March 2017 Council of Academic Deans



OFFICE OF VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM

TO:

President Les Guice

FROM:

Terry M. McConathy

Vice President of Academic Affairs

DATE:

March 17, 2017

SUBJECT:

Council of Academic Deans

The attached packets are from the IPC meeting on March 14, 2017, and the Council of Academic Deans meeting held on March 16, 2017. They are now being submitted for your consideration.

Council of Academic Deans Committee

MINUTES

March 15, 2017

The Council of Academic Deans met on March 15, 2017 in Wyly Tower 1647. The following members were in attendance. Mr. Bob Vento, Dr. Ramu Ramachandran, Dr. Don Kaczvinsky, Dr. Julia Rutledge, Dr. Pamela Ford, Dr. Sheryl Shoemaker, Dr. Chris Martin, Dr. Gary Kennedy, Dr. Don Schillinger, Ms. Rita Franks.

Opening Remarks

> Dr. McConathy called the meeting to order and welcomed Council members.

• Council of Academic Deans

- Dr. McConathy welcomed guest Dr. Julie Rutledge and turned the floor over to Dr. Rutledge to discuss University Senate points of interest.
- Dr. Rutledge provided a hand out that contained two items that the University Senate had initially taken to President Guice for APC.
- Dr. Guice requested that these points be brought before CADs.
- The first point dealt with Faculty Office Hours. The sub-committee within University Senate information suggested a change from 10 hours, to 1 or 2 office hours per course taught.
- The second point touched on eliminating either the requirement for early grading for graduating seniors or changing the graduation date to an appropriate amount of days after the last class day. This would assist in more time to review senior grades. Early Grading and Changing the Graduation Date.
- On a Kaczvinsky/Schillinger motion and second, the committee unanimously voted to review the first point dealing with office hours.
- It must be submitted in the traditional format to CADs before any further action is taken.
- On a Kaczvinsky/Schillinger motion and second, the committee voted unanimously to TABLE the second point dealing with Early Grading.
- It was felt after much discussion that the issues arising from this change would be far reaching in several areas. Not
 least of which is the Academic Calendar.
- A Kaczvinsky /Vento motion and second were made to have the Calendar released as well. The motion carried unanimously.
- Dr. McConathy asked if there were any questions.
- There being no more questions, Dr. McConathy thanked Dr. Rutledge for attending the meeting.
- Dr. Rutledge informed the committee that emails would be sent soon in reference to the nominations for the annual University Senate Awards.

Instructional Policies Committee

a) Minutes from February 14, 2017 were approved unanimously on a Vento/Martin motion and second.

Graduate Council

- a) Review of agenda item #4 from February Minutes.
- b) Minutes from the February 15, 2017 meeting were approved unanimously, with the exception of item #4, on a Kaczvinsky/Schillinger motion and second.
- Dr, Shoemaker will revise the item excluded and resubmit to CADs at a later date.

Enrollment Management

- a) Transfer Articulation Matrix. Dean Ford requested that any and all changes be sent to her by April 4, 2017.
- b) Dean Ford also handed out information from the LSMSA.

Council of Academic Deans

- a) Poll Vote January 18, 2017 (ANS 289C)
- b) Poll Vote January 18, 2017 (ANS 289B)
- Poll Vote January 19, 2017 (ANS 489C and 589C)
- d) Poll Vote February 13, 2017 (February Minutes)

All Poll Votes and Minutes were unanimously approved on a Shoemaker/Kaczvinsky motion and second.

ULS & BOR Actions

- a) ULS Board Action (forwarded on March 1, 2017)
- b) Doctoral Count (forwarded on March 2, 2017)

Discussion Items

a) Moodle Mobile and Syllabi.

Other Business

- a) Dr. McConathy asked that each Dean be mindful of the CIP Code review that President Guice request. An email was sent to the CADs committee on March 15, 2017 requesting that the Deans respond to the request.
- b) A report for Summer Salaries was handed out to the deans of the five colleges. Any revisions must be turned in to the Academic Affairs Office by March 22 for reporting to the Board of Supervisors.
- c) Dr. McConathy stated that she would email the date for the Summer Enrollment over the last few years.
- d) Some discussion was had about the raising the percentage of summer pay.
- e) Also, there was some discussion to leave the Summer Salaries the way they stand.
- f) The Deans were reminded of the deadline for having their evaluations turned in to Academic Affairs by Friday March 17. Appointments for the yearly evaluations will be set starting next month.
- g) Dr. McConathy stated that request to be excused from Spring Commencement were starting to come in.

 Any and all that do not have the Dean's signature will be sent back directly to the Dean.

