

APPROVED BY GRADUATE COUNCIL

IDAHO STATE UNIVERSITY
ACTIONS OF THE GRADUATE COUNCIL
Memorandum No. 884
Meeting of October 21, 2009

MEMBERS PRESENT: Terry Engebretsen (alternate), Chris Loether, Joanne Tokle, S. Hossein Mousavinezhad (alternate), Carrie Brower-Breitwieser, Rosemary Smith, Mark Neill, Nicole Hill, Karen Scott (on conference call), Jim Bigelow, Tom Jackson (presiding), Cynthia Pemberton (ex officio)

MEMBERS EXCUSED/ABSENT: Marco Schoen (S. Hossein Mousavinezhad, alternate); Russell Wahl (Terry Engebretsen, alternate); Alex Urfer; Deb Easterly

GUESTS: Linda DeVeaux, Ph.D. and Pete Sheridan, Ph.D., Biological Sciences

I. ANNOUNCEMENTS

- A. Dean Jackson reported the Unclassified Status proposal was approved by the Council of Deans. He also reported that Steve Bezdeka (Graduate School recruiter) was on a recruitment trip to Oregon that included a visit to Willamette University. Willamette polled its student body to find out which university graduate schools they would like to have attend their event, and they requested Idaho State University.
- B. (The order of the agenda was altered, moving the discussion of the Full Proposal before the Minutes, and moving the Associate Dean's remarks after the discussion of the minutes.) **Full Proposal: Ph.D. in Microbiology.** Dr. Linda DeVeaux and Dr. Pete Sheridan presented the proposal and entertained questions. It was MSC (10 y, 0 n, 0 ab) to approve the full proposal.

II. MINUTES

Memorandum #883 was approved with spelling corrections.

III. COUNCIL BUSINESS

- A. Dr. Pemberton discussed the Graduate Student Academic Accommodation (Leave) Policy document. After review of the document, Graduate Council decided to endorse and authorize the Associate Dean of the Graduate School to pursue the policy implementation thru appropriate channels. It was MSC (10 y, 0 n, 0 ab) to approve moving forward with the policy.

B. Graduate Faculty Nomination Department of Psychology. It was MSC (10y, 0n, 1ab) to approve **Dr. Kathleen McCulloch's** nomination.

McCulloch, Kathleen C., Assistant Professor, Psychology. B.A., 1995, University of Oregon; Ph.D., 2004, New York University. (2008)

C. Graduate Faculty Nomination Department of Psychology. It was MSC (10y, 0n, 1ab) to approve **Dr. Scott R. Robinson's** nomination.

Robinson, Scott R., Research Professor, Psychology. B.S., 1974, Oregon State University; M.S., 1978, University of Wisconsin-Madison; Ph.D., 1989, Oregon State University. (2009)

D. Curriculum Issue – Department of History (**HIST 5579; HIST 5589; HIST 5590L; MA in Historical Resource Management Track**): It was MSC (10y, 0n, 0ab) to approve the curriculum request package.

HIST 5579 change: new course

HIST 5579 Disease and U.S. Public Health 3 credits. A survey of health, disease, and public health developments in American history. The course takes a broad approach to health, but includes the development of public health offices, the role of disease in society, specific diseases and related eradication programs, and questions related to health, equity, and civil liberties.

HIST 5589 change: new course

HIST 5589 GIS for Social Sciences 3 credits. An introduction to geographic information systems theory and applications focusing on subjects related to human systems in historical context (census, health, urban communities, etc.). Students will work directly with GIS software and learn foundational data management and processing skills along with introductory spatial analysis. Requires competence in computer operating systems.

HIST 5590L change: new course

HIST 5590L Cartography Lab 1 credit. Focuses on the application of Cartographic design concepts and techniques discussed in lecture. Provides students with hands-on practice designing map products of publication quality.

MA in Historical Resource Management Track changes

HIST 5590	Cartography: History and Design	3 cr
HIST 5590L	Cartography Lab	3 cr
HIST 6610	Geographic Information Systems Historical Studies	3 cr
HIST 6642	Conferences and Grants	3 cr

The M.A. in Historical Resources Management trains students to apply sophisticated information technologies to a rigorous analysis

of historical problems. Emphasis is placed on a practical, interdisciplinary approach to applied history, using new

technologies to examine changes through time and place. Students within this innovative program

choose between two concentrations or “tracks.”

