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| --- | --- | --- | --- |
| Dr. Marsha Matthews (Chair) | Dr. Jenifer Chilton (CNHS) | Dr. Kathy Snella (FCOP) | Amanda Whitt (ExO) |
| Dr. Jessica Holm (CEP) | Dr. M. Sathyamoorthy (COE) | Dr. Venu Gopalakrishna-Remani (Faculty Senate) | ??????: Student (???) |
| Dr. Yanira Oliveras Ortiz (CEP) | Dr. Torey Nalbone (COE) | Dr. William Geiger (ExO) | ?????: Student (???) |
| Dr. Mary Fischer (SCOB) | Dr. Robert Sterken (CAS) | Dr. Alecia Wolf (ExO) |  |
| Dr. Tammy Cowart (SCOB) | Dr. Dewane Hughes (CAS) | Rebecca McKay Johnson (ExO) |  |
| Dr. Bill Sorensen (CNHS) | Dr. David Pearson (FCOP) | Sam Carrell (ExO) | ( = PRESENT) |

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| ITEM | DISCUSSION | ACTION |
| I. Call to Order | W.T. Brookshire Hall – 2nd Floor Room 234 |  |
| II. Approval of Minutes | 1. Approval of minutes from April 12, 2019 Meeting 2. Email vote sent May 15, 2019, GC Subcommittee Recommendations – See page 3 – Recommendation Approved |  |
| III. Committee Reports   1. Curriculum Committee 2. Ad Hoc | 1. Curriculum Subcommittee report and recommendations (Torey Nalbone – see page 2) |  |
| IV. Unfinished Business | 1. Revision of UT Graduate Assistantship Policy (Alecia Wolf – see page 4-7) |  |
| V. New Business | 1. Psychology’s proposed Ph.D. degree plan requires 6 dissertation credits. The University requirement is a minimum of 9 dissertation credits. The Psychlogy degree plan would reduce the number of electives if it must go to 9 hours of dissertation. The questions: Should the PSYCH Ph.D. degree plan be approved with only 6 hours of dissertation? (Bill Geiger) 2. Program Assessment: Use of a program or departmental rubric to assess thesis and/or projects. LouAnn Berman notes “that the literature shows when students know the targeted expectation, they are more likely to raise the bar for their own performance.” She suggests the Vanderbilt Research Paper Rubric might be a good place to begin. (Bill Geiger - See below – pages 8-10) |  |
| VI. Announcements/ Open Forum |  |  |
| VII. Adjourn |  |  |

**Curriculum Subcommittee**

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| Change Program | [Clinical Mental Health Counseling M.A.](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b307EF95D-25E9-41EA-BFCA-DDDECAFA7AB4%7d&item=%7bFC9AC962-91EA-45A0-943C-1587173496B8%7d) | GRAD | Graduate Council Chair | 8/12/2019 | [Ross Sherman](mailto:rsherman@uttyler.edu) |
| New Course | [COUN 5345 Group Counseling and Group Work](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7bC43D5019-EF6F-4104-A1FE-199A834B0B7B%7d) | GRAD | Graduate Council Chair | 5/17/2019 | [Ross Sherman](mailto:rsherman@uttyler.edu) |
| New Course | [COUN 5387 SUPERVISED INTERNSHIP IN SCHOOL COUNSELING II](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7bE8F2983E-6D6A-4CAD-B9A2-51C1DB963C28%7d) | GRAD | Graduate Council Chair | 5/17/2019 | [Ross Sherman](mailto:rsherman@uttyler.edu) |
| New Course | [PHAR 7223 Presentation Seminar Elective](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b0E6BBE22-6E0C-4C87-9063-4764A11B9451%7d) | GRAD | Graduate Council Chair | 6/24/2019 | [Kathleen Snella](mailto:ksnella@uttyler.edu) |

**In Lieu of May 2019 GC Meeting  
Email Vote - Passed**

Dear Graduate Council Voting Members,

Torey Nalbone, as Chair of the Curriculum Subcommittee, makes the following recommendation to the GC:

The Subcommittee on curriculum recommends approval of all the courses submitted,  and the three programs also included (EdD in in School Improvement, MS in Psychiatric Mental Health Nurse Practitioner Program and a Post Masters Certificate in MHP) and nine courses eight to support the Nurse Practitioner MS and Certificate and one course for Mechanical Engineering in Robotics to fit as a Graduate companion course to the undergraduate submission.