The Council of Academic Deans adjourned on a Schillinger/Martin motion and second.

mol 3/16/17

Council of Academic Deans AGENDA Thursday, March 16, 2017, 10:00 am WT 1647

1.	Opening Remarks JULIE RUTLEDGE: NNW. SENATE Instructional Policies Committee (IPC)	(exterint min
2.	Instructional Policies Committee (IPC)	#1 prov. policy to Cads
	a. Minutes from February 14, 2017	#2 Tabeled, will re-submit
3.	Graduate Council a. Review of agenda item #4 from February Minutes b. Minutes February 15,2017	#2 Tabeled will re-submit on early grad nelcase

4. Enrollment Management

a. Transfer Articulation Matrix (Dean Pamela Ford)

5. Council of Academic Deans

- a. Poll Vote January 18, 2017 (ANS 289C)
- b. Poll Votes January 18, 2017 (ANS 289B)
- c. Poll Vote January 19, 2017 (ANS 489C and 589C)
- d. Poll Vote February 13, 2017 (February Minutes)

6. ULS & BOR Actions

- a. ULS Board Action (forwarded on March 1, 2017)
- b. Doctoral Count (forwarded on March 2, 2017)

7. Discussion Items

a. Moodle Mobile and Syllabi

8. Action Items

- a. March 23, 2017 deadline for Summer Salaries and BoS reporting 3/22/17
- 9. Other Business Evalu. due tom. 3/17/17
- 10. Adjournment

#1

2016-2017 Senate Initiatives

Council of Academic Deans

Revise

Faculty Office Hours

- Proposal to revise Policy 2207 (Faculty Advising/Counseling) which was last revised in 2004. http://www.latech.edu/administration/policies-and-procedures/2207.php
- This is an outdated policy that no longer recognizes the current ways contact hours typically occur between faculty and students. The University is in need of a new policy that has flexible but reasonable expectations that take into account: (1) changes in communication patterns, (2) differences of faculty appointments, and (3) typical expectations of peer institutions (2.78 average for peer institutions and 7.9 for Louisiana institutions).
- The Senate's revised proposal is to: (1) recognize 'contact hours' as a form of office hours and this these be outlined in the syllabus (e.g., how quickly a student can expect an email to be responded to), (2) faculty maintain a system whereby students can schedule appointments that fall outside of posted office hours, and (3) office hours that correspond to the number of courses taught (e.g., 1 or 2 office hours per course taught).
- Contact hours include but are not limited to: traditional office hours, email/electronic communication, phone, mentoring time (e.g., with students in labs).
- As discussed in "Does It Really Matter? Using Virtual Office Hours to Enhance Student-Faculty Interaction" (Li and Pitts, 2009), the "use of virtual office hours is not significantly different from their use of traditional office hours; however, participants in classes that offered virtual office hours reported higher levels of satisfaction with office hours than students in classes that offered only traditional face-to-face office hours."

Early Grading

#2

The Senate recommends either: (1) the elimination of the requirement of early grading for graduating students or (2) changing the graduation date to an appropriate amount of days after the last day of class that

- would allow for the same review of senior grades that is currently taking place before graduation.
- ◎ If route (1) is taken, our proposed policy would clear students to walk
 who were in good standing at the beginning of their graduating
 quarter, who do not drop any of the required classes for graduation,
 and who apply for graduation and graduates would receive their
 diplomas by mail after final grades were entered.
- Whichever route is taken, we believe this change would produce a significant net improvement in the total educational experience at Tech.
- Advantages to current policy:
- (1) There are no fake walks at Tech.
- (2) Early grading allows complete accuracy with regards to 4.0s, cum laude, magna cum laude, and summa cum laude.
- Disadvantages to current policy:
- (1) Students in classes containing at least some graduating students could easily be losing 5% of their contact hours. (see handout)
- (2) The early grading requirement presents a strong implicit motivation for faculty to end instructional time early. Student evaluations suggest that when students in courses are treated as two groups (graduating seniors/non-graduating seniors), the students in the non-graduating senior group view having to continue to attend class and turn in assignments as unfair. For example, in the Spring Quarter, senior grades are due on Tuesday but the last day of class is Friday. Thus, for a M/W/F class, non-graduating seniors have two more full days of class attendance that would be required. Faculty are forced to either have two schedules that students follow or end true instructional time early and use the last days for guest speakers, etc.
- (3) Survey comparing Tech to 16 peer institutions shows that Tech is the only outlier on the early grading requirement. (see handout)
- (4) Elimination of this policy would be a significant change for Tech; but, we feel that the advantage of adding meaningful contact hours outweighs the benefits of the current policy.

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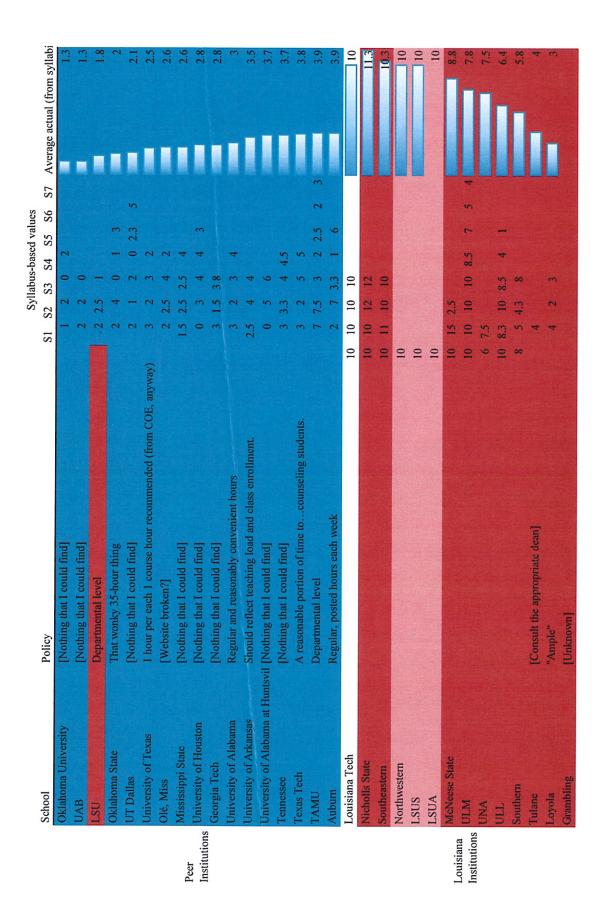
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- SAMPLE - BRAFT -

