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Graduate Council Meeting Minutes and Reports

2-25-2013

2013 February 25 - Graduate Council Minutes

College of Graduate and Continuing Studies, East Tennessee State University

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Graduate Council – Minutes
East Tennessee State University
February 25, 2013 1:15pm
President’s Conference Room – Dossett Hall 206

Present: Dr. Karin Bartoszuk, Dr. Jeffrey P. Beck, Ms. Queen H. Brown, Dr. Emmett M. Essin, Dr. Eric S. Glover, Dr. Marie Jones, Ms. Billie Lancaster, Dr. Lori Marks, Dr. Cecilia A. McIntosh, Dr. Robbie Pack, Ms. Laura Pepper-Weiler, Dr. Martha M. Pointer, Dr. Kathleen M. Rayman, Ms. Colleen Scott, Dr. Marie Tedesco, Dr. Ester L. Verhovsek, Dr. Florence M. Weierbach

Absent: Dr. Russell Brown, Dr. Stacy D. Brown, Dr. Scott W. Champney, Ms. Maria D. Costa, Dr. William R. Duncan, Ms. LaDonna Hutchins, Dr. Jeff R. Knisley

Guests: Ms. Beth Evelyn Barber, Graduate Student Success Specialist, Dr. Pamela Evanshen, Dr. Cynthia Chambers, Dr. Michelle Lee, Dr. Thomas C. Jones, Dr. Jana Scarborough, Dr. Delanna Reed

Approval of January 2013 Minutes:

The January 28, 2013 minutes were approved with one correction. Ms. Laura Pepper-Weiler was added as present.

Dr. Martha M. Pointer was suggested to be chairperson in Dr. Champney’s absence by Dr. Marie Tedesco. Dr. Pointer graciously accepted.

Curriculum Subcommittee report – Dr. Martha Pointer:

Each of the proposals below was considered using the following characteristics as an element of the appropriateness of the proposal:

- Appropriate credit hour assignment
- Appropriate discipline-specific best practices
- Appropriate purpose and goals of the proposal
- Appropriate intellectual/learning outcomes
- Appropriate content and topics
- Appropriate major assignments
- Appropriate class level
- Appropriate course type
- Appropriate course delivery method
- Conflict with other courses or programs
- Articulation and transferability of credit to other institutions

I. New Course Proposal – BIOL 4/5887, Arachnology:

This new course will provide students with a focused and synthetic approach to organismal biology.

The subcommittee recommended approval with the following changes:

- A. In the Purpose and Goals, Learning Outcomes, and Major Assignments sections, remove the unnecessary computer code.
- B. In the Major Assignments section, insert “each” at the beginning of the second sentence of the Course requirements for graduate students.
- C. In those instances where compound adjectives precede a noun, the adjectives should be hyphenated.
- D. In the Rationale for Proposal, add “for undergraduates.” Also, further justify offering the course to graduate students.
- E. In the Grade Assignment section, include another column for graduate grade assignment, putting more weight on the graduate-only components. Also, put headings on the columns.
- F. Include the latest edition of the Required Textbooks.
- G. In the Rationale for Proposal, clarify that this is arachnoid organismal biology. Also, clarify that the menu requirement is related to undergraduate majors.
- H. In the Rationale for Proposal, justify why this course is necessary at the graduate level.

Action taken by council: approved with recommendations

II. New Course Proposal – COUN 4/5207, Girls’ and Women’s Wellness for Helping Professionals

This new course will provide students with insight as to how society impacts the self-image of girls and women.

The subcommittee recommended approval with the following changes:

- A. In the Rationale for Proposal, address why the course needs to be offered.
- B. In the Catalog Description, insert an apostrophe at the end of “girls.”
- C. In the Semesters Previously offered section, remove the “also” from the last sentence.
- D. In the Purpose and Goals section, add an apostrophe to “girls” in the first goal.
- E. In the Learning Outcomes, list the items in a bulleted list.
- F. In the Catalog Description, add information about the availability of the course for graduate students in other programs.
- G. In the Major Assignments section, Weekly reflection notes, re-word how the students will submit their papers.
- H. In the Major Assignments section, Additional essay question, clarify the phrase “professional helping implications.”

Action taken by council: approved with recommendations

III. New Course Proposal – ELPA 7825, Academic Writing for Dissertation Research

This new course will provide students with an opportunity to become familiar with scholarly writing and to practice this skill.

The subcommittee recommended approval with the following changes:

- A. In the Rationale for Proposal, change “for” to “about in the first sentence.

