Attendances

Members present: Katie Anderson, Josh Bacon, Deborah Bandalos, Dabney Bankert, Lynette Bible, Michael Busing, Patcie Brevard, Harriet Cobb, Corinne Diop, Teresa Gonzalez, Ralph Grove, Patty Hale, Gary Kirk, Reid Linn, Jeff Loveland, Susan Murphy, Cindy O’Donoghue, Holly Pence, Jason Rosenhouse, Sherry Serdikoff, Peggy Shaeffer, Mary Jean Speare, Jane Thall, Kathy Thompson, Kent Todd, Patti Warner, Roshna Wunderlich, Mo Zarrugh, and Rhonda Zingraff

Programs not represented: Accounting, C-I Psychology, Clinical Mental Health Counseling, Counseling and Supervision, Exceptional Education, History, and WRTC.

Approval of Minutes – The October 14, 2010, minutes were approved as submitted.

ANNOUNCEMENTS

• All course/program requests to take effect summer or fall 2011 must be submitted by February 3. Catalog copy for each graduate program must be reviewed, revised, and submitted to Kristi Shackelford no later than February 28.

• Madison, the JMU magazine welcomes news items (including activities and projects) as well as stories about graduate programs or graduate (Masters, Ed.S, or Doctoral) students. You may submit story ideas to Michelle Hite (martinmh@jmu.edu) or Paula Polglase, our Public Affairs Associate (polglaph@jmu.edu).

REPORTS

CAP – No report.

A-Team – Kathy Thompson reported that Institutional Research will be sending a survey to all academic unit heads regarding schedule of classes. Units will be asked to list all classes that do not meet during the standard class times. The A-Team also discussed “weighted” faculty loads for faculty activity plans – there are vibrations among areas based on their disciplines and expectations. Academic Council will try to develop a clear framework.

C&I – Kathy reported that the program side of the Online Curricular System is now online, although that created some issues with the approval process for the course side.

Honor Council – No report

DISCUSSION ITEMS

Program Online Social Networking – Jeff Loveland discussed a social networking policy developed for students in the OT program beginning this academic year. Several issues have already arisen, and one student was placed on probation for the remainder of the year for violating the program policy. Council members offered feedback on the policy, and suggested that Susan Wheeler from University Legal Services be consulted. Cindy O’Donoghue offered to share a professional expectations policy that covers essential skills and professionalism, which was developed with assistance from Legal Services. The policy also needs to include a stated appeals process if there are disciplinary actions. Jeff will talk further with Rob Koslow and Susan Wheeler regarding this policy.
Revised Graduate Faculty Appointment Process – Kathy Thompson reminded the Council that the application process for graduate faculty was revised beginning this fall so that the application no longer needs to be posted on the Curriculum Board nor be approved through the Graduate Council. The application form is being revised for clarity and simplicity, and the Academic Council is reviewing the policy. Kathy will inform the Graduate Council when the new form is available and when the revised policy has been approved.

Update on Graduate Certificate Policy – Reid reported that he has discussed policy revisions with Jim Shaeffer in Outreach and Engagement, and Teresa has sent it to Michele White for a final review. It should be ready for Executive Committee review and Graduate Council approval in December.

VCGS Research Forum Student Representatives – Reid will attend a VCGS meeting at VCU November 18-19 where discussion and planning for the Forum will occur. Reid received nine nominations from students, and will announce the selected JMU student representatives following that meeting.

Presentation on Graduate Education to Division Heads – Reid reported that he made a presentation on graduate education to the president and university division heads November 1. As a result of the presentation, the Division of Academic Affairs will undertake the development of a Strategic Plan for Graduate Education at JMU. Below are TGS data that were presented as well as key talking points.

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JMU established The Graduate School in 1954.

