Items Approved: 1. <u>08-24</u>, Modification and Expansion of Graduate School Thesis Awards
                                2.. <u>08-25</u>, Faculty & commencement Marshal Recommendations

Items Pending: 1. <u>08-20</u>, COS 4815, Conflict in Organizations (New Course Proposal)
                                2. <u>08-21</u>, COS 4825, Ethical Behavior in Organizations (New Course Proposal)
                                3. <u>08-22</u>, COS 4845, Improvement in Organizations (New Course Proposal)
                                4. <u>08-23</u>, COS 4855, Web-Based Training and Instruction (New Course Proposal)

MINUTES OF THE COUNCIL ON GRADUATE STUDIES   **September 2, 2008**

The Council on Graduate Studies met at 2:00 p.m. on Tuesday, September 2, 2008 in 3108 Blair
Hall.

Members present: Dean Augustine, Dr. Dively, Dr. Emmett, Dr. Hanlon, Mr. Kahler, Dr. Laursen, Ms.
                          Leinhop, Dr. Liu, Dr. Raybin, Dr. Taylor, and Dr. Veale

Members absent: None

Staff present: Dr. Herrington-Perry, Mr. Rodney Ranes, and Ms. Barter

Guests present: Mr. Jeff Boshart, Art Department

I.   **Approval of the April 15, 2008 Meeting <u>Minutes</u>**
      Mr. Kahler moved and Dr. Taylor seconded the motion to approve the April 15, 2008 meeting
      minutes as published. The motion carried unanimously.

II.   **Communications**
    a. College Curriculum Committee Meeting Minutes:
      1. Wednesday, April 16, 2008, College of Arts & Humanities Curriculum Committee
         Meeting <u>Minutes</u>.
      2. Friday, April 18, 2008, College of Sciences Curriculum Committee Meeting <u>Minutes</u>.
      3. Wednesday, April 23, 2008, Lumpkin College of Business and Applied Sciences
         Curriculum Committee Meeting <u>Minutes</u>.
      4. Wednesday, April 23, 2008, College of Arts & Humanities Curriculum Committee
         Electronic Meeting <u>Minutes</u>.
    b. Approved Executive Actions:
    CAH
      1. **Effective** ~~Fall 2008~~ **Spring 2009**, revision of the MUS 5600 course title.
         (See **<u>Attachment A</u>**)
      2. **Effective** ~~Fall 2008~~ **Spring 2009**, deletion of MUS 5610 and change the name and
         revise the course description of MUS 5611. (See **<u>Attachment A</u>**)
    LCBAS
      3. **Effective Spring 2009**, change the course description for COS 4800. (S<u>ee **Attachment**</u>
         <u>**A**)</u>
      4. **Effective Fall 2008**, add technology delivered sections to both COS 4800
         and COS 4880. (See **<u>Attachment A</u>**)
    GRADUATE SCHOOL
      5. **Effective Fall 2008**, change the catalog copy for study plans. (See **<u>Attachment A</u>**)

    c. Spring 2008 College Grade Appeal Reports
      1. <u>College of Arts & Humanities</u>
      2. <u>Lumpkin College of Business & Applied Sciences</u>
      3. <u>College of Education & Professional Studies</u>

    4. <u>College of Sciences</u>

d. Additional Communications
    1. <u>Fall 2008 Commencement Marshal</u>

IV. Items to be Added to the Agenda
Dr. Hanlon moved and Dr. Liu seconded the motion to add these items to the agenda. The motion passed unanimously.

1. <u>08-20</u>, COS 4815, Conflict in Organizations (New Course Proposal)
2. <u>08-21</u>, COS 4825, Ethical Behavior in Organizations (New Course Proposal)
3. <u>08-22</u>, COS 4845, Improvement in Organizations (New Course Proposal)
4. <u>08-23</u>, COS 4855, Web-Based Training and Instruction (New Course Proposal)

Dean Augustine asked the Chair to set aside the ruling to wait two weeks to discuss and vote on the following two items. The Chair called for a motion to set aside the rule, Dr. Dively moved, Dr. Hanlon seconded the motion, the motion passed unanimously.

