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Graduate Council Meeting Minutes and Reports

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2011 November 29 - Graduate Council Minutes

College of Graduate and Continuing Studies, East Tennessee State University

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**Graduate Council – Minutes
East Tennessee State University
November 29, 2011 1:15pm
President’s Conference Room – Burgin Dossett Hall 206**

Present: Ms. Amy J. Arnold, Dr. Jeffrey P. Beck, Ms. Queen Brown, Dr. Wallace E. Dixon, Dr. William R. Duncan, Dr. Donald B. Hoover, Mr. Thaddeus Jablonski, Dr. Lori J. Marks, Dr. Cecilia A. McIntosh, Dr. Martha M. Pointer, Dr. Kathleen M. Rayman, Dr. Marie Tedesco, Dr. Paul C. Trogen, Dr. Jon R. Webb

Absent: Dr. David A. Arnall, Dr. Stacy D. Brown, Dr. Ranjan N. Chakraborty (excused), Dr. Scott W. Champney (excused), Ms. Maria D. Costa, Dr. Eric S. Glover, Dr. Ester L. Verhovsek (excused), Ms. Cristine Trivette, Dr. F. Wayne Gillespie (excused), Ms. LaDonna Hutchins, Ms. Billie Lancaster (excused), Ms. Mary Ellen Musick

Guests: Dr. Delanna Reed, Dr. Brian Smith, Dr. Jill LeRoy-Frazier

Selection of chair for meeting (Dr. Champney absence):

Dr. Champney was absent due to teaching obligations; therefore, Dr. Paul Trogen was appointed by the council members to preside over the graduate council meeting.

Approval of Called meeting minutes:

The November 15, 2010 minutes were approved without any corrections.

December meeting:

Dr. McIntosh pointed out that the Council usually does not meet in December, however asked for discussion of possible meeting this December. Because the last Monday of the month falls during winter break, Dr. McIntosh suggested December 20 as a possible date. Because grades for fall semester will be due by 4:00 p.m. on December 20, this was not a feasible date. A motion not to meet in December was made by Dr. Dixon and second by Dr. Hoover.

Curriculum Subcommittee report – Dr. Martha Pointer:

I. Non-Substantive Curriculum Change proposal – change in core course for M.A. Reading concentration in Storytelling. The MA in Reading with a concentration in Storytelling proposes substituting a new course (STOR 5190) for the currently required READ 5190 due to a difference in focus between the Reading concentration and the Storytelling concentration.

The subcommittee recommends approval with the following changes:

- A. Separate the four-letter rubric from the course number with a space in the Summary of Actions (three instances).
- B. Add a correction changing the required core course form READ 5241 to STOR 5241.
- C. If possible, bold the two lines of changes in the Proposed Curriculum Revision.

Action taken by council: approved with changes

II. Course proposal STOR 5190 Linguistics of Storytelling – New Course Proposal. The MA in Reading with a concentration in Storytelling proposes substituting STOR 5190 for the currently required READ 5190 due to a difference in focus between the Reading concentration and the Storytelling concentration. This proposal is for the new course to be required in the Storytelling concentration.

The subcommittee recommends approval with the following changes:

- A. Separate the four-letter rubric from the course number with a space in the Rationale for Proposal (once), Prerequisites (twice), and the Catalog description (once).
- B. Begin the Purpose and Goals section with “The purpose of this course is to provide an in-depth....”
- C. In the Purpose and Goals section, please replace the periods with semi-colons when separating phrases.
- D. In the Major Course Topics section, replace the colon in the fourth line from the bottom with a semi-colon.
- E. In the Required Textbooks section, please check for more current editions of the books.
- F. Correct the following citations:
Bauman, Richard. Story, Performance, and Event : Contextual Studies of Oral Narrative. Cambridge
Cambridgeshire; New York: Cambridge University Press, 1999. Crystal, David. The Cambridge
Encyclopedia of Language. 3rd ed. Cambridge ; New York: Cambridge University Press, 2010.
Tannen, Deborah. Talking Voices : Repetition, Dialogue, and Imagery in Conversational Discourse.
2nd ed. Cambridge: Cambridge University Press, 2007. Birch, Carol, and Melissa A. Heckler. Who
Says? : Essays on Pivotal Issues in Contemporary Storytelling. Little Rock: August House, 1996.
*Heath, Shirley Brice. "Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate
Traditions." 1982. 91-112. McCarthy, William Bernard, Cheryl Oxford, and Joseph Daniel Sobol.
Jack in Two Worlds : Contemporary North American Tales and their Tellers. Chapel Hill: University
of North Carolina Press, 1994.
Propp, Vladimir. Morphology of the Folk-Tale. Austin: Texas UP, 1968.
Tannen, Deborah. Spoken and Written Language : Exploring Orality and Literacy. 3rd pr ed.
Norwood, NJ: Ablex Publ, 1993.
*--This is an excerpt but there isn't enough information to locate the title of the book or the journal.

