GRADUATE COUNCIL
MINUTES
September 15, 2014
Approved October 20, 2014

Present: John Abbott, Carrie Bush (for Mark Bradbury), Scott Collier, Susan Davies, Jill Ehnenn, Mary Englebert, Pollyanne Frantz, Elizabeth Graves, Dru Henson, Holly Hirst, Marie Hoepfl, Sandra Krause, Vachel Miller, Gary McCullough (for Fred Whitt), William Pelto, Max Poole, Martin Root, Robert Sanders, Tracy Smith, Jennifer Snodgrass, Glenda Treadaway, Sandra Vannoy

Excused: Patty Dale, Brittany Means

Absent: Randy Edwards

Guests: Lee Baruth, Jay Fenwick, Lisa Freeman, Nickolas Jordan, David Koppenhaver, Katherine Ledford

Max Poole, Chair of Council, called the meeting to order and asked Council members and guests to introduce themselves.

1. It was moved (Hirst), seconded (Root), and unanimously approved that the minutes of the April 14 2014 meeting be approved as presented. None opposed.

2. UPDATES

From Dean Poole
- 2014-15 enrollment shows 1772 students which reflects an overall decrease of 41 students from 2013. Nevertheless there was an `increase of 46 on-campus students but the gains were offset by a decline of 87 distance education students..
- The University will continue to grow graduate education. With the UNC funding model, GR credit hours generate more financial support than UG credit hours. If we are to grow graduate enrollment at ASU, we must:
    o offer unique and outstanding programs that attract self-paying graduate students;
    o increase extramural funding, e.g., grants and contracts to provide attractive assistantship packages;
    o reach out to place-bound students across NC through online learning and select site-based programs;
    o recruit UG students into MA programs, i.e., the 4+1 or accelerated MA;
    o create an environment that promotes "community" among graduate students to increase retention.
- The UNC Graduate Council is working to standardize graduate Exit Surveys. Goal: December implementation. Feedback is encouraged.

From Director of Admissions and Recruiting – Sandra Krause.   Upcoming recruiting events and activities:

- Targeting institutions that are strong feeder schools. Will attend 5 graduate fairs in 2014 vs. 18-20 in the past that yielded little return;
- Invitations to HBCUs to bring students to campus;
- Radio campaigns;
- First Friday events – a mini open house with Graduate School staff and graduate students then meetings with graduate program representatives;
- Emails to prospective students through AdmissionPros: when the admission account is created, while in progress, and when the application is submitted;
- AppalCart bus boards;
- September 20 Fall Open House;
- Grad School 101 workshops for UG students;
- October 15 International Student Coffee House.

Graduate programs are encouraged to contact Ms. Krause to develop individual marketing strategies. Kudos were expressed to Dr. Snodgrass (Music) for her innovative approach when recruiting by taking a string quartet on the trip.

From Associate Dean Rob Sanders

- The accelerated admissions program had 15 students in the pilot; 65 are in the program.
- Nine Graduate Ambassadors were hired. Each is passionate about ASU and graduate education. They are assisting with recruiting and other special events.
- GSAS participated with the Fall graduate student orientation. GSAS partnered with Café Portofino for an event and received 10% of the proceeds.
- Professional development activities are planned throughout the semester for GRAM students but open to the entire graduate student community.
- Graduate Program Directors orientation meetings are being held. Request was made for additional sessions for new and veteran director on AdmissionPros and DegreeWorks, in particular.

3. **NEW BUSINESS: CURRICULUM PROPOSALS. Effective 2014-15, departments are asked to submit catalog copy/program revisions with Track Changes.**

COMPUTER SCIENCE

MOTION 1: The Subcommittee on Curriculum and Policy recommended approval of the revisions in the MS in Computer Science with changes as noted.