The attached Excel file contains details about each submission and here is a list of the courses and  new programs. Please let me know whether you APPROVE or DO NOT APPROVE.

Thanks,  
Marsha

|  |  |
| --- | --- |
| **Type** | **Name** |
| New Course | [NURS 5357 Neurobiology Overview: Mental Health and Illness](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7bC9568156-B46F-4065-9D3F-5394A8FC25D1%7d) |
| New Course | [NURS 5359 Psychopharmacology: Prescribing Practices in Mental Health](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7bB4162F39-7A55-4A09-898B-68E19600721F%7d) |
| New Course | [NURS 5363 Differential Diagnosis of Mental Disorders](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b810F2DF1-A0AB-43DC-8BE9-B102C3823D72%7d) |
| New Course | [NURS 5365 Psychotherapeutic Theories and Modalities](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b33899BBE-C8C1-4AB1-9756-491F90E408AC%7d) |
| New Course | [NURS 5367 PMHNP Practicum I](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b9465FD65-2B0E-4586-B6CF-37D9DFEAB0E0%7d) |
| New Course | [NURS 5368 Integrated Mental Health Care I- Adult/Gerontology](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b8CF8EEC8-2D42-4BD1-A845-7590C88B95D8%7d) |
| New Course | [NURS 5370 Psychiatric-Mental Health Nurse Practitioner Practicum II](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b580190C2-1DF1-4717-9C8E-5A2F070C62FB%7d) |
| New Course | [NURS 5373 Integrated Mental Health Care II Capstone](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b6CD371B2-0C2E-4C88-A7EB-ED530F1BD440%7d) |
| New Program | [Master's of Science- Psychiatric-Mental Health Nurse Practitioner Program](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bFFD699A5-1059-4C1F-A8DD-23132146B0C9%7d&item=%7b8BEF95CD-93DA-4998-8386-25E616077DA9%7d) |
| New Program | [Psychiatric-Mental Health Nurse Practitioner Post-Master's Certificate Program](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bFFD699A5-1059-4C1F-A8DD-23132146B0C9%7d&item=%7bD2FDE129-C32A-49E0-8D09-D0B4FB3F9474%7d) |
| New Program | [Doctor of Education (EdD) in School Improvement](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bFFD699A5-1059-4C1F-A8DD-23132146B0C9%7d&item=%7bAF609703-1338-41D4-8EC0-A0E1AF6AAAB8%7d) |
| New Course | [MENG 5309 Robotics Engineering](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b99B1C6F4-097D-4B08-81AA-85DCD86FD72F%7d&item=%7b14D71ED9-6434-4962-98AE-740B4DF3C7AC%7d) |

**May 8, 2019 – In Lieu of May GC Meeting.**

**This was not approved. There was too much that required discussion and was deferred to the September 2019 GC meeting.**

Dear Graduate Council,

Let’s try this again.  Alecia has revised Item 4 and the TRAINING FOR GRADUATE TEACHING ASSISTANTS section as follows:

o    A GTA who is the Instructor of Record must possess a master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, and have direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. GTAs who are not IOR are not subject to these conditions.

TRAINING FOR GRADUATE TEACHING ASSISTANTS

All students who serve as Graduate Teaching Assistants who are Instructors of Record and who have no prior teaching experience are required to participate in a GTA training program in their respective department, college, or University-provided training.

Please look over these and the other yellow-highlighted sections of the attached document.

**VOTING CHOICES:**

o   **APPROVE**

* **DO NOT APPROVE**(please indicate why, and suggested changes, etc.)

UT TYLER GRADUATE ASSISTANTSHIP POLICY

# GENERAL

The following policy addresses issues ranging from eligibility, appointment processes, work assignment, oversight, and evaluation of graduate assistants. A full-time graduate student may not work or be paid under any employment classification at UT Tyler other than Graduate Assistant, Graduate Research Assistant or Graduate Teaching Assistant. In addition, principal investigators should include payment of stipends and tuition for Graduate Research Assistants in all grant proposals, unless prohibited by the granting agency.