1. The GIS track combines the use of geographic information systems (GIS) and related information technologies with historical research methods to conduct spatial analyses of the past. ISU is an internationally recognized center in applying GIS to historical research. Students may work closely with the award-winning ISU GIS Teaching and Research Center, which provides technical training and support and promotes multi-disciplinary collaboration among ISU faculty and graduate students. Geotechnology is a powerful tool and a highly sought skill in most job sectors, where demand far exceeds the supply of trained graduates. This technological training complements the fundamental historians’ skills of research, analysis, and writing that are always in demand.

2. The Digital Media track focuses upon using a variety of media tools to communicate historical information and interpretation. Students learn techniques of web design, museum displays, film production, and scholarly publishing. In addition to collaboration with faculty in the James E. Rogers Department of Mass Communication, students may gain experience from working with two peer-reviewed journals edited by faculty in the History Department, on-campus production facilities of Idaho Public Television, and local museums. Graduates will conduct significant historical research and present interpretations in a variety of engaging and effective formats.

Students in both tracks complete an internship that develops skills in analysis, collaboration, and communication. Both options emphasize individual research into historical documents and publication or presentation by students in a variety of formats. Students receive strong training that will enable graduates to compete successfully for a wide variety of jobs with businesses and educational, government, and private agencies and to prepare them for further graduate study.

Admission Requirements

The student must apply, and meet all criteria for admission, to the Graduate School. In addition, the student must comply with the following departmental requirements:

1. Applicants must submit three letters of recommendation at least two of which should be from individuals familiar with their academic work.
2. Applicants should have at least 12 credits of previous course work in History at the upper-division level.
3. Applicants planning to pursue the GIS track must have taken *GIS for Social Sciences*, *Principles of Geographic Information Systems*, an equivalent class, or present evidence that such a course will be completed prior to entering the Historical Resources Management master’s program. Note: students lacking this prior training may be admitted for the GIS track in the spring semester upon condition that they take one of these GIS classes during that first semester.

4. Applicants must submit, as part of their admissions application, a statement of interest in historical studies and personal goals that identifies which track the student wishes to pursue. Particular attention should be given to explaining how these interests and goals relate to a particular track within the Historical Resources Management program.

5. Applicants must receive the support of someone in the department willing to chair the applicant’s graduate committee.

General Requirements

1. A minimum of 30 semester credits, at least 15 of which must be at the 6600-level.

2. Core Courses (complete all of the following classes):

HIST 5590	Cartography: History and Design	3 cr
HIST 5590L	Cartography Lab	3 cr
HIST 6610	Geographic Information Systems Historical Studies	3 cr
HIST 6642	Conferences and Grants	3 cr

3. Track-specific Requirements (complete one of the following options):

GIS Track

HIST 6610	Geographic Information Systems in Historical Studies	3 cr
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Digital Media Track

MC 5570	Communication through Web Design	3 cr
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4. An internship (HIST 6644) is required for a minimum of 3 credits.

5. Electives: at least enough credits at the 5500 and/or 6600 – level beyond the required core courses and internship to reach the credit requirements in item #1 above. At least 3 of these credits must be

<p>for individual research, usually either HIST 6645 or HIST 6650.</p> <p>6. There will be a final oral examination. For students pursuing the thesis option, the</p>	<p>examination will be based on the thesis. For those with the non-thesis option, the examination will be based research project and/or internship work. The</p>	<p>format of the non-thesis option examination will be flexible in order to accommodate a wide variety of possible student experiences.</p>
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E. Curriculum Issue – Department of Civil and Environmental Engineering (**CE 6652; ENVE 6652; CE 6650; ENVE 6650; CE 6660; ENVE 6660; CE 8850; ENVE 8850**): It was MSC (10y, 0 n, 0 ab) to approve the curriculum request.

CEE 6652 change: title and content

CEE 6652 Advanced Topics 3 credits. Advanced topics in Civil Engineering and related fields, depending upon the interest of students and faculty. May be repeated for credit when topics vary. PREREQ: PERMISSION OF INSTRUCTOR.