Action taken by council: approved with changes

III. Non Substantive Change proposal, M.A.T. program. The proposal changes the policy to allow those students who successfully complete all coursework except for student teaching to substitute other courses for the student teaching experience if they have been accepted for transitional licensure.

The subcommittee recommends approval with the following changes:

- A. Change “to” to “do” in the first sentence of the Rationale for Proposal.
- B. Add the following to the last sentence in the Rationale for Proposal “and still earn the MAT degree.”
- C. In the Insert existing approved curriculum as shown in catalog section, capitalize “No” and insert “the ETSU School of before “Graduate Studies.”

Action taken by council: approved with changes

IV. TBR proposal – change in admission requirements for M.A. Kinesiology and Sport Studies with concentration in Sport Management. The proposal adds the GMAT score as an alternative to the GRE score for those students seeking admission to the Sport Management concentration.

The subcommittee recommends approval with the following changes:

- A. Change the Proposed Implementation Date to either Summer 2011 or Fall 2011.
- B. Change the contact information to Dr. Bach.
- C. Check with Dr. Grube about the correct box to check on Format PC.

Action taken by council: approved with changes

V. TBR proposal – New Graduate Certificate in Storytelling. The new certificate will meet the needs of students who do not desire a master’s degree, but who want to show evidence of academic graduate education in storytelling.

The subcommittee recommends approval with the following changes:

- A. Reword the first sentence in the Narrative Description of Action to read “...of additional graduate course work for the master’s degree.”
- B. Reword the last sentence of the Narrative Description of Action to read “...MA degree in Reading with a concentration in Storytelling, all certificate coursework would apply.”
- C. Change the contact information to that of Dr. Bach on page one of the Form: Cover.
- D. In the Purpose section on page 2, the second sentence, revise the wording to “...9-15 hours required for the master’s degree.”
- E. In the Purpose section, on page two, the fourth sentence needs to be reworded to read “...towards the MA degree after completing the certificate, all certificate coursework would apply.”
- F. In the Curriculum section on page 2, the Major Field Core should be 15, the Concentration should be 0, and the Electives should be 6.
- G. In the Impact section on page 3, the second sentence should read “In addition, we estimate that 3-4 students now enrolled in the MA in Reading with a Concentration in Storytelling program would switch...”
- H. In the Impact section on page 3, in the third sentence, remove the colon.
- I. On Form PS, age 4, the courses listed in “E” should be listed in section “D.” Also, place a space between the rubric and the course number.
- J. In section “H” on page 5, list the admission, retention, and graduation requirements for the new certificate program.
- K. In section “I” on page 5, add details to the two items and describe what each entails.
- L. In section “J” on page 5, add a space between the rubric and the course number and make the description here identical to that in the course proposal.
- M. In the Evaluation Plan on page 6, be more specific about the plan such as the individual who is responsible for the evaluation and the types of evaluation tools to be used. A paragraph consisting of complete sentences regarding the evaluation plan would be the best way to address this concern.
- N. In the Student Interest/Demand section on page 7, the numbers used should be identical to those used earlier in the proposal.
- O. Insert a line before the Societal Need Evidence heading.
- P. In the Other Evidence of Need section on page 7, the first sentence should read “The ETSU MA in Reading with a Storytelling Concentration...”
- Q. In the fourth line of the Other Evidence of Need section, insert “(ISC” after “International Storytelling Center.”
- R. In the Other Evidence of Need section, correct the ETSU abbreviation from STSU to ETSU.
- S. In the Human Resource Needs and the Other Needs for Support sections, remove all of the “NA” designations. In the Administrative section, the wording should be corrected to read “Current

Program and Departmental Staffing is adequate.” In the Clerical and Support Personnel section, the wording should be “Current Departmental support staffing is adequate.”