- *CAS_CS_2013_04. Change CS 5100 (Seminar in Computer Science)*
- *CAS_CS_2013_05. Add CS 5900 (Internship)*
- *CAS_CS_2013_10. Add CS 5998 (Thesis Preparation)*
- *CAS_CS_2013_11. Change CS 5999 (Thesis): add CS 5998 as pre-requisite*

- *CAS_CS_2013_12. Change the MS in Computer Science (Code 224A)*

AMENDMENT TO MOTION (Dr. Hoepfl) to include a syllabus for CS 5900. Second by Dr. Root.

VOTE 1: With Subcommittee agreement, the proposals were unanimously approved with changes noted below:
1. Provide syllabus for Seminar to document justification of the increase in hours.
2. Provide syllabus for the internship to provide information on disciplinary guidelines and standard expectations.
3. Provide a syllabus for Thesis Prep so that shows standard expectations.

Course Requirements for the Master of Science in Computer Science (Code: 224A) Semester Hours Required (minimum): 30 (THESIS) or 36		
Required Courses	- CS 5100: Seminar in Computer Science (3) - CS 5110: Design and Analysis of Algorithms (3) - CS 5483: Computer Architecture (3) - CS 5520: Operating Systems (4) - CS 5666: Software Engineering (3)	16
Thesis Option (CHOOSE ONE)	**With Thesis (14 s.h.)** - CS 5998: Thesis Preparation (3) - CS 5999: Thesis (6) - Approved Electives (5) **OR** **Without Thesis (20 s.h.)** - CS 5800: Project (3) 17 s.h. of approved graduate electives	14 or 20

The department complied with the requests.

HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

MOTION 2: The Subcommittee on Curriculum and Policy recommended approval of the following proposals with changes noted.
- *COE_HPC_MFT_2014_1: Add a new, three credit course, HPC 6525; Advanced Systemic Multicultural Counseling. HPC 5110: Multicultural Counseling will be a pre-requisite for taking this course. This course will be offered once every academic year in the spring semester.*
- *COE_HPC_MFT_2014_2: Add a certificate in Systemic Multicultural Counseling.*

VOTE 2: The proposals were unanimously approved with changes as noted. None opposed. Changes:
1. Correct the following issues with the provided program description:

A. Courses should be in numerical order.
B. HPC 5510 should be HPC 5110.
C. HPC 5270 is actually titled Theories of Marriage and Family Therapy I
D. HPC 5271 is actually titled Theories of Marriage and Family Therapy II

2. Certificate: Rewrite the admission requirements to be clearer. Suggested change:

Admission Requirements: Master's degree* from an accredited college or university or enrollment in a master's program; complete application to the Graduate School; a completed Department of Human Development and Psychological Counseling questionnaire.

*Applicants with baccalaureate degrees will be considered for admission provided they have experience working in a mental health related field.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN SYSTEMIC MULTICULTURAL COUNSELING

Admission Requirements: Master's degree* from an accredited college or university or enrollment in a master's program; complete application to the Graduate School; a completed Department of Human Development and Psychological Counseling questionnaire.

*Applicants with baccalaureate degrees will be considered for admission provided they have experience working in a mental health related field.

Location: On Campus

Course Requirements for the Graduate Certificate in Systemic Multicultural Counseling (Code: xxxA) Semester Hours Required (minimum): 12		
Required Courses	HPC 5510: Multicultural Counseling (3) HPC 5270: Theories of Marriage and Family Therapy I (3) HPC 6525: Advanced Systemic Multicultural Counseling (3) Choose one of the following courses: - HPC 5271: Theories of Marriage and Family Therapy II (3) - HPC 5272: Individual and Family Development (3) - HPC 5274: Substance Abuse in Family Systems (3) - HPC 5570: Counseling the Addicted Person (3)	12

NOTE: The department complied with the requests.

READING EDUCATION AND SPECIAL EDUCATION

MOTION 3: The Subcommittee on Curriculum and Policy recommended approval of the following proposal to add a certificate in Reading Education aimed at students who do not have master's degrees. Approval with stipulations as noted below.