ENVE 6652 change: new

ENVE 6652 Advanced Topics 3 credits. Advanced topics in Environmental Engineering and related fields, depending upon the interest of students and faculty. May be repeated for credit when topics vary. PREREQ: PERMISSION OF INSTRUCTOR.

CE 6650 change: new

CE 6650 Thesis 1 - 6 credits. Thesis research must be approved by the student’s advisory committee. Total of six credits are required to satisfy the research requirements for the degree. May be repeated. Graded S/U.

ENVE 6650 change: new

ENVE 6650 Thesis 1-6 credits. Thesis research must be approved by the student’s advisory committee. Total of six credits are required to satisfy the research requirements for the degree. May be repeated. Graded S/U.

CE 6660 change: new

CE 6660 Special Project 1-3 credits. A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Total of three credits may be used to satisfy the degree requirement. May be repeated. Graded S/U.

ENVE 6660 change: new

ENVE 6660 Special Project 1-3 credits. A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Total of three credits may be used to satisfy the degree requirement. May be repeated. Graded S/U.

CE 8850 change: new

CE 8850 Doctoral Dissertation (Ph.D. in Engineering and Applied Science) variable credits. Research toward completion of the dissertation for Ph.D. in Engineering and Applied Science. May be repeated. Graded S/U.

ENVE 8850 change: new

ENVE 8850 Doctoral Dissertation (Ph.D. in Engineering and Applied Science) variable credits. Research toward completion of the dissertation for Ph.D. in Engineering and Applied Science. May be repeated. Graded S/U.

General Requirements

With the assistance of the graduate faculty of the College of Engineering, the student shall select an initial advisor during the first semester of residence to help in planning a program of studies and

research. The student must also complete a Plan of Study and form a complete advisory committee by the time six credits of course work have been completed.

Depending on the major and thesis or non-thesis option, 30 to 33 credit

hours are required to complete M.S. degree. Approximately half of the credits are engineering and technical electives, subject to the approval of the student’s advisory committee. The thesis project, required in each major, should consist of study and

research that complements the course work selected. Depending on the major, each student may also be required to complete two semesters of seminar, an important component in developing research and communication skills.

Master of Science in Civil Engineering

The M.S. program in Civil Engineering is designed to provide advanced study, both theoretically and experimentally, in structures, mechanics, finite element methods, water resources, and geotechnics. This program prepares the student for advanced placement in the civil engineering field in industry, research, or development areas. Additionally, this program provides a suitable base for entrance into a Ph.D. program in a field related to Civil Engineering. The program is offered both at the Pocatello and the Idaho Falls campuses, primarily through the use of telecommunications/distance learning, which includes partial in-class instruction.

Goals

- Enhance the knowledge of graduates in the advanced concepts in Civil Engineering fields such as structures, mechanics, finite element methods, geotechnics, and water resources.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic designs in fields related to civil engineering and to solve identified problems, and design strategies for implementing them safely, ethically, and effectively.

- Enhance the ability of graduates to communicate these concepts effectively both in oral and written formats.

Thesis, Non-Thesis options

- a. Thesis option (30 credits): 15 credits from the approved list of courses, 9 credits of electives from the approved list of electives, and 6 credits of thesis.
- b. Non-thesis option (33 credits): 21 credits from the approved list of courses, 9 credits of electives from the approved list of electives, and 3 credits of Special Project and other courses from the student's approved M.S. program.

Note: For lists of approved courses and elective courses, student should see an advisor. The approved and elective courses may be changed with the approval of the advisor.

Master of Science in Environmental Engineering

This program is designed to provide the student with advanced technical training in environmental engineering, with an emphasis on hazardous waste treatment and control. The program fills a need in industry and government for professionals with a broad understanding of the technical aspects of environmental issues. Students enrolled in the program are generally expected to have a sufficient background in mathematics and chemistry (a minimum of one year of general chemistry). Students with an

insufficient background in engineering and math are required to make up the deficiencies according to the advice of their advisory committee (usually includes ENGR 3307, CE 3332, ME 3341).