T. In the Student Enrollment Projections, change “fulltime” to “full time.”

U. Check with Dr. Grube regarding the Financial Projections since no tuition is reported.

Action taken by council: approved with changes

VI. STOR 5820, Voice Training for Professionals – New Course Proposal

The proposal introduces a graduate-level course in speaking skills. The course will be required for students in the Storytelling Certificate program.

The subcommittee recommends approved with the following changes:

A. Change the wording in the last sentence of the Rationale for Proposal to read “In addition, it will be required for students in the Storytelling Certificate program.

B. Change the “No” to “Yes” in the Course to be required for major, minor in requesting department.

C. Insert semi-colons between the instructors listed in the Staffing section, and add a period at the end of the list.

D. In the Purpose and Goals section, remove the “Course Description” and insert “The purpose of this course is to teach students...”

E. In the Purpose and Goals section, change Course Objectives to “Goals of the course.”

F. In the Major Assignments section, reword the material so that it is in the third person. Also, title, in bold, the last two major assignments similar to the first two.

G. In the Grading Scale section, remove the “C-“.

H. In the Attendance Policy, change “you” to “students.”

I. Correct the following citations:

*Berry, Cicely. The Actor and the Text. Rev. ed. London: Virgin Pub, 2000.

Lessac, Arthur. The use and Training of the Human Voice : A Bio-Dynamic Approach to Vocal Life. 3rd ed. Mountain View, CA: Mayfield Pub, 1996.

Linklater, Kristin. Freeing Shakespeare's Voice : The Actor's Guide to Talking the Text. London: Nick Hern Books, Projected Date: 201003, 2009.

---. Freeing the Natural Voice : Imagery and Art in the Practice of Voice and Language. Revised and expanded ed. London: N. Hern Books, 2006.

*--This is a revised edition published by Virgin. It may be a British version of the book.

Action taken by council: approved with changes

VII. TBR proposal – New concentration in MALS program – Gender and Diversity Studies. This proposal is to establish a concentration in Gender and Diversity Studies within the MALS degree.

The subcommittee recommends approval with the following changes:

A. Add spaces following the parentheses in 1, 2, and 3 of Narrative Description of Action.

B. In part 3 of Narrative Description of Action, change the wording to “three areas.”

C. In the Purpose section on page 2, change “fields” to “areas” in number 2.

D. In the Purpose section on page 2, add “and” before “shared curricula” and remove the remaining part of the sentence

E. In the Impact section on page 3, remove “No negative impact” and insert “It is anticipated...” Also, remove the word “instead in the next line.

F. In the Impact section on page 3, change degree to concentration.

G. In section “E” on page 5, change “distribution” to “area” in two places.

H. In the Evaluation Plan on page 7, hyphenate “follow-up.”

- I. In the Student Interest/Demand section on page 9, delete the “additionally” that occurs before “desirable.”
- J. In the Student Interest/Demand section on page 9, delete the part of the last sentence, omitting the reference to FTEs.
- K. In the Labor Market Evidence, add “have related a need for work...” in the first sentence.
- L. In the Labor Market Evidence section, report some data that reflects a need in the market for such training.
- M. In the Program Duplication section on page 10, remove all discussion after the Vanderbilt section (it does not relate to Tennessee).
- N. Revise the numbers shown on the FTE column of the Student Enrollment Projections to 3, 4, 5.5, 5.5. and 6.5. In the Graduates column, revise the numbers to 0, 2, 4, 5, and 5.
- O. Check with Dr. Grube concerning the reporting of income from tuition.

Action taken by council: approved with changes

VIII. MALS 5300, Gender, Diversity, and Social Justice – New Course Proposal. This course is part of the new concentration in the MALS program.

