**Graduate Programs Council Meeting**

**November 17, 2010**

Attendees: Atsuko Seto, Jody Eberly, Claire Clemens, Susan Hydro, Jean Slobodzian, Nadya Pancsofar

1. The minutes from the November 3, 2010 meeting were approved with changes.
2. Report from Susan Hydro, Assistant Dean of Graduate Studies.
	1. Graduate Spring 2011 enrollment is down 230 semester hours from last year, which equates to approximately 35 students. However, we are likely to see continued graduate student enrollment over the next few weeks.
	2. As compared to last year, we are slightly lower on applications to graduate programs (as of 11/15/10).
3. Susan Hydro presented a report for Susan Bakewell-Sachs, in her absence.
	1. Graduate deans Bakewell-Sachs, Behre, and Rifkin and assistant dean Hydro met on November 11, 2010 to review the 2010 charge from Dean Behre. The following suggestions were made regarding the comprehensive exam policy:
		1. Department and programs have written procedures/expectations for comprehensive exams including grading standards which are posted on their websites.
		2. Comprehensive exams should be scored by a minimum of 2 readers.
		3. Departments and programs will do everything possible to ensure a fair review of student work.
	2. It was suggested that where appropriate, committee members bring examples of their department/program’s policies and practices for comprehensive exams. We will review these materials and decide if a sub-committee should be formed to address principles for consistent practice.
4. Discussion began on a new charge that the council will likely receive in the coming weeks around the issue of graduate student conduct policies.
5. Atsuko Seto raised a concern about the comprehensive exam policy stipulation that students must retake the whole exam.
	1. In discussion with Atsuko’s Department, the value of practice was challenged, particularly in instances in which a comprehensive exam includes multiple choice and essay portions.
	2. Atsuko suggested that student have the choice to take part of the exam over, rather than the full exam, and requested that this option be reflected in the language of the comprehensive exam policy.
6. Those in attendance continued to revise the policy governing comprehensive exams. Much of this time was devoted to shaping the language regarding the “fair review of student work.”