- B. In the Rationale for Proposal, change “dissertation hours” to “starting to write their dissertation.”
- C. In the Rationale for Proposal, change the last part of the last sentence to read “the time between the end of course work and the beginning of writing the dissertation proposal.”
- D. In the Purpose and Goals section, remove the information prior to “The purpose of this course...”
- E. In the Purpose and Goals section, list the goals for the course.
- F. In the Purpose and Goals section, remove all of the information following the new goals (see above).
- G. In the Major Assignments section, explain each of the major assignments.
- H. In the Attendance Policy, explain iw “synchronous and asynchronous” attendance will be monitored.

Action taken by council: approved with recommendations

IV. New Course Proposal – NTFD 5442, Practice Based Research in Medical Nutrition Therapy

This new course will provide students with a research course that will prepare them for the non-thesis option in the MS in Clinical Nutrition program.

The subcommittee recommended approval with the following changes:

- A. In the Rationale for Proposal, re-write the reasons for the course. It is unclear for whom the course is intended and what the effect on the curriculum will be.
- B. In the Purpose and Goals section, begin the first paragraph with “The purpose of this course is to introduce students to the activities...”
- C. In the Purpose and Goals section, list the goals as what the department aims to achieve in the education of its students. Perhaps state “The goals of the course are to provide students with and understanding of...”
- D. In the Major Assignments section, part 2, state which textbook the students will use for this assignment.
- E. In the Prerequisites, remove “and Dietetic Internship program.”
- F. In the course description, remove the word “will.”
- G. In the Rationale for the Proposal, correct the spelling of “integration.”
- H. On the last line of the Rationale for Proposal, the wording should be “profession of dietetics to be developed and implemented.”

Action taken by council: approved with recommendations

V. New Course Proposal – NTFD 5445, Advanced Macronutrient Nutrition

This new course would provide students with a more focused course in macronutrients and their impact human nutrition.

The subcommittee recommended approval with the following changes:

- A. In the Rationale for Proposal, the word “strong” is used twice in the same sentence. Change on of the words to a more appropriate word.

- B. In the Rationale for Proposal, rephrase the content to reflect that BIOL 5167 is not a plant metabolism course. Include the information that the MS in Clinical Nutrition would be better served with a course that focuses on human metabolism.
- C. In the Purpose and Goals section, reword the first sentence to read “The purpose of this course is to provide students with an advanced...”
- D. In the Purpose and Goals section, list the goals as what the department aims to achieve in the education of its students. Perhaps state “The goals of the course are to provide students with and understanding of...”
- E. In the Learning Outcomes section, please check the spelling of “sequrelea.”
- F. In the Major Assignments section, part 1, capitalize Turnitin in the third sentence.
- G. In the Major Assignments section, part b, insert a comma after “journal” in the second sentence.
- H. In the Attendance Policy, change “Tuesday” to “week.”

Action taken by council: approved with recommendations

VI. Substantive Curriculum Modification – M.S. in Clinical Nutrition

The proposed modifications will update the course offerings in the program and will provide an online track for those students who already have earned their Registered Dietitian designation.

The subcommittee recommended approval with the following changes:

- A. In the Need section, the second paragraph, add a comma after “work” on the third line, and add a comma after “degree” on the seventh line.
- B. In the Plans for Accreditation, add a comma after “2013.”
- C. In the Type of Program Change, explain how the six hours of thesis are included in the program total hours. Put a footnote about how the thesis is required for the Advanced Standing option
- D. In part 4 of the Type of Program Change. Add “see Appendix A” to show the side-by-side comparison of the before and after and to state the rationale for the proposal.
- E. If the page with three columns is the before and after requested in the Type of Program Change, please label it as Appendix A.
- F. On the Cover Page, the contact information should be Dr. Bach.
- G. In the last objective in the Goals and Objectives section, state something like “provide opportunity for additional study for those students who have the Registered Dietitian designation.

In the chart in Appendix A, the middle column on the second page, the thesis hours should be 6 (not 1-6).

Action taken by council: approved with recommendations

VII. New Course Proposal – READ 5870, Advanced Practicum

This new course is part of the curriculum change proposal for the Master of Arts in Reading.

The subcommittee recommends approval with the following changes:

- A. In the Rationale for Proposal, remove the first three words of the second sentence.
- B. In the Credit Hours (fixed and minimum, change the number to "1."
- C. Remove the credit hour and prerequisite information from the Catalog Description and begin with something like "This course covers...."
- D. Remove the information from the Semesters previously offered section.
- E. Reword the Purpose and Goals section to begin "The purpose of this course is...." Following the purpose statement, begin a paragraph which lists the goals in a bulleted format and begins "The goals of the course are...." Remove the rest of the information beginning with "Most participants...."
- F. In the Major Assignments section, add a description of what each of the assignments involves.
- G. In the Other Information section, add a paragraph about academic misconduct similar to the following:

ETSU is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents Policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Not reporting instances of academic misconduct represents a fundamental break with honor code policy, and although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion. (ETSU Syllabus Attachment.)
- H. Because the proposed course number is already in use, the course number must be changed to 5871.