The subcommittee recommends approval with the following changes:

- A. In the Purpose and Goals section, reword the information to say “The purpose of this course is to introduce students to major concepts....”
- B. In the Major Assignments section, describe, in detail the four types of assignments, and add examples where relevant.
- C. Check the editions of the required textbooks for newer editions.

Action taken by council: approved with changes

IX. TBR proposal – Ph.D. in Psychology – (1) Revise the Clinical Psychology concentration, (2) Establish an Experimental Psychology concentration, (3) Revise the MA in Psychology, and (4) Terminate the General Psychology concentration in the MA in Psychology. These revisions in the Psychology programs are the result of continuous improvement, alignment with accreditation standards, and innovative programming encouraged by federal government.

The subcommittee recommends approval with the following changes:

- A. In the Snapshot Description of Action, align the actions with those listed on the first page of the Form: Cover.
- B. In the Purpose section on page 2, remove the parenthesis after “Appendix A.”
- C. In both Purpose sections on page 2, place hyphens after MA and Ph.D.”
- D. In the new courses for the MA in Experimental Psychology concentration, the course has just one credit hour.
- E. In the Revision of the MA/Ph.D. Clinical Psychology concentration, in the second paragraph add “described” after “changes.”
- F. In the Evaluation Plans on page 10, change “application” to “applications.”
- G. Check with Dr. Grube about the Financial Projections on page 15.
- H. On page 18, put a space between the rubric and the course number in three instances.
- I. Place a hyphen between “doctoral” and “level” in the sentence under Curricular Revision Objective 3.
- J. On page 19, add a space between the rubric and the course number in two instances.
- K. In item 3 on page 20, put “with” between “American students” and “access.”

Action taken by council: approved with changes

X. PSYC 5000, Broad and General Foundations in Psychology – New Course Proposal. This proposal adds a course designed to meet foundation requirements of the Commission on Accreditation in the American Psychology Association.

The subcommittee recommends approval with the following changes:

- A. The subcommittee did not understand the importance of dividing the Learning Outcomes into 72 items.
- B. Change the Grading Scale for “F” to read “<251.”

Action taken by council: approved with changes

XI. PSYC 5801, Teaching Practicum in Psychology I – New Course Proposal. This new course supports students teaching undergraduate Psychology labs.

The subcommittee recommends approval with the following changes:

- A. In the sections Rationale for Proposal, place a space between the rubric and the course number (seven instances).
- B. In the Staffing section, list Graduate Faculty who will teach the course.
- C. In the Co-requisites section, place a space between the rubric and the course number.

Action taken by council: approved with changes

XII. PSYC 6801, Teaching Practicum in Psychology II – New Course Proposal. This new course supports students teaching undergraduate Psychology courses.

The subcommittee recommends approval with the following changes:

- A. Add a space between the rubric and the course number in the Rationale for Proposal section (eight instances).
- B. In the Staffing section, list the Graduate Faculty who will be teaching the course.

Action taken by council: approved with changes

XIII. PSYC 6660, Grant Writing for the Psychological Sciences – New Course Proposal. The Experimental Psychology concentration needs a course which will help students define their research program and help them learn to construct grant proposals.

The subcommittee recommends approval with the following change:

- A. In the Course Description, remove “(NIH, NSF) so as not to limit scope of course.” A change on the Snapshot should change the Syllabus.

Action taken by council: approved with changes

XIV. PSYC 7770, Diversity in the Psychological Sciences – New Course Proposal. This course takes a scientific approach to individual, diverse, characteristics.

The subcommittee recommends approval with the following change:

- A. Complete the last citation in the Identity section of Required Readings.
- B. Correct the following citations:
- Allport, G. W. (1958). *The nature of prejudice*. Garden City, N.Y: Doubleday.
- *Austin, W. G., & Worchel, S. (1979). *The social psychology of intergroup relations*. Monterey, Calif: Brooks/Cole Pub. Co.
- *Deaux, K. (2009). *To be an immigrant* (1st pbk. ed.). New York: Russell Sage.
- Goffman, E. (1990). *Stigma: Notes on the management of spoiled identity*. Harmondsworth: Penguin.
- Shipler, D. K. (2008). *The working poor: Invisible in America* (1. ed., 12. print ed.). New York: Knopf.
- Swim, J. K. (2005). *Prejudice: The target's perspective* (Nachdr. ed.). San Diego u.a.: Academic Press.
- Swim, J. K., & Stangor, C. (2007). *Prejudice the target's perspective*. Amsterdam: Elsevier.
- Waters, M. C. (2004). *Black identities: West Indian immigrant dreams and American realities* (4. pr ed.). New York, NY u.a.: Russell Sage Foundation.
- **--source for Taifel, H. & Turner, J.C. The social identity theory of intergroup behavior. Filed under Part II: Introduction to psychological theories and research (page 4 of proposal)
- *--Paperback edition at a later publishing date.