Goals

- Enhance the knowledge of graduates in the advanced concepts of environmental control and remediation, involving a significant fraction of the following: chemistry, water & waste water quality, air quality, radioactive material handling and disposal, environmental laws and regulations, global environmental issues, and cost benefit analyses.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic environmental engineering designs and to solve identified problems, designing strategies for implementing them safely, ethically, and effectively.
- Enhance the ability of graduates to communicate these concepts effectively both in oral and written formats.

Thesis, Non-Thesis options

- a. Thesis option (30 credits): 15 credits from the approved list of courses, 9 credits of electives from the approved list of electives, and 6 credits of thesis.
- b. Non-thesis option (33 credits): 21 credits from the approved list of courses, 9 credits of electives from the approved list of electives, and 3 credits of Special Project and other courses from the student's approved M.S. program.

Note: For lists of approved courses should see an advisor. The may be changed with the approval and elective courses, student approved and elective courses of the advisor.

- F. Curriculum Issue: Department of Biological Sciences (**BIOL 5532; BIOL 5537/CHEM 5538; BIOL 5545; CHEM 5545; BIOL 5547; CHEM 5547; BIOL 5548; CHEM 5548; BIOL 5533; BIOL 5533L; BIOL 5534; BIOL 5534L; BIOL 5551; BIOL 5555; BIOL 5565; BIOL 5567; BIOL 5573; BIOL 5573L; BIOL 6695**); It was MSC (10y, 0 n, 0 ab) to approve the curriculum request.

BIOL 5532 change: add prereq

BIOL 5532 Biochemistry 3 credits. Comprehensive discussion/presentation of structure, function and metabolism of biological macromolecules and their constituents, including energetics, regulation, and molecular biology, with emphasis on critical analysis of biochemical issues PREREQ: Organic Chemistry and Introductory Biology OR PERMISSION OF INSTRUCTOR.

BIOL 5537 change: new

BIOL 5537 Experimental Biochemistry 1 credit. Laboratory course including both qualitative and quantitative experiments. Cross-listed as CHEM 5538. PREREQ or COREQ: BIOL 5532 or BIOL/CHEM 5545.

CHEM 5538 change: new

CHEM 5538 Experimental Biochemistry 1 credit. Laboratory course including both qualitative and quantitative experiments. Cross-listed as BIOL 5537. PREREQ or COREQ: BIOL 5532 or BIOL/CHEM 5545.

BIOL 5545 change: prereq; cross-list

BIOL 5545 Biochemistry I 3 credits. Introduction to basic aspects of biochemical systems, including fundamental chemical and physical properties of biomolecules. Enzymology including allosterism, metabolic regulation, bioenergetics, and carbohydrate metabolism. Cross-listed as CHEM 5545. PREREQ: Introductory Biology and Organic Chemistry OR PERMISSION OF INSTRUCTOR.

CHEM 5545 change: new

CHEM 5545 Biochemistry I 3 credits. Introduction to basic aspects of biochemical systems, including fundamental chemical and physical properties of biomolecules. Enzymology including allosterism, metabolic regulation, bioenergetics, and carbohydrate metabolism. Cross-listed as BIOL 5545. PREREQ: Introductory Biology and Organic Chemistry OR PERMISSION OF INSTRUCTOR.

BIOL 5547 change: prereq; cross-list

BIOL 5547 Biochemistry II 3 credits. Functional continuation of BIOL/CHEM 5545. Lipid, amino acid and nucleotide metabolism. Emphasis is on metabolic regulation, metabolic dysfunction, biochemical mechanism of hormone action, biochemical genetics, protein synthesis, and metabolic consequences of genetic defects. Cross-listed as CHEM 5547. PREREQ: BIOL/CHEM 5545

CHEM 5547 change: new

CHEM 5547 Biochemistry II 3 credits. Functional continuation of BIOL/CHEM 5545. Lipid, amino acid and nucleotide metabolism. Emphasis is on metabolic regulation, metabolic dysfunction, biochemical mechanism of hormone action, biochemical genetics, protein synthesis, and metabolic consequences of genetic defects. Cross-listed as BIOL 5547. PREREQ: BIOL/CHEM 5545.