Action taken by council: approved with recommendations

VIII. New Course Proposal – READ 5890, The Role of the Reading Specialist and Literacy Coach

This new course is part of the curriculum change proposal for the Master of Arts in Reading

The subcommittee recommended approval with the following change:

- A. In the Purpose and Goals section, after the first sentence, explain the purpose of the Reading Specialist Endorsement. Then begin a second paragraph with "The goals of the course are to train students to:..., " then retain the remainder of the section.

- B. In the Grade Assignment section, relate the Major Assignments of the Grade Assignment (they should be basically the same).
- C. In the Transcript Title, use Reading Specialist & Coach.
- D. In the Major Assignments, correct the spelling of “professional.”
- E. In the Grading Score, indicate that the column on the right reflects percentages.
- F. In the Prerequisites, state “approval of the Graduate Coordinator of the Master of Arts in Reading education program.”
- G. In the Proposed Implementation Term, use Fall 2013
- H. In the list of Graduate Faculty, include the status for each faculty member.
- I. In the Major Assignments section and the Grade Assignment section, align the topics such that all are included.
- J. In the Grading Scale, for the grade of “F,” use “below 75” and indicate that the column on the right is percentage.

Action taken by council: approved with recommendations

IX. Establishment of Articulated Programs – Doctor of Pharmacy and Master of Business Administration.

The articulation will allow pharmacy students to complete the Master of Business Administration program at the same time they are completing their Doctor of Pharmacy degree, removing course redundancies.

The subcommittee recommended approval with the following changes:

- A. In the Title of Action, re-word read “Establishment of articulated programs consisting of the Doctor of Pharmacy and the Master of Business Administration.”
- B. In the Proposal Statement, re-word to state “To articulate the programs of study for the Doctor of Pharmacy (PharmD) and the Master of Business Administration (MBA).”
- C. In the Executive Summary, Proposal, state “To articulate the programs of study for the Doctor of Pharmacy (PharmD) and the Master of Business Administration (MBA).”
- D. In the Curriculum, state “The articulated programs of study are presented in Appendix A.
- E. In the Need section, insert “program of study” after the MBA and PharmD in the second line. In the third sentence, state “The articulated PharmD/MBA programs of study are designed...”
- F. On page 6, Section II, re-word the first sentence of the Introduction to read “The articulated programs of study include the Doctor of Pharmacy and the Master of Business Administration (PharmD/MBA) and complements clinical pharmacy training with additional in-depth training in business/management. Students will complete the standard...”
- G. In the fourth paragraph of the Introduction, remove the word “potential” from the first sentence. Add an “s” to the word “program” and change “has” to “have” in the last sentence.

- H. In the Peer Programs section, remove “proposed” and “dual degree in the first sentence and after “PharmD/MBA on page 7, top paragraph and add an “s” to program of study.
- I. In Table 1, correct the total for PharmD if necessary.
- J. In Table 2, remove “Dual Degree” from the title.
- K. In part F on page 8, remove “Program” from the title.
- L. In the third paragraph of part F, remove “degree in the articulated dual degree.”
- M. In the last paragraph of part F, page 9, remove “program” from the first sentence.
- N. In part J, page 10, remove “dual degree” and “program” from the last sentence.
- O. In part E, page 11, remove “dual degree” and “program” from the first sentence.
- P. In Section IV, part A, page 11, remove “dual degree program” and “dual degree” from the first two sentences, and add an “s” to “program” following the second “dual degree.”
- Q. In the Evaluation Plans, page 13, remove “dual” from the first paragraph, and add an “s” to “program” in the third paragraph.
- R. In Mission Congruence, add an “s” after “program” in the first sentence and in the fourth sentence.
- S. In the Congruence with State Master Plan, add an “s” after “program” in the first line and in the third sentence.
- T. On page 15, the paragraph before Institutional Priority, add and “s” to “program.”
- U. On page 17, the second bullet, change the wording to read “... articulation will attract...”
- V. On page 17, the third bullet, add an “s” to “program.”

Action taken by council: approved with recommendations

X. Substantive Curriculum Modification – Master of Education in Special Education

This curriculum revision is necessary to implement TBR’s Ready 2 Teach program. The modification includes changes to all three concentrations and a name change to one of the concentrations.