Louisiana Tech University and Louisiana School for Math, Science, and the Arts

#46

COURSE EQUIVALENCIES

LOUISIAI	NA TECH UNIVERSITY COLLEGE	OF LIBERAL ARTS
LSMSA COURSE	CRITERIA	LOUISIANA TECH COURSE*
School of Design		
AR 103 Exploring the Visual Arts	Grade of A or B in the LSMSA Course	
AR 150 Drawing and Painting	Grade of A or B in the LSMSA Course	
AR 155 Design	Grade of A or B in the LSMSA Course	
AR 334 Ceramics	Grade of A or B in the LSMSA Course	
FA 101 Fine Art Survey I	Grade of A or B in the LSMSA Course	
FA 101 Fine Art Survey II	Grade of A or B in the LSMSA Course	
AR 160 Architecture	Grade of A or B in the LSMSA Course	

*In Column C:

- 1. List Tech's equivalent course, or
- 2. Indicate, "no equivalent course," or
- 3. Indicate that you would accept the course for elective credit; i.e. ART 1xx, Art Elective
- 4. Have similar course but, "do not approve" for transfer articulation

Karl S. Puljak, Director Date School of Design Louisiana Tech University

Dr. Donald P. Kaczvinsky, Dean College of Liberal Arts Louisiana Tech University Date



#7

CENTER FOR INSTRUCTIONAL TECHNOLOGY

TO:

Academic Deans

THROUGH: Dr. Terry McConathy, Vice-President for Academic Affairs

FROM:

David Cargill, Director, Center for Instructional Technology

DATE:

March 1, 2017

SUBJECT: Moodle Mobile and Syllabi

Recently, there has been interest among administrators, faculty and students in Moodle mobile. As we know, handheld devices, such as smartphones and tablets, have become popular for use in online and onsite learning. Providing students with a mobile app to access course materials via the campus course management system has been an objective for years.

In recent months, some TECH Moodle users discovered that a mobile app existed before it was fully developed and evaluated. The Center for Instructional Technology researched the mobile app, including consulting with other ULS campuses, and offers the following perspectives. The most reliable way to access and use Moodle continues to be by using a computer or laptop.

While Moodle mobile is a reality, it comes with limitations and precautions, as noted below:

- Moodle mobile app should be primarily used by students to view documents
- Mobile features and functionalities will vary by device, perhaps by brand
- While it may be possible for students to access interactive features using the mobile app for quizzes and discussion forums, its performance may be inconsistent and unreliable
- Calendars and grades should be viewable on most devices using Moodle mobile
- Messages and notifications should be viewable using Moodle mobile
- Downloading documents using the Moodle mobile app may be possible

CIT recommends that your faculty include comments in their course syllabi so that students are aware of the benefits and limitations of the mobile app. Students should *not rely primarily* on Moodle mobile to perform activities and assignments.

Please contact the Center for Instructional Technology if we can provide advice or assistance.



COLLEGE OF BUSINESS UNDERGRADUATE PROGRAMS

3/16/2017

To: Vice President Terry McConathy

Through: Chris Martin, Dean, College of Business

Through: Rob Blackstock, Asst. Dean of Undergraduate Programs, COB

From: Tony Inman, Interim Head, Dept. of Management

The Faculty of the Department of Management wishes to remove MGMT 310 as a prerequisite to MGMT 468 and MGMT 470

The Management Department has requested to drop MGMT 310 as a prerequisite for MGMT 468 and MGMT 470 for several reasons.

- First, changes to both classes have made them less necessary to have in order; that is, the
 material taught in MGMT 310 is now independent enough of 468 and 470 that taking 310 first
 isn't necessary to learn the higher level material.
- Second, due to a lack of class availability with a reduced faculty and an increased number of students, progress towards graduation was being hampered by requiring this prerequisite.
- Finally, many students will still take 310 before any 400-level classes, so if there is some benefit to having them in order, most students are still getting it.

Thank you for your attention.

Miki Lyons

From:

Miki Lyons <miki@latech.edu>

ent:

Thursday, March 02, 2017 4:04 PM

To:

Christopher Lee Martin; Donald N. Schillinger; Donald P. Kaczvinsky; Gary Alan Kennedy;

DISAPPROVE

IABLE

Hisham Hegab; Pamela Ford; Rita Franks; Robert D. Vento Jr.; shoemake@latech.edu;

Terry McConathy

Cc:

Terry McConathy; miki@latech.edu

Subject:

CADs Poll Votes (2)

Attachments:

CADs Poll Vote_SciTEC- A.pdf; CADs POLL VOTE_SciTEC-B.pdf

All-

Attached are two submissions from the College of Education/SciTEC. Please review and submit your vote to either approve or disapprove no later than close of business tomorrow, Friday March 3, 2017. Thank you.