- *COE_RESE_2014_1: The Reading Ed. and Special Ed. Department requests approval for a 12-hour sequence of selected graduate Reading Education courses for the purpose of obtaining a graduate certificate in Reading Education.*

    Selection of courses for the 12-hour certificate comes from currently existing graduate courses: RE 5100 Teaching Beginning Readers and Writers; RE 5111 Issues, Trends and Practices in Reading; RE 5130 Teaching the Language Arts; RE 5140 Advanced Study of Children's Literature; RE 5531 Seminar in the Clinical Teaching of Reading; RE 5715 Reading Assessment and Correction; RE 5725 Practicum in the Clinical Teaching of Reading; RE 5730 Reading and Writing Instruction for Intermediate and Advanced Learners.

NOTE: Because RESE already offers a certificate in reading education that requires a master's degree, the Subcommittee asked for clarification: This existing program has been low enrolled for years. Dr. Trathen explained that they will delete the current certificate program and focus on this one, which they have an audience for. This is a new program and not a redesign because UNC GA has the current one coded as "post-master's" and this one would not be coded that way.

VOTE 3: The proposals were unanimously approved with changes as noted below and including the deletion of the post MA certificate. None opposed. Stipulations:
1. Correct the following issues with the program of study as presented:
    A. The hours should be included for each course.
    B. 5531 is a selected topics number, not an established course "Seminar in the Clinical Teaching of Reading." That course in the program needs to be listed as follows, and the program should consider a proposal to add this course to the bulletin.
    RE 5531: Selected Topics (3), when the topic is related to the clinical teaching of reading.
2. Amend the proposal to include deletion of the existing (post-master's) reading education certificate.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN READING EDUCATION

This certificate does not lead to NC licensure; however, completion of the 12-hour certificate partially fulfills the 18-hour requirement for the add-on Reading Education license for NC and may be used toward the fulfillment of the 39-hour requirement for the MA degree in Reading Education.

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School.

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (http://www.distance.appstate.edu).

Course Requirements for the Graduate Certificate in Reading Education (Code: xxxA)
Semester Hours Required (minimum): 12

Required Courses	Students will select four courses from the following with advisor approval: • RE 5100: Teaching Beginning Readers and Writers (3) • RE 5111: Issues, Trends, and Practices in Reading (3) • RE 5130: Teaching the Language Arts (3) • RE 5140: Advanced Study of Children's Literature (3) • RE 5531: Selected Topics (3) – *when topic is related to the Clinical Teaching of Reading* • RE 5715: Reading Assessment and Correction (3) • RE 5725: Practicum in the Clinical Teaching of Reading (3) • RE 5730: Reading and Writing Instruction for Intermediate and Advanced Learners (3)	12

NOTE: The department complied with the requests.

4. OLD BUSINESS

1. Report of Thesis/dissertation Work Group – Holly Hirst. See the report and recommendations (Attachment I). **Council members are to review the three recommendations and give feedback at the October meeting**. A link to the revised Handbook on Theses and Dissertations will be provided for discussion.
2. Graduate Program Review. The Council's Graduate Program Review will be reviewed (http://graduate.appstate.edu/facultystaff/progdir/programreview.html) with recommendations for next steps. Tina Hogan (Institutional Research Assessment and Planning) will be invited to attend.

5. UPCOMING TOPICS FOR DISCUSSION
- GA Workload / ACA compliance
- Graduate Faculty Membership
- Rolling Admissions
  Proposal:
  http://graduate.appstate.edu/facultystaff/council/agendas/sep14/Rolling.pdf
  Sample Schedules:
  http://graduate.appstate.edu/facultystaff/council/agendas/sep14/Sample-schedules.pdf
- Number of certificate hours applied to degree
- Re-evaluate dual listed courses

6. Announcements

A. Grants Resources and Services report (See Attachment II)
B. March Meeting change: Due to Spring Break in early March, the March 2015 Graduate Council meeting is pushed back from March 16 to March 23 to give the curriculum committee sufficient time to meet and review proposals.