5. <u>08-24</u>, Modification and Expansion of Graduate School Thesis Awards

    Dean Augustine presented the proposal to expand the Graduate School Thesis Awards. The awards will now include non-thesis research/creative activity projects.

    The proposal was approved, effective Fall 2008.

Thesis and Non-thesis Awards			
Amt	Thesis	Amt	Non-Thesis
$500	Distinguished Master's Thesis Award	$500	Distinguished Graduate Research/Creative Activity Award (Non-Thesis)
$200	Thesis Award of Excellence in Arts & Humanities	$200	Graduate Research/Creative Activity Award of Excellence in Arts & Humanities
$200	Thesis Award of Excellence in Education & Professional Studies	$200	Graduate Research/Creative Activity Award of Excellence in Education & Professional Studies
$200	Thesis Award of Excellence in Lumpkin Business & Applied Sciences	$200	Graduate Research/Creative Activity Award of Excellence in Lumpkin Business & Applied Sciences
$200	Thesis Award of Excellence in Sciences	$200	Graduate Research/Creative Activity Award of Excellence in Sciences
$1300	Five Awards	$1300	Five Awards

    Chair Raybin called for a motion to add this item to the agenda, Dr. Liu moved, Dr. Taylor seconded the motion, the motion passed unanimously.

6. <u>08-25</u>, Faculty & Commencement Marshal Recommendations
    Dean Augustine explained the selection of the faculty marshals each year.

    The proposal was approved, effective Fall 2008.

Term	Name	Area	Program	College
S 2009	Mr. Johnston	Coordinator	Music	A&H
	Dr. Willems	Coordinator	Business	BAS
	Dr. Russell	Chair	Elementary Education	EDU
	Dr. Veale	CGS	Communication Disorders	SCI
F 2008	Dr. Wehrle	Coordinator	History	A&H
	Dr. Chinchilla	Faculty	Technology	BAS
	Dr. Dively	CGS	Educational Administration	EDU
	Dr. Bernas	Faculty	Psychology	SCI

V.   Items Pending
None

VI.   Items to be Acted On
None

VII.   Other Items
1. Committee Appointments
    Chair Raybin and Dean Augustine called for council members to volunteer as committee representatives. Committee appointments are as follows:
    Textbook Advisory – Dr. Raybin
    Library Advisory Board – Dr. Hanlon
    Academic Technology (ATAC) – Dr. Veale
    Enrollment Management – Dean Augustine
    Honorary Degree – Dr. Dively
    TEAM Grants Council – Dr. Liu
    GSAC – Mr. Ranes and Mr. Kahler
    CASL – Dr. Taylor

2. Summer Sculpture Program – Mr. Boshart arrived later in the meeting.

3. Schedule of First Choice Reviews & Consultations
    Dean Augustine reviewed the First Choice Reviews & Consultations schedule for the Fall 2008 semester with the council.

VIII.   Dean's Report
1. Enrollment Summary
    Dean Augustine proudly announced the Graduate School has broken the 1800 mark in graduate program enrollment. This is a 40% increase over the last eight years.
2. Assistantship Summary
    Dean Augustine explained to the council graduate assistants in academic programs received a 3% stipend increase this year with the First Choice Program graduate assistants receiving a 5% increase.

Note: Mr. Boshart entered the meeting at 2:30 p.m. to discuss the Summer Sculpture Program.

Mr. Boshart presented pictures of the sculptures from beginning to end of each project, explaining the process and describing something about each sculptor.