The subcommittee recommended approval with the following changes:

- A. In the Concentrations section of the Cover Page, remove “(current)” and add “(To be re-named Advanced Studies in Special Education).”
- B. In the Narrative Description of Action (Snapshot), include the modification for two concentrations and the retitling and modification of one other concentration. Use consistent language throughout the proposal.
- C. In the Type of Program Change, part 3, Special Education Concentration, explain that students must choose one of the two listed tracks.

- D. In part 4 of the Type of Program Change, include a rationale for the proposed change.
- E. Include in the proposal a transition plan for students currently in the program.
- F. In the proposal include a list and catalog description of all the new courses.
- G. In the proposal include a list and catalog description of all the modified courses.
- H. In Appendices A, B, and C, bold all of the changes.
- I. In Appendices A, B, and C divide the courses into sections. (See Public Health for an example. Dr. Bartoszuk can help with this.)

Action taken by council: approved with recommendations

XI. New Course Proposal – SPED 5880, Thesis in Special Education

This new course adds a thesis course and thesis option to the Special Education program.

The subcommittee recommended approval with the following changes:

- A. Thesis courses should be numbered 5960.
- B. Elaborate on the rationale for this course proposal.
- C. The Grade Type should be changed to “S/SP/U.”

Action taken by council: approved with recommendation

XII. New Course Proposal – SPED 5701, Research in Special Education and Related Fields

This new course introduces students to research in Special Education.

The subcommittee recommended approval with the following changes:

- A. In the Purpose and Goals section, the last item in the goals list needs to have a bullet.
- B. In the Learning Outcomes section, the last bullet needs to have a closing parenthesis.
- C. In the Rationale for Proposal change the first sentence to read “The M.Ed. in Special Education is revising its Advanced Studies in Special Education concentration to reflect....”
- D. In the Purpose and Goals section, add “in-depth discussion” and “discipline-specific in the wording of the goals.
- E. In the Major Assignments section, Research Proposal, remove the information about the ETSU Honors research grants as the grants are available to undergraduate students only.
- F. In the Attendance Policy, Weather Related Cancellations, hyphenate “weather-related” and change “may” to “must.”
- G. In the Required Textbooks, update the Isaac and Michael text to the latest edition.

Action taken by council: approved with recommendations

XIII. New Course Proposal – SPED 5301, Instructional Methodology for Exceptional Learning Needs

This new course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Catalog Description, remove the word "candidates" from the first sentence.
- B. In the Purpose and Goals section, state the purpose of the course, beginning with "The purpose of this course is to..."
- C. In the Major Assignments, Mini-Quizzes/Assignments section, remove the last four words.
- D. In the Major Assignments, Examinations section, remove the last two words.
- E. In the Attendance Policy, remove the "C-" from the first paragraph.
- F. In the Catalog Description, change "curricula" to "curriculum."
- G. In the Grading Scale change the last percentage to "below 76."
- H. In the Other Information change "4825" to "5825."
- I. In the Other Information, Attendance Policy, Weather Related Cancellations, hyphenate "weather-related" and change "may" to "must."

Action taken by council: approved with recommendations

XIV. New Course Proposal – SPED 5425, Pre-Residency: The First 6-Weeks of School

This course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. Move the first sentence of Other Information to the beginning of the course description.
- B. In the Purpose and Goals section, explain why the first six weeks are so critical.
- C. In the Major Assignments, remove the word "Graduate" from the Leadership Project.
- D. In the Grading Scale, for the grade of "F" should be "Below 76%."

Action taken by council: approved with recommendations

XV. New Course Proposal – SPED 5401, Research and Practice in Positive Behavioral Supports

This new course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Major Assignments section, include a description of the Mini assignments/Quizzes.
- B. In the Course Description, hyphenate "problem solving."
- C. In the Grading Scale, change the percentage for a grade of "F" to "Below 76."
- D. In the Other Information, Weather Related Cancellations, change "may" to "must" and hyphenate weather-related.

Action taken by council: approved with recommendations

XVI. New Course Proposal – SPED 5753, Programming for Individuals with Exceptional Learning Needs

This course is part of the curriculum revision necessary to implement TRB's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Purpose and Goals section, begin the first sentence with "The purpose of this course is to prepare candidates..."
- B. The Attendance Policy needs to appear only once. Remove the first set of information on page 4 of the Syllabus.
- C. In the Purpose and Goals section, begin with "The purpose of the course is to..."
- D. In the Major Assignments, Mini-Quizzes/Assignments change "may not" to "cannot."
- E. In the Other Information, remove the section regarding Attendance Policy. The information is state above correctly. The information in the Other Information uses a grade of "C-" which does not exist at the graduate level.
- F. In the Other Information, Weather Related Cancellations, change "may" to "must" and hyphenate weather-related.