2000-2001
- 29 - number of graduate programs
- 938 - number of applications
- 609 - graduate enrollment
- 325 - number of graduates
- 272 - number of students assisted through assistantships
- $2,524,323 - graduate tuition revenue

2010-2011
- 58 = number of graduate programs

JMU graduate programs include:
- 47 Master’s degree programs
- 3 Educational Specialist degree programs
- 8 Doctoral programs (soon to be 8)
- PsyD in Int Clinical & School Psychology
- PhD in Assessment and Measurement
- PhD in Counseling and Supervision
- PhD in Com Sciences and Disorders
- AuD in Clinical Audiology
- DMA – Doctor of Musical Arts
- PhD in Strategic Leadership Studies
- DNP – Doctorate of Nursing Practice

Numbers for Graduates Students
- 2346 - number of applications for 2010-11 year
- 1471 - number of DS students (fall 2010) [total w/NDS grad should exceed 1800 fall 2010]
  Note: Final enrollment figures for 2009-10 were 1334 DS + 356 NDS = 1690
- 70% FT  30% PT  64% IS  36% OS
- Sum 2010 - 1192 grad students (887 DS, 305 NDS) -- 1006 lower, 3719 upper lev UG DS (grad = 25%)
- 26% of graduate students are enrolled in 5th year master’s programs (e.g., education, accounting, OT)
- 67% Female  33% Male  88% Caucasian  12% Ethnic Minority
- 678 - number of graduates (2009-10); 704 (2008-09) → up from 301 graduates 2001-02
- 27.16 yrs - avg age master’s  31.56 yrs - avg age specialist and doctoral  Range is 20-64 yrs of age
Based on 1454 (OIR fall figures), notable age distribution figures - 214 (30s) 93 (40s) 54 (50s) 2 (60s)

- Approximately 48% of FT, DS grad students (494) receive some financial support (fellowship/assistantship)
- $105,410 = Net revenue from graduate applications (2009-10)
- $4,033,687 IS graduate tuition revenue; $5,661,005 OS graduate tuition revenue (2009-10)

Issues…
- Problems with Financial Support
- Relationship Between Graduate Programs and External Funding
- Nature of Graduate Study
- Graduate Education for the Common Good
- All Together One – Changing Our Cultural Perspective of JMU

The following course requests were approved by the Graduate Council:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Action</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAT 697</td>
<td>Modify</td>
<td>THESIS PREP</td>
<td>Prepare students for planning and completing their master's thesis. Topics include problem definition, research question, literature review, research methods, and thesis planning process. All students draft a thesis proposal. The course must be completed within the first 12 credit hours of the student's program of study.</td>
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<tr>
<td>KIN 643</td>
<td>New</td>
<td>ENVIRONMENTAL EX PHYS</td>
<td>An advanced course in exercise physiology that examines how physiological systems respond and adapt to exercise performed in challenging environmental conditions (i.e. high altitude, diving, heat, cold, and polluted environments).</td>
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<tr>
<td>TESL 570</td>
<td>Cross</td>
<td>METH TCHNG ESL</td>
<td>This course is designed to provide pre-service ESL teachers with experiences in designing and implementing instructional strategies to meet the linguistic needs of English Language Learners and utilizing assessment instruments to evaluate student progress. Pre-requisite: For ESL minors who are enrolled in a teacher licensure program.</td>
</tr>
<tr>
<td>TESL 615</td>
<td>New</td>
<td>INTEGRATE LANGUAGE INSTRUCTION</td>
<td>The Sheltered Instruction Observation Protocol (SIOP) Model used in planning and implementing instruction for English language learners (ELLs) is studied. Theory and research behind the model is presented and application of the model in varied educational settings occurs, cultivating professional relationships and partnerships for the acquisition of academic English, advocacy for ELLs and instructional leadership in educational settings.</td>
</tr>
<tr>
<td>TESL 626</td>
<td>Modify</td>
<td>LANGUAGE ACQUISITION CONCEPTS</td>
<td>This course addresses theory and research of success and failure in first, second and subsequent language acquisition, classroom language learning and teaching, major methodologies, theories of bilingualism, interlanguage theory, the Monitor Model, acculturation/pidginization theory, cognitive/connectionist theory, and Universal Grammar.</td>
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<tr>
<td>TESL 628</td>
<td>Modify</td>
<td>ASSESSMENT FOR TESOL</td>
<td>An overview of measurement theory and test development along with current best practices in achievement and ability assessment as applied to English Language Learners. Both standardized and informal measures for assessing learning outcomes will be included. Prerequisites: TESL 626 (formerly TESL 526) or permission of instructor.</td>
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