3. Expo Initiative
    Mr. Ranes explained the Graduate Student Exposition will be reconfigured in 2009.

There will no longer be posters and presentations but rather programs developed by each academic college. He asked the council to send him suggestions or ideas for future programs.
4. Graduate Leaders Workshop September 9
   Dean Augustine reminded the council the meeting was changed from September 2 to September 9, will be held in the 1895 Room, announced the speakers, and covered the agenda.
5. Graduate Alumni Event September 20
   Dean Augustine announced there will be a Graduate Alumni Event September 20 in Oak Brook, Illinois and invited the members to attend.
6. Graduate Alumni Advisory Board Meeting October 4
   Dean Augustine announced the board meeting will be held in the Neal Welcome Center.
7. IAGS October 19-20
   Dean Augustine invited the members to attend the Illinois Association of Graduate Schools conference to be held at the Lincoln Presidential Library in Springfield, Illinois. There will be a private tour on Sunday evening with the meeting to follow on Monday.
8. Homecoming Events
   Tent City will be on Saturday, October 18. Dean Augustine invited the members to stop by the Graduate School tent.

************** **ANNOUNCEMENT OF THE NEXT MEETING** *************
Tuesday, September 16, 2008
************* **3108 Blair Hall** *************

Agenda:
1. <u>08-20</u>, COS 4815, Conflict in Organizations (New Course Proposal)
2. <u>08-21</u>, COS 4825, Ethical Behavior in Organizations (New Course Proposal)
3. <u>08-22</u>, COS 4845, Improvement in Organizations (New Course Proposal)
4. <u>08-23</u>, COS 4855, Web-Based Training and Instruction (New Course Proposal)

Attachment A

Approved Executive Actions:
 CAH
 Effective Spring 2009

1. Change the course title for MUS 5600 from *Symphonic Wind Ensemble* to *Wind Symphony*.

    MUS 5600. ~~Symphonic Wind Ensemble~~ Wind Symphony. (0-4-1) A select ensemble for in-depth study of major literature for winds and percussion. Prerequisites: Permission of the instructor.

2. Delete MUS 5610 from the catalog.

    ~~MUS 5610. Orchestra, Strings. (0-4-1)~~ ~~Graduate students will have advanced experience in wind and percussion sectionals as well as orchestral performance.~~

3. Revise the course title and course description for MUS 5611

    Current:
      MUS 5611. Orchestra, Winds. (0-4-1) F, S. This section is for winds and percussion players to have sectional rehearsals as well as full orchestra experience.

    Proposed:
      MUS 5611. Orchestra. (0-4-1) Students study, rehearse, and perform core symphonic repertoire from all style periods.

4. Change the amount of credit for MUS 5120 from 2 credits to 1 or 2 credits.

    MUS 5120. Music Theater/Opera Workshop. (0-4-1 or 2) The study and performance of Music Theatre and Opera. Prerequisites: Permission of the instructor.

 LCBAS
 Effective Spring 2009

1. Change the course description for COS 4800.

    Current:
      COS 4800. Strategies and Processes of Teaching and Training. (3-0-3) Application of strategies of teaching and training, presentation skills, lesson planning, and instructional technologies such as experiential learning, problem solving, simulation, computerized instruction, and lecturettes for vocational teachers and human resource development trainers.

    Proposed:
      COS 4800. Strategies and Processes of Teaching and Training. (3-0-3) Application of strategies of teaching and training, presentation skills, lesson planning, and instructional technologies such as experiential learning, problem solving, simulation, computerized instruction, and micro-teaching for career and technical teachers and human resource development trainers.

Effective Fall 2008

2. Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment B)** for COS 4800.
3. Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment C)** for COS 4880.

Graduate School
Effective Fall 2008

1. Revise the Study Plan section of the graduate catalog.

   Study Plan: All candidates must have a Graduate Study Plan submitted from the academic program to the certification officer in the Graduate School for each degree or certificate program the candidate seeks to complete. The Graduate Study Plan and the Certificate Study Plan are an approved list of all courses and their recommended sequence that will fulfill requirements for degrees or certificates as specified in the regulations for degrees and certificates required by the Graduate School and the academic program. Upon achieving degree candidacy or certificate admission, candidates are required to consult with program advisors to develop a Graduate Study Plan or Certificate Study Plan. The coordinator of graduate study submits the Graduate Study Plan or Certificate Study Plan electronically to the certification officer in the Graduate School within 10 working days of the graduation application deadline during the final term of study. Deadlines to apply to graduate are published in the academic calendar. Coordinators must alert the certification officer to any changes to the study plan that are made after the deadline. Candidates are responsible for securing a copy of the study plan from the coordinator.

