was not strict enough.

From the last version of the policy, the Academic Progress has been separated. When moving towards dismissal, students need due process. The process has been streamlined. If the department has already gone through an internal due process, the Graduate College will not repeat the process.

Dr. Garcia asked the members to take it back to their departments for feedback. One member asked if departmental comments were not reflected in the updated policy, whether the department would still have to live with the policy. Dr. Masserini responded that if representatives, acting on the behalf of their department, vote to approve this policy, then departments will have to abide by the policy.

Dr. Garcia hopes to vote on the policy during the April meeting. There will be additional opportunities for comments and modifications before a vote is taken.

#### D. Policy and Procedures for Graduate Certificate Programs – Evie Garcia

Although certificate programs are supposed to report every 4 years, only about 70% of programs are in compliance. Dr. Garcia noted that only stand-alone programs need to report, as certificates within departments that offer master's or doctoral degrees are routinely evaluated during the overall program reviews.

Dr. Garcia asked the members to take the updated policy back to their respective departments for comments and feedback, especially in regards to the wording of the policy.

The policy will be voted on at the March Meeting.

### **VII. Agenda Items for Next Meeting**

#### **A. Policy and Procedures for Graduate Certificate Programs**

### **VII. Agenda Items for Future Meetings**

#### **A. Learning Outcomes**

UGC Chair, John Masserini, adjourned the meeting at 4:49 p.m.