BIOL 5548 change: add prereq; change coreq; cross-list

BIOL 5548 Advanced Experimental Biochemistry 2 credits. Advanced laboratory projects designed to emphasize techniques of qualitative and quantitative biochemical analysis. Cross-listed as CHEM 5548. PREREQ: BIOL 5537/CHEM 5538. COREQ: BIOL/CHEM 5547

CHEM 5548 change: new

CHEM 5548 Advanced Experimental Biochemistry 2 credits. Advanced laboratory projects designed to emphasize techniques of qualitative and quantitative biochemical analysis. Cross-listed as BIOL 5548. PREREQ: BIOL 5537/CHEM 5538. COREQ: BIOL/CHEM 5547.

BIOL 5533 change: prereq; coreq

BIOL 5533 Microbial Physiology 3 credits. Comparative physiology of microorganisms, including structure/function, metabolic diversity, enzyme mechanisms of microbial metabolism, and physiology of extreme organisms. Lectures, Class Exercises. PREREQ: Microbiology and Bio-chemistry OR PERMISSION OF INSTRUCTOR. COREQ: BIOL 5533L.

BIOL 5533L change: new

BIOL 5533L Microbial Physiology Lab 1 credit. Laboratory exercises in comparative physiology of microorganisms. COREQ: BIOL 5533.

BIOL 5534 change: prereq; coreq

BIOL 5534 Microbial Diversity 3 credits. Enrichment, cultivation, and isolation of prokaryotes from various metabolic groups and environments. Microorganisms will be identified using classical microbial techniques and modern molecular methodologies. PREREQ: Microbiology and BIOL 5533 OR PERMISSION OF INSTRUCTOR. COREQ: BIOL 5534L.

BIOL 5534L change: new

BIOL 5534L Microbial Diversity Lab 1 credit. Enrichment, cultivation and isolation of prokaryotes from various metabolic groups and environments. COREQ: BIOL 5534.

BIOL 5551 change: prereq

BIOL 5551 Immunology 3 credits. Fundamental concepts of antibody-mediated and cell-mediated mechanisms of immunity. In-vivo and in-vitro antigen-antibody interactions are discussed. PREREQ: Microbiology OR PERMISSION OF INSTRUCTOR.

BIOL 5555 change: prereq

BIOL 5555 Pathogenic Microbiology 3 credits. How the medically important bacteria, viruses and fungi interact with the host to produce disease, including microbe characteristics, pathogenesis, pathological processes, prevention, and treatment methods. PREREQ: Microbiology OR PERMISSION OF INSTRUCTOR.

BIOL 5565 change: drop

BIOL 5567 change: drop

BIOL 5573 change: title, description, credit amount

BIOL 5573 Applied and Environmental Microbiology 3 credits. Concepts in applied microbiology and microbial ecology, including fermentation, biotechnology, and ecophysiology. COREQ: BIOL 5573L.

BIOL 5573L change: new

BIOL 5573L Applied and Environmental Microbiology Lab 1 credit. Laboratory exercises in applied and environmental microbiology. COREQ: BIOL 5573

BIOL 6695 change: new

BIOL 6695 Seminar in Microbiology 1-3 credits. Review of current research and literature in Microbiology. May be repeated until 6 credits are earned. Graded S/U.

Meeting adjourned 4:15 p.m.

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APPROVED BY GRADUATED COUNCIL

IDAHO STATE UNIVERSITY
ACTIONS OF THE GRADUATE COUNCIL
Memorandum No. 883
Meeting of October 7, 2009

MEMBERS PRESENT: Terry Engebretsen (alternate), Chris Loether, Joanne Tokle, S. Hossein Mousavinezhad (alternate), Carrie Brower-Breitwieser, Rosemary Smith, Mark Neill, Nicole Hill, Karen Scott, Jim Bigelow, Alex Urfer, Tom Jackson (presiding), Cynthia Pemberton (ex officio), Deb Easterly (ex officio)

MEMBERS EXCUSED/ABSENT: Marco Schoen (S. Hossein Mousavinezhad, alternate);
Russell Wahl (Terry Engebretsen, alternate),

GUESTS: None

I. ANNOUNCEMENTS

- A. Dean Jackson reminded everyone of the Morning Meeting for Graduate Program Directors and/or Department Chairs on Wednesday, October 14th.
- B. Dr. Pemberton reported on the progress of reviewing the BANNER catalog entries and the charge she was given at the September 9 Graduate Council meeting regarding that review/editing process. All BANNER documents have been received for review, reviewed/edited, and sent on to the Registrar's Office where the information is being input into the system.
- C. Dr. Pemberton distributed a copy of the Graduate Student Academic Accommodation (Leave Policy) with accompanying documents from its inception in 2006 progressing up to and inclusive of emails in 2008 to the Office of Finance. Graduate Council will review the information in preparation for the next meeting, at which time discussion will be held on how best to revitalize the process of pursuing policy implementation.