Action taken by council: approved with changes

Graduate Faculty Subcommittee report and recommendations – Dr. Tedesco:

New Applications

<u>Applicant</u>	<u>Department</u>	<u>Recommendation</u>
Bidgood, Lee	APST	Affiliate#
Burke, Samuel	CSCI	Returned*
Eagle, Cassandra	CHEM	Member
Lange, Shara K.	COMM	Member

Action taken by Council: approved

Reappointments

<u>Applicant</u>	<u>Department</u>	<u>Present Status</u>	<u>Recommendation</u>
Baylor, Timothy	Health Services	Interim	Affiliate##
Beck, Jeff	ENGL	Full	Member
Behringer, Bruce	PUBH	Interim	Returned**

Byington, Randy	ALHE	Associate	Member
Edwards, Joellen	NURS	Full	Senior
Ghaffari, Masoud	NURS	Associate	Member
Granberry, Nancy	NURS	Associate	Affiliate##
Holmes, Thomas A.	ENGL	Associate	Member
Imboden, Hugh	CUAI	Temporary	Affiliate##
. Lampson, Bert	HSCI	Full	Senior
. Leroy-Frazier, Jill	MALS	Associate	Member
. Livingston, James	DIGM	Temporary	Affiliate##
. MacAvoy, Leslie	PHIL	Associate	Member
. Michieka, Martha	ENGL	Associate	Member
. Oliveira, Connie	COMM	Associate	Member
. Price, Robert	MATH	Full	Senior
. Ranjan, Chakraborty	HSCI	Full	Senior
. Rasmussen, Susan	NURS	Temporary	Affiliate##
. Sawyer, Robert	ENGL	Full	Senior
. Schambra, Uta	ANCB	Full	Member
. Sokell, Geri Ann	PHYT	Temporary	Affiliate##
. Singh, Krishna	PHSI	Full	Senior
. Verhovsek, Ester	ALHE	Associate	Member

#Grad coordinator said member; dean said affiliate.

##All three signees agreed on affiliate status.

*Returned for explanation concerning lack of terminal degree.

**Returned to have form completed.

Action taken by Council: approved

Old Business:

Dr. Beck summarized the current revisions to the Graduate Faculty Appointment/Reappointment form. These current revisions consist of the enlarged explanatory boxes, added **review period*** to VII, VIII, IX, X, and

XI. The section XII added “Attach **current*** Curriculum Vitae with all Scholarly Research, Publication, Grants, or Creative Activities in the last **review period, highlighted with dates.***” Sections A, B, C, and D added **or attach an explanatory memo***. Sections A and D added **or Expected Role in Graduate Education and Scholarship***. Furthermore, the instruction section, page 1 will be revised. In addition, other revisions were discussed by the council members. A motion was made to revise the form with the current updates discussed. Dr. Beck was appointed to critique the language and submit the revised form at the next council meeting.

*revised language in bold on form

New Business:

Dr. McIntosh brought up a discrepancy in the ETD listings. When students upload their thesis or dissertation, for some programs the student’s name and department is listed rather than the name of the degree program; for others, the degree program name is listed. This is exacerbated by department mergers and renamings. Dr. McIntosh has discussed possible solutions with Ms. Emily Redd, Editorial Assistant, and the library systems analyst, Billy Ray Williams. The motion was made to remove the department heading and change to the degree program as heading; menu choices will reflect this by only providing degree program names. Ms. Amy Arnold seconded the motion. The motion was passed.

Other: none

Adjournment:

There was no further business to conduct; therefore, the council meeting was adjourned at 2:25 p.m.