Action taken by council: approved with recommendations

XVII. New Course Proposal – SPED 5710, Residency I in Special Education

This course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Major Assignments section, include a description of the Reflections shown as an assignment in the Grade Assignment section.
- B. The first section of the Other Information lists prerequisites for the course. These prerequisites should be included in the Prerequisite section.
- C. In the listing of graduate faculty, remove all listing of non-fulltime faculty and include graduate faculty rank for each listed member.
- D. In the Catalog Description, move the phrase "with seminar" from the end of the description and place it in parentheses after "field experience."
- E. Include in the Catalog the information that each student is paired with a mentor in local school systems.
- F. In the Major Assignments, explain that the items that are listed as pass/fail means the items not completed satisfactorily will result in a grade of "F" for the course.
- G. In the Other Information, Requirements, remove the information from this section but include it in the course description.

Action taken by council: approved with recommendations

XVIII. New Course Proposal – SPED 5020, Instructional Practices for Exceptional Needs, K-3

This new course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Grading Scale, change the percentage for a grade of "F" to "Below 76."
- B. In the Attendance Policy, change "one letter" to "one step."
- C. In the Other Information, Weather Related Cancellations, change "may" to "must" and hyphenate weather-related.

Action taken by council: approved with recommendations

IXX. Substantial Course Modification – SPED 5030, Instructional Practices—Preschool

This modified course is part of the curriculum modification that will implement the TBR Ready 2 Teach initiative.

The subcommittee recommended approval with the following changes:

- A. In the Current Transcript Title, insert the current transcript title.
- B. In the Learning Outcomes section, insert a hyphen between "developmentally" and "appropriate."
- C. In the Attendance Policy, change "one letter" to "one step."
- D. In the Other Information, place a comma after the phone number.
- E. In the Other Information, Weather Related Cancellations, change "may" to "must" and hyphenate weather-related.
- F. Check that the Required Textbooks are the latest editions.

Action taken by council: approved with recommendations

XX. Substantial Course Modification – SPED 5445, Medical Aspects and Applications of Assistive Technology

This course is part of the curriculum revision required for TBR's Ready 2 Teach initiative.

The subcommittee recommended approval with the following changes:

- A. In the Current Transcript Title, enter the required information.
- B. In the Purpose and Goals section, enter the purpose of the course.
- C. In the Purpose and Goals section,, begin the goals by beginning with "The goals of the course are...."
- D. In the Grading Scale section, use "Below 76" for the grade of "F."
- E. In the Attendance Policy section, remove the grade of "C-" since that grade does not exist at the graduate level.
- F. In the Other Information, hyphenate "Weather-Related" and change the word "may" to "must."

Action taken by council: approved with recommendations

XXI. Substantial Course Modification – SPED 5825, Preclinical Experience in Special Education

This substantial course modification is part of the curriculum change proposal required for TBR's Ready 2 Teach initiative.

The subcommittee recommended approval with the following change:

- A. In the Major Assignments section, explain what is meant by "Pass/fail" for the first two items.
- B. In the Major Assignment section, remove the last two items as they are just repeats of the two previous items.
- C. In the Other Information, hyphenate "Weather-Related."

Action taken by council: approved with recommendations

XXII. Substantial Course Modification – SPED 5040, Intervention with Infant, Toddlers, and Families

This modified course is part of the curriculum modification that will implement the TBR Ready 2 Teach initiative.

The subcommittee recommended approval with the following changes:

- A. In the Current Transcript Title, insert the current transcript title.
- B. In the Learning Outcomes section, hyphenate "child-level" in the fourth bullet.
- C. In the Major Assignments section, Interview with a Related Service Provider, spell out the OT, PT, and SLP items.
- D. In the Attendance Policy, replace the word "letter" with the word "step."
- E. In the Other Information, Weather Related Cancellations, change "may" to "must" and hyphenate weather-related.
- F. In the Attendance Policy change "one letter" to "one step."

Action taken by council: approved with recommendations

XXIII. Substantive Curriculum Modification – M.A. in Early Childhood

This modification is the result of the TBR initiative Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Impact section, move the second sentence to the end of the paragraph.
- B. In the Appendix A, remove the "s" from editorial changes. There is only one.
- C. In Appendix D, does the new program require an additional course?
- D. In the Appendix A, change the course number for ECED 5780.
- E. In Appendix D, begin with the statement that students already enrolled have three options: continue in their current catalog, declare a new catalog, and finish with a transition plan.
- F. Throughout the proposal, be consistent with Ready 2 Teach" or "Ready2Teach."