Respectfully-

Miki O. Lyons
Administrative Assistant
Academic Affairs
Louisiana Tech University

Wyly Tower 1653 1310 W. Railroad Ave P.O. Box 3188

Ruston, LA 71272 Tel: 318-257-2002 miki@latech.edu APPROVE
KACZVINSKY
MARTIN
VENTO
HEGAB
SHOEMAKER
KENNEDY
SCHILLINGER

MEMORANDUM

TO:

Dr. Terry McConathy, Vice President for Academic Affairs

THROUGH: Dr. Sheryl Shoemaker, Dean Graduate School \\ 3/2/17

THROUGH: Dr. Don Schillinger, Dean COE Dr. Schelenger 2/27/12

THROUGH: Dr. Dawn Basinger, Director,

THROUGH: Dr. Bryan McCoy, Department Head 1811

FROM:

Mrs. Lindsey Vincent, SciTEC Director

DATE:

February 22, 2017

SUBJECT:

Spring 2017 Courses for CADs Approval

I am requesting CADs approval for the following syllabi for professional development courses scheduled for the Spring 2017 Quarter:

1. **EDUC 489C** "Taking Restorative Justice to Schools: A Doorway

Ms. Anita Dubois

to Discipline" by Jeannette Holtham

Request for graduate faculty status, if required, will be made to the University Graduate School for the appropriate faculty.



"Taking Restorative Justice to Schools: A Doorway to Discipline" by Jeannette Holtham

Course:

489C

Credit: 3 Hours

Date:

Spring 2017

Class Hours: WWW (online)

Instructor/Place: Anita Dubois/WWW (online)

Phone: 318-352-2358 x 1175

Course Description:

This course is a book study designed to be a self-paced professional development focusing on Application and reflection will be an integral component of this course. It is expected that students will actively and thoughtfully respond to various prompts through the discussion board on Moodle and that implementation of various activities will occur and the results documented.

Course Topics and Calendar:

Week 1: Introduction (What is Restorative Justice)

Week 2: Part One: Applying Restorative Justice to Schools

Weeks 3 and 4: Part Two: Make a Plan

Weeks 5 and 6: Part Three: Prepare Your Boomerang Team

Weeks 7 and 8: Part Four: Measure, Track, Evaluate

Week 9: Part Five: Connect Your Community With Informal Circles

Week 10: Final Thoughts

Additional Course Requirements: Daily class check-in is required. In addition to regular weekly discussion board responses and reflections, students will be responsible for conducting an analysis of discipline practices and statistics at their respective schools.

Course Grade:

Graduate Points

Discussion Board Participation (at least 2 posts per topic/week)

180 (10 points per post)

"Emergency Notification System: All Louisiana Tech students are strongly encouraged to enroll and update their contact information in the Emergency Notification System. It takes just a few seconds to ensure you're able to receive important text and voice alerts in the event of a campus emergency. For more information on the Emergency Notification System, please visit http://www.latech.edu/administration/ens.shtml

*Louisiana Tech University adheres to the equal opportunity provisions of federal and civil rights laws, and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status or disability. The Title IX Coordinator is Carrie Flournoy, President's Office, P.O. Box 3168; phone: (318) 257-3785; email flournoy@latech.edu.

MEMORANDUM

TO:

Dr. Terry McConathy, Vice President for Academic Affairs

THROUGH: Dr. Sheryl Shoemaker, Dean Graduate School &

THROUGH: Dr. Don Schillinger, Dean COE

THROUGH: Dr. Dawn Basinger, Director

THROUGH: Dr. Bryan McCoy, Department Head

FROM:

Mrs. Lindsey Vincent, SciTEC Director

DATE:

February 14, 2017

SUBJECT:

Spring 2017 Courses for CADs Approval

I am requesting CADs approval for the following syllabi for professional development courses scheduled for the Spring 2017 Quarter:

1. **EDUC 489C** Why Should I Reward Them For Doing What They

Ms. Marsha Sanders Daugherty

Are Supposed To?

2. **EDUC 489C** Power of ICU

Dr. Ruby Scroggins

3. **EDUC 489C** You've got to Reach Them to Teach Them

Mr. Jody Purvis

4. **READ 536** Clinic II

Dr. Carolyn Gore

Request for graduate faculty status, if required, will be made to the University Graduate School for the appropriate faculty.



Why Should I Reward Them For Doing What They Are Supposed To?

Course:

489C

Credit: 3 Hours

Date:

Spring 2017

Class Hours: WWW (online)

Instructor/Place: Marsha Sanders Daugherty/WWW (online)

Phone: 318-332-0317

Course Description:

This course is designed to be a self-paced professional development focusing on application and reflection of the content presented. It is expected that students will actively and thoughtfully respond to various prompts through the open discussion with instructor via email and in person and that implementation of various activities will occur and the results documented.

This course will offer research based strategies for increasing instructional time and student engagement. I have created modules to assist teachers as they learn strategies to implement School Wide Positive Behavior Support in his/her school. The information presented in this course will be a collection of resources from multiple trainings and professional developments I have attended over the past seven years simplified for the classroom teacher to implement with ease.