# DEFINITIONS OF WORK

There are three types of graduate assistantships: GA, GTA, and GRA, described below. GTAs and GRAs should not be routinely assigned clerical duties or other duties generally considered to be "hourly-rate activity." A GTA or GRA must provide for the enhancement of the student's professional skills/knowledge.

* Graduate Assistant (GA) The student performs duties outside their academic department. No tuition remission is attached to the GA appointment. They are limited to 19.5 hours per week.
* Graduate Research Assistantship (GRA): The student performs departmental or interdepartmental research related to the student’s field of study. A GRA is classified as exempt from the federal Fair Labor Standards Act (FLSA) and is paid on a salaried basis for up to 20 hours per week, not including time spent on coursework or personal research.
* Graduate Teaching Assistantship (GTA): The student may assist a faculty member in grading undergraduate homework and quizzes, instruction in the classroom and laboratory, preparing apparatus or material for demonstrations, leading discussion or tutoring sessions, and posting web-based materials. A GTA with the proper credentials (may also be the instructor of record for a course or laboratory. A GTA is usually held in the student’s major field or a closely related field. A GTA is classified as exempt from the federal Fair Labor Standards Act (FLSA) and is paid on a salaried basis for up to 20 hours per week.

# GENERAL REQUIREMENTS TO HOLD A GRADUATE ASSISTANTSHIP

***It is expected that all selected employees will be in good academic standing as well as be in good standing with UT Tyler Judicial Affairs and The Graduate School at time of hire. Hired employees will be expected to maintain good standing with all above mentioned offices in order maintain employment.***

1. A GTA or GRA must have the permission of their degree program to hold an assistantship.
2. A GTA or GRA must begin on or before the official census date of the semester.
3. ~~A GTA or GRA may be held only by students who have been fully admitted to a degree program. Non-degree seeking students or provisional/conditional students cannot hold a GTA/GRA.~~
4. A GTA who is the Instructor of Record must possess a master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, and have direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. GTAs who are not IOR are not subject to these conditions.
5. Continuing GAs, GTAs and GRAs may be appointed in the summer without minimum registration, provided they were registered for and completed the previous spring semester. A graduate program may require a minimum summer enrollment.
6. Students must maintain a 3.0 cumulative grade point average in order to retain their assistantships. Students who fail to maintain academic good standing will become ineligible for a graduate assistantship and any out-of-state tuition waiver in the next semester. Some departments may require a higher grade point average.
7. Students may accept more than one graduate assistantship with the approval of their major department as long as the total appointment does not exceed 19.5 hours per week and the total stipend does not exceed university guidelines.
8. Graduate assistantships can be awarded only to full-time registered graduate students. If a student drops below a full load during the semester, the assistantship will be terminated. Exceptions:
   1. Students who are completing their thesis or dissertation and are enrolled only for the minimum number of hours required for the thesis or dissertation.
   2. A doctoral student preparing for preliminary examinations (requires approval by Graduate School Dean)
   3. Students who require fewer than 9 hours to complete their degree.

# INTERNATIONAL STUDENTS HOLDING ASSISTANTSHIPS

1. International students must complete a part-time employee packet in the Office of Human Resources no later than one week before the beginning of the semester. This packet contains documentation that establishes their employment eligibility to work in the United States.
2. Students from non-English speaking countries who are applying for a GTA position must provide ONE of the following test scores.

* TOEFL/paper based = 600 minimum and Test of Spoken English (TSE) = 50
* TOEFL/computer-based = 250 minimum and Test of Spoken English (TSE) = 50
* TOEFL/internet-based = combined minimum = 86 with the following minimum scores:
  + Writing=19 Speaking =27 Listening= 14 Reading= 19 or 7 on the speaking portion of the IELTS
* Speaking portion of the IELTS = 7

# ADMISSION AND OFFER

Whenever possible an admission decision should be accompanied by an offer for a Graduate Teaching or Research Assistant position. This is particularly important for international students since they can use the stipend information to offset their financial requirement.

Each Graduate Assistant must be provided with a letter of appointment that describes clearly the work assignment, expectations, etc.

# OUT OF STATE TUITION REMISSION

Research and Graduate Teaching Assistants who are not Texas residents may be eligible for a remission of the out-of-state tuition for the semesters they have an appointment. Eligible students must submit the RA/TA Assistant Waiver Request: <https://www.uttyler.edu/financialaid/files/RA_TA_Waiver_Request_Form.pdf> each semester to receive the out-of-state tuition remission.   
Payment of course and other mandatory fees is the student's responsibility.

# ASSIGNMENTS

Graduate Assistants (GA, GTA, and/or GRA) are required only to perform those duties that are directly related to their appointment. No GA, GTA, or GRA should be asked or required to provide inappropriate services, e.g., childcare, pet care, or other personal services, as part of their responsibilities. Assignment of assistantships should be equitable and tasks assigned should be evenly distributed among all assistants. Special care should be given to the distribution of tasks among assistants working in laboratories. If a student holding an assistantship needs to be absent from assigned duties, the students should request permission of the supervisor and arrange for making up the time.

# TRAINING FOR GRADUATE TEACHING ASSISTANTS

All students who serve as Graduate Teaching Assistants who are Instructors of Record and who have no prior teaching experience are required to participate in a GTA training program in their respective department, college, or University-provided training.

# EVALUATION FOR GRADUATE TEACHING ASSISTANTS

The faculty member or staff person who supervises a Graduate Teaching Assistant who is the Instructor of Record must provide regular feedback to students and must conduct an evaluation at least once during the regular academic year.

Documentation of the GTA training and GTA IOR feedback and evaluations will be maintained by each department.

| **Rubric for Research Paper** | | | | |
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|  |  |  |  |  |
| **Criteria** | **Exemplary** | **Good** | **Acceptable** | **Poor** |
| **Purpose** | The writer's central purpose or argument is readily apparent to the reader. | The writing has a clear purpose or argument, but may sometimes digress from it. | The central purpose or argument is not consistently clear throughout the paper. | The purpose or argument is generally unclear. |
| **Content** | Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. | Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights. | Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights. | Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed |
| **Organization** | The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. | The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning. | In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what the writer intends. | The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest. |
| **Feel** | The writing is compelling. It hooks the reader and sustains interest throughout. | The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention. | The writing is dull and unengaging Thought the paper has some interesting parts, the reader finds it difficult to maintain interest. | The writing has little personality. The reader quickly loses interest and stops reading. |
| **Tone** | The tone is consistently professional and appropriate for an academic research paper. | The tone is generally professional. For the most part, it is appropriate for an academic research paper. | The tone is not consistently professional or appropriate for an academic research paper. | The tone is unprofessional. It is not appropriate for an academic research paper. |
| **Sentence Structure** | Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. | Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth. | Some sentences are awkwardly constructed so that the reader is occasionally distracted. | Errors in sentence structure are frequent enough to be a major distraction to the reader. |
| **Word Choice** | Word choice is consistently precise and accurate. | Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective. | Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately. | Many words are used inappropriately, confusing the reader. |
| **Grammar, Spelling, Writing Mechanics (punctuation, italics, capitals, etc.)** | The writing is free or almost free of errors. | There are occasional errors, but they don't represent a major distraction or obscure meaning. | The writing has many errors, and the reader is distracted by them. | There are so many errors that meaning is obscured. The reader is confused and stops reading. |
| **Length** | Paper is the number of pages specified in the assignment. |  |  | Paper has more or fewer pages than specified in the assignment. |
| **Use of References** | Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. | Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. | Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. | References are seldom cited to support statements. |
| **Quality of References** | References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manual, …). The reader is confident that the information and ideas can be trusted. | Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, …). The reader is uncertain of the reliability of some of the sources. | Most of the references are from sources that are not peer reviewed and that uncertain reliability. The reader doubts the accuracy of much of the material presented. | There are virtually no sources that are professionally reliable. The reader seriously doubts the values of the material and stops reading. |
| **Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)** | APA format is used accurately and consistently in the paper and on the "References" page. | APA format is used with minor errors. | There are frequent errors in APA format. | Format of the document is not recognizable as APA. |