Action taken by council: approved with recommendations

XXIV. New Course Proposal – ECED 4/5637, Residency I: Instructional Strategies for Math and Differential Instruction PreK-3

This course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. Move the first sentence of Other Information to the beginning of the course description.
- B. In the Graduate Faculty listing, include the Graduate Faculty rank for all full-time faculty who have the credentials to teach the course.
- C. In the Major Assignments section, 10-minute Math Activities, change "us" to "use."
- D. In the Grade Assignment section, Graduate Assignments, the first item, remove "Reflection Journal." It may be found further down the list.
- E. In the Grading Scale, use "Below 72" and "< 365" for the grade of "F."

Action taken by council: approved with recommendations

XXV. New Course Proposal – ECED 4/5627, Residency I: Writing: The Process, Assessment, and Strategies for PreK-3

This course is part of the curriculum revision necessary to implement TRB's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. Consider re-titling the course so that only one colon is used.
- B. In the Graduate Faculty listing, include the Graduate Faculty rank for all full-time faculty who have the credentials to teach the course.
- C. In the Major Assignments section, the section titled "Modules 1, 2, and 3" does not state what the students need to do. Explain specifically what the students need to do to complete the assignment.
- D. In the Major Assignments, Modules, 1, 2, and 3, spell out what "TPA" means.
- E. In the Grade Assignment section, change "Exams" to "Quizzes" to be consistent with the Major Assignments section.
- F. In the Grading Scale, use "Below 72" and "< 340" for the grade of "F."

Action taken by council: approved with recommendations

XXVI. New Course Proposal – ECED 4/5617, Residency I: Assessment Driven Literacy Instruction for PreK-3

This new course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommended approval with the following changes:

- A. In the Graduate Faculty listing, include the Graduate Faculty rank for all full-time faculty who have the credentials to teach the course.
- B. In the Major Assignments, describe what a "Reading Running Records" is.
- C. In the Major Assignments section, describe what an informal reading inventory is.
- D. In the Grade Assignments section, the math for the point assignment of Reading Running Records is incorrect ($5 \times 25 = 125$).
- E. In the Grading Scale, use "Below 72" and "<715" for the grade of "F."

Action taken by council: approved with recommendations

XXVII. New Course Proposal – ECED 4/5427, Pre-Residency: The First 6-Weeks of School

This course is part of the curriculum revision necessary to implement TBR's Ready 2 Teach.

The subcommittee recommends approval with the following changes:

- A. Move the first sentence of Other Information to the beginning of the course description.
- B. In the Graduate Faculty listing, include the Graduate Faculty rank for all full-time faculty who have the credentials to teach the course.
- C. In the Purpose and Goals section, Course goals, hyphenate "developmentally-appropriate" in the fifth item of the list.
- D. In the Purpose and Goals section, state the party or parties from whom high expectations are established.
- E. Is one credit adequate for all of the work required in the Major Assignments section?
- F. In the Grading Scale, use "Below72" and "< 465" for the grade of "F."
- G. Council confirmed that assignment of 1 credit for this course is in keeping with current best practice.

Action taken by council: approved with recommendations

XXVII. Substantial Course Modification – CUA1 5450, Middle Grades Curriculum and Assessment

Tabled until representative can be present.

XXIX. Substantial Course Modification – ECED 5440, Curriculum Standards and Lesson Planning for PreK-3

This course is part of the curriculum revision required for TBR’s Ready 2 Teach initiative.

The subcommittee recommended approval with the following changes:

- A. In the Purpose and Goals section, begin with "The purpose of the course is...."
- B. In the Purpose and Goals section, in the second goal, hyphenate "developmentally-appropriate."
- C. In the Learning Outcomes section hyphenate "developmentally-appropriate."
- D. In the Grading Scale section, eliminate one of the two "Grading Scale" headings.
- E. In the Grading Scale section, use "Below 72" for the grade of "F,"

Action taken by council: approved with recommendations

XXX. New Course Proposal – ECED 5460, Standards-Based Literacy Instruction in PreK-3

This new course is part of the curriculum modification that will implement the TBR Ready 2 Teach initiative.

The subcommittee recommended approval with the following changes:

- A. In the Purpose and Goals section, begin with “The purpose of the course is...”

Action taken by council: approved with recommendations

XXXI. New Course Proposal – STOR 4/5647, Applied Storytelling for the Profession

This new course will provide students with an understanding of how storytelling is used in a professional setting.

The subcommittee recommended approval with the following changes:

- A. In the Purpose and Goals section, remove the first two sentences and begin with “The purpose of this course is to provide students with a survey of the variety....”
- B. In the Major Assignments section, explain the course journal and presentation notes.