Attachment B

PROPOSAL FOR APPROVAL OF TECHNOLOGY-DELIVERED SECTION OF PREVIOUSLY APPROVED COURSE

COS 4800 – Strategies and Processes of Teaching and Training

Syllabus
See attachment

Rationale

The Career and Organizational Studies (COS) major serves off-campus, working adults. Nearly all students in the program work full-time and live in Champaign, Danville, Decatur, and other locations. Alternative forms of delivery are important for these students. Technology-delivered sections serve students who work evenings, weekends, or who are employed in occupations (such as law enforcement, firefighting, and some factories) where they may be regularly rotated between first, second, and third shifts. These rotations make it difficult for them to attend a regularly scheduled evening or weekend course.

Description of how the technology will be used to support and asses students' achievements of the specified learning objectives.

The technology-delivered section of COS 4800 includes 15 learning modules that include reading and writing assignments on a weekly basis, weekly peer interaction through discussion topic areas, project assignments, and examinations. All these modules and activities are available through WebCT. The learning objectives for the technology-delivered section are identical to those in face-to-face sections. Podcasts and other media are used to deliver lecture content. A technology-delivered section is particularly valuable since the course description includes the use of instructional technologies, simulation, and computerized instruction.

Description of how the integrity of student work will be assured

Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular students writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction

Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section when she or he is available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for

discussion. Group based projects also require intensive and ongoing interaction between students.

Explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original couse proposal approved by CAA/CGS

When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact for each of the 15 weekly modules. This contact time consists of regularly scheduled chat sessions, participation in discussion topic areas on WebCT, where students are to respond to an initial question, read the responses of all other students, then make a second response and third response to other students' comments at set times during the week. Students are required to listen and respond to a podcast from the instructor's lecture that is identical to the face-to-face lecture and is delivered as part of each module. Each weekly module includes a written assignment that is expected to synthesize and analyze the readings, podcasts, and class discussions.

Attachment C

PROPOSAL FOR APPROVAL OF TECHNOLOGY-DELIVERED SECTION
OF PREVIOUSLY APPROVED COURSE

COS 4880 – Productive Work Teams

Syllabus

See attached CAA archive copy

Rationale
The Career and Organizational Studies (COS) major serves off-campus, working adults. Nearly all students in the program work full-time and live in Champaign, Danville, Decatur, and other locations. Alternative forms of delivery are important for these students. Technology-delivered sections serve students who work evenings, weekends, or who are employed in occupations (such as law enforcement, firefighting, and some factories) where they may be regularly rotated between first, second, and third shifts. These rotations make it difficult for them to attend a regularly scheduled evening or weekend course.

Description of how the technology will be used to support and asses students' achievements of the specified learning objectives.
The technology-delivered section of COS 4880 includes 15 learning modules that include reading and writing assignments on a weekly basis, weekly peer interaction through discussion topic areas, project assignments, and examinations. All these modules and activities are available through WebCT. The learning objectives for the technology-delivered section are identical to those in face-to-face sections. Podcasts and other media are used to deliver lecture content.

Description of how the integrity of student work will be assured
Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular students writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction
Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section when she or he is available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion. Group based projects also require intensive and ongoing interaction between students.

Explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original couse proposal approved by CAA/CGS

When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact for each of the 15 weekly modules. This contact time consists of regularly scheduled chat sessions, participation in discussion topic areas on WebCT, where students are to respond to an initial question, read the responses of all other students, then make a second response and third response to other students' comments at set times during the week. Students are required to listen and respond to a podcast of the instructor's face-to-face lecture that is delivered as part of each module. Each weekly module also includes a written assignment that is expected to synthesize and analyze the readings, podcasts, and class discussions.