Component Outcomes:

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.
- The consequences for problem behavior are important (and necessary)...but prevention is more efficient and effective.
- Clarify expectations and procedures for your classroom and school.
- Teach and encourage appropriate classroom behavior, and discourage inappropriate classroom behavior
- Demonstrate active supervision of the classroom.

Course Topics and Calendar:

Week 1: Introduction

Week 2: Classroom Self-Assessment Checklist

'Veek 3:

Why Should I reward?

Week 4:

They Should Already Know How to Behave in School--- designing expectations

Week 5:

They Should Already Know How to Behave in School--- teaching expectations

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = F

Qualified students needing testing or classroom accommodations based on a disability are encouraged to make their requests to me at the beginning of the quarter either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Testing and Disability Services Office is needed. Disability information is confidential. Information for Testing and Disability Services may be obtained in Wyly Tower 318 orwww.latech.edu/ods."

Students can request to meet with instructor individually---- for onsite courses.

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Power of ICU

The end of student apathy...reviving engagement and responsibility by Danny Hill & Dr. Jayson Nave

Course:

EDUC 489C

Credit: 'ate:

3 Semester hours 2017 Spring Quarter

class Hours:

3:45-6:00 /Thursday

Instructor/Place: Ruby C. Scroggins, Ed.D., NCC/NCSC

Phone:

(318) 349-0861/ (318) 272-3841

Course Description:

This course will provide a training for an Intensive Care Unit for teachers to use as a communication tool, a shared, school-wide document to collaborate with parents. Teachers are to realize that when they refuse to assign zeroes as grades, the foundation of this process, the ICU list will become the first layer of block building in a completely new system. A shift is just not about a change in policy like no longer giving zeroes. Administrators frequently dump this policy on teachers and underestimate the need to build an entirely new system. This course will create tools and opportunities for teachers and students that guide everyone toward learning. The "Build Up" section of this course will show participants how to build a small army of support behind the teacher. The army of support refers to teachers, parents, coaches, administrators, counselors, band directors, choir directors, and other adults joining forces. Participants will tackle the "Tear Down" section of this course by building a new system of Teacher Paradigm, the idea of have things should be done. The old ideas of how education works has to be torn down and dismantled. The principal and director of schools can say they will no longer give zeroes, but if the teachers don't buy into it, nothing will change. Tearing down allows principals and teachers to take a good look at the traditional zero-based grading system and all of its flaws. Educators will be given the proper information to see errors in their paradigm.

Tear Down, It's Not About You, Who Created this Grading Scale Anyway? The Lone Zero, Quit Fooling Yourself Week 1:

Cultural Inconsistencies, High School Convert, Paradigm Paralysis, The House, Build Up, Wise Leadership Week2:

How the ICU System Works, If I Don't Grade It, They Won't Do It, Seamless Communication, Speak a Different Week 3:

Language, The Teacher, Lifeguards, Extra Time and Extra Help, Re-Do, Restudey/Retake, Hardware Store,

Everyone Has a Story

A Worn Out Bronco II, Real Stories, We Will Never Go Back, Renewed Hope After 31 Years, It, The Numbers Week 4:

Week 5: Mid-Term Exam

Week 6: What's Next? Jumpstart Your System, The One With Light,

Week 7:

Presentations

Week 8:

Week 9:

Effective Use of Charts and Graphs for Data Analysis of Grading

Need A Lifeguard?

Week 10:

Final Examination in collaboration with completed Plan for ICU based on data provided to each participant, via

classroom data assignments.

Undergraduate Points

Graduate Points 100 points 100 points

Final Exam

100 points

100 points

Graduate Project

Midterm Exam

100 points

Special Interest Blog for Education **Total Points**

200 points

300 points

Grading Scale:

Grading Scale for Both Undergraduate

And Graduate Students

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60%F

For Graduate Credit:

Additional rigorous work will be required of those completing the course for graduate credit. Graduate students will evidence and provide their Plans for Intensive Learning Teams. At the beginning of the first day of class, students will submit an area of weakness in their school that they would like to assist school stakeholders in improving student achievement. "Qualified students needing testing - classroom accommodations based on a disability are encouraged to make their requests to me at the beginning of the quarter either auring office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Testing and Disability Services Office is needed. Disability information is confidential. Information for Testing and Disability Services may be obtained in Wyly Tower 318 orwww.latech.edu/ods."

You've got to Reach Them to Teach Them

Course:

EDUC 489

Credit:

3 HOURS Spring 2017

Date: Class Hours:

WWW

Instructor/Place:Jody W. Purvis / WWW

Phone:

(225) 686-4231 / (985) 507-3300 / jody.purvis@lpsb.org

Course Description:

Engagement is a hot topic these days among educators at all levels and in all disciplines. Standards, curricula, and assessment tools have been built and rebuilt to provide excellence and achievement, but we are also faced with the various learning styles of students. *You've Got to Reach Them to Teach Them* shows the reader how to engage students and bring out their best, and how to create an environment in which students feel confident and safe enough to take risks, make mistakes, and immerse themselves in stimulating learning experiences.