- C. In the Other Information Section, include the ETSU Academic Misconduct policy to read something like the following:

ETSU is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents Policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Not reporting instances of academic misconduct represents a fundamental break with honor code policy, and although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand,

- probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion. (ETSU Syllabus Attachment.)
- D. In the Rationale for Proposal, state why this course needs to be offered at the graduate level.
 - E. In the listing of Graduate Faculty, only list fulltime faculty and include their Graduate Faculty rank.
 - F. In the Major Assignments, indicated the length of the paper required of graduate students.
 - G. In the Catalog Description, remove “burgeoning field” and replace with “applied.”
 - H. Throughout the proposal, capitalize “storytelling.”
 - I. In the Grade Assignment section, use columns for undergraduate and graduate points.

Action taken by council: approved with recommendations

XXXII. Substantial Course Modification – CUI 5426, Secondary Clinical Field I

Tabled until representative can be present.

XXXIII. Substantial Course Modification – CUI 5438, Residency I: Secondary Clinical Field II

Tabled until representative can be present.

XXXIV. Substantial Course Modification – CUI 5440, Elementary School Curriculum and Assessment

Tabled until representative can be present.

XXXV. Substantial Course Modification – CUI 5455, Residency I: Middle Grades Social Studies

Tabled until representative can be present.

XXXVI. Substantial Course Modification – CUI 5458, Residency I: Middle Grades Clinical Field II

Tabled until representative can be present.

XXXVII. Substantial Course Modification – CUI 5450, Middle Grades Curriculum and Assessment

Tabled until representative can be present.

XXXVIII. Substantial Course Modification - CUI 5442, Elementary Clinical Field I

Tabled until representative can be present.

XXXIX. Substantial Course Modification – CUI 5444, Residency I: Elementary Clinical Field II

Tabled until representative can be present.

XL. Substantial Course Modification – CUI 5452, Middle Grades Clinical Field I

Tabled until representative can be present.

A. Graduate Faculty Subcommittee report and recommendations – Dr. Tedesco.

New Appointments

<u>Applicant</u>	<u>Dept.</u>	<u>Recommendation</u>
1. Guinn, Richard	not ETSU faculty	Affiliate*
2. Tolaymati, Thabet	not ETSU faculty	Affiliate*

* to serve on thesis/dissertation committee

Action taken by council: approved

Reappointments

<u>Applicant</u>	<u>Dept.</u>	<u>Present Status</u>	<u>Recommendation</u>
1. Blowers, Sally	Nursing	Associate	Member
2. Breeze, Ute	PHYT	Associate	Member
3. Brinson, Doyle	ELPA	Temporary	Affiliate
4. Defoe, Dennis	Biomedical Sci.	Full	Member
5. Kruppa, Michael	Biomedical Sci.	Associate	Member
6. Likis-Werle, S. Elizabeth	COHS	Temporary	Member
7. Lowe, Elizabeth	ALHS	Associate	Member

8. McGarry, Theresa	Lit. & Language	Associate	Member
9. Pawlowicz, Peter	Art & Design	Associate	Member
10. Rice, Jody	ASLP	Affiliate	Affiliate
11. Thewke, Douglas P.	Biomedical Sci.	Full	Member
12. Walls, Zachary	PHARM	Temporary	Member
13. Warner, Carla	Continuing Studies	Affiliate	Affiliate

Action taken by council: approved

Presentation:

Ms. Beth Evelyn Barber, Graduate Student Success Specialist, presented a PowerPoint report to the council. First, she furnished the background of how the position was implemented from conversations and discussions between Dr. Cecilia McIntosh and Dr. Michael Smith. Those conversations led to the program being formed in August 2011. The position is a twelve month graduate assistantship/social work internship appointment with the purpose to facilitate academic achievement and retention of graduate students.

With confidentiality assured, the presentation included information on number of students using the service, common types of issues, resources and referrals, role in starting Bucky's Pantry, etc. One of the Graduate Student Success Specialist's functions is to serve on the Bucky's Pantry committee. Ms. Barber stated cash donations can be sent to the foundation and food can be dropped off at various locations on campus including the School of Graduate Studies. Dr. McIntosh suggested emailing that list of drop off points to campus and including School of Graduate Studies. Presently, some of the drops off locations are Dossett Hall, Library, and Lyle House. Also, Ms. Barber mentioned the Graduate Student Success Specialist has a new icon/logo on the website. The Graduate Student Success Specialist position is continuing to achieve its purpose to facilitate academic achievement and retention of graduate students.

Old Business:

Dr. Beck communicated emails have been sent regarding ETSU Graduate Award for Outstanding Mentoring to chairs in each college. The deadline for the faculty award is March 15. The nomination paperwork should be sent to Ms. Megan Miller, Executive Aid, for Graduate Studies.