ATTACHMENT I
Report of the Statistics Working Group
July 17, 2014; 9:30 AM - noon

In Attendance: Holly Hirst (recorder), George Olson, Rob Sanders, Jill Thomley, Rose Mary Webb, Alecia Youngblood Jackson

Rationale: The Graduate School staff has observed an increase in the number of questions from thesis/dissertation readers regarding statistics usage over the last several years. This and several other factors led the Dean to form an ad hoc working group. Two factors in particular stand out:

- The graduate school began allowing alternate thesis formats, i.e., theses that do not follow the traditional outline, and in particular do not include the usual detailed methods section in which the statistical technique employed is not only explained but also justified. There is some discussion of allowing alternate dissertation formats as well.
- The graduate school began publishing theses and dissertations on the web, opening itself to increased public review of the materials.

The results are a reduction in the information provided in the manuscript regarding the rationale for any chosen methods and techniques and an increase in the *appearance* of poor methodology choices open to public scrutiny.

The Graduate School staff has also found that, when questioned, the students cannot explain why they chose a technique and/or cannot confirm whether they checked the underlying theoretical assumptions that govern the ability to interpret results as "significant" - in fact, many students appear to believe that the statistical definition of significance is equivalent to the non-technical, English usage.

Charge and Proposed Agenda: The Dean charged the working group with the following tentative talking points/tasks.
- Discussion of statistics in theses and dissertations
- Creation of guidance for master's and doctoral students
- Creating of guidance for thesis/dissertation readers in the grad school
- Development of fact sheet/road map/online guide

Recommendations: The working group met for more than two hours and had a lively discussion of the topics. Three recommendations emerged:

Recommendation 1: Revise the committee/prospectus approval process to include guiding questions regarding research methodology that are reviewed not only for potential research compliance issues (as is currently the case), but also to identify earlier in the process any questions pertaining to methodology. A suggestion for the list of guiding questions is given below.

This approach is recommended for several reasons: Raising questions or pointing out weaknesses after defense is too late for the graduate school to intervene; working on the guiding questions could be an excellent starting point for discussions about research methodologies from both the student's and committee chair's viewpoint.

List of questions for the prospectus to be addressed in the document submitted with the Committee approval form:

1) What is your topic? Why have you selected this topic, i.e., what is its significance?

2) How does your topic fit within the larger scholarly conversation around the issue; e.g., what is the history of this topic, on what existing scholarship will your work be building, etc.?
3) What methodology will you use and why?
4) Why did you choose the methodology? If your project is not creative or exploratory in nature, what do you expect to find?
5) What is your specific role if the research is taking place in a team environment or in partnership with your advisor?
6) What is your anticipated timeline, and is the topic reasonable given the time you have to devote?

Note: Departments can choose to have the prospectus be formatted as numbered answers to the questions or in a more traditional narrative format.

Recommendation 2: Provide specific information in the Handbook for Theses and Dissertations regarding what should be addressed in the introductory section in the alternate thesis format and also what should be addressed in the traditional thesis/dissertation.

The group thought that the alternate format was appropriate, and should remain as an option; however, in situations where the author guidelines for the chosen journal do not require including information answering questions 1 through 5 listed in Recommendation 1, an introductory section briefly addressing these questions should be included in the manuscript.

Traditionally organized manuscripts should also address questions 1 through 5 somewhere in the introductory, literature review, and/or methodology sections.

Recommendation 3: Include a section in the Handbook for Theses and Dissertations that provides advice on statistical techniques in the form of guiding questions for both qualitative and quantitative approaches. The suggested list of guiding questions is below.

Given the variation among disciplines regarding expectations for data analyses, the group did not think it would be appropriate to provide specific recommendations on when to use a particular statistical procedure. The questions below should be considered while preparing the prospectus when the student is using statistical methods and are also suggested for inclusion in the manuscript.