II. MINUTES

Memorandum #882 was approved.

III. COUNCIL BUSINESS

- A. Unclassified Student Status. Dean Jackson distributed a copy of the revised proposal discussed at the September 23 Graduate Council meeting. It was MSC (9 y, 0 n, 1 ab) to approve the revised proposal.

- B. Graduate Faculty Status Transition Process. Discussion ensued with several suggestions made regarding the process. It was MSC (10 y, 0 n, 1 ab) to approve, with provisions, the proposed transition process. (Dr. Smith arrived at 3:15, and Dr. Loether arrived at 3:30 increasing the number of voting Council members to 11.)
- C. Graduate Faculty Nomination Department of English and Philosophy. It was MSC (10 y, 0 n, 1 ab) to approve the nomination.
- D. Curriculum Issue – Department of Educational Leadership and Instructional Design (**EDLA 608; EDLA 609; EDLA 612; EDLA 614; EDLA 615; EDLA 642; EDLA 657**): It was MSC (10y, 0n, 0ab) to approve the curriculum request package as amended by Dr. Neill. (Dr. Bigelow asked to be excused at 3:50 due to another commitment decreasing the number of voting Council members to 10.)

EDLA 608 change: title; description

EDLA 608 Organizational Leadership and Education Administration 3 credits. Overview of leadership theories, principles of organizational development, and personal leadership development, and systems theory with applications to education leadership.

EDLA 609 change: reactivation of course; description

EDLA 609 Principalship 3 credits. Exploration of the role of school principal as leader and manager. Topics include data and records management, personnel management, school finance, technology, special services, school safety, and other building-level topics.

EDLA 612 change: title; description

EDLA 612 School Law, Governance, and Ethics 3 credits. Study of the legal principles of school administration; overview of the case law, federal and state statutes, school governance policies, and ethics that provide the foundation for application of the law to schools.

EDLA 614 change: title; description

EDLA 614 Curriculum, Instruction, and Assessment 3 credits. Study of curriculum principles and practices of high achieving schools; overview of alignment of a standards-based curriculum with effective instructional practices and assessment.

EDLA 615 change: title description

EDLA 615 Supervision and Instructional Leadership 3 credits. Examines the role of the principal as instructional leader in the supervision and evaluation of instruction, learning, and student achievement.

EDLA 642 change: title; description

EDLA 642 School Culture and Community Relations 3 credits. Overview of school culture and climate in relationship to school communications and public relations. Explores diversity and equity issues related to students, staff, and community.

EDLA 657 change: number of credits

EDLA 657 Internship 1-3 credits. A partnership between the University and preK-12 schools providing students experience in school leadership and administration. Students complete 540 hours of internship including 400 hours of on-site work at all levels (elementary, middle, and high school) with accompanying portfolio. Student must enroll for 3 credits in their first semester, and at least 1 credit/semester of continuous enrollment. By application only. PREREQ: Two of EDLA 608, EDLA 612, and/or EDLA 615. Graded S/U.

**Master of Education
Educational Leadership
Standards**

The Masters of Education with Educational Leadership Emphasis curriculum is aligned with three separate but related sets of standards: The Idaho State University College of Education Standards for Advanced Professionals (described previously), the Interstate School Leaders Licensure Consortium (Standards for School Leaders described previously), and the Idaho State Department of Education’s Principals Certification Standards. All three sets of standards align and overlap with each other.

Idaho State Principals Certification Standards: These standards address competencies determined by the State of Idaho to be necessary for effective school (building) level leadership (i.e., the principalship). Standards must be met through graduate level course work in school administration for the preparation of school principals at an accredited college or university. The standards include: Vision & Strategic Leadership, Instructional Leadership, Management & Organizational Leadership, Family & Community Partnerships, Professional & Ethical Leadership, and Governance & Legal Leadership. Principal level

certification endorsement can be a student outcome through this curricular/standard alignment.

Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, individuals applying for admission to the Master of Education with Educational Leadership Emphasis will be reviewed using the following criteria. Preference will be given to applicants who meet or exceed these criteria:

1. Bachelor’s degree from a college or university accredited in the United States or its equivalent from a school in another country.
2. Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
3. Submission of GRE or MAT scores.
4. One year of pre-K-12 teaching experience or documentation of equivalent experience.
5. Submission of admission forms and application fee to the Graduate School.

Students must complete a minimum of 31 semester credit hours for the Master of Education with Educational Leadership Emphasis.

Students will complete a 540-hour internship; hours are specified at the elementary, middle school, and high school levels. At least 3 internship credits are required. Candidates enroll in 3 credits during their first semester of internship work and thereafter maintain continuous enrollment of at least 1 credit/semester until internship hours are completed. Candidates completing a thesis will orally defend the thesis. Candidates not completing a thesis will be required to complete a case analysis and pass an oral examination.

Students seeking Idaho certification in the area of their training must meet requirements of the State Board of Education for certification. It is recommended that students pursuing the Master of Education with Educational Leadership Emphasis have professional experience in an educational context.

Required Core Professional Studies

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

Leadership Foundation Studies

EDLA 608	Organizational Leadership and Education Administration	3 cr
EDLA 612	School Law, Governance and Ethics	3 cr
EDLA 615	Supervision and Instructional Leadership	3 cr
		3 cr

**Leadership Specialty Studies
(School Principal)**

EDLA 609	Principalship	3 cr cr
EDLA 614	Curriculum, Instruction, and Assessment	3 cr cr
EDLA 642	School Culture and Community	3 cr cr

**Integrative Field Research
Studies (Either 650 or 651 and
657)**

EDLA 650	Thesis	1-6 cr cr
EDLA 657	Internship **	1-3 cr cr
OR		
EDLA 651	Case Study/Field Project	1 cr cr
EDLA 657	Internship **	1-3 cr cr

*Minimum of 3 credits required. Three (3) credit enrollment first semester, thereafter at least one (1) credit per semester continuous enrollment until completed.

#Students must complete two (2) of the following (3) courses as a prerequisite to admission to EDLA 657 (Internship): EDLA 608; EDLA 612; and/or EDLA 615.

- E. Curriculum Issue – MBA Program (**Certificate in Business Administration**): It was MSC (10y, 0 n, 0 ab) to approve the curriculum request.

Certificate Change: admission requirement

Admission to the Graduate Certificate in Business Administration program is open to students with non-business degrees only.

- F. Curriculum Issue: Department of Human Resource Training and Development (**HRD g510**): It was MSC (10y, 0 n, 0 ab) to approve the curriculum request.

HRD g510 Change: new

HRD g510 Group Initiative and change 3 credits. Teams in a work environment; activities that develop both a team atmosphere and an understanding of how teams work; types of teams, synergy, team conflict, use of games, the change phenomenon, and team challenge activities.

- G. An additional curriculum request was made by the Department of Biological Sciences that was considered by Council. (It had been received at the Graduate School after the Graduate Council packets had been sent to members). After discussion, it was decided to table the request until the next Council meeting at which time additional information will be presented by Dr. Smith.

Meeting adjourned 4:03 p.m.

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APPROVED BY GRADUATE COUNCIL

IDAHO STATE UNIVERSITY
ACTIONS OF THE GRADUATE COUNCIL
Memorandum No. 882
Meeting of September 23, 2009

MEMBERS PRESENT: Terry Engebretsen (alternate), Chris Loether, Joanne Tokle, S. Hossein Mousavinezhad (alternate), Carrie Brower-Breitwieser, Rosemary Smith, Mark Neill, Nicole Hill, Karen Scott, Jim Bigelow, Tom Jackson (presiding), Cynthia Pemberton (ex officio), Deb Easterly (ex officio)

MEMBERS EXCUSED/ABSENT: Marco Schoen, Russell Wahl (Terry Engebretsen, alternate), Alex Urfer