Next, Dr. Bartoszuk stated all graduate student award committees have been filled. There were 32 spots available and many of those chairing the various committees are members of the graduate council; committees are filled with ETSU graduate faculty around campus. Dr. Bartoszuk thanked everyone for their participation.

Dr. Beck gave a report on the February GRE prep class which operated at capacity. The survey taken at the end indicated the GRE prep class scored between good or great. The one exception was Aramark lunch due to items omitted from the sandwich and the box lunch. Overall this year, three sessions were held (one in fall term and two in spring term). Next year we are aiming for four sessions of the GRE prep class. The question was asked if there will be one in the summer. Dr. Beck stated we would have to see if there is a need for a GRE workshop for the summer. The GRE prep workshop continues to be of tremendous assistance to the graduate students. Dr. Beck also report on plans to design and offer a GMAT prep workshop.

Dr. McIntosh and Dr. Jones gave a summary report on spring thesis and dissertation boot camp. There are a total of twenty-eight that signed up and of that number seven are continuing campers from last term. Five of these have submitted their intents to graduate this spring. The boot camp seems to be going well according to the focus group. It is a combination of mini-workshops and focused writing time. The next boot camp session will be held March 8-9, 2013. Dr. Glover asked if anyone was considering an online boot camp. Discussion about merits and logistics of this were briefly discussed. The development team will consider when meeting to debrief after the spring camp. Dr. Verhohovsek stated that Mr. Robert Russell has been very helpful with the online MSAH program. The boot camp overall is a success and a great value to the graduate students in retention and graduation.

Dr. McIntosh inquired if all the categories of the graduate student awards have submissions. Dr. Bartoszuk indicated not all categories have been submitted, but the deadline is March 1. There was a question about extending the deadline. Dr. Bartoszuk stated the deadline cannot be moved because each committee requires at least two weeks to review, to meet, and submit awardee information so that the awards program can be printed. Dr. Pack stated at this time of the year that are other awards going on. Those are Thesis/Dissertation from the Graduate School, University Staff award, Notable Women. Dr. McIntosh suggested sending a reminder to the campus in the fall for submission of awards under the School of Graduate Studies to allow for early submission with subsequent notices sent in spring. Dr. Bartoszuk stated that next year she will send the announcements in October, January, and a final one in February.

Dr. McIntosh made a plea for donation to the add-on fellowships and asked Council members if they had been able to share the information with their colleagues. It takes only eight or nine people donating \$10 a month for a year to fund one fellowship. Ideally each program would have one to help recruit the best and brightest students to their programs. Currently donation allows only 1-2 total each year. Dr. McIntosh encouraged the Council members to petition their colleagues in their respective departments. The add-on fellowship award is \$1000 and the faculty or staff can donate as a one-time donation or through payroll deductions. Dr. McIntosh stated if more persons gave, more graduate students can be assisted.

New Business:

Dr. Pointer stated for the next few months there will be an increase in curriculum proposals with the normal load and types of proposals plus more related to TBR's Ready2Teach initiative. The subcommittee is looking to review 40 proposals each meeting. This is necessary to get sent to TBR for final approval and to get the changes in the catalog. It was suggested that perhaps the subcommittee could consider assigning two primary reviewers per proposal to lessen the burden. Dr. McIntosh reminded everyone of the importance functions of both subcommittees. Prior to formation of the subcommittees, the graduate council spent hours reviewing the proposals and graduate faculty applications. Several council members voiced concerns with the CPS system, having the revisions completed in a timely matter according to state mandate, the apparent disappearance of items on the CPS, etc. Dr. McIntosh suggested contacting Dr. Marsh Grube with suggestions on improvements.

Other:

Dr. Bartoszek handed out the Council of Higher Education article entitled, "My GRE Score says I'm Smart. Hire Me" as an informational item. Dr. Bartoszek gave a brief background of why she was bringing the article to the council. She asked the council members their thoughts on the subject and posed such questions as "If the transcript mattered, what do the scores tell potential employers, and how are the scores utilized. Is the GRE score replacing the IQ test or personality tests in some businesses? Does this convey a new way of selecting employees? How does this affect the idea of diversity as strength?" The council discussed the article.

Dr. McIntosh and Dr. Bartoszek will summarize their recent trip to the Council of Southern Graduate Schools and the Council of Historically Black Graduate Schools conferences in the next council meeting. At the next meeting, the deans will present a debriefing of ideas to be considered for exploration and/or implementation.

Adjournment:

There was no further business to discuss; therefore, the meeting was adjourned at 3:20 p.m.