Author: Mary Kim Schreck

You've Got to Reach Them to Teach Them examines topics such as relationships, emotions, environment, and expectations, all of which have a major impact on student engagement. Each chapter is divided into three segments. "Notes From the Field" illustrates the chapter's topic in a real-life frame through mediums such as journal entries, vignettes, and student comments. "The Discussion" provides a closer look at the topic, including research and the topic's importance and relevance in the classroom. "Steps Toward Solutions" offers practical strategies for implementing the discussed ideas in the classroom.

Course Topics and Calendar:

Week 1: Introduction: Engagement / Chapter 1: Relationships

Week 2: Chapter 2: Emotion

Week 3: Chapter 3: Environment

Week 4: Chapter 4: Motivation / Chapter 5: Fun

Week 5: Chapter 6: Confidence/ Chapter 7: Attitudes

Week 6: Chapter 8: Cultural Awareness

Week 7: Chapter 9: Expectations

Week 8: Chapter 10: The Engagement Toolbox

Week 9: Chapter 11: Creativity

Week 10: Chapter 12: Soft Skills

Additional Course Requirements:

Students must login and work on the weekly discussion board and weekly assignments during the specified due dates each week which will meet attendance requirements.

Students will complete weekly discussion board questions and respond to two other classmates' discussion each week. Students will be responsible for completing a specified weekly assignment. The weekly assignments will vary each week to ensure in-depth knowledge is gained as a result of participating in this course. The assignment may consist of a brief chapter reflection of a topic of interest in the chapter and how it applies to job duties, development of professional development activities, a case study, or application of the material learned or in the educational environment. Vairous parts of the course the course will require participants to review the Compass Observation Rubric. Students will prepare and present a final presentation to a group of their faculty members including strategies learned to create an engaging environment.

Clinic II

Course:

READ 536 3 HOURS

Credit: Date:

Spring 2017

Class Hours:

4:00 PM-7:45 PM, Tuesday

Instructor/Place: Dr. Carolyn Gore/ LA Tech Technology Transfer C enter

Phone:

Course Description:

READ 536 is a clinical reading practicum course in which in-service teachers translate theory learned in other classes into practice. Students take a report of an elementary or secondary child that has been identified as having a reading disability. Corrective procedures are identified and a schedule is established in which the disabled reader spends a minimum of 10 hours of individualized instruction. READ 536 students become fully acquainted with methods, materials, and equipment designed to correct reading difficulties. Upon completion of the corrective work, READ 536 students write a detailed report of their activities, complete with post testing designed to measure change in reading achievement that has taken place after approximately thirty hours of individual instruction.

Course Topics and Calendar:

Class 1: Introduction to class; selection of student for tutoring; lesson format; requirements of class; explicit lesson

Class 2: Discuss student needs; complete pretesting to determine student needs; write lesson

Class 3: Lessons 1 and 2 due - essential components of reading lesson

Class 4: Three tiers of instruction; intervention lessons

Class 5: Lessons 3 and 4 due – model explicit methods of instruction

Class 6: Lessons 5 and 6; discuss questions about student progress

Class 7: Class discussion of progress and concerns; strategies being used

Class 8: Lessons 7 and 8; discuss progress and concerns

Class 9: Lessons 9 and 10 - include postesting to determine progress

Class 10: Final report and journal due

Additional Course Requirements:

PROJECT - Choose a student to tutor. Using information gathered from a case report, plan and implement a tutorial program.

Course Grade:

100 points Lesson Plans Clinic report 50 points Attendance 50 points 50 points Journal 250 points Total

Grading Scale:

This class is only offered for Graduate credit.

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = F

"Qualified students needing testing or classroom accommodations based on a disability are encouraged to make their requests to me at the beginning of the quarter either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Testing and Disability Services Office is needed. Disability information is confidential. Information for Testing and Disability Services may be obtained in Wyly Tower 318 orwww.latech.edu/ods."

Students can request to meet with instructor individually---- for in site courses.

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Miki Lyons

From: Marilyn Robinso <mrobinso@latech.edu>

Sent: Monday, March 20, 2017 4:20 PM

To: Abigail DeSoto; Bill Campbell; Bob Vento, Jr.; Bruce Alford; Dawn Basinger; Doug Amyx;

Janet Pope; Parker Monte; Pedro Derosa; Saul Zalesch; Sheryl Shoemaker; Steve Webre;

Steven Toaddy; Sumeet Dua

Subject: RESULTS RE: POLL VOTE - 2017 Mar 20

POLL VOTE RESULTS - March 20, 2017

By majority vote, the following items were approved by the Graduate Council.

College of ANS

a. MS-NUDI curriculum change

2. CADS did not approve the proposed changes to the Continuous Enrollment Policy-specifically reducing it to 1 credit hour. However, I would like to submit the attached revision to CADS for editing in the Catalog. The only change made was to change the 1 credit hour back to 3 credit hours. Please vote to accept, reject, or table this item.

Regulations for Enrollment, Registration, and Graduation

Continuous Enrollment and Registration

If circumstances prevent continuous enrollment for one or more quarters (except Summer Quarter), graduate students must apply for re-admission. Graduate students must remain continuously enrolled during the research/practicum phase of their program. Students requiring, at any point during the academic term in question, a faculty or staff member's time and assistance, laboratory facilities, library services, etc. while engaged in research or practicum must register for a minimum of 3 hours of graduate credit in the subject associated with the required activity, research or practicum. Students sitting for examinations only (i.e., not registered for coursework or research) must register in the appropriate examination course required by their academic program. Graduate students must comply with time limitations for completion of programs set by policy for the graduate program in which they are enrolled.