GUESTS: Kandi Turley-Ames, Ph.D., Psychology; Maria Wong, Ph.D., Psychology; Shannon Lynch, Ph.D., Psychology; David Rodgers, Ph.D., Geosciences

I. ANNOUNCEMENTS

- A. Dean Jackson stated Steve Bezdeka, Promotion and Recruitment, Graduate School, would be traveling to various universities over the next 6 weeks recruiting students and promoting Idaho State University graduate education. Dean Jackson invited Graduate Council members to send Steve information from their departments/programs in an effort to enhance program specific graduate recruitment.
- B. Dean Jackson presented graduating student data. The total summer graduation headcount for graduate students increased 26.7% from 2008 to 2009. The total academic year graduation headcount for graduate students increased 7.1% from 2007-2008 to 2008-2009.
- C. Dr. Pemberton (Associate Dean, Graduate School) distributed a copy of excerpts from the ISU Faculty Handbook. RE: Faculty appointment categories. A question was presented to Dr. Pemberton as to whether an At-large Graduate Faculty member can be moved to Regular Graduate Faculty status based on the At-large Faculty approval process, or should the individual reapply. Discussion was held and a motion was made to recognize individuals holding an ISU faculty ranking as defined in the Faculty Handbook as eligible to apply for Graduate Faculty status and to empower Dean Jackson and Dr. Pemberton to review individuals previously approved for At-Large status for transition to full graduate faculty status as per criteria defined in the ISU Graduate Faculty Bylaws. A transition application would be brought to Graduate Council for approval if there were unusual conditions. It was MSC (9y, 0n, 0ab) to approve the motion.

D. Dr. Pemberton reported on the progress of reviewing the BANNER catalog entries and the charge she was given at the September 9 Graduate Council meeting regarding that review/editing process. She has received catalog documents from many departments and has completed review on several colleges.

II. MINUTES

Memorandum #881 was MSC (9y, 0n, 1ab). (Dr. Loether arrived at 3:20 p.m. and increasing the number of voting Council members to 10.)

III. COUNCIL BUSINESS

- A. Full Proposal: Ph.D. in Experimental Psychology. Dr. Kandi Turley-Ames, Dr. Maria Wong, and Dr. Shannon Lynch of the Department of Psychology made a short presentation regarding the Proposal followed by question/answer period. It was MSC (9y, 0n, 1ab) to approve the concept of the Full Proposal.
- B. NOI: Ph.D. in Geosciences. Dr. David Rogers made a short presentation regarding the NOI followed by a question/answer period. It was MSC (10y, 0n, 0ab) to approve with comments the concept of the NOI.
- C. Proposal: Unclassified Student Status. Dean Jackson provided a handout of a proposal regarding the development of less restrictive rules and procedures for Unclassified student admission. Discussion will be held at the next meeting.
- D. Graduate Faculty Nomination Department of Geosciences: it was MSC (9y, 0n, 1ab) to table the nomination. Dean Jackson will contact the department regarding the additional information Council requested.
- E. Curriculum Issue – MBA Program (**FIN 505; FIN 551; FIN 552**): It was MSC (10y, 0n, 0ab) to approve the curriculum request package as presented.

Change: add FIN 505

FIN 505 Advanced Corporate Financial Management I 3 credits. Asset valuation models, required returns, risk analysis and capital budgeting models, cost of capital determination, and factors affecting the firm's capital structure and dividend policy. REREQ: FIN 315 and MGT 216.

Change: add FIN 551

FIN 551 Student -Managed Investment Fund I 3 credits. Management of the D.A. Davidson Student-Managed Investment Fund. Students act as financial analysts. Provides students with real-world knowledge and judgment crucial to sound investing. Students may apply either FIN 551 or FIN 552, but not both, toward their electives. PREREQ: FIN 317.

Change: add FIN 552

FIN 552 Student-Managed Investment Fund II 3 credits. Management of the D.A. Davidson Student-Management Investment Fund. Students act as financial analysts. Emphasis on security selection, portfolio management, and creation of an annual report. Student can apply either FIN 551 or FIN 552, but not both, toward their electives. PREREQ FIN 317.

Meeting adjourned 4:45 p.m.

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