List of Guiding Questions to be Included in the Handbook

These lists of questions are intended as a guide for students to consider when designing their research plans. The lists are not meant to be used as a prescriptive or complete list of considerations, but as a framework for the types of questions a researcher should consider.

Quantitative Considerations

1) Population and Sampling
   - What method will you use to select your sample? Why is this appropriate for this question? What are the potential limitations with regard to your sample?
   - Have you investigated whether your sample size will impact the applicability of your results?
2) Methodology and Analysis
   - What data do you plan to collect from your sample?
   - What are your independent and dependent variables?
   - What kinds of collection tools or measurements will you be using?

- What statistical methods will you use to analyze your data?
- Are the necessary assumptions and conditions for your chosen statistical method likely to be met by your data, given your data collection plan (e.g., quantitative versus qualitative data)?
- How will you verify assumptions (e.g., normality) that must be assessed after data collection?
- How will you determine whether any data points should be excluded from your analysis?

3) Discussion and Presentation
- What is your plan if your research does not produce statistically significant results? Have you discussed this possibility with your advisor?
- How will you present your results? If you are using tabular or graphical formats, what are the disciplinary standards for formatting the table/graph and discussion of the table/graph within the narrative?
- To what extent can you realistically generalize your data, given your sampling and analysis?

Qualitative Considerations

1) Participants and Sampling
- What is your sampling strategy? Why is this an appropriate strategy?
- How will these participants help you to explore your research question(s)? In other words, why them and not others?
- What are the potential limitations or constraints with regard to your participants?

2) Methodology & Analysis
- What is your methodology or overall research design? (e.g., ethnography, case study, phenomenology)
- What are your data sources?
- What data collection method(s) will you use? What is the protocol for your methods?
- What are ethical issues that need to be considered regarding your method(s)?
- What are potential limitations of your method(s)?
- How will you organize, analyze, and interpret the data?

3) Discussion and Presentation:
- What are the major themes, issues, concepts, etc., that you found in the data?
- How will you represent these findings?
- What are the limitations of the findings?
- How did you achieve trustworthiness in your data?
- What are the connections between your findings and the scholarly literature/disciplinary field? Contributions? Gaps?
- How do your findings contribute to your conceptual or theoretical framework?
- What are the larger implications of your findings?
- What are suggestions for future research, based on your findings?

Grants Resources & Services

APPALACHIAN STATE UNIVERSITY

Graduate Council / September 2014
Report from Dr. Pollyanne Frantz, GRS Director

Initiatives:

- Appalachian Women Scientists (AWS) initiative funded by the Elsevier Foundation's New Scholars program. Accomplishments to date include supporting over 17 women scientists through various AWS grant programs; conducting research on work-life balance areas that impact women scientists; conducting research into viable child-care options; and producing professional development events specifically for women scientists, including an April event with a NSF program officer attended by women scientists from Appalachian State University, UNC-Asheville, Western Carolina University, and Winston Salem State University, and an August proposal development event with an external consultant.

Upcoming events:

Developing a New Research Agenda (1 p.m. September 25)
This event features an overview of different models and strategies for designing and planning research careers.

Information Session: The National Science Foundation Graduate Research Fellowship Program (1 p.m. September 26)
The NSF Graduate Research Fellowship Program recognizes and supports outstanding graduate students pursuing research-based master's and doctoral degrees in fields within NSF's mission. The GRFP provides three years of support useable over a five-year period. Dr. Jennifer Cecile, Assistant Professor of Chemistry, serves as an application reviewer for this program; she will share information about how to develop competitive proposals. Additional sessions can be scheduled to review specific proposal components. Registration is requested:
http://workshops.appstate.edu/detail.aspx?key=1046

New Faculty and Researcher Workshop (Spring 2015 TBA)
This event is an introduction to resources and services available at Appalachian State University to support faculty and staff pursuit of internal and extramural funding.

For a complete listing of events, see http://orsp.appstate.edu/events/orsp