Marilyn

Marilyn Robinson
Assistant to the Dean
Graduate School
Louisiana Tech University
P. O. Box 7923
1642 Wyly Tower
1310 Railroad Avenue, #7923
Ruston LA 71272
(318) 257-2924 – phone
(318) 257-4487 – fax
mrobinso@latech.edu

From: Marilyn Robinso [mailto:mrobinso@latech.edu]

Sent: Monday, March 20, 2017 9:02 AM

Importance: High

Wednesday, March 22 --- meeting CANCELLED.

Please review the attached items for poll vote and submit your response by 12:00 noon on Tuesday, March 21st. Let me know if you have any questions.

Marilyn

Marilyn Robinson
Assistant to the Dean
Graduate School
Louisiana Tech University
P. O. Box 7923
1642 Wyly Tower
1310 Railroad Avenue, #7923
Ruston LA 71272
(318) 257-2924 – phone
(318) 257-4487 – fax
mrobinso@latech.edu

PROPOSAL FOR CHANGE(S) TO C LOUISIANA TECH UNIVERSITY	ATALOG Da	te of Proposal Prep	aration: February 3, 2	2017
COLLEGE: Applied and Natural Science	es	DEPT: School	of Human Ecology	
APPROVAL REQUIRED:	IPC Gr	aduate Council 💿	Both (
Before continuing, please read instructi	The state of the s			
EFFECTIVE DATE: Check appropria	ate quarter: F	\bigcirc w \bigcirc	$Sp \cap Su \cap$	AY <u>2017</u>
Has this proposal been approved by the responsib Will this proposal affect teacher certification?				Yes O N
If yes, proposal approved by Teacher E	ducation Council:	Chair Signature	Date	
If this is a course proposal, continue wi Certain changes may be "editorial" and			m change, go to Part C. I ate Council Chair.	Note:
PART A: For change or drop, describe present number must be treated as a drop and add, not a	s a change.)	ovide new information. (Note: a replacement cours	e
Course descriptor, number, and title: Laboratory hours per week: This course is designed for the following cur.	Lecture periods per	week:	Hours of Credit:	
PART B: Possible effects of course addition	or change:			
Has the effect on department been discussed? Will additional space, equipment, special library.	mar materials or any other			
Note: If any part of "5" is yes, attach an explain	anation.			es O No O
6. If applicable, has this proposal been discusse				es O No O
COURSE ADDITION: YES	COURSE CHANGE:	YES	COURSE DROP: YES	3 Ц
1a. To what extent will this course duplicate material in other courses? Significant Duplication No Duplication (If significant, identity courses & explain.) 1b. Has potential duplication been discussed with other unit heads? Yes No O 2. On a separate sheet, give a formal Catalog statement and syllabus of the subject matter. 3. Proposed course number verified by Registrar:	1. Current course listing the current Catalog. 2. On a separate sheet proposed course description of the channecessary): 1. Current course listing the current curre	, list present and iptions using formal	Why is there no longer a	a need for any
Date:				
PART C: CURRICULUM, CONCENTRATI			e of Dept. have been coord	
Name of curriculum, concentration, or minor		pt. Head		Date
2. Addition: Prepare proposal in accordance wit	h Board of Supervisors a	nd attach to this form.		
Change: On a separate sheet, list in two colur Catalog and designate the courses to be remove concentration, or minor by boldface type. Show	d from the curriculum, c	oncentration, or minor ar	d the courses to be added	
0 0	Date 2.9.17			Date
School/Department Head	. – ***	Chair of IPC		
•				
	Date	-		Date
Assoc. Dean of Undergrad. Studies (for I	1024 1034	Chair of Gradua	te Council	
	- 10 1-			2-4-
	Date 2-23-17			Jate
Assoc. Dean of Grad. Studies (for Grad. (Council)	Vice President fo	or Academic Affairs	Date
Assoc. Dean of Grad. Studies (for Grad. (Vice President fo	or Academic Affairs	Date

IPC/Grad Council: Sept.2015

Present

Program of Study

The Master's degree in Nutrition and Dietetics includes a thesis option, which is 30 semester hours credit, and a non-thesis option, which is 39 hours. Students will complete a research project in both options. Although most of the required course work in the MS program in Nutrition and Dietetics is offered electronically, the program itself is not considered to be an on-line program. At a minimum, students will be required to be on campus to defend their research projects. Students who are enrolled concurrently in the master's program and the dietetic internship will also take some courses that are delivered in the traditional face-to-face format.

Required courses for the thesis option include: HEC 504- Methodology in Human Ecology Research; FNU 528 - Nutritional Management of Cardiovascular Disease; FNU 529 - Nutritional Management of Diabetes; and HIM 505-Advanced Statistical Methods; and HEC 551-Research and Thesis (students must enroll each quarter they are using University resources, although a maximum of 6 hours will apply to the degree0: plus 12 hours of approved courses to be selected based on the student's areas of interest. Required courses in the non-thesis option include HEC 504, FNU 528, FNU 529, HIM 505, and HEC 506 - Special Problems in Human Ecology (nonthesis research), plus 24 additional hours to be selected in consultation with the graduate advisory committee. Students in both options are required to complete a written comprehensive examination (HEC 585) and an oral exam and defense of the thesis/non-thesis research project.

