

University Graduate Curriculum Committee & Graduate Council

Minutes | January 31, 2020 | 3:00 PM | Charles Hunter, HCC

APPROVED April 10, 2020

Attendees: John Allred, Daniel Anderegg, Kim Craft (also proxy for Robin Boneck and Kenneth Hall), Cynthia Kimball Davis, Mark DeBeliso, Skip Jones, Shalini Kesar, Caitlin Gerrity Kime, Katya Konkle, Michael Kroff, Roger LaMarca, Deena Marshal (for Kevin Stein), Rachel Parker, Tony Pellegrini, Angela Pool-Funai, James Sage, Nathan Slaughter, Lisa Swanson

Guests: Bethany Bibb, Allison Bulloch, Julia Combs, Grant Corser, Jackson Stone

Not Present: Emily Reed

- I. Graduate Council Guests
 - A. Honor Societies – Jayci Hacker
 1. Jayci oversees honors societies coordination on campus, which helps facilitate conversation and recognition between societies on campus and students.
 2. She is looking for funding to support a graduate student internship, open to any graduate student at SUU. The position could be tailored to draw on the student's strengths (e.g., communication/marketing/social media for MAPC, student development theory for MPA, etc.). The funding need is for 5 hours per week for Fall and Spring semesters.
 3. SUU has 6 campus-wide honors societies and dozens of departmental-based societies that Honors helps coordinate.
 4. Funding could come from opening up the aperture/purpose of the graduate research fund (GRADRES). (Note: Lisa reports that this account doesn't normally fund hourly wages; it typically only supports "current expenses" (like reimbursements for travel). So, the GRADRES fund would not be a good fit to compensate a graduate student intern with hourly wages.)
 - B. Graduate Writing Center – Bethany Bibb, Julia Combs, and Jackson Stone
 1. Graduate Writing Center (GWC), currently supported with one-time funding, provides support with graduate student writing tutors specially trained to work with graduate students in specific genres. There are currently 2 GWC tutors; last semester there were 3.
 2. GWC has experienced great success over the past year but they currently have only secured a total of \$5,000 of funding for next year from COEHD.
 - a) Previous funding requests based on program fees and student fees have been denied by the President's Council. Their E&G funding request has also not been supported.
 - b) If no additional funding is secured, the GWC will be closed.
 3. Bethany presented different potential cost models based on 2 or 3 consultants (3 is preferred) at either 15, 18, or 20 hours per week each. Each proposal includes \$1,500 in operating costs.
 - a) Tony Pellegrini and Angela Pool-Funai suggested that each program director go to their deans and ask for them to put in money for GWC to continue to support the success of their students, as well as potentially using some funds from GRADRES or tuition waivers.
 4. Q: Are there mechanisms to help students in online-only programs? (A: Yes, most of our appointments are done online through Google Hangouts, Zoom, or email. There are also options to do in-person sessions for local students.) (Note [same as above]: Lisa reports that this account doesn't normally fund hourly wages; it typically only supports "current expenses" (like reimbursements for travel). So, the GRADRES fund would not be a good fit to compensate a graduate students working in the GWC with hourly wages.)

- a) Q: This request is just for graduate students? If this money isn't obtained, will the undergraduate Writing Center still exist? (A: Yes, this the undergraduate Writing Center is not connected to this and is funded separately through program fees and state-appropriated funds.)
- b) Q: Have you thought about a user fee? (A: We have considered it and looked into it but it was determined not to be feasible. Another concern is that if the service costs money per session, it could pose a financial burden on students.) Colleges likely use the GWC disproportionately and to ask each college to give the same amount of money wouldn't be right. It's surprising that SUU can't find money for this in the general fund.
- c) Q: Approximately how many times does a user come back to the GWC? If there was a \$10 fee per use, how much would they be having to spend? (A: It depends on the assignments the students are given and their graduate program's structure. Some programs require that the students visit a minimum of four times in the semester as they work on the first couple of thesis chapters. It ranges from 1-2 times to 8+ times.)
- d) Q: What's to stop graduate students from using the tutors at the undergraduate Writing Center? (A: That is what was happening before, but the undergraduate tutors aren't trained/prepared for graduate writing. Graduate students were more seeing Bethany and Julia Combs instead of undergraduate tutors and it wasn't sustainable.)
- e) Q: What's the justification for the \$14/hour in student wages? (A: These are graduate consultants, as well needing a competitive wage in order to get quality applicants. This wage is also lower than other graduate-level writing tutors at other universities earn.)
- f) Q: Are there service grants that you can go after? It may not be the solution for next year, but it could help in the years to come.

5. James Sage suggested that deans can also petition the Provost's Office to find \$25,000 to support another year of the GWC to help prove it's a helpful resource.

II. Approval of prior meeting minutes (November 22, 2019)

A. Motion to approve: Rachel Parker; second: Shalini Kesar; accepted by consensus.

III. Curriculum Proposals

A. Motion to bundle and approve all curriculum proposals: Cynthia Kimball Davis

1. College of Education and Human Development

a) New Course Proposals

- i. EDPD 5100 – Parental Involvement & Family Engagement
- ii. EDUC 5034 – Schools, Society, and Diversity
- iii. EDUC 5180 – Instructional Technology for Teaching and Learning
- iv. EDUC 5560 – Curriculum, Instruction, and Assessment for Elementary Mathematics
- v. EDUC 5570 – Elementary Mathematics Education Leadership for School Change
- vi. SCED 5720 – Content Area Literacy and Common Core
- vii. SPED 5030 – Educating Exceptional Students

b) Course Modifications

- i. EDUC 5120 – Student Behaviors and Classroom Management (title, transcript title, description, schedule type, credits, contact hours)
- ii. EDUC 5160 – Assessment for Learning and Data Driven Decisions (title, transcript title, description, schedule type, credits, contact hours)
- iii. EDUC 5400 – Learning, Development, and Individual Differences in Gifted Education (title, description)
- iv. EDUC 5420 – Assessment in Gifted Education (title, transcript title, description)
- v. EDUC 5430 – Curriculum and Instructional Planning in Gifted Education (title, transcript title, description)
- vi. EDUC 5440 – Learning Environments for Gifted Students (title, transcript title, description)

- vii. EDUC 6000 – Principles of Practitioner Research (**title, transcript title, description, repeatability**)
 - viii. EDUC 6030 – 21st Century Research and Data (**description, method of grading**)
 - ix. EDUC 6650 – Practitioner Research I (**title, transcript title, description, schedule type, prerequisites, prerequisite minimum grade**)
 - x. EDUC 6898 – Admin/Supervisory Capstone – Elementary Internship (**schedule type**)
 - xi. EDUC 6933 – Practitioner Research II (**title, transcript title, description, schedule type, prerequisite minimum grade**)
 - c) Program Modifications
 - i. Master of Education (M.Ed.)
- 2. College of Humanities and Social Sciences
 - a) New Course Proposals
 - i. INDS 6211 – Crisis Communication Management
 - ii. INDS 6410 – ~~Human Resources~~ Personnel Management
 - iii. INDS 6411 – Non-Profit Management
 - iv. INDS 6412 – Foundations of Grant Writing
 - v. INDS 6413 – Foundations of Fundraising
 - vi. INDS 6414 – Foundations of Contemporary Animal Services Leadership
 - b) Course Modifications
 - i. INDS 6000 – Introduction to Interdisciplinary Research & Studies (**title, transcript title, description, semesters offered, schedule type, course consolidation**)
 - ii. PADM 6580 – Global Higher Education (**title, transcript title, description**)
 - c) Course Deletions
 - i. COMM 5890 – Graduate Internship
 - ii. ESL 0900 – Practicum
 - iii. INDS 6850 – Research Methods
 - d) Program Modifications
 - i. Master of Interdisciplinary Studies (M.I.S.)
- 3. College of Performing and Visual Arts
 - a) New Course Proposals
 - i. MUED 5010 – Professional Development in Music Education
 - ii. MUED 6030 – Research in Music Education
 - b) Course Modifications
 - i. MUED 5810 – Band Instrument Repair Workshop (**description, credits, contact hours, repeatability**)
 - c) Program Modifications
 - i. Master of Music Education (M.M.E.)
- 4. College of Science and Engineering
 - a) New Course Proposals
 - i. CSIA 6000 – Foundations of Cyber Security & Information Assurance
 - ii. CSIA 6440 – Research Methods for Cyber Security & Information Assurance
 - iii. CSIA 6510 – Thesis
 - b) Course Modifications
 - i. CSIA 6010 – Network Security (**course number**)
 - ii. CSIA 6220 – Security DevOps (**prerequisites**)
 - iii. CSIA 6250 – Network and Internet Forensics (**prerequisites**)
 - iv. CSIA 6330 – Information Systems Auditing (**prerequisites**)
 - v. CSIA 6500 – Capstone Experience (**prerequisites**)
 - c) Program Modifications
 - i. Master of Science in Cyber Security and Information Assurance – Cyber Operations Emphasis (M.S.) (Online)

- ii. Master of Science in Cyber Security and Information Assurance – Information Assurance Emphasis (M.S.) (Online)
 - 5. Other/Miscellaneous
 - a) Course Modifications
 - i. PRDV 5000 – Professional Development (**department, prefix, course number, title, transcript title, description**)
- B. Second: Shalini Kesar
- C. Discussion
 - 1. New INDS courses are part of the new Best Friends partnership and they are in response to try to meet the needs of those leaders in animal services.
 - a) INDS 6211 – Q: What is the repeatability? Repeatability in these course forms means how many times can students take the course and earn credit each time they successfully complete it. It does not mean how many times a student can attempt to pass it. (**A: This course can only be taken once for credit.**)
 - b) INDS 6410 – Human Resource Management could cause issues with the School of Business’s accreditation because it’s similar to a course they already offer. The others should be fine.
 - i. Q: MPA has a similar course as well. Will this course cause a problem with MPA’s accreditation? (**A: No. MPA is fine.**) Can students in the MIS take either the MPA or MBA course instead of creating this new one? (**A: No, there are too many issues, such as different length terms, AP program vs. non-AP program, different audience, etc.**)
 - A. The current rule that AP students can’t take classes outside of the AP “campus” will likely change next week, mostly due to the RN to BSN program students needing to take General Education courses that cannot all be recoded to be AP campus.
 - ii. A suggestion to change the title to “Personnel Management” was made and accepted.
 - 2. PRDV 5000 – This course was modified from GOSC 5640. It is a 5000-level professional development course created in response to streamlining the curriculum and making it simpler. Any college/school can use this course for professional development opportunities. It is repeatable for up to 15 credits.
 - a) Q: Does this take the place of IELP? (**A: No, it was a GOSC course.**)
 - b) Cynthia Kimball Davis said her department put in a request to change GOSC 5640 to INDS 5640 but it is not on the agenda. It did not get past the department level in Curriculog.
 - c) Q: Do we work with Melynda Thorpe to schedule this course? (**A: Work with your academic dean to schedule or offer this course. Melynda is not in academics.**)
 - d) PRDV 5000 is self-support and not budget-related and each offering can have different prices set.
 - e) Q: GOSC 5640 was a “Special Topics” course that had a colon and then a specific title. Will PRDV 5000 be the same? (**A: You’ll work that out with the Registrar’s Office when scheduling this course, but it will be flexible enough.**)
 - 3. EDPD 5100 – Is this course prefix supposed to be EDPD or is it supposed to be EDUC? (**A: This course is supposed to be EDPD as the college is hoping to expand again into Nevada with professional development opportunities and wants to use this specific prefix.**)

D. Approved unanimously

IV. Curriculum Information Items

- A. Academic Affairs – Provost’s recommendations for resolution of SIEL curriculum
 - 1. SIEL had 22 prefixes, 187 courses, 4 degree programs, 7 certificates, and 10 “Degree Boosts”/certificates that either needed to find a home or be discontinued. This is the roadmap on how these have/will be allocated out.

2. This has been a collaborative process with schools and colleges to see where these items would best fit. It is also still somewhat in flux; if there are any issues or concerns that arise, contact James Sage. The new catalog will be published on February 14, 2020, and we would like all issues to be solved prior to that.
3. Most disruptions are at the undergraduate level, so the majority of graduate changes are for the Master of Interdisciplinary Studies.
4. Almost all former "UNIV" courses are now "SUU" courses. No one college will own the SUU prefix, but most fall under HSS and COEHD.
 - a) Q: What's the benefit of the SUU prefix? (A: We're trying to simply so there's only one prefix instead of 6-7 prefixes. There also could be accreditation issues if we used "EDUC" for several courses instead of SUU. The data dashboard can also exclude the SUU prefix courses if desired.)

V. Graduate Council

A. Work Group Updates

1. Student Success & Retention

- a) Angela Pool-Funai, Tony Pellegrini, Cynthia Kimball Davis, and James Sage met with Bethany Bibb to discuss the future and funding of the Graduate Writing Center.
- b) The GRADRES (Graduate Research) fund has been expanded to \$10,000 in base funding for graduate research use.
 - i. It historically has allocated about \$5,000 each year in travel reimbursements at the level of \$250 and \$650 for attending and presenting, respectively. If desired, Graduate Council can vote to move to \$400 and \$800 each for AY21.
 - ii. How else might we use GRADRES for student funding to meet their professional and educational goals?
 - A. Honors has the opportunity to employ a graduate student to work on undergrad honor societies, as Jayci Hacker presented at the beginning of the meeting.
 - B. The Graduate Writing Center is also looking for help in funding, as presented earlier.
 - I. Q: Could we use the funds as a rebate when graduate students pay to use the GWC? It would be more of a subsidy than completely covering the cost. (A: We could designate some of that funding to reimbursement students. The fund is called the graduate research account but it doesn't have any stipulations outside of that. We need to avoid using it for wages, but reimbursements are fine.)
 - C. Paying for any scholarly or creative pursuit would be reasonable and doesn't always have to be a conference specifically. However, the University as a whole does not like to use these funds for study abroad, even if that study abroad is part of a thesis course.
 - D. So far this year we have currently spent about \$4,000; GRADRES has up to \$13,000 total this year due to some rollover funds.
 - iii. Students need to use these funds by June 30 for this fiscal year, but GRADRES will have more funds for next fiscal year. However, students need to travel and have their reimbursement submitted by first week of June in order for accounting to wrap up the fiscal year in time.
 - A. Application for GRADRES funding: <https://www.suu.edu/graduatestudies/conference.html>

2. Policy Review

- a) Rachel Parker, Shalini Kesar, James Sage, and Katya Konkle met to wrap their heads around graduate policies and priorities for this year. The Work Group would like at least one more member to help spread the workload.

- b) One policy goal is how to manage curriculum and enrollment in classes, as well as graduate director workload. If we can draft a policy that sets out a foundation across all programs, each program can then build on that for their own unique needs.
 - i. Graduate directors also need to understand the implications of schedule type (i.e., XLEC, XSUP, XINV, XOTH, etc.). Schedule types, workload, and pay are driven by SUU Policy 6.27 and Regent policy.
 - ii. There is a “hard split” procedure developed by Mark Atkinson and the Graduate Council about five years ago that splits a graduate lecture section into two sections once it hits an enrollment of 30 students, but it was never codified in actual SUU policy.
 - A. James Sage would like the Graduate Council to engage in conversations about pedagogical caps and why splits are made, but we must also keep in mind the concerns that budget/finance people have.
 - c) What are some challenges and/or expectations that directors have?
 - i. Can we also look at splits for thesis courses? (Current policy/practice is to split at 12 students to two sections of 6 each.)
 - ii. Do these have to be college decisions or can they be made at departments? Can we have different expectations within colleges for different programs?
 - iii. Should we include AP course procedures in policy as well? Should we develop our own based on the AP model, if desirable?
 - iv. There is a new model for offering summer classes with higher compensation and guaranteed offerings, but all courses now have to be approved before being scheduled.
 - A. Directors have experienced a lack of communication about the new summer procedure.
 - B. One problem is that new programs don’t have precedence. A similar problem is if program requirements shift and offer courses in different sequence(s).
3. Finance & Budget
- a) A new allocation model was developed for FY20 based on gross revenue, after removing \$92,000 for the MFA in Arts Administration and an additional 20% toward graduate reserves account. Each program then gets a percentage of gross revenue based on their program’s enrollment/costs.
 - i. James Sage prefers to get every program up to a minimum of \$10,000 in graduate waivers, which comes out of the 20% graduate reserves.
 - b) Voting
 - i. Motion to approve the FY21 model as proposed: Kim Craft
 - ii. Second: Mark DeBeliso
 - A. Discussion
 - I. The waiver total has not changed in two years, but we do not know why or how these monies are calculated.
 - II. The current graduate reserve still has quite a bit of waiver money left for the current fiscal year to use for students who start in Spring B or Summer 2020 terms.
 - a. Remaining FY20 funds have rolling deadlines for requesting them.
 - b. If looking for more waivers, email James with your request.
 - c. Students can use FY20 funds in Summer 2020 if their waiver is applied before FY21 starts.
 - d. These funds can only be used toward graduate courses, not undergraduate prerequisites.

- iii. **Approved unanimously**
- c) James would like to have the graduate Library Media program be able to request funds from the graduate reserves to support their endorsement students. The program does not result in a degree and so it would not get a line item in the allocation model.

VI. Adjourned at 5:05 PM