Proposed

Program of Study

The Master's degree in Nutrition and Dietetics includes a thesis option, which is 30 semester hours credit, and a non-thesis option, which is 39 hours. Students will complete a research project in both options. Although most of the required course work in the MS program in Nutrition and Dietetics is offered electronically, the program itself is not considered to be an on-line program. At a minimum, students will be required to be on campus to defend their research projects. Students who are enrolled concurrently in the master's program and the dietetic internship will also take some courses that are delivered in the traditional face-to-face format.

Required courses for the thesis option include: HEC 504- Methodology in Human Ecology Research; FNU 528 - Nutritional Management of Cardiovascular Disease; FNU 529 - Nutritional Management of Diabetes; and HIM 505-Advanced Statistical Methods; and HEC 551-Research and Thesis (students must enroll each quarter they are using University resources, although a maximum of 6 hours will apply to the degree0: plus 12 hours of approved courses to be selected based on the student's areas of interest. Required courses in the non-thesis option include HEC 504, FNU 528, FNU 529, HIM 505, and HEC 506 - Special Problems in Human Ecology (nonthesis research), plus 24 additional hours to be selected in consultation with the graduate advisory committee. Students in both options are required to complete an oral exam and defense of the thesis/non-thesis research project.

Nutrition and Dietetics, MS

Present

Proposed

Core Requirements	Core Requirements
HEC 504: Research Methodology 3	HEC 504: Research Methodology
HIM 505: Health Informatics Applied Stat3	HIM 505: Health Informatics Applied Stat3
FNU 528: Nutritional Mgmt CVD3	FNU 528: Nutritional Mgmt CVD3
FNU 529: Nutritional Mgmt Diabetes	FNU 529: Nutritional Mgmt Diabetes
HEC 585: Comprehensive Exam0	
Research Project Requirement	Research Project Requirement
HEC 551: Research and Thesis 6	HEC 551: Research and Thesis 6
OR	OR
HEC 506C: Special Problems in HEC	HEC 506C: Special Problems in HEC
I	l =1
Electives	<u>Electives</u>
<u>Thesis Option</u> – 12 hours, 6 of which must be FNU	Thesis Option – 12 hours, 6 of which must be FNU
	Thesis Option – 12 hours, 6 of which must be FNU courses
Thesis Option – 12 hours, 6 of which must be FNU	Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must
Thesis Option – 12 hours, 6 of which must be FNU courses	Thesis Option – 12 hours, 6 of which must be FNU courses
Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must	Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses
Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total	Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total
Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total Thesis Option — 30	Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total Thesis Option
Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total	Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total
Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total Thesis Option — 30	Thesis Option – 12 hours, 6 of which must be FNU courses Non-thesis Option – 24 hours, 15 of which must be FNU courses Total Thesis Option

NOTE: The Graduate Council meeting scheduled for Wednesday, March 22 ---is **CANCELLED**. Please submit revisions for pages 6-10 of Policy 2312 on google.docs.

POLL VOTE - MARCH 20, 2017

Attached are items for Graduate Council consideration. Please review and submit your Vote by **12:00 noon on Tuesday, March 21, 2017**.

- College of ANS
 - MS-NUDI curriculum change
- 2. CADS did not approve the proposed changes to the *Continuous Enrollment* Policy-specifically reducing it to 1 credit hour. However, I would like to submit the attached revision to CADS for editing in the Catalog. The only change made was to change the 1 credit hour back to 3 credit hours. Please vote to accept, reject, or table this item.

Policy in question:

Catalog -> The Graduate School -> Regulations for Enrollment, Registration, and Graduation -> Continuous Enrollment and Registration -> [first paragraph]

Existing Policy Statement (for reference)

Graduate students should remain continuously enrolled while pursuing their graduate program. If circumstances prevent continuous enrollment for one or more quarters (except Summer Quarter), graduate students must re-apply for admission upon their return. *Graduate students must remain continuously enrolled during the research/practicum phase of their program.*Students requiring a faculty member's time and assistance, laboratory facilities, library services, etc., while engaged in research or practicum, or preparing for or taking examinations must register for a minimum of 3 hours of graduate credit in the subject associated with the required activity – research, practicum, or examinations. Graduate students must comply with time limitations for completion of programs set by policy for the graduate program in which they are enrolled.

Proposed changes with track changed removed. REVISED 3/20/17

If circumstances prevent continuous enrollment for one or more quarters (except Summer Quarter), graduate students must apply for re-admission. Graduate students must remain continuously enrolled during the research/practicum phase of their program. Students requiring, at any point during the academic term in question, a faculty or staff member's time and assistance, laboratory facilities, library services, etc. while engaged in research or practicum must register for a minimum of 3 hours of graduate credit in the subject associated with the required activity, research or practicum. Students sitting for examinations only (i.e., not registered for coursework or research) must register in the appropriate examination course required by their academic program. Graduate students must comply with time limitations for completion of programs set by policy for the graduate